

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the writer will provide three main concepts related to the study. They are theory, previous study and research model. Theory will consist of concepts of English grammar, concepts present progressive, the meaning of present progressive, the form of present progressive, the use of present progressive, teaching of English grammar, concepts of pictures, procedures of teaching English grammar by using pictures and classroom action research. After that, in previous study, the writer will provide three related studies which can help the writer to write this thesis. The last part is research model where the writer provides a design of theories used to conduct the data.

#### **2.1 Theory**

##### **2.1.1 Concepts of English Grammar**

An English grammar is a specific description, study or analysis of such rules. A reference book describing the grammar of a language is called a “reference grammar” or simply “a grammar”. A fully explicit grammar that exhaustively describes the grammatical constructions of a language is called a descriptive grammar. Grammar is the system of a language. In linguistics, grammar is the set of structural rules governing the composition of clauses, phrases, and words in any given natural language.

### 2.1.2 Concepts of Present Progressive

Based on the title above, the writer would like to offer some concepts regarding the use of English present progressive tense. The writer organizes the topic into three sub-topics. There are: the meaning of present progressive tense, the form of present progressive tense and the use of present progressive tense.

### 2.1.3 The Meaning of Present progressive Tense

Shepherd et al (1987:30) emphasize that present progressive tense is a tense used to describe things happening at the time of speaking. For example: **Look, there is Sally. She is getting on the bus.**

Moreover, Murphy (1987:6) states that the present progressive tense is a tense used to talk about something happening at or around the time of speaking. For example:

1. The kettle is boiling. Can you turn it off?
2. Where is Jessica? She is playing tennis.

Pyle et al (1991:57) add that the present progressive tense is a tense which is used to indicate present time (now) with all but the stative verbs can be used also in some particular cases which mean activities are going on at the time of speaking. For instance:

1. The meat smells very delicious.
2. The cat is smelling the meat.

Azar (1989:11) elaborates that present progressive tense expresses an activity that is in progress at the moment of speaking. It means that it began at recent past, is continuing at present and will probably end some point in the future. For example:

1. John is sleeping right now.
2. I need an umbrella because it is raining.
3. John and Marry are talking on the phone.

If so, the writer concludes that present progressive tense is a tense which used to express something or an activity, to indicate present time or to talk about something which is happening either at, around or in progressive in the time of speaking.

#### 2.1.4 The Form of Present Progressive Tense

##### 2.1.4.1 The Pattern of Present Progressive Tense

Pyle (1991:57) present is a basic pattern of present progressive tense in a sentence as follow: **Subject + (am, is, are) + verb + ing**

This described pattern can be developed by another user in negative an interrogative sentence.

According to Sheperd et al (1987:29) in ways to grammar, a pattern sentence of present progressive tense can be developed in two sentences more. An affirmative can be developed into negative and interrogative. Clearly, the description is illustrated under the table below.

Affirmative			Interrogative			Negative			
I am		Waiting	Am i		Waiting?	I am		Not waiting	
He/She is			Is he/she			He/She is			
We	Are		Are	We		They	We		Are
You			You	They					
They		They							

In affirmative sentence, the pattern of present progressive tense is:

**Subject + (am, is, are) + (verb -ing)**

In iterrogative sentence, the pattern of present progressive tense is:

**(am, is, are) + subject + (verb – ing) ?**

In negative sentence, the pattern of present progressive tense is:

**Subject + (am, is, are) + not + (verb – ing)**

Sheperd et al (1987:29) also note that, the -ing ending sometimes causes the base form to change on verbs. The following are five points the rule of the base form to change on the verbs which is attached by –ing ending.

1. If the verbs end with two constants there is no change in the base verbs:

**Walk – walking**

**Brush – brushing**

**Teach – teaching**

2. If the verbs end in one consonants after a long vowel, there is no change in the base verbs:

**Eat – eating**

**Blow – blowing**

3. If the verbs ends in one consonants after a short vowel, the consonant is doubled:

**Put – putting**

**Swim – swimming**

.....but **k** doesn't double

**Look – looking**

**Cook – cooking**

4. If the verb end in – e the – e is dropped:

**Live – living**

**Ride – riding**

5. If the verb ends in –ie, it is change to –y :

**Die – dying**

**Lie – lying**

#### 2.1.4.2 Characteristics of Present Progressive Tense

According to Azar (1989:13), there are verbs to describe states (i.e. condition that exists); they do not describe activities in progress. For example: Ali **knows**. Knows in this sentence describes a mental states that exist not describe the activity that is in progress. The word “know” in that simple sentence is called stative verb.

Sheperd et al ( 1987:31) try to classify that stative consists of mental states; relationship and perception but expands it more than Sheperd’s. The writer observes that she divided mental states into mental state and emotional state, relationship in possession and other existing state and sense of perception. Clearly the following is the classification of stative verbs according Sheperd et al.

Mental states	Relationships	Perceptions
<b>Believe, detest, forgive</b>	<b>Belong to, owe</b>	<b>Hear</b>
<b>Know, dislike, mean</b>	<b>Contain, own</b>	<b>See</b>
<b>Recognize, hate, remember</b>	<b>Cost, process</b>	<b>Smell</b>
<b>Think, like, want</b>	<b>Deserve, seem</b>	<b>Taste</b>
<b>Understand, love, wish, prefer</b>	<b>Have, sound</b>	

The listed verbs below are the common non progressive verbs according to Azar (1989:13).

<b>Common non – progressive verbs</b>				
Mental state	know	believe	imagine	want
	Realize	feel	doubt	need
	Understand	suppose	remember	prefer
	Recognize	think	forget	mean

Emotional state	love Like	hate dislike	fear envy	mind care
Appreciate				

Possession	possess	have	own	mind
Sense Perception	taste	hear	see	
	Smell	feel		
Other existing state	seem	cost	be	consist of
	Look	own	exist	contain
	Appear	weigh	include	

However, Sheperd et al (1987:31) still note that some of stative verbs can be used either with a stative meaning or without it.

For example:

Stative : The meat smells delicious.

Non stative : The cat is smelling the meat.

Stative : I think you are right.

Non stative : I am think of you.

Stative : I can see you.

Non stative : I am seeing the doctor tomorrow.

## 2.1.5 The Use of Present Progressive Tense

### 2.1.5.1 Concerning Time Aspect

#### 1. Currency

According to Shepherd et al (1987:30), present progressive tense is used to describe things happening at the time they are speaking.

For examples:

1. Look, there is Sally ! She is getting on that bus.
2. Where is Fred? He is doing his homework in the living room.

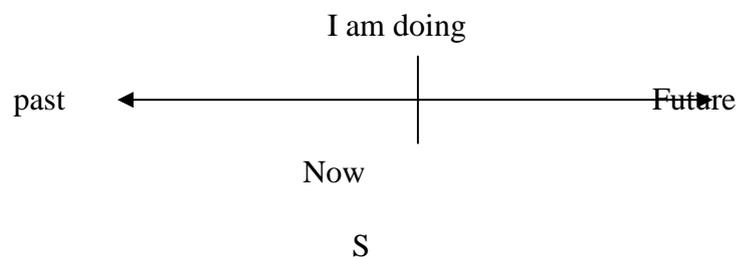
Shepherd et al (1987:30) explain that it is common when the hearer commences what is being done as in telephone conversation, radio commentaries, and information about the activities of person not present.

Furthermore, Swan (1988:496) states that the commonest uses of present progressive are to talk about an action and situation that are already going on at the moment of speaking

For examples:

1. Hurry up, we all are waiting for you.
2. Why are you crying? Is something wrong?

Two statements above are supported by Murphy that present progressive tense is used to talk about something which are happening at or around the time of speaking. It is classified in the chart below:



For examples:

1. Listen to those people, what language are they speaking?
2. What are you doing here?

#### **2.1.5.2 Limited Duration**

On the other hand, Shepherd et al (1987:30) in last statement argue that, present progressive tense is often used to talk about action or event that period of time centered on the present but which may not be happening at the moment the speaker describes them.

For examples:

1. What are you doing these days? I am building a boat.
2. Peter is studying at King's college

Azar (1989:11) also elaborates clearly that often the activity is conducted by present progressive tense as a general natural; something generally in progress this week, this month, even this year etc. For example: she is writing another book this year. It is meant by writing a book is general activity where she is engaged in at present but it does not mean that at the moment speaking she is sitting on the desk with pen in hand.

If it is concerned with the sentence 'Peter is studying at King's college', it will be meant by Peter is not studying a subject at King's college on his desk with pen in hand only at moment of speaking. It is more tendentious to a general natural activity which is in progress in a temporary time.

#### **2.1.6 Teaching of English Grammar**

Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. In a place of "words", I could, for more specificity, have said "morphemes", but for the moment just remember that the components of words (prefixes, suffixes, roots, verb and noun endings, etc) are indeed a part of grammar. Technically, grammar refers to sentence – level rules only, and not to rules governing the relationship among sentences, which we commonly refer to as discourse rules. But for the sake of simplicity, I will include discourse considerations in this discussion of grammar – focused instruction.

While the professional community in general agrees on the importance of form – focused instruction (Nassaji & Fotos, 2004; Williams, 2005), there are still

degrees of opinion on what kind of instruction should be offered to learners. Four primary issues characterize this ongoing professional discussion. There are:

1) Should grammar be presented inductively or deductively?

Do learners benefit from an inductively approach in which various language forms are practiced but in which the learners are left to discover or induce rules and generalizations on their own? Or would they be better off being given a rule/generalization by the teacher or textbook and then allowed to practice various instances of language to which the rule applies? These two approaches are often contrasted with each other when questions about grammar teaching arise.

In most contexts, an inductive approach is more appropriate because of the following:

It is more in keeping with natural language acquisition (where rules are absorbed subconsciously with little or no conscious focus).

It conforms more easily to the concept of interlanguage development in which learners progress, on variable timetables, through stages of rule acquisition.

It allows students to get a communicative “feel” for some aspect of language before possibly being overwhelmed by grammatical explanations.

It builds more intrinsic motivation by allowing students to discover rules rather than being told them.

2) Should we use grammatical explanations and technical terminology in a CLT classroom?

In CLT classes, the use of grammatical explanation and terminology must be approached with care. We teachers are sometimes so eager to display our

hard-earned multilingual knowledge that we forget that our students are so busy just learning the language itself that the added load of complex rules and terms is too much to bear. But clearly, adults can benefit from occasional explanations. Following a few simple (but not always easily interpreted) rules of thumb will enhance any grammatical explanations you undertake.

Keep your explanations brief and simple. Use the mother tongue if students cannot follow an explanation in English

Use charts and other visuals whenever possible to graphically depict grammatical relationships.

Illustrate with clear, unambiguous examples.

Do not get yourself (and students) tied up in knots over so-called exceptions to rules.

### 3) Should grammar be taught in separate “grammar only” classes?

In some curricula, however, certain class hours, workshops, or courses are set aside for grammar instruction. In a language-teaching paradigm that stresses communicative, interactive, meaningful learning, such courses may appear to be anachronisms. Under certain conditions, however, they can provide a useful function, especially for high intermediate to advanced learners, where a modicum of fluency is already in place (Ellis, 2006).

### 4) Should teachers correct grammatical errors?

Many student errors in speech and writing performance are grammatical. It is interesting that research evidence shows that rarely is overt grammatical correction by teachers in the classroom of any consequence in improving learners' language. But we do have evidence that various other forms of attention to and

treatment of grammatical errors have an impact on learners. Therefore, it is prudent for you to engage in such treatment. As long as you adhere to principles of maintaining communicative flow, of maximizing student self – correction, and of sensitively considering the affective and linguistic place the learner is in.

The treatment of grammatical (and discourse) errors in writing is a different matter. In process writing approaches, overt attention to local grammatical and rhetorical (discourse) errors is normally delayed until learners have completed one or two drafts of paper. Global errors that impede meaning must of course be attended to earlier in the process. Studies have shown (Ferries & Hedgcock, 2005) that certain attention to errors does indeed make a difference in final written products.

### **2.1.7 Concepts of Pictures**

in teaching and learning process, a teacher is required to be able to create an exciting and educating learning process besides; a teacher also must have responsibility in creating a good learning environment. One of ways is by creating or choosing appropriate learning media. In a teaching learning itself. Teaching is not only how to transfer knowledge but also how to make the students more understand. So any media such as picture is very helpful to support the teaching learning process in the class.

In teaching and learning present progressive, picture can be used to help the students know and understand present progressive and also use present progressive in daily life. Picture provides a shared experiences for students in the class, a common base that leads to variety of language activities. With picture, however all students after a close observation of the material will immediately need the

appropriate vocabulary, idiom, sentence structure to discuss what they see. The picture can be used as a reference point for students to discuss a phenomenon and their own experience related to it.

### **2.1.8 Procedures of Teaching English Grammar By Using Pictures**

As the teachers we know there are always going to be topics that are challenging to make fun or interactive.

Grammar can be incredibly dry and tedious if we allow it to be, but with a little inventiveness, we can be sure that each and every time we approach a grammar lesson, we have an arsenal of engaging activities.

One of the best ways to get inspired is to let pictures do the work for you. These 5 unique ways to practice grammar using pictures will serve you indefinitely because you can adapt them, recycle them and make them your own in many different ways.

The first thing you need to do immediately is get your hands on a stack of twenty to thirty magazines. Some of the best choices are those that use thick paper, vivid images, and approach a variety of topics. Magazines like: National Geographic, Cosmo, Glamour, etc, will serve you really well. Take some time and compile all different categories of pictures including: famous people, people doing things, pictures of the home, street scenes, animals, food, rooms in the home, odd cartoons, diverse people and groups of people, interesting and colorful objects, etc. It is recommended gluing them to construction paper and laminating them if you have the option. You will get years of use from them and continue to add to them as time goes on.

### 1. People Pictures

People pictures should be number one on your list as you will use them the most for activities. There are so many ways you can use people pictures, there is no way to list them all. Here are some ideas to get you started. 20 questions with famous people (is it a man? Is he singer?) describing people using pictures; what are they doing; what happened or what is happening? Create a story from the picture; write the sequence of a story for the picture and share.

There are numerous ways you can utilize pictures of people in the ESL classroom. Try out different activities with different levels to create your toolbox of go-to exercises.

### 2. Creating Captions

You can also do a lot with cartoons, news pictures, or oddly-themed pictures. Have the students write their own captions to create a punch line. You can utilize news stories or current events and have them write short captions that tell what is happening in the picture using a report tone. We can even use Calvin and Hobbes by writing out all the dialogue and ask the students to fill in their own dialogue and/or captions. You can give them parameters or you can leave it wide open. Think beyond what is happening in this picture. Challenge their critical thinking skills and creativity for powerful results.

### 3. Cut-Up Stories

Cut – Up stories can be a lot of fun with pictures. You can practice things like sequence, directions, story – telling, and various tenses with cut – up stories. Essentially it is a puzzle made of photographs. Have a stack of 8 – 10 photographs that are related so that they can be put in some kind of order (sequence, what

happened, solve a crime, etc). Put the students in small groups and have them examine the pictures. Tell them what the goal is. For example, tell a story by putting these 7 pictures into an order. Give the people names and don't just tell me the obvious, use your imagination and create a fictional story. For a lower level, it could be something like this: there are 10 pictures in your envelope. Each envelope shows a different activity being done and you need to put them in order and describe each of the steps. Examples could be making a cup of tea, making a sandwich, how to take the bus, etc. What you choose will be based on what topic(s) you would like them to practice.

#### 4. Partial Pictures

This is a fun picture activity that can be approached for low intermediate or above. You can use more abstract pictures or artwork for this activity. Take a variety of photographs that are 8x10 or larger and paste them on either construction paper or cardboard. You will then want to cover up most of the picture using squares of paper.

We can do this on the board with magnets, but you could also use double-sided tape. You'll want to be able to pull off each square easily. This is essentially a guessing game where they should be asking a lot of questions. You want them to determine what the picture or piece of artwork is with only limited peek at the photograph. If students don't have any guess, reveal a little more and have them ask more questions. Continue until the entire picture is revealed or someone answers. You can vary this activity by doing it in smaller groups and by applying it to different language lessons.

## 5. Picture Dictation

This activity is often a favorite of students. It is pictorial on steroids and much more challenging. The best grammar activities to use this for are: there is/there are, prepositions of place or direction combined with house vocabulary, or what is happening in the picture. Put the students into pairs and give each student a picture, face down. Tell them to take a turn describing their picture to their partner with several sentences and descriptions. The partner has to draw what their partner tells them. For example, their partner says, “this is a picture of kitchen. In the kitchen on the right hand side there is a big refrigerator. Next to the fridge there is a long cabinet. On top of the cabinet there is a vase with flowers.” You’ll want to monitor how much concrete information they are giving and let the partner know that they can ask clarifying questions. After a few minutes have them switch. At the end of the activity, you can debrief as a class by looking at the original picture and comparing it to the one that was drawn. It is a terrific activity to combine lots of listening and speaking skills along with comprehension of vocabulary and grammar.

### **2.1.9 Classroom Action Research (CAR)**

Classroom action research is the integration of teaching and scholarship (where) instructors use data readily available from their classes to answer practical questions about teaching and learning in their classrooms. It is less formal than traditional educational research, but more systematic and data - based than teacher reflection. Action Research is a process in which participants examine their own educational practice systematically and carefully using the techniques of research. It is based on the following assumptions:

Teachers and principals work best on problems they have identified for themselves;

Teachers and principals become more effective when encouraged to examine and assess their own work and then consider ways of working differently;

Teachers and principals help each other by working collaboratively;

Working with colleagues helps teachers and principals in their professional development.

Action research is the process through which teachers collaborate in evaluating their practice jointly; raise awareness of their personal theory; articulate a shared conception of values; try out new strategies to render the values expressed in their practice more consistent with the educational values they espouse, record their work in a form which is readily available to and understandable by other teachers; and thus develop a shared theory of teaching by researching practice.

## **2.2 Previous Study**

There have been some researches done related to this research. Some of them are stated below:

Ndaumanu (2006) conducted a study entitled, "The Ability in Using English Progressive Tense of the Second Year Students of SMA SEMINARI ST. RAFAEL OEPOI KUPANG in the school year 2006/2007. Based on the analysis, the writer concluded that students of SMA SEMINARI ST. RAFAEL OEPOI Kupang are able to use progressive tense in affirmative, negative, and interrogative, but the students find difficult in doing translation test then completion test.

Tamonob (2008) conducted a study entitled, "A Study on the Ability in using English progressive tenses of the second year students of SMA Kristen Oinlasi in the school year 2008/2009". The problem of the studies make by the writer stated that the students are able to or not to use progressive tenses in affirmative, interrogative, and negative, and what their level ability in using progressive tenses. In that case, the second year students of SMA Kristen Oinlasi are able to use in progressive tense, but they made errors in grammar especially in using past progressivetense in the sentence.

Lemo (2012) conducted a study entitled, "A Study On Writing Ability By The Pictures of the second year students of SMAK SEMINARI ST.RAFAEL Oepoi Kupang in the school year 2011/2012". In this study the writer focused his attention to two aspects in analyzing the composition. The analysis was focused on the grammar and vocabulary. The writer concludes that the second year students of SMAK ST.RAFAEL Oepoi Kupang are not able to write a composition by using picture and the students level ability as a class is 5.23 according to the standard of measurement.

### **2.3 Research Model**

Research model is used to describe the overall framework used to look at reality. In this study, the writer concerned classroom action research (CAR). To teach the grammar especially present progressive tense. in teaching grammar, the writer will use picture to help the students to mastery use of present progressive tense. the writer will teach present progressive in 2 cycle.

