CHAPTER 2

FRAMEWORK OF THE THEORIES

In this chapter the researcher will explain about the theories of the research. Theory is needed to explain the concept of the researcher is used in this research. Some terms are used need to be theoretically explained.

2.1 Definition of Teaching

Teaching is teacher's daily activity. Teacher does not have to be a genius person. She/he just has to be comprehensive of the teaching material, because teaching is not about showing up. It is about deliver knowledge and value of lessons. Teacher has to understand clearly what is teaching basically. Some experts have defined the definitions of teaching.

According to H. C. Morrison, teaching is an intimate contact between a more mature personality and a less mature one which is designed to further the education of the latter (1934).

According to B.O. Smith, teaching is a system of actions involving an agent, an end in view, and a situation including two sets of factors those over which the agent has no control (class size, size of classroom, physical characteristics of pupils, etc) and those that he can modify (ways of asking questions about instruction and ways of structuring information or ideas gleaned) (1963).

According to Edmund Amidon, teaching is an interactive process, primarily involving classroom talk which takes place between teacher and pupil and occurs during certain definable activities (1967).

According to John Brubacher, teaching is an arrangement and manipulation of a situation in which there are gaps and obstructions which an individual will seek to overcome and from which he will learn in the course of doing so (1939).

Based on some explanations from the expert above, the researcher concludes that teaching is transferring information of knowledge as interactive activity which is doing by teacher and students in educational time. Teaching

should be a two way communication and interactively. Teachers should put students as a focus of teaching. When they get the knowledge and value of lessons, the teacher is success to give teaching.

2.2 Definition of Learning

There are many different way of learning theory based on the way people learn. Cognitivism focuses on what happens in the mind such as thinking and problem-solving. New knowledge is built upon prior knowledge and learners need active participation in order to learn. Changes in behavior are observed, but only as an indication of what is taking place in the learner's mind. Cognitivism uses the metaphor of the mind as a computer: information comes in, is processed, and learning takes place.

Constructivism is about learning being an active, contextualized process of constructing knowledge rather than acquiring it. The learner brings past experiences and cultural factors to a current situation and each person has a different interpretation and construction of the knowledge process (Vygotsky, 1978). Think of these themes as what the learner can do, what the learner can do with help from others, and what the learner cannot do yet but will attempt to do.

Experiential learning is about the learner experiencing things for themselves and learning from them. Kolb (1984) proposed a four stage model known as the experiential learning cycle. Effective learning is seen when a person progresses through a cycle of four stages: of (1) having a concrete experience followed by (2) observation of and reflection on that experience which leads to (3) the formation of abstract concepts (analysis) and generalizations (conclusions) which are then (4) used to test hypothesis in future situations, resulting in new experiences. It is a way by which people can understand their experiences and, as a result, modify their behavior. It is based on the idea that the more often a learner reflects on a task, the more often they have the opportunity to modify and refine their efforts. The process of learning can begin at any stage and is continuous, i.e. there is no limit to the number of cycles which can be made in a learning situation. This theory suggests that without reflection, people would continue to repeat their mistakes.

Based on some explanations of learning theory, the researcher concludes learning as process of to comprehend the lesson to be practiced in daily then they can construct it to social life, and by experienced they will find what they could not do then they will try to find the solution. So, they can grow up by doing learning in many ways either it is cognitive, constructive, or experiential learning.

2.3 Definition of Grammar

Grammar definitions may be described in many English monolingual dictionaries or other reference books grammar. In initiating book entitled English Grammar, Jeffrey Coghill and Stacy Magendanz, two founders of the Library and Campus McNeese State University in Lake Charles, Los Angeles (2003: xvi) defines grammar as follows:

"The grammar of a language is the set of rules that govern its structure. Grammar Determines how words are arranged to form meaningful units. "

"Grammar of a language is a set of rules that organize parts of the structures. Grammar determines how words are arranged in units forming meaningful language. "

Similar to the above definition, Michael Swan (2005: xix), linguists are more likely to pay attention to the original English English (British English) defines grammar as follows:

"The rules that show how words are combined, arranged or changed to show certain kinds of meaning."

"Grammar is the rules that explain how words are combined, arranged or altered to show some kind of meaning."

In addition to such common definitions, there are some linguists who defines Grammar with different styles such as Greenbaum and Leech. Leech et al (1982:3) defines grammar as:

"Reference to the mechanism According to roomates language works when it is used to communicate with other people. Grammar is a mechanism for putting words together, but we have said little about the sound of meaning."

"The meaning of Grammar is a reference mechanism when used according to the function of language in communication with others. Grammar is the rules for hyphenation, or the sound of a merger rules meaning"

Based on some experts' definitions of grammar, researcher concludes that grammar is combination of words that has a meaning. The same words and the different tenses of grammar can produce the different meaning too. For instance, "I am cooking for dinner" and "I have cooked for dinner" have different meaning. The first sentence has meaning that she/he is doing cooking at the time. In the second sentence, she/he have done the cooking at the time. That is an example that grammar should be used correctly to deliver the correct meaning.

2.3.1   Definition of tenses

Tenses are a part of the grammar. So, tenses are very important students to make a good sentence. Sentences consist of the words which are subject, verb, and object. Talking about sentences, they consist of simple and complete sentences. Simple sentences talk about the sentences which derived came from subject, verb. Subject is a person done something, and verb is an action of the subject, object is a person as the doer of the sentences. So when the students should make the sentences, the first they should know the pattern to make the sentences, if they know it, they are easy that making the sentences well, second, in English sentences related of the tenses, each tense has had a different pattern, for an examples present tense, past tenses are different pattern. The pattern of the tenses should students knew before. Each tense has have different pattern, it refer to time which the verb of each tense has undergone changing. According to Frank citied in Indra Y (2012:251) stated that tense is special verb ending or accompanying auxiliary verbs signaling the time an event takes place. Hornby citied Indra Y (2012:251) stated defines tense as any of he forms of the verb that may be used to indicate the time of the action or state expressed by the verb. In other words, tense has had the pattern and verb can be changed, so that it looked verb has have different form and difference in time.

Problems, the students are able to make the sentences in each tense but they forgot in making the sentences based on the pattern. Therefore, the students

should know the pattern, so that they can know making good sentences in grammatical, they have to master in writing, and in this case they have to master an international language.

There are twelve main tenses in English grammatical structure. In brief, they are divided into three types; 1) present, 2) past, 3)future. 1) Present is current condition that is happening, 2) past is the event that was happening at the previous, 3) future is the condition that has not happened yet (only in statement without following act).

According to Betty Azar, "Understanding and Using English Grammar" simplify the pattern by dividing them into four types based on their nearly similar time sequences; 1) The Simple Tense, 2) Progressive Tense, 3) Perfect Tense, 4) Perfect Progressive Tense (1993:2-5). Here are the brief descriptions of the tenses, pattern, and the meaning of the tenses according to Betty Azar;

In this research, the researcher will execute 6 tenses which are simple present, present progressive, simple perfect, simple past, past progressive and simple future tense. Those are generally used in daily, so the researcher, through this research will help students extending the comprehensive of these 6 tenses of grammar.

2.3.1.1 Simple Tense
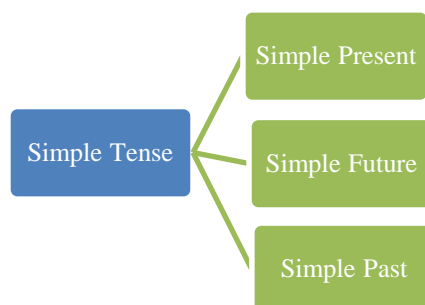
2.3.1.1.1 Simple Present Tense

According to Cook and Suter in citied Indra, Y (2012; 251) stated the present tense indicates that something is taking place now. According to Azar, B (2002) The simple present says that something was true in the past, is true in the present, and will be true in the future. The simple present tense is used to talk about things that happen regularly, repeatedly or all the time. As a result of this, we often use some adverbs of frequency with the simple present tense to state how often somebody does something. Retrieved from *https://www.englishgrammar.org/time-expressions-simple-present-tense/.*

Based on the explanation above, the researcher concludes that simple present tense is used to state a fact of something and to state something which is happening in time.

The pattern of simple present tense is below :

(+)	(-)	(?)
•S + V1	•S + do/does + not + V1	•do/does + S + V1 + ?

Time expression is also needed to complete simple present tense sentence. Time expression usually is known as adverb of time. They are today, nowadays, etc. Adverb of frequency is also used to complete simple present tense sentence. An adverb of time is an adverb (such as soon or tomorrow) that describes when the action of a verb is carried out. It can also be called a temporal adverb. They are always, usually, often, sometimes, occasionally, rarely and never, etc.

2.3.1.1.2 Simple Past Tense

According to Azar, Betty Schrampfer (2002: 27), "The simple past indicates that an activity or situation began and ended at a particular time in the past." According to Hornby (1975:85), "Simple past tense is to indicate activities or states in the past, without indicating any connection the present." In generally, simple past tense expresses something happened in the past, it refers to definite time or specific time, for an example: My mother bought the present to my sister last week. Last week refer to the specific time in the past.

The pattern of simple past tense is below :

(+)	(-)	(?)
• S + V2	• S + did + not + V1	• did + S + V1 + ?

Time expression is also needed to complete simple past tense sentence. Time expression for simple past tense are yesterday, last week, a month ago, in 2010, this morning, etc.

2.3.1.1.3 Simple Future Tense

Simple future tense expresses actions that will occur. Betty A describes that this tense is used to express an action to happen in the future. Retrieved from *https://writingexplained.org/grammar-dictionary/future-tense*.

Based on explanation above, simple future tense talks about the activities will occur in the future, it is not talked about in the present or past tense. The verb of the future tense is verb 1 and cannot be changed with verb 2 or verb 3 because it is not talked about in the past, and the pattern of the simple future tense was difference with present, past.

The pattern of simple future tense is below :

(+)	(-)	(?)
• S + will + V1	• S + will+ not + V1	• will+ S + V1 + ?

Time expression is also needed to complete simple future tense sentence. Time expression for simple future tense are tonight tomorrow morning, next month, next year, in a week, this week, this month, On the weekend, In June, etc.

2.3.1.2 Progressive Tense
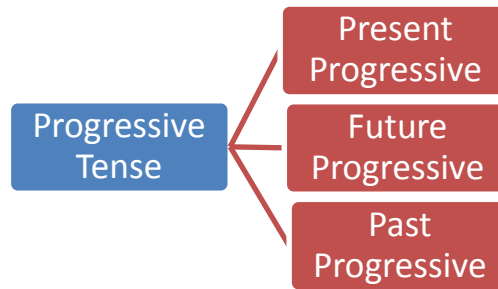
2.3.1.2.1 Present Progressive Tense

Simple Present Progressive Tense talks about an activity which in progressing at this time or now, for an example my father is watching TV right now. According to Azar B (2002) stated the present progressive tense expresses an activity that is in progress at the moment of speaking.

The present continuous tense, also known as the present progressive, is one of the most commonly used verb tenses in English. It is one that English learners frequently confuse with a similar tense, the present simple. The present continuous tense expresses something that is happening at the moment of speaking.

The present continuous is used only with action verbs. Actions verbs express things that we do. The present continuous is not used with stative verbs that express a feeling, belief, or state of being, such as "hope" or "want."

The present continuous tense can be used with positive, negative, and question sentences. For positive sentences, conjugate the helping verb "be" and add "ing" to the verb's end.

The pattern of present progressive tense is below :

(+)	(-)	(?)
• S + to be (is/am/are) + V-ing	• S + (is/am/are) + not + V-ing	• (is/am/are) + S + V-ing + ?

Time expression is also needed to complete present progressive tense sentence. Time expressions for present progressive tense are today, now, right now, every day, in this moment, every morning, at night, etc.

2.3.1.2.2 Past Progressive Tense

According to Azar B (2002) stated Past Progressive Tense is two activities occurred at the same time, but one action began earlier and was in progress when the other action occurred. indicates continuing action, something that was happening, going on, at some point in the past. This tense is formed with the helping "to be" verb, in the past tense, plus the present participle of the verb (with an -ing ending). The past progressive indicates a limited duration of time and is thus a convenient way to indicate that something took place (in the simple past) while something else was happening. Retrieved from *http://grammar.ccc.commnet.edu/grammar/tenses/past_progressive.htm.*

The pattern of past progressive tense is below :

(+)	(-)	(?)
• S + was/were + V-ing	• S + was/were + not + V-ing	• was/were + S + V-ing + ?

Time expression is also needed to complete past progressive tense sentence. Time expressions for past progressive tense are as, while, this time yesterday, last night, between seven and eight yesterday evening, at noon yesterday, at ten yesterday, then. Sometimes the use of simple past tense's time expression is appropriate to be used to past progressive tense. Retrieved from *https://www.grammarbank.com/past-continuous-tense.html.*
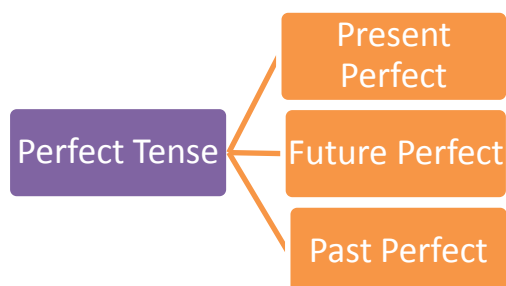
2.3.1.3 Perfect Tense

2.3.1.3.1 Present Perfect Tense

According to Azar B (2002) stated The present perfect expresses the idea that something happened (or never happened).

The pattern of present perfect tense is below :

(+)	(-)	(?)
•S + have/has + V3	•S + have/has+ not + V3	•Have/has + S + V3 + ?

Time expression is also needed to complete present perfect tense sentence. There are some time expressions that is commonly used in present perfect tense. There are for and since, already and yet, just, ever, nd never, recently, lately, once, twice, etc. some of them are used as prepositions in sentences with a verb in present perfect tense expressing that an action still goes on.

2.4 Definition of mastery

According to Cambridge Dictionary, mastery has definition as completing control of something or great skill in a particular job or activity. Retrieved from *https://dictionary.cambridge.org/dictionary/english/mastery*.

According to Oxford Learner's Dictionary, mastery as uncountable or singular noun, is a great knowledge about or understanding of a particular thing. Retrieved from *https://www.oxfordlearnersdictionaries.com/definition/american_english/mastery.*

In learning process, mastery learning has definition as an instructional strategy and educational philosophy, first formally proposed by Benjamin Bloom in 1968. Mastery learning maintains that students must achieve a level of mastery (e.g., 90% on a knowledge test) in prerequisite knowledge before moving forward to learn subsequent information. If a student does not achieve mastery on the test, they are given additional support in learning and reviewing the information and then tested again. This cycle continues until the learner accomplishes mastery, and they may then move on to the next stage.

Based on some definitions above, the researcher concludes that mastery in learning is strategy in teaching learning process where the teacher sets the level of

success as a great understanding of material to be achieved then if the students achieve, they will move to another material.

2.5 *Fly swatter* **game**

  Fly swatter game is the interesting activity for students because they can learn through playing. *Fly swatter* is an object used for killing flies that consist of a flat piece of plastic etc on a long handle. *Fly swatter* game is a game where the students have to get the word in the blackboard or whiteboard by using the teacher's instruction. *Fly swatter* is a device for killing insects.

Picture 2.1 *Fly swatter*

This is how the *fly swatter* looks like. Usually, the *fly swatter* is made of plastic. But, some are made of timber. In this research, the researcher uses the *fly swatter* which is made of plastic. Plastic is a material which is not easily broken. The researcher considers if the session is so exciting, it will break the *fly swatter*. Plastic is also a light material. The researcher is benefited to carry it during the process of research. The function of *fly swatter* in this game is to hit the tense box. The tense box will be showed on the playing board, in this case LCD (Liquid Crystal Display).
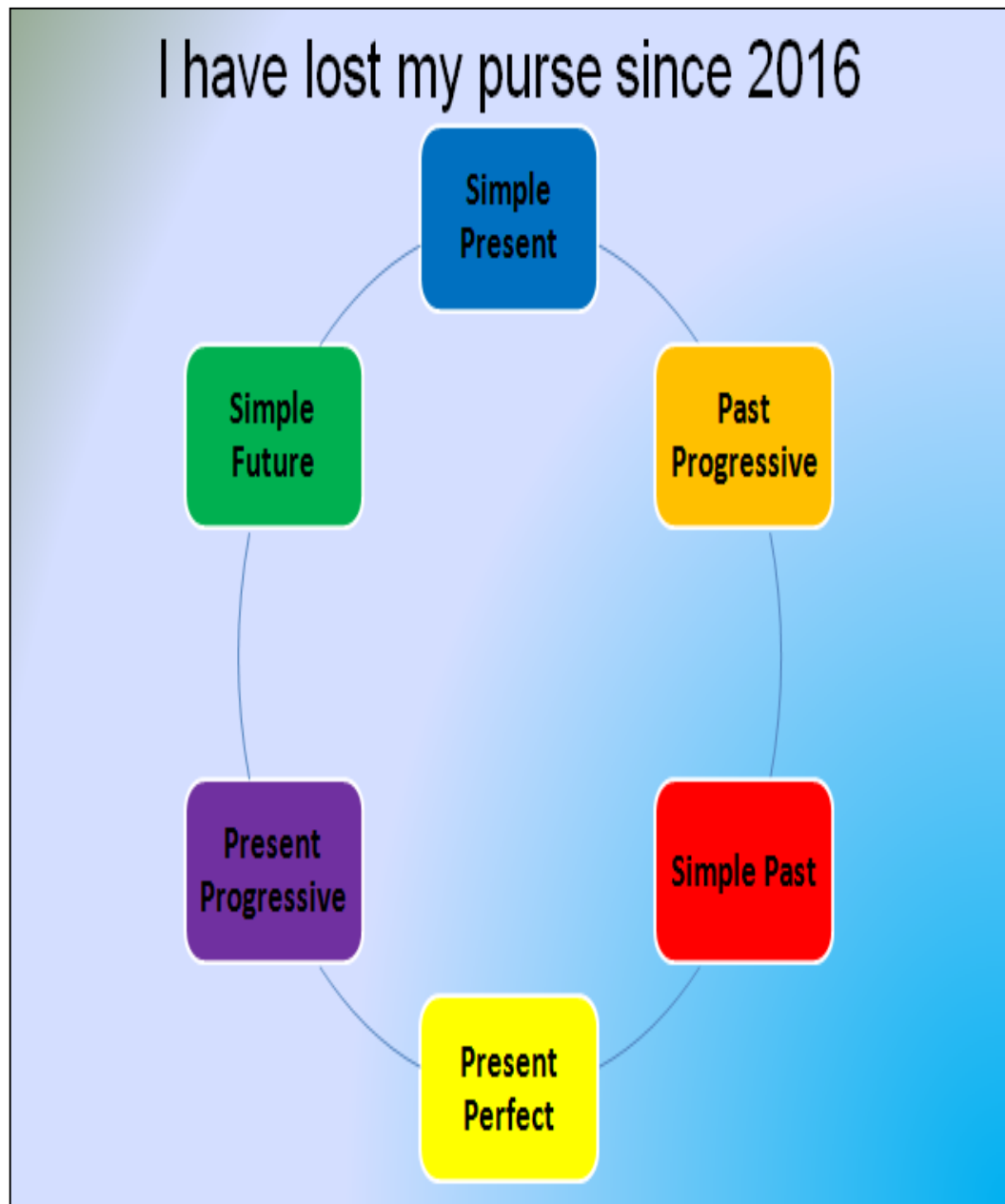
Picture 2.2 Example of Playing Board

This picture is one of slides of the playing board. There are 2 parts of this slide. The first part, "I have lost my purse since 2016 ", is the question. the questions consist of six tenses; they are simple present, simple past, simple future, present progressive, past progressive, and present perfect tense. The second part is the tenses box, the colorful one which will be hit by players. There are 64 slides of playing board look like Picture 2.2. The slides will be shown randomly.

2.5.1. Procedure of Using *Fly swatter* game

There are many ways of teaching tenses and teachers need to learn a variety of techniques, because some methods will work better with certain type of words than others. Actually, in this game there are some procedures that must be followed some instruction.

First, the student who plays first stands in front of the playing board by holding a *fly swatter*. Second, question will appear on the playing board in this case is LCD. And, the student hits the correct tenses box. Next, the student holds the *fly swatter* position. The lowest *fly swatter* is the one who gets points. The student who successfully answers is given an opportunity to give explanation about the answer. Every one question, each group is required to substitute the representative.

The game is divided into 3 sessions. Every session, the teacher makes sure that each student has a turn. So that each student gets 3 opportunities to answer the correct tenses quickly and fun. The group that wins will get an appreciation.

2.5.2. Teaching Implementation of *Fly swatter* game

Fly swatter game is a game that can be used by teacher in enriching students' tenses mastery. In this case, it will be focused on first grade of junior high school students. The implementation of using *fly swatter* game is divided into three steps; they are pre-teaching activity, whilst teaching activity, and post teaching activity.

2.5.1.1.Pre-teaching Activity

Pre-teaching activities are done at the beginning of teaching learning process in class, which is used to attract students' motivation and make them ready to learn. In pre-teaching, there are some activities that will be followed.

First, teacher introduces and brainstorms a topic. It helps students to consider what they have already known about the topic and present some vocabularies. There some ways that can be used in introducing the topic.

Second, the teacher check students' background knowledge by asking some question about the vocabularies that student know. Then, the teacher tells

the students that they will play a game. But before starting the game, the teacher has to tell the procedures of the game. Finally, the teacher gives explanation about the rule of the game that must be followed by students. The rules of this game are as follows:

1. They should not hit another students by *fly swatter*.
2. They should not throw the *fly swatter* to anyone.
3. They should not "block" another player with their arm or their body to prevent them from getting at a word.

2.5.1.2. Whilst Teaching Activity

In this stage, the teacher rechecks students' readiness. It is important to do before the game is started. After students are ready, teacher begins to lead them to the game. The game is played during 45 minutes. There are some important points that should be paid attention along the game.

1. Teacher's role is to establish the successfulness of playing this game. In this game, teacher has several functions they are, teacher as a facilitator, teacher as an instructor, and teacher as the leader.

2. Student's role in this game students are as the objects of learning. It means that students follow each instruction related to the game from their teacher. They play the game based on the rules managed by teacher. Moreover, all students should participate in expressing vocabulary they have and also pay attention to their friends' performance in the game. Besides, students should also keep the situation well during the game is played.

2.5.1.3. Post teaching Activity

In the post teaching activities, teacher gives exercises. Students do the exercises individually. It can be by writing sentence as many as possible including the tenses are used based on a certain clues given by teacher. This activity is necessary in order to check students understanding about the vocabulary that they acquire during the game.

2.5.2. Advantages of Using *Fly swatter* game

There are several advantages of using *fly swatter* game for student vocabulary mastery. The advantages include:

1. It is not use a monotonous activity.
2. It is fun for students.
3. It helps them learn and acquire new word easily.
4. It involves friendly competition and keeps students interest.
5. It serves students to learn pronouncing and spelling words.
6. The students more active then teacher.

2.5.3. Disadvantages of Using *Fly swatter* game

There are several disadvantages of using *fly swatter* game for student vocabulary mastery. The disadvantages include:

1. Needs more preparation for the teacher for time allocation, such as time to divide a group.
2. The class noisy.
3. Some students not care when some students play the games.

2.5 Conceptual framework

According to the background of this research, grammar should be mastered by students. Grammar is one of crucial element of learning English as second or foreign language that should be mastered, because if it is not mastered, students will have problem to communicate in English. The wrong grammar can cause the wrong meaning of utterance. Finally, it causes miscommunication.

Today, it is essential to students considerate grammar correctly but they often face difficulties in learning process. It is because the method of teaching is monotonous. It does not lift the atmosphere. Students love to have fun and interesting class, moreover for grammar class. For some students, grammar is one of the most difficult part in learning English.

Teachers should find another way of teaching grammar to solve this incomprehensive material. Teachers' creativity is needed in this situation. They can do some ways to improve their students' tenses mastery.

Fly swatter game is one of ways that researcher offer to be tried as method of teaching grammar. Even this game is usually used to improve vocabulary mastery, the researcher have modified the rules to be played as grammar game.