CHAPTER II
REVIEW OF LITERATURE

A. Theoretical Framework

1. The Nature of Simple Present Tense

a. Definition of grammar

One of the skills that should be mastered by students is grammar. Siswoyo, says that grammar is one aspect of the language component that must be mastered by Indonesian students who learn and use languages, such as English. Grammar is one of the important language components to understand by language users both in spoken and written form.[1]

Herlina, says that grammar is a component of English that needs to be understood how to improve English grammar in making sentences using simple sentences.[2]Furthermore According to Edri, say that "Grammar is Grammar is a language master that helps speakers of languages speak, listen, read and write".[3]

b. Components of The Simple Present Tense in English Grammar

According to Wulandari , Simple present tense is the most basic tense to be understood and used in daily activities, interactions, and communication. The simple present tense is also one of the most important tenses used in spoken and written English.[4] Meilani and Nasir state that a simple present tense is a form of the verb for a declared fact, habits, or events that happened form verb is most commonly used in English.[5]

The problem that often arises is that there are still many students who have problems using the simple present

---

[1]Siswoyo, *Students' Error In Using Simple Present Tense Mastery*, English Education: Tadris Bahasa Inggris, Vol.9, No.2 (2016), P.463

[2]Herlina, Maria Ramasari, *Students Ability In Producing The Sentences Of Simple Present Tense At STMIK Musirawas,* Journal of Linguistics, English Education and Art (LEEA), Vol.1, No.2 (2018), P.154

[3]Edri, *An Analysis Of The Students' Grammar Difficulties In Using Noun Clause At Second Year Students' Of Akademi Parawisata Jakarta,* DE-Journal (Dharmas Education Journal), Vol. 2 No.1 (2021)

[4] Sari Wulandari, *Teaching Simple Present Tense To The Fifth Year Students Of SD Negeri 12 Palu Through Jumbled Words,* Vol.2, No.2 (2019), P.42

[5]Meilani, B. D & Nasir, M., *PenentuanPolaKalimatbahasaInggrispada Simple Present Tense Metode bottom-up Parsing,* Integer Journal, Vol.1 No.1 (2016), P.10

tense and it is difficult to be used such as making simple present tense sentences in positive, negative, and interrogative forms well and distinguishing verbal and nominal sentences in the simple present tense.

The research concludes that the simple present tense is used to express the sentence patterns that show a habit of frequent occurrences and the adverb of time in making negative, positive, and interrogative sentences and simple present tense which show habitual or repetitive actions.

c. **The Use of Simple Present Tense**

According to Riyanto, et al. said the simple present tense is a verb used to express :

1) An activist that describes a habit, it happens: every day, every week, every month, every year, etc.
   Example :
   - Rina always comes on time.
   - Ika learn English everybady.
2) A thing that is true in general.
   Example :
   - I am Indonesia.
   - I am a student.
3) A schedule/timetable.
   Example :
   - The bus arrives at 5.10 a.m.
   - The Festival on Javanese Culture starts tomorrow.
4) A description and definition.
   Example :
   - Teachers teach in school.
   - A doctor works in a hospital.[6]

d. **Form of simple present tense**

The simple present tense has several characteristics. This characteristic can be seen from the form and the use of the simple present tense itself. The form of the simple present tense is as follows:[7]

---

[6]SlametRiyanto, Emila NH, and Leila NH, *A Handbook of English Grammar,* (Pustaka Pelajar: 2007), P.117

[7]Michael Swan, *Practical English Usage,*(Oxford: University Press, 2016) P.30

Table 2.1 forms of the simple present tense

Affirmative	Question	Negative
I work	Do I work?	I do not work
You work	Do you work?	You do not work
He/she/it works	Does he/she/it work?	He/she/it does not work
We work		
They work	Do we work?	We do not work
	Do they work?	They do not work

The simple present tense has two forms, namely as follows :

1) Verbal

Verbal has the meaning of a sentence that contains the original verb.

Example: go, sleep, study.

2) Nominal

A nominal is a sentence that does not explain the original verb/form in the form of adjectives, nouns, and adverbs.

Example: crazy, students, at home.[8]

a) Simple Present Tense Verbal

Table 2.2 Simple Present Tense Verbal

(+) S + V1(s/es) + O
(-) S + Do/Does + Not + V1 + O
(?) Do/Does + S + V1 + O

Example:

(+) She drinks water.

(-) She does not drink water.

(?) Does she drink water?

Note:

Using V1 (s/es) :

- V1 for subject: I, you, we, they, plural

- V1 uses additional s/es, namely for items: she, he, it, singular

Using Do/Does :

- Do: I, you, we, they, plural

- Does: She, he, it, singular

If you use does, you don't need to add s/es to the verb.

---

b) Simple Present Tense Nominal

Table 2.3 Simple Present Tense Nominal

(+) S + Be (is\am\are) + Complemet
(-) S + Be (is/am/are) + Not + Complement
(?) Be (is/am/are) + S + Complemet

Example :

(+) He is smart.

(-) He is not smart.

(?) Is he smart?

Complement (Pelengkap)terdiri dari :

- Adjetive (kata sifat) : Pretty, Brilliant.
- Noun (kata benda) : Animal, Room.
- Adverb (kata keterangan) : here, at hospital.
- Pronoun (kata ganti) : Mine, You. [9]

e. The Function of Simple Present Tense

There are several functions of the simple present tense, including the following:

1) *Habitual action* (is something that describes a recurring event or a habit.)

Example :

I   **go**   **to shool**   **every morning.**
Subject   verb   object   keterangan waktu

(Aku pergi sekolah setiap pagi.)

2) *General truth* (A general truth is a fact or event that occurs frequently.)

Example :

The moonshinesin the night.
Subject   verb1   keterangan waktu

(Bulan bersinar pada malam hari.)

3) *Facts* (fact is something real.)

Example :

Wicky does not go to schooltoday.
subject   verb1   object   keterangan waktu

(Wicky tidak pergi ke sekolah hari ini.)

4) *Schedule* (is a scheduled activity)

Example :

The new semesterbeginsnext month.
subject   verb1   keterangan waktu

(Semester baru dimulai bulan depan.)

---

[9] Ahmad ZubaidiAmruallah, *Obak-Abik Tenses (Rumus-rumusPentingdalamMemahami Tenses),* (CV. Dimar Jaya : 2021) : 14

5) *Character and ability* (traits and abilities).
Example :
- **Arya** is **a genius.**[10]
  subject · · · adjetive

f. The Skema of Simple Present Tense

There are several rules for adding s/es to verbs, namely :

1) If the verb ends in "ss", "sh", "ch", "x", "o", add "es" at the end.
   Example :

Kiss	Kisses	Mencium
Watch	Watches	Melihat
Wash	Washes	Mecuci

2) If the verb ends in "y" and was previously a consonant (consonant), "y" is changed to "i" and then "es" is added.
   Example :

Carry	Carried	Membawa
Try	Tries	Mencoba
Fly	Flies	Terbang

3) If the verb ends in "y" and was previously a vowel (vowel), add "s".
   Example :

Obay	Obays	Mematuhi
Pay	Pays	Membayar
Say	Says	Berkata

4) Add "s" if the verb does not meet the three criteria above.[11]

Visit	Visits	Mengunjungi
Rain	Rains	Hujan
Read	Reads	Membaca

2. Game

a. The Definition of Game

Games, as one of the techniques in teaching English, have an important role in improving student learning and motivation. Students will feel happy when learning English in the form of games. game is a fun, engaging, and often challenging activity where learners play and usually interact

---

[10]AlfiIrsyadIbrahim.SS., FitaNurmalasari, SS.MA., *Mini Book Master Bahasa Indonesia &Inggris (Language Pinter),* (PT Wahyu Media: 2012): 206

[11] Lucky Isnaeni, *PanduanLengkap 16 Tenses*, (PT.TanggaPustaka : 2010) : 27

with others. This means that it is interesting, sometimes rewarding, fun to play with, and interaction can be called a game. A game is an activity with rules, goals, and fun elements.[12] According to Lewis said, "games are fun and children like to play".[13]

According to Wright, the game is an activity that is entertaining and interesting, often challenging, and an activity in which students play and interact with other people.[14] Aneka & Rahmatika (2019), say that games are activities that are carried out by everyone, from children to adults, as well as people with disabilities. Game is an inseparable part of life because it tends to be a basic need.[15]

From the explanation above, it can be concluded that the game is one of the techniques in teaching English, that makes students enjoy, have fun, and are interested in the learning process. And teachers also should look out for the principle of selecting games before using the games can be accepted by all students in the classroom.

b. **The Advantages and Disadvantages of Using Game**

1) The Advantages

There are many advantages of using games in learning English, such as increasing students' interest and reducing students' boredom in mastering English material, especially grammar material. According to Ibrahim (2017), the use of games can be beneficial in classroom learning, namely as follows :

a. Games can make students focus.
b. Games can promote communicative competence.
c. Games can create a meaningful context in the use of language.
d. Games reduce learning anxiety.
e. Games can integrate a variety of linguistic skills.

---

[12]Mustaan, Thesis: *"The Effectiveness of Using Arrange Word Game Technique on The Students' Mastery on Passive Voice of Simple Present Tense"* (Jakarta: UIN, 2015), P.16

[13] Gordon Lewis and Gunter Bedson, *Games for Children,* (New York: Oxford University Press, 2004), P.5

[14] Andrew Wright, David Betteridge, Michel Buckby, *Game For Language Learning* (Cambridge: Cambridge University Press, 2004), P.1

[15] Aneka, AufilanaRahmatika, *The Benefits Of Traditional Game " Clog" To DEVELOP Early Childhoods Rough Motoric,* Journal Elementary, Vol.5, No.1 (2019), P.109

f. Games can encourage creativity and spontaneous use of language.
g. Games can build a cooperative learning environment.
h. Games can foster student participation.[16]

From the advantages of using games for learning English above, the writer concludes that the benefits of using games in the classroom will reduce students' boredom in learning English and increase students' interest and motivation in learning English. Games make students feel happy and comfortable while learning to teach. They also make the students create and use English naturally. In addition, the game is not only used by lower-level students but can be used by learners of all levels and especially in learning English skills.

2) The Disadvantages

Games are one of the alternative techniques used in teaching English. However, there are some disadvantages to using games in class as follows :
a. Usually making games is expensive.
b. Sometimes using the game using the old preparation.
c. Some students are not interested in games.
d. Sometimes using the game can interfere with other classes.[17]

From the above statement, the writer concludes that there may be disadvantages to using games in English language learning teaching and learning the language. Most teachers consider the game to be just a frivolous activity, and it usually makes noise.

c. **Teaching Simple Present Tense by Using Word Composing Game**

Word composing game is considered one way to teach mastery of the simple present tense. Word composing is a game where words are in a jumbled position. Students must arrange jumbled words into good sentences with the

---

[16]Abdelrazig Ibrahim, *Advantages Of Using Language Games In Teaching English As a Foreign Language In Sudan Basic Schools,* American Scientific Research Journal For Engineering, Technology and Sciences, (ASRJETS), Vol.37, No.1 (2017): 142

[17]Jurasni, Thesis: "*The Use Of Hagman Game To Increase Students' Vocabulary"* (UniversitasMuhammadiyah: Makassar, 2019), P.35

right formula in the allotted time.[18] The word composing game is where the player arranges letters into a word.[19]

The word composing game is an easy and fun method to understand meaning and structure in English. Through word composing games, students can improve the pattern of making simple present tense sentences and make it easier for students to distinguish between verbal and nominal sentences. So, the advantages of word composing games are to increase students' motivation in learning English, make it easier for students to understand the material, and make the class fun.

For more details, the author tries to make a procedure for using word composing games as follows :

1) First, the teacher explains the simple present tense formula so that students understand how to compose appropriate sentences based on the alternatives given.
2) The teacher prepares several sheets of paper containing the words.
3) The teacher divides the students into several groups.
4) The teachers put a set of paper in front of each group, each group is only one set of paper is followed.
5) The teacher asks students to identify words that are in a jumbled position and rearrange them into appropriate sentences.
6) The teacher asks students to paste the correct answers on the blackboard.
7) Students return to take a new word as possible, accompanied by music. After the music stops, all activities are considered complete.
8) Finally, the teacher corrects the students' assignments and shows the correct answer.After the music stops, all activities are considered complete.

From the explanation above, it can be concluded that word composing games can give students a little creativity and cognitive effort to solve problems. In learning grammar, especially the simple present tense. Teachers need to apply techniques that can help students understand the material

---

[18]NurHafisah, Thesis: *"The Implementa Of Arranging Word Game To Improve Students' Tenses Mastery In Simple Present Tense At The Tenth Grade Of SMAN 4 Palopo"* (IAIN: Palopo, 2021), P. 20

[19]Rahmat Saleh, Zulfandi, *Game EdukasiSusun Kata Berbasis J2ME,*JurnalTeknovasi, Vo.1 No1 (2014), P.20

given easily. Researchers use word composing games to help students improve their learning of the simple present tense.
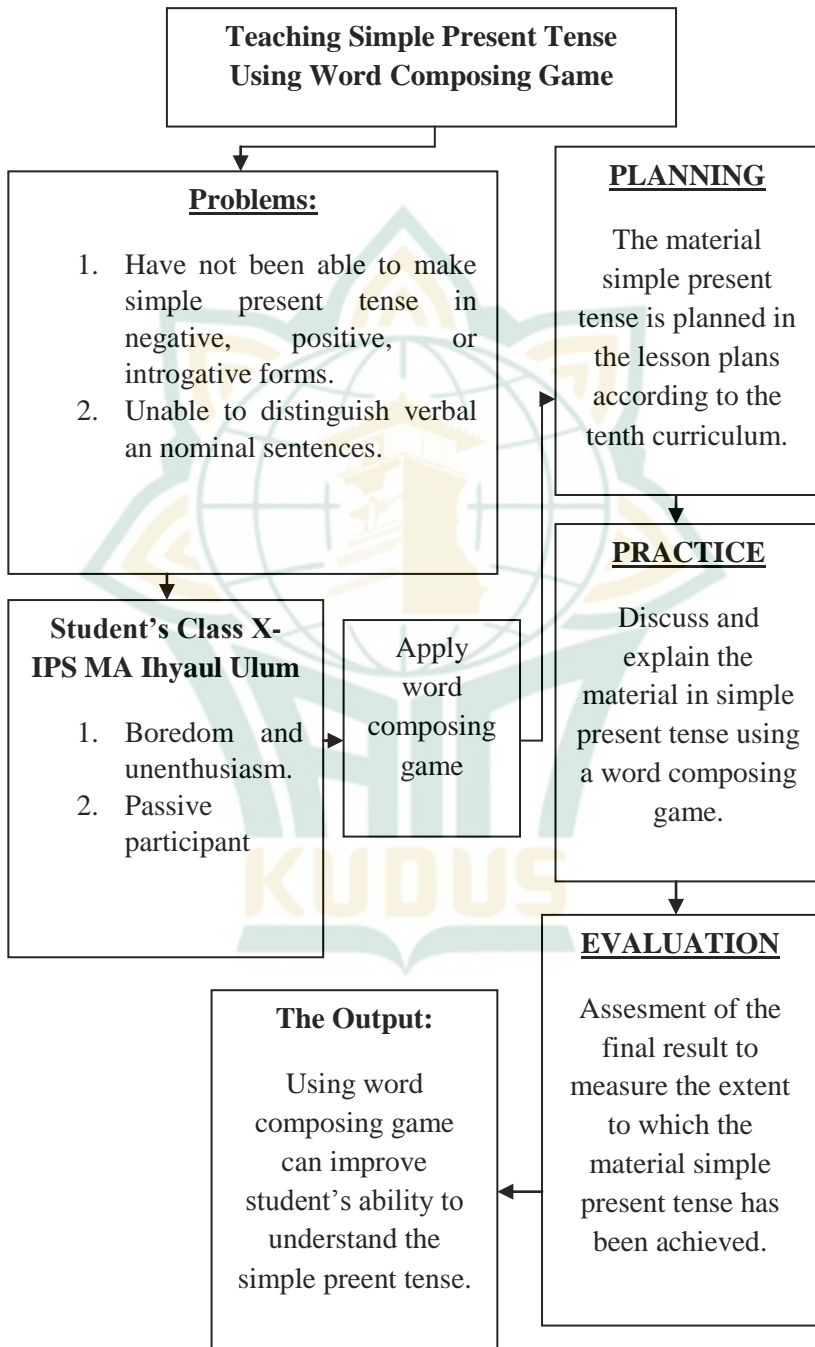
B. Conceptual Framework

The mentioned above, learning the simple present tense is considered difficult for most students to acquire. This is what causes some students are not interested and it is still find it difficult to know the simple present tense. Therefore, many students have not been able to make negative, positive, interrogative sentences and distinguish between verbal and nominal sentences in the simple present tense.

In the teaching and learning process cannot be kept away from the use of media. Because media is one of the tools as an acquisition which no doubt has have facilitated the task of the learning itself. Technical media can be a reasonable media, which can support the teaching and learning process. The technical media used in this research is word composing game.

In this research, the research wants to implement an action that can improve the ability of simple present tense learning through word composing games. To conduct the research, researchers must take action. First, the researcher must conduct the research in the place where the researcher conducts the research. In his observations, the researcher found several problems in learning grammar in the field. After seeing some problems during the observation, the researcher thinks about what actions should be taken to solve these problems.

The research uses an interesting media, namely word composing games in the teaching and learning process. Then he solves and employs some efforts to improve students' ability in learning simple present tense MA Ilyaul Ulum Wedarijaksa, Pati through a word composing game.

Figure 2.1 Conceptual Framework

Teaching Simple Present Tense Using Word Composing Game

Problems:

1. Have not been able to make simple present tense in negative, positive, or introgative forms.
2. Unable to distinguish verbal an nominal sentences.

PLANNING

The material simple present tense is planned in the lesson plans according to the tenth curriculum.

Student's Class X-IPS MA Ihyaul Ulum

1. Boredom and unenthusiasm.
2. Passive participant

Apply word composing game

PRACTICE

Discuss and explain the material in simple present tense using a word composing game.

EVALUATION

Assesment of the final result to measure the extent to which the material simple present tense has been achieved.

The Output:

Using word composing game can improve student's ability to understand the simple preent tense.

15

C. Review of Previous Studies

Previous research is one of the research references, and the author can add to the theory used to review a study. The following are previous research in the form of journals, theses related to the author's research :

1. Fadila Taslim

The first research has been conducted by Fadila Taslim (STKIP Payakumbuh West Sumatra, 2016). He conducted research entitled "Improving Student's Mastery on Simple Present Tense Through Climbing Grammar Mountain Game" which discusses: Grammarly mastery, simple present tense, climbing grammar mountain game.Researchers apply the Climbing Grammar Mountain Game to class VII B students of SMPN 1 Luak 50 Kota. This result lead the researcher to do research by applying the Climbing Grammar Mountain Game in the teaching of the simple present tense to improve the student's ability in using simple present tense which included two cycles. The first cycle can increase the average score of students from 42 to 64. The second cycle of the game was modified by asking students to make sentences used in the game and provide explanations in class. The cycle was satisfactory, the student's mean score improved by 37 points from the pre-test becoming 79. From this result, it could be concluded that Grammar Mountain Game could improve the ability of the students in class XII B of SMAN 1 Luhak 50 Kota in using Simple Present Tense.[20]

2. Adriani Jihad

The second research has been conducted by Adriani Jihad (STKIP YPUP Makassar, 2021). He conducted research entitled "Improving Student's Understanding on Simple Present Tense Through Auction Grammar Game At The Eighth Grade Students Of SMP Katolik Belbis Makassar" which discusses: Auction grammar games, simple present tense. Researchers apply the Auction Grammar Game to classVIII SMP Katolik Belibis Makassar. Using the Auction Grammar Game method can improve learning simple present tense. The result of this thesis is (78.79 > 35.52) where the average post-test score of students is higher than the pre-test And the t-test value is higher than the

---

[20]FadilaTaslim, *Improving Student'S Masrtery on Simple Present Tense Through Climbing Grammar Mountain Game*, Al-Ta'lim Journal, Vol.23, No.2 (2016), 146-155

table (20,657 > 2,048).The Auction grammar games can improve students' understanding of the simple present tense.[21]

3. The third research has been conductedby Sebastiao Pereira, and Addreas Mosa (Institute Superior Cristal, Dili-Timor Leste, 2017). He conducted research entitled "A Study On The Ability To Use Simple Present Tense By The First Grade Students Of Ensino Basico Central Padre Manuel Luis Maliana In The School Year 2017".The purpose of this study is To determine whether or the first-grade students of Ensino Básico Central Padre Manuel Luis Maliana in the school year 2017 able to use the simple present tense. The instrument that the writer used for gathering the data was a test. The test consisted of (40) test items, they are divided into two types of essay test, namely: 25 test items were multiple choice and 15 test items changed the sentence from affirmative to negative and interrogative sentence.The result of the data analysis shows that: (1). The first-grade students of Ensino Básico Central Padre Manuel Luis Maliana in the school year 2017 able to use the simple present tense. (2) The level ability of the first-grade students of Ensino Básico Central Padre Manuel Luis Maliana in the school year 2017 in using simple present tense is in "very good level" with the total percentage is 99, 98 %.[22]

4. The fourth research has been conducted by Nurhaida Lakuana, and Jumrah(PBI FKIP Unversitas Muhammadiyah Luwuk).He conducted research entitled "Games In Teaching Simple Present Tense Of The Eighth Grade Students At SMP NEGERI 7 Ampana Tete"To achieve For this purpose, The population of this research was the VIII grade of SMP Negeri 7 Ampana Tete which consists of twenty five students.The researcher used test as the main instrument in this research which was divided into pretest and post-test. The result of the research, the mean score of pre-test was 55.8 while the mean score in post-test was 87.2 and the testing hypothesis, the t-counted score was 11.80, while t-table for degree of freedom 24 and the level of significance = 0.05 was 1.710. It indicated that the hypothesis was accepted

---

[21]Adriani Jihad, *Improving Student's Understanding on Simple Present Tense Through Acution Grammar Game at The Eight Grade Students of SMP Katolik Belbis Makassar,* Eternal (English Teaching Journal), Vol.12, No.1 (2021), P.13-25

[22] Sebastiao Pereira, and Addreas Mosa, *A study On The Ability To Use Simple Present Tense By The First Grade Students Of Ensino Basico Central Padre Manuel Luis Maliana In The School Year 2017*, Journal of Innovative Studies on Character and Education, Vol. 1 No.1 (2017), P.119-128

because games have improved students' understanding in learning on simple present tense.[23]

5. The fifth research has been conducted by Ernita Lumaela, and Stella Rose Que (Lecturers of English Language Education Study Program FKIP Unpatti Ambon, 2021). He conducted research entitled "Using Of Explicit Intruction Method In Improving Students' Grammar Ability In Simple Present Tense At Class X3 Of SMA Negeri 4 Leihitu". To achieve For this purpose,It is conducted at SMA Negeri 4 Leihitu in Seith village of Central Maluku.The research has been done in three cycles consisted of three times of meeting in each cycle during four weeks. the first cycle, the students' mean add 52,9 at the poor level. And the second cycle, the students' mean increase 65 which show at the average level. And the last cycle, students' mean improve highly 78 which shows at the good level. students show the good progress. Finally, They have been able to use the simple present tense of auxiliary verbs in sentences, determine the correct verbs of the subject-verb-agreement and transform the verb of the third singular person well.[24]

6. The sixth, research has been conducted by Charles Guterres, and Felisberto Soares (University of ISC: Timor Leste, 2017). He conducted research entitled "The Use Of Dice Game To Improve Students Ability In Simple Present Tense To The First Grade Students Of Secondary School In Timor-Leste". To achieve For this purpose, to collect the data, the research used observation and tests on the first-grade students of secondary school. The research applies the dice game to teach the simple present tense. The post-test result is 9.2 and is classified as high. the research concluded that using the dice game is the method that can improve students' ability to use that using the dice game is the method that can improve students to use the simple present tense first-grade students of secondary school in Timor Leste.[25]

---

[23] Nurhaida Lakuana , Jumrah, *Games In Teaching Simple Present Tense Of The Eighth Grade Students At SMP NEGERI 7 Ampana Tete*, BEE Journal Babasal English Education Journal, Vol. 2 No.2 (2021), P. 10-16

[24] Ernita Lumaela, Stella Rose Que, *Using Of Explicit Intruction Method In Improving Students' Grammar Ability In Simple Present Tense At Class X3 Of SMA Negeri 4 Leihitu*, Journal Tahuri, Vol.18, No.1 (2021), P.13-32

[25] Charles Guterres, FelisbertoSoares, *The Use Of Dice Game To Improve Students Ability In Simple Present Tense To The First Grade Students Of Secondary School In Timor-Leste,* Journal Of Innovative Studies On Character and Education, Vol.1, No.1 (2017), P. 146-175

7. The seventh, research has been conducted by Siti Miladiah (University IAIN: Metro, 2020). He conducted research entitled "Improving The Students' Simple Present Tense Mastery Through The Number Head Together Method At The Tenth Grade Of MAN 1 Lampung Timur." To achieve For this purpose, to collect the data, the research used Classroom Action Research (CAR) was conducted in 2 cycles. There are four stages in each cycle: planning, action, observation, and reflection. The author gives one pre-test before the action, two actions, and two post-test. The result of the scores from the pre-test showed that there was an increase in the mark. The mean score on the pre-test was 58.7 post-test I was 66.3 then, the mean score on post-test II was 74.8. and the result can be said that the Number Head Together Method can improve mastery of students of the simple present tense in the tenth grade of MAN 1 Lampung Timur.[26]

In the five previous research notes found above, the authors examine the similarities and differences between the previous research and the one conducted by the authors. To facilitate the presentation will be explained in the following table:

Table 2.4: Review of Previous Study

No	Name	Title	Similarities	Differences
1	Fadila Taslim	Improving Student's Mastery of Simple Present Tense Through Climbing Grammar Mountain Game.	a. Using the same material in English lessons. b. Both improve learning the simple present tense.	a. Using the theory of Climbing Grammar Mountain Game. b. Using quantitative and qualitative research methods. c. Subject, research location is different.

---

[26]SitiMiladiah, Thesis: *"Improving The Students' Simple Present Tense Mastery Through The Number Head Together Method At The Tenth Grade Of MAN 1 Lampung Timur"* (IAIN: Metro, 2010), P. 1-130

19

2	Adriani Jihad	Improving Student's Understanding of Simple Present Tense Through Auction Grammar Game At The Eighth Grade Students Of SMP Katolik Belbis Makassar.	a. Using the same material in English lessons. b. Both improve learning the simple present tense.	a. Using Auction Grammar Game theory. b. Using quantitative research methods. c. Subject, research location is different.
3	Sebastiao Pereira, and Addreas Mosa	A Study On The Ability To Use Simple Present Tense By The First Grade Students Of Ensino Basico Central Padre Manuel Luis Maliana In The School Year 2017.	a. Using the same material in English lessons. b. Using qualitative research.	a. mastery simple present tense. b. Subject, research location is different.
4	Lakuana, and Jumrah	Games In Teaching Simple Present Tense Of The Eighth Grade Students At SMP NEGERI 7 Ampana Tete.	a. Using the same material in English lessons. b. Both improve learning the simple present tense.	a. Using gmes in teaching simple present tense. b. This research uses quantitative research. c. Subject, research

				location is different.
5	Ernita Lumaela and Stella Rose Que	Using Of Explicit Intruction Method In Improving Students' Grammar Ability In Simple Present Tense At Class X3 Of SMA Negeri 4 Leihitu	a. Using the same material in English lessons. b. Both improve learning the simple present tense.	a. Using Of Explicit Intruction Method. b. used classroom action research method.
6	Charles Guteres, Felisberto Soares	The Use Of Dice Game To Improve Students Ability In Simple Present Tense To The First Grade Students Of Secondary School In Timor-Leste.	a. Using the same material in English lessons. b. Both improve learning the simple present tense. c. Using Qualitative Research.	a. Using Dice Game. b. Subject, research location is different.

21

| 7 | Siti Miladiah | Improving The Students' Simple Present Tense Mastery Through The Number Head Together Method At The Tenth Grade Of MAN 1 Lampung Timur. | a. Using the same material in English lessons. b. Both improve learning the simple present tense. | a. Using the Number Head Together Method. b. Using the Classroom Action research. c. Subject, research location is different. |