

II. FRAME OF THEORIS

2.1 Concept of Structure

Structure is one of the elements of English material that is very important because it has a great role in mastery of a language, without knowing it, the students or the learners get difficulty in understanding the language. According to Lado (1986: 221) structure is a system of unit and pattern of language. Each language has its own distinct structure. The system of sounds of a language, it constitutes its phonological /structure and pattern of phrases and sentences.

Glason (1975: 125) stated that language is a systematic structure, to learn language is to learn structure. Based on the statement, it can be understood that structure is an important tool to develop the rules of the language. The structure makes and helps the students to know what the meaning of message in a language. It is widely acknowledge that students will learn structure through communication function in teaching and learning English structure.

In addition, Fries (1973:29) says that structure is the meaning carried by the forms and the arrangement of the words. This definition clarifies that the forms and the arrangement of the words are made to establish meanings are form or carried by

the forms and the arrangement. Therefore, the forms as well as the arrangement have a close relationship with the meaning carried.

Furthermore, Rivers (1968; 78) says, “it is quite necessary for the students to be able to arrange their ideas based on the grammatical structure that they have known as reference. When the students understand the structure, they will be able to construct new utterance”. So, if a student has understood structure, she / he does not only understand the former utterances but also can form the new ones and it is necessary for students to form sentences by using the right structure they have known to guide them in English communication.

Referring to those statements above, it can be said that every language has its own structure, which is different from others and it is necessary to master if we want understand that language. The system of sounds, how to combine words into phrase and how to combine words or phrase into sentences of language will not be the same as other language in the part of world. Structure is a very important tool to develop the order of the language, and structure can make and help students to understand the meaning of a phrase or sentences in a language.

2.2 Concept of English Verb

Verbs are action words (Frank, 1999:234). Verbs show the action of being in a sentence. Therefore every sentence written must have a verb. He divided into four kinds, there are regular verb, irregular verb, auxiliary verb and modal.

a. Regular verb

Most verbs used in sentences are regular verbs. Regular verbs are simple to use.

Morpheme –ed is added to the end of the infinitive verb to make the past tense of the verb without change the meaning of the verb.

Following table is the example of regular verb forms:

Table 1. The examples of regular verb forms.

	Base form V1	Past V2	Past Participle V3	
REGULAR VERBS	Finish Stop Watch Try Wait	Finished Stopped Watched Tried Waited	Finished Stopped Watched Tried Waited	The past form for regular verbs ends in -ed

The examples of the use of regular verb in sentences are as follows:

- a. I finished my homework last night. (Saya menyelesaikan PR semalam)
- b. My family and I watched Twilight movie last week. (Keluarga saya dan saya menonton film Twilight minggu kemarin)
- c. My sister waited for the bus just now. (Kakak saya menunggu bis baru saja)

b. Irregular Verb

Regular verbs are very simple, but irregular verbs are not easy. Irregular verbs are verbs that change to the past in unexpected ways. The following list are the examples of irregular verb forms:

Table 2. The examples of irregular verb forms.

	Base form V1	Past V2	Past Participle V3	
IRREGULAR VERBS	See Eat Sleep Go Sing	Saw Ate Slept Went Sang	Seen Eaten Slept Gone Sung	The past form for irregular verbs is variable.

The example of the use of irregular verb in sentences are as follows:

- a. I saw him at the shop yesterday. (Saya melihatnya di took kemarin)
- b. We sang a song together just now. (Kami menyanyikan sebuah lagu baru saja)
- c. Rian went to the cinema last night. (Rian pergi ke bioskop semalam)

c. Auxiliary Verbs

According to Frank (1999:235), auxiliary verbs are used together with a main verb to give grammatical information and therefore add extra meaning to a sentence, which is not given by the main verb. Be, Do and Have are auxiliary verbs, they are irregular verbs and can be used as main verbs.

To be: Be is the most common verb in the English language. It can be used as an auxiliary and a main verb. It is used a lot in its other forms.

Present tense form

am/is/are

Past tense form

was/were

Uses:

Question

Positive Statement

Negative Statement

Singular

Am I?

I am (I'm)

I am not (I'm not)

Are you?	You are (You're)	You are not (You're not)
Is she?	She is (she's)	She is not (she isn't)
Plural		
Are we?	We are (we're)	We are not (we're not)
Are you?	You are (you're)	You are not (you're not)
Are they?	They are (They're)	They are not (They're not)

To do: The verb do is one of the most common verbs in English. It can be used as an auxiliary and a main verb. It is often used in question.

Uses:

Do/ Does

Question	Positive statement (spoken)	Negative Statement (spoken)
Singular		
Do I?	I do	I do not (I don't)
Do you?	You do	You do not (You don't)
Does he?	He does	He does not (He doesn't)
Plural		
Do we?	We do	We do not (we don't)
Do you?	You do	You do not (you don't)
Do they?	They do	They do not (they don't)

To have: Have is one of the most common verbs in the English language. Have is used in a variety of ways.

Uses:

Have/Has

Singular	Positive Statement (Spoken)	Negative Statement (Spoken)
Have I?	I have (I've)	I have not (I haven't)
Have you?	You have (you've)	You have not (You haven't)
Has she?	She has	She has not (She hasn't)

Plural

Have we?	We have (We've)	We have not (We haven't)
Have you?	You have (You've)	You have not (you haven't)
Have they?	They have (They've)	They have not (they haven't)

d. Modal verbs

Modal verbs are also auxiliary verbs, but will be treated separately; these are can, could, might, must, shall, should, will and would. They do not change form for different subjects.

There is also a separate section on the modals, which divides these verbs into their various meanings of necessity, advice, ability, expectation, permission, possibility etc. The following are taken as example:

1. Could (ability in the past, possibility)

- She could climb when she was still young. (ability in the past)
- She could come in a minute. (possibility)

2. Can (ability, permission)

- He can play piano. (ability)
- They can play football here. (possibility)

3. May (permission, possibility)

- The children may play here. (permission)
- He may get a raise. (possibility)

4. Might (Possibility)

- He might get a rise in his salary. (possibility)

5. Should/ought to (obligation, desirability)

- Students ought to/ should study regularly. (obligation)
- You ought not to/ shouldn't drink and drive. (desirability)

6. Must (conclusion, probability, necessity)

- He must be twenty years old. (conclusion, probability)
- You must be hungry. (conclusion)

2.3. Kinds of Tenses

Literally, tenses are any of the forms of a verb that may be used to show the time of the action or state expressed by the verb. Tense stands for a verb form or series of verb form used to indicate whether the action, activity, or state is present, past, and future. It also indicates whether an action, or activity stated in the sentence

will be completed or whether it is, was, or will progress.

In addition George and Burks (1980: 92) state that tense, in actual usage, refers consistently only to grammatical form, so it should be suited to activities at the moment of speaking. Meanwhile, Stainly and Shimkin (1998: 462) state that the tense indicates the relationship between an action being stated and the passage of time. There are three main tense in English, they are present, past tense, and future tense and each of them has derivate on which is more detail in their usage: when to use the pattern based on the specific time of doing the section.

A. Present Tense

1. Simple Present Tense

Murphy (1985: 4) suggests that we use the simple present to talk about things in general. We use it to say something happens all the time or repeatedly, or that something is true in general. It is claimed not important whether the action is happening at the time of speaking.

Further Azar (1992: 3) summarizes that the simple present is used for events or situations that exist always, usually, or habitually in the past, present and future.

For instances: - The earth goes around the sun

- Gold doesn't rust

2. Present Continuous Tense

This tense expresses an activity that is in progress (is occurring, is

happening) right now. The event is in progress at the time the speaker is saying the sentence.

For instances: - They are learning English in the class now

- My mother is cooking at the kitchen at the moment.

3. Present Perfect Tense

Azar (1992: 162) states that the present perfect expresses activities or situations that occurred (or didn't occur) "before now", at some unspecified time in the past. It is also used to express the activities that were repeated several or many times in the past. The exact times are unspecified.

For instances: - I have finished my work.

- Piere has eaten at the restaurant many times.

4. Present Perfect Continuous tense

Present perfect continuous expresses the duration (the length of time) an activity is in progress, i.e. how long something is has continued to the present time. It uses since or for to tell the length of the time.

For instances: - Andri has been talking to Jane on the phone for 20 minutes.

- I have been living here for two years

B. Past Tense

1. Simple Past Tense

The simple past tense is used to talk about activities or situations that began

and ended in the past (e.g. yesterday, last night, two days ago). Most simple past tense verbs are formed by adding –Ed to a verb, whereas some verbs have irregular past forms (Azar, 1992:18).

For instances: - Mary walked downtown yesterday.

- Sue took a taxi to the airport.

2. Past Continuous Tense

The past continuous expresses an activity that was in progress (was occurring, was happening) at a point of time in the past or at the time of another action (e.g. when Tom came).

For instances: - I was eating dinner when Tom came.

- We were sleeping when the phone rang.

3. Past Perfect Tense

Azar (1992: 189) states that the past perfect expresses an activity that occurred before another time in the past tense. It can also be used to express an activity that was completed before a particular time in the past.

For instances: - I had eaten before 1:00 P.M.

- I had eaten before Bob came.

4. Past Perfect Continuous Tense

Murphy (1985: 460) suggests the use of past perfect continuous tense is to express how long had been happening before something else happened.

For instances: - Ken had been smoking for 30 years when he finally gave it

up.

- I was very tired when I arrived home. I had been working hard all day.

C. Future Tense

1. Simple Future Tense

Murphy (1986: 12) states that we use *will* to express an activity that will be done in the future. We can also use *going to* express future activities.

For instances: - I think I will stay at home this evening.

- I am going to repair the car tomorrow.

2. Future Continuous Tense

We use *will be doing* (future continuous) to say that we will be in the middle of doing something at a certain time in the future. (Murphy, 1986: 20).

For instances: - If you come to my house at 8.30, I will be watching the match on the television.

- At 10 o'clock tomorrow, he will be working.

3. Future Perfect Tense.

We use *have done* (future perfect) to say that something will already have happened before a certain time in the future. (Murphy, 1986:20)

For instances: - The match will have finished by 9:30

- Ted and Amy will have gone when you arrived.

4. future Perfect Continuous tense

We use will have been (future perfect continuous) to say the duration of an activity that will be in progress before another time or event in the future.

For instances: - I will have been studying here for three years this June.

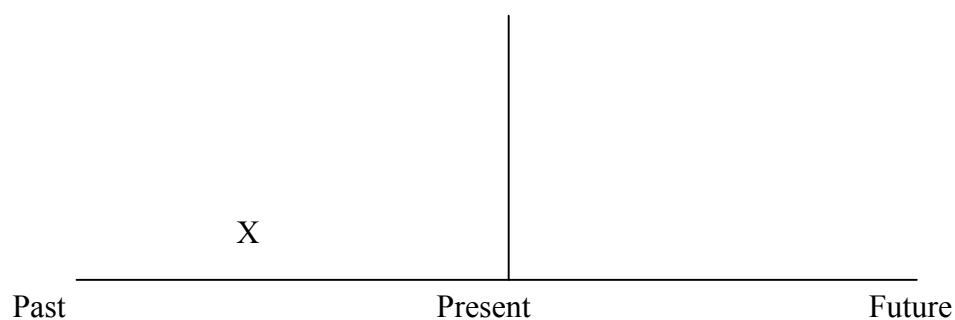
- They will have been working for years.

2.4 Concept of Simple Past Tense

Thomson and Martner (1980: 1480) in Rika (2003) state that simple past tense is the tense normally used for relation of past events. Simple past tense requires past verbs form and did/didn't as the auxiliary. The auxiliary is used to express negative statement and to give question for the past events. They also suggest four specific functions of simple past tense, they are as follows:

1. Simple past tense for completed action in the past

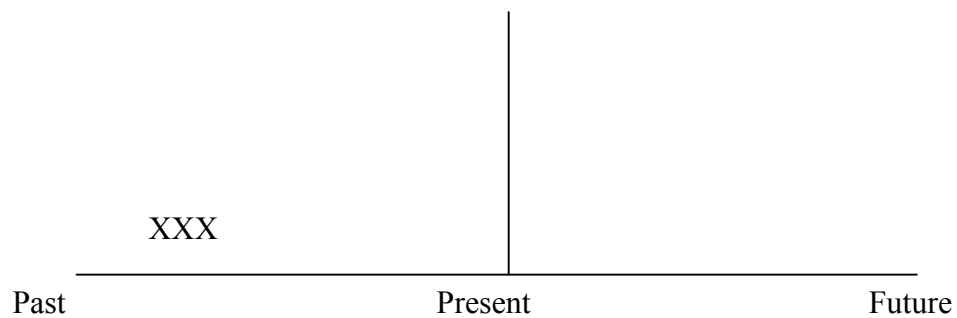
It is used to express the idea that an action started and finished at a specific time in the past. Sometimes the speaker may not actually mention the specific time, but they do have specific time in mind. The idea of this can clearly be seen from this following figure:



For examples:

- I saw a movie yesterday.
- I didn't do my homework last night.
- My father washed his car
- They didn't read the book.
- Did he meet the headmaster?
-

2.Simple past tense for a series of completed action



It is used to list a series of completed action in the past. This action happens in serried.

For example: - I finished my work, then I walked along the beach and I found a time to swim.

- He arrived from the airport at 8:00, checked into the hotel 9:00, and met his colleagues at 10:00

3.Simple past tense for single duration

happens. In this case we use “used to do” to show the activities.

For examples: - Ann used to have long hair, but she cut it recently.

- Tom doesn't go away these days; he used to travel a lot.

The general forms of simple past tense are as the following:

1. Positive

The arrangement of the positive can be constructed from subject, verb 2 and the complement, e.g.:

- a. Nadia came to Maay's house yesterday
- b. I went to Jakarta last week.

2. Negative

The negative form is structured from subject plus “did not”, then verb1 and complement e.g.:

- a. Nadia did not come to May's house yesterday.
- b. I did not go to Jakarta last week.

3. Interrogative

The question form can be formulated from “did” first, following by the subject, verb and complement at the end, e.g.:

- a. Did nadia come to May's house yesterday?
- b. Did you go to Jakarta last week?

2.5 Description of Recount Text

Recount text is one of the texts that recalls and reconstructs events, experiences and achievements from the past in a logical sequence. Some recounts will be purely informative, while others will aim to both inform and entertain.

All recounts reconstruct the past, but the purpose, audience and focus will vary according to the form used. Many reluctant readers or writers find this text type accessible and manageable because it is generally based on fact rather than fiction.

Recounts generally follow a similar structure, but the students should be guided by the purpose for an audience of their text in their use of the following structure

1. Orientation

The orientation provides all the necessary background information to enable the audience to make sense of the text. To ensure that the orientation that the orientation is detailed and thorough, use the words (who, what, when, where, and why). The writer or speaker needs to give information about what happened, who or what was involved, when and where the events occurred and why. An awareness of audience and purpose will assist the author in selecting the amount of detail needed.

2. Series of Events

In series of events the writer writes chronologically. It begins from the first event, followed by the second event to the last event. The sum of events depends on the creativity of the writer.

Events should be selected carefully to add to the audience's understanding of the topic. Students should be prepared and discard events and details that are unimportant or uninteresting. A recount, in most cases, is more than a "shopping list" of every possible detail. Students should be guided to select only those events are relevant and that can be expanded through the inclusion of specific details.

3. Re-orientation (optional)

The final section concludes the recount by summarizing outcomes or results, evaluating the topic's importance or offering personal comment or opinion. It can also look to the future by speculating about what might happen next. But, not all of recount closed by re-orientation. It is optional.

Language features that are used in recount text are

1. Simple past tense is used in most recounts, but present tense may be used to create immediacy, for example in diary or journal. Future tense is sometimes used in the conclusion of an imaginative or biographical recount to predict what might happen in the future.

2. Subject-specific terms (larvae, topography) are used to record facts and events accurately. They also add authenticity and credibility to the tone of the writing.
3. Specific descriptive words (adjectives) help the audience visualize or imagine events. In a factual recount or accident report, adjective provide necessary detail for an accurate recount.
4. A range of conjunctions (because, although, while) is used to link clauses within the sentences.
5. Time connectives (firstly, secondly, next, finally) are used to link separate events or paragraphs into a cohesive whole text.
6. Passive voice is used, particularly in factual recounts, to give objectivity to the text.

2.6. Description of Group Work

Group work is the work of a small group of any subjects in the learning process in which the students try to learn from one to another doing and discussing something. The useful way of classifying group work activities is to look at the distribution of the information needed to do the activity. The activity of group work is based on the teacher's task. Thus, the teacher can delegate part of his responsibility to his students as an instructor, at the same time the students accept their responsibility for learning.

According to Sibert (1976:86) group work is a process in which members working

cooperatively rather than individually, formulate and work toward common objectives under the guidance of one or more leaders. While Mills (1976:2) states that a group as a unit composed of two or more persons who come into contact for a purpose and who consider the contact meaningful. Furthermore, Rao (1980) adds that group work is important because we have discovered or re-discovered that personality is formed and shaped, in the context of a small group family there is economy in the use of time in group

Based on the explanation above, the researcher considers that group work is very beneficial for the students' learning process in studying English. Through group work the students can discuss certain work or task assigned by the teacher. And it also can motivate the lower students to learn English more because they can see the upper students that can do the task well. it also supported by Brown statement "groupwork provides a context in which *individuals help each other*; it is a method of helping groups as well as helping individuals; and it can enable individuals and groups to *influence* and *change* personal, group, organizational and community problems" (1992 :8).

It can also be used to increase the students' achievement of simple past tense because it gives the students many opportunities to be active in their learning process and create a good relationship between teacher and students, because the teacher functions as the facilitator and motivator within the teaching learning process. Regarding to the previous definition, group work in this research is a unit of students which consists of five up to eight persons who some into contact for a

purpose of discussing such kind of a tense and doing a certain work designed by the teacher dealing with the tense.

There are several things as the consideration in making group work, such as time, material, the seating arrangement, and the member of the group itself.

Furthermore, Nation (1991) says there are five factors as the principle of group work:

1. The Learning Goal of Group work

The goal of making group work in this research is to make the students easier in mastering simple past tense.

2. The Task

The teacher gives the students some exercises as their task to measure whether the students understand the text well or not. The task which is given to the students consists of the questions dealing with the tense.

3. The way information is distributed

Before the students begin their discussion, the teacher explains everything to the students related to the material, what they should do in their group etc.

4. The seating arrangement of the members of the group.

In this research, the students are asked to sit in circle, so that each learner is in equal distance from any other learner.

5. The social relationship between the members of the group.

In this research, the social relationship among the members of the group is one of inequality. It means that the members of the group are mixed between the upper and lower one. As Nation states that the social relationship among the member of superior-inferior group is one of inequality.

2.7 Procedures of Teaching tense in Recount Text by using “Group Work”

Group work is one of techniques in teaching learning tense where the students are divided into small group in working. The students are ordered to work among four until five students. So, the students in the classroom are involved directly in working. The researcher proposed the procedure modified by Nation and the procedures of teaching tense through group work technique are as follows:

a. Introduction

In introduction the material, the researcher used the following steps:

- 1) Teacher greets the students
- 2) Teacher checks students' attendance list
- 3) Teacher tells her experience in spending her holiday to the students in order to stimulate them.
- 4) Teacher asks the students some questions related the story

b. Activities

The steps of doing activities were as follows:

- Teacher distributes recount text to the students

- Teacher asks the students to read the text
- Teacher asks some questions in order to know whether the students understand with the text or not.
- Teacher explains the material, recount text and the generic structure of it, to the students.
- Teacher guides the students to analyze the generic structure of the text, especially to find out the examples of simple past tense.
- Teacher asks the students to make some examples according to their comprehension of simple past tense.
- Teacher gives a task to the students, tell a story based on the theme given.
- Teacher divides the students into groups consisting of four or five students.
- Teacher makes groups and each group consists of low and high students based on their score on the pre-test, so they can work together.
- Each group chooses a leader who has responsibility in the group.
- Each group works together in doing the task based on the instruction and discusses it.
- The teacher controls the group and gives help or suggestion when necessary.
- After finishing the discussion, the teacher asks the leader of each group to present their answer.
- The teacher repeats the material before closes the meeting.
- The teacher asks the students whether there are any difficulties about the topic

- The teacher repeats the material before closes the meeting.
- Teacher closes the meeting

2.8 Advantages and Disadvantages of Group Work Technique

After we see the theories of group work, the writer find some advantages and disadvantages of group work technique.

a. Advantages of Group Work Technique

There are some advantages of group work:

- 1) It makes the students help the other students if they get difficulties.
- 2) It helps students take part in group decision making and to cooperate with other in achieving solution.
- 3) It will help the students to work together and share ideas between the low and the high students.
- 4) It encourages students to be more involved and to cooperate on the task.
- 5) It can build their motivation to learn, especially for the lower students.
- 6) It makes the students easier to do the task.
- 7) It can make the time more efficient because they can work in the limited time.
- 8)

b. Disadvantages of Group Work

There are some disadvantages of group work:

- 1) Classroom is noisy

This appears when the classroom group exhibits inappropriate behavior in situation in which there are clearly established norms. For example, the class is noisy when the students are expected to be quite and well behaved. Students are loud talking while they are supposed to be engaged in quite work.

2. Some lazy students will let the others in group work do all the work and give the result to them, if there is no investigation by the teacher.

2.9 Concept of Individual Study

We can use many techniques in teaching tense based on their strength and weakness. Besides group work technique, individual study technique can also be used by the teacher.

Sometimes we must let the students work on their own rate at their own pace. If we do not we will not be allowing the individual any learning “space” at all. Harmer (1991: 248) states individual study is a good idea precisely because students can relax from outside pressure (provide there is no time limit or competitive element) and because they can relay on themselves rather than other people. In this, students can think the idea freely. They can explain their ideas without pressures and they get high self confidence in thinking and explain their ideas. Individual study is also frequently quiet! This attribute should not be underestimated. Sometimes we need a period of relative silence to reassemble our learning attitude.

Dick and Carey (1978: 2) also suggest that students will do the task at their own rate through a prescribed set of material to reach a predetermined set of material to reach a predetermined set of objectives. Consequently, the students in order to achieve the objectives of certain subject will be free to find out their own ways because the teacher recognizes the importance of individual differences.

Besides that, in giving the assignments or tasks, the teacher provides clear purpose and direction, has the students perform the tasks alone. Burns, Roe and Ross (1984: 238) in Mary (2000: 37) say that individual will need guidance, attention from teacher and from other students. The major resources and great deal of teacher time may be needed to monitor and assist the students.

From the explanation above, we know that individual study is good to the student to measure their own capability. Because individual study allows students to work at their own speed, allows them to thinking time, in short, to be individuals.

2.10 The Procedure of Teaching Tense in recount text by using Individual Study

Individual study is one of the techniques in the process of teaching-learning English where the students work individually. Dealing with Burn's statement of individual, the writer proposes the procedure of individual as follows:

a. Introduction

In introducing the material, the researcher used the following steps:

- Teacher greets the students
- Teacher checks students' attendance list
- Teacher tells her experience in spending her holiday to the students in order to stimulate them.
- Teacher asks the students some questions related the story

b. Activities

The steps of doing activities were as follows:

- Teacher distributes recount text to the students
- Teacher asks the students to read the text
- Teacher asks some questions in order to know whether the students understand with the text or not.
- Teacher explains the material, recount text and the generic structure of it, to the students.
- Teacher guides the students to analyze the generic structure of the text, especially to find out the examples of simple past tense.
- Teacher asks the students to make some examples according to their comprehension of simple past tense.
- Teacher gives a task to the students; tell a story based on the series of pictures given.
- Teacher asks the students to do the task individually
- Teacher moves and controls the students and gives information when necessary

- After finishing their work, the teacher asks them to present their task.
- The teacher asks the students whether there are any difficulties about the topic
- The teacher repeats the material before closes the meeting.
- Teacher closes the meeting

2.11 Advantages and Disadvantages of Individual Study Technique

After we saw Dick and Carey's (1978), Burns, Roe, and Ross's (1984) theory of individual work, the writer finds some advantages and disadvantages of individual study technique.

a. Advantages of Individual Study

There are some advantages of individual study:

- 1) Students can relax from outside pressure because they can rely on themselves rather than on the other people.
- 2) It develops self-confidence and student's discipline.
- 3) It develops the way of thinking and ability of students.

b. Disadvantages of individual study:

- 1) When the students work individually, only students who have capability in receiving the subject will dominate the classroom.
- 2) It is difficult for the teacher to see whether they are really working by themselves in looking at their friends' working

2.12 Theoretical Assumption

Based on the discussion above, the writer finds that one of the failures in teaching learning process is the less attention of the teacher to the students especially for lower students. Teacher only teach the material without realize that there are still some students who can not understand with the material because there is no much time for the teacher to give attention to the whole students. Because of that teaching English simple past tense through group work provide the students to have interaction one into another learning's. So, it can help the lower students to increase their ability in learning simple past tense by discussing with the member of the group, upper students. While through individual study technique, the students just work individually. And for the lower students, they end to be passive in learning. The writer assumes that teaching tense using group work is better or more effective than using individual study technique.

2. 13 The Hypothesis

Based on the previous descriptions presented in related chapters, the writer is going to propose a hypothesis as follows:

“ There is significant difference of simple past tense achievement between students taught through group work and individual study.”