

II. FRAME OF THEORIES

This chapter explains the concepts that are related to the research. There are a lot of concepts that the researcher use in the research. In order the reader can understand the concepts that relate to this research, the research has given further and deeper explanation below.

2.1 Simple Sentence

Simple sentence contains a single subject and predicate. It describes only one thing, idea or question, and has only one verb - it contains only an *independent (main) clause*. According to Laurie (2003:20) any independent clause can stand alone as a sentence. It has a subject and a verb and expresses a complete thought. e. g. *Jhon reads*.

Even the addition of adjectives, adverbs, and prepositional phrases to a simple sentence does not change it into a complex sentence. e.g. *The brown dog with the red collar always barks loudly*. Even if you join several nouns with a conjunction, or several verbs with a conjunction, it remains a simple sentence. e.g. *The dog barked and growled loudly*.

Finally simple sentence is a sentence structure that contains one independent clause and no dependent clauses and contains one clause expressing a single main idea. e.g

1) *I had dinner.* 2) *I watched the television.*

2.2 The English verb

A verb is one of the elements of parts of speech in English, which includes regular forms is one that follows the pattern of taking **-ed** for the past simple and past participle (or **-d** if the verb ends in **-e**; smoke smoked),

for examples: *walk walked walked*, and irregular forms is one that does not take the *-ed* ending for the Past Simple and Past Participle forms. Some irregular verbs do not change; *put put put*, while others change completely, for example: *buy bought bought*. A verb, is actually *a part of speech* typically used to indicate in action. English verbs are inflected for person, *number*, *tense* and partially for *mood*.. Compound verbs are formed with auxiliaries (e.g., be, can, have, do, will) provide a destination of voice. Some English verbs like forms, have properties of two parts of speech (e.g ; participles may be used as adjectives and gerunds and nouns), such as *clever*, *swimming* and *class*, verb are also classified as transitive (requiring a direct object) or transitive (requiring a direct object) or intransitive (without a direct object), e.g.

1). *My uncle writes a letter.* (transitive),

2). *Boby goes to school.* (intransitive).

In addition, according to Trask (1997: 334) Tense unites the class of verbs in their grammatical behavior. For example, verbs in English and in many other languages are marked for tense. A verb is the essential part of the predicate of a sentence.

The grammatical forms of verbs include number, person and tense. The concepts are supported by Gideon (1998: 334) who stated that verb is a doing word (*helping, grabbing*). In syntax, a verb is a word (part of speech) that usually denotes, 1) an action, e.g, the word *bring* as in *the boy always brings his hat*. the word *read* as in *the students read their work books of English*. 2) an occurrence, e.g, The word *decompose* as in *The workers decompose of garbage, useful to human being*.

The word *stand* as in *He stands on the floor*

According to Goldenberg (1998:148) *verb* is a word (part of speech that usually denotes an action, an occurrence, or a state of being. *A verb* may vary in form according to many factors, possibly including its tense, aspect, mood, voice and sentence. It may also agree with the person, gender, and/or number of some of its arguments (subject, object etc).

2.2.1 Tense

Naturally sentences are the same as time because sentences are used to indicate an action in the specific time. Sentences are different from time. They refer consistently to grammatical form. Nordquist (1998:387) states that sentences are any of the form of the verb that may be used to show the time of the action or the state expressed by the verb. A sentence is used to show the relation between the actions or the state describe by the verb and the time. Tense is a term. It means that there is o morphological change in the base form of the verb. English verbs have only two tenses, those traditionally called the Present Simple (*go*) and the

Past Simple (*went*). All other forms are made using auxiliaries, in particular the auxiliaries (**be**) and (**have**). Lewis(1986: 50).

Naturally, *go* (irregular verb) is present form. Past form of *go* is *went*, for example:

- 1). my nephew *goes* to school at 07.00 o'clock am.
- 2). my nephew *went* to school at 08.00 O'clock last week.

Study (regular verb) is present tense; past tense of study is *studied*, for example:

- 1). we *study* at 13.00 O'clock am
- 2). we *studied* at 10.00 O'clock yesterday.

It can be seen that the change of verbs are caused by the time of event. The verbs go in present time changes into *went* in past sentence. Naturally, there are also some types of verb which may only have two forms: (1) Auxiliary verbs and (2) Modal auxiliary clarified like the belongs, related to the term aspect. There are sixteen kinds of tense ; *Simple Present Tense, Present Continuous Tense, Present Perfect Tense, Present Perfect Continuous Tense, Simple Past Tense, Past Continuous Tense, Past Perfect Tense, Past Perfect Continuous Tense, Simple Future Tense, Future Continuous Tense, Future Perfect Tense, Future Perfect Continuous Tense, Past Future, Past Future Perfect Tense, and Past Future Perfect Continuous Tense*

a. 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** and **do** are auxiliary verbs, they are irregular verbs and can be used by 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. For example, *to be* used in the present tense are ; *am, is, and are* while in the past tense form are ; *was* and *were* (Hornby, 1989: 123). To be clearer, these forms are used, for instance in various types of sentences. They can be written in interrogative sentence, e.g : *Am I disturb you?*, while in the past tense, the sentence become *Was I disturbing you?*. In the positive sentence, e.g : *They are in the classroom* is in the present form, whereas in the past form the sentence become *They were in the classroom*. And in negative sentence, e.g ; *She is not my sister* is in the present tense form while in the past tense form is *She was not my sister*.

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. For instance, **do** can be written in positive sentence, e.g ; *I do my homework* is an the present form, while in the past form is *I did my homework*. In negative sentence, **do** also can be applied, e.g ; *I don't know about your plan*, while in the past form, the sentence become *I did not know about your plan*. And in interrogative sentence, e.g ; *Do you remember me?* Is in the present form whereas in the past form is *Did you remember me?*.

b. Modal auxiliary

Modal verbs are also auxiliary verbs, but will be treated separately, these are; *can, could, may, might, must, shall, should, will, and would*. They do not change form for different subjects. For instance, modal can in the following sentences ; 1) *You*

can write well, and 2) *She can write well*. The word *can* as modal has similar form in both sentences. The distinction between subject *you* in the first sentence and *she* in the second sentence doesn't influence the form of the modal.

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. For instance, modal '*could*' and '*can*' are used to express ability, possibility, and permission. For example ; '*She could climb when she was still young*' and '*He can play football well*'. The two sentence express ability while '*She could come in a minute*' expresses possibility and permission is represented by '*They can play football here*'. The other example is the use of '*should*' and '*must*'. Those modal can be used to express obligation and probability. For instance, '*Students should study seriously*' expresses obligation, while probability is shown by '*You must be twenty years old*'.

However, the verbs such as *go-went* can be into the third type without being helped by either *have* or *has*.

2.2.2 Aspect

Aspect is somewhat difficult concept to grasp for the speakers of most modern languages, because they tend to conflate the concept of aspect with the concept of sentence. Although English largely separates sentence and aspect formally, its aspects (neutral, progressive, perfect and progressive perfect) do not correspond very closely to the distinction of perfective vs. imperfective that is common in most other languages. In linguistics, the aspect (sometimes called viewpoint

aspect) of a verb defines the temporal flow (or lack thereof) in described event or state (Paul: 1982).

Aspect is verb form involving the use the auxiliaries which allows the speakers to interpret the temporal elements, thus aspect gives the speakers opportunity to interpret temporal nature of the action whether it is complete. The time aspect of an action or the fact that action concern in period of time so the aspectual system is useful to find other sentence construction so the change of verb *go-went* in present time into the past time can not be changed into future time(*have/has gone*) because there is no future in sentences. Auxiliary *have/has together* with it. The add of auxiliary to the verb is called an aspect. In conclusion is sentence is use to show the relation between the action or state described by the verb and the time, which is reflected in the form of the verb. There are two basic sentences in English: The present tense and the past tense. What is commonly called the future in English is indicated with a modal auxiliary, not sentence and the addition of a modal auxiliary in future time is called *aspect* which is part of sentences. Since the study only focuses on the use of to be *is, am, are*, so it does not include mood analysis.

2.2.3 Antecedent

An antecedent is a word, phrase, or clause referred to endophorically by another expression which precedes or follows it. In grammar, an antecedent is generally the noun or noun phrase to which an anaphor refers in a coreference. However, an

antecedent can also be a clause, especially when the anaphor is a demonstrative.

In these sentences, the antecedent is in **bold** and the anaphor in *italics*.

Antecedents are of particular importance in connection with relative pronouns; the pronoun usually opens the relative clause, but the antecedent is located in the main clause, e.g.

*As I was going up the stairs, I met **a man** who wasn't there.*

An antecedent may also be a clause as in this example :

*"I guess **he's enjoying himself**." "Yes, that's right"*

In the following example the antecedent is separated by the verb

2.2.4 Subject Verb Agreement

The rule for subject verb agreement is fairly simple and straight forward : a verb should always agree with its subject in person and number. That is a singular subject requires a singular verb, and a plural subject requires a plural verb (Clouse. 1988 : 365). It means that there must be an agreement between the subject and the verb, e.g.

Singular subject, singular auxiliary verb : *pindang food is Palembang traditional food, I am cooking fried fish, you are clever boy, she is brave girl, he is sit down in the chair.*

Plural subject, plural auxiliary verb : *The robbers are caught by police, we are watching the match.*

2.3 Concept of present continuous tense

Present continuous tense is pattern to show that the event is happening that the moment of writing and talking. Present continuous sentences according to Betty (1998:3) is called present progressive. The present progressive expresses an activity that is in progress (is occurring/happening) right now. The event began sometimes in the past, still in progress now, and probably continue in the future. Therefore, Goldenberg (1998:2) states that use Present continuous tense is to talk about something which is happening at the time of speaking, but not necessary exactly at the time of speaking.

2.3.1. The pattern of present continuous

Azar (1985: 3) also defines that the form of present continuous is divided into three forms as, they are:

a. Affirmative Statements

The Present Continuous Form is formed with the present tense of *auxiliary verb to be* + *the present participle (the infinitive + ing)*, e.g.

- a). *I am reading a book*
- b). *You are reading a novel*
- c). *He is reading a short story*

This sentence suggests that the activity of reading is in progress when the speaker is talking.

b. Negative Statements

The negative is formed by putting not after the auxiliary, e.g.

- a). *I am not reading*
- b). *you are not reading*
- c). *he is not reading*

c. Yes / No Questions

Yes/ no questions are also created using the auxiliary verb to be (am, is, are).

This time, the auxiliary is placed before the subject, e.g.

- a). *Am I reading? Yes, I am / No, I am not*
- b). *are you reading? Yes, you are / No, you are not*
- c). *Is he reading? Yes, he is / No, he is not*

d. Wh- Questions

Wh- Questions (using words such as what, why, who, and so on) are also created by putting the auxiliary (am, is, are) before the subject and Wh- words at the beginning, e.g.

- a). *What am I doing?*
- b). *Who is talking?*
- c). *Why are they crying?*

The following changes of spelling occur when adding “ing” to the simple form of the verb, there are some examples:

- a. A final “e” that is not pronounced is dropped, for example:

Write becomes *writing*, *take* becomes *taking*, *argue* becomes *arguing* but final “ee” is retained, *see* becomes *seeing*, *agree* becomes *agreeing*.

- b. A final consonant letter (except *h*, *y*, *w*, and *x*) is preceded by a single vowel letter. It is doubled in word of one syllable, for example:

Beg becomes *begging*, *run* becomes *running*, *Stop* becomes *stopping*, *swim* becomes *swimming*. But: *fix* (and in *x*) – *fixing*.

Greet (two vowel letters before consonant) – *greeting*. Final consonant letters (except *x*, *h*, *w*, *y*) are preceded by a single vowel letter; it is double in word accented on the last syllable, for example:

Begin becomes *beginning*, *Permit* becomes *permitting*. But *suffer* (accent of the first syllable) – *suffering*

- c. A few verb senses end in ‘*ei*’ the ‘*ie*’ in some of these verbs change with changes to ‘*y*’ when the *ing* ending is added, for example:

die becomes *dying*, and *lie* becomes *lying*.

2.3.2 Non progressive Verb

- a. Using these verbs in the continuous construction

It is possible to use many of the non-progressive verbs in the continuous, but the verb either has a different meaning or expresses a temporary action:

‘*Is Mary ready yet?*’ ‘*No. she’s having a shower.*’ (= *is taking*)

Now that there is electricity in the village, *Tommy is thinking of getting his house connected*, (= *is considering*)

- b. Sense verbs

We do not usually use the continuous form with verbs which describe a sense or a form of perception, e.g. *hear*, *notice*, *see*, *smell*, and *taste*:

‘I notice that your wife doesn’t come to the wine tasting. Doesn’t she drink?’

(not *I’m noticing*)

c. Per formative verbs

We use per formative verbs in the first person actually to perform an action,

i.e. saying I apologize performs the action of apologizing:

On behalf of the company, I apologize for any inconvenience caused.

When these verbs ‘perform’ the function they express, they do not usually take the continuous. (Folley and Hall, 2003:48)

2.3.3 Signal Words of Present Continuous Tense

As stated before, the present continuous form happens either at a specific time, which can either be given by the time phrase or be understood from the context. Since the present continuous form always tells when something happened, it is associated with certain present time expressions as follow:

a. Frequency: always, *e.g.*

You are always watching television. You should do something more active.

b. A definite point in time: at present, right now, this week and today, *e.g.*

You are working hard today.

d. An indefinite point in time: for the time being, at the moment, tomorrow

morning, *e.g. Anna is learning English at the moment.*

2.3.4 The functions of present continuous tense

Goldenberg (1998:28) says that there are six functions of present continuous tense, they are:

1. Use the present continuous to talk about something that is happening at the time of speaking, for example; *He is speaking to Tommy.*
2. Use the present continuous to talk about temporary situations, for example: *I am living in London for a moment.*
3. Use the present continuous to talk about changing situations, for example: *You're getting best score every day.*
4. Use the present continuous to talk about repeated action around the time of speaking, for example: *I'm seeing George a lot these days. (I see George a lot – not closely connected to the time of speaking)*
5. Use the present continuous with word such as “always” to talk about things that happen repeatedly (sometimes to say that something is irritating or annoying), for example: *He is always complaining about how difficult his life is.*
6. Use the present continuous to talk about future arrangements, for example: *I'm meeting my father at the airport at 7 o'clock now.*

2.4 Concept of the pictures

Picture is one of the visual aid that are use by the teacher in the teaching learning process. There are some kinds of picture that are use the teacher such as picture technique, picture series, picture dictation, etc. Nelson (1989: 33-36) offers the

uses of picture sequence through drawing activities in the class, but drawing may take more time, but his idea about drawing can be associated by a picture.

Picture consists of meaning and messages, when it is presented in the class, each student has his or her own perception depends on her or his imagination or thought about the picture.

Hamalik (1980:81) mention some criteria in selecting appropriate picture for student, it must 1) show the concrete fact. It means that the activity which is showed on the picture is really done by the subject at the time of action, 2) bring the world outside into the classroom. It means that picture gives an illustration and imagination about activity that happen in daily life, 3) be relatively cheap and available almost everywhere. It means that picture which is used is easy to get. It can be drawed by ourselves or gotten other sources like from newspapers, magazines, and books, 4) arise the student interest and motivation. It means that picture must be attractive and interesting so that the students are curious about what the picture tell.

Apparently, picture as an important visual aids, can be used as a tool of communication between the teacher and the student in the learning process.

Steinke says (1987:74) picture is anything visible that can help students to learn a language more quickly and more accurately. It can be said that picture has an important role in teaching learning process since picture does not only aid in learning but also helps the teacher to present the material. How important picture in language learning has been emphasized by River (in Supriyanto: 1997). Who says that the visual is useful to language learning. The pictures used in this

research are those that show activity, which enable the student to produce the verb in-ing form. To emphasize the actions the writer has used picture, which show activities relevant to student's daily life.

2.4.1 Some consideration in Using Pictures

Before the pictures presented in the classroom, the teacher has to think whether they are effective or not in the process or not in the process of teaching and learning the present continuous. Therefore, the writer proposes some consideration that should be taken into account on order to get result of the instruction. They can be categorized as follows:

a. Clarity

The clarity of the pictures is important, in order that the students can explain the meaning of the picture. A more realistic picture will also improve its clarity.

b. Availability

Availability here means that the pictures should be easy to find. Picture can be found in books, newspaper, magazines etc. Pictures used by the teacher must be available for the students; otherwise, they will get bored in learning the structure.

c. Relevance

Pictures used by the teacher should be relevant with the material taught by the teacher. For instance, when a teacher teaches the tense of present continuous tense, she must show the picture of activities.

d. Size

Picture given by the teacher should not be too small or too big; it must be in the right size

2.5 Procedures of Teaching Present Continuous Tense through simple sentence exercises by using pictures

Pre Activity

- The teacher greets the students, e.g.,
 Teacher : *“Good morning! How are you?”*
 S1 : *“I am fine, thank you. And you?”*
 Teacher : *“I am fine. Thanks.”*
- The teacher checks the students’ attendance list
 (The teacher calls the name of the students one by one)
- The teacher asks some questions related to the students activity in the present, e.g.,
 Teacher : *“What are you doing right now?”*
 S2 : *“I am reading, miss”*
- The teacher writes down the students’ answers in the form of present continuous tense, e.g.,
 Teacher : *“I am reading book”*

While Activity

- The teacher tells the material which is going to be learned

Teacher : *“Alright class, can you tell what sentence pattern it is? And do you know what sentence form is it?”*

S3 : *“Yes, I do, it is Present Continuous form”*

Teacher : *“Yes, it is Present Continuous”.*

- Teacher shows a picture on the whiteboard (a person that is sitting on the chair)

- Teacher asks the students about what they see in the picture

Teacher : *“What are you seeing in the picture?”*

S4 : *“He is sitting on the chair”*

- The teacher writes down the students’ answer in the form of present continuous.

S5 : *“He is sitting on the chair”*

- The teacher asks the students to change the affirmative sentence in to negative and interrogative sentence. (The teacher gives task in peace paper)

Teacher : *“Can you change the affirmative sentence (He Is sitting on the chair) into negative and interrogative sentence?”*

S6 : *“Yes, I can. He is not sitting on the chair (negative sentence) and Is he sitting on the chair (interrogative sentence)”*

- The teacher asks the students to work in pairs in doing the task.

Teacher : *“Alright, class. I will divide you into ten groups”.*

Each group consists of four students”

- The teacher asks the representative of each group to take one envelope.

Teacher : *“Alright, come here the representative of each group to take one envelope”*

Post Activity

- The teacher asks the group to discuss the pictures in the envelope in a few minutes.

Teacher : *“Alright, class. You have to discuss about the pictures in the envelope in a few minutes, do you understand?”*

S7 : *“Yes, miss. I understand”*

- The teacher asks the groups to tell about the pictures(what(is he/she)/(are they) doing?)

Teacher : *“Now. What is the person doing in the picture?”*

S8 : *“He is smoking in the room”*

2.6 The Advantages and Disadvantages of picture

Finocchiaro (1968: 35) states that there are some advantages of picture:

1. Picture is inexpensive and widely available. The teacher can take it from printing media such as; magazine, newspaper, etc.

2. The student scan shows their ability in thinking and interpreting the events.
3. Picture can arouse the students' interest and attract students' attention, because of the interesting teaching learning process

Finocchiaro also implies some disadvantages of using picture in teaching present continuous tense, that is:

1. The students are quite confused in interpreting the meaning of the subject based upon the picture since not all the students can understand how to 'read' the picture.
2. The students have different conception about the real situations based on the picture.

2.7 Theoretical Assumption

Language teachers have to decide which teaching medium is more effective to motivate students in learning English. They should provide themselves with the appropriate technique to be applied in the classroom. It will explain previously that simple sentence exercises by using picture can be applied to teach present continuous tense. This technique is very enjoyable for Junior High School students but also the teacher is to be creative. Therefore, the students will not be bored to this subject. The reality is not all the students have equal ability in English.

According to the frame of the theories above assumes that simple sentence exercises by using picture can be used to overcome difficulty in learning structure of the present continuous and can create a good atmosphere in the classroom.

2.8 Hypothesis

The researcher proposes the hypothesis as follows:

There is significant improvement of students' ability in present continuous tense through simple sentence exercises by using pictures.