

Chapter Two

Literature Review

This chapter discusses the definition of teacher, roles of teacher, and the definition of tense. The researcher also discusses the problems in teaching tenses and the teachers' strategies in teaching tenses. The review of related studies from other research and the conceptual framework presenting the points of problems and teachers' strategies in teaching tenses are also provided in this chapter.

Teacher

This part is going to discuss about the definition of teacher. According to Harmer (2002), a teacher is someone who gives people knowledge. This means that all people can basically be called a teacher, when they give new knowledge to others and teach something in their daily life, although it is only a simple thing. A teacher who the researcher means is someone who teaches something and provides knowledge in the classroom. Regarding the definition, a teacher is required to recognize the teaching materials and the way of delivering the materials in the classroom. Therefore, a teacher has important roles to develop students' knowledge and students' ability.

Roles of a teacher. In a classroom, a teacher has important roles. Those roles influence the activities which are done by students and a teacher. If a teacher can role well, the objectives of the lesson can be achieved greatly. According to Harmer (2002), there are several roles of a teacher. The roles of a teacher are to

help students in learning process. A good teacher is a teacher who is able to apply the roles of a teacher effectively in the teaching process. The roles of teacher are:

Controller. A teacher has authorities to manage the classroom. A teacher has responsibilities to make students more comfortable. When students are demotivated, a teacher needs to build students' enthusiasm in order to make a teaching process work well. A teacher also controls the activities in the classroom, such as announcing the assignments, guiding to answer the questions, drilling, and asking the students.

Organizer. A teacher is required to organize students. A teacher asks students to do activities. A teacher leads students when the students are asked to make pairs or groups. To manage classroom, a teacher organizes students, such as giving information to students and telling them how they do the activities.

Assessor. A teacher acts as someone who assesses students. A teacher evaluates students' assignments and performance. A teacher gives feedback and correction to students. Besides that, a teacher grades the students based on what students do in the classroom.

Prompter. A teacher also becomes a prompter. When students ask some questions to the teacher, the teacher is required to answer the questions prompt. In addition, a teacher is as a helper when students are getting problems on finding appropriate vocabulary on doing role play or answering questions. The teacher helps students, but the teacher does not take charge of them. Therefore, a teacher only encourages students to decide what they are going to do.

Participant. Sometimes, a teacher does not only manage students' activities in the classroom, but also a teacher participates to join in the activities. A teacher is involved in doing group discussion. A teacher is able to give an idea when doing discussion with students. Thus, a teacher does what students do in the activities, because a teacher is as a participant.

Resource. A teacher is required to provide resources to students. A teacher is being helpful and available whenever students need a teacher's help for explaining materials. For example, when students do not know how to write words or sentences well, a teacher should explain the materials until the students understand. Hence, a teacher should become long life learners who always learn anything, since a teacher is required to deliver resources to students.

Tutor. A teacher is also as a tutor. A teacher points to students in directions what students have to do during a course. When students do assignments from a teacher, a teacher guides students step by step and give clear direction. A teacher also creates a draft which can help students to do an assignment in order. A Teacher provides a consultation for students, if students have challenges when doing an assignment.

Observer. A teacher observes students in the classroom. For instance, a teacher pays attention to what students do during the course. Thus, a teacher can evaluate and give a feedback to students. A teacher also does an observation to determine what the appropriate materials and activities for students.

Based on the definitions and the roles of teacher above, a teacher holds an essential role in teaching process. At present, a teacher does not only give

knowledge to students, but a teacher also handles the students. For example, a teacher controls activities which happen in a classroom, because a teacher has an authority. A teacher sets a class to create enjoyable classroom atmosphere. Another example of the role of teachers, a teacher is required to perform well in front of the class even if the teacher is feeling sad and stressed, because a teacher is as a controller. A teacher shows good expressions in front of students and a teacher also gives good examples to students, so students feel comfortable when studying in the classroom. Therefore, a teacher is one of the necessary components to create successful teaching.

Tenses

In this part, the researcher provides the definition of tense. Çakır (2011) stated that a tense is a term of modulation that is used to change the form of a verb through adding or reducing a morpheme. Moreover, Arba'in (2011) mentioned that tense is a verb form that change based on the time of action through giving or omitting a morpheme. In addition, Rahman and Ali (2015) wrote that “tense is related to time and time refers to ‘when’ an action take place” (p.131). In addition, Chou and Wu (2007) said that “tense locates an event or a situation in time with respect to the moment of speaking (speech time) or a reference point (reference time); aspect manifests the temporal constituency (the internal temporal status) of a situation” (p.32). From the statements, it means that the form of verb that changes based on the time that an action happened is a tense. The form of tense can be from modifying a morpheme. For example, a word ‘bring’ is in the present tense and a word ‘brought’ is in the past tense, so that the sentence will be ‘I bring

my bag everyday' in the present tense and 'I brought my book note yesterday' is in the past tense. 'Everyday' and 'yesterday' word show the time that an action is done.

Tense has its own characteristics. Tense shows the specific time, the actions, and the functions. Tense has three conditions: present, past, and future (Cowan, 2008). Each kind of tenses has a different formula and function. For example, the formula of present tense is S + V1 (s/es) + O and the formula of past tense is S + V2 (d/ed) + O. In addition, the formula of future tense is S + will + V1 + O. Present tense is used to state daily habits, present events, and facts. Past tense is used to explain past events and future tense is used to state future events.

Teaching Strategy

This part discusses the definition of strategy. A strategy is an approach which is purposed to encourage the learning of the students (Herrell & Jordan, 2004). Moreover, according to Ritchhart, Church, and Morrison (2011), a strategy is an approach that can be purposed only on a chance. In addition, strategy is an effective way used by teachers that is to facilitate in teaching process and to help students to develop their competence in learning process (Iskandarwassid & Sunendar, 2009). Hence, a strategy is a plan, a way, or a tool to conduct the best students' learning for developing a communicative competence which is used by the teachers as an approach that is based on curriculum area.

Meanwhile, a teaching strategy is the way that teachers use, so students can get knowledge that is delivered by teachers (Landaverde, 2013). For example, teachers can present materials through using Power Point presentation. In

addition, teachers can use their creativity by using good strategy for teaching to make students interested. Thus, it can be drawn that a teaching strategy is the process of delivering knowledge to learners, guiding, and facilitating learners by using an appropriate way. A teaching strategy, that is meant by the teacher in this study, is also the ways used only on a chance by teachers, so it is implemented with purposes to deliver the materials.

Problems in Teaching Tenses

This part discusses the problems occurring in teaching tenses. According to Vijaya and Viswanath (2010), teachers do not have appropriate way to facilitate students in learning tenses. In this case, teachers do not implement the way of teaching in appropriate context. For example, students are still confused when they have to use the tenses properly, since there are three times needed to be considered, such as present, past, and future in tenses. Teachers only explain the formula of tenses without giving more examples and applying the tenses directly that is appropriate with students' environment. Teachers provide a lot of materials, but they do not give more explanation until students really understand the materials, even it can add another problem for students. Hence, the problems faced by English teachers based on the explanations above are that teachers have not found out appropriate way of teaching tenses yet to help students in learning tenses.

Another problem in teaching tenses is mother tongue interference. Çakır (2011) stated that students' mother tongue can arise a misuse and a misconception in tenses. In Bahasa Indonesia, there are no kinds of tenses like in English.

English has different language systems from Bahasa Indonesia. There is no the forms of verb in Bahasa Indonesia that change based on the time at which an action happened, so that it is difficult for students to comprehend the use of tenses in English. EFL students are confused to differ between present and past time when they use tenses due to mother tongue or first language interference (Rahman & Ali, 2015). For example, students will say 'I go to Yogyakarta tomorrow' to state a future event if it is said in Bahasa Indonesia. However, it is incorrect sentence if it is used for stating a future event in English based on the use of appropriate tenses. Students should say 'I will go to Yogyakarta tomorrow'. Students are required to concern to the time at which an action happened. Mother tongue interference causes lack of students' understanding in tenses. Students are confused to use appropriate tenses in appropriate situation, because their mother tongue is different from English as a foreign language. Thus, teachers get difficulty when they teach tenses if students are still influenced by their mother tongue.

Furthermore, problem in teaching tenses can arise due to lack of practice from students. Çakır (2011) added that arising problem in teaching tenses is caused by lack of practice. When teachers have finished explaining tenses, students do not apply tenses directly. The conceptions of tenses are different from Bahasa Indonesia, so that students cannot implement appropriate tenses in proper context. Consequently, since students seldom practice to use tenses, students cannot comprehend the language easily. This can contribute the problem which is faced by English teachers in teaching tenses.

Another problem in teaching tenses comes up from the form of tenses itself. According to Ahamed (2013), English foreign language learners are difficult to deal with memorizing the form of tenses. Ahamed said that the learners cannot differentiate between present continuous tense and past continuous tense. Moreover, (Wang, 2012) stated that Chinese students are also confused when they frequently misunderstand the form of tense in present tense and present progressive tense. For example, Chinese students say ‘My mother is cooks.’ or say ‘My mother cooking.’. They should put ‘be’ in present progressive tense. The problem is that students are required to memorize the pattern and the form of tenses that are obviously a tough work for English foreign language learners.

Moreover, a problem in teaching tenses can be from the application of tenses itself. Al-Mekhlafi and Nagarathnam (2011) wrote that learners find difficulty in the use of tenses. Learners recognize the formula of tenses, the time, and the function, but they are incapable in implementing their own use of language. It means that they cannot create their own sentences by using proper tenses. Learners only know the materials, but they do not really understand to apply it, so that this will lead to contribute arising problem in teaching tenses.

Besides that, teachers find that some students have negative attitude and feel uncomfortable when learning tenses. Students also have contribution in arising problems in teaching tenses. For example, students are reluctant to learn tenses. Students feel threatening, unattractive, and demotivated when teachers teach tenses (Al-Mekhlafi & Nagarathnam, 2011). When students do not feel enthusiasm in learning tenses, teaching process cannot work well, whereas

students also play important role in succeeding the teaching process. If students think that learning tenses is not interesting, the materials delivered by teachers cannot be caught well by students. Thus, teachers are required to have particular way to make attractive learning in teaching tenses.

Teachers' Strategies in Teaching Tenses

In this part, the researcher provides some teachers' strategies in teaching tenses. The teachers' strategies are teaching tenses through traditional grammar drills, texts, stories, songs, poems, providing particular tasks, providing many exercises and teaching materials, and the use of technology (Çakır, 2011; Ludescher, 2006; Vijaya and Viswanath, 2010; Wang, 2012; Witchukriangkrai, 2011).

Teaching tenses by using traditional grammar drills. English teachers are able to teach tenses by using traditional grammar drills. According to Witchukriangkrai (2011), teaching tenses through traditional grammar drills can be used as a teachers' strategy. When teachers teach tenses by using traditional grammar drills, they need a handout to guide their teaching process. Witchukriangkrai said that a handout may provide grammar rules, sentences structures, exercises, explanations of tenses, and examples. For example, Witchukriangkrai added that teachers can teach tenses using book taken from "The Understanding of Grammar" by Betty Schramper Azar. By using the handout book, teachers can explain and drill the structure of the tenses and grammar rules. Finally, students are asked to do gap fill exercises which are in the handout book and they also are asked to create sentences.

Teaching tenses through traditional grammar drills has an advantage and a disadvantage. Witchukriangkrai (2011) pointed out that teaching tenses by using traditional grammar drills is to the point to tenses, so that it does not take time. English teachers are able to teach tenses straightly. It means that the teachers obviously explain the tenses into the grammar rules, structures, and exercises. The teachers can move to another part of the tenses quickly after students comprehend the materials, so that it does not take time for explaining out of the topic. On the other hand, students may be able to recall how to apply the tenses, but they do not really understand and the memory of the tenses is not longer. In addition, students who are not good enough to understand the lesson well may not be able to follow their friends and they will be demotivated toward the lesson. The teachers should also have a solution to solve the disadvantage, so this teaching strategy can be implemented well in the classroom.

Teaching tenses through texts. Another teachers' strategy is teaching tenses through text. Based on Witchukriangkrai (2011), texts are able to be used for teaching tenses. For instance, teachers give a text that uses past tenses and past progressive tense. Students are asked to identify the grammar rules and the sentence structure used in the texts. Then, students are required to explain why those sentences are in past tense and past progressive tense. Then, students have to explain their comprehensions about what they have read. Finally, students explain their stories or their experiences to other students by using simple past and past progressive tense.

Teaching tenses through texts is also suggested by Ludescher (2006).

Texts may be especially created for ease of understanding and it is usually used to a specific feature of grammar (Ludescher, 2006). Therefore, it may be used by students to practice in the context. From texts, students can identify a good feature of grammar based on the context. Teachers also can use authentic texts, such as magazine, newspaper, articles, poster, leaflet, and pamphlet. Although the authentic texts are not provided artificially in language learning, teachers still can use it as additional teaching materials in contextual teaching tenses (Al-Mekhlafi & Nagaratnam, 2011; Ludescher, 2006). Students identify the texts and then they can implement it in their own learning. Thus, through text, it can provide the textual information which can be used in teaching tenses.

Teaching tenses through texts has advantages and disadvantages.

Witchukriangkrai (2011) stated that students will more comprehend tenses thoroughly by identifying texts. Through text, students are provided the structures of the tenses and the examples of the tenses, so that they are accustomed to facing the structures of tenses and being familiar with the sentences. According to Ludescher (2006), teaching tenses through text can provide a real context when the teachers use an authentic text. By using text, the language features which are in the text can be more memorable and familiar. However, this strategy takes time (Witchukriangkrai, 2011). Teachers have to explain situations and the contents of texts before teachers teach tenses, because students may be reluctant to read the texts. In addition, Ludescher (2006) mentioned that sometimes, there are texts which contain the difficult words, especially for authentic materials.

Teaching tenses through stories. English teachers can use stories when teaching tenses. Ludescher (2006) said that teaching tenses can be through stories. Ludescher also stated that a story is liked by people, so it can become as a technique to interest a students' attention. Students may enjoy the stories and then they will be interested in identifying the tenses. Besides that, they are able to learn the rules, formulas, and structures. After they recognize about the tenses which are in the stories, they can apply it into their own sentences or even into their own stories. It means that they create their own stories by using the appropriate tenses which have been learned. Through stories, tenses can be easier to be memorized, because students identify, evaluate, and practice tenses in attractive way.

Teaching tenses through songs. English teachers can use some songs to teach the tenses. Ludescher (2006) declared that songs can be used to teach grammar in terms of “a vocabulary, a sentence pattern (tense), an adjective, an adverb, a pronunciation, and a rhythm” (p.28). By using songs, teachers can create a lot of classroom activities to teach tenses. The activities depend on the teachers' creativity. Ludescher also mentioned some activities of using songs which can be done by the students, such as “gap fills or cloze text, focus question, true-false, put these line into the correct sequence, dictation, underlines the antonyms or synonyms of the given words, and discussion” (p.28). From those activities, students subconsciously learn the grammar of songs. For example, students can observe kinds of tenses, vocabulary, structures of sentences, and pronunciation through gap fills activity.

Teaching tenses through poems. One of teachers' strategies in teaching tenses is using poems. Poems can be a material to teach tenses (Ludescher, 2006). They can be used to teach grammar subconsciously, because poems commonly contain or deal with a specific grammatical structure. Through poems, students can recognize sentence pattern, vocabulary, and structure. At the first time, teachers will distribute poems to students and ask them to read loudly or silently. After that, teachers ask students to identify the grammar focus or kind of tenses in the poems. For practicing the tenses, students also have to paraphrase the poems by using their own words. If there are some students who do not understand, teachers will give more explanations. At the final of the class, students are asked to create their own poems by using good sentence patterns. Hence, the poems can also be a teaching strategy which can help students to understand the tenses.

Teaching tenses through providing particular tasks. Another teachers' strategy in teaching tenses is using various tasks. Based on Vijaya and Viswanath (2010), there are three particular tasks that can be used to teach tenses. There are "college task, information exchange task, and problem-solving task" (Vijaya & Viswanath, 2010, p.100). In the collage task, students are asked to unite the different part of information. It means that students are given pieces of sentence and then they have to connect to a correct sentence. It can practice students' understanding of the structure of tenses. In the information task, students are divided in two groups that are a set of information and a complimentary set of information. Both groups have to find out information of the opponent group to complete the activity. They can share information about the formula, the

examples, and the structure of tenses. In the problem-solving task, students are given a problem and then they do discussion to find a solution of the problems. This task is beneficial for developing students' critical thinking. For example, teachers give sentences or paragraphs which have many incorrect sentence patterns, so that students should analyze and identify the problems. Then, they make it into correct sentence patterns. Those tasks can be implemented when teaching tenses in the classroom.

Teaching tenses through giving many exercises and materials. English teachers are able to give many exercises to students to train their grammar ability. Çakır (2011) stated that teachers can teach tenses through giving more practices and materials. Teachers provide many materials that can become resources and then give exercises to students which are related to the materials. After that, the students are able to understand the lesson, so that they can apply it what they have learned into the sentences. The purpose of this strategy is to make students understand the structures and the form of tenses. By doing practicing, students can create their own productions of the tenses through oral communication or written expression.

Teaching tenses through the use of technology. When teaching tenses, teachers can use technology as their teaching strategy. Wang (2012) pointed out that teachers are able to teach tenses through technology to prepare students for using English in a real context. In this strategy, students are not only taught “communicative written, but also oral practice” (Wang, 2012, p.24). Thus, students can understand the tenses knowledge and how to apply the proper tenses

in appropriate context. Wang stated that teachers can present many materials in the class by using electronic files, covering “Word documents, Power Point files, CD/CD-ROM programs” (p.24). Through those electronic files, teachers can provide audio, visual, and audio-visual to make students excited in learning tenses. It also help teachers to explain the materials. For example, teachers use bold type, different color, underlining to point of important information, so that students conciously recognize what the teachers want to deliver and emphasize.

Review of Related Study

This part discusses the review of related study. There are four studies that are related to this research. First study is from Çakır’s research that is about problems in teaching tenses and the suggestion of the problems. Second study is from Handayani’s research which is about problems in teaching tenses and the problem-solving. Third study is about teaching tenses through texts and drills conducted by Witchukriangkrai. Fourth study is from Ovalina’s research that is about teaching simple past tense through contextual learning. The researcher reviews and also evaluates those studies.

First study is about problems in teaching tenses to Turkish learners conducted by Çakır (2011). The participants of the study were first-year students of Turkish state university who are from various faculties. The findings of the study showed that arising problems were caused mother tongue interference, misused, misconception, lack of communicative competence, and lack of practice. Moreover, Çakır (2011) stated that teachers can provide many practices and many materials as teaching strategies. The researcher can discover some problems in

teaching tenses which are faced by teachers, because the problems of Çakır's research are also experienced by an English teacher who teaches EFL university students from various majors. Then, the researcher gains information about the teachers' strategy in teaching tenses. These can support to answer the researcher's research questions.

Second related study is also about problems in teaching tenses. The study was conducted by Handayani (2009). The study was conducted in elementary school at Grobogan and the participants of the study were 5th grade elementary students. The finding of the study was that the problem in teaching tenses was from the grammar rules. Students were confused with the rules of writing (Handayani, 2009). The finding can support the researcher's first research question for additional sources, since the problem is also experienced by English foreign language students. Moreover, in this study, Handayani provided the solution to reduce the problem. Handayani suggested that teaching tenses can be through giving more practices to increase students' capability. However, the participants were 5th grade elementary student, so there will be different findings between the study and the researcher's study due to the contexts.

Third related study discusses the English teachers' strategies in teaching tenses. The study was conducted by Witchukriangkrai (2011) at English Program of Assumption College Thonburi School. The participants of the study was also English foreign language students. The research studied whether teaching tenses can be through texts and drills (Witchukriangkrai, 2011). The finding of the study

was that each teaching strategy has advantages and disadvantages. Thus, the findings can support the researcher's second research question.

Fourth related study is from Ovalina's research conducted at one of high schools inTangerang. The participants of the study was English foreign language students who are in high school students. The finding of the study was that English teachers can teach simple past tenses through contextual teaching learning to improve students ability. The finding can support the researcher's second research question that is about teachers' strategies in teaching tenses, but the researcher may discover other different findings from the Ovalina's research, because the participants of the study have different contexts and levels. According to Ovalina (2010), teachers who use the contextual teaching learning strategy have to prepare the suitable teaching materials that are related to the contextual teaching learning approach.

Conceptual Framework

This research focuses on finding out the problems faced by English teachers and the English teachers' strategies in teaching tenses. Based on the explanation above, the researcher provides the conceptual framework to clarify the focus of this study. The researcher mentions the problems and teachers' strategies in teaching tenses as a picture of what the researcher find out in this study.

There are six problems which are faced English teachers in teaching tenses based on the literature review and the review of related study. The first problem is the way of teaching (Vijaya & Viswanath, 2010). This means that teachers do not

have appropriate way to facilitate students in learning tenses. The second problem is mother tongue interference (Çakır, 2011; Rahman & Ali, 2015). EFL students are influenced by their mother tongue when learning tenses. Third, Çakır (2011) added that lack of practices can cause the problem in teaching tenses. Students seldom practice to use tenses, because they think that English has difficult language system that are different from their mother tongue. The fourth problem is lack of dealing with tenses form (Ahamed, 2013). This means that students cannot comprehend the form of tenses which has different context from Bahasa. Fifth, Al-Mekhlafi and Nagaratnam (2011) stated that students have lack of applying the proper tenses that it contributes the problem in teaching tenses. Students know the formula of tenses, but they cannot apply it in their own sentences. Handayani (2009) also added that the problem in teaching tenses is caused the application of tenses. It is difficult for teachers when they teach the grammar rules, because students are confused with the rule of writing. The sixth problem is students' negative attitude toward tenses (Al-Mekhlafi & Nagaratnam, 2011). When teachers teach tenses, students feel threatened, unattractive, and demotivated.

Based on the literature review and the review of related study above, there are various teaching strategies used by the teachers in teaching tenses. According to Witchukriangkrai (2011), teachers can teach tenses through traditional grammar drills. Teachers drill students with grammar rules. Then, teaching tenses can also use texts (Ludescher, 2006; Witchukriangkrai, 2011). The next teachers' strategies are teaching tenses through stories, songs, and poems (Ludescher, 2006). Teachers

use them to improve students' capability in understanding tenses. In addition, Vijaya and Viswanath (2010) revealed that teachers can provide particular tasks as the teaching strategies in teaching tenses. Next, teaching tenses also can be through giving many exercises and materials (Çakır, 2011). Teachers also provide exercises and materials to decrease the lack of practice. Moreover, English teachers can use technology to teach tenses as the teaching strategy (Wang, 2012). The teachers provide electronic files to make students interested in learning tenses. Besides that, teaching tenses can be through contextual teaching learning (Ovalina, 2010). The teachers prepare the materials and they relate it in the real context.

The researcher conceptualizes the problems and the teachers' strategies in teaching tenses in this following chart. This following chart is equal. The numbers of the findings of the problems in teaching tenses and the findings of the strategies can be different. It means that the strategies can be freely applied without directly connecting to the problems faced by English teachers and without seeing the cause of the problems. However, there are still a relation between the problems and the strategies. In this study, the researcher is not aimed to find out the strategies which are to overcome the problems, but the strategies are used as the ways the teachers to deliver tenses. The researcher focuses on finding what the problems are faced by the English teachers. In addition, the researchers wants to discover the teaching strategies used by the English teachers in teaching tenses.

Problems and English teachers' strategies in teaching tenses

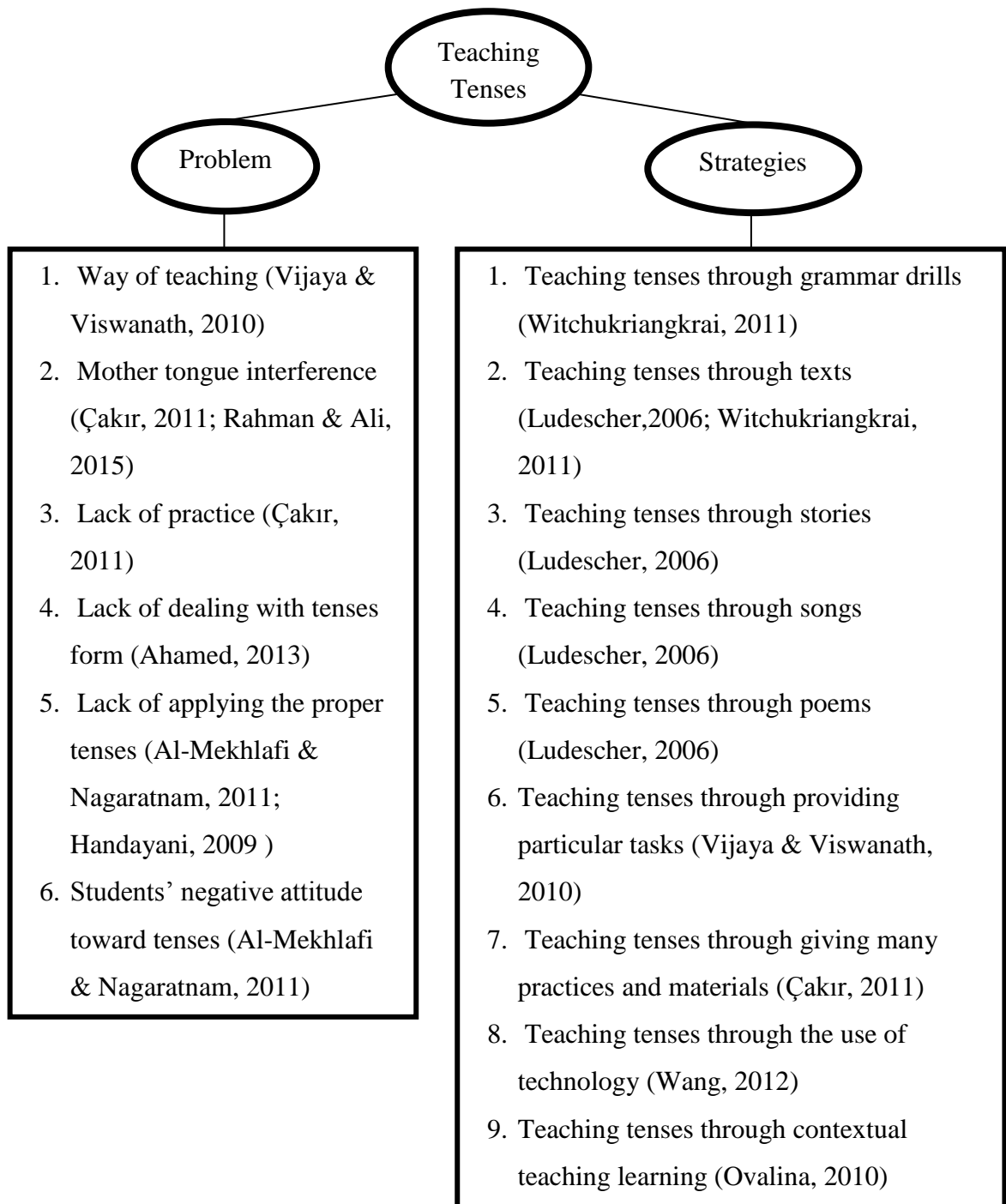


Figure 1. *Problems and English teachers' strategies in teaching tenses*