

Chapter Two

Literature Review

This chapter discusses several theories which are suitable with the topic. The first topic that will be discussed in this chapter is about grammar. Second, the researcher will report some theories related to tenses. The researcher will explain about perfect and progressive aspects. It is also important to put some related studies in this research. Last, the researcher shows the conceptual framework.

Grammar

Definition of grammar. Every language has its own rules. In English, Grammar is “the rules that govern how a language’s sentences are formed” (Thornbury, 2002, p.1). Similarly, Wang defined grammar is “as set of rules for choosing and putting words together to make sense” (2010, p.78). Thus, it can be concluded from the expert definition that grammar is rules form language.

Grammar has some types. Usually, syntax, morphology (Greenbaum & Quirk, 2003; Thornbury, 2002) and lexical (Thornbury, 2002) are seen as grammar. In grammar, there are rules how to order words in sentences, rules arrangements of words, or specific meanings of sentences. Therefore, grammar has wide meanings. The rule of grammar is not only about how words are arranged but also how to choose a word. When a sentence is formed, the meaning and the order of words should make sense. Thus, the sentences have good grammar.

Types of grammar. There are many rules of language under grammar.

According to Blum, Johnson and Shell (1985), there are three types of grammar.

Traditional grammar. Traditional grammar includes parts of speech in every sentence. In traditional grammar, each word is considered by parts of speech. There are eight parts of speech: “nouns, verbs, pronouns, adjectives, adverbs, prepositions, conjunctions and interjections” (p.14). Another rule from traditional grammar is each part of speech can be categorized as other part of speech.

Structural grammar. The second types of grammar which is classified by Blum et.al., (1985) is structural grammar. Structural grammar refers to “how sounds, words forms and words positions affect meaning” (p.15). Structural grammar recognizes a sentence by word order and word endings. Also, structural grammar use adjective, noun, verb and adverb as content or form class. In structural grammar, although the meaning of sentence does not exist, it is still a word or sentences. It is because structural grammar identifies a word or sentence by its order and its endings.

Transformational grammar. Blum et.al., (1985) explained transformational grammar “the result of adding, deleting, or rearranging the words of a kernel sentences” (p.16). Further, transformational grammar separated sentences “into basic, or kernel, sentences, and sentences that are transformations” (p.16). When the kernel sentence is rearranging, for instance, it can be transformed positive sentence into negative sentence or negative sentence to interrogative sentence. It depends on what action which is given.

Verb

Verb will be found in sentence. Greenbaum and Quirk (2003) defined verb as one of parts in *clause structure* and as a part of *word class*. Verb is also one of parts of speech. In addition, Harmer (2011) said that verbs are also divided based on two factors. They are based on *tense* and *aspect*. Therefore, sentence will be good if choose correct verbs and correct time signal.

There are some forms of verb. According to Greenbaum and Quirk (2003), there are four morphological forms of regular verbs. They are *base form*, *-s form*, *-ing participle* and *-ed participle*. In addition, verb also can be *finite* and *nonfinite* based on their function. For *base form*, they are sometime *finite*. Sometimes, they can be *nonfinite*. For “the –s form and past form are always finite whereas the –ing participle and –ed participle are always nonfinite” (Greenbaum and Quirk, 2003, p. 25). There are some types of form based on their syntactic functions.

The base form. Greenbaum and Quirk (2003) mentioned two functions of base form. In this case, they also provided word “call” as the example.

Finite. The verb will be infinite if it is “in all persons and numbers except 3rd person singular, for example *I/you/we/they call regularly*” (p.26) in *the present tense*. The base form is also as finite verb in *the imperative sentence* and *the present subjunctive*.

Nonfinite. The base form will be nonfinite if it is *the bare infinitive*, for example *He may call tonight*. Another *nonfinite* is when the base form is in *the to- infinitive*, for example *We want her to call*.

The –s form. Greenbaum and Quirk (2011) said “the –s form (calls) is finite verb in the 3rd person singular present tense: *He/She calls every day*” (p.26).

The –ing participles. The –ing participles is nonfinite verb when it is in the *progressive aspect after be*, for example *He’s calling her now*. Another –ing participles as nonfinite verb is in –ing participle clauses: *Calling early*.

The past form. The form of verb in the past form is as a finite verb. Greenbaum and Quirk (2003) gave an example “someone called yesterday” (p.26)

The –ed participle. The –ed participle is a nonfinite verb when it is in *the perfect aspect following have, the passive voice following be, and -ed participle clauses*.

Harmer (2011) also divided verbs into some categories. He categorized verb form based on two parameters. They are tense and aspect. He defined verb tense as the verb form that is used to express what time the verb refers to and the aspects as how to see verb based on on progress or complete action. The categories are:

Simple. Harmer (2011) said that the simple form is as base form which “often inflected to agree with the subject (*‘He walks’, ‘She walks’*) or to indicate time and tense (*‘They walked’, ‘It was done’, ‘He ran as fast as possible’*) (p.70).

Continuous. It is also called as *progressive*. It is formed “by adding ‘-ing’ to base form and using it with the verb ‘to be’” (p.70).

There are some forms related to verb and tenses-aspects. The following table 2.1 shows the example of verb in tenses and aspects. Harmer (2011) summarized them into present simple or present continuous (progressive, past simple or past continuous (progressive)).

Table 2.1

Summaries verb forms (Adapted from Harmer, 2011, p.70)

	Simple	Continuous
Present	John is in the kitchen.	What's happening?
	I love it here.	I'm not listening.
Past	She said goodbye.	He was waiting at the gate.
	He cried.	They weren't listening.
	She didn't buy a new cellphone.	

Participles. According to Harmer (2011), there are two types of participles forms. The first participle form is called –present participles such as ‘writing’, ‘singing’, etc. The second participle is past participle, for example ‘called’, etc.

Regular and irregular forms. Verb forms also can be seen from regular and irregular form. Harmer (2011) stated that “regular verbs take the ‘-ed’ ending in the past, e.g ‘talked’, ‘happened’, ‘happened’, ‘laughed’ and past participle forms (which are the same)” (p.70). The irregular verbs have dissimilar past tense form and different past participles. For example, word ‘write’ has ‘wrote’ as its past tense, but it has different past participle which is “written”.

Perfect verbs. Perfect verbs are verb that formed with *'have/had' + participle* (p.71). In addition, Harmer (2001) cited that present perfect verb form has 'have' and past perfect verb forms with 'had'.

As parts of speech, verb helps to mark time signal. Therefore, mastering how verb is categorized will help students understand the form rules of tense-aspects. Table 2.2 below shows the example of word from each type verb.

Table 2.2

Example of verb in word

Base form	-ing form	Past tense	Past participle
work	Working	Worked	worked
play	Playing	Played	played
listen	Listening	Listened	listened

Source: <https://learnenglish.britishcouncil.org/en/english-grammar/verbs>.

Tenses

Definition of tense. Some grammarians have defined what tense is. Tense is “grammatical category that is realized by verb inflection” (Greenbaum & Quirk, 2003, p.47). Swan (2005) said that “tense is grammatical system for showing time relations through changes in the forms of verbs” (p.125). Maclin (2009) defined that tense is grammatical that used to express the bond of time, situation and the form of the verb. So, tense is a grammatical which is used to express time and action through the modification of form of the verb.

Tenses are used in every sentence. The importance of tenses can be seen from their frequency of use (Dang, 2010). Tenses often appear in students' writing, speaking, listening and also reading activity. It is impossible that students do not meet tenses in students' academic activity or daily activity. Students need tenses to make a simple sentence for their communication. Hence, students will always encounter tenses.

Tenses make communication to be clear. Tenses are part of grammar which indicate time when situation proceeds place and detects a situation time (Manokaran, Ramalingam & Adriana, 2013). By using tenses, there will be a clear communication because there is good division of time. It is also avoid misunderstanding in communication. There are types of tenses that used in English to divide time.

Types of tenses. According to Greenbaum and Quirk (2003), tenses are divided into present and past tense, whereas the future tenses can be taken by various meanings.

Simple present tense for present time. It is usually only called simple present times. Simple present time is used to show “the state present”, “the habitual present” and “the instantaneous present” (p.48-49). The state present is used to tell condition and eternal truths. Usually, they use stative verb, for example:

Your cake is delicious (tell the condition of something)

One and six make seven (show eternal truth)

Simple present tenses are also used to show the habitual activity. It is used to express action that is done frequently “without limitation on their extension into the past

or future” (p.49). In addition, it also shows timeless present, for instance *Water boils at 100^oC*. Other example of habitual activity such as *They visits their parents every year*.

Instantaneous events also use simple present tenses. It is usually used for an event with a little or without duration which happens at a time of speaking or writing and only in limited conditions of events (Greenbaum & Quirk, 2003, p.49). This *instantaneous events* occurs when express something directly. It is used in commentaries or self-commentaries and to express “speech acts performed by uttering the sentences” (p.49). For example, *I thank you for your kind*.

Simple present tense for past and future. The basis meanings of simple present can be extended understanding as additional kinds of simple present tense. It can be used to express *the historic present* which is usually used in narrative story. The other extended interpretation can be seen when interpret “past tense with verbs of communication” (p.49). Last, the use of simple present tense for *future tense*, usually appear on conditional and temporal clauses.

Simple past tense. As its name, simple past tense is used to express an event in the past time. It is also can be used to express an activity which is a habitual activity in the past time. In addition, Greenbaum and Quirk (2003) mentioned “the stated past is used to refer a single unbroken state of affairs in the past: *I once liked reading novels*” (p.50). However, simple past tense also can be used for special uses, as Greenbaum and Quirk (2003) said, the simple past tense are used to indirect and direct thought, attitudinal past and hypothetical past.

Aspects

Definition of aspect. Beside tenses, there is another grammatical which is used to express time. Some experts have defined aspect. According to Greenbaum and Quirk (2003) “aspect is grammatical category that reflects the way in which the action of a verb is viewed with respect to time” (p.51). An aspect is related to time, as Swan (2005) said that an event can be showed by its aspectual whether it is completed or it is ongoing. Maclin (2001) said that aspect is grammatical category that used to see an action of verb in some ways.

Therefore, aspect is one of grammatical category that is used to express an event by following time in progressive or perfect.

Types of aspects. Aspects have two categories; they are progressive and perfect (Greenbaum & Quirk, 2003; Maclin, 2001; Rai, 2012). Usually, aspects are combined with tense.

The present perfect. The combination of present time and perfect aspect become the present perfect. The present perfect is usually used to express an event at unspecified time which starts in “the past and leading up to the present time” (Greenbaum & Quirk, 2003, p. 51). The state present perfect “is used with stative verbs tense to refer a state that began in the past and extends to the present and will perhaps continue in the future” (p.51). The result of event in present perfect may involve that the event still affect.

The past perfect. The past perfect tense is usually used to show an event that happen “in a time earlier than another past time” (p.53). According to Greenbaum and Quirk (2003), the usage of past perfect is used to indirect speech that shows “a backshift

into the more remote past". The past perfect is also used to attitudinal that is show a more respectful. Also, if-clause of hypothetical is used past perfect tense.

The progressive aspects. Progressive or continuous emphasis an event that is happens in progress time (Greenbaum and Quirk, 2003). Usually, the event is not complete yet. The event also has short period. Progressive aspect has special uses to express an event that expected in the future. Usually, the stative verbs such as like, know, realize etc. does not happen in progressive tense. The present progressive usually use to show an event that happen at this time and may continue in the future. It is also used to say futurity. Whereas the past progressive is used to describe an event that is in progress in the past time and may still continue or not finished.

Will + progressive. The form of will + progressive happen when "a future of period time within which another situation occur" (p.58). This form is used to say when an event happens there is another event that also happens with the first event. Greenbaum and Quirk (2003) gave an example of this form. The example is "when you reach the end of the bridge, I'll be waiting there to show you the way" (p.58).

Future Forms

Ways to express future. There some ways to express the future. According to Greenbaum and Quirk (2003), the future form can be formed from present progressive, will + infinitive and be going to + infinitive.

Future form from will/shall + infinitive. One of common ways to say future is using will + infinitive. According to Azar and Hagen (2009), is used to say "decision the speaker makes at the moment of speaking" (65).

Be going to + infinitive. Futurity also can be expressed by using be going to + infinitive. There are to specific meanings from using be going to + infinitive. The first meaning is “future fulfillment of a presents intention is chiefly associated with personal subjects and agentive verbs” (Greenbaum and Quirks, 2003, p.57). The second meaning is the result of present cause become future. Azar and Hagen (2009) explained that be going to usually used to say planning before the speaker speaks to other or called prior planning.

Present progressive for future time. Present progressive is one of aspects. Furthermore, the meaning that shown by present progressive indicates the future time. Greenbaum and Quirk (2003) said that “the general meaning of the present progressive is future arising from present arrangement, plan, or programme” (p.58). Thus, one of ways to express the future is by using present progressive tense, especially when talk about present arrangement, plan or program.

Review of Related Studies

Some researchers studied about tenses-aspects. However, many researchers combine aspect within tenses. So, the aspects have become part of tenses. The first research is done by Rina Wulandari (2011). The title of her research is “The Analysis of Common Errors Made by The Second Grade Students of Mts Al-Mursyidiyyah in Using English Tenses”. Her research’ participant was 30 students. Moreover, the research used quantitative research. The result of her study showed that there are many students do not understand well the structure of tenses and how to use it even though the students already learnt it.

The second study is researched by Ratnah (2013). The title of the research is “Error Analysis on Tenses Usage Made by Indonesian Students”. The participants of her research were first semester students of Tour and Travel Department. Additionally, the research followed qualitative research. For the result, the research found that many error of omission, error of selection and error of addition, particularly in using verb, time signals and the use of auxiliary verb. In addition, she also found that there are some sources of error such as intra lingual error and inter language errors and the causes of error are; interference, overgeneralization, ignorance of rule restriction, and false concept hypothesized.

Different from two previous researches, the third research was done by Bangladesh researchers. The research title is “Problems in Mastering English Tense and Aspect and The Role of The Practitioners” by Muhammad Safiur Rahman and MD. Maksud Ali. The participants of their research were Bengali EFL. They found many EFL learners face many problems both of tense and aspect. One of problem that Rahman and Ali said is “EFL learners’ native language (L1) influenced can be claimed to be one of reason behind their failure to acquire the tense of target language (TL)”.

The fourth study was done Ichchha Purna Rai (2012). The research title is “English Tense and Aspect: EFL Problems that Chhulung Learners Have”. The paper focused on the differences between English and Chhulung tense and aspect systems and analyzes the EFL problems. Rai mentioned some problems for Chhulung learners because of tense and aspect. Rai also said that teaching English to EFL was challenging. Then, to increase students’ proficiency in tenses and aspects, Rai adopted some activities from Cowan (2009, p.385-387). The first is the teacher should

categorize students based on their ability or their proficiency levels such as low intermediate, intermediate, high intermediate and advance. Then, students can be asked to describe in simple present tense such as habitual or daily activities. The students also can be asked to describe the present condition of the weather in present progressive. In addition, students are asked to use simple past to tell their past stories. The students also can make dialogue what they are doing at that time using present progressive. Hence, tenses-aspects can be mastered well by the students through vary activities given by the teachers.

The researches above showed that many students both of in Indonesia and in other country face difficulties in using tenses-aspects. Also, the reason of their types of errors are different each other. All of previous studies are supportive for the researcher. Then, each research gives more references about result in tenses-aspects. Some researchers did not discuss about aspects specifically but their studies are helpful since aspects are along together with tenses.

Conceptual Framework

Tenses-aspects are crucial grammatical structure in English. The most importance thing from tenses-aspects is that tenses-aspects are used in written and spoken communication. Also, tenses-aspects as a part of grammar are affected by other grammatical structure. Larsen-Freeman et al. (2002) said that “many grammatical rules exist that capture the structural facts concerning the various tense-aspect combinations and the semantic facts related to what meanings these combinations convey” (p.3). So that, the combination of grammatical structure perhaps difficult for some students.

Although tenses-aspects are important, many students fail to use them to communicate. Even, some of them do not know how their ability in using correct tense-aspect is. Then, the questions occurred within the students' ability in using tenses-aspects. Many researches showed that students' ability in using correct tenses-aspects are still low because many students' are unsuccessful to place the correct structure. Also, some researches give detail about the sources of types of error which made students fail to use accurate tenses-aspects structure.

In addition, three previous studies show that both of Indonesian learners and Bengali learners still inaccurate in using tenses-aspects. Their ability is low. Their researches indicate tenses-aspects are being universal issue in grammatical structure. So that, the researcher feels interested to gain more information about students' ability in using tenses and find out the most type of error in using tenses-aspects in English Education Department of Universitas Muhammadiyah Yogyakarta.

The following chart below shows the tenses-aspects that will be discussed in this research. There are tenses, future forms, and aspects. For future forms, there are some ways to form it. One of ways is formed from be + -ing participle. In this chart, the principle of future form is like progressive aspects but the meaning shows future time.

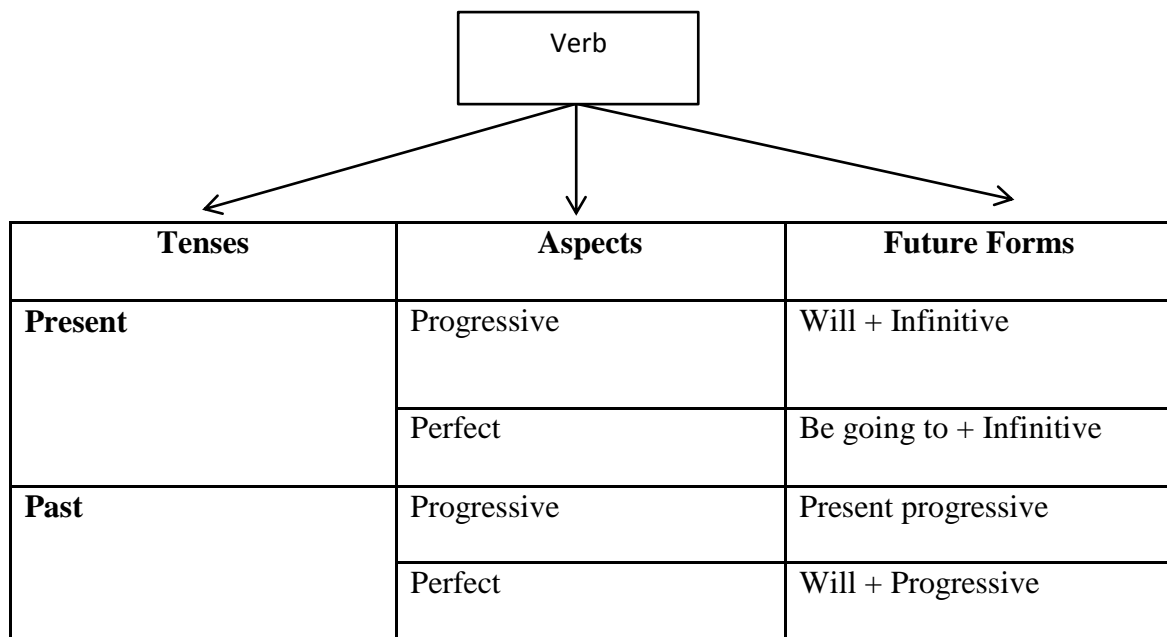


Figure 2.1 The conceptual framework (Adopted from Greenbaum and Quirk, 2003)

Table 2.3

Tenses-aspects and their verb

Tenses-Aspects	Verb
Simple present	Base form
Present progressive	Is, am, are + the –ing participle
Present perfect	Have, has + the –ed participle
Simple past	Past form regular or irregular
Past progressive	Was, were + the –ing participle
Past perfect	Had + -ed participle
Future form (with will + infinitive)	Will + infinitive
Future form (Be going to + Infinitive)	Be going to + Infinitive
Future form (with present progressive)	Is, am, are + the – ing participle
Future form (will + progressive)	Will + be + the –ing participle