CHAPTER II

REVIEW OF RELATED LITERATURE

In this part, the researcher reviews the literature which consists of COVID-19, Online Application, Grammar Translation Method, and Three Basic English Tenses.

A. COVID-19

COVID-19 has a huge impact in many sectors, education is no exception. It has globally affected educational institutions and causes schools and universities to adjust their teaching strategy into online platform. The first case of Indonesian tested positive in March 12th 2020 and World Health Organization announced the outbreak and became a global pandemic. The government planned to prevent of COVID-19 spread, starting social distancing strictly to decrease COVID-19 specimens. As for January 27th 2021, total Indonesian tested positive has reached 1.012.350 in accumulative (covid19.go.id, 2021).

The Education and Education Ministry of Indonesia has decided to implement an alternative learning for students as it has been mentioned in Circular Letter Number 4 of 2020 (Surat Edaran Nomor 4 Tahun 2020) which concerns the implementation of Emergency Period to prevent the spread of COVID-19, this way the learning process can be still performed by conducting distance learning and instructs both the teachers and the students to adapt and study from home.

B. Online Application

Using online platform is currently used as one of learning strategy to overcome the distance social issue. It can be defined as an education where takes place over internet, so called e-learning or distance learning in different term (Hermansyah, 2021). E-learning applications are generally known as Learning Management System (LMS) to virtualize the conventional teaching and learning process (Fitria, 2020). The other field called Information and Communication Technologies (ICT) also was implemented concerning online learning and teaching in education process (Erarslan, 2020). The teachers are supposed to make a new interactive online learning to attract student's attention and help them by using a variety of online applications, namely *WhatsApp, Telegram, YouTube, Zoom meeting, Google meet*, etc.

Online applications apparently are used English as their default language. Students must have been familiar with the menus since they used to click the instructed operation with or without understanding the meaning. Considering how they approach this kind of learning strategy, the researcher decides to develop it into learning session in order to make a function, understand the meaning and language structure which cannot be separated with vocabulary and grammar. Djamdjuri (2020) was found useful in distance learning by using *WhatsApp Messenger* as the main communication application to communicate between the researcher and the students; while Mustakim (2020) used *Google Form* as instrument data to consider its homogenic population for collecting the data. The researcher decides to use

the same application both *WhatsApp Messenger* and *Google Form* with the same function from the previous research.

C. The Definition of Grammar

The definition of grammar can considerably be thought to be an important role in English Language Learning. According to Nunan (2003), using a number of grammar rules are set up from specifying each word in sentence structures orderly. Its structural description and the way in which words and phrases are combined to produce sentence in language learning (Richards, 2010). Re-producing English words and phrases is expected for students by themself, so the students are able to put the proper word into a sentence correctly. This learning method is associated with English Vocabulary Grammar learning.

The students firstly should know the meaning behind the word. Grammatical structures as linguistics terms are needed to be specified which the words are put into which sentences. Particularly, for EFL students find it hard to express what they want to say. In contrast to literacy skills, they are confused how to start reading or writing the proper English structure without understanding the vocabulary or even the grammar. Thus, the students have better to pay attention the English grammatical rules to construct a correct sentence (Muhsin, 2016).

In addition of learning grammar, the kind of methodology (Vocabulary and Grammar Teaching) are different from teaching English tenses which can be taught, as follows; Inductive method and Deductive

Method. Gorat and Prijambodo, (2013) state that these approaches are used to teach English grammar and particularly in its research is based on teaching conditional sentences. While according to Decoo (1996), he states that Inductive Method process goes from specific to general, with using first language to display its patterns and its generalization, it will stimulate students' natural language learning into various methods. While Deductive Method is intended to give some examples of illustration. Students have to memorize the grammar rules, hopefully they will adjust them to make sentences.

One of the Grammar Translation Method advantages is students are expected to learn the grammatical structure deductively (Natsir, 2014). Consequently, the students are taught to translate and memorize their native language to target language. In the teaching learning process, the native language can be used to bridge the two-language switching. This way, the students are able to understand and memorize the vocabulary and grammar of target language simultaneously, the learning strategies – reading and writing skills are empathized to be the dominant. In case, once the student has an incorrect answer, the teacher can correct the error and guide them in immediate. Applying Grammar Translation Method to have correct answers has significantly a higher opportunity in language acquisition.

D. The Definition of Tenses

Listia (2020) stated that tenses can be defined as an essential part of grammar that needs to be mastered by EFL learners due to the relation of English grammatical structure to make correct sentences. Since Indonesian and English have different form of grammatical structures, in majority; the student's find difficulties to use and understand the suitable English tenses properly.

Choosing the expression of sentences is in the right form of tenses which indicates how good or bad the student's English proficiency is. Husin (2017) stated that the chance of failure for students to use grammar is using an appropriate diction and correct tense. A good English tense can be determined by using correct sentence grammatically.

English Three basic tenses are derived from the origin of the name itself about the time signal indication (present, past, future). Within the order of whole English tenses (16 tenses), the chosen three basic English tenses namely: simple present tense, simple past tense, and simple future (See Appendix 1 Table 1.4).

a. Simple Present Tense

The simple present is used when an event happens right now, or in regular (or unceasingly, or can be called present indefinite).

b. Simple Past Tense

The simple past is used to talk about an event that happened or existed before now.

c. Simple Future Tense

The simple future is use when an event which haven't been happened yet.

E. The Definition of Grammar Translation Method

According to Brown (2000), the definition of Grammar Translation Method – Classical Method can be described as grammatical rules for translating both the native language and foreign language. Grammar Translation Method definitely become practically reforming language teaching in educational context to current state. Karakaş (2019) also mentioned that Grammar and Translation are actually not different one and another teaching strategy since it is well-accepted as one of language teaching basic principles.

Nonetheless, if one wonders why Grammar Translation Method is still remained that is because it has a few of special skills for teachers both it is easy to construct and can be assessed objectively. Sometimes, Grammar Translation Method leads the students on reading knowledge of second language. Thus, the researcher uses this teaching method to be applied in online learning in order to students create and answer simple English sentences independently.

Eventually, Grammar Translation Method has a relation with Deductive Method in Vocabulary and Grammar Teaching. These combinations surprisingly support students to be courageous in achieving English of foreign language. They are not afraid to be mistaken of making English sentences by performing their performance based on the English

tenses' formula. Yet, the teacher should think that this language learning is to be focused on student-centered which the students should be dominantly in online classroom. Therefore, students are able to memorize the Indonesia-English tenses formula and practice in written production.

F. Previous Study

The researcher has gathered a several of previous about Grammar Translation Method to teach Three Basic English Tenses which supports the current research.

First study was applied by Juhaeni (2019), implemented Grammar Translation Method and Discovery Learning to learn English tenses to find the most significant learning and leads to have strengths and weaknesses between the those two. In the study, Grammar Translation Method was used for students to have a better explanation about the function, concept, and the pattern of English tenses to help analyzing the target language easily. Unfortunately, the learning process was dominated by the teacher which affected the lack of student's interaction, inactively participated in the class, and the material might not be memorized since the teacher explained a lot of grammatical rules and patterns.

On the other study, Natsir (2014) conducted Grammar Translation Method (GTM) and Communicative Language Teaching (CLT) which the same strategy as Juhaeni's to distinguish the comparison between GTM and CLT. In the findings, the researcher can conclude that Grammar Translation Method could still be appliable for certain countries even if it was an old

method compared to Communicative Language Teaching. The other differences were Grammar Translation Method enhanced the student's learning skills monotonously and included a straight-forward processing, and the learning process would mainly be a teacher-centered learning.

In addition to teaching English tenses, Rosdiana, (2017) described the student's difficulties to find out grammatical errors with using present tense in SMKN 6 Makassar. While Ikhwan (2019) conducted on the same field but with teaching three English tenses, specifically with using board race game for tenth grade of senior high school PMDS Putri Palopo, three basic simple English tenses of time signal (simple present, simple past, and simple future).

Reflecting to those studies' comparison, the researcher decides to adjust Grammar Translation Method as the teaching strategy to teach the English tenses include simple present, simple past, and simple future which was conducted by Ikhwan (2019) as for it is not only to explain about the time signal, but also to distinguish the use of verbal tenses in various sentences at the same time.

G. Hypothesis

1. The null hypothesis (H_0) indicates no significant of the effectiveness in using the three basic English tenses through grammar translation method for eleventh grade of Islamic Senior High School 3 Kediri (H0>0.05).

2. The alternative hypothesis (Ha) indicates a significant of the effectiveness in using the three basic English tenses through grammar translation method for eleventh grade of Islamic Senior High School 3 Kediri (Ha<0.05).