

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses related literatures consists of the definition of simple past tense, kind of simple past tense, form and example of simple past tense and the use of the simple past tense, verbal sentence.

A. General Concept of Simple Past Tense

1. The Understanding of Tense

Many learners have considerable difficulty with English tense system. As with, other areas of the grammar, difficulties may arise from the nature of the system itself or from difference between English and the learners' mother tongue. According to Lyons' idea that the term 'tenses' is derived from the Latin word 'tempus' meaning 'time'.¹ It means that traditionally the tense is defined in term of time. It is in line with Sidney Greenbaum who defined the tense as a grammatical category that is realized by verb inflection.²

Meanwhile, A. S Hornby said that tense refers to an action, activity or state may occur in past, present or future.³ Hence, there are three tenses in language; present, past, and future. Regarding those definitions, the word

¹Jhon Lyons, *Linguistic Semantic an Introduction*, (Cambridge: Cambridge University Press, 1995), p.132.

²Sidney Greenbaum and Randolph Quirk, *Student's Grammar of the English Language*, (London: Pearson Education Limited, 1990). p.47.

³A.S Horby, *Guide to Pattern and Usage in English*, (New York: Low Priced Inc, 1975), p.78.

tense' stands for a verb form or series of verbs used to express a time relation.

Since English has no future inflected form of the verb, Sidney Greenbaum claimed that English has two tenses: the present and the past.⁴

The situation described in the present tense is related as simultaneous with the moment of speaking; the situation described in the past as relates subsequent to the moment of speaking.

Here, the writer concluded that tense is a grammatical category, typically marked on the verb that deictically refers to the time of the event.

2. The Definition of Simple Past Tense

English has three time systems, present tense, past tense and future tense. In this study the writer wants to discuss about simple past tense. There are many definitions of simple past tense. Rudy Hariyono and Bryan L Wilkinson stated that the simple past tense is the time used explains an actions or events at the specific time in the past in the form of modestly.⁵

Marcella Frank states that the past tense indicates definite time terminating in the past, whether a time word is given or not.⁶ For example; Shakespeare lived in England. Besides he identified the simple past tense into

⁴ Sidney Greenbaum and Randolph Quirk, *Student's Grammar of the English Language*,... p. 48.

⁵ Rudy Hariyono and Bryan L Wilkinson, *Essential ABC English Grammar*, Jombang: Lintas Media, first edition, 2008, pg. 433.

⁶ Marcella Frank, *Modern English; a Practical Reference Guide*, New York University: Prentice-Hall, INC, 1972, p. 73.

three, they are; first, simple past has one event completed in the past for example; I saw him last night and they left two hours ago. Second, simple past repeated events completed in the past and no longer happening for example; last year it rained frequently in this area and when I was young, I went swimming everyday. Third, simple past have duration of an event completed in the past for example; he lived in New York for thirty years and then he decided to return to France.

Simple Past Tense is a tense, which shows the event, or the action, activity or work, which is done in the past, in the simple form and known the time when the event or the work happened. (Riyanto,2006:165) Simple Past Tense is used to talk about many kinds of past events, short, quickly, finished actions and happening, longer situation, and repeated events. And it is used to discuss activity or situation began and ended in the past, for example: yesterday, last night, two days ago, in 1990.

From those several statement above, the writer concluded that the simple past tense is used to express a definite event in the past. Simple past tense is also used if the event happened completely in the past even the time is not mentioned.

3. The Form of Simple Past Tense

According to McGraw, the simple past tense is classified into two types.⁷ They are the simple past in regular verb and the simple past in irregular verb including past tense of the verb *be*. The formula of each type consists of three parts: affirmative, negative and interrogative.⁸

a. Regular Verb in Past Tense

The first type of the simple past in regular verb form is made by adding –ED to the verb.

Forms	Examples
Jump – Jumped	The dog jumped over the fence.
Walk – walked	I walked 22 kilometers yesterday
Work – worked	We worked together as lawyers for 15 years

⁷ McGraw-Hill, *Interaction 1 Grammar*, (New York: McGraw- Hill Companies, Inc., 2002), p.106.

⁸ *Ibid*, p.106.

Table 2.1
Regular Verb

Present	Past
Ask	asked
Answer	Answered
Close	Closed
Clean	Cleaned
Learn	Learned
Laugh	Laughed
Move	Moved
Play	Played
Talk	Talked
Open	Opened
Play	Played
Stay	Stayed
Walk	Walked

The formula as following:

S + V2 + O + Adverb

For examples:

- She **helped** her mother in the kitchen this morning.
- The children **played** games last night.
- We **listened** to the music after dinner.

According to the examples above, the form is used for all subjects, both singular and plural. All regular verbs take an- *ed* ending in the past tense. Moreover, there are some spelling rules of regular verbs. Those are as following:

- 1) If the simple form of a verb ends in *-y* after a consonant, change the *-y* to *i* and add *-ed*. Examples: try/ tried, carry/carried, dry/ dried
- 2) If the simple form of a one syllable verb ends in consonant + a vowel+ a consonant, double the final consonant and add *-ed*. Examples: plan/ planned, stop/ stopped
- 3) If the simple form of a two syllable verb end in a consonant + a vowel + a consonant, double the final consonant only if the syllable is stressed. Examples: permit/ permitted, prefer/ preferred, occur/occurred.
- 4) If the simple form of a verb ends in *-e*, add only *-d*. Examples: tie/tied, change/ changed, live/ lived.
- 5) Add *-ed* to simple form of all other regular verbs. Examples: want/wanted, ask/ asked, belong/ belonged.⁹

Meanwhile, the negative formula of simple past tense as

⁹ *Ibid*, p.116

following:

S + did not + V1 + O + Adverb

For examples:

- Her roommate **did not order** a pizza last night.
- We **did not live** in an apartment last year.
- My family **did not own** a computer until recently.

Based on the examples above, it can be seen that the verb in the sentence is returned to the simple form. Then, the use *did not* is before the simple form of the main verb. The contraction for *did not* is *didn't*.

In addition, the other form of simple past tense is interrogative by using the formula:

Did/ didn't + S + V1 + O + Adverb?

For examples:

- Did you **move** to a new house last year?
- Did your mother **cook** last night?
- Didn't you **study** English last night?

The examples above show that the main verb in the question is also returned to the simple form. There is no final *-ed* ending in the question form.

b. Irregular Verb in Past Tense

Many verbs have irregular past forms. These do not take an –*ed* ending in the past form.¹⁰ Then, the verbs that have irregular past tense form follow the same pattern in affirmative, negative, and interrogative as regular verb. Here is the example of irregular verb as following:

Table 2.2
Irregular Verb

Examples	
be - was/were	make – made
become - became	meet - met
begin - began	pay - paid
break - broke	read - read
bring - brought	ride - rode
build - built	run - run
buy - bought	say - said
catch – caught	sell - sold
choose - chose	send - sent
come - came	shut - shut
do - did	sing - sang

¹⁰ *Ibid*, p.116

draw -drew	sit - sat
eat - ate	sleep - slept
feel - felt	smell - smelt/smelled
fight - fought	speak - spoke
find - found	stand - stood
fly - flew	swim - swam
forget - forgot	take - took
get - got	teach - taught
give – gave	tell - told
go - went	think - thought
have - had	understand – understood
hear – heard	wear – wore.

Based on the examples above, the verb *be* is the exception of irregular verb. This irregular verb is used differently than other irregular verb in affirmative, negative, and interrogative. Here is the pattern of past tense of verb *be* as following:¹¹ For the affirmative form the formula as follow:

**S + was/ were + substantive
(Adverbial of phrase) + ...**

¹¹ *Ibid*, p.117

For example:

- Mario was at home last night.
- Ratna was a stewardess one year ago.
- Some students were absent last Sunday.

All those actions are in the past, and they are all finished; they do not carry over into the present. Two of them are singular noun (Mario and Ratna); one of them is plural noun (some students) used. Next, here is the formula of the negative form of simple past tense in irregular verb.

S + was/ were + not + substantive (Adverbial of phrase) + ...

For example:

- I was not in my room last night.
- We were not hungry for dinner yesterday.

The last form of simple past in irregular verb is interrogative form, here is the formula.

Was/ were + S + substantive (Adverbial of phrase) + ...

Wasn't / weren't + S + substantive (Adverbial of phrase) + ...

For example:

- Was Mario at home last night?
- Were they in the farewell party last night?
- Wasn't the dog fed this afternoon?
- Weren't those sofas expensive?

The examples above show that the use of *was* is used for the pronouns *I, he, she, it, this, and that*, however, the *be* of *were* is used for pronoun such as; *you, we, these, and those*.¹² So, the use of *was* is only used for the singular noun and the use of *were* is only for the plural noun. Furthermore, the negative statement uses *not* after the verb *be* in the sentence. Meanwhile, the contraction for was not is *wasn't*; the contraction for were not is *weren't*. The contraction is used to make the sentence easier in written or utterance.

Since the simple past tense refers to the activity ended in the past, the expression of the time can be neglected from the pattern. The expression of past time specify the time in the past when an action was completed. Here are some example expressions for past time:

¹² McGraw-Hill, *Interaction 1 Grammar...*, p.117

Table 2.3
Time Signal of Simple Past Tense

Yesterday	The day before yesterday
Yesterday morning	Yesterday evening
Last night	Last week
Last year	In 1988
In April 2013	On November
A year ago	A few minutes ago
A week later	A long time ago

4. The Use of Simple Past Tense

The use of simple past tense is declared by some linguist experts. One of them is Sidney Greenbaum who stated that the simple past is used to refer to a situation set at a definite time in the past such as:¹³

- a) The event past is used with dynamic verb sense to refer to a single definite event in the past. The event may take place over an extended period or at the point of time.

¹³ Sidney Greenbaum and Randolph Quirk, *Student's Grammar of the English Language*, (London: Pearson Education Limited, 1990). p. 50

- The Norman *invaded* England in 1066
 - The plane *left* at 9 a.m.
- b) The habitual past is used with dynamic verb senses to refer to past events that repeatedly occur.
- We *spent* our holiday in Bali when we were children.
- c) The state past is used with stative verb senses to refer to a single unbroken state of affairs in the past.
- I once *liked* reading novels.

In addition, he also assumed that the simple past has some special uses.

There are three special uses of the simple past:¹⁴

- a) In indirect speech, the simple past in the reporting verb may cause the verb in the subordinate reported.
- She said that she knew you; I thought you were in Jakarta.
- b) The attitudinal past is optionally used to refer more tentatively (and therefore more politely) to present state of mind.
- Did you want to see me now? I wondered whether you are free tomorrow.
- c) The hypothetical past is used in certain subordinate clauses, especially if-clauses, to convey what is contrary to the belief or expectation of the speaker.

¹⁴ *Ibid*, p. 50-51.

- If you *knew* him, you wouldn't say that
- If she *asked* me, I would help her.

B. Verbal Sentences in Simple Past Tense

The sentence in simple past tense divided in two parts they are; verbal and nominal sentences. Verbal sentence is sentence that contains a verb or verb form in the predicate position. Nominal sentence is a sentence consisting of a subject and complement without a linking verb, as very interesting.¹⁵ Both of sentences have three form of sentences, they are; positive, negative, and interrogative sentence. In the positive sentence, the sentence that is used positive form. In the negative sentence, the sentence that is used negative form by adding “did not” (after the verb) in the verbal sentence and “not” (after to be) in the nominal sentence. In the interrogative sentence, the sentence that is used the interrogative form by adding “did” (in the beginning of the sentence) in the verbal sentence and “to be” (also in the beginning of the sentence) in the nominal sentence.

1. Verbal Sentences

Verbal sentence is the sentence that its predicate is verb. Or with the other words, a verbal sentence is the one that its predicate or verb expresses an action or happening.

¹⁵ *Cara Praktis Menguasai 16 Tenses*, 2008, Jakarta Tangga Pustaka, p 21-24

a. Positive Verbal Sentence

The positive verbal sentence can be included to affirmative sentence. This sentence is used to express an action or happening.

The formulation:

S + V2

The examples:

1. I visited Rome last holiday. (*Saya mengunjungi Roma liburan kemarin*).
2. He went to Japan last week. (*Dia pergi ke Jepang minggu lalu*).

b. Negative Verbal Sentence

negative verbal sentence is formed with adding do, did or does and then put *not* before verb.

The formulation:

S + did not + V1

The examples:

1. I did not go to school yesterday. (*Saya tidak masuk sekolah kemarin*).
2. They did not come to my birthday party last week. (*Mereka tidak datang ke pesta ulang tahunku minggu lalu*).

c. Interrogative Verbal Sentence

The question of verbal sentence is formed with putting do, does or did at the beginning of sentence.

The formulation:

Did + S + V1 + ...?

The examples:

1. Did he go to America last week? (*Apakah dia pergi ke Amerika minggu lalu?*)
2. Did George work hard last night? (*Apakah George bekerja keras kemarin malam?*).

C. Definition of Learning Difficulty

Learning difficulties and learning problems are often the first descriptive term used when a child begins to have trouble in school. Learning difficulties may be caused by external such as cultural or economic disadvantages and internal factors such as potential and the achievement of the child.¹⁶

Based on quotation above, the writer concludes that learning difficulty is not only caused of students' internal factors but also it happen because of external factors such as less of family economy or low instrument quality.

Based on online dictionary, difficult is the quality of something that makes it hard to do: the difficult nature of something. Something that is not easy

¹⁶ http://www.audiblox2000.com/learning_disabilities/dic102.htm, Accesed on June 2014

to do or to deal with: a difficult situation¹⁷. Salim states that difficulty is the problem that must be faced by someone.¹⁸

According to Syaiful, the difficulty of learning that be felt of students are very kinds, that can be classified into four kinds, they are:

1. Observed from the kinds of difficulty:
 - a. Serious
 - b. Relief
2. Observed from the lesson that be learned:
 - a. Part of the lesson
 - b. All of the lesson
3. Observed from the kinds of the difficulty:
 - a. Permanent
 - b. Temporary
4. Observed from the causal factors:
 - a. Intelligence factors
 - b. Non intelligence factors¹⁹

The factors cause the difficulty of learning can be classified into two groups, they are:

1. Internal factors, these one include:

¹⁷ <http://www.merriam-webster.com/dictionary/difficulty>, Accessed on January 2014

¹⁸ Peter Salim, *The Contemporary English –Indonesian Dictionary*, Jakarta: Modern English Press, 1996, p. 514

¹⁹ Drs. Syaiful Bahri Djamarah. *Psikologi Belajar*. Jakarta: Rineka Cipta, 2000, p 201.

a. Physiological factors

Physiological factor has the correlations with the characteristic of bodily (such as their learning process). The students who have good condition (fresh, health, having good eyesight and sense of hearing) are more easily to absorb and mastering their lesson. Otherwise, the students in bad condition (tired, sick, having trouble in eyesight and sense of hearing) are difficult to concentrate on their lesson, thus to mastering their lesson will be obstructed. If the students have the physical defect, they will difficult to do the activity and understand the lesson during teaching learning process.

b. Psychological factors

Students' learning actually is psychological process. Therefore, the condition of the students psychological is influencing their learning. Psychological factor that may influence the student's learning is involved by intelligent, attention, interest, talent, motivation.²⁰

2. External factors, conclude:

a. Family

Every students that learn will accept the influence from their family, they are the ways of parents in educate, the relation among the family, and the condition of family's economy.

²⁰ Slameto, *Belajar dan faktor-Faktor yang Mempengaruhinya*, Jakarta: PT. Rineka Cipta., p.55

b. School

The institute of education as a place for students learning is most important to the students in knowledge achievement. School or college is one of the places for the students following the learning activities. The factors that related in influenced students' learning are teacher's teaching method, less facilitation of education in the school.

c. Society

Society is also external factor that influence in students' learning. It can influence because the existence of the society itself.²¹

D. The Difficulties of Learning English/ Foreign Language

Different students have different difficulties and problems in learning English. They can make different mistakes in English pronunciation, grammar, orthography and vocabulary usage. There is a connection between the native language of a learner and particular difficulties in learning and using English and the kind of mistakes a learner typically makes in English pronunciation. Harrison stated that difficulties are related to learning disabilities students have, thus in this aspect they feel greater uncertainty than some of their classmates. Besides, hardships are reasons of syntax, pronunciation, grammar, vocabulary and other types of mistakes students present when learning a foreign language.²²

²¹ *Ibid*, P. 56

²² Harrison. "The component Reading and writing skills of At-risk Under graduates whit writing difficulties: Learning Disabilities" A Contemporary Journal 7(2), 59-72, 2009

In schools, students are being taught that English is an international language. To learn this language requires constant practice and patience. The kind of feeling that prevails among students is that it is not possible to achieve fluency or mastery over English language.²³ Some factors that make the students difficult in learning English are:

1. The students lack of grammar.
2. The students don't know the formula of tenses.
3. The students lack of curiosity to learn English
4. The students lack of motivation in learning English.