

CHAPTER II

REVIEW OF LITERATURE

This chapter deals with the relevant theories of the research. The points that would like to discuss by the researcher are previous study, some pertinent idea sand theoretical framework

2.1 Previous Study

There are some previous study related with the present research as comparison as follows:

First, conducted by Saiful, Jepri Ali and Triyono, Sulis (2018) “efl teacher’ refeltion in teaching english to efl students of rural areas”. This study revealed that teacher-centered learning, which the teachers became the sources of knowledge, will an appropriate teaching approach to teach English to students of rural areas. Moreover, this study found that lack of facilities and learning recourses as well as students’ low motivation and proficiency in English language were main challenges faced by EFL teachers in rural areas.

Second, by Karan Babaso Patil & A. B. Nadaf “ICT Enabled Teaching for Transforming Rural Classrooms: A Reference to English Language and Teaching (ELT) for Betterment of Students from Rural Background”: In this paper, the specialist defined the terms innovation and innovation reconciliation, explained how innovation is used in language classrooms, reviewed previous studies on incorporating advances

in further developing language acquiring abilities, and made specific recommendations for better utilizing these advances, which aid students in further developing their mastering abilities. The current review uncovered that the powerful utilization of new advancements further develops students' language mastering abilities

Third, Khulel (2021) in his study, "Teaching English to Young Students in Rural Areas : Teachers' Challenges". This study also focuses on issues related to teaching English in rural areas, however the research focus in this publication is on rural primary school students. The data in this review were collected one year ago. He discovered that today's lecturers must not only be equipped with pedagogical knowledge but also have some ability to use advanced technology. It explores the favorable effects of technological media on students' motivation in the process of learning English teachers with such talent can discover better answers to each of their challenges.

What this research has in common with other research is that it both examines children in rural areas. The difference is that in my research, the writer will use the English Verb application to research whether we can use this application to help children from rural backgrounds to help them improve their vocabulary.

They help the students learn faster and remember more in a shorter time. Vocabulary items that are important or difficult to remember can be bookmarked and revised when needed. MVAs use different learning modes: Study, Slide show, Matching, Memorize and Quiz. With the "Play" mode, in addition to look and read, look and listen, hear, and write, English Listen, read, and see. (Al-Jarf, 2022)

2.2 Some Partinent Ideas

A. English verb

Language is one of the basic needs in human life because language is a communication tool between humans, animals, and other objects in the world. Without language, we would not be able to communicate and interact with others in daily life and social media networks.(Bear, 2022). According to the Merriem-Webster dictionary, a verb is a word that indicates an action, behavior, or event experienced by the subject. The verb is usually behind the noun or pronoun which is the subject in the composition of parts of speech. A verb is a part of Speech that you can understand as a "verb". The function of the verb itself is important to study, it is very useful in explaining the action carried out by the subject.(Majewska & Korhonen, 2023)

B. Types of verb

1. Transitive verb

Transitive verbs are verbs that must be followed by an object to complete the sentence and make it understandable.

Verb	Meaning	Example
Bring	membawa	please bring me a book
Get	mendapatkan	I hope i get a job soon
Give	memberi	She gave me a gift in my birthday
Leave	meninggalkan	please don't leave me
Make	membuat	I will make a decision tomorrow

2. Intransitive verb

Intransitive verbs are the opposite of transitive verbs; This verb does not need an object to follow the sentence it uses.

Verb	Meaning	Example
Act	bertindak	now is the time to act
Adapt	menyesuaikan	he can't adapt
Crawl	merangkak	the baby is starting to crawl
Dance	menari	it's time for you to dance
Escape	melarikan diri	the thief can't escape

3. Regular verb

Regular verbs are verbs that change regularly and change depending on tense. Regular verbs are verbs that are modified according to regular rules.

Verb-1	Verb-2	Verb-3	Arti
Add	added	Added	menambahkan
Help	helped	Helped	membantu
Lock	locked	Locked	mengunci
Listen	listened	Listened	mendengarkan
Open	opened	Opened	mendengarkan
Ask	asked	Asked	bertanya

4. Irregular verb

Irregular verbs are verbs that do not change depending on tense and do not follow normal rules.

Verb-1	Verb-2	Verb-3	Arti
to buy	bought	Bought	membeli
to bleed	bled	Bled	melukai
to bind	bound	Bound	mengikat
to creep	crept	Crept	merangkak
to fling	flung	Flung	membuang

5. Action verb

According to Dictionary.com, action verbs are verbs such as “run,” “think,” or “stay” that describe something that a person, animal, object, or natural process can do. Action verbs are verbs such as “run,” “think,” or “stay” that describe what a person, animal, object, or natural process is doing. According to Study.com, action verbs are a type of verb that describes physical or mental actions. Action verbs are a type of verb that describes physical or mental actions. In general, action verbs describe what the subject does in the sentence.

a. Activity Verbs

Activity verbs can be used as verbs to describe events that are currently happening (current) or as verbs to describe events that are ongoing (ongoing). Activity verbs are usually used to describe what the subject of a sentence is doing.

Ex: Rita and I will be playing basketball this afternoon

Karina will jump from the window if she comes late to school

b. Process Verbs

Process verb can also be used in the form of a verb that expresses a current event (present) or in the form of a verb that expresses an event that is ongoing (continuous). Process Verbs are usually used to explain "what happens in the subject of the sentence" or can also be called explaining a process.

Ex: With age, we are slowing down (Present Continuous Tense)

With age, we slow down (Present Tense)

c. Transitional Events Verbs

Transitional event verbs are verbs that differentiate between the first appearance of an event and the complete occurrence of that event (until the end of the event). Continuous tense transition verbs indicate

the first appearance of an event. On the other hand, transitional event verbs in the present tense express a repeated event or a single (completed) action.

Ex: Denia was leaving (when I came in) Vs Denia left

6. Auxiliary verb

Auxiliary verbs are verbs that appear before the main verb in a sentence and change the meaning of the main verb. Unlike main verbs, auxiliary verbs do not have their own meaning.

a. Be (am, is, are, was, were, be, being, been)

The auxiliary verb "be" functions to form the present or past continuous tense and future continuous with the addition of the modal verb "will". Be can also be combined with the auxiliary verb "have" to form the present or past perfect continuous tense and future perfect continuous tense with the additional modal verb "will".

Example:

- 1) She is brushing the bathroom floor. (Dia sedang menyikat lantai kamar mandi.)
- 2) They were roasting corns at this time last night. (Mereka sedang membakar jagung tadi malam.)

- 3) The party will be starting at this time tomorrow. (Pesta akan sedang berlangsung besok.)
 - 4) He has been driving for an hour. (Dia telah menyetir selama satu jam.)
 - 5) You will have been sleeping long. (Kamu akan telah tidur lama.)
 - 6) She was fired yesterday. (Dia dipecat kemarin.)
 - 7) Your room has been cleaned. (Ruanganmu sudah dibersihkan.)
- b. Do (do, does, did)

The auxiliary verb "do" can be used to emphasize statements (indicative) or commands (imperative).

Example:

- 1) I do finish my homework. (Saya harus menyelesaikan PR.)
 - 2) Do open the door. (Buka pintu.)
 - 3) Tina rarely does wash her shoes. (Tina jarang mencuci sepatunya.)
- c. Have (have, has, had)

The auxiliary verb "have" is useful for forming the perfect tense. This word can also be combined with modal verbs (should, would, might, may, must, can't) and past participles to form perfect modals (modal verb + have + past participle).

Example:

- 1) Dira has studied in French since April.(Dira telah belajar di Perancis sejak April.)
- 2) I had already eaten breakfast by the time he picked me up.(Saya sudah sarapan sewaktu dia menjemput.)
- 3) He might have realized his mistakes.(Dia mungkin telah menyadari kesalahannya.)
- 4) My father may have read this book.(Ayah saya mungkin telah membaca buku ini.)

7. Linking verb

Linking verbs are verbs that are often used to connect subjects and other parts of sentences that follow them. These other components can be adjectives, nouns, subordinate clauses, or even phrases.

Example:

- 1) The flower smells so good (verb "smell" connects the noun "the flower" and the adjective "so good")
- 2) She looks happier with you (verb "look" connects the pronoun "she" with the adjective phrase "happier with you")
- 3) I feel like I want to throw up (verb "feel" connects the pronoun "I" with the verb phrase "like I want to throw up")

C. Rural Students

A village is a form of integration of attractions, accommodation and support facilities, presented within a structure of community life integrated into established procedures and traditions.(Ratna Puspita Dewi, 2022). According to CS Kansil. a village is an area inhabited by a number of residents as a community unit, including a legal community unit, with the lowest government organization below the district representative level and has the right to regulate its own household within the framework of a unitary state Republic of Indonesia.

According to Paul H. Landis, the village has a population of less than 2.500 souls. With the following characteristics: a) Having a close social life with thousands of people b) Having the same emotional relationship in terms of interests and habits c) The most common way of doing business (economics) in the agricultural sector, nature is greatly influenced

According to Nata "In Aly, 2008" the word student is defined as a person who wants to acquire knowledge, skills, experience and good morals as a means of livelihood to make the world and gender happy study seriously. According to Muhaimin et al., 2005, students are considered "learners" whose human values as individuals, as social creatures who have a moral identity must be developed to achieve a higher level of education. The optimal level and criteria for living as human citizens as mentioned .

According to Maslow, explain the existence of biological, safety, emotional, self-esteem, and achievement needs. Meanwhile, according to cognitive psychologists, students understand "students" as humans who have used their cognitive field since the mobilization of motor skills and accessories in Piaget "2003". So rural students is students who have a rural environmental background. Usually they don't know technology very well

D. English Teaching

Education is an effort to help students complete tasks and fulfill their responsibilities independently. In other words, education affects the growth, change, and state of every person. The changes that occur are to develop the potential of both the student's knowledge, skills and outlook on life.(Pristiwanti et al., 2022)

W. Gulo Teaching is an effort to impart knowledge and train skills in various ways. This can be done directly by the teacher during class, or by using learning tools. George Pickett and John J. Hanlon Teaching is a profession and a skill. Not everyone is suited to such a task, as it depends on training, temperament, and experience.

Roymond H. Cinamora Teaching is a complex form of behavior. Complex actions in the classroom can be interpreted as the integrated use of components in educational actions to convey educational messages. Hyett (1954) Education is an art, not a science. Education takes the form of "being" rather than "existence". This is the value that every instructor and teacher has beyond science and emotion, therefore according to him education is important and is an art.

Usman (1994) In principle, "teaching" means leading students into teaching and learning activities, or teaching is an effort to organize the environment related to students and the material in which the learning process begins.

Although English is still a foreign language in our country, it has become an international language, so learning English is very important. However, mastering English is very important because English is used in various situations in our activities, such as business. Technology operations, tourism and technology product names(Bear, 2022)

1. Type of English teaching

Grammar Translation Method (GTM) Grammar Translation Method (GTM) is a teaching method commonly used to teach grammar, its main characteristic is its focus on translating and memorizing verb forms. When teaching, teachers usually explain material in regional languages. Grammar Translation Method (GTM) is not a new language teaching method. Maybe this method has another name, but it has been used by language teachers for years. Initially this method was called the classical method because it was first used in teaching classical languages, Latin and Greek.

Total Physical Response (TPR) According to Richards J's book. Approaches and Methods in Language Teaching, TPR is defined as: It tries to teach language through physical (motor) activity. In other words, the TPR (Total

Physical Response) method is a language learning method that is based on coordinating commands, sounds and movements. They try to teach language through physical (motor) activities. This method was developed by Professor James J. Asher, a psychology professor at San Jose University in California, succeeded in developing this method for children to learn foreign languages. He believes that speaking directly to a child or student involves a command, and that the child or student responds physically before initiating a verbal response or utterance. This TPR method is very easy and light in terms of language use and also contains elements of game movement so that it can relieve stress in students due to the problems they face in their lessons, especially when studying foreign languages, and can also create a positive mood in students. which can facilitate learning so as to increase student motivation and achievement in the lesson. The meaning or meaning of the target language is learned during the action. Teachers or instructors have an active and direct role in implementing this TPR method.

According to Asher "The instructor is the director of a stage play in which the students are the actors", which means that the teacher (instructor) is the director in the story performance and in it the students are the actors or actors. The teacher decides what will be studied, who acts and displays the lesson material. TPR students play the main role as listeners and doers. Students listen carefully and physically respond to the teacher's commands, both individually and in groups.

The Silent Way is a learning method where students actively participate in the learning process. The teacher is mostly silent, but actively uses movement, imagery, and design to provoke and shape responses. Teachers create an environment that encourages students to experiment and facilitates the learning process. One example of how to apply this silent way method in the English learning process is that the teacher takes a red pencil and shows it to the students and then the teacher says "a red pencil". Then the teacher tries again with another color, then says "a black pencil". Next, the teacher takes another pencil with a different color, then the teacher gives a signal to the students to guess.

Audiolingual Method The Audiolingual Method is a foreign language teaching method that focuses on listening, speaking, reading and understanding writing. Although this method is a big step in language pedagogy towards communicative competence in language learning, the audiolingual method does not focus on teaching vocabulary. Students are trained to spontaneously practice using grammar, language forms, and patterns they have never heard before. Using this technique, students memorize short conversations or conversations between two people. The final part is construction training (extended training). Practice is used when students have difficulty remembering long conversations. Another technique is single slot replacement. The teacher reads the lines and the students say a few words or groups of words. Students are asked to carry out a simulation by correctly inserting a word or group of words into the previous dialogue.

Multiple Replacement Drill Slots: This is the same drill as the single replacement drill slot, but larger. This is not just a dialogue, this is a complete dialogue. For example, a teacher might give students a sentence, and the students are asked to change the sentence into various forms such as interrogative, negative, affirmative, passive, and imperative.

Community Language Learning (CLL) The name of this method was introduced and developed by Charles A. Curran and colleagues. Curran is a counseling specialist and professor at the Loyola Chicago Campus. This method is also called consultative learning. There are language learning communities that use consultative learning theory to teach English and other foreign languages. The term counseling itself refers to the relationship between a counselor and client. In this method, the teacher is the advisor and the student is the client. CLL believes that the learner's language is the whole person, including his psychology, including his emotions and feelings. The language used by teachers adapts to the situation and context in which language learners study English or other foreign languages. Tips for implementing learning also vary depending on class culture, skill level, and location conditions.

E. Application

An application can be defined as a program in the form of software that runs on a certain system and functions to support various activities carried out by humans. (Esabella et al., 2021). According to the Ali Zaki and Smitdev communities,

applications are components that are useful for carrying out data processing or other tasks, such as creating and processing documents. Applications, according to Hengky W. Pramana, are software designed to fulfill various work needs and activities, such as trade, community services, games, advertising, and so on. Technology is a design to produce products and make all human activities more efficient. (Wahyu Setiawan & Ariani, 2022)

They help the students learn faster and remember more in a shorter time. Vocabulary items that are important or difficult to remember can be bookmarked and revised when needed. MVAs use different learning modes: Study, Slide show, Matching, Memorize and Quiz. With the “Play” mode, in addition to look and read, look and see.

listen, hear, and write, English Listen, read, and see

Applications are defined by Sri Widiyanti as front end software that is used to process data and produce useful information for users. So, Application is the use of software or software designed to achieve certain goals.

F. English verb application

The English Verb application is an application designed to help us determine and find the right verb to use in a sentence. This application not only displays vocabulary, but this application is equipped with a pronoun feature which can help us in pronouncing words correctly. Offline applications are independent applications that

do not depend on internet access and can be downloaded for free on your Android smartphone.(Rachma Yasin et, 2022)

How to use the English verb application:

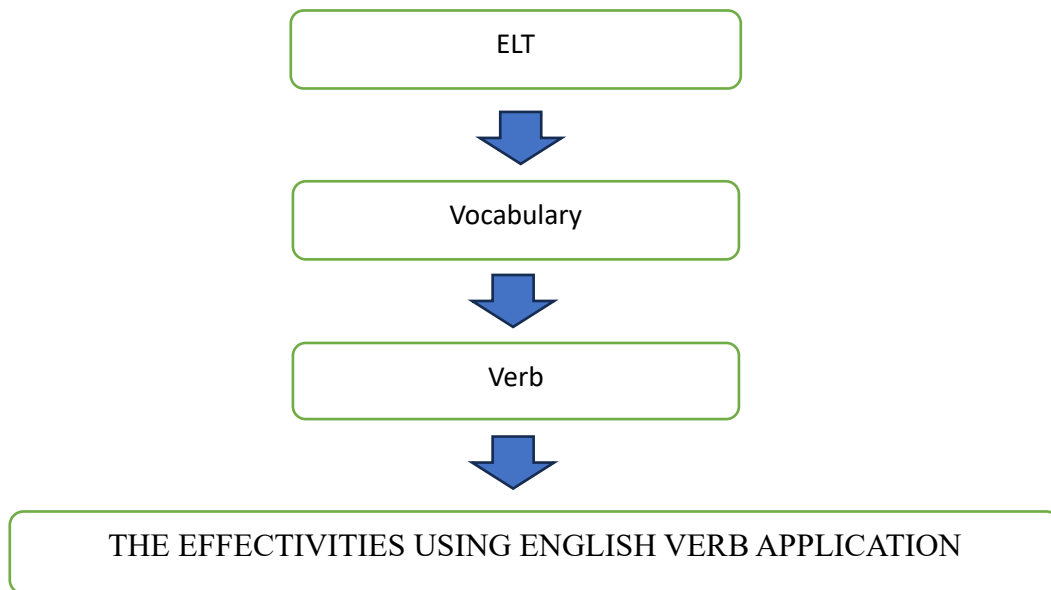
1. Download the application on Google Play Store
2. Then look for the verb you want
3. After the search process is complete, 3 levels of verbs will appear
4. If you want to see examples of verb usage, please press the verb in bold and examples of verb usage will appear
5. We will also get verb notifications from this application

G. Teaching English Verb by using application

Learning is a mental activity that aims to achieve positive behavioral changes through practice and experience and paying attention to aspects of personality (Setiawan, 2017). George Picket and John J. Hanlon said that teaching is not only a skill but also a job. Because it must be based on training, temperament, and experience, not everyone is suitable to face such challenges. Application is an action carried out by something that results from the results of careful analysis, strategy and calculations of the person who created it. According to the big Indonesian dictionary, "application" means "to apply, implement, use" in real life.

So the writer came to the conclusion that learning using applications is a process that is carried out in a complex manner with the help of technology in the form of applications to make it easier and shorten the time used to achieve the goal.

2.3 Conceptual Framework



2.4 Hypothesis

1. H0: English verb application is not effective used to improve vocabulary to rural students of SMA Kristen makale
2. H1: English verb application is effective used to improve vocabulary to rural students of SMA Kristen makale

The criteria:

1. If T test higher than T table, it mean H1 is accepted
2. If T test lower than T table, it means H0 is accepted