2. REVIEW OF RELATED LITERATURE

The writer of this writing will talk about the understanding of the tenses that the English language has. The tense means the form of a verb that shows the time of each action or state of being or set of such forms indicating a particular time. If we go back to the history of the structure the tense comes from the Latin 'tempos' which means time. It does not matter whatever the tense means, if someone wants to talks about tense, he or she may not escape from grammar because tense is a part of structure. Grammar may be roughly defined as the way a language manipulates and combines words in order to longer units of meaning. For example, in English the present form of the verb be in the third person has two distinct forms, one is being used with a singular subject, and the other are with a plural; and if the plural are is combined with a singular subject, the result usually unacceptable or ungrammatical. Thus, a sentence like 'This is a book' is grammatical, whereas 'This a book' is not. There is a set of rules which governs how units of meaning may be constructed in any language. Or he may say that a learner who knows grammar is one who has mastered and can apply these rules to express himself or herself in what would be considered acceptable language forms.

There will be no doubt that a knowledge whether it is implicit or explicit of grammatical rules is essential for the mastery of a language. Someone will not be able to use words unless he or she knows how the words should be put together. But there has been some discussion in present years of the questions, do learners of the language have to have a grammar exercises? Isn't it better for the learners to
absorb the rules intuitively through communicative activities than to be taught through special exercises explicitly aimed at teaching grammar?

The fact that learning process is aiming at a certain target behaviour does not necessarily mean that the process itself should be composed entirely imitations of that behavior. In other words, ability to communicate effectively is probably not attained most quickly or efficient practice in the classroom - not at least, within the framework of a formal course of study.

In natural learning such as the learning of a first language by a child, the amount of time and motivation divided to learning is so great that there is no necessity for conscious planning of the learning process, sooner or later the material is absorbed. However, in formal course of study, there is very much less motivation, which means that learning time has to be organized for optimum efficiency. This means preparing a program of study, that is called syllabus, so that bits of the total corpus of knowledge are presented one after the other for gradual, systematic acquisition, rather than or at once. And it also means preparing and organized and balanced of classroom teaching and learning procedures through which the learners will be enabled to spend some of their time concentrating on mastering one or more of the components of the target language on their way to acquiring it as a whole. These components may be things like spelling or pronunciation or vocabulary of grammar.

Grammar, then, may furnish the basis for a set of classroom activities during which it becomes temporarily the main learning objectives. The learning of grammar should be seen in along term as one of the means of acquiring a
language through mastery of the language as a whole, not as end in itself. This, although at an early stage we ask our students to learn a certain structure through exercises that concentrate on virtually meaningless manipulation of language, should quickly progress to activities that use it meaningfully. And even these activities will be changed eventually by general fluency practice, where the emphasis is on successful communication.