

CHAPTER 1

INTRODUCTION

1.1. Background of the Problem

Grammar is an important language component as it helps us to organize words into order so that people could understand the idea. Moreover, English is a language that uses grammar to express different times of actions. The importance of learning grammar is also experienced by junior high school students in Indonesia, especially the 9th grade students in which their curriculum is still the previous one (the KTSP curriculum). In the KTSP (Kurikulum Tingkat Satuan Pendidikan) curriculum, the students are expected to be able to master the four language skills in English so that they could use English communicatively.

However, to many learners learning grammar is challenging since it is not easy for them to memorize all of the patterns or rules, or if they know the patterns or rules, it does not mean that they can apply and use them easily. As a result, the learners are not confident enough in using English because their grammar is not established well.

There are some factors that can cause difficulties in learning grammar. Those might be the learners' low motivation in learning or the ineffective techniques of teaching it. Stevick (1982) also stated that "*it is not easy to make students understand about grammar with our explanation because learning grammar is difficult and boring lesson for the learners*". In this case, English teachers have to be smart and creative when teaching this aspect.

In TEFL, there are so many methods which can be used by English teachers for teaching grammar. Methods are important because it is the practical realization of an approach and includes the types of activities, roles of teachers and learners, material which will be helpful (Harmer, 2001). Some of the methods for teaching grammar that can be found in TEFL are Grammar-Translation Method, Direct Method, and Cooperative Learning. And in these methods, there are some helpful techniques for the teachers in order to teach grammar such as deductive application of rule (GTM), fill-in-the-blank exercise (DM), STAD and TGT (Cooperative Learning)

Deductive application of rule from grammar translation method (GTM) itself is the technique which has been used by most of the English teachers. It has been proven to be effective in teaching grammar because it's practical. This technique will give the students the rules of the grammar and examples and after that students will be asked to memorize them. Simply said, it gets directly to the point. In this point, most of the students will easily accept and understand the knowledge given to them. On the other hand, this traditional technique is teacher-centered. The one who has authorization is the teacher and the students do as the teacher says so they can learn what she knows. This technique may cause the students to be bored in the classroom, because there is no student's interaction throughout the lesson.

Different from the deductive approach, the TGT technique involves student's interaction in the form of tournament after the teacher explains the rules of the grammar. This technique might arouse students' interest toward the lesson given, so they'll be able to enjoy the teaching learning activities as well. TGT which is one of the cooperative learning techniques is believed to be a good alternative in teaching grammar compared to deductive approach from GTM. This statement is strengthened by a research from Chen (1988) which said that students benefited from the different types of

interaction cooperative learning offers because second language acquisition is a highly and collaborative process. The reward structure stimulates student-student helping and tutoring to increase their own learning as well as others'. DeVries (1980) also stated that this technique is appropriate in learning grammar which usually needs hard work. The TGT structure decreases the hardships of memorization and drill of the patterns or rules by making these parts as the game-playing process. As a result, students are more willing to do the task and increase their achievement.

As a result from these two different techniques, the writer would like to know whether TGT technique gives improvement in students' grammar achievement or not.

1.2.Statement of the Problem

- “Do the students who are taught using TGT technique show higher grammar achievement than students who are taught using deductive application of rule?”

1.3.Objective of the Study

This study has the main purpose to find out whether the students who are taught using TGT technique show higher grammar achievement than students who are taught using deductive application of rule.

1.4.Theoretical Framework

This study applied TGT technique from Cooperative Learning method. The basic theory which underlies Cooperative Learning method is Constructivism theory. In the Vygotsky's constructivism theory (1896-1934), the developments of individuals (thoughts, languages, and reasoning processes) and his/her interaction with the society is highly related. Especially since what are given and what are learned in the social environment help children learn, develop, and grow. (Li, M.P. & Lam, B.H. retrieved from www.ied.edu.hk , retrieved on August 15th 2014)

Besides theory on constructivism, the writer also put the theory of traditional grammar. Traditional grammar is the main influence of the deductive application of rule technique. In this type of grammar, there are some main characteristics, such as:

- The measurement of one's success is the ability to translate the foreign language into his/her native language.
- Oral ability is not the main goal which is why most of the learners are not able to use the foreign language communicatively.
- The absolute authority in the class is the teacher.
- The main emphasize is grammar

(Xia, 2014)

1.5.Hypotheses

A hypothesis is a tentative prediction of a problem. In this study, the writer provides 2 hypotheses. The hypotheses are:

- HA:
 - There is a significant difference between the grammar achievement of the students taught grammar using TGT technique and those taught using deductive application of rule technique.
- HO:
 - There is no significant difference between the grammar achievement of the students taught grammar using TGT technique and those taught using deductive application of rule technique.

1.6.Significance of the Study

The writer hopes that this study can contribute some knowledge to its readers, especially for the English teachers, so that many English teachers and readers out there

would know that TGT technique can help them to improve students' grammar achievement.

1.7.Limitation and Scope

The writer gives limitation to the scope of this study in order to make this research easy to understand by the readers. The limitations of the study are:

- In this study, the grammar which is being taught to the students is specified into present perfect tense and simple past tense
- The research subjects of this study are the 9th grade students from X Junior High School

1.8.Definition of Key Terms

The writer also makes a list of key terms that represent the problem, they are:

- 9th grade students:

Students between the age of 14-15 year-old and on the last year of junior or secondary high school.

- Grammar:

A description of the rules that govern how language sentences are formed (Thornbury, 1999)

- Tenses:

Secondary grammatical category which serves to locate an event or a situation in time (Hackmack, www.fb10.uni-bremen.de. Retrieved on 9 May 2015)

- Achievement:

Results from some educational experiences that an individual has learned from (Travers, 1970)

- Cooperative Learning:

Small groups of learners working together as a team to solve a problem, complete a task, or accomplish a common goal. (Artz & Newman, 1990 as cited in www.indiana.edu/~safeschl retrieved on 29 November 2014)

- Grammar Translation Method (GTM):

A method which emphasizes the study of grammatical aspects of language and the use of translation as a means of ascertaining comprehension. (Zainuddin et al., 2011)

- Deductive Application of Rule

A technique from GTM where grammar rules are presented with examples and students are asked to apply the rules when they understand it (Retrieved from www.slideshare.net/yenniferpks77/grammar-translation-method-presentation-6934141 on 30 November 2014)

- Teams-Games-Tournament (TGT)

Teams-Games-Tournament is one of the methods that are developed from cooperative learning. Teams where students are assigned to make a group consisting of 4-5 students in each team to discuss the given materials, Games which contains the relevant questions to the material discussed in the team to test their individual understanding. And Tournaments is the structure where the games take place (Slavin, 2002)

1.9. Organization of the Thesis

Chapter 1 of this study deals with the background of this research, the research questions, the purpose of why this research is conducted, the hypotheses of the research, the significance of the research, the limitation and scope of the research, the definition of the key term, and the organization of the research itself. While chapter 2 deals with the review of related literature and previous studies, and chapter 3 deals with research design, the research's subjects, the instruments used in the research, the procedure of data collection, and the technique of data analysis. The data analysis and interpretation of the findings are on the chapter 4 and chapter 5 consists of the writer's conclusion and suggestions for English teachers and further studies.