

# CHAPTER I

## INTRODUCTION

In this chapter, the writer presents the background of the study, the statements of the problem, the objectives of the study, the significance of the study, the scope and limitation of the study, the theoretical framework, the assumption, the definition of key terms, and the organization of the study.

### **1.1 Background of the Study**

Learning English means learning about the skills and the components of the language. The skills consist of the two receptive skills: listening, and reading, and the two productive skills: speaking, and writing. The language skills function as the media of communication, and they cannot work without the three language components: vocabulary, grammar, and pronunciation which form the language itself. All of the language skills and components are integrated when people use the language.

The development of all the skills and the components contribute to the language proficiency of a learner. A successful language learner is one who can develop them well; however, in reality, it is not easy to realize it because every skill and component has its own level of difficulty.

One element that often becomes a problem for many English learners is the Grammar. To this point, Jacobs (1995) states that:

For learners, difficulties arise because of the complexity of the relationship between the tenses and time references, and because of mismatches between the native language system and the English system they are trying to acquire. (p.194)

Many Indonesian learners learning English get difficulties in applying some grammatical rules. They often make mistakes in composing a correct sentence because the language concept in English is different with the concept in Indonesian. For example, in English, a verb form of a sentence is determined by the time signal, but in Indonesian the verb form is the same for all tenses. There are still a lot of other differences between the language rules in English and those in Indonesian which can cause the learners make mistakes in learning English.

Usually, in grammar learning, the teacher explains about particular grammatical rules before the students are given chance to apply the learning into grammar exercises or assignments. However, lack of application or appropriate exercises which support the grammar learning make them tend to forget what they have learnt.

A good English course book will usually provide the learners with the necessary opportunity to meaningfully use the grammatical aspects learned. Moreover, learning English grammar will be enhanced if the learners are given active opportunity to meaningfully apply the learning in good contexts. An example of the context is the writing skill which supports the grammar learning. Through writing, it is easy to see how learners are helped to implement the grammatical aspects they learn effectively. Moreover, they are given very good opportunity to practice using the grammatical aspects learned.

In this study, the writer wants to find out whether there is any compatibility between the writing assignments and the grammar materials delivered in each unit of the book “Pathway To English” for grade XI.

## **1.2 Statements of the Problem**

Related to the background of the study, this study is done to answer the following question:

Is there any compatibility between the writing assignments and the grammar materials delivered in the book “Pathway To English” for grade XI?

The question above is divided into the following minor questions:

- How are the grammar materials presented in the book “Pathway To English” for grade XI?
- Do the writing assignments in the book “Pathway To English” for grade XI provide the learners with the opportunities to meaningfully apply the grammar materials?

## **1.3 Objectives of the Study**

Closely related to the problem statements above, the objective of this study is to find out whether there is any the compatibility between the writing assignments in each unit of the book “Pathway To English” for grade XI and the grammar materials delivered. Specifically, the writer wants to find out:

- How the grammar materials are presented in the book “Pathway To English” for grade XI.

- Whether the writing assignments in of the book “Pathway To English” for grade XI provide the learners with the opportunities to meaningfully apply the grammar materials.

#### **1.4 Significance of the Study**

This study is expected to:

- give information about the compatibility between the writing assignments and the grammar materials in the book “Pathway To English” for Grade XI.
- help English teachers to be critical in choosing course books for their English teaching. The teachers are expected to look at the compatibility of the skills and components in an English course book first before they decide to use it as the guide for the English teaching.
- share ideas about how to deliver grammatical aspects, and how to help learners to learn grammar effectively.

#### **1.5 Scope and Limitation of the Study**

The scope of this study is the grammar learning for the eleventh grader students in the course book “Pathway To English”. From the 12 units in the book, the writer selects only the units 3, 5, 6, 7, 10, and 11.

The writer chooses only those units to be analyzed because each of the units presents grammar materials, either the grammatical aspects taught or the grammar exercises, and also contains writing assignments.

## **1.6 Theoretical Framework**

According to Cowan (2008:3), grammar is a set of rules that describes how words and groups of words can be arranged to form sentences in a particular language. Related to the grammar teaching and learning, Payne (2005:17) states that grammar teaching is not only about teaching grammatical patterns, but also about how the meanings of the patterns are expressed in appropriate contexts. The grammatical aspects taught are much better to be expressed in the context in which the students can really implement the grammar learning, for example through the writing skill.

In writing, learners can practice to use their own words to create phrases, clauses and sentences within the grammatical aspect should be applied based on the instructions of the writing assignments. When learners are assigned to write something, the language features used in the writing should reflect the grammar aspects that the learners have learnt. Day in Renandya's journal (2003) delivers that the teaching materials needed to be applied to the activities, task, and exercises that fit into the lives and the needs of the target language.

## **1.7 Assumption**

The writer assumes that the book "Pathway to English" for grade XI of general program is written by the professional authors because it is suggested by the government to be used by the English teachers, and most of the teachers believe that this book is good for the English teaching and learning.

## 1.8 Definition of Key Terms

The title of this study is formed by three essential elements which make this study different from other studies. The elements are compatibility, writing assignments and grammar materials.

### ❖ Compatibility

The word “Compatibility” in Oxford Advanced learner’s dictionary (2010: 292) is defined as the ability of people or things to live or exist together without problems. The meaning of compatibility in this study is a how the writing assignments presented in the units analyzed in the book provide related further opportunities for learners to meaningfully apply the grammatical aspects taught.

### ❖ Writing assignment

As presented by Daniels and Bright (1996), the definition of writing is:

A set of visible or tactile signs used to represent units of language in a systematic way, with the purpose of recording messages which can be retrieved by everyone who knows the language in question and the rules by virtue of which its units are encoded in the writing system. (p.3)

“Assignment” in Oxford Advanced learner’s dictionary (2010:74) is defined as a task or a piece of work that somebody is given to do. Writing assignment in this study means the assignments in the book which assign the learners to write or compose sentences or texts based on the instructions given.

### ❖ Grammar materials

According to Cowan (2008:3), grammar is a set of rules that describes how words and groups of words can be arranged to form sentences in a particular

language. The word “ Material” in Cambridge advanced learner’s dictionary (2008 : 882) is defined as information used when writing something such as a book, or information produced in various forms to help people or to advertise products

Grammar materials here refer to the information about the grammatical aspects, both the grammar explanation and the grammar exercises presented in the book.

## **1.9 Organization of the Study**

This thesis is divided into five chapters. Chapter I is the introduction which contains background of the study, research problem, objectives of the study, significance of the study, scope and limitation of the study, theoretical framework, assumption, definition of key terms, and organization of the study itself. Chapter II delivers the related literature of the study: teaching grammar effectively, learning grammar effectively, and the role of writing in reinforcing grammar mastery, writing genres, and the related study. Chapter III discusses about the research method of the study: design, subject, instrument, triangulation, procedure of data collection, and procedure of data analysis. Chapter IV discusses about the data analysis, findings and discussion, and the last, chapter V delivers the conclusion and suggestions. The suggestions are written for English teachers, for learners, and for further study.

After presenting all of the five chapters, the writer also includes the bibliography which presents the sources of the related literature and study of this study.