

CHAPTER 1

INTRODUCTION

This chapter presents the background of the study, statement of the problem, objectives of the study, the significance of the study, the scope and limitation of the study, theoretical framework, hypothesis, key terms, and organization of the thesis.

1.1 Background of the Study

Nowadays, a lot of people in our country learn English as a foreign language. In learning English, the learners need to master four skills (listening, speaking, reading, and writing) and language components (grammar, vocabulary, pronunciation). To be able to make use of a language well, it is necessary for the learners to learn grammar as it is the backbone of the language. “Grammar teaches us how to make use of words; that is to say, it teaches us how to make use of them in the proper manner ... to be able to choose the words which ought to be placed, we must be acquainted with certain principles and rules and these principle and rules constitute what is called Grammar” (Cobbett, 1819 in Nunan 1991)

In addition, teaching grammar has a central role in the English foreign language (EFL) settings. Through his empirical study, Ellis, (2006) concluded that grammar teaching can help students enhance both language proficiencies and accuracy, facilitate the internalization of the syntactic system of the second and foreign language, and supply the development of fluency. To teach grammar

effectively, teachers need to provide various techniques to help students improve their grammar.

As individualized learning has been used for decade in all levels of education, deductive application of rule is a well-known technique which is applied mostly in teaching grammar. As its name suggests, classes using deductive application of rule begin typically with an explicit statement of the rule and it is followed by exercises to apply the rules, once the students understand the rule. This method is more teacher-centred. When the writer did the teaching practice at a private school in Surabaya, the English teachers still used deductive application of rule in teaching English, especially in explaining grammar items as it is time-saving and efficient. However, in this way, the students do not communicate with other students during the teaching learning process. The students only listen to the teacher and the teacher spoon-feeds all the materials. Hence, the writer would like to apply a more communicative way in teaching that is cooperative learning.

Cooperative learning is not a new idea and much has been written about its effects in improving students' achievement and motivation. Cooperative learning is a method where students work in small groups to master the material. Students work together in four-member teams to master material initially presented by the teacher (Slavin, 1995). One of the techniques is Student Teams Achievement Division (STAD). Students are divided into small heterogeneous group. In STAD groups, students are encouraged to work together to achieve the same goals or solve problems. This technique requires everybody in the groups to be responsible

for each other's learning and thus, it creates a positive interdependence. Each of the group members determines the success of the teams. Rewards are given if the STAD groups achieves higher than a predetermined level. According to Slavin (1992), by rewarding top teams, both intrinsic and extrinsic motivations are reinforced. Moreover, every student in the group has a chance to share his/her ideas. Students have more opportunities to practice English in real life situation and at the same time, they develop their confidence.

1.2 Statement of the Problem

Based on the background of the study, a question is asked in the study:

What is the effect of Deductive Application of Rule and STAD on the 8th grade students' grammar achievement?

1.3 Objectives of the Study

Based on the research problems, the objective of the study is to find out:

The effects of Deductive Application of Rule and STAD on the 8th grade students' grammar achievement.

1.4 Hypotheses

There are two hypotheses on this research. They are:

1. Alternative hypothesis (H_a):

- a) There is a significant difference between the grammar achievement of those taught by using STAD and those taught using Deductive Application of Rule.
2. Null hypothesis (H_0):
 - a) There is no significant difference between the grammar achievement of those taught by using STAD and those taught using Deductive Application of Rule.

1.5 Significance of the Study

The writer hopes that this study has some significance:

1. For teachers

This study can give information to teachers which technique shows better result in teaching grammar to junior high school students. The writer hopes that this study can help teachers to choose a more appropriate technique in teaching English, especially grammar, as teachers have to be efficient in teaching. Moreover, this study can motivate teachers to use various techniques in teaching grammar so that teaching grammar is not boring anymore.
2. The findings of this study can be used as a useful reference for researchers and educational society who want to conduct research about teaching grammar.

1.6 Scope and Limitation of the Study

The subjects involved in this study were limited to the eighth grade students of a private junior high school in Surabaya. The writer did not choose the seventh grade students, as the material of this study was not compatible to the syllabus of the seventh grade. The writer also did not choose the ninth grade students as the subjects of this study because there were many other writers had done similar researches with similar techniques before.

The writer used STAD and Deductive Application of Rule to teach the grammar items. The grammar item that was taught was the degrees of comparison. The writer chose the topic because of the consideration that it was stated in the eighth grade students' syllabus.

1.7 Definition of Key Terms

- ❖ Grammar: a description of the rules for forming sentences, including an account of the meanings that these forms convey (Thornbury, 1999).
- ❖ STAD: a cooperative learning techniques where a teacher explains the material and after that, students work together in groups of four to five to master the materials more (Slavin, 1990).
- ❖ Deductive Application of Rule: a technique where the lessons start with an explicit statement of the rule and then followed by exercises. (Thornbury, 1999)

1.8 Theoretical Framework

The theory underlying this study is the theory of the importance of English grammar, Cooperative Learning, STAD, and Deductive Application of Rule. As grammar is an important component of language, students need to master grammar in order to comprehend better and support a good use of the target language.

In teaching grammar, most teachers use Deductive Application of Rule, which represents a more traditional style of teaching. The grammar rules or patterns are presented from the very beginning and then moves to examples and exercises.

Meanwhile, STAD requires everybody in the groups to be responsible for each other's learning and thus, it creates a positive interdependence. Rewards are given if the STAD groups achieves higher than a predetermined level. According to Slavin (1992), by rewarding top teams, both intrinsic and extrinsic motivations are reinforced.

1.9 Organization of the Thesis

The thesis consists of five chapters. The first chapter presents the introduction of study which consists of the background of the study, statement of the problem, hypotheses of the study, objective of the study, significance of the study, scope and limitation of the study, theoretical framework, and definition of key terms. The second chapter presents review of related literature which supports the study. The third chapter consists of research design, population and sample of

the study, research instrument, data collection procedure, and data analysis technique. Chapter four presents and discusses the data analysis and the findings of the study and lastly, chapter five presents conclusion of the study and suggestions for English teachers and the next studies.