

CHAPTER I

INTRODUCTION

I. Background of the Study

English is the most important foreign language in Indonesia and it is the only compulsory foreign language subject in many Indonesia schools. English is also one of the subjects in the national examinations. Moreover, English is the important requirement to enter prestigious schools. One of the examples is TOEFL certificate used at University level. In addition, it is also used as requirement to join higher education and to get job vacancies.

Recently, there have been many researchers who conducted studies about English teaching in Indonesia. For example, some studies were about reading, writing and speaking (Rozimela, 2004; Alwasilah, 2004; Ernawati, 2004; Rusdi, 2004 and Aridah, 2004). While for English grammar, it was conducted by Furaidah and Mukminatien (2008). Perhaps, there are many studies about English grammar in Indonesia, but it is difficult to find out and access it. Because of that reason, the studies about English grammar in Indonesia are rare to be found. This research can enrich the study about English grammar, especially in Indonesia.

Grammar, especially about tenses, becomes the writer's concern because it is important in a language and inseparable part of English tests. Celce-Murcia (1991) says that grammar is important in a language, because grammar interacts with meaning, social function, or discourse-or a combination of these- rather than standing alone as an autonomous system to be learned for its own

sake. Understanding English Grammar will help people understand the rules played in that language. So, it can be used in writing, speaking and listening or even doing English examinations such as quizzes in classroom or final examination because all students will face it at the end of their study.

The question that may emerge here is what grammar is. Lock (2002) says grammar is a set of rules, which specifies all the possible grammatical structures of the language. Purpura (2004) divides the meaning of grammar in two general perspectives. The first is syntactocentric perspective of language, which contains formal grammar done by a set of rules or 'principles' that can be used to generate all- well formed or grammatical utterances in the language. This gives more attentions to the structure of clauses and sentences, leaving the literal meaning and contextual use of these forms. The second perspective is communication perspectives of language which focuses more on the overall message being communicated and interpretations of the message to get the meaning.

As known, English is also a compulsory subject at every school including at SMA N 1 Mejayan, Madiun. To get good scores in examinations, quizzes, and tests are the main purposes in this senior high school and the second purpose is for communication. It means that from the first time English is not taught to the students to make them able to speak English well but to face the English tests. The fact that English is a foreign language which has different structures, vocabularies, and other language use conventions which are extremely different from Indonesian native language could be a serious problem for the

teachers in teaching English lesson. The students are expected to have grammatical ability in this case in order to be able to do the test. Purpura (2004) defines grammatical ability as the capacity to realize grammatical knowledge accurately and meaningfully in testing or other language situation. Grammatical knowledge itself is defined as a set of internalized informational structures related to the theoretical model of grammar proposed. There are relationship between grammatical knowledge and second language acquisition at the role of grammar instruction in second language acquisition.

Purpura (2004) says that Second Language Acquisition might be categorized into three studies. The first is comparative methods studies, which deal with the relationship between the acquisition of L2 grammatical knowledge and different language-teaching methods. The second is non-interventionist based on Long and Robinson (cited in Purpura, 2004, p. 27). It is a study, which has examined the degree to which grammatical ability could be acquired incidentally or implicitly (without awareness). The third is interventionist studies that deal with the relationship between explicit (with awareness) grammar instruction and the acquisition of L2 grammatical ability.

Interventionist for this study is more suitable because it deals with awareness. In this case, explicit knowledge becomes the concern. Purpura (2004) and Ghabanchi (2010) say that explicit knowledge refers to a conscious knowledge of grammatical forms, or understanding the rules and their meaning. DeKeyser (cited in Purpura: 2004, p. 42) says that grammatical instruction which is involving the explanations of a rule or the request to focus on a grammatical

feature is characterized as explicit. Purpura (2004) says the instructions itself can be derived with explicit inductive consciousness-raising activities such as providing learners with L2 data or exercises, and asking them to derive an explicit rule from the target structure. The other is explicit deductive consciousness-raising activities such as explaining the grammar rules first then asking them to apply it to L2 data or exercises.

The students of SMA N 1 Mejayan are English Foreign Learners. Based on Krieger (2005) he says that EFL is quite different from English Second Learners. In the EFL, the class is usually monolingual and living in their country. English is not part of their daily lives. Brown cited in Krieger (2005) stated that students may be required to study English for a test or because it is a compulsory part of curriculum. In the ESL, the class is usually multilingual and consists of students from different countries. English is relevant to their daily lives. The differences in backgrounds become the motivation to speak English but not in EFL. To get the grammar ability, the EFL learners, in this case are the students of SMA N 1 Mejayan, need to understand when and how to use of the grammar itself. The use of the mother tongue or L1 as the medium of teaching can help them. As Tang (2002) in his research showed that limited and judicious use of the mother tongue in the English classroom does not reduce students' exposure to English, but rather can assist in the teaching, learning processes and useful for explaining complex grammar. It is supported by Krieger (2005) that he uses L1 for clarification and to help the EFL students to feel "less lost". Doing research in the second grade of social classes of SMA N 1 Mejayan with limited facilities

becomes the differentiation from other studies where the students do not take English classes outside school. It means English teaching from the school is the only source for them.

The subject of this study is 2nd grade of SMA N 1 Mejayan, Caruban, especially social science class. The effectiveness of explicit grammar teaching becomes the concern since grammar has big portion in test. Although grammar has small part in textbook, but it always has big part in test for 2nd grade of SMA N 1Mejayan, Caruban.

The aim of this study is to examine the effectiveness of explicit grammar teaching as the method to teach grammar. The effectiveness is measured by comparing the mean score of the pre-test and post-test.

II. Statement of the Problem

The problem that may arise is:

Is the use of explicit grammar teaching effective in increasing grammar ability of the second grade of SMA N 1 Mejayan, Caruban, East Java?

Hypotheses

H₀: Explicit grammar teaching is not effective in increasing grammar ability of the second grade of SMAN 1 Mejayan, Caruban, East Java.

H₁: Explicit grammar teaching is effective in increasing grammar ability of the second grade of SMAN 1 Mejayan, Caruban, East Java.

III. Objective of the Study

The objective of this study is to examine whether the use of explicit teaching grammar as teaching method is effective for increasing grammar ability of the second grade students of SMA N 1 Mejayan Caruban, East Java.

IV. Significance of the Study

- a. By doing this research, it is hoped increase students' awareness to grammar. By understanding grammar, it can influence the increase in the ability students in doing questions, quizzes, assignment, TOEFL, or final exam and students can find the way to write good sentence based on the rules of grammar.
- b. Theoretically, the result of the study is hoped to enrich the theory of grammar teaching for TEFL in high schools especially Senior High Schools in Indonesia.
- c. Practically, it is expected to give benefit for the teachers of English at SMA N 1 Mejayan or other schools which have similar condition in exploring a new method of teaching for their students.

V. Scope and Limitation

This study focuses on grammatical ability in doing English tests. It is selected because the school's main purpose for English teaching is how students can do the English tests. The writer used explicit grammar instruction for experimental group and implicit one for other because students second years in

SMA 1 Mejayan, Madiun Regency are EFL. Grammar, here, is concerned on tenses because second grade of senior high school students only receive tenses in grammar field such as the structure in their English lesson and only learning grammar from the curriculum or textbook.

Perhaps, it might not work in English conversation ability because we apply syntactocentric perspective where we give more attention for the rules and the structure of the grammar than the literal meaning or the message being communicated. In addition, it might not be appropriate with senior high school in big city which has complete facilities and high human resources almost of the students in big city take English course outside to support their English subject. The students have many sources to learn English. Therefore, if the students is taught with explicit grammar teaching or implicit one, it will not bring big different since they can access many English sources outside of the school.

VI. Definition of Key Terms

1. Explicit grammar instruction : involving the explanation of a rule or the request to focus on a grammatical features (DeKeyser cited in Purpura, 2004)
2. Grammar ability : the capacity to realize grammatical knowledge accurately and meaningfully in testing or other language situation (Purpura, 2004)

3. L1 : mother tongue or native language
(Krieger, 2005)
4. SMA N 1 Mejayan : is a senior high public school,
located at Jl. JL. P. Sudirman no.82
Caruban, Madiun