

CHAPTER 1

INTRODUCTION

1.1 Background of the Research

Communication is a very basic and fundamental process for human beings. Language is a one of systematic mean of communication and human beings use it to communicate feelings and emotions. There are thousands different languages that used people in the world. English is one of the most used languages by millions of people worldwide. It has referred to as a world language by the end of the twentieth century. The phenomenon of globalization has caused some people to become very interested in what actually happens. Many people use English in a global context for international communication. They want to be part of a target – language community, especially on the internet as a major channel for information exchange. The learning of English is considered enquiring the essentials of reading, listening, speaking and writing.

The government expects that by learning English, Indonesian people are able to acquire science and technology in order to develop our country. Furthermore, the government applies the Genre-based Approach to develop the nation's education quality. Students of all ages learn English in all over the world. They have different reasons why they study English. Some students study the language to going abroad and looking for a job. Others learn English only at schools because it is on the curriculum. Students have to equip they self with the proficiency of English communication both in spoken and written form. The communicative competence covers four competences namely grammatical, sociolinguistic, discourse and strategic (Savignon, 1997:40).

Grammar is one of the language components that must be known by English learners. By mastering grammar, the students will be able to develop their listening, speaking, reading and writing skills. A person who knows grammar is who one can express himself or herself in what would be considered as acceptable language forms and express his or her thoughts and ideas clearly.

Grammar plays important role in teaching and learning. In Indonesia Education System especially in Junior High School curriculum, students are introduced some type of texts such as description, recount, narrative, announcement and news. As linguistics competence, grammar is definitely included in the texts. Without having good understanding in grammar, students will be difficult to understand some texts or dialogue. Therefore, grammar ability is very necessary to achieve good language competence.

Teaching grammar at Junior High School needs to use an appropriate technique with student character. Some teaching methods make grammar sometimes neglected by students because of its boring activity. Memorizing the grammar rules with a serious condition is often occurred in a class. The students may be easy to remember but it is easy to forget also. It is the responsibility of English teacher to create an interesting activity that makes students enthusiastic in learning grammar.

Many students at Junior High School level use English due to appropriate their task in school to get the highest score. But in this era, they use English to interact with other worldwide friends. Social media give them access to global information that teaching them more than what teacher give in school. They need to learn English well, especially grammar, to understand all information around the world.

Communicative Language Teaching is a natural follow-on from the reaction during the 70s against previous methods which over-focused on teaching grammatical structures and template sentences, and which gave little or no importance to how language is actually used practically. This method is in reality an umbrella term – a broad approach rather than a specific teaching methodology, and has now become the accepted ‘new standard’ in English language teaching in Indonesia.

Teaching Methods

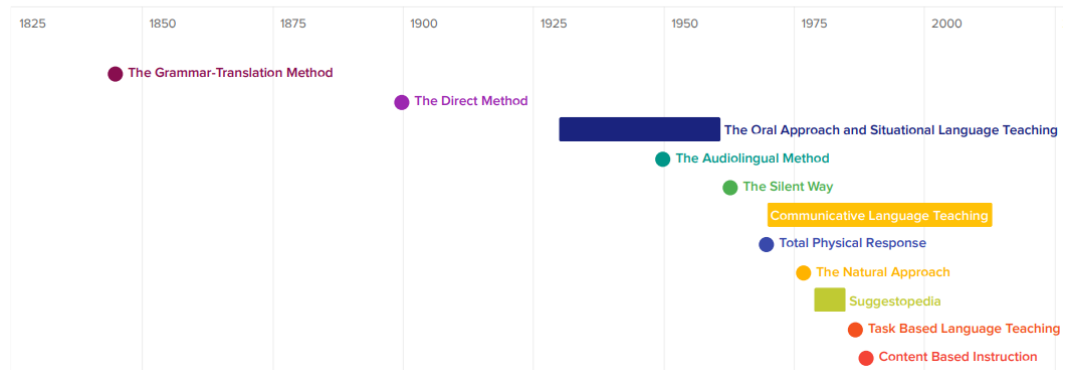


Figure 1.1 Time line of Teaching Methods

The Communicative approach emphasizes the ability to communicate the message in terms of its meaning, instead of concentrating exclusively on grammatical perfection or phonetics. Therefore, the understanding of the second language is evaluated in terms of how much the learners have developed their communicative abilities and competencies. In essence, it considers using the language to be just as important as actually learning the language.

The Communicative Language Teaching method has various characteristics that distinguish it from previous methods: Understanding occurs through active student interaction in the foreign language, teaching occurs by using authentic English texts, students not only learn the second language but they also learn strategies for understanding and the most importance is given to learners' personal experiences and situations, which are considered as an invaluable contribution to the content of the lessons

Since the implementation of curriculum 2013 as the completion of curriculum 2006, it is responded by lots of education components and causing the pros and cons. This problem is affecting the development of Indonesian education quality. In curriculum 2013 formulation, what is being developed in English standard formulation is not only based on the management dimension, but to show the activities that focusing on optimal condition for studying activity.

At this moment, the English study process in Junior High School 194 Jakarta started to apply Curriculum 2013 that replaced Curriculum 2006. The difference between Curriculum 2013 and 2006 is in Curriculum 2006, the assessment for student is emphasized on the final result without seeing or considering the process. But in Curriculum 2013, the assessment for student is emphasized the final results and consider the process, skills and attitude.

Yet, according to the researcher's observation, the application of Curriculum 2013 is not totally applied yet. The teachers need to improve their creativity and teaching method to make more interesting study and proper discussion. So, they are able to increase student's competence in English ability, specifically in grammar.

1.2 Identification of the Problem

Based on the background of the research, the researcher identify the problem of this research are the student at Junior High School 194 have a problem in using English with right grammar and teaching method that used is still monotonous. Some of students feel bored in English class with same teaching pattern. The researcher was having a discussion with the English teacher and doing observations in the English classes. The variety of teaching and learning methods which is used within a course is an important ingredient in creating an interesting English class with interest to students.

To improve their grammar ability, the teacher should adapt some teaching methods in order to make the English teaching learning process interesting. The students' motivation can be seen from their interaction and effort in learning grammar, such as the willingness to be active speaker in the class and making the notes of new grammar that they learned.

1.3 Limitation of the Problem

Based on the identification of the problem, the researcher only focus on grammar problem based on curriculum 2013 in 7 grade students at Junior High School 194 Jakarta. To avoid the misunderstanding about this research, the

researcher uses communicative language method to improve students' grammar ability through the classroom action research.

1.4 Formulation of the Problem

Based on the limitation of the problem above, the researcher identify the problems are formulated as follows:

1. What are the problems in improving the students' grammar ability at Seventh Grade of Junior High School 194 Jakarta?
2. What is the process of communicative language in improving the students' grammar ability?
3. What is the impact of communicative language in improving the students' grammar ability?

1.5 Objective of the Research

Based on the formulation of the problem, so the objectives of the research are:

1. To find out the problems in improving the students' grammar ability at Junior High School 194 Jakarta.
2. To describe the process of communicative language in improving the students' grammar ability at Junior High School 194 Jakarta.
3. To find out the effectiveness of communicative language to improve the students' grammar ability at Junior High School 194 Jakarta.

1.6 Method of the Research

In obtaining the data and information that support this research, the researcher uses quantitative research approach and qualitative research approach. Quantitative approach, is defined as the systematic investigation of phenomena by gathering quantifiable data and performing statistical, mathematical or computational techniques. Experiments can provide specific results regarding the cause-and-effect relationship of several independent or interdependent factors related to a particular problem.

The data collection tools for a quantitative for this research are multiple choices test and essay test. To determine their improving grammar ability using communicative language method, it could be seen from their scores got from the test.

The researcher gave two kind of test to the students. The first test was pretest where it was given to the students before giving treatment by teaching grammar using communicative method. It aims to know students ability of grammar achievement before taught by using communicative method. The second test is given to the students after giving treatment by teaching grammar using communicative method. The test items in the pretest are exactly same as those in the posttest. The researcher gave the test that contains 40 items and consists of present tenses and past tenses in 20 multiple choice and 20 essays. It was done to know the final score and to know the students' difference competence before and after they getting treatment.

The qualitative data consist of observation within the physical activity in the classroom and interview which bees presented for the teacher. The data collection tools for a qualitative for this research are observation, interview, questionnaire and study documentation. One advantage of qualitative methods in exploratory research is that use of open-ended questions and probing gives participants the opportunity to respond in their own words, rather than forcing them to choose from fixed responses.

The role of the researcher in qualitative research is to attempt to access the thoughts and feelings of study participants. This is not an easy task, as it involves asking people to talk about things that may be very personal to them. Sometimes the experiences being explored are fresh in the participant's mind, whereas on other occasions reliving past experiences may be difficult. However the data are being collected, a primary responsibility of the researcher is to safeguard participants and their data. Mechanisms for such safeguarding must be clearly articulated to participants and must be approved by a relevant research ethics review board before the research begins. Researcher and practitioners new to

qualitative research should seek advice from an experienced qualitative researcher before embarking on their project.

This method presents the reality of relationship between the researcher and respondent directly. From the explanation above, it is conclude that qualitative research methods are developed in social sciences to enable researcher to study social and cultural phenomena and events. The collected data are not numbers, it can be words or something description. Description is the accurately explanation of data which is suitable with its own natural characteristic. The collected data are sentences.

1.7 Benefit of the Research

The researcher believe that after research has been done, we can help teacher to find the best teaching method to improve student's grammar ability at Junior High School 194 Jakarta and the teacher can motivate the students to improve their ability of grammar. Also for student, by communicative method, they will more active to learn English in class and it will give motivation to increase the students ability in learning English grammar.

1.8 Systematic Organization of the Research

Paper organization is used for this research. The paper organization is explained as follows:

CHAPTER I: INTRODUCTION

Chapter one explains about the background of the research, identification of the problem, limitation of the problem, formulation of the problem, objective of the research, method of the research, benefit of the research and systematic organization of the research.

CHAPTER II: FRAMEWORK OF THE THEORIES

Chapter two explains about the definition grammar ability and theories of the method in teaching grammar that will support this research.

CHAPTER III: METHODOLOGY OF RESEARCH

Chapter three explain about of the used methodology of the research of improving students' grammar ability through communicative language in SMPN 194 Jakarta.

CHAPTER IV: IMPROVING STUDENTS' GRAMMAR ABILITY THROUGH COMMUNICATIVE LANGUAGE AT SEVENTH GRADE OF JUNIOR HIGH SCHOOL 194 JAKARTA

Chapter four explains the researcher's finding and discussion.

CHAPTER V: CONCLUSION

Chapter five concludes the analysis of this research and also gives suggestion.

