

CHAPTER 2

FRAMEWORK OF THE THEORIES

2.1 Teaching

Teaching is a process that involves students in learning activities so that students understand the information what they receive in the lesson and understand the material presented by the teacher. The ability to teach is a must for every teacher, and one of ability is to face students who have different characters, capabilities and desires. By this ability, teachers can be able to accommodate all the wishes of their students.

According to Tyson in Mustofa (2015:194) “Teaching is a process of interaction, the teacher does something to a student; the student do something in return”. From this definition a reflected that teaching is a way and an active bilateral process between students and teachers.

Feiman-Nemser and Buchmann (Ball and Forzani, 2009:141) define teaching as the work of helping people learn “worthwhile things,” which, as they pointed out, adds an explicitly moral dimension. Furthermore, Cohen stated that teaching defined as helping others learn to do particular things, is an everyday activity in which many people engage regularly.

In teaching learning process there are some terms that have similar meaning even though basically they are different. The terms are approach, method, technique, and strategy.

According to Anthony in Brown (2000:178), an approach was a set of assumptions dealing with the nature of language, learning, and teaching. There are some kinds of approach in teaching learning process. Those are teacher centered approach, student centered approach, and material centered approach.

As cited by Anthony in Brown (2000:180), method was described as an overall plan for systematic presentation of language based upon a selected approach. For a teacher, method is the way to apply or implement the teaching strategy or teaching approach. There are some methods in teaching, such as

discussion, group work, discovery, simulation, brainstorming, drill, dialogue, and so on.

According to David in Gulo (2002:2) teaching strategy is a plan, method, or series of activities designed to achieve a particular educational goal. The strategy that is used in teaching is the plan of activity which is designed to implement in teaching activity. Furthermore strategy that is used in teaching (teaching strategy) is the plan of activity that is used by the teacher to teach the students in order to achieve educational goal.

Based on the definitions above, it can be concluded that teaching means an interactive process of helping the students to learn particular things using approached, method, technique and strategy in order to achieve educational goal.

2.2 Grammar

Based on Oxford Dictionary (2010:651), grammar is the way in which words are put together to form proper sentences. It is used to mean the analysis of a language system, and the study of grammar is not just considering an essential feature of language learning, but it also think to be sufficient for learners to actually acquire another language. Grammar is a very important in producing a language because without getting grammar, people cannot use the language well.

In communication, grammar plays an important roles. Student can be easily get it wrong when they try to put words together to make a sentence in English. It means that grammar is the vital part of language, without understanding grammatical system we could not make our communication well.

Grammar is the appropriate diction which is used in communication. Without having a sufficient grammar, one cannot communicate effectively or express idea in both oral and written form. Grammar is needed in learning and using language, especially in speaking and writing, it means that when we want to speak or write something we use the grammar. It is clear that grammar is important as an ability, because with grammar the student can convey their ideas and communicate well each other.

Grammar skills are useful in every aspect of life from education to social life. They are equally important at home where children learn their grammatical patterns from their parents and family. This puts the next generation at an immediate disadvantage if learning incorrectly. To understand the nature of language we must understand the nature of grammar, and in particular, the internalized unconscious set of rules that is part of grammar of every language. It means that by mastering a great number of grammars, the students can learn foreign language easier. Especially for the student in seventh grade Junior High School, they have to be a master in Simple Present Tense and Simple Past Tense according to curriculum 2013.

According to Betty Azar (1993:2-5), “Understanding and Using English Grammar” simplify the pattern by dividing them into four types based on their nearly similar time sequences; 1) The Simple Tense, 2) Progressive Tense, 3) Perfect Tense, 4) Perfect Progressive Tense. Here are the brief descriptions of the tenses, pattern, and the meaning of the tenses according to Betty Azar;



The simple present says that something was true in the past, is true in the present, and will be true in the future. The simple present tense is used to talk about things that happen regularly, repeatedly or all the time. As a result of this, we often use some adverbs of frequency with the simple present tense to state how often somebody does something.

The pattern of simple present tense is below :

(+)	(-)	(?)
• S + V1	• S + do/does + not + V1	• do/does + S + V1 + ?

Time expression is also needed to complete simple present tense sentence. Time expression usually is known as adverb of time. They are today, nowadays, etc. Adverb of frequency is also used to complete simple present tense sentence. An adverb of time is an adverb (such as soon or tomorrow) that describes when the action of a verb is carried out. It can also be called a temporal adverb. They are always, usually, often, sometimes, occasionally, rarely and never, etc.

According to Azar, Betty Schramper (2002:27), “The simple past indicates that an activity or situation began and ended at a particular time in the past.” According to Hornby (1975:85), “Simple past tense is to indicate activities or states in the past, without indicating any connection the present.” In generally, simple past tense expresses something happened in the past, it refers to definite time or specific time, for an example: My mother bought the present to my sister last week. Last week refer to the specific time in the past.

The pattern of simple past tense is below :

(+)	(-)	(?)
• S + V2	• S + did + not + V1	• did + S + V1 + ?

Time expression is also needed to complete simple past tense sentence. Time expression for simple past tense are yesterday, last week, a month ago, in 2010, this morning, etc.

After knowing the definition and grammar pattern, it is not hard for us to understand why grammar is very easy, useful and important. When a person has learned grammar, it will be easier for him to acquire other grammar rules afterwards compared to those who have never learned before. That person will know how to organize and express the ideas in his mind without difficulty. As a result, he will be able to speak, read or write a language in a smooth and skillful way.

2.3 Teaching Grammar

Teaching grammar is very important in language. It is interested with a task of helping students to acquire grammatical knowledge. The teachers have the responsibility to develop the students knowledge and skills of grammar by using effective methods to teach grammar.

Thornbury (1999:21-25) makes a division of the method to teach grammar presented as follows:

2.4 Grammar Translation Method

The Grammar Translation Method focuses on the literature and grammar of the target language, with passages being translated into and from the mother tongue.

Umar explained in examweb, this method have some advantages as follows:

1. This method is useful in the class in which there are a large no of students.
2. It is beneficial to use in the class where there are students of various levels - very intelligent and not-so-very intelligent.
3. The students understand the things very easily if taught using this method.
4. Precise pictures of things can easily be made in the minds of the learners using this method.

There are some disadvantages when using this method as follows:

1. No oral work takes place in the class room due to this method. Only teacher speaks.
2. The main focus remains only on the mother-tongue and the target language remains ignored.
3. No Speaking in the target language is possible. The only thrust remains on the reading.
4. The students don't develop the power of thinking in the target language. They become mentally lazy.
5. It doesn't help the students to learn correct pronunciation of English Language of the target language.
6. Main emphasis is given on the Rules of Grammar.
7. Students try to do everything by translating.

8. This method doesn't involve the students mentally and it is just like story telling method.

2.4.1 Direct Method

In Direct Method, there is no translation. In fact mother-tongue is expressly forbidden, and all communication is directly in the target language. Vocabulary is explained through visual aids and miming. Listening and speaking skills are given priority, though reading and writing play their part.

Mligo explained in examweb, this method have some advantages as follows:

1. The focus is on Oral Practice. Therefore, the pronunciation improves.
2. In teaching vocabulary such as words, idioms, this method is good.
3. As there is direct relation between thought and expression, it helps the learners in having good fluency. Using direct method, a teacher helps students having good command over English.
4. In this method, the teacher proceeds from particular to general and from concrete to abstract.
5. This method creates the suitable environment for learning English Language.

There are some disadvantages when using this method as follows:

1. Owing to over-emphasis on oral practice, the other skills namely reading and writing are ignored to a great extent.
2. Average and below average students, especially from rural background, find difficulty to grasp the things taught via this method.
3. This is an expensive method as the teacher is to use some aids for teaching.
4. For this method, competent teachers must be there. But there is the dearth of good English teachers in the country. Incompetent teachers can't use this method successfully.
5. In the early stage of learning, this method is completely unsuccessful.
6. The background at home must also be foreign language friendly for this method. The students whose parents can speak English well get more benefit from this method.

2.4.2 Audio Lingual Method

The direct method highlighted the teaching of vocabulary approach. The objective of the audio lingual method is accurate pronunciation and grammar, the ability to respond quickly and accurately in speech situations and knowledge of sufficient vocabulary.

Hussein explained in slideshare, this method have some advantages as follows:

1. Accurate for pronunciation.
2. Improving daily conversation skills in limited situation.
3. Beneficial to young beginner level students

There are some disadvantages when using this method as follows:

1. Fail to teach long-term communicative proficiency.
2. Difficult to apply to real situation.
3. Students becoming less interested in language learning.
4. Error is a key part of the acquisition process.

2.4.3 Communicative Language Method

The communicative approach is a learner centered approach. This approach gives the learner not only grammatical competence but also a social skill as to what to say. How to say, when to say and where, in order to satisfy his daily needs as larger aim. In this approach, apart from fluency, accuracy and appropriateness are equally important. Thus an effective use of language needs to produce grammatically well formed.

In communicative language we should focus on being a facilitator, rather than an instructor. Because of facilitating brings us more productive result rather than instructing. In this case we can get prospective results, as opposed to grammar drills and writing activities, because they include active conversation and creative, unpredicted responses from students. Activities vary based on the level of language class they are being used in. They promote collaboration, fluency and comfort in the target language. Principally, the communicative method focus on the topics are selected and graded regarding age, needs, level,

and students' interest, so teachers should raise students' interest from the beginning of the lesson.

Thamarana explained in slideshare, this method have some advantages as follows:

1. Communicative approach is much more pupil-orientated, because it is based on pupils' needs and interests.
2. Communicative approach seeks to personalize and localize language and adapt it to interests of pupils. Meaningful language is always more easily retained by learners.
3. Seeks to use authentic resources. And that is more interesting and motivating for children.
4. Children acquire grammar rules as a necessity to speak so is more proficient and efficient.
5. This technique increase the teacher and student relationship. It is an interactive relationship
6. This technique provides the opportunity for students to be aware of their abilities and exhibit them.
7. The students in this way can learn the target language in an enjoyable way.

There are some disadvantages when using this method as follows:

1. It pays insufficient attention to the context in which teaching and learning take place
2. The Communicative Approach often seems to be interpreted as: "if the teacher understands the student we have good communication" but native speakers of the target language can have great difficulty understanding students.
3. Another disadvantage is that the method approach focuses on fluency but not accuracy. The approach does not focus on error reduction but instead creates a situation where learners are left using their own devices to solve their communication problems. Thus they may produce incoherent, grammatically incorrect sentences.

2.5 Teaching Media

Teaching media means as thing for connecting teacher and students to get the material. Through media teacher easy to deliver the material that also easy understands to the students. Sometimes communication between teacher and student are less, the teacher should work hard to make the communication well like choosing the appropriate media. The general media means that the ability to record, save, conserve, reconstructed, and transport event or object. The prior purpose of media that is effectiveness the instructional communication process so that achieve the purpose what she/he want.

The function of teaching media are generally as follow to clear the material up in order not be so verbal that students can easily catch the explanation, to overcome the limitation of time and sense, to attract the students attention to follow the lecture, to enable students to learn by himself based on his capability and intention, to enable direct interaction between students and environment and to make similar between experience and students perception in receiving message.

Based on explanation above, it can be defined that teaching media is something which can be used to deliver the message (material) from sender (teacher) to receiver (students). There are three types of teaching media which are audio, visual and audio visual.

Audio media is a tool to convey message to be delivered in the form of auditory symbols, verbal and nonverbal. Audio media for teaching contains a massage in the form of auditory which can stimulate the through, feelings, concerns and willingness of the students so that teaching and learning occur. The advantages of audio media as follows:

1. Cheap price and variety more than TV program
2. Easy to move
3. Can be repeated or played back
4. Can stimulate active participation of hearing students
5. As well as to develop imagination as writing drawing
6. Students can focus like reading poetry, literature, music and language drawing.

In other side, this method some disadvantages as follows:

1. Students might need time to visualizing the audio in imagination
2. Requires a well voice to make listener focus
3. Participans easier to lose focus.

Visual media is all the props used in the process of learning that can be enjoyed through the eye senses. There are some kinds of visual media: images or photos, sketch, diagram, graph/chart, cartoons, poster, map and globe, flannel board, bulletin board etc. Visual media serves to channel message from the source to the receiver. The advantages of visual media as follows:

1. Easy to get attention of the participants
2. Participants feel more engaged
3. Easy to follow and explain or put things in perspective
4. Helps in oral communication
5. Easier to remember

In other side, this method some disadvantages as follows:

1. Costly in preparation
2. Teachers need experiences in presenting
3. Requires a well designed presentation or material
4. Need more pictures to tell the explanation

Audio visual media is a media that can be seen and heard. Audio visual is a media intermediary or the use of materials and absorption through sight and hearing do as to establish conditions to enable the pupils to acquire knowledge, skills or attitudes. There are some kinds of audio visual media : audio visual media movement such as television, video tape, film and audio media; audio visual silence such as filmstrip, voice, sound slide, comic voice; media audio semi motion such as media board; media visual motion such as silent film. The importance of Audio visual media are It helps to convey meaning clearly, helps to impress ideas better, helps to make teaching realistic, helps to attract the attention of audiences, and helps to create interest in the learner. The disadvantages of using audio visual media are requires special equipment for quality production and not as memorable as visual media.

2.6 Previous Study

In this thesis, the researcher takes two previous researches. Wachyudiono in 2010 is the first researcher; proposes to describe the procedure in teaching reading by using communicative language teaching to the first year students of MAN 1 Tulungagung, and to describe the improvement of students' reading ability after communicative language teaching implementation. The researcher was "The Effectiveness of Using Communicative Language Teaching (CLT) in Teaching Reading for The First Year Students of Man Tulungagung 1". The aim of this research is to find out the improvement of the students' achievement by using CLT. The population and sample of this research is 41. The finding of this research in the improvement students' score from the pre-test was 57,4 and post-test was 85,4. The conclusion is CLT can improve the students' reading ability.

The second study was done by Eri Rusnawati entitled "The Implementation of Communicative Language Teaching (CLT) to Teach Spoken Recounts in Senior High School". The subject of the research is Second Year students of SMA Negeri 1 Kuaru, East Borneo. Observations and interviews are carried out in order to collect data in speech through three activities (playing, role-playing, and performing) The population and sample of this research is 34. Before she used CLT, no any students can pass the minimum score. After implementation CLT, 50% of students get score 70 above as passing grade. The conclusion is CLT can improve the students' speaking ability.

Data is important thing in the research because the data contains some information needed. Based on the data collection methods the general conclusion of the problem research can be taken. Shortly the ways used to collect the data needed in this research called Data Collection Methods. It is according to Suharsimi Arikunto (1998:132), that's in the conducting the research, the ways used to obtain the data is known as a Data Collection Method. She offered some data collection methods could be used in this case such as test, questionnaire, interview, observation, from the object research with an interview methods, they may use tape recorder an interview guide to make their job easier.

2.7 Conceptual Framework

As mentioned above, the students should have a good grammar. Grammar is one of basic elements in mastering English, because if students cannot master in grammar the students automatically will not obtain the four of skills of English, such as listening, reading, speaking, and writing.

In obtaining the four skills of English the teacher must use an effective technique in teaching grammar. It is also essential for students to learn English but they often face difficulties in learning grammar. It is because the teaching learning process is monotonous. Therefore, it is not surprising that the students face difficulties in increasing grammar ability.

Students know that grammar ability is essential for them to learn English, but they often do not have a clear understanding of how to go about really learning grammar. For students, remember new word is hard because word is slippery things. The teacher should be creative in teaching grammar. They can do anything they want to improve students' grammar ability.

Communicative Teaching Method is considered as an effective, interesting, and enjoyable method to teach grammar, because it can give a good interaction between teacher and student in studying grammar.

From the discussion above, the researcher proposed that Communicative Teaching Method in teaching grammar in English language can improve students' grammar ability.