CHAPTER I

INTRODUCTION

This chapter presents about the research context, research focus, research objective, significance of the study, scope, and limitation, and definition of a key term.

A. Research Context

The success of the students in learning activity does not only depend on the teacher himself but also depends on the teacher strategy in the teaching-learning process which is suitable for the curriculum. The teacher is facilitates the learning who become a controller, prompter, participant, resource and tutor.[1] The teacher is an artist, or the another word someone who does creativity in the learning process. Without a good strategy in teaching, the situation in the class is boring. Thus, the teacher should think about how the material to be explained is easy to be accepted by the students.

To understand the language, students have to know the vocabulary, grammar, and punctuation. This understanding is important in four English skills namely speaking, reading, listening, and also writing. Nowadays grammar is not so viewed by students because to improve grammar mastery, they think that they must be accustomed to reading how to arrange the correct

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[1] Jeremy Harmer, *The Practice of English Language Teaching* (UK: Pearson, Longman, 2007), 108-110.

sentence but not all of the students like reading. Hence, strategy in teaching grammar is needed because of many formulas or patterns in grammar.

Michae1 Lewis gives an opinion that grammar is not the basis of language acquisition but we can look in any way perspective and the balance of linguistic research clearly invalidates any view to the contrary.[2] Likewise, Jeremy harmer also says that the grammatical competence is very important or dominate position as major component of communicative competence.[3] From these opinions, although grammar is not the first time for language acquisition, grammar helps learners know the function of the language or how to communicate well. Some think that when speaking they are still thinking about grammar, they will not talk but if we want to speak informal areas so we can improve our grammar although many people who are natives speakers not used grammar and it is a normal mistake happens in their areas.

Most ways of teaching Grammar using old traditions are to give formulas then give an example and explain it because it is best for a beginner in the basic grammar moreover the activities of teaching grammar, the teacher should not explain the grammar in the form of formula, sentence pattern or even language rule should be memorized by students. Grammar can be explained through teaching by doing or short stories to make students active in the class.

The active student is one of the goals of teaching and learning process therefore teacher can use cooperative activities. Tyler Cloud mentioned the benefit of cooperative learning that the students will be social interaction, idea transfer and also collaboration skill. Effective use of cooperative learning can help both the teacher and student in learning

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[2] Scott Thornbury, *How to Teach Grammar,* (UK : Bluestone Press, 1999), 15.
[3] Donglas Brown, *Teaching by Principles An Interactive Approach to Language Pedadogy*, Second (USA: Pearson Education, n.d.), 362.

process. [4] Hence, success in teaching depends on the strategy and learning style of every student. One of the cooperative learning is grouping, the advantages grouping is very helpful in expressing opinions.

Grouping makes students can discuss together and find the new knowledge from other students. Richard l. Arends and Ann Kilcher say that grouping student learning had a produced the most positive academic and cooperative results.[5] The other word, grouping is effective in learning process. For example one of the students had done the research about the effectiveness of small group discussion method in the teaching of reading comprehension, Nilma Darise found that the use of small group discussion method has positive effect in teaching reading comprehension because the t-test result of pre-test was 1.95 and the post-test is 3.05.[6] From her research, the students felt helped with discussion together.

The researcher also found about Application of Group Work in Teaching Grammar, Tuly Khan as the researcher gave a conclusion that Teaching of English grammar through group work activities plays a positive role in improving the academic achievement of the students studying English at the experimental group.[7] Thus, teaching grammar using grouping is still not popular but based on the phenomenon that occurs, the English teacher at Mabdaul Falah when teaching grammar uses grouping as a learning strategy such as jigsaw, think-pair, and share. The teacher feels the students do not listen when the teacher explant and also the teacher thought that difficult to know the students' development in understanding English,

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[4] Tyler Cloud, "Coorerative Learning in the Classroom," *Journal on Best Teaching Practice*, (June, 2014), 8.
[5] Richard l. Arends and Ann Kilcher, *Teaching for Student Learning,* (Network and London, Routledge, 2010), 311.
[6] Nilma Darise, "The Efectiveness of Small Group Discussion Method in The Teaching of Reading Comprehension to The first grade students Students of State Senior High School (SMA Negeri) 3 South Sinjai" (Makassar, UIN Alauiidin Makassar, 2018).
[7] Tuly Khan, "Application Of Group Work In Teaching Grammar" (BRAC University, 2016), 68.

especially grammar. Hence, the researcher was interested in researching teaching grammar using grouping. Therefore the researcher stated that the research topic in this thesis as *"Group Work Activity in Teaching Grammar to The First Grade Students at Vocational High School (SMK) Mabdaul Falah Talang Larangan Pamekasan"*

B. Research Focus

John W. Creswell states that research problem is educational question by the researcher that to be develop the study and suggest the importance of the research.[8] Within this definition, the researcher defines that research focus is the form of some questions that will be explored in the answers through data collection.

The researcher states the problem of study into some question as:

1. How does the teacher apply group work activity in teaching grammar to the first grade student at vocational high school (SMK) Mabdaul Falah?

2. Why does the teacher apply group work activity in teaching grammar to the first grade student at Vocational High School (SMK) Mabdaul Falah?

3. What are the students' responses about group work activity in teaching grammar to the first grade student at vocational high school (SMK) Mabdaul Falah?

C. Research Objective

According to John W. Creswell, research objective is a statement of intent used in qualitative research that specifies goals to achieve in this research based on the research

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[8] John W. Cresswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research.* (Pearson Education, 2015), 59.

focus.[9] Research problems are stated as questions to be answered by the researchers, while the objectives are stated as the goal of research to be achieved by the researcher. In this case the researcher proposes the purpose below:

1. To know how the teacher applied group work activity in teaching grammar to the first grade student at vocational high school (SMK) Mabdaul Falah.

2. To describe the reason why the teacher applied group work activity in teaching grammar to the first grade student students at Vocational High School (SMK) Mabdaul Falah.

3. To describe the students' responses about the group work activity in teaching grammar to the first grade student at vocational high school (SMK) Mabdaul Falah.

D. Significance of The Study

In scientific use is to development of science while social use is directed as an effort and stages in solving social problem.[10] From this definition, significance of study is purpose or importance of this research that will provide some improvement and beneficial contribution.

1. Theoretically significant

This study will enrich the language development and be useful as other references and this research can be used for purpose of description, explanation, and prediction, especially related to the phenomena which rose in the research context.

2. Practically significant

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[9] John W. Cresswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research.* (Pearson Education, 2015), 111.

[10] *Pedoman Penulisan Karya Ilmiah Edisi Revisi , Sekolah Tinggi Agama Islam Negeri* (Pamekasan: STAIN PMK Press, 2015), 18.

The writer hopes and prays that this research can give advantages and knowledge contribution for:

a. Future Researchers

The result of this result will give them new references and new ideas to conduct others research and add some information about the theory for teaching grammar by another strategy.

b. Students

The result of this research will be new information for them, to help each other in explaining more when there is a friend who is less understanding of teacher explanation, to enhance their spirit in learning grammar and also easy to understand the explanation from their teacher.

c. Teacher

It can be an evaluation, a big knowledge contribution, and criticism for them in teaching the English language to their students.

E. Definition of Key Term

Definitions provided by the researchers themselves which aim to avoid misunderstandings about some of the keys in this research, there are:

1. Group Work

Grouping is one of the cooperative learning that the teacher practice of putting students to effective in learning together on giving opinion or idea.

2. Teaching Grammar

Teaching grammar is one of the learning activities that have ability to language correctly and important things of the language learning that help the students to correct structure with other people.

3. Students' response is feedback from the students such as the activity of the class or the teacher strategies.

F. Previous Study

The previous study of this research is *"The Application of Group Work in Teaching Grammar"*.[11] This research uses qualitative and quantitative to analyze the data and the researcher experimental group at each stage have been taught English grammar through group work activities whereas the control group has been traditionally taught English grammar. Both the groups at each stage have been exposed to essentially the same experience, except for the method of instruction.

Tuly khan as the researcher had conducted to only 2nd grade male and female students of a private school in Dhaka. The researcher has selected four sections to consist of 25 students in each. Then of the four selected sections at each level, two sections have been assigned as the experimental and the other two as the control group.

Based on the result of the research exactly application of group work in teaching grammar it can be concluded that the students have given positive attitude towards the group work activities. Likewise, the students' responses about group work are speed of learning, weak and naughty students can improve by working in a group and also group work improve their writing and reading ability.

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[11] Tuly Khan, "Application Of Group Work In Teaching Grammar" (Mohakhali. Dhaka, BRAC University, 2016), 2.

The similarity of this research with previous research is that both discuss grouping but the difference is the approach, the location of data collection, and also the number of informants taken as data.