TEACHING ENGLISH GRAMMAR TO THE SECOND SEMESTER STUDENT OF THE ENGLISH DEPARTMENT OF FKIP SERAMBI MEKKAH UNIVERSITY BANDA ACEH

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1. Introduction
Whatever else people do when they come together—whether they play, fight, work, or make automobiles—they talk. We live in a world of language. We talk to our friends, our associates, our wives and husbands, our lovers, our teachers, our parents, our rivals, and even our enemies. We talk to bus drivers and total strangers. We talk face-to-face over the telephone, and everyone responds with more talk. Television and radio further swell this torrent of words. Hardly a moment of our working lives is free from words, and even in our dreams we talk and are talked to. We also talked when there is no one to answer. Some of us talk aloud in our sleep. We talk to our pets and sometimes to ourselves. The possession of language, perhaps more than any other attribute, distinguishes humans from other animals. To understand our humanity, one must understand the nature of language that makes us human. According to the philosophy expressed in the myths and religions of many peoples, language is the source of human life and power. When we know language, we can speak and be understood by others who know that language. This means that we have the capacity to produce sounds that signify certain meanings and to understand or interpret the sounds produced by others.

English is still very important to be learnt because it is an international language. As an international language it has been also used in many different fields such as economics, industry, politics, and technology. Really, a great deal of scientific readings are also written in English (Valdes, 1999 : 23).

In Indonesia English is regarded as a foreign language and a compulsory subject which is first learned at the SLTP up to the university level. This means that all students in Indonesia formally start studying at the SLTP (Junior High School). Teaching English at the
college is focused on improving the students ability to grammar. Because after graduating from the college, the students are aimed to continue their study to master degree level. That is why English teaching is intended to improve the ability of college students in grammar.

Also, grammar in this case, is very important since it shows us the relationship of one word to another. So that the grammar is an order of language. In connection with the importance of grammar, Bondman (1951: 35) states as follows grammar is essentially the analytical approach to a language. It will help to learn the language, but it will not teach us everything about the language idiom or pronunciation.

The university students are also expected to have learned all important structure likes English grammar, tense, part of speech, and the like, one of the grammatical items that the students of English department should have learned is the advanced grammar. English at the university is emphasized more to master the four language skills, which are provided as an integrated unit. Garis- Garis Besar Program Pengajaran (GBPP 1994: 1) also states that:

Tujuan pengajaran bahasa Inggris di Indonesia adalah pada akhir sekolah lanjutan tingkat pertama siswa memiliki ketrampilan membaca, menjawab, berbicara, dan menulis dalam bahasa Inggris melalui tema yang dipilih, berdasarkan tingkat perkembangan dan minat mereka, tingkat penguasaan kosa kata (lebih kurang 1000 kata) dan tata bahasa (grammar) yang sesuai.

The statement above shows that the need for vocabulary item is an important point as well as grammar and become the main key to understanding in various kinds of communication process. Allen and Robbecca (1978: 150) confirm that:

 Regardless of specific target language and condition of an interaction, vocabulary and grammar are very important in all language teachings. Students must continually be learning words as they learn structures and they practice the sound system.

Research shows that there is substantial evidence that university students in different places in Indonesia have a poor mastery of English vocabulary as well as grammar while vocabulary and grammar are a dominant factor for reading, writing, speaking, and translating skill (Rootya, 2005: 20). To put it in another way, this evidence has not obtained the target of sufficient level of grammar as it is expected in guide lines of teaching program (GBPP Junior High School, 1994).

Since vocabulary and grammar are very important in language learning there is no wonder why numerous methods and techniques have been made and tried in order to present them to students. New method or technique seem to have more advantages than the old ones. Despite this, new method or technique take into account the human psychology. A method or technique should be interesting, challenging, and useful. Various visual aids have divided as to help students learn the vocabulary and grammar, at the same time, arouse their interest to do so.

Even though, grammar is crucially important in teaching a foreign language, particularly English, it is not plausible to neglect another component of language, that is tense. A large number of words which are incorrectly constructed into sentences will be useless for communication because a reader or a listener cannot understanding them well (Anderson, 1998: 15).

2. Research problem.

It is not necessary to do a kind of research without having the problem to be solved. In accordance with the background of this study, the research question is formulated as follows:

Do the students of English department of FKIP Serambi Mekkah University master the English grammar sufficiently?
3. **Objective of research.**
   The goal of study is to obtain current evidence on the English grammar mastery of second year students of FKIP Serambi Mekkah University.

4. **Research Hypothesis**
   Based on the problem mentioned, the general hypothesis can be formulated as follows: The second year students of English department master the English grammar sufficiently.

5. **The Significance of Research.**
   The result of the proposed study will also be expected to use as the samples to make and develop the curriculum materials, particularly pertinent to the theory and the English grammar mastery. This research will be useful to provide scientific reference for next research to contribute the improvement of the teaching and other form of grammar as well. This research result should be used as an important source of the teaching grammar skill as a part of teaching learning process.

6. **Review of Related Literature.**
   It deal with tense, the simple present, the present perfect, the past perfect, the past continuous, and the future tense. Tense is a form taken by a verb to show the time of the action or state such as:
   - She goes (the simple present tense)
   - She went (the simple past tense)
   - She has gone (the present perfect tense)
   - She is going (the present continuous tense) (Hornby, 1960 : 1326)

   **Sentence Modifier**
   A sentence is an advervial which modifiers, as its head, all the rest of the sentence, and often set apart by terminals – rising, sustained or falling.

7. **Research Methodology**
   It includes the research design, population and sample, research instrument, data collection, and data analysis technique.

   **Research Design.**
   This research was conducted by using a descriptive quantitative approach. Because its aim is to answer question concerning with current status of the subject of the study, i.e. English grammar mastery in daily communication (Gay, 1987 : 191).

   **Population and Sample**
   The target population of this research was the second semester students of English department of FKIP. They have studied English grammar two semesters. That is, those students who were registered in the academic year 2003/2004, there were 40 students, because the number of students was relatively quite small, the researcher used them all as the subject of the research. The sample for a quantitative research should be selected carefully and, if possible, randomly, thereby, the minimum acceptable sample size for this research was considered by most researchers to be no less than forty (Ary, 1988 : 26; Crock, 1976 : 44; Taylor, 1996 : 13).

   Otherwise, data obtained from a sample smaller than fourty may give an inaccurate estimate of the degree of scores that exist. Whereas, samples larger than fourty are much more likely to provide meaningful result.

   **Instrument of Data Collection**
   Instrument used in this research was written test. There was the English grammar. And it was also considered as a test on the productive level of English grammar. To put it in another way this research is called standardized test of performance. Nevertheless, the approach of interviews were also used to obtain supporting data which were helpful in drawing conclusions.

   **Procedure of Data Collection**
   The English grammar tests were employed to 40 students of research subjects. The tests conducted to the English department students. The schedule of the tests was required 90 minutes. To collect the real data of the research, scoring system used was rating rates
scale model developed by Heaton, et al. 1975 : 16.

All of these data can also be used as the correct input for the level of the teaching English grammar at the English department of FKIP. In addition, these data can be used for the English lecturers especially, lecturers of English grammar and other lecturers in general as well.

Data analysis Technique

Tests of English grammar were conducted by giving the score to the correct answers. There were converted in percentages. In computation of the scores, the incorrect answers of the items were not judged. The score, however, determined from 01 through 100 point the level of score obtained truly reflected the total number of correct answer of each student significant the member (research subject).

Besides, the scores were also tabulated from highest score to the lowest ones, because in this research the writer deliberately to find out the mean, the highest, and the lowest score of the subject.

The scores were analyzed by the Criterion Referenced Interpretation (CRI). The students scores obtained from English grammar were classified according to the grading system issued by the Department of National Education. Their scores ranged from 01 through 100 point with five qualifications, that is, from the level of excellent to the very poor ones. The classification of their score can be seen as in the following figure below.

The Grading System for the Students Scores

<table>
<thead>
<tr>
<th>No</th>
<th>Degree of Mastery</th>
<th>Qualification</th>
<th>Letter Grade</th>
<th>Number Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>90 - 100</td>
<td>Excellent</td>
<td>A</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td>80 - 89</td>
<td>Good</td>
<td>B</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>65 - 79</td>
<td>Fair</td>
<td>C</td>
<td>2</td>
</tr>
<tr>
<td>4.</td>
<td>55 - 64</td>
<td>Poor</td>
<td>D</td>
<td>1</td>
</tr>
<tr>
<td>5.</td>
<td>0 - 54</td>
<td>Very Poor</td>
<td>E</td>
<td>0</td>
</tr>
</tbody>
</table>

Source: Adapted from Depdiknas, (1982 / 1983 : 50 )

A student was categorized as “Pass” when he could obtain at least 55, because this score was a passing score at FKIP.

8. Research Finding and Discussion

Referring to the research statement specified, i.e., do the students of English department of FKIP master the English grammar sufficiently?

The research finding showed us current evidence. The computation of the primary data can be done by using the simple statistic and also using the following formula (Heaton, 1975 : 106).

\[ M = \left( \frac{T}{N} \times 100 \% \right) \]

Where:

- \( M \) = The percentage of correct answers of English grammar
- \( N \) = The number of test items

To get a clear and overall picture about the students mastery of English grammar, below is the table of frequency distribution.
Table I

<table>
<thead>
<tr>
<th>No</th>
<th>Degree of Mastery</th>
<th>Frequency</th>
<th>Interval Point</th>
<th>F.X</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>90 - 100</td>
<td>11</td>
<td>27,5</td>
<td>94,9</td>
</tr>
<tr>
<td>2</td>
<td>80 - 89,9</td>
<td>13</td>
<td>32,5</td>
<td>84,9</td>
</tr>
<tr>
<td>3</td>
<td>65 - 79,9</td>
<td>9</td>
<td>22,5</td>
<td>71,9</td>
</tr>
<tr>
<td>4</td>
<td>55 - 64,9</td>
<td>3</td>
<td>7,5</td>
<td>59,9</td>
</tr>
<tr>
<td>5</td>
<td>0 - 54,9</td>
<td>4</td>
<td>10</td>
<td>27,9</td>
</tr>
</tbody>
</table>

Source: Appendix 1

Based on the table I above, it shows that 11 (27,5 %) out of 40 students mastered English grammar test, i.e., between the range 90 – 100. This means that more students had sufficient mastery of English grammar. Furthermore, 13 (32,5 %) out of 40 students mastered English grammar between 80, 00 – 89, 00 of the range. Also, 9 (22,5 %) out of 40 students mastered English grammar between the range 65,0 – 79,9. and 3 (7,5 %) out of them mastered English grammar test between the range 55,0 – 64,9.

On the contrary, it also reveals that students who obtained lower score on the whole of English grammar test was 4 (10 %). to put it in another way, those students mastered English grammar only in the range of 0,0 – 54,9. Therefore, 4 (10 %) out of the total students did not have enough knowledge of this matter. In addition, as can be seen in the table above the mean score percentage of the English grammar test can also be calculated by using simple statistic and this mean formula below (Heaton, 1975 :16), that is:

\[ X = \frac{\sum f X}{\sum f} = \frac{3060}{40} = 76,5 \]

Next, from this calculation, it can reflect that the level mastery of English department students of English grammar test was 76,5.

Referring to the result of the analysis it was found that the level mastery of students was at the level fair, which according to the standard of performance issued by the Department of National Education the students scores fell within the range of 65,0 – 79,9. it means that according to the standard the students mastery of English grammar was ideal. Yet it was still far from expectation, although 55,0 was a passing grade.

However, it was important to note that the mean score of the English grammar was somewhat at the level of average. This finding confirms Clark and Clark’s opinion stating that people understand many things that they cannot produce, but they rarely produce anything they do not understand (Clark and Clark, 1977 : 298).
For further information, the illustrated figure was also presented as follows:

**Histogram Distribution of Students Mastery of English Grammar**

As can be seen, the figure above shows the level mastery of students of English grammar in qualification. We can see that the higher bar in figure for English grammar which mark of B on the X axis that related to 13 on the Y axis. This means that the majority of students got B score in English grammar test ability. and mark A consecutively which related to 11 on the Y axis. Meanwhile, mark C lies at the level of average score of the students which also pertinent to 9 of Y axis. Still mark D, in this case, was the lower bar that relates to 3 on the Y axis. On the other hand, mark E only relates to 4 on the Y axis. Therefore, 4 (10%) out of 40 students who took English grammar test were firmly failed.

In addition, the inadequate mastery of English grammar as indicated by the students score should be increased. This is because low knowledge of grammar presents a major difficulty for a student of English department in his communicative approach. In relation to the importance of communicative approach, in this matter, the most useful grammar for our students are also deep grammar of English language (Diane, 2000 : 16).

9. **Conclusions**

In reference to the research result and discussions of the findings, some conclusions were drawn as follows:

The level mastery of the second semester students of English department of English grammar was still ideal. The mean score of their English grammar fell within the fair range of the score. The mean score obtained was 76.5, which also reflected the English grammar mastery of the students.

The highest score of the English department students of the English grammar was 96. The mastery of students of whole items fell within the excellent range of score. Nevertheless, it was extremely important to note that more students have ability to do the English grammar.

The lowest score of the English department students of the English grammar test was 30. The score of students fell within the very poor range of the score. consequently, in accordance with the qualifications level, only 4 (10%) out of 40 students were failed. This score indicated that there were some students still shortage of their knowledge of English grammar.
References


