CHAPTER I

INTRODUCTION

A. -Background of the Study

English is an international language. Almost all nations in this world use it as the second language, and as the foreign language. Besides, English is dominant in the international media such as radio, television, magazine and etc. In short; English is spoken all over the world. English is foreign language that has a very important role in Indonesia. Besides as a compulsory subject at school, nowadays, English begins to be used in other sectors widely. It is used not only in business, in communication, to enrich science and technology but also to exchange culture between one country and another.

English has been taught and as an important subject in junior high school, senior high school and university. The government efforts to create good generations that are able to face the rapid progression of knowledge, information, science, and technology. Because English is very important to absorb those progressions, the government considers that English is not only taught in junior and senior high schools but also taught as earlier as possible in elementary school.

Teaching English skills consists of reading, speaking, writing, and listening.

All of the skills are taught in order to make the students master the English well both oral and written. While aspects of language like grammar, pronunciation, vocabulary

and spelling can be taught to support the four skills of the English.

In relation with statement above, curriculum is essential to be implemented in teaching and learning activity especially and education generally. A curriculum can take us to achieve the goal of education, because curriculum and education are two things that can not be separated from each other.

Curriculum is not only important but also as the basic foundation of school purpose, because it is an instructional guide of teaching process. The curriculum is foundation of the assessment and programming process.¹

Actually, English teaching and learning activity influences the student's skill. By that activity, students will be able to master and communicate four important skills of English, such as speaking, listening, reading and writing. They not only learn English for daily oral communication but also transfer English scientific and technological information that can enrich their knowledge.

Besides, there are components of language that must be learnt by students, such as vocabulary, pronunciation, spelling and grammar. In this, grammar is one of language components that have an important thing for students in improving and achieving English competence.

Grammar is one of the supporting aspects in English skill. Grammar of particular language will take the familiar form of a set of rules or principles which tell you how to speak and understand the language more precisely². Grammar will

¹ Allyn and Bacon, Curriculum Planning, (Washington DC: New Bury House Publishers: 1993), P:67 ². Chomsky, Advanced Language Practice (New York. Oxford Macmillan Publisher: 2003), P:75

comprise a set of rules or principles which specify how to form, pronounce, and interpret phrases and sentences in the language concerned. Chomsky considers Morphology, Syntax, Phonology, and some aspects of semantics as grammar.

Grammar is the important thing in communication; people want to study grammar to be a good writer or speaker. It is would be impossible to learn language affectively without concerning grammar. Therefore, it is vitally necessary for language learner to learn correct grammar at the beginning of the process of learning a new language.

Based on the importance of teaching grammar, it is essential for the researcher to know the empirical data concerning previous research that were conducted by Siswantoro, Setyasari, and Fadhilah.

The first researcher classified and identified about a study on the errors of subject – verb agreements made by students in their theses. The data showed that the highest frequency of occurrence of the error types was basic subject – verb agreement (94%), followed by error of subject – verb agreement using expression of quantity (3%), and error of subject – verb agreement with indefinite pronouns (3%).

The second researcher conducted the errors of preposition made by students in their thesis title. The analysis showed that there were 9 errors in about 26 thesis title. The highest number was errors of malformation (88.9%), and considered as the most dominant error, followed by errors of omission (11.1%), and there is no errors of

³. Siswantoro, A Study on Errors of Subject-Verb by Students in Their Theses (Malang: Library Of Muhammadiyah University: 2004), p. 54. Unpublished Thesis.

addition and disordering. Based on the student's mastery level in term of error showed that students' mastery of English preposition was very poor.4

Moreover, the last researcher was about an error analysis on using gerund made by the second year students of MAN Tambak Beras, Jombang. The result were the total number of errors gerunds made by students are 333 items of 600 items consist of 92 items (28%) errors on using gerunds function as subject, 70 items (21%) errors on using gerund function as verb, and 62 items (18%) errors on using gerund function as object of verb, and 62 items (18%) errors on using gerund function as object of preposition. Second, the errors on using gerund function as subject verb was the highest frequency (33%), but the errors on using gerund function as subject of preposition was the lowest frequency (18%).

Grammar which is one of the supporting aspect in the developing the four skills of English play an important role in learning English. Because knowledge of grammar can help the students understand the message in the four skills. It means that by studying the grammar the students are expected to be able to speak good English, write correct sentences, and understand what they hear and read.

Based on explanation above, the researcher is interested in investigating the implementation of teaching grammar at MAN Sumenep.

⁴ Setyasari, The Errors of Preposition made by Students in Their Thesis Title (Malang: Library Of Muhammadiyah University: 2004) p. 40. Unplished thesis.

⁵ Fadhilah, An Error Analysis on Using Gerund Made by the Second Year Students of MAN Tambak Beras Jombang (Surabaya: Library of state university: 2002), P.52, Unplished thesis.

B. Problem of the Study

In line with previous studies, the research questions are as follows:

- 1) What is the objective of teaching grammar at MAN Sumenep?
- 2) What are the topics covered in teaching grammar at MAN Sumenep?
- 3) What is the technique of teaching grammar at MAN Sumenep?
- 4) What is the technique of evaluation used in teaching grammar at MAN Sumenep?

C. Purpose of the Study

The purpose of study is formulated to answer the research question on that Is statement of problem? The purposes of study are following:

- 1) To describe the objective of teaching grammar at MAN Sumenep.
- 2) To describe the topic covered in teaching grammar at MAN Sumenep.
- 3) To describe the technique of teaching grammar at MAN Sumenep.
- 4) To describe the technique of evaluation used in teaching grammar at MAN Sumenep.

D. Significance of the Study

The researcher hopes this study is useful to the English teacher in order to be more creative in developing the way of teaching English especially Grammar.

E. Limitation of the Study

The scope of this study is the implementation of teaching grammar. Meanwhile, this study is limited to English teacher of the first year students (A class) at MAN Sumenep.

F. Definition of Key Terms

- 1. Implementation is process of carrying out a new idea in the form of the new series activity, which is expected to be able to bring some changes.6
- 2. Teaching is showing or helping someone to learn how to do something, guiding in the study of something, providing, with knowledge, causing to know or understand.⁷
- 3. Grammar is study or science of rules for the combination of words into sentences (Syntax), and the forms of words (Morphology). In the other words, structure or grammar can be defined as a study of rules of language by which words are constructed into sentences and change its form. English grammar is a body of rules (grammar) specifying how phrases and sentences are constructed in the English language.8

⁶ Munawaroh, A Study on Potential Problem in Implementing Competence-Based Curriculum in SMUN 8Malang, (Malang: Library of Muhammadiyah University:2004) p.42, unpublished thesis.

⁷ Brown, The Elements of Language Curriculum. (United State of America: An International Thomson Publishing Company. 1995), p. 105

⁸ Hornby, *Discovering English Grammar*, (United State of America: Houghton Mifflin Company: 1996), p.375.