CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

In this Chapter, the researcher will present the research finding and discussion based on the study.

A. Findings

The research finding of this study constitutes the answer of the research problem as stated in Chapter I based on the results of interview and observation of teacher MAN Sumenep.

1. The Objective of Teaching Grammar at MAN Sumenep

Based on the interview that had been done by the researcher to English teacher, found that the objectives of teaching grammar were to help the students to be able to understand sentence and to write sentences correctly because English and Indonesia have differences especially in grammar. Therefore, from that objective, he focused more on 1). Sentence pattern, for example, how to make positive sentence (Santy goes to the market everyday), negative sentence (Santy does not go to market everyday), and interrogative sentence (Does Santy go to market everyday?). 2). Tenses, for example, (simple present, present continuous, past tense, and future tense). They were similar to the result of the observation. He added that the objective

of teaching grammar was also to help the students to speak English well, because there were connection between speaking and grammar.

2. The Topic of Teaching Grammar at MAN Sumenep

Based on the interview and observation, the topics of teaching grammar were Present Simple, Present Continuous, Past Simple, and Future Simple.

a. Present Simple

- We use present simple to talk about permanent situation e.g.
 I live but I come from Canada
- We also use the present simple:
 - For habitual action or routines, or events or actions that happen regularly often with a time expression or an adverb of frequency e.g.

 We see each other every day. She always catches the 8.00 train. It snows here in the winter.
 - For a general truth or statement of fact e.g.

 Water boils at 100 degrees centigrade. Cats don't like water.
 - In instructions and directions e.g.

 To get to my house, you take the first turning on the left.
 - In film and plot summaries e.g.

 Bullock gives a plausible performance in the lade role.

 The thrills are non-stop as the bus speeds out of control.

- In sport commentaries to describe what is happening as the commentator speaks e.g.

Beckham passes the ball to Cole - and he scores.

• Other uses of present simple:

- For making declarations

Verbs describing opinions and feeling tend to be state verbs e.g.

I hope you will come to my party.

I bet you don't know the answer!

I hereby declare this hospital open!

- Headlines

These are written in a telegram style, and references to the past are usually simplified to present simple e.g.

Ship sinks in midnight collision

Instructions and itineraries

Instructions and recipes can be written in present simple instead of in imperative forms. This style is more personal e.g.

First you roll out the pastry

Itineraries are descriptions of travel arrangements e.g.

One day three we visit Stratford-upon-Avon.

- Summaries of events

Plots of stories, films, etc, and summaries of historical events use present (and present perfect) verb forms e.g.

May 1945: the war in Europe comes to an end.

... At the end of the play both families **realize** that their hatred caused the deaths of the lovers....

- Historic present in narrative and funny stories

In informal speech, it is possible to use what we call the historic present to describe past events, especially to make the narration seem more immediate and dramatic e.g.

... So then the second man asks the first one why he has a banana in his ear and the first one says...

- These adverb of frequency and time expression are often used with the present simple:
 - Never, hardly ever, rarely, seldom, occasionally, sometime, frequently,
 often, usually, always e.g.

I sometimes work late.

 Every day/week, in the morning/evenings, on Monday/Tuesday, once a week/year e.g.

I get up early in the morning.

b. Present Continuous

- We use present continuous for activities and situation that are temporary e.g.
 I'm only staying here for a short time.
- We also use present continuous for:
 - Actions in progress at the moment of speaking e.g.

 What are you doing?' 'I'm taking a break.
 - With verbs describing change and development e.g.
 The weather is getting worse!
 - More and more people **are giving up** smoking.
 - Situations that are chasing e.g.

 Traffic is getting worse every year.
 - Annoying habits, with always e.g.
 You're always forgetting your keys.
- These time expressions are often use with the present continuous:
 - Always, still, currently, (usually after auxiliary verb) e.g.

 I'm still working for the some company.
 - At present, at moment (right) now e.g.

 Janice is living in Madrid at present.

c. Past Simple

The past simple describes actions are complete. We use the past simple for:

- A past action or a sequence of past actions e.g.

I wake up very early then I got dressed, had breakfast and leave the house.

- A state, even or action that lasted for a period of time in the past e.g.

The smith owned a farm on the north of country.

It rained for several days and nights.

The student waited for a month to get an exam result.

- A habit in the past e.g.

When we were children, we often went to the cinema.

d. Future simple

Will or be going to is used to express future time. The use of shall to express future time is possible but uncommon in American English. Shall is used more frequently in British English than in American English. In speech, going to is often pronounced "gonna". We use will:

- For statements of fact or general predictions about the future e.g.

We will have a break at six.

The president will outline his policy tomorrow.

They will be here soon.

- For decisions we make at the time of speaking e.g.

Would you like to come with us to the theatre tonight? 'All right. I'll join you.'

In offers, promises, and requests e.g.

I will do that for you.

Will you help me, please?

- With verbs like believe, doubt, expect, hope, suppose, and think, and adverbs like perhaps, probably, and definitely e.g.

I expect they will be here soon.

Do you think they will win?

They probably won't come by taxi.

We use shall:

with I or we in offers and suggestions e.g.

Shall we go out?

- in place of will in more formal English, especially written English e.g.

We shall make every effort to deal with your complaint.

Be going to. We use be going to:

- for things we expect to happen based on present evidence e.g.
 Look at that plane. It is going to land.
- for intentions, when we have already decided to do something e.g.

 They are going to visit Madame Tussaud's when they are in London.

The teacher said that the most interesting of the topics was Present Simple and Present Continuous because these topics were easy for the students. When they made the sentences by using Present Simple, they only used verb-1. And when they made the sentence by using Present Continuous, they only added verb-1 + ing. Moreover, the less interesting was Past Simple because the students faced difficult to change verb-1 into verb-2 in arranging the sentence. The teacher said that the students were

confused about differences between regular verb and irregular verb. They are not familiar with irregular verb because verb-1, verb-2 and verb-3 are different, for example: sing, sang, and sung.

3. The techniques of teaching grammar at MAN Sumenep

The teacher usually used three techniques of teaching grammar. The first was EGRA (Explanation - Generalization - Reinforcement Application), it was used by the teacher in order to make the students understand the material.

☐ Explanation

The teacher explained the material would be taught to the students.

Example: the teacher explained about simple present continuous.

☐ Generalization

The teacher gave example from the material that had been taught to the students.

Example: the teacher wrote the example on the black board "My students are studying in the class".

☐ Reinforcement

The students were asked to do assignment that was given by the teacher.

Example: the teacher gave ten different sentences to the students and asked them to answer what formula has to be used.

☐ Application

The teacher asked them to practice the material again by themselves words.

The second was PGR (Practice - Generalization - Reinforcement).
□ Practice
Before teaching the teacher gave practice directly to the students Example: The
teacher asked students to practice by watching a video and then retell about the story.
☐ Generalization
The teacher gave example from the material that had been taught to the students.
Example: The teacher told about the story
□ Reinforcement
The students were asked to do assignment that was given by the teacher.
Example: Retell about the story.
This technique was not like EGRA, because when the teacher began to teach,
he gave practice directly to the students. For example: the teacher asked students to
practice by watching a video and then retell about the story.
The third was TPR (Total - Physical - Respond)
□ Total
The teacher explained all material that had been taught to the students.
□ Physical
The teacher gave example by using his body language.
□ Respond
The students answered the teacher's questions.
Finally was drilling. It was a technique used to repeat the material that had

been taught, and it had the purpose to make the students memorized the last material.

Therefore, from those techniques, the effectiveness was EGRA because it was easier implemented that another technique.

4. The Techniques of Evaluation Used in Teaching Grammar at MAN Sumenep

Based on the interview and observation conducted, in taking the student's score, the teacher used technique of evaluation. It was written test that included broken sentence items and rearrangement items.

The test was easy to be given to the students. However, the teacher evaluated the student's cognitive domain with their skill in understanding the material. Affective domain with activeness in class, the teacher evaluated students from their behavior and when they done his command. Psychomotor domain with their pronunciation or speaking skill.

B. Discussion

Based on the finding of the study, the researcher discussed about the objective of teaching grammar, the topics of teaching grammar, the techniques of teaching grammar, and evaluation technique of teaching grammar. Moreover, the results will be compared with some other researchers: Afifah, Fajariyah, and Aryanti.

Based on the result of this study, the objectives of teaching grammar at MAN Sumenep were able to speak and to write in a correct sentence. Furthermore, the teacher focused on tenses and how to arrange sentences.

The result of this study is similar to Afifah's research, Aryanti's research, and Fajariyah's research. Afifah who investigated the implementation of teaching grammar at SMK PGRI 3 Tlogomas-Malang, found that the objectives of teaching grammar were to know what the pattern in speaking English is, to know how to make very good sentences and to get knowledge about vocabulary. Meanwhile, Aryanti who investigated the implementation of teaching grammar at SMPN 4 Malang, found that the objectives of teaching grammar were to help the students to be able to comprehend, to write sentence correctly and to help the students to speak English well. And Fajariyah found that the objectives of teaching grammar at MAN I Malang were to express kind of meaning in various writing text interpersonal and monolog, able to speak English in correct sentences, able to write English in correct sentences. Furthermore, the teacher focused on how to make the correct sentences in writing and speaking skill.

Based on the result of this study, the topics of teaching grammar that were used for the first year students at MAN Sumenep were simple present tense, present continuous tense, past tense and future tense. This result is different from Aryanti's research, Afifah's research and Fajariyah.

Aryanti found that the topics of teaching grammar for the first year students at SMPN 4 Malang were verb, adjective, and adverb. Those topics were different because this result shows that the teachers teach in different level of grade.

Afifah found that the topics of teaching grammar for The first year students at SMK PGRI 3 Tlogomas Malang were Simple Present, Present Continuous, Past

Tense, Adjective Clause and Modal Auxiliaries. The topics were a little same because the level of education that was investigated by the researcher and Afifah was same.

Fajariyah found that the topics of teaching grammar that were found at MAN I Malang were Reported Speech (Direct and Indirect Speech) and simple past tense.

Moreover, the topic that was found by Fajariyah was different from the result of the data that was found by the researcher, it was because the topic was too difficult for the students in MAN Sumenep.

In addition, based on the result of this study, the techniques in teaching grammar at MAN Sumenep were EGRA (Explanation –Generalization – Reinforcement - Application), PGR (Practice – Generalization –Reinforcement), TPR (Total – Physical – Respond) and drilling.

The third techniques were different from Afifah and Fajariyah. According to Afifah, the techniques of teaching English grammar that had been researched at SMK PGRI 3 Tlogomas Malang were explaining or lecturing, discussing, and practicing the material. It was because in teaching and learning process, the students in SMK PGRI 3 Tlogomas Malang were quicker in understanding the material than the students in MAN Sumenep.

Fajariyah stated that the techniques of teaching grammar that are used in teaching English grammar at MAN I Malang were role playing, game, and drilling.

Meanwhile, Aryanti found that teaching techniques of teaching grammar used by the English teacher at SMPN 4 Malang were EGRA (Explanation -

Generalization – Reinforcement - Application), PGR (Practice – Generalization – Reinforcement), TPR (Total – Physical – Respond), and drilling.

Based on the result of this study, the techniques of evaluation in teaching grammar used for the first year students at MAN Sumenep was written test.

This result is similar to Afifah's research, Aryanti's research and Fajariyah's research. Afifah found that the techniques of evaluation in teaching grammar for the first year students at SMK PGRI 3 Tlogomas Malang were essay or complete a sentence and error recognizing in writing test, matching some words and multiple choices in speaking test.

Aryanti found that the evaluation technique of teaching grammar used for the first year students at SMPN 4 Malang was written test. Furthermore, Fajariyah found that the evaluation technique of teaching grammar that was used in second year students at MAN I Malang were process evaluation, result evaluation, subjective and objective test. In addition, there were some techniques in giving test, such as multiple-choice, an essay, matching, completion and rearrangement.