THE USE OF COMPREHENSIVE TEACHING TECHNIQUE (CTT) TO IMPROVE GRAMMAR COMPREHENSION AT ELTI – GRAMEDIA ENGLISH COURSE SEMARANG

THESIS

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In Partial Fulfillment of the Requirement for the Degree of Magister
In Linguistics

BY

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APPROVAL

THE USE OF COMPREHENSIVE TEACHING TECHNIQUES (CTT) TO IMPROVE GRAMMAR COMPREHENSION AT ELTI – GRAMEDIA ENGLISH COURSE SEMARANG

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STATEMENT OF AUTHORSHIP

I certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinion or findings included in the thesis are quoted or cited in accordance with ethical standard

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MOTTO AND DEDICATION

Life is giving, caring, and obsession

This thesis is dedicated to:

My teachers and lecturers
My beloved parents

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ABSTRACT

Raden Arief Nugroho. 2008. *The Use of Comprehensive Teaching Technique (CTT) to Improve Grammar Comprehension at ELTI-Gramedia English Course Semarang*. Thesis. Linguistics, Graduate Program, Universitas Diponegoro Semarang. Advisor: Dra. Kusrahayuwati, M.A.

Key words: Grammar, Behaviorism, Cognitivism, Audio-lingualism, Task Based Learning, Community Language Teaching, Suggestopedia, and Total Physical Response.

Nowadays, professions around the world demand people who are able to use a foreign language effectively as an essential tool for establishing meaningful communication. To produce a meaningful communication we have to comprehend grammar. It is aimed to avoid misunderstanding among speakers and hearers.

The objective of the research is to prove whether the use of Comprehensive Teaching Technique (CTT) will improve students' grammar comprehension, especially for EC 4 students (consisting of students from grade 4 elementary school) at ELTI-Gramedia English Course Semarang. Comprehensive Teaching Technique (CTT) consists of five methods, namely: Audio-lingualism, Task Based Learning, Community Language Teaching, Suggestopedia, and Total Physical Response. In addition, CTT has to be implemented in four stages, namely: Background Knowledge of Field, Modelling, Joint Construction, and Independent Construction.

The total number of the students of EC 4 ELTI-Gramedia, Semarang was 30 students. Thirty students were divided into two groups; namely: control group and experiment group. They were given pre-test and post-test for getting the data. Then, the researcher held the interview in order to get student's perception after experiencing the existing technique used at ELTI-Gramedia Semarang and Comprehensive Teaching Technique (CTT). The data analysis of this research was conducted by computational statistic (SPSS).

The research findings show that the Comprehensive Teaching Technique (CTT) has positive effect on students' grammar comprehension as seen from the comparison of pre-test and post-test results. As seen from the pre-test result, experimental group has "very poor" ability level with the average score (x_1) 10, 67, while the post-test shows that there were some improvements, it can be seen that 33, 33% (5) students improved their ability level to "average". And their average score doubled from (x_1) 10, 67 to (x_1) 20, 67. From the control group, the pre-test shows that their average score was (x_1) 9. 00 and the post- test shows that their average score was (x_1) 12, 93. Furthermore, as seen from the questionnaire results, nearly all students from the experimental group show good impression to Comprehensive Teaching Technique (CTT).

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Based on the results of the research, it can be seen that Comprehensive Teaching Technique (CTT) has made some effect to student's grammar comprehension. However, the most important point from this research is: by experiencing Comprehensive Teaching Technique, students especially children can raise their grammar sensitivity in order to avoid grammar error fossilization in the future.

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INTISARI

Raden Arief Nugroho. 2008. *Penggunaan Comprehensive Teaching Technique (CTT) untuk Meningkatkan Kemampuan Tata Bahasa pada Lembaga Kursus Bahasa Inggris ELTI – Gramedia Semarang*. Thesis. Linguistik, Program Pascasarjana, Universitas Diponegoro Semarang. Pembimbing: Dra. Kusrahayuwati, M.A.

Kata Kunci: Grammar, Behaviorism, Cognitivism, Audio-lingualism, Task Based Learning, Community Language Teaching, Suggestopedia, dan Total Physical Response.

Pada saat ini, pasar kerja di seluruh dunia membutuhkan orang-orang yang mampu menggunakan bahasa asing secara efektif, sebagai sarana untuk menghasilkan sebuah komunikasi yang bermakna. Untuk menghasilkan sebuah komunikasi yang bermakna, kita harus memahami tata bahasa. Hal ini bertujuan untuk menghindari kesalah-pahaman antara pembicara dan pendengar.

Tujuan dari penelitian ini adalah untuk membuktikan apakah penggunaan Comprehensive Teaching Technique (CTT) akan meningkatkan kemampuan tata bahasa, khususnya pada siswa level EC 4 di ELTI – Gramedia Semarang (yang terdiri dari siswa kelas 4 sekolah dasar). Comprehensive Teaching Technique (CTT) terdiri dari lima metode pengajaran, yaitu: Audio-lingualism, Task Based Learning, Community Language Teaching, Suggestopedia, and Total Physical Response. Lebih lanjut, CTT harus dilaksanakan dalam lima tahap, yaitu: Background Knowledge of Field, Modelling, Joint Construction, dan Independent Construction.

Jumlah keseluruhan siswa EC 4 di ELTI – Gramedia Semarang adalah 30 siswa. 30 siswa tersebut dibagi ke dalam dua kelompok yang disebut dengan: control group dan experiment group. Siswa-siswa tersebut diberi pre-test dan post-test, sebagai cara untuk mendapatkan data. Selanjutnya, peneliti mengadakan sebuah wawancara sebagai cara untuk mengetahui pendapat siswa setelah mengalami pembelajaran dengan menggunakan metode lama yang dipakai ELTI – Gramedia Semarang (control group) dan Comprehensive Teaching Technique (Experimental Group). Proses analisis data di dalam penelitian ini sendiri dilakukan melalui perangkat lunak statistika (SPSS).

Hasil dari penelitian ini menunjukkan bahwa Comprehensive Teaching Technique (CTT) mempunyai pengaruh yang positif terhadap peningkatan kemampuan tata bahasa siswa yang ditunjukkan melalui perbandingan antara hasil pre-test and post-test. Seperti yang terlihat dari hasil pre-test, experimental group mempunyai tingkat kemampuan "very poor" dengan nilai rata-rata (x_1) 10, 67, sedangkan hasil post-test menunjukkan peningkatan. Hal ini dapat dilihat dari 33, 33% (5 siswa) meningkatkan kemampuan mereka ke tingkat "average", dan nilai

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rata-rata mereka meningkat dari nilai rata-rata semula (x_1) 10, 67 ke (x_1) 20, 67. Dari control group, hasil pre-test menunjukkan bahwa nilai rata-rata mereka adalah (x_1) 9. 00 dan hasil post- test mereka menunjukkan bahwa nilai rata-rata mereka naik menjadi (x_1) 12, 93. Hasil dari T-test menunjukkan bahwa t value > t table, hal ini berarti bahwa ada perbedaan yang cukup signifikan dari experimental group dan control group, dan hasil tes menunjukkan bahwa hasil dari experimental group lebih tinggi dari control group. Lebih lanjut, seperti yang terlihat dari hasil kuesioner, hampir seluruh siswa dari experimental group menunjukkan respon yang positif terhadap Comprehensive Teaching Technique (CTT).

Berdasarkan hasil di atas, dapat dilihat bahwa Comprehensive Teaching Technique (CTT) telah menghasilkan sebuah pengaruh atas peningkatan kemampuan tata bahasa siswa. Bagaimanapun juga, hal yang terpenting dari penelitian ini adalah: dengan mendapatkan Comprehensive Teaching Technique, siswa khususnya anak-anak dapat meningkatkan sensitifitas mereka terhadap tata bahasa untuk menghindari terjadinya fosilisasi kesalahan tata bahasa di masa depan.

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CHAPTER I

INTRODUCTION

A. Background of the Research

Nowadays, the world demands people to be able to use a foreign language effectively as an essential tool for establishing meaningful communication. People in Indonesia who do not use English as their first or the second language try to study harder in order to master English. There are some reasons why we should learn English. Harmer (2007:11) mentions one of the reasons as follows:

> All around the world, students of all ages are learning to speak English, but their reasons for wanting to study English can differ greatly. Some students of course only learn English because it is on the curriculum at primary or secondary level, but for others, studying the language reflects some kind of a choice.

On the whole, people are worth trying to thrust their English ability in order to succeed their learning process at school or to survive in their life.

We can find a lot of methods or teaching techniques which help teachers achieve their goals in teaching-learning process. The use of repeated and monotonous method or teaching technique will increase the possibility of boredom among students. In line with this statement, Harmer (2001:38) states:

> It can be concluded that good teachers at this level need to provide a rich diet of learning experiences which encourages their students to get information from a variety of sources. They need to plan a range of activities for a given time period, and be flexible enough to move on to the next exercise when they see their students getting bored.

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These phenomena encourage many teachers to use the most efficient and effective technique. In this research, the researcher uses the term technique because it is the implementation of the methods in the syllabus. This is in accordance with Richards, J, J. Platt, H. Webber (1985: 15) who state that "…and different methods make use of different kinds of classroom activity (the technique)". In addition, Richard and Rodgers as cited in Brown (2000:170) state that "methods are the essential building blocks of methodology…which are realized by various procedures (or techniques)". One of the alternatives which researcher tries to develop is CTT or Comprehensive Teaching Technique. In the implementation, Comprehensive Teaching Technique or CTT will use several techniques which will be implemented in the teaching-learning process, for example: ice-breaking, question and response, read aloud, pair work, group work, or individual work.

According to Oxford Learner's Pocket Dictionary Third Edition, comprehensive is "including nearly everything: *a – description*" (1983: 83). Furthermore, according to http://www.merriam-webster.com/dictionary Comprehensive is "covering completely or broadly: inclusive" (2008) and Comprehensive Teaching Technique (CTT) has a meaning that is a teaching technique with the combination of various methods which is implemented in four steps namely Building Knowledge of Field, Modelling of Text, Joint Construction, and Independent Construction. Those steps are the variation of pre-teaching level, during teaching level, and post-teaching level. Comprehensive Teaching Technique (CTT) is designed to help students

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enhancing their English comprehension, and besides that the aim of this teaching technique is to make a comprehensible teaching technique which will improve the students' grammar mastery.

There are a lot of researches related with the invention of new teaching technique or method. One of them comes from Zhu Xiao-zhen (2007), entitled *Integrating Task-Based Teaching Approach into Grammar Teaching*. In his research, he intended to build a grammar teaching model in order to improve students' grammar comprehension. In addition, he used an established teaching method namely task based teaching. Task-based teaching approach is a new teaching method which absorbs the achievements of modern language teaching theories. It is supposed to be an effective method in promoting learners' language competence. Zhu Xiao-zhen (graduate student of School of Foreign Languages, Wuhan University of Technology) integrates task-based teaching approach into grammar teaching which provides learners with opportunities to experiment with and explore both spoken and written language through tasks designed to engage learners in authentic, practical and functional use of language for meaningful purpose. *Integrating Task-Based Teaching Approach into Grammar Teaching* can be a pilot research for this research.

CTT itself is the combinations of various teaching techniques from diverse teaching methods. The basis of this technique is coming from the process of Building Knowledge of Field, Modelling of Text, Joint Construction, and Independent Construction

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Teachers will start their teaching-learning process in a kind of introduction (scene setting), and the core of scene setting is similar to contextual teaching, and according to http://www.collaborativeforteachingexcellence.com/CTL.pdf (browsed in 2008) the description of contextual teaching itself is as follows:

> According to contextual learning theory, learning occurs only when students (learners) process new information or knowledge in such a way that it makes sense to them in their own frames of reference (their own inner worlds of memory, experience, and response). This approach to learning and teaching assumes that the mind naturally seeks meaning in contextual that is, in relation to the personal current environmental and that it does so by searching for relationships that make sense

At the first stage of Comprehensive Teaching Technique (CTT) i.e. Building Knowledge of Field, students will get guidance about a certain topic which correlates with the materials in the teacher's lesson plan. This guidance is called a mind setting. After students wrap their mind with the material, teachers can proceed into the next level. At the next stage, teachers start the learning by explaining the formula of the target language. At this stage students are not active. They will only listen to the teachers' explanation comprehensively. At this presentation stage teachers try to elicit students' curiosity with leading questions. That is called an elicitation, and according to *Webster's Revised Unbridged Dictionary* (1913) elicitation is stimulation that calls up (evokes or induces or elicits) a particular class of behaviors (synonym: evocation, induction). After this level teachers will go into the next one and that is the core of CTT. In this level (Joint Construction) students will concern with many tasks. The tasks are the representation of various

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methods. For example, teachers can apply the Community Language Learning (CLL) method to solve a problem with discussion (share ideas), problem solving through Task Based Learning method and for the other session, teachers can apply different methods. After students work in groups and sometimes independently, they will do their individual task (Independent Construction). This level can measure the understanding level that students have reached. The heart of this technique comes from the theory of behaviorism, which is introduced by Skinner in a book called *Verbal Behavior* (Harmer 1991:32), and from this theory we know that learning English in the classroom requires a stimulus from teacher in order to get students' response, and reinforcement as a reward in learning process, and furthermore students will experience habitual activities which they will get in Joint Construction phase (activity repetition). This is in line with the explanation about behaviorism theory from Harmer (1991:32) which explains "the language 'habit' was formed by constant repetition and the reinforcement from the teacher".

As we know that the most common teaching situation at the moment is one inside a classroom, where the teacher is face to face with the pupils, in groups of various sizes, for a few hours of lessons each week (Brewster, J. G. Ellis, D. Girard, 1991:13). In order to improve their English skill, students must highly focus on the material given. In addition, students have to produce their own language skill after receiving the material. Based on the questionnaire analysis, students only experience monotonous technique and it

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happens during their learning process at school, while at ELTI – Gramedia Semarang, they only experience the use of Task Based Learning method. By using CTT students can experience various teaching techniques from a variety of teaching methods which can avoid them from boredom and magnetize students to learn more.

In order to face the globalization, students should have a proficiency to use the language. This proficiency related closely to competence and performance. Competence implies something that is ideal and flawless. However, sometimes competence is not walking side by side with performance. Performance signifies something that is not ideal, with flaw. According to Brown (2000:30) "Competence refers to one's underlying knowledge of a system, event, or fact. Performance is the overtly observable and concrete manifestation or realization of competence". Moreover, Richards, J, J. Platt, H. Webber (1985: 52) state that competence often refers to the ideal speaker/hearer, that is an idealized but not a real person who would have a complete knowledge of the whole language.

To make something salient that can differentiate meaning, language needs a set of rules that is called grammar. According to Thornbury (1999:1) "Grammar is partly the study of what forms (or structures) are possible in a language. Traditionally grammar has been concerned almost exclusively with the analysis of level sentence. Thus a grammar is a description of the rules that govern how language sentences are formed". Nevertheless, grammar is making language 'to be noticed'. With a little mistake, people would be

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confused with our intention. For example, if we want to say about something that happen in the past, we should use the past tenses, but if we use the present or maybe future tenses it will lead us into big misunderstanding or we can see from the example "I like bakso, are you like bakso?" which might lead us into a huge misinterpretation. We understand that communication can be realized if the speaker and the hearer understand each other. A well-known sociolinguist, Trudgill (1987: 13) states that:

> Language is a means for conveying information as well as for conducting relationship with other people. Language is not simply a means of communicating information about the weather or any other subject. It is also very important means of establishing and maintaining relationships with other people. In order to catch the messages in the communication process between the speaker (message sender) and the hearer (message receiver), the two parties should know properly the language used by them

From the statement above, now we know the importance of using a proper and an acceptable language among speaker and hearer.

We also know that grammar cannot be separated from the English skills (reading, listening, writing, and speaking). The problems which occur within ELTI – Gramedia Semarang's students pertaining the grammar teaching and learning are:

1. They experienced monotonous technique in grammar learning process.
2. They had low scores pertaining to grammar
3. Grammar is a difficult subject to be learned.
4. Students have difficulties in understanding grammar (at school).

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Based on those problems, the researcher tries to solve the grammar learning problems through an alternative technique which is effective and fun or catchy (in order to solve the students' boredom problem). Two factors will be considered before we conduct Comprehensive Teaching Technique (CTT); those are students' motivation of learning and the effectiveness of this technique. As we know that students' motivation of learning plays an important role to the success of teaching and learning process. The researcher always points out that the use of monotonous methods or techniques will increase the possibility of boredom among students, and this problem will be massive if we are dealing with the early age learners. Harmer (1991:7) states that:

> More than anything else, children are curious, and this in itself is motivating. At the same time their span of attention or concentration is less than that of an adult. Children will often seek teacher approval: the fact that teacher notices them and shows appreciation for what they are doing is of vital importance. Children need frequent changes of activity: they need activities which are exciting and stimulate their curiosity: they need to be involved in something active (they will usually not sit and listen!), and they need to be appreciated by the teacher

Based on the explanation above, the researcher can see the connection between the stimulus-response-reinforcement philosophy with children or early age learners character. The following question will be: why children? As we know that children have a potency to develop their language system. In addition, British Council, India (1950:4) in Phillipson's book (1992: 200) states that:

> In general the earlier the child began to learn his second language the better. The ideal method would be for a child to learn his second language as he learned his mother tongue. If English as a second language could not

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> be begun at the primary stage then it should be begun as early as possible at the secondary school level

Thus, the earlier students start learning English, the better the results are. This is in line with the statement from Curtain and Pesola (1988:67) who clearly state that:

> Children at this age are at a maximum of openness to people and situations different from their own experience. For these students, a global emphasis is extremely important, because it gives them an opportunity to work with the information from all parts of the world. As intermediates develop the cognitive characteristics of the concrete operations stage, they begin to understand cause and effect.

Since this research focuses on grammar comprehension which should be mastered by the students, this research is intended to design a new technique to be used in learning grammar for the students of EC 4 (consisting of students from grade 4 elementary school) ELTI – Gramedia Semarang. Therefore, the Comprehensive Teaching Technique (CTT) is a technique which accommodates the children learners' needs to improve their grammar mastery.

B. Problem Identification

Based on the problems which occur in teaching-learning process at ELTI-Gramedie Semarang (one of them is low grammar scores), the researcher wants to develop an alternative technique which can improve students' grammar mastery. Moreover, the implementation of various different activities in teaching grammar will influence the students' enthusiasm in following the lessons. The classes will be boring if teachers only use one activity over and over again to teach grammar. The students may stick into boredom and the

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teacher will feel that students do not follow the lessons eagerly. This condition, eventually, will influence their grammar comprehension. This research is concerned with designing a technique to improve students' grammar mastery which is effective, efficient, and fun.

C. Problem Formulation

The formulation of the problem in this research is as follows: Is a Comprehensive Teaching Technique effective to improve students' grammar mastery?

D. Problem Limitation

This research is concerned with grammar. The grammar point which is shown in the lesson plan are tenses (past, present, future) and some grammatical points (many/much, prepositions, be + going to, direct request, text procedures (imperative), and there is/there are).

E. Research Objectives

In relation to the problem formulation, the main goal of this research is to find the answer to the questions stated above. Therefore the objective of the research is as follows:

1. To explore whether a Comprehensive Teaching Technique is effective to improve students' grammar mastery

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F. Significance of the Research

The research was conducted to help students especially students of ELTI – Gramedia Semarang to comprehend grammar knowledge in a catchy and effective way. Moreover, they should make correct grammatical structures because communication will not be understandable if the students do not have grammar mastery. Then, the hearer or receiver cannot comprehend the information given and they will get confused with the information if the students make many grammatical mistakes in producing sentences. Therefore, hopefully there will be two benefits from the research; they are theoretical and technical

1. Theoretical benefit: this study provides a scientific technique which is expected to be able to help the students in understanding grammar.
2. Technical benefit: this study explains how the Comprehensive Teaching Technique as a scientific model program is used by the teacher and students for better grammar mastery.
    a. For teachers

       The technique may contribute to the development of a teaching strategy for improving students' grammar accuracy and provide some practical benefits about how to use the technique to design the learning materials in order to improve students' grammar accuracy.

    b. For students

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They will learn and undergo the interesting technique in understanding grammatical structures.

G. Definition of terms

In order to avoid various interpretations, some definitions of terms that are often used and necessary to understand are given as follows:

1. Grammar means a theory of language, of how language is put together and how it works (Gerot and Wignel, 1994:2).
2. Students are persons who are studying at ELTI – Gramedia Semarang.
3. Hammond et al. diagram model consists of Building Control of Field, Modelling of Text, Joint Construction, and Independent Construction. (Hammond et al. 1992:47).
4. Comprehensive is including nearly everything (Oxford Learner's Pocket Dictionary Third Edition 1983: 83).
5. Comprehensive Teaching Technique (CTT) is a technique with various teaching methods, namely: Audio-lingualism, Task Based Learning, Community Language Learning, Suggestopedia, and Total Physical Response. Furthermore, it has to be implemented through four stages, namely: Background Knowledge of Field, Modelling of Text, Joint Construction, and Independent Construction.

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CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the researcher will discuss the definitions of grammar, theories of teaching and learning, models of teaching, and basic concept of the Comprehensive Teaching Technique (CTT).

A. Grammar

According to Ramelan (1992:3), students who have studied English for three or four years with the duration of three to four hours a week are not able to speak and write the language well. This problem occurs when students use their English without noticing the use of language system which is known as grammar. According to Thornbury (1999:3) "grammar is partly the study of what forms are possible". To avoid misunderstanding communication, students have to produce grammatical sentences. Moreover, Richards, Platt, and Weber (1985:108) state that accuracy refers to the ability to produce grammatically correct sentences. In addition, the accuracy relates to the quality of senders and receivers' understanding. Furthermore, accuracy is achieved to some extent by allowing students to focus the elements of phonology, **grammar** and discourse in their speaking. (http://www.eslmag.com/accuracyvsfluency.html). Moreover, Gerot and Wignel (1994:2) write, "Grammar is a theory of language, of how language is put together and how it works. More particularly, it is the study of wording.

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Wordings are characterized such that they are able to explain meaning". In addition, Leech and Svartvik (1973:21) suggest that "to use a language properly, we of course have to know the grammatical structure of the language and its meanings". That is why the knowledge of grammar is important to know how the language system works.

Gerot and Wignel (1994:4-6) maintain that there are three kinds of grammar, which have a major influence on school in the world, namely:

1. Traditional Grammar

Traditional grammar describes the grammar of Standard English. Students learn the names of parts of speech (nouns, verbs, prepositions, adverbs, and adjectives). Traditional grammar focuses on rules for producing correct sentences. In so doing, it has two main weaknesses. Firstly, the rules it prescribes are based on the language of a very small group of middle-class English speakers. Thus, it can be used to discriminate against the language of working class. Secondly, the rules deal only with the most superficial aspects of writing. Following the rules in no way guarantees that written communication will be effective, for the rules say nothing about purpose or intended audience for writing.

2. Formal Grammar

Formal grammar describes the structure of individual sentences. Such grammar views language as a set of rules that allow or disallow certain sentence structures. Knowledge of these rules is seen as being carried around inside the mind. The central question formal grammars attempt to

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address is: “How is this sentence structured?” Meaning is typically shunted off into the too-hard box.

3. Functional Grammar

Functional grammar views language as a resource for making meaning. These grammars attempt to describe language in actual use and focus on texts and their contexts. They are concerned with not only the structures but also with how those structures construct meaning. Functional grammars start with the question,” How are the meanings of this text realized?” Functional grammar labels elements of the clause in terms of the function each is playing in that clause rather than by word class.

In this research, students are expected to develop their sense of using the appropriate grammar through meaningful communication. A meaningful communication can be realized by the acceptable communication among senders and receivers. That is why in this research, the researcher chooses functional grammar as its background. The acceptable development of this research is the key to produce appropriate grammatical language. Richards, J, J. Platt, H. Webber (1985:54) has clearly stated that comprehension is the process by which a person understands the meaning of written or spoken language. Therefore, grammar comprehension can help people comprehend the communication in a better way.

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B. Theories of Teaching and Learning

Teaching and learning process is something which is closely related with acquisition process. Acquisition itself is some changes of a behavior as the result of comprehensive practices (Kimble & Garmezy 1963:133). The possible changes that happen can be assumed as a change to a material comprehension that student accept. Harmer (1991:23) states that when we present grammar through structural patterns we tend to give students tidy pieces of language to work with. We introduce grammar which can easily be explained and presented. According to Harmer (1991:31) there are some theories which are closely related to the philosophy of teaching and learning process. Those theories are:

1. Behaviorism

The idea of this theory is based on the fact that you can train an animal to do anything; to do this there are three procedures *stimulus*, *response*, and *reinforcement* (Harmer 1991:32). In communication we need a stimulus in order to produce two way communication among sender and receiver. The result of this production is the response that is the answer for the stimulus. And when the production is fulfilled, it becomes the reinforcement of the communication. For example, in the classroom activity when the teacher asks a question to the students (stimulus) and students answer the question correctly (response), usually teacher will say "good or nice" as the reward (reinforcement), and the reinforcement itself can be shown as a positive reinforcement or negative reinforcement.

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Furthermore, according to Curtain and Pesola (1988:65) "students are considered to be relatively as the passive subject, to be manipulated through reinforcement and drill". Audio-lingual method as one of the famous methods in language teaching adopts the behaviorism theory into it and according to Harmer (1991:32):

> This method made constant drilling of the students followed by positive or negative reinforcement a major focus of classroom activity. Of course the approach wasn't exclusively devoted to repetition, but the stimulus-response-reinforcement model formed the basis of the methodology. The language 'habit' was formed by constant repetition and the reinforcement of the teacher. Mistakes were immediately criticized, and correct utterances were immediately praised.

In audio-lingual method, the emphasis is the imitation that happens in the classroom activity. According to Oxford Learner's Pocket Dictionary Third Edition, imitation is "act of copying sb/sth" (1983:213) while Richards, J, J. Platt, H. Webber (1985:135) state that "(in language learning) Imitation is the copying of the speech of another. The function of imitation has been studied to find out how important it is in the language development. (e.g. a child imitating its mother or a pupil repeating a sentence pattern)". This is in accordance with Brewster, J, G. Ellis, D. Girard's view (1991:24) that state "the reason most commonly put forward for starting to teach a foreign language early is the indisputable fact that young children have a greater facility for understanding and imitating what they hear than adolescents, not to mention adults". Since behaviorism deals with behavior, imitation will be the important factor in behaviorism.

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From the explanation above we know that language teaching and learning process is closely related to the philosophy of stimulus-response-reinforcement which learners need.

2. Cognitivsm

As a human being, we are equipped with a special compartment for language. That compartment is called L.A.D (Language Acquisition Device). Harmer (2001:69) states that "Chomsky theorised that all children are born with some kind of language processor - a black box or 'language acquisition device' – which allowed them to formulate rules of language based on the input they received". We know that nowadays we can see that English are being taught from early ages. Furthermore, Language Acquisition Device enables children to develop their language system automatically; this is in line with the definition of language from Goh and Silver (2004:19) that is "Language is not a behavior learned through imitation and conditioning. It is rule-based and generative in nature, processed and produced complicated cognitive processes and mechanism". From those statements we believe that learning grammar from the early ages is an important thing to do in order to make an acceptable communication and moreover, Brewster, J, G. Ellis, D. Girard's view above will answer the decree 'the earlier English is taught the better the results is'. Brewster, J, G. Ellis, D. Girard (1991:96) also state that "the learning of English grammar and basic sentence patterns is nevertheless important to enable children to participate in activities which

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focus on purposeful communication". Moreover, Glover and Bruning (1987) in Curtain and Pesola's book (1988:65) have summarized six major principles of cognitive psychology as they relate to instruction:

a. Students are active processors of information.
b. Learning is most likely to occur when information is made meaningful to students.
c. How students learn may be more important than what they learn.
d. Cognitive processes become automatic with repeated use.
e. Metacognitive skills can be developed through instruction.
f. The most enduring motivation for learning is internal motivation.
g. There are vast differences in students' information-processing abilities.

There are some factors which differentiate child learners from adolescents and adults. According to Harmer (2001:38), there are some characteristics shown by children learners' and this can differentiate them from adolescents and adult learners. Those characteristics are:

a. They respond to meaning even if they do not understand individual words.
b. They often learn indirectly rather than directly – that is they take in information from all sides and learn from everything around them (rather than only focusing on the precise topic they are being taught).

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c. Their understanding comes not only from explanation, but also from what they see and hear (the chance to touch and interact with).
d. They generally display an enthusiasm for learning and a curiosity about the world around them.
e. They have a need for individual attention and approval from the teacher.
f. They are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topics in the classroom.
g. They have a limited attention span; unless activities are extremely engaging they can easily get bored, losing interest after ten minutes or so.

According to the children's characteristics above, the researcher must be aware of choosing or selecting the appropriate activities, activities which should be fun and catchy for children but also effective and efficient for teaching and learning process.

Based on the explanation above, the researcher feels that both cognitivism and behaviorism are proper enough to be the underlying philosophy of the Comprehensive Teaching Technique (CTT).

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C. Methods of Teaching

Comprehensive Teaching Technique uses some methods which accommodate children learners' needs because we know that one of the characteristics which children have is they have a limited attention span, and they will easily get bored if teachers use the same technique over and over again.

The researcher set the implementation of various methods in joint construction level. There are some methods which become the underlying methods of Comprehensive Teaching Technique (CTT). Those methods are:

1. Audio-lingualism

According to Richards, J, J. Platt, H. Webber (1985: 21) the definition of Audio-lingualism is as follows:

> A method of foreign or second language teaching which (a) emphasizes the teaching of speaking and listening before reading and writing (b) uses dialogues and drills (c) discourages use the mother tongue in the classroom (d) often makes use of the contrastive analysis…The theory behind the audiolingual method is the aural-oral approach to language teaching, which contains the following beliefs about language and language learning: (a) speaking and listening are the most basic language skill (b) each language has its own unique structure and rule system (c) a language is learned through forming habit.

Children as an early learner must be introduced with the correct forms of English. In line with the philosophy of behaviorism, while using this method children are being taught with the repetition of verbal language in the Joint Construction level. When teachers deal with a specific target language, they have to mention the form repeatedly. This activity will give

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students a chance to imitate and restore the correct form of language. In addition, Richards and Rodgers (2001:52) state that "the structure of the language was identified with its basic sentence patterns and grammatical structures. The language was taught by systemic attention to pronunciation and by intensive oral drilling of its basic sentence patterns". Moreover, according to Rivers (1964:5) "language is speech, not writing…a language is a set of habit". That is why when teachers use this method in Joint Construction level, the repeated language focus will be the main activity in order to make students familiarize with the target language.

According to Larsen–Freeman (2000:42-43), there are some principles that become the philosophy of Audiolingual method; those principles are:

a. The native language and the target language have separate linguistic systems. They should be kept apart so that the students' native language interferes as little as possible with the students' attempts to acquire the target language.
b. One of the language teacher's major roles is that of a model of the target language. Teachers should provide students with a good model. By listening to how it is supposed to sound, students should be able to mimic the model.
c. Language learning is a process of habit formation. The more often something is repeated, the stronger the habit and the greater the learning

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In addition, Larsen–Freeman (2000:45) states that "teachers want their students to be able to use the target language…their students achieve this by forming new habits in the target language and overcoming the old habits of their native language". That is why by using this method, students will experience a natural language used which occurs on the teaching and learning process and it will help them to digest English easier. Furthermore, according to Larsen-Freeman (2000:46) "…audio-lingual has been influenced by descriptive linguists. Every language is seen as having its own unique system. The system comprised of several different levels: phonological, morphological, and syntactic…everyday speech is emphasized in the audio-lingual method".

When using this method in Joint Construction level, teachers will play an important role. According to Richards and Rodgers (2001:62) "the teacher's role is central and active…the teacher models the target language, controls the direction and pace the learning, and monitors and corrects the learners' performance". That is why teachers should supervise students' actions in order to make students pacing the right streak to study English.

Although the researcher used audio-lingualism method in this level (joint construction), during the implementation the researcher was able to find some weaknesses. One of the weaknesses was that the implementation of this method was quite boring. This is in line with Richards and Rodgers' (2001:65) statement "students were often found to

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be unable to transfer skills acquired through Audiolingualism to real communication outside the classroom, and many found the experience of studying through audiolingual procedures to be boring and satisfying". Even though the researcher found this weakness, the researcher tried to cover this weakness by using other methods (Task Based Learning, CLL, Suggestopedia, and TPR) that were suitable for students.

2. Task Based Learning

According to Richards and Rodgers (2001:223) Task Based Learning "refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching". In the Joint Construction level, teachers have to use a method which accommodates children learners' needs and teachers' needs. Children need various and engaging activities which can avoid them from boredom, while teachers need to measure students' comprehension after they receive a new target language from the teachers. Richards and Rodgers (2001:223) state that "engaging learners in task work provides a better context for the activation of learning processes than form-focused activities, and hence ultimately provides better opportunities for language learning to take place". Candlin and Murphy (1987:1) note "the central purpose we are concerned with is language learning, and tasks present this in the form of a problem-solving negotiation between knowledge that the leaner holds and new knowledge".

According to Sato (1988) in Richard and Rodgers' book *Approaches and Methods in Language Teaching Second Edition* (2001:228) "tasks are

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believed to foster processes of negotiation, modification, rephrasing, and experimentation that are at the heart of second language learning". In addition, Crooks (1986:1) defines a task as "a piece of work or an activity, usually with a specified objective, undertaken as part of an educational course, at work, or used to elicit data for research". This view is part of a more general focus on the critical importance of conversation in language acquisition".

As for the features of task-based language teaching, Nunan (1991:279) gives a summary as follows:

> An emphasis on learning to communicate through interaction in the target language; the introduction of authentic texts into the learning situation; the provision of opportunities for learners to focus, not only on language, but also on the learning process itself; an enhancement of the learners' own personal experiences as important contributing elements to classroom learning; an attempt to link classroom language learning with language activation outside the classroom.

Moreover, Nunan (1989) in Richards and Rodgers' book *Approaches and Methods in Language Teaching Second Edition* (2001:231) suggests that a syllabus might specify two types of tasks:

> (1) Real world tasks, which are designed to practice or rehearse those tasks that are found to be important…and turn out to be important and useful in the real world. (2) Pedagogical tasks, which have a psycholinguistics basis in SLA theory and research but do not necessarily, reflect real-world tasks.

Furthermore, Richards and Rodgers (2001:236) explain that "instructional materials play an important role in Task Based Learning because it is dependent on a sufficient supply of appropriate classroom tasks…and resources to develop". From those explanations, the researcher

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concludes that Task Based Learning requires many tasks which engage and motivate students. Besides, a variety of realia can also be used as a source for TBL. According to Richards and Rodgers (2001:237), there are some tasks that can be built around such media products; they are: newspapers, television, and internet.

As a result, teachers should engage and raise students' motivation through various tasks, and teachers should also prepare students for tasks in a clear way. According to Richards and Rodgers (2001:236) "such activities might include topic introduction, clarifying tasks instructions, helping students learn or recall useful words and phrases to facilitate tasks accomplishment, and providing partial demonstration of tasks procedures". That is why teacher plays an important role to motivate and encourage students through some tasks which are designed to raise students' interest.

These kinds of tasks will accommodate both teachers and learners' needs in teaching and learning process which occur in the classroom, because students will experience the learning process through the tasks which reflect a real world situation and teachers will know how to measure students' understanding through the tasks.

3. Community Language Learning

According to Richards, J, J. Platt, H. Webber (1985: 50) the definition of Community Language Learning (CLL) is as follows:

> Community Language Learning is an application of counseling learning to second and foreign language teaching and learning. It uses

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> techniques developed in group counseling to help people with psychological and emotional problems. The method makes use of group learning in small or large groups. These groups are the "community". The method places emphasis on the learners' personal feelings and reactions to language learning. Learners say things which they want to talk about in their native language. The teacher (known as "counselor") translates the learner's sentences into foreign language and the learner then repeats this to other members of the group.

Following the premise of Community Language Learning (CLL), Curran (1976) in Riza, Eileen N's article (2002:721) has clearly stated that there were five learning stages that students pass through as they learn a foreign language. The process starts with a language beginner who is dependent upon the teacher for everything (Stage One); Stage Two occurs when the beginner starts to use the second language, but with frequent support from the teacher, who "counsels" the learner by offering support, understanding, and a non-threatening group environment. Stage Three involves the advanced student who becomes an independent language learner, and may even resist teacher correction. Stage Four is characterized by role reversal, as the student is very fluent and the teacher attempts understanding. The teacher may be hesitant to correct the student at this point. At Stage Five, the student has complete metalinguistic competence and is capable of learning independently.

Furthermore, according to Marshall and Baker in their article *English Teaching Professional* (2000:47) Community Language Learning (CLL) uses counseling-learning theory to teach language. Moreover, the method is based on English for communication and is extremely learner focused. According to Marshall and Baker in their article *English Teaching*

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Professional (2000:47) there are five common stages of learning in applying Community Language Learning (CLL), they are:

a. Students don't know the target language and are completely dependent on the teacher.
b. With the aid of the teacher, students begin to use the new language.
c. Students use the language independently and confidently, understand better, and may even begin to resist intervention by the teacher.
d. Students are able to express themselves more elaborately, although they may feel aware of gaps in their knowledge.
e. Students are able to continue their learning without assistance.

Students especially children like to share their life experience to others; this is in accordance with Harmer's view (2001:38): "they are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topics in the classroom". Moreover Richards and Rodgers (2001:91) state that in Community Language Learning "interaction between learners and knowers is initially dependent. The learner tells the knower what he or she wishes to say in the target language, and the knower tells the learner how to say it". Additionally, Larsen-Freeman (2000:98) states that "teachers who use the Community Language Learning method want their students to learn how to use the target language communicatively".

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Some activities can be introduced to the students; for example, they can work in groups (group work) or in pairs (pair work). Harmer (2007:43) states that "groupwork and pairwork have been popular in language teaching for many years and have many advantages…students tend to participate more actively, and they also have more chance to experiment with the language than is possible in a whole-class arrangement". Moreover, according to Larsen-Freeman (2000:99) there are some characteristics of Community Language Learning; they are:

> In a beginning class, which is what we observed, students typically have a conversation, using their native language…various activities are conducted (for example, examination of a grammar point, working on pronunciation of a particular phrase, or creating new sentences with words from the transcript) that allow students to further explore the language they have generated. During the course of the lesson, students are invited to say how they feel, and in return the teacher understands them

Additionally, Rardin (1988) in Larsen-Freeman's book (2000:100) has clearly stated that "the Community Language Learning method is neither student-centered, nor teacher-centered, but rather teacher-student-centered, with both being decision-makers in the class". According to Larsen-Freeman (2000:105) the two most basic principles which underline the kind of learning that can take place in the Community Language Learning method are summed up in the following phrases:

> (1) Learning is persons, 'which means that whole-person learning of another language takes place best in a relationship of trust, support, and cooperation between teacher and students and among students; and (2) 'Learning is dynamic and creative,' which means that learning is a living and developmental process.

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During the implementation of this method, teachers have an important role as Richards and Rodgers (2001:95) describe that in Community Language Learning "the counselor's role is to respond calmly and nonjudgementally…later, interaction may be initiated by the students, and the teacher monitors learner utterances". Furthermore La Forge (1983:44) states that "when faced with a new cognitive task, the learner must solve an affective crisis, one for each CLL stage, the student progresses from a lower to a higher stage of development".

Although the researcher used Community Language Learning method in this level (joint construction), during the implementation the researcher was able to find some weaknesses. One of the weaknesses was: the implementation of this method was only suitable for high proficient student. This is accordance with Richards and Rodgers' (2001:97) statement "Community Language Learning places unusual demands on language teachers. They must be highly proficient and sensitive to nuance in both L1 and L2. They must be familiar with and sympathetic to the role of counselors in psychological counseling". Even though the researcher found this weakness, the researcher tried to cover this weakness by using other methods (Task Based Learning, Audio-lingualism, Suggestopedia, and TPR) that were suitable for students.

4. Suggestopedia

According to Richards, J, J. Platt, H. Webber (1985: 281) the definition of Suggestopedia is:

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> A method of foreign-language teaching that makes use of dialogues, situations, and translation to present and practice language, and in particular, makes use of music, visual images, and relaxation exercises to make learning more comfortable and effective. Suggestopedia is said to be a pedagogical application of "suggestology", the influence of suggestion on human behavior.

Moreover, Richards and Rodgers (2001:100) state that in a suggestopedia "a most conspicuous feature of suggestopedia is the centrality of music and musical rhythm to learning". These statements are corresponds with the characteristic that children have, that is they have a limited attention span; unless activities are extremely engaging they can easily get bored, losing interest after ten minutes or so (Harmer 2001:38). Furthermore, varying the tone and rhythm of presented materials helps both to avoid boredom through monotony of repetition and to dramatize, emotionalize, and give meaning to linguistic materials (Bancroft 1972:19). Furthermore, Larsen-Freeman (2000:73) has clearly stated that "the application of the study of suggestion to pedagogy, has been developed to help students eliminate the feeling that they cannot be successful or the negative association they may have toward studying and, thus to help them overcome the barriers of learning". One of the activities is by listening to music. According to Larsen-Freeman (2000:78), the importances of using suggestopedia as the method in teaching are as follows:

> Songs are useful for freeing the speech muscles and evoking positive emotions and communication takes place on 'two planes': on one the linguistic message is encoded; and on the other are factors which influence the linguistic message. On the conscious plane, the learner attends to the language; on the subconscious plane, the music suggests that learning is easy and pleasant. When there is a unity between conscious and subconscious, learning is enhanced.

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There are some goals for the teachers who use suggestopedia, namely:

> Teachers hope to accelerate the process by which students learn to use a foreign language for everyday communication. In order to do this, more of the students' mental powers must be tapped. This is accomplished by desuggesting the psychological barriers learners bring with them to the learning situation and using techniques to activate the 'paraconscious' part of the mind, just below the fully-conscious mind (Larsen-Freeman 2000:81).

In addition Richards and Rodgers (2001:102) have clearly stated that "varying the tone and rhythm of presented materials helps to avoid boredom through monotony of repetition and to dramatize, emotionalize, and give meaning to linguistic material". Larsen-Freeman (2000:82) suggests that "a great deal of attention is given to students' feeling in this method. One of the fundamental principles of the method is that if students are relaxed and confident, they will not need to try hard to learn the language, it will just come naturally and easily". Moreover, Bancroft (1972:19) states that "Suggestopedia contains such activities like role playing, games, songs, and gymnastic exercises". Additionally, Larsen-Freeman (2000:82) has clearly stated that:

> The teacher initiates interactions with the whole group of students and with the whole group of students and with individuals right from the beginning of a language course. Initially, the students can only respond nonverbally or with a few target language words they have practiced. Later the students have more control of the target language and can respond more appropriately and even initiate interaction themselves.

When Suggestopedia was used in this level (joint construction), the researcher found that it could not work independently. It needed harmonization from the other methods. This is in line with Richards and

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Rodgers' (2001:106) statement "…suggestopedia that appear effective and that harmonize with other successful techniques in the language teaching inventory". That is why Suggestopedia is a suitable model which can be adapted based on children's characteristics.

5. Total Physical Response

According to Richards and Rodgers (2001:73) Total Physical Response is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. Furthermore, Asher sees three processes as central:

a. Children develop listening competence before they develop the ability to speak.
b. Children's ability in listening comprehension is acquired because children are required to respond physically to spoken language in the form of parental commands.
c. Once a foundation in listening comprehension has been established, speech evolves naturally and effortlessly out of it.

As we know that children need various activities which can avoid them from boredom, and the researcher sees that by using Total Physical Response (TPR) as one of the alternatives; students will be challenged to do the activities presented. Furthermore, Curtain and Pesola (1988:65) state that "James Asher (1986) developed his Total Physical Response (TPR) to language teaching as a response to the different tasks performed

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by the left and right hemispheres of the brain". Richards and Rodgers (2001:77) describe Total Physical Response as follows:

> Materials and realia play an increasing role, however, in later learning stages. For absolute beginners, lessons may not require the use of materials, since the teacher's voice, actions, and gestures may be a sufficient basis for classroom activities. Later, the teacher may use common classroom objects, such as books, pens, cup, furniture.

In addition, Larsen-Freeman (2000:115) states that "vocabulary and grammatical structures are emphasized over other language areas…teachers will know immediately whether or not students understand by observing students' actions" and according to Silver, B. Adelman, and E. Price (2003:2) the reasons of using Total Physical are:

a. Students need to be involved in a situation where oral language meaning is immediately perceived and understood.
b. Students' silence (as supposed to oral production) is permitted and encouraged as a learning tool while they can watch the effect of language on the actions of others.
c. Students' comprehension is demonstrated by successfully completing tasks cued by oral language.

Moreover Shearon (2008:1) points out that Total Physical Response (TPR) allows students to react to language without thinking too much, facilitates long term retention, and reduces students' anxiety and stress. Additionally, Larsen-Freeman (2000:112-114) states that "language learning is more effective when it is fun and one of the main reasons TPR

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was developed was to reduce the stress people feel when studying foreign languages".

Sharon (2008:2) describes that there are some fundamental notions behind Total Physical Response (TPR), and that notions are:

a. Childhood language acquisition theories

   Children are exposed to huge amounts of language input before speaking. Language learners can also benefit from following this "natural" progression from comprehension to production, instead of the more normal situation where learners are asked to produce instantly.

b. The right brain / left brain divide

   When language is taught by lecturing or explaining, the cynical left brain is targeted and the information is kept in short term memory (if at all). It is soon forgotten as it never becomes "real" to the student.

   When language is taught actively through movement, the right brain "believes" the information and retains it, in the same way that skills such as swimming or riding a bicycle are remembered long term.

c. Lowering stress and the affective effect

   Students learn more when they are relaxed. This is because the affective filter, a mental barrier between the students and the information, is raised when students are nervous or uncomfortable.

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> When the affective filter is high, learners find it harder to understand, process, and remember information. TPR helps reduce the affective filter because it is less threatening than traditional language activities. Students do not have to produce language. Mistakes are unimportant and easily (and painlessly) corrected by the teacher. Language is remembered easily and long-term.

Furthermore, Larsen-Freeman (2000: 111) has clearly stated that:

> Meaning in the target language can often be conveyed through actions. Memory is activated through learner response. Beginning foreign language instruction should address the right hemisphere of the brain, the part which controls nonverbal behavior. The target language should be presented in clunks, not just word by word.

When Total Physical Response was used in this level (joint construction), the researcher found that it couldn't work independently. It needed synchronization from the other methods. This is in accordance with Richards and Rodgers' (2001:79) statement;

> Asher stressed that Total Physical Response should be used in association with other methods and techniques. Indeed, practitioners of TPR typically follow this recommendation, suggesting that for many teachers TPR represents a useful set of techniques and is compatible with other approaches to teaching.

Based on the explanation above Total Physical Response (TPR) can be a break for teachers and students, a refreshingly different style of teaching and skilful use of Total Physical Response (TPR) allows us to drill target language repeatedly without losing the students' interest.

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D. Comprehensive Teaching Technique (CTT) Steps

As we know that many teachers use monotonous teaching method to present grammar. In the level of elementary school the use of monotonous teaching technique will be a problem for teachers, since it is related to children characteristics. As we mentioned above we know that according to Harmer (2001:38) one of children's characteristics is "They have a limited attention span; unless activities are extremely engaging they can easily get bored, losing interest after ten minutes or so". Due to this characteristic, teachers have to prepare various activities to be implemented in order to avoid children's boredom. Harmer (1991:7) has clearly stated that "Children need frequent changes of activity: they need activities which are exciting and stimulating their curiosity: they need to be involved in some activities (they will usually not sit and listen), and they need to be appreciated by the teacher". That is why Comprehensive Teaching Technique has a lot of methods which can be applied and developed during the teaching and learning process. The steps of Comprehensive Teaching Technique can bee seen through the model below:

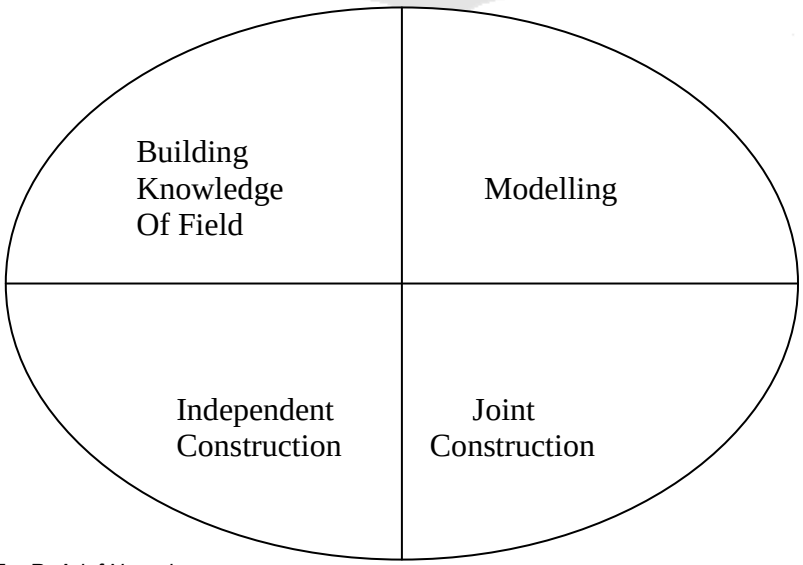

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Diagram: Hammond et.al (1992) in *Materi Latihan Terintegrasi Depertemen Pendidikan Nasional* (2004:4)

The goal of this technique itself is to improve students' grammar comprehension. Richards, J, J. Platt, H. Webber (1981:54) have clearly stated that comprehension is the process by which a person understands the meaning of written or spoken language. In this case, the students should be able to have the ability to know correct grammatical sentences in order to avoid the misunderstanding in communication.

1. Building Knowledge of Field

Hammond et al (1992:17) explained that in the first level in Comprehensive Teaching Technique (Building Knowledge of Field), the interaction happens between teachers and students (class) and also among students, and here teachers will try to build the students' knowledge by eliciting and leading students' mind with some leading questions. This is called elicitation. According to Richards, J, J. Platt, H. Webber (1985:90) elicitation is "(in language teaching) techniques or procedures which a teacher uses to get learners to actively produce speech or writing". The content of this level can be derived from cultural context, shared experience (teacher to students or student to student), and leading questions or explanations to control relevant vocabulary and grammatical patterns through an elicitation procedure (see syllabus in chapter 4). Moreover, according to Richards, J, J. Platt, H. Webber (1985:90) elicitation procedure is:

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> (in linguistics or second language acquisition research) a technique used to obtain information about how someone uses a particular language item. The subject may be asked to describe a picture, tell a story or finish an incomplete sentence. These procedures are used to get a fuller understanding of linguistic knowledge than the study of naturally occurring speech or writing can provide.

One example of an elicitation procedure is elicited imitation. Richards, J, J. Platt, H. Webber (1985:90) describe elicited imitation as "an elicitation procedure which a person has to repeat a sentence which he or she sees or hears. When people are asked to repeat a sentence which uses linguistic rules which they themselves cannot or do not use". This kind of strategy (elicitation) is a part to raise students' grammar consciousness. In order to raise their awareness or consciousness, teachers should apply the appropriate elicitation and introduction approach to students. According to Thornbury (1999:24) "it might seem that we have come full circle, and that grammar consciousness-raising is simply a smart term for what was once called grammar presentation".

In order to make students develop their grammar mastery, teachers' clear presentation is an important factor in the teaching-learning process. Teachers' clear explanation itself is a strategy to catch children's attention, because by catching children's attention, the language focus will be caught easily. This is in line with Thornbury's statement (1993:24) "if the teacher uses techniques that direct the learner's attention to form, and if the teacher provides activities that promote awareness of grammar, learning seems to result".

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2. Modelling of Text

In the second level (Modeling of Text), the contact happens between teachers and students (class). Students are in the passive side because they only listen to the teacher explanations, and here the teacher will explain the language focus which becomes the target of teaching and learning process. During this level teachers will explain about the language or the schematic structures and the linguistic features of the language focus. According to Richards, J, J. Platt, H. Webber (1985:181) Modeling is:

> Providing a model (e.g. a sentence, a question) as an example for someone learning language. In second language and foreign- language learning, some teaching methods emphasize the need for teachers to provide accurate models for learners to imitate, for example the audio-lingual method.

In this level teachers show a model to students. Richards, J, J. Platt, H. Webber (1985:181) have clearly stated that model is "(in language teaching) someone or something which is used as a standard or goal for the learner, e.g. the pronunciation of an educated native speaker". In the modeling level, teachers have to sharpen students' grammar skill and according to Canale and Swain (1979) in Curtain and Pesola's book (1988:117-118) the communicative competence is actually the combination of competence in four areas:

> (1) grammatical competence, the ability to apply the rules of grammar to produce or interpret a message correctly; (2) discourse competence, the ability to connect several ideas together appropriately and to maintain an extended exchange to message; (3) sociolinguistic competence, the ability to choose language usage according to the social situation; and (4) strategic competence, the ability to understand a basic meaning or to be understood, even when adequate vocabulary and structures are lacking.

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Curtain and Pesola's explanation suggest that that grammatical competence cannot be separated from the language skills i.e. speaking, reading, listening, and speaking as well as turn out to be one of the important factors in communication.

3. Joint Construction

In the third level (Joint Construction), the interaction happens between student to student and students (class) to teacher. The implementation of various methods will appear in this level, as according to Harmer (2007:15) "with younger children we may offer a greater variety of games, songs, and puzzles than we would do with older students". In this level, students try to solve the problems which are designed to measure the students' comprehension, and in this level students can come up with their groups or peers. Also, in this level, students try to check their understanding of the language focus that they have already learned in the previous level. As we know that the use of various activities in this level will avoid them from getting bored. Furthermore (in this level), the researcher tries to put students into some small groups or pair activities. This is intended to raise their sense of cooperation. According to Curtain and Pesola (1988:171) "pair and small-group work, when they take place under the umbrella of cooperative learning, can be the most natural and effective means of helping students to communicate in a second language". According to Johnson and Johnson (1987) in Curtain and

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Pesola's book (1988:171) there are some requirements to succeed small groups and pairs activities, namely:

> (1) *Positive interdependence* means that everyone depends on one another and that no one feels exploited, unnecessary, or left out; (2) *Face to face interaction* is possible only when children are in a physical setting in which they can talk with one another and work together easily, without raising their voices; (3) *Social skills training* is an integral component of all work in the cooperative classroom. The teacher helps children to understand the skills they will need…and helps them to practice and monitor them.

During the implementation of the small-groups and pair activities teacher have to plan the effective ways to conduct and organize the small-groups and pair activities. According to Knop (1986) as quoted by Curtain and Pesola (1988:177) there are some guidelines which will help the teachers plan effectively for pair or small-groups activity in the classroom; they are:

a. Limit the size of the group

   Cooperative groups are usually most effective when they are no larger than five, and they should never be larger than seven.

b. Motivate the activity

   When the teacher sets the context for the activity dramatically, using actions and visuals, motivation is enhanced.

c. Set clear goals

d. Give directions

   Give the sequence of the activity in precise steps, so students know exactly what is expected of them at every step of the way.

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e. Circulate among the students

The teacher can also give suggestions to students who need help and show interests in the conversation they are having. While moving around, the teacher can monitor the use of the target language, language problems that students are having, and success or failure in the use of cooperative skills.

f. Elicit feedback at the end of the drill

Based on the guidelines above, teachers should be aware of their presentation during the Joint Construction phase in the classroom.

4. Independent Construction

In the fourth level (Independent Construction), the interaction happens between teacher and student (individual). In this level teacher can measure the students' understanding after they received the given materials, because students should do some tasks individually. According to Richards, Platt, and Weber (1985:289) task is "an activity or action which is carried out as the result of processing or understanding language". According to Curtain and Pesola (1988:185), there are two guidelines for testing students; as follows:

1. Use the achievement test as an opportunity for children to discover how much they know, not how much they still have to learn.
2. Test what has been taught in the way it has been taught.

Using those two guidelines, teachers have to prepare a clear test items which avoid students' confusion and anxiety through a valid and reliable

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test items. Teachers have to enhance students' motivation and self-confidence in order to help students to achieve success in demonstrating what they have learned. Moreover, all skills that have been used in activities during class should be included in the test in some way. Furthermore Curtain and Pesola (1988:186) have clearly stated that:

> The teacher who plans each lesson on the basis of carefully worded, student-oriented objectives has already laid the groundwork for the activities that will be a part of the test. Each objective that appears on the test should bear approximately the same weight of importance that carried in the development of class activities.

Therefore, the best sources of ideas for test items are the activities used in daily class sessions. There should be no surprise element on a test designed to help students discover what they know. In this level, the researcher uses discrete-item tests or multiple choice model to measure students' comprehension. According to Thornbury (1993:141):

> Tests of this sort make up a significant proportion of what passes as grammar testing- and indeed, language testing generally-whether the purpose of the test is to place learners in the right class (placement tests), to test how well they are getting on mid-course (progress tests), or to test how well they have done at the end (achievement tests).

The researcher uses the discrete-item tests or multiple choice models in order to deal with the practical factor in measuring students' understanding in grammar. This is in line with Thornbury's statement (1993:141):

> One of the attractions of these kinds of test is that they are relatively easy to design and they are very easy to set and to mark: they are practical. And, importantly, they meet learners' expectation as to what a test should be like: they have what is called face validity. They also fulfill another criterion of test effectiveness in that they are reliable.

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As a result, in this level, teachers can see students' grammar comprehension through a test (multiple choice test) which can measure students' comprehension and by having this comprehension, students will avoid fossilized grammar error, while their oral performance will be evaluated through their daily performance during the learning session in class.

E. The Comprehensive Teaching Technique (CTT)

This research aimed to design a scientific teaching technique which will help the students of ELTI – Gramedia English Course Semarang to comprehend grammar and to find out whether the technique was effective or not in improving the students' grammar comprehension.

A good and suitable model has to fit some criteria such as: (a) present motivational set to generate interests and establish relevance, (b) provide structure overview/advanced organizer for lesson/learning activity, (c) activate students' prior knowledge/bridges learning from one lesson/learning activity to the next, (d) specifies major objectives/learning outcomes for lesson/learning activity, (e) provides clear, concise instructions, directions, and explanations to guide student learning, (f) utilizes multiple and varied teaching/learning models (e.g. multiple intelligences, experiential/discovery learning, whole language, integrated/interdisciplinary studies, independent study, direct instruction), instructional strategies (e.g. discussion, learning center simulation), human and materials resources (e.g. books, videotapes), (g)

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varies whole class, small group, pair, and individual instruction; group and re-groups students for instruction as needed, (h) balances active and passive learning activities/assignments, (i) provides guided practice, feedback, correction and re-direction as needed, (j) provides sufficient learning materials/tasks for duration of lesson and learning activity, (k) provides opportunities for students to develop interests/passions to expertise (O'Hara 1999: 1-2).

In gaining the goals stated above, a scientific model for a grammar teaching was designed known as Comprehensive Teaching Technique (CTT) as the combination of various teaching methods namely: Audio-lingualism, Task Based Learning, Suggestopedia, Community Language Learning, and Total Physical Response.

F. Syllabus and Product

According to Richards, J, J. Platt, H. Webber (1985: 283) the definition of syllabus is as follows:

> A description of the contents of a course of instruction and the order in which they are to be taught. Language-teaching syllabus may be based on (a) grammatical items and vocabulary (b) the language needed for different types of situation (c) the meanings and communicative functions which the learner needs to express in the target language

There were four steps involved in a Comprehensive Teaching Technique (CTT) starting from Building Knowledge of Field, Modelling, Joint Construction, and Independent Construction. As the first step of the model, Building Knowledge of field was aimed to elicit students' curiosity and to set their awareness of the language focus. In this level, students were asked to be

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active and responsive. In the second level (Modelling), students were asked to be passive and they only listened to the teachers' explanation about the formula and the characteristics of the language focus. The Joint Construction as the third level focused on the assignments that were done by peer groups. The last level (Independent Construction) was aimed to measure students' understanding of the language focus. Based from the explanation above, the syllabus of Comprehensive Teaching Technique (CTT) which contains Building Knowledge of Field, Modelling, Joint Construction, and Independent Construction can be seen through table 2.1.

Table 2.1

Comprehensive Teaching Technique

Meeting	**Language Focus**	**Building Knowledge Of Text**	**Modelling**	**Joint Construction**	**Independent Construction**
1. (2x45min)	Simple Present	Using expressions like: A)What do you do at 6 am on Wednesday ? B)Tell me about your activities on Monday C)Who is he?	A)Explaining students about the examples of verbs that we usually use to express students' daily activities, such as: **Wake(s) up**, **go(es) to school**, **have(has) breakfast**, **take a nap, he is my father** etc. B)Explaining the formula of Simple Present	A)Using realia (clock) and students share their daily activities among others B)Using Activities Board, dice, and chips (contains daily activities pictures) and then students compete to the finish line on the board C)Class survey (students ask some related expressions	Students fill the task given by the teacher individually (the types of the task are multiple choice items, gap filling, and cloze procedures)

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				such as: where are you at 9am on Monday?, where is she at 9 am on Monday?, etc.)	
2. (2x45min)	Simple Present	Using expressions like: A)What time does your classes begin? B)How do you go to school?	A)Explaining students about the examples of verbs that we usually use to express students' activities, such as: **My classes begin at seven, I go to school by car**, etc. B)Explaining the formula of Simple Present	A)Students sit in a circle, one student starts telling the activity (one sentence) of the day, and his/her friend next to him/her continues the story, and so on. The story must be in relation with one to another B)Students listen to a song (my activities on Sunday) for three times, and they have to memorize and then write what activities in that song	Students fill the task given by the teacher individually (the types of the task are multiple choice items, gap filling, and cloze procedures)
3. (2x45min)	Present Progressive	Using expressions like: A)What are you doing right now/at the moment? B)What is	A)Explaining students about the examples of verbs that we usually use to express students' activities,	A)Using verbs flash card and students have to make a sentence from the shown verbs B)Students collaborating	Students fill the task given by the teacher individually (the types of the task are multiple choice items, gap filling,

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		your mom possibly doing at the moment?	such as: **I am sitting**, **She is listening**, **He is watching TV**, etc. B)Explaining the formula of Present Progressive	to know about what activity is going outside the class through "sms" paper C)Student mime (do pantomime) in front of the others and the others have to guess what is she/he doing (what are you doing? Are you singing? Are you playing hide and seek? Etc.)	and cloze procedures)
4. (2x45min)	Simple Past	Using expressions like: A)What did you do last night	A)Explaining students about the examples of verbs that we usually use to express students' activities, such as: **Slept**, **played**, **watched**, **took a nap**, **had breakfast**, etc. B)Explaining the formula of Simple Present (regular and irregular)	A)Using verbs flash cards and students have to separate regular verbs and irregular verbs B)Showing pictures of ancient people (their activities) and students have to describe about what the ancient people did in the past.	Students fill the task given by the teacher individually (the types of the task are multiple choice items, gap filling, and cloze procedures)
5. (2x45min)	Simple Past	Using expressions	A)Explaining students	A)Students sit in a circle and	Students fill the task given

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		like: A)How did you go to school yesterday? B)Can you guess what did I buy at *Carrefour* yesterday?	about the examples of verbs that we usually use to express students' activities, such as: **I walked to school yesterday, You bought a t-shirt yesterday**, etc. B)Explaining the formula of Simple Past	share what activities they did yesterday B)Using time board and students have to answer this following question (where were you at that time and what did you do then?)	by the teacher individually (the types of the task are multiple choice items, gap filling, and cloze procedures)
6. (2x45min)	Simple Past	Using expressions like: A)What did you study yesterday? B)What did your mom cook yesterday?	A)Explaining students about the examples of verbs that we usually use to express students' activities, such as: **I studied math, She cooked a chicken curry**, etc. B)Explaining the formula of Past Perfect	A)Using cassette, students hear a conversation between two persons and students have to write the past tense form they hear B)Class survey (what did your father, mother, and brother or sister do yesterday?)	Students fill the task given by the teacher individually (the types of the task are multiple choice items, gap filling, and cloze procedures)
7. (2x45min)	Comparison	Using expressions like: A)Which one is faster?	A)Explaining students about the examples of sentence that we usually	A)Using domino cards which contains two pictures that they have to	Students fill the task given by the teacher individually (the types of the task are

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		B)What do you think between Ferrari and Pedicab? C)Who is taller than Michael Jordan?	use to express, such as: **A Ferrari is faster than a pedicab**, **Yao Ming is taller than Michael Jordan**, etc. B)Explaining the formula of comparison	compare to (for example, a picture of an iron and a paper: the iron is harder than the paper). B)They mingle around the class and have a class survey which will end with the reports like: "Fardan is taller than Handika".	multiple choice items, gap filling, and cloze procedures)
8. (2x45min)	Superlative	Using expressions like: A)Who is the tallest person in this class? B)What is the fastest vehicle in the world?	A)Explaining students about the examples of sentence that we usually use to express, such as: **Agaphe is the tallest**, **Apollo 21 is the fastest** etc. B)Explaining the formula of superlative	A)Using pictures which contains famous people, famous transportation vehicle in the world, popular activities and students work in a pair, furthermore they have to compete with the other pairs in producing sentences B)Students prepare a series of questions to be answered by the others and they have to mingle in order to get	Students fill the task given by the teacher individually (the types of the task are multiple choice items, gap filling, and cloze procedures)

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				their friends' answer (with some questions such as: what is the tallest mountain in the world? Who is the fastest man in the world, etc.) and the winner is the one that can answer most questions	
9. (2x45min)	Present Perfect	Using expressions like: A)Have you ever visited Jakarta? B)Have you already seen Ayat-ayat Cinta movie?	A)Explaining students about the examples of verbs that we usually use to express students' activities, such as: **I have seen that movie, I have been to Jakarta**, etc. B)Explaining the formula of Present Perfect	A)Using noun cards and action cards, students work in groups B)Students make a series of questions to his/her friends (which related to Present Perfect experience), and they have to report the results (his/her friends' answers) it in front of the class	Students fill the task given by the teacher individually (the types of the task are multiple choice items, gap filling, and cloze procedures)
10. (2x45min)	Present Perfect	Using expressions like: A)Have you seen snow? B)Have you	A)Explaining students about the examples of verbs that we usually use	A)Students listen to a song and they have to write the missing lyrics which	Students fill the task given by the teacher individually (the types of the task are

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		ever written a poem?	to express students' activities, such as: **I have never seen snow, I have ever written a poem**, etc. B)Explaining the formula of Present Perfect	indicate the Present Perfect form B)Students play "the greatest liar". First teacher gives students a card which contains a statement like "I have ever played with Ronaldo" and students have to tell to the other students a liar (each students get their part)	multiple choice items, gap filling, and cloze procedures)
11. (2x45min)	A)There is/there are B)How many?	Using expressions like: A)How many wheels are there on a plane? B)How many rooms are there in your house? C)How many dining room in your house?	A)Explaining students about the examples of sentence that we usually use to express students' activities, such as: **There is one lamp in my room; There are eight wheels on a truck,** etc. B)Explaining the formula	A)Divide the class into four groups. Each group make a trivia quiz (the topic is geography (town, cities, countries, etc))	Students fill the task given by the teacher individually (the types of the task are multiple choice items, gap filling, and cloze procedures)
12. (2x45min)	Possessive Adjectives	Using expressions like: A)Do you like your new book?	A)Explaining students about the examples of verbs that we usually use	A)Using action cards and noun cards which show people's,	Students fill the task given by the teacher individually (the types of the task are

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		B)Why do you leave your home early?	to express students' activities, such as: **I like my new book, I have to get his book**, etc. B)Explaining the formula of Possessive Adjectives	gestures, emotion, and activities B)Using cassette, and they have to write the missing lyrics (cloze procedure)	multiple choice items, gap filling, and cloze procedures)
13. (2x45min)	Text Procedures (imperatives)	Using expressions like to describe how to make a cup of tea, a glass of coffee, how to prepare a birthday party etc.	A)Explaining students about the examples of sentence that we usually use to express students' activities, such as: **Pour the coffee powder, pour some sugar,** etc. B)Explaining the formula	A)Students make a plan for friend's birthday party B)Students work in pair and explain how to make a special food for your parents' wedding anniversary	Students fill the task given by the teacher individually (the types of the task are multiple choice items, gap filling, and cloze procedures)
14. (2x45min)	Simple Future	Using expressions like: A)What will you do tomorrow? B)What will you do with your homework?	A)Explaining students about the examples of verbs that we usually use to express students' activities, such as: **I will go to school tomorrow, I will do my homework**,	A)Using time table, and students have to write their plans tomorrow B)Students sit in a circle and share their experience in the next holiday season.	Students fill the task given by the teacher individually (the types of the task are multiple choice items, gap filling, and cloze procedures)

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			etc. B)Explaining the formula of Simple Future		
15. (2x45min)	Simple Future	Using expressions like: A)What will you do if the phone's ringing? B)What will your mother do if you sick?	A)Explaining students about the examples of verbs that we usually use to express students' activities, such as: **I will pick up the phone, She will take me to the doctor**, etc. B)Explaining the formula of Simple Future	A)Students listen to a song and they have to write the Simple Future form from the song they hear B)Using actions cards (for example: picture of a sick person, picture of telephone ringing, etc) and they have to play snake and ladder based from the pictures.	Students fill the task given by the teacher individually (the types of the task are multiple choice items, gap filling, and cloze procedures)
16. (2x45min)	Object Pronouns	Using expressions like: A)When will you see him? B)Who often help you?	A)Explaining students about the examples of sentence that we usually use to express students' activities, such as: **I will meet him tomorrow, He often helps me** . B)Explaining the formula	A)Students listen to a song and they have to write the object pronouns from the song they hear B)Using actions cards (for example: picture of a person giving a book, picture of a person giving a lot of presents to a girl) and they	Students fill the task given by the teacher individually (the types of the task are multiple choice items, gap filling, and cloze procedures)

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				have to play "make a sentence!" in front of the class.	
17. (2x45min)	Be + going to (future expression)	Using expressions like: A)What are you going to do after this class?	A)Explaining students about the examples of sentence that we usually use to express students' activities, such as: **I am going to have dinner with my mother, I am going to buy a new sandals**, etc. B)Explaining the formula	A)Using activities cards, (for example: pictures of someone is having dinner, someone is playing football, etc) B)Using cassette and students have to fill the missing lyrics (cloze procedure)	Students fill the task given by the teacher individually (the types of the task are multiple choice items, gap filling, and cloze procedures)
18. (2x45min)	A)There is/There are B)Prepositions (in, on, at)	Using expressions like: A)What's on in town today? B)Where can we see Borobudur temple?	A)Explaining students about the examples of sentence that we usually use to express students' activities, such as: **There is a football match at Tri Lomba Juang stadium, on Sunday at 3 o'clock, We can see**	A)Students describe (in the form of sentences) what is on in town from the table given by teacher (the table consists of events, places, date, and time) B)Students make a geography quiz (for example: where can you find Losari beach? Where	Students fill the task given by the teacher individually (the types of the task are multiple choice items, gap filling, and cloze procedures)

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			Borobudur in Magelang, etc. B)Explaining the formula of Future Perfect	is Jam Gadang? Where are pyramids? Etc.)	
19. (2x45min)	Prepositions (on, between, next to, across from, opposite)	Using expressions like: A)Can you tell me the way to the post office? B)Can you show me the way to the toilet?	A)Explaining students about the examples of sentence that we usually use to express students' activities, such as: **It's across from the Nokia Center, it's next to Santika hotel** etc. B)Explaining the formula	A)Students work in pairs, each student get a map, and students explain how to get to some places on his/her map	Students fill the task given by the teacher individually (the types of the task are multiple choice items, gap filling, and cloze procedures)
20. (2x45min)	How much? and how many?	Using expressions like: A)How much is a kilo of apple/orange? B)How much are those jeans? C)How much are those toys? D)How much is a bottle of	A)Explaining students about the examples of sentence that we usually use to express students' activities, such as: **It's ten thousand rupiahs, it is five thousands rupiahs, I**	Role play: some of students become buyers and some students become the shop assistant. The buyers are provided with the shopping list and they have to buy the things on the list	Students fill the task given by the teacher individually (the types of the task are multiple choice items, gap filling, and cloze procedures)

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		Coca Cola D)How many apples did you buy?	**bought 3 apples,** etc. B)Explaining the formula		

Methods Usage:

1st meeting

1. Task Based Learning

   Using Activities Board, dice, and chips (contains daily activities pictures) and the students competed to the finish line on the board (snake and ladder). This is in accordance with Task Based Learning philosophy, as Richards and Rodgers (2001:236) note "such activities might include topic introduction, clarifying tasks instructions, helping students learn or recall useful words and phrases to facilitate tasks accomplishment, and providing partial demonstration of tasks procedures". (See chapter 2; 2.3.b Task Based Learning; page 23)

2. Community Language Learning

   Using realia (clock) and students shared their daily activities among others. This is in accordance with Community Language Learning philosophy, as Harmer (2001:38) notes "they are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topics in the classroom". (See chapter 2; 2.3.c Community Language Learning; page 26)

3. Total Physical Response

   Class survey (students asked to each other) and students were mingling around in the class (students ask some related expressions such as: where

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are you at 9am on Monday? where is she at 9 am on Monday?). This is in accordance with Total Physical Response philosophy, as Larsen-Freeman (2000:112-114) states that "language learning is more effective when it is fun and one of the main reasons TPR was developed was to reduce the stress people feel when studying foreign languages". (See chapter 2; 2.3.e Total Physical Response; page 32)

4. Audio-lingualism

   Teacher introduced the model sentence. This is in accordance with Audio-lingualism philosophy, as Richards and Rodgers (2001:52) note that "the structure of the language was identified with its basic sentence patterns and grammatical structures. The language was taught by systemic attention to pronunciation and by intensive oral drilling of its basic sentence patterns". (See chapter 2; 2.3.a Audio-lingualism; page 20)

2nd meeting

1. Community Language Learning

   Students sit in a circle, one student started telling the activity (one sentence) of the day, and his/her friend next to him/her continues the story, and so on. The story must be in relation with one to another. This is in accordance with Community Language Learning philosophy, as Harmer (2001:38) notes "they are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topics in the classroom". (See chapter 2; 2.3.c Community Language Learning; page 26)

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2. Suggestopedia

   Students listened to a song (my activities on Sunday) for three times, and they had to memorize and then wrote what activities in that song. This is in accordance with Suggestopedia philosophy, as Bancroft (1972:19) notes "varying the tone and rhythm of presented materials helps both to avoid boredom through monotony of repetition and to dramatize, emotionalize, and give meaning to linguistic materials". (See chapter 2; 2.3. d Suggestopedia; page 29)

3. Audio-lingualism

   Teacher introduces the model sentence. This is in accordance with Audio-lingualism philosophy, as Richards and Rodgers (2001:52) note that "the structure of the language was identified with its basic sentence patterns and grammatical structures. The language was taught by systemic attention to pronunciation and by intensive oral drilling of its basic sentence patterns". (See chapter 2; 2.3.a Audio-lingualism; page 20)

3rd meeting

1. Task Based Learning

   Using verbs flash card and students made a sentence from the shown verbs. This is in accordance with Task Based Learning philosophy, as Richards and Rodgers (2001:236) note "such activities might include topic introduction, clarifying tasks instructions, helping students learn or recall useful words and phrases to facilitate tasks accomplishment, and providing

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partial demonstration of tasks procedures". (See chapter 2; 2.3.b Task Based Learning; page 23)

2. Total Physical Response

   - Students were collaborating to know about what activities are going outside the class through "sms" paper (through physical activities).
   - Student mimed (do pantomime) in front of the others and the others had to guess what is he/she doing (what are you doing? Are you singing? Are you playing kite?).

   This is in accordance with Total Physical Response philosophy, as Larsen-Freeman (2000:112-114) states that "language learning is more effective when it is fun and one of the main reasons TPR was developed was to reduce the stress people feel when studying foreign languages". (See chapter 2; 2.3.e Total Physical Response; page 32)

3. Audio-lingualism

   Teacher introduced the model sentence. This is in accordance with Audio-lingualism philosophy, as Richards and Rodgers (2001:52) note that "the structure of the language was identified with its basic sentence patterns and grammatical structures. The language was taught by systemic attention to pronunciation and by intensive oral drilling of its basic sentence patterns". (See chapter 2; 2.3.a Audio-lingualism; page 20)

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4th meeting

1. Task Based Learning

   Using verbs flash cards and students separated regular verbs and irregular verbs. This is in accordance with Task Based Learning philosophy, as Richards and Rodgers (2001:236) note "such activities might include topic introduction, clarifying tasks instructions, helping students learn or recall useful words and phrases to facilitate tasks accomplishment, and providing partial demonstration of tasks procedures". (See chapter 2; 2.3.b Task Based Learning; page 23)

2. Audio-lingualism

   Teacher introduced the model sentence. This is in accordance with Audio-lingualism philosophy, as Richards and Rodgers (2001:52) note that "the structure of the language was identified with its basic sentence patterns and grammatical structures. The language was taught by systemic attention to pronunciation and by intensive oral drilling of its basic sentence patterns". (See chapter 2; 2.3.a Audio-lingualism; page 20)

5th meeting

1. Community Language Learning

   Students sat in a circle and shared what activities they did yesterday. This is in accordance with Community Language Learning philosophy, as Harmer (2001:38) notes "they are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main

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topics in the classroom". (See chapter 2; 2.3.c Community Language Learning; page 26)

2. Task Based Learning

   Using time board and students had to answer this following question (where were you at that time and what did you do then?). This is in accordance with Task Based Learning philosophy, as Richards and Rodgers (2001:236) note "such activities might include topic introduction, clarifying tasks instructions, helping students learn or recall useful words and phrases to facilitate tasks accomplishment, and providing partial demonstration of tasks procedures". (See chapter 2; 2.3.b Task Based Learning; page 23)

3. Audio-lingualism

   Teacher introduced the model sentence. This is in accordance with Audio-lingualism philosophy, as Richards and Rodgers (2001:52) note that "the structure of the language was identified with its basic sentence patterns and grammatical structures. The language was taught by systemic attention to pronunciation and by intensive oral drilling of its basic sentence patterns". (See chapter 2; 2.3.a Audio-lingualism; page 20)

6th meeting

1. Suggestopedia

   Using cassette with musical background, and students heard a conversation between two persons furthermore students had to write the past tense form they hear. This is in accordance with Suggestopedia

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philosophy, as Bancroft (1972:19) notes "varying the tone and rhythm of presented materials helps both to avoid boredom through monotony of repetition and to dramatize, emotionalize, and give meaning to linguistic materials". (See chapter 2; 2.3. d Suggestopedia; page 29)

2. Total Physical Response/Community Language Learning

   Class survey and students were mingling in the class (what did your father, mother, and brother or sister do yesterday?). This is in accordance with Community Language Learning philosophy, as Harmer (2001:38) notes "they are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topics in the classroom". (See chapter 2; 2.3.c Community Language Learning; page 26) and this is also in accordance with Total Physical Response philosophy, as Larsen-Freeman (2000:112-114) states that "language learning is more effective when it is fun and one of the main reasons TPR was developed was to reduce the stress people feel when studying foreign languages". (See chapter 2; 2.3.e Total Physical Response; page 32)

3. Audio-lingualism

   Teacher introduced the model sentence. This is in accordance with Audio-lingualism philosophy, as Richards and Rodgers (2001:52) note that "the structure of the language was identified with its basic sentence patterns and grammatical structures. The language was taught by systemic attention to pronunciation and by intensive oral drilling of its basic sentence patterns". (See chapter 2; 2.3.a Audio-lingualism; page 20)

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7th meeting

1. Task Based Learning

   Using flash cards and students had to make sentences from those cards. This is in accordance with Task Based Learning philosophy, as Richards and Rodgers (2001:236) note "such activities might include topic introduction, clarifying tasks instructions, helping students learn or recall useful words and phrases to facilitate tasks accomplishment, and providing partial demonstration of tasks procedures". (See chapter 2; 2.3.b Task Based Learning; page 23)

2. Total Physical Response/ Community Language Learning

   Students mingled and sudents prepared a series of questions (with some questions such as: what is the tallest mountain in the world? Who is the fastest man in the world, etc.), the winner is the one that can answer most questions to be answered by the others and finally they had to report it in front of the class. This is in accordance with Community Language Learning philosophy, as Harmer (2001:38) notes "they are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topics in the classroom". (See chapter 2; 2.3.c Community Language Learning; page 26) and this is also in accordance with Total Physical Response philosophy, as Larsen-Freeman (2000:112-114) states that "language learning is more effective when it is fun and one

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of the main reasons TPR was developed was to reduce the stress people feel when studying foreign languages". (See chapter 2; 2.3.e Total Physical Response; page 32)

3. Audio-lingualism

   Teacher introduced the model sentence. This is in accordance with Audio-lingualism philosophy, as Richards and Rodgers (2001:52) note that "the structure of the language was identified with its basic sentence patterns and grammatical structures. The language was taught by systemic attention to pronunciation and by intensive oral drilling of its basic sentence patterns". (See chapter 2; 2.3.a Audio-lingualism; page 20)

8th meeting

1. Task Based Learning

   Students used the pictures which contain famous people, famous transportation vehicle in the world, popular activities, and students had to produce sentences based from the pictures. This is in accordance with Task Based Learning philosophy, as Richards and Rodgers (2001:236) note "such activities might include topic introduction, clarifying tasks instructions, helping students learn or recall useful words and phrases to facilitate tasks accomplishment, and providing partial demonstration of tasks procedures". (See chapter 2; 2.3.b Task Based Learning; page 23)

2. Total Physical Response/Community Language Learning

   Students prepared a series of questions to be answered by the others and they had to mingle in order to get their friends' answer (what is the tallest

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mountain in the world? Who is the fastest man in the world?). The winner is the one that can answer most questions. This is in accordance with Community Language Learning philosophy, as Harmer (2001:38) notes "they are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topics in the classroom". (See chapter 2; 2.3.c Community Language Learning; page 26) and this is also in accordance with Total Physical Response philosophy, as Larsen-Freeman (2000:112-114) states that "language learning is more effective when it is fun and one of the main reasons TPR was developed was to reduce the stress people feel when studying foreign languages". (See chapter 2; 2.3.e Total Physical Response; page 32)

3. Audio-lingualism

   Teacher introduced the model sentence. This is in accordance with Audio-lingualism philosophy, as Richards and Rodgers (2001:52) note that "the structure of the language was identified with its basic sentence patterns and grammatical structures. The language was taught by systemic attention to pronunciation and by intensive oral drilling of its basic sentence patterns". (See chapter 2; 2.3.a Audio-lingualism; page 20)

9th meeting

1. Task Based Learning

   Using noun cards and action cards, students worked in groups. This is in accordance with Task Based Learning philosophy, as Richards and Rodgers (2001:236) note "such activities might include topic introduction,

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clarifying tasks instructions, helping students learn or recall useful words and phrases to facilitate tasks accomplishment, and providing partial demonstration of tasks procedures". (See chapter 2; 2.3.b Task Based Learning; page 23)

2. Community Language Learning

   Students made a series of questions to his/her friends (which related to Present Perfect experience), and they had to report the results (his/her friends' answers) it in front of the class. This is in accordance with Community Language Learning philosophy, as Harmer (2001:38) notes "they are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topics in the classroom". (See chapter 2; 2.3.c Community Language Learning; page 26)

3. Audio-lingualism

   Teacher introduced the model sentence. This is in accordance with Audio-lingualism philosophy, as Richards and Rodgers (2001:52) note that "the structure of the language was identified with its basic sentence patterns and grammatical structures. The language was taught by systemic attention to pronunciation and by intensive oral drilling of its basic sentence patterns". (See chapter 2; 2.3.a Audio-lingualism; page 20)

10^{th} meeting

1. Suggestopedia

   Students listened to a song and they had to write the missing lyrics which indicated the Present Perfect form. This is in accordance with

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Suggestopedia philosophy, as Bancroft (1972:19) notes "varying the tone and rhythm of presented materials helps both to avoid boredom through monotony of repetition and to dramatize, emotionalize, and give meaning to linguistic materials". (See chapter 2; 2.3. d Suggestopedia; page 29)

2. Task Based Learning

   Students played "the greatest liar". First, teacher gave students a card which contained a statement like "I have ever played with Ronaldo" and students had to tell to the other students a liar (each students get their part). This is in accordance with Task Based Learning philosophy, as Richards and Rodgers (2001:236) note "such activities might include topic introduction, clarifying tasks instructions, helping students learn or recall useful words and phrases to facilitate tasks accomplishment, and providing partial demonstration of tasks procedures". (See chapter 2; 2.3.b Task Based Learning; page 23)

3. Audio-lingualism

   Teacher introduced the model sentence. This is in accordance with Audio-lingualism philosophy, as Richards and Rodgers (2001:52) note that "the structure of the language was identified with its basic sentence patterns and grammatical structures. The language was taught by systemic attention to pronunciation and by intensive oral drilling of its basic sentence patterns". (See chapter 2; 2.3.a Audio-lingualism; page 20)

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11th meeting

1. Community Language Learning/Task Based Learning

   Teacher divided the class into four groups. Each group made a trivia quiz (the topic is geography (town, cities, countries, etc)). This is in accordance with Community Language Learning philosophy, as Harmer (2001:38) notes "they are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topics in the classroom". (See chapter 2; 2.3.c Community Language Learning; page 26) and this is also in accordance with Total Physical Response philosophy, as Larsen-Freeman (2000:112-114) states that "language learning is more effective when it is fun and one of the main reasons TPR was developed was to reduce the stress people feel when studying foreign languages". (See chapter 2; 2.3.e Total Physical Response; page 32)

2. Audio-lingualism

   Teacher introduced the model sentence. This is in accordance with Audio-lingualism philosophy, as Richards and Rodgers (2001:52) note that "the structure of the language was identified with its basic sentence patterns and grammatical structures. The language was taught by systemic attention to pronunciation and by intensive oral drilling of its basic sentence patterns". (See chapter 2; 2.3.a Audio-lingualism; page 20)

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12th meeting

1. Task Based Learning

   Students used the actions cards (which show people's mimes, gestures, emotion, and activities). This is in accordance with Task Based Learning philosophy, as Richards and Rodgers (2001:236) note "such activities might include topic introduction, clarifying tasks instructions, helping students learn or recall useful words and phrases to facilitate tasks accomplishment, and providing partial demonstration of tasks procedures". (See chapter 2; 2.3.b Task Based Learning; page 23)

2. Suggestopedia

   Using cassette and they had to write the missing lyrics (cloze procedure) with a musical harmonization as the background. This is in accordance with Suggestopedia philosophy, as Bancroft (1972:19) notes "varying the tone and rhythm of presented materials helps both to avoid boredom through monotony of repetition and to dramatize, emotionalize, and give meaning to linguistic materials". (See chapter 2; 2.3. d Suggestopedia; page 29)

3. Audio-lingualism

   Teacher introduced the model sentence. This is in accordance with Audio-lingualism philosophy, as Richards and Rodgers (2001:52) note that "the structure of the language was identified with its basic sentence patterns and grammatical structures. The language was taught by systemic attention

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to pronunciation and by intensive oral drilling of its basic sentence patterns". (See chapter 2; 2.3.a Audio-lingualism; page 20)

13th meeting

1. Task Based Learning

   Students made a plan for friend's birthday party. This is in accordance with Task Based Learning philosophy, as Richards and Rodgers (2001:236) note "such activities might include topic introduction, clarifying tasks instructions, helping students learn or recall useful words and phrases to facilitate tasks accomplishment, and providing partial demonstration of tasks procedures". (See chapter 2; 2.3.b Task Based Learning; page 23)

2. Audio-lingualism

   Teacher introduced the model sentence. This is in accordance with Audio-lingualism philosophy, as Richards and Rodgers (2001:52) note that "the structure of the language was identified with its basic sentence patterns and grammatical structures. The language was taught by systemic attention to pronunciation and by intensive oral drilling of its basic sentence patterns". (See chapter 2; 2.3.a Audio-lingualism; page 20)

14th meeting

1. Task Based Learning

   Using time table and students had to write their plans tomorrow. This is in accordance with Task Based Learning philosophy, as Richards and Rodgers (2001:236) note "such activities might include topic introduction,

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clarifying tasks instructions, helping students learn or recall useful words and phrases to facilitate tasks accomplishment, and providing partial demonstration of tasks procedures". (See chapter 2; 2.3.b Task Based Learning; page 23)

2. Community Language Learning

   Students sat in a circle and shared their experience in the next holiday season. This is in accordance with Community Language Learning philosophy, as Harmer (2001:38) notes "they are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topics in the classroom". (See chapter 2; 2.3.c Community Language Learning; page 26)

3. Audio-lingualism

   Teacher introduced the model sentence. This is in accordance with Audio-lingualism philosophy, as Richards and Rodgers (2001:52) note that "the structure of the language was identified with its basic sentence patterns and grammatical structures. The language was taught by systemic attention to pronunciation and by intensive oral drilling of its basic sentence patterns". (See chapter 2; 2.3.a Audio-lingualism; page 20)

15th meeting

1. Suggestopedia

   Students listened to a song and they had to write the Simple Future form from the song they hear. This is in accordance with Suggestopedia philosophy, as Bancroft (1972:19) notes "varying the tone and rhythm of

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presented materials helps both to avoid boredom through monotony of repetition and to dramatize, emotionalize, and give meaning to linguistic materials". (See chapter 2; 2.3. d Suggestopedia; page 29)

2. Task Based Learning

   Using actions cards (for example: picture of a sick person, picture of telephone ringing, etc) and they had to play snake and ladder based from the pictures. This is in accordance with Task Based Learning philosophy, as Richards and Rodgers (2001:236) note "such activities might include topic introduction, clarifying tasks instructions, helping students learn or recall useful words and phrases to facilitate tasks accomplishment, and providing partial demonstration of tasks procedures". (See chapter 2; 2.3.b Task Based Learning; page 23)

3. Audio-lingualism

   Teacher introduced the model sentence. This is in accordance with Audio-lingualism philosophy, as Richards and Rodgers (2001:52) note that "the structure of the language was identified with its basic sentence patterns and grammatical structures. The language was taught by systemic attention to pronunciation and by intensive oral drilling of its basic sentence patterns". (See chapter 2; 2.3.a Audio-lingualism; page 20)

16th meeting

1. Suggestopedia

   Students listened to the music they heard and they had to write the object pronouns from the song they heard. This is in accordance with

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Suggestopedia philosophy, as Bancroft (1972:19) notes “varying the tone and rhythm of presented materials helps both to avoid boredom through monotony of repetition and to dramatize, emotionalize, and give meaning to linguistic materials”. (See chapter 2; 2.3. d Suggestopedia; page 29)

2. Task Based Learning

   Using verbs flash cards (for example: picture of a person giving a book, picture of a person giving a lot of presents to a girl) and they had to play “make a sentence!” in front of the class. This is in accordance with Task Based Learning philosophy, as Richards and Rodgers (2001:236) note “such activities might include topic introduction, clarifying tasks instructions, helping students learn or recall useful words and phrases to facilitate tasks accomplishment, and providing partial demonstration of tasks procedures”. (See chapter 2; 2.3.b Task Based Learning; page 23)

3. Audio-lingualism

   Teacher introduced the model sentence. This is in accordance with Audio-lingualism philosophy, as Richards and Rodgers (2001:52) note that “the structure of the language was identified with its basic sentence patterns and grammatical structures. The language was taught by systemic attention to pronunciation and by intensive oral drilling of its basic sentence patterns”. (See chapter 2; 2.3.a Audio-lingualism; page 20)

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17th meeting

1. Task Based Learning

   Using activities cards, (for example: a picture of someone is having dinner, someone is playing football, etc). This is in accordance with Task Based Learning philosophy, as Richards and Rodgers (2001:236) note "such activities might include topic introduction, clarifying tasks instructions, helping students learn or recall useful words and phrases to facilitate tasks accomplishment, and providing partial demonstration of tasks procedures". (See chapter 2; 2.3.b Task Based Learning; page 23)

2. Suggestopedia

   Using cassette and students had to fill the missing lyrics (cloze procedure). This is in accordance with Suggestopedia philosophy, as Bancroft (1972:19) notes "varying the tone and rhythm of presented materials helps both to avoid boredom through monotony of repetition and to dramatize, emotionalize, and give meaning to linguistic materials". (See chapter 2; 2.3. d Suggestopedia; page 29)

3. Audio-lingualism

   Teacher introduced the model sentence. This is in accordance with Audio-lingualism philosophy, as Richards and Rodgers (2001:52) note that "the structure of the language was identified with its basic sentence patterns and grammatical structures. The language was taught by systemic attention to pronunciation and by intensive oral drilling of its basic sentence patterns". (See chapter 2; 2.3.a Audio-lingualism; page 20)

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18th meeting

1. Task Based Learning

   - Students made a geography quiz (for example: where can you find Losari beach? Where is Jam Gadang? Where are pyramids? Etc.).
   - Students described (in the form of sentences) what is on in town from the table given by teacher (the table consists of events, places, date, and time).

   This is in accordance with Task Based Learning philosophy, as Richards and Rodgers (2001:236) note "such activities might include topic introduction, clarifying tasks instructions, helping students learn or recall useful words and phrases to facilitate tasks accomplishment, and providing partial demonstration of tasks procedures". (See chapter 2; 2.3.b Task Based Learning; page 23)

2. Audio-lingualism

   Teacher introduced the model sentence. This is in accordance with Audio-lingualism philosophy, as Richards and Rodgers (2001:52) note that "the structure of the language was identified with its basic sentence patterns and grammatical structures. The language was taught by systemic attention to pronunciation and by intensive oral drilling of its basic sentence patterns". (See chapter 2; 2.3.a Audio-lingualism; page 20)

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19th meeting

1. Task Based Learning

   Students worked in pairs, each student got a map, and students explained how to get to some places on his/her map. This is in accordance with Task Based Learning philosophy, as Richards and Rodgers (2001:236) note "such activities might include topic introduction, clarifying tasks instructions, helping students learn or recall useful words and phrases to facilitate tasks accomplishment, and providing partial demonstration of tasks procedures". (See chapter 2; 2.3.b Task Based Learning; page 23)

2. Audio-lingualism

   Teacher introduced the model sentence. This is in accordance with Audio-lingualism philosophy, as Richards and Rodgers (2001:52) note that "the structure of the language was identified with its basic sentence patterns and grammatical structures. The language was taught by systemic attention to pronunciation and by intensive oral drilling of its basic sentence patterns". (See chapter 2; 2.3.a Audio-lingualism; page 20)

20th meeting

1. Task Based Learning/Total Physical Response

   Role play: some of students became buyers and some students became the shop assistant. The buyers were provided with the shopping list and they had to buy the things on the list. This is in accordance with Task Based

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Learning philosophy, as Richards and Rodgers (2001:236) note "such activities might include topic introduction, clarifying tasks instructions, helping students learn or recall useful words and phrases to facilitate tasks accomplishment, and providing partial demonstration of tasks procedures". (See chapter 2; 2.3.b Task Based Learning; page 23) and this is also in accordance with Total Physical Response philosophy, as Larsen-Freeman (2000:112-114) states that "language learning is more effective when it is fun and one of the main reasons TPR was developed was to reduce the stress people feel when studying foreign languages". (See chapter 2; 2.3.e Total Physical Response; page 32)

2. Audio-lingualism

   Teacher introduced the model sentence. This is in accordance with Audio-lingualism philosophy, as Richards and Rodgers (2001:52) note that "the structure of the language was identified with its basic sentence patterns and grammatical structures. The language was taught by systemic attention to pronunciation and by intensive oral drilling of its basic sentence patterns". (See chapter 2; 2.3.a Audio-lingualism; page 20)

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CHAPTER III

RESEARCH METHOD

A. Methodology

Richards, J, J. Platt, H. Webber (1985:15) in *Longman Dictionary of Applied Linguistics* defined that different methods make use of different kinds of classroom activity (the technique). In addition, technique is the implementation of a method. This research was intended to answer the main problem, namely: is the Comprehensive Teaching Technique (CTT) able to improve students'grammar mastery?

In order to answer the main problem above, a true experimental research was employed. Furthermore, this research method used the quantitative method; it means the data that were collected, have the shape of numerable then analyzed by using statistics. So as to answer research problem number one the quantitative data such as the result of pre-test and post-test, the average and the standard deviation and the gain score of the two tests were needed for the process analysis (quantitative).. In addition, there were two variables in this research, namely: dependent and independent variables, the grammar improvement was the dependent variable and CTT was the independent variable.

In order to gain the needed data, a set of learning materials were designed based on the Comprehensive Teaching Technique (CTT), then implemented the

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materials in the teaching and learning process in the classroom (experiment group). The behavioral changes were depicted through the questionnaire (as a supporting data). The product of this design was considered as an alternative technique which should be put or implemented in the classroom to identify its strength and weaknesses. According to Mckernan in Klemens' unpublished thesis (2006:63) this will be done through the following steps namely: preparation, implementation, and evaluation.

B. Nature of Data

Based on the method employed in this research, the nature of the data was quantitative. They were needed in answering the research question. To answer the question, the needed data were the result of a pre-test and post-test, the average and the standard deviation, the gain score, T-test, and respondents' answers to questions, opinions on questionnaire (results).

C. Population and Sample

Population is any set of items, individuals, etc which share some common and observable characteristics and from which a sample can be taken. Thus, one can speak of comparing test scores accross a sample of a population of students (Richards, J, J. Platt, H. Webber 1985:223). Tuckman (1978:227) maintains that the population is a group about which the researcher is interested in gaining

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information and drawing conclusion. For the sake of this research, the population of the research was the students of EC 4 ELTI – Gramedia Semarang. The total number of the students was 30 students. The number of female students was more than male students. The students of EC 4 (consists of students from grade 4 elementary school) was decided to be the population since they have the lesser knowledge about grammar; thus, as this research concerns grammar, this study is hopefully effective. Later on the researcher will split the class into two groups namely: control group and experimental group. According to http://www.des.ucdavis.edu/faculty/handy/ESP178/class_5.pdf (retrieved in 2009) "control group is group of subjects to whom experimental group can be compared-exposed to different treatment (or no treatment). While experimental group is a group of subjects who receive 'treatment' ". In this research, the control experienced the existing teaching method used at ELTI – Gramedia Semarang, which was a combination between two techniques, namely: audio-lingualism and task based learning (this technique is previously known by "the magic paper"). Whilst, the experimental group experienced the Comprehensive Teaching Technique (CTT).

Table 3.1

Control Group and Experimental Group

Number	Control group	Experimental group
1	Pippen Dewantoro	Trilaksmi Marsya
2	Agaphe Putra Susilo	Maria Helena S.

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3	M. Aldan	Janice Emanuella
4	Layla Maria	Harris K.
5	Debora Isyana	Harya Bagus Digdaya
6	Nadya Safira Zahra	Sahda Aura Camelia
7	Renny Rachma	Ary Hapsari
8	Tika Yuharrunnisa	Deva Melati
9	Yohannes Handika P.	Septiana Hanum
10	Anindya Christina	Aliya Shafina Agusta
11	Viviana Edita	Graciella Marcelina
12	Diva Diandra D.	Safira Nursalsabilla
13	Marchel Tan	Fadhilla Natasya
14	Emilia Erica	Aulia Chasna Chorifa
15	Bernadine Agatha	Amelia Rani Oskandar

D. Instrument for Data Collection

The data will prove whether or not the hypothesis is accepted. The researcher used a test and questionnaire checklist as the media for collecting data in this research. The test was consisting of tenses (past, present, future) and some grammatical points (many/much, prepositions, be + going to, direct request, text procedures (imperative), and there is/there are).

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E. Test

According to Richards, J, J. Platt, H. Webber (1985:291) in *Longman Dictionary of Applied Linguistics* test is a procedure for measuring ability, knowledge, or performance. The tests that have been employed in this research were: the pre-test and the post-test.

1. Test Validity

Before the instrument of the test was used to get the data in this research, it was tried out for the students (ELTI – Gramedia's students of SL 1) who have background knowledge about tenses (the researcher will choose students with higher level than EC 4). This was done to find the validity of the items of the test. The validity of a test represents the extent to which a test measures what it purposes to measure. To put it more simply, does the test really measure the characteristic that is being used to measure? (Tuckman 1978:163). Then, every test, whether it is a short, informal classroom or formal classroom test, should be as valid as the constructor can make it. The test must aim to provide a true measure of the particular skill, which is intended to measure: to the extent that it measures external knowledge and other skills at the same time, it will not be a valid test (Heaton 1975: 153). The researcher used two types of validity test for grammar test; they were content validity and construct validity. The researcher analyzed the instrument statistically. The content validity test depends on a careful analysis of the

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language being tested and of the particular course objective. Heaton (1975: 154) maintains that the content validity test should be so constructed as to contain a representative sample of course; the relationship between the test items and the course objectives are always apparent. There is a strong tendency, especially in multiple choices testing, to test only those areas of the language, which lend themselves readily to testing. Moreover, if a test has construct validity, it is capable of measuring certain specific characteristics in accordance with a theory of language behavior and learning (Heaton 1975: 154). This type of validity assumes the existence of certain learning theories or constructs underlying the acquisition of abilities and skills. To find the validity of the grammar test, the correlation each item score with the total score of the test must be found first. The formula to count the validity was Biserial correlation given as follows:

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

2. Test Reliability

Besides the test of validity, the item of the test must be examined whether the test reliable or not. Reliability is the degree to which a test consistently measures whatever it measures; then, reliability is of primary importance in the use of classroom test. According to Heaton (1975: 155) reliability is a necessary characteristic of any good test: for it to be valid at all, a test must

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first be reliable as measuring instrument. If the test is administered to the same candidates on different occasions, then, to the extent that it produces differing results, it is not reliable. Furthermore, reliability denotes the extent to which the same marks or grades are awarded if the same test papers are marked by two or more different examiners or the same examiners on different occasion. In short, in order to be reliable, a test must be consistent in its measurements. In addition, there are some factors affecting the reliability of a test; (a) the extent of the sample of material selected for testing, (b) the administration of the test, (c) test instruction, (d) personal factors such as motivation and illness, and (e) scoring the test (Heaton 1975: 155-156). The method of measuring the reliability of grammar test was Kuder Richardson - 21 methods (KR-21); the formula given is as follows:

$$r_{11} = \left(\frac{k}{k-1}\right)\left(\frac{M(k-M}{kVt}\right)$$

Where

M = Mean of total scores

Vt = Total variance

k = Items

F. Questionnaire

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According to James Mckernan (2003:126) the questionnaire approach is probably the most commonly used method of inquiry and has three types. The first is the mail (postal) questionnaire, in which a pre-determined set of questions is posted to the respondent for answering and return the questionnaire. The second is the group administered questionnaire, in which a group of respondents is brought together in one place to complete the questionnaire. The third is the personal contact questionnaire, where the researcher meets the respondents and has him or her complete the questionnaire, or where the research situation is treated as an interview with the researcher asking questions and recording the answers in the presence of the respondents. In this research the second type of the questionnaire will be used to collect the data.

Further, Mckernan explains that there are two types of questions in a questionnaire, namely: open-ended and closed response. Open-ended items allow the respondents to say what they think, in their own words; while closed or fixed (forced-choice) responses ask the respondents to select a response from a pre-set menu. This research used both types of questions.

The questionnaire was written in Indonesian so that the respondents would understand exactly what they are going to answer. Moreover, this questionnaire was aimed to illustrate the behavioral changes that occur during the implementation of Comprehensive Teaching Technique (CTT), and this phenomenon was in accordance to the notion of action research.

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G. Research Procedure

This part explained the procedures for designing the Comprehensive Teaching Technique (CTT).

1. The Procedures of Designing the Technique

The following were the procedures used in designing the Comprehensive Teaching Technique:

a. Formulating the general purposes

The general purpose of Comprehensive Teaching Technique is to improve students' grammar comprehension through an interesting and effective ways.

b. Stating the Learning Objectives

The aim of stating the learning objectives is to give guidelines in the teaching and learning activities. The learning objectives can be seen on the language focus in the lesson plans. In addition, stating the learning objectives aimed to adjust the method which is going to be used in the Joint Construction level.

c. Designing the activities in Joint Construction level

At this point, researcher tried to develop many activities which are based on several methods (Audio-lingualism, Task Based Learning,

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Community Language Learning, Suggestopaedia, and Total Physical Response).

d. Inventing the learning tasks in Independent Construction level

The learning tasks should enable the students to achieve the objectives and measure their achievement.

e. Evaluation and revision

2. Data Collection Procedure

Two instruments were employed in collecting the needed data; they were tests (pre-test and post-test) and questionnaire. The data collection procedures were as follows:

Firstly, the students were pre-tested before they experience the Comprehensive Teaching Technique (CTT) in learning grammar in order to gain their basic knowledge.

Secondly, the students from experimental group were introduced with the technique (Comprehensive Teaching Technique or CTT) for twenty meetings (2x45 minutes for each meeting) and students from control group used the established method used at ELTI – Gramedia Semarang. This is the step of technique implementation. On the other hand, the students from control group were given the existing technique that is used at ELTI – Gramedia Semarang. This technique was the combination of audio-lingualism and task based learning, without any other methods appeared in this technique.

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Thirdly, after the treatment, the students were post-tested. The purpose was to gain data about the effectiveness of this technique

Fourthly, the questionnaire was distributed to the students to be answered. This step was held to gather the feedback from students.

3. Data Analysis Procedure

There were some procedures to analyze the data, namely:

a. Scoring the pre-test and post-test
b. Finding out the gained score
c. Comparing the result of the pre-test and post-test using SPSS to find out the average
d. Comparing the result from control group and experiment group.
e. Conducting T-test
f. Tabulating the questionnaires

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CHAPTER IV

RESEARCH RESULT AND DISCUSSION

This study was true experimental research and it used quantitative data. It was quantitative because the numerical data were needed to explain the product.

This chapter consists of two parts. The first section of this chapter deals with the presentation of the data analysis to see the effectiveness of the Comprehensive Teaching Technique (CTT). The second section deals with the use of questionnaire discussion in order to support the analysis.

A. Test Validity

Before the instrument of test was used to get the data for this research, it was tried out to students. The number of students employed in the try out was 15 out of the students from control and experimental group. This was done to find the validity of the items test. The formula to count the validity is Biserial Correlation as follows:

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

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Table 4.1

Frame of Test Items

NO	TOPICS	SUM	ITEMS
1	Simple Present	4	1, 2, 3, 4
2	Present Progressive	4	5, 6, 7, 8
3	Simple Past	6	9, 10, 11, 12, 13, 14
4	Past Progressive	4	15, 16, 17, 18
5	Present Perfect	4	19, 20, 21, 22
6	There is/There are and How many?	2	23, 24
7	Possessive Adjectives	3	25, 26, 27
8	Text Procedures (imperatives)	1	28
9	Simple Future	4	29, 30, 31, 32
10	Object Pronouns	3	33, 34, 35
11	Be + going to (future expression)	1	36
12	There is/There are and Preposition (in, on, at)	1	37
13	Prepositions (on, between, next to, across from, opposite)	1	38
14	How much/How many?	2	39, 40
	TOTAL	40	40

Then, in finding the validity of the test, the data of the test were calculated in the Microsoft Excel. The result of the validity test shows that all test items are valid (see the appendix). To measure the validity, the item test is valid if $r_{xy} > r_{tabel}$.

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The following is the example of counting the validity of item number 1 and for the other test items, they will use the same formula

Table 4.2

The Validity Computation of Test Item Number One

No.	Code	X	Y	X^2	Y^2	XY
1	T-01	1	39	1	1521	39
2	T-05	1	39	1	1521	39
3	T-10	1	37	1	1369	37
4	T-07	1	37	1	1369	37
5	T-02	1	36	1	1296	36
6	T-03	1	36	1	1296	36
7	T-15	1	31	1	961	31
8	T-11	1	27	1	729	27
9	T-04	1	26	1	676	26
10	T-14	1	20	1	400	20
11	T-08	1	15	1	225	15
12	T-09	0	6	0	36	0
13	T-06	0	6	0	36	0
14	T-13	0	5	0	25	0
15	T-12	1	4	1	16	4
Σ	□	12	364	12	11476	347

By using that formula, the researcher obtains:

$$r_{xy} = \frac{\left(15 \text{ X } 347\right) - \left(12 \text{ X } 364\right)}{\sqrt{\left\{\left(15 \text{ x } 12\right) - \left(12\right)^2\right\}\left\{\left(15 \text{ x } 11476\right) - \left(364\right)^2\right\}}}$$

$$r_{xy} = 0.7006$$

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On a = 5% with N= 15 it is obtained = 0,514. Because of $r_{xy} > r_{tabel}$, so the test item number one is valid.

B. Test Reliability

Before the instrument of test was used to get the data for this research, it was tried out to students. Besides the test of validity, the item of the test must be examined whether the test reliable or not. The number of students employed in the try out was 15 out of the sample. This was done to find the reliability of the items test. The method of measuring the reliability of grammar test is Kuder Richardson -20 method (KR-20); the formula given is as follows:

$$r_{11} = \left(\frac{k}{k-1}\right)\left(\frac{M(k-M}{kVt}\right)$$

Where

M = Mean of total scores

Vt = Total variance

k = Items

The instrument will be reliable if r11 > r table.

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The following is the computation of the reliability of the instrument

k = 40

M = 24.27

The Formula of total variances

$$Vt = \frac{\Sigma Y^2 - \left(\frac{\Sigma Y}{N}\right)}{N}$$

$$Vt = \frac{11476 - \left(\frac{364}{15}\right)^2}{15} = 176.1956$$

$$r_{11} = \left(\frac{40}{40 - 1}\right)\left(1 - \frac{24.3\ (40 - 24.27)}{40\ 176.196}\right)$$

$$= 0.970$$

For □ = 5% and number of subject n = 40, r_{tabel} = 301

Because $r_{11} > r_{tabel}$, then instrument is reliable

Based from the computation above, all test items are reliable.

C. The Effectiveness of the Comprehensive Teaching Technique (CTT)

1. Data Presentation of Pre-test

The purpose of giving pre-test was that in order to gain the prior data about the respondents' level of ability before they learnt or were introduced to Comprehensive Teaching Technique (CTT). Based on the test items, there were 27 test items pertaining to *tenses*, 3 test items pertaining to *possessive adjectives*, 1 test item pertaining to *imperatives*, 2 test items pertaining to

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there is/are + how many, 3 test items pertaining to *object pronouns*, 1 test item pertaining *there is/are + prepositions*, 1 test item pertaining to *prepositions*, and 1 test item pertaining to *how much/many*. From the ELTI-Gramedia Semarang's track record, students found some difficulties in doing tenses, and that was why the researcher put the biggest portion on tenses (27 test items). The data in table 4.3 shows the result of the pre-test from control group and table 4.4 shows the SPSS result of the pre-test from control group.

Table 4.3

The Results of Pre-test (Control Group)

No.	Test Items	Total Test Items	Distributed Test Items	Total Results of Pre-test	Percentage (%)
1	Tenses	27	405	91	22,46
2	Possessive Adjectives	3	45	15	33,33
3	Imperatives	1	15	0	0
4	There is/are + How Many	2	30	7	23,33
5	Object Pronouns	3	45	8	17,77
6	There is/are + Prepositions	1	15	0	0

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7	**Prepositions**	**1**	**15**	**3**	**20**
8	**How much/many**	**20**	**30**	**10**	**33,33**
	TOTAL	**40**	**585**	**134**	**22,90**

Table 4.4

The SPSS Result of Pre-test (Control Group)

No	Student Code	Score	Percentage	W.A*	Percentage	Grade	Ability
1	C-01	6	15.00	34	85.00	1.5	Very Poor
2	C-02	17	42.50	23	57.50	4.3	Very Poor
3	C-03	10	25.00	30	75.00	2.5	Very Poor
4	C-04	10	25.00	30	75.00	2.5	Very Poor
5	C-05	8	20.00	32	80.00	2.0	Very Poor
6	C-06	6	15.00	34	85.00	1.5	Very Poor
7	C-07	6	15.00	34	85.00	1.5	Very Poor
8	C-08	10	25.00	30	75.00	2.5	Very Poor
9	C-09	10	25.00	30	75.00	2.5	Very Poor
10	C-10	8	20.00	32	80.00	2.0	Very Poor
11	C-11	10	25.00	30	75.00	2.5	Very Poor
12	C-12	7	17.50	33	82.50	1.8	Very Poor
13	C-13	4	10.00	36	90.00	1.0	Very Poor
14	C-14	11	27.50	29	72.50	2.8	Very Poor
15	C-15	12	30.00	28	70.00	3.0	Very Poor
AVERAGE		9.00	22.50	31.00	77.50	2.3	
SUM		135	337.5	465	1162.5	33.8	

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While table 4.5 shows the result of the pre-test from experimental group and table 4.6 shows the SPSS result of the pre-test from experimental group.

Table 4.5

The Results of Pre-test (Experimental group)

No.	Test Items	Total Test Items	Distributed Test Items	Results of Pre-test	Percentage (%)
1	**Tenses**	**27**	**405**	**105**	**25,92**
2	**Possessive Adjectives**	**3**	**45**	**10**	**22,22**
3	**Imperatives**	**1**	**15**	**4**	**26,66**
4	**There is/are + How Many**	**2**	**30**	**9**	**30**
5	**Object Pronouns**	**3**	**45**	**16**	**35,55**
6	**There is/are + Prepositions**	**1**	**15**	**2**	**13,33**
7	**Prepositions**	**1**	**15**	**1**	**6,66**
8	**How much/many**	**2**	**30**	**12**	**40**
	TOTAL	**40**	**585**	**159**	27,17

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Table 4.6

The SPSS Result of Pre-test (Experimental Group)

No	Student Code	Score	Percentage	W.A*	Percentage	Grade	Ability
1	E-01	17	42.50	23	57.50	4.3	Very Poor
2	E-02	12	30.00	28	70.00	3.0	Very Poor
3	E-03	12	30.00	28	70.00	3.0	Very Poor
4	E-04	9	22.50	31	77.50	2.3	Very Poor
5	E-05	14	35.00	26	65.00	3.5	Very Poor
6	E-06	7	17.50	33	82.50	1.8	Very Poor
7	E-07	10	25.00	30	75.00	2.5	Very Poor
8	E-08	9	22.50	31	77.50	2.3	Very Poor
9	E-09	9	22.50	31	77.50	2.3	Very Poor
10	E-10	12	30.00	28	70.00	3.0	Very Poor
11	E-11	12	30.00	28	70.00	3.0	Very Poor
12	E-12	7	17.50	33	82.50	1.8	Very Poor
13	E-13	9	22.50	31	77.50	2.3	Very Poor
14	E-14	10	25.00	30	75.00	2.5	Very Poor
15	E-15	11	27.50	29	72.50	2.8	Very Poor
AVERAGE		10.67	26.67	29.33	73.33	2.7	
SUM		160	400	440	1100	40.0	

From those two tables, the researcher tries to compare the result of the pre-test between the control group and experimental group through table 4.7 and the SPSS comparison between the pre-test results of control group and experimental group through table 4.8 below.

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Table 4.7

The Results of Pre-test (Experimental Group and Control Group)

No.	Test Items	Distributed Test Items	Total Results of Pre-test (Experimental Group)	Total Results of Pre-test (Control Group)
1	Tenses	405	105	91
2	Possessive Adjectives	45	10	15
3	Imperatives	15	4	0
4	There is/are + How Many	30	9	7
5	Object Pronouns	45	16	8
6	There is/are + Prepositions	15	2	0
7	Prepositions	15	1	3
8	How much/many	30	12	10
	TOTAL	585	159	134

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Table 4.8

Pre-test Scores Between Control Group and Experimental Group

Experiment			Control		
No	Code	Score	No	Code	Score
1	E-01	17.00	1	C-01	6.00
2	E-02	12.00	2	C-02	17.00
3	E-03	12.00	3	C-03	10.00
4	E-04	9.00	4	C-04	10.00
5	E-05	14.00	5	C-05	8.00
6	E-06	7.00	6	C-06	6.00
7	E-07	10.00	7	C-07	6.00
8	E-08	9.00	8	C-08	10.00
9	E-09	9.00	9	C-09	10.00
10	E-10	12.00	10	C-10	8.00
11	E-11	12.00	11	C-11	10.00
12	E-12	7.00	12	C-12	7.00
13	E-13	9.00	13	C-13	4.00
14	E-14	10.00	14	C-14	11.00
15	E-15	11.00	15	C-15	12.00
Σ	=	160.00	Σ	=	135.00
N_1	=	5	n_2	=	5
$\bar{X}_1$	=	10.67	$\bar{x}_2$	=	9.00
s_1^2	=	6.9524	s_2^2	=	10.0000
s_1	=	2.637	s_2	=	3.162

From table 4.8 it can be seen that experimental group's result is higher than control group's resulting (Σ 160 compare to 135). In addition, from table 4.7 it can be seen that the experimental group was able to do 159 (27,17%) test items from the total 585 test items that were distributed to 15 students, and the control group was able to do 134 (22,90%) test items from the total

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585 test items that were distributed to 15 students. The result of the pre-test was unsatisfactory. This condition might be seen in table 4.4 and 4.6 where from the total number of 30 respondents, all of them were in the "very poor" ability level. It can be concluded that students in this level did not master the grammar knowledge. In addition, the researcher felt that the result gap between experimental and control group was not too far. In the computational analysis, the result was represented the fact that the control group's average score was 9 and the experimental group's average score was 10, 5.

a. T - Test for Equality of Varians Pre-test Data between Experimental Group and Control Group

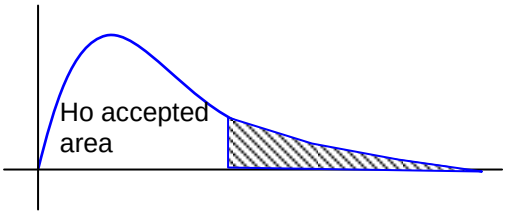
Hypothesis

$H_o : \sigma_1^2 = \sigma_2^2$

$H_a : \sigma_1^2 \neq \sigma_2^2$

The Calculation

Ho is accepted if $F \leq F_{1/2\alpha (nb-1):(nk-1)}$



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$F_{1/2\alpha\ (nb-1):(nk-1)}$

	Experimental	Control
Sum	160	135
n	5	5
$\bar{X}$	10.67	9.00
Variance (s^2)	6.9524	10.0000
Standart deviation (s)	2.64	3.16

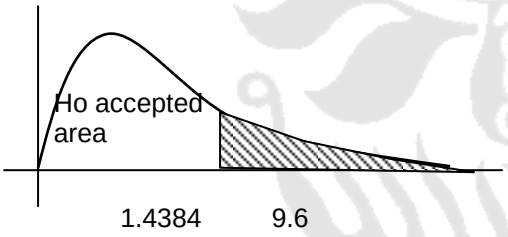
$$F = \frac{10.00}{6.95} = 1.4384$$

For α = 5% with:

df1 = n1 - 1 = 5 - 1 = 4

df2 = n2 - 1 = 5 - 1 = 4

$F_{(0.025)(4:4)} = 9.6$



Since F value < F table, the experimental and control group have the same variance.

b. T - Test for Equality of Varians Pre-test Data between Experimental Group and Control Group

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Hipothesis

$H_o : \mu_1 \leq \mu_2$

$H_a : \mu_1 > \mu_2$

The Calculation

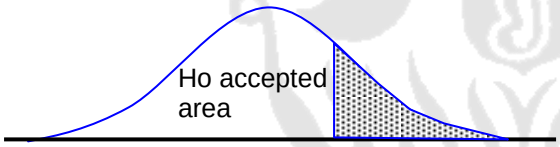
Formula :

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Which,

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Ho is accepted if $t > t_{(1-\alpha)(n1+n2-2)}$



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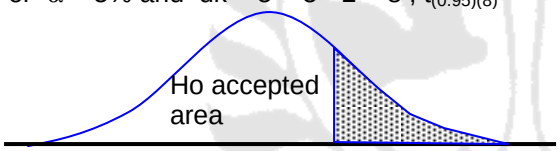
	Experimental	Control
Sum	160	135
n	5	5
$\bar{x}$	10.67	9.00
Variance (s^2)	6.9524	10.0000
Standart deviation (s)	2.64	3.16

$$s = \sqrt{\frac{(5-1)6.95 + (5-1)10.00}{5+5-2}} = 2.91139$$

$$t = \frac{10.67 - 9.00}{2.91139\sqrt{\frac{1}{5}+\frac{1}{5}}} = 0.905$$

For α = 5% and dk = 5 + 5 - 2 = 8 , $t_{(0.95)(8)}$ = 2.31



Since -t table < t value < t table, mean there is no significant difference between experimental and control class on the pre test

2. Data Presentation of Post-test

The purpose of giving post-test was that in order to gain the data about the respondents' level of ability after they learnt or were introduced to Comprehensive Teaching Technique (CTT). The data in table 4.9 shows the result of the post-test from control group and table 4.10 shows the SPSS result of the post-test from control group.

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Table 4.9

The Results of Post-test (Control Group)

No.	Test Items	Total Test Items	Distributed Test Items	Total Results of Post-test	Percentage (%)
1	Tenses	27	405	207	51,11
2	Possessive Adjectives	3	45	18	40
3	Imperatives	1	15	7	46,66
4	There is/are + How Many	2	30	10	33,33
5	Object Pronouns	3	45	18	40
6	There is/are + Prepositions	1	15	10	66,66
7	Prepositions	1	15	7	46,66
8	How much/many	20	30	12	40
	TOTAL	40	585	289	49,40

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Table 4.10

The SPSS Result of Post-test (Control Group)

No	Student Code	Score	Percentage	W.A*	Percentage	Grade	Ability
1	C-01	0	0.00	40	100.00	0.0	Very Poor
2	C-02	13	32.50	27	67.50	3.3	Very Poor
3	C-03	20	50.00	20	50.00	5.0	Poor
4	C-04	15	37.50	25	62.50	3.8	Very Poor
5	C-05	12	30.00	28	70.00	3.0	Very Poor
6	C-06	11	27.50	29	72.50	2.8	Very Poor
7	C-07	9	22.50	31	77.50	2.3	Very Poor
8	C-08	9	22.50	31	77.50	2.3	Very Poor
9	C-09	12	30.00	28	70.00	3.0	Very Poor
10	C-10	17	42.50	23	57.50	4.3	Very Poor
11	C-11	16	40.00	24	60.00	4.0	Very Poor
12	C-12	12	30.00	28	70.00	3.0	Very Poor
13	C-13	13	32.50	27	67.50	3.3	Very Poor
14	C-14	12	30.00	28	70.00	3.0	Very Poor
15	C-15	23	57.50	17	42.50	5.8	Poor
AVERAGE		12.93	32.33	27.07	67.67	3.2	
SUM		194	485	406	1015	48.5	

While table 4.11 shows the result of the post-test from experimental group and table 4.12 shows the SPSS result of the post-test from experimental group.

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Table 4.11

The Results of Post-test (Experimental Group)

No.	Test Items	Total Test Items	Distributed Test Items	Total Results of Post-test	Percentage (%)
1	Tenses	27	405	207	51,11
2	Possessive Adjectives	3	45	23	51,11
3	Imperatives	1	15	10	66,66
4	There is/are + How Many	2	30	16	53,33
5	Object Pronouns	3	45	33	73,33
6	There is/are + Prepositions	1	15	10	66,66
7	Prepositions	1	15	10	66,66
8	How much/many	20	30	24	80
	TOTAL	40	585	333	56,92

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Table 4.12

The SPSS Result of Post-test (Experimental Group)

No	Student Code	Score	Percentage	W.A*	Percentage	Grade	Ability
1	E-01	0	0.00	40	100.00	0.0	Very Poor
2	E-02	25	62.50	15	37.50	6.3	Average
3	E-03	23	57.50	17	42.50	5.8	Poor
4	E-04	24	60.00	16	40.00	6.0	Average
5	E-05	22	55.00	18	45.00	5.5	Poor
6	E-06	25	62.50	15	37.50	6.3	Average
7	E-07	19	47.50	21	52.50	4.8	Very Poor
8	E-08	23	57.50	17	42.50	5.8	Poor
9	E-09	22	55.00	18	45.00	5.5	Poor
10	E-10	25	62.50	15	37.50	6.3	Average
11	E-11	21	52.50	19	47.50	5.3	Poor
12	E-12	24	60.00	16	40.00	6.0	Average
13	E-13	23	57.50	17	42.50	5.8	Poor
14	E-14	14	35.00	26	65.00	3.5	Very Poor
15	E-15	20	50.00	20	50.00	5.0	Poor
AVERAGE		20.67	51.67	19.33	48.33	5.2	
SUM		310	775	290	725	77.5	

From those two tables, the researcher tries to compare the result of the post-test between the control group and experimental group through table 4.13 and the SPSS comparison between the post-test results of control group and experimental group through table 4.14 below.

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Table 4.13

The Results of Post-test (Experimental Group and Control Group)

No.	Test Items	Distributed Test Items	Total Results of Post-test (Experimental Group)	Total Results of Post-test (Control Group)
1	Tenses	405	207	207
2	Possessive Adjectives	45	23	18
3	Imperatives	15	10	7
4	There is/are + How Many	30	16	10
5	Object Pronouns	45	33	18
6	There is/are + Prepositions	15	10	10
7	Prepositions	15	10	7
8	How much/many	30	24	12
	TOTAL	585	333	289

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Table 4.14

Post-test Scores Between Control Group and Experimental Group

Experimental			Control		
No	Code	Score	No	Code	Score
1	E-01	0	1	C-01	0
2	E-02	25	2	C-02	13
3	E-03	23	3	C-03	20
4	E-04	24	4	C-04	15
5	E-05	22	5	C-05	12
6	E-06	25	6	C-06	11
7	E-07	19	7	C-07	9
8	E-08	23	8	C-08	9
9	E-09	22	9	C-09	12
10	E-10	25	10	C-10	17
11	E-11	21	11	C-11	16
12	E-12	24	12	C-12	12
13	E-13	23	13	C-13	13
14	E-14	14	14	C-14	12
15	E-15	20	15	C-15	23
Σ	=	310.00	Σ	=	194.00
N_1	=	15	n_2	=	15
$\bar{X}_1$	=	20.67	$\bar{x}_2$	=	12.93
s_1^2	=	40.9524	s_2^2	=	27.6381
s_1	=	6.399	s_2	=	5.257

By comparing the result of the pre-test and the post-test it can be seen that there was an achievement done by the experimental group's side. The researcher also tries to recapitulate the achievement reached by those two groups. It can be seen through table 4.15 and 4.16 below.

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Table 4.15

The Result of The Post-test and The Pre-test (Experimental Group)

POST-TEST			PRE-TEST		
No	Code	Score	No	Code	Score
1	E-01	0	1	E-01	17
2	E-02	25	2	E-02	12
3	E-03	23	3	E-03	12
4	E-04	24	4	E-04	9
5	E-05	22	5	E-05	14
6	E-06	25	6	E-06	7
7	E-07	19	7	E-07	10
8	E-08	23	8	E-08	9
9	E-09	22	9	E-09	9
10	E-10	25	10	E-10	12
11	E-11	21	11	E-11	12
12	E-12	24	12	E-12	7
13	E-13	23	13	E-13	9
14	E-14	14	14	E-14	10
15	E-15	20	15	E-15	11
Σ	=	310.00	Σ	=	160.00
n_1	=	15	n_1	=	5
$\bar{x}_1$	=	20.67	$\bar{x}_1$	=	10.67
s_1^2	=	40.9524	s_1^2	=	6.9524

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Table 4.16

The Result of The Post-test and The Pre-test (Control Group)

POST-TEST			PRE-TEST		
No	Code	Score	No	Code	Raw
1	C-01	0	1	E-01	6
2	C-02	13	2	E-02	17
3	C-03	20	3	E-03	10
4	C-04	15	4	E-04	10
5	C-05	12	5	E-05	8
6	C-06	11	6	E-06	6
7	C-07	9	7	E-07	6
8	C-08	9	8	E-08	10
9	C-09	12	9	E-09	10
10	C-10	17	10	E-10	8
11	C-11	16	11	E-11	10
12	C-12	12	12	E-12	7
13	C-13	13	13	E-13	4
14	C-14	12	14	E-14	11
15	C-15	23	15	E-15	12
Σ	=	194	Σ	=	135
n_2	=	15	n_2	=	15
$\bar{x}_2$	=	12.93	$\bar{x}_2$	=	9.00
s_2^2	=	27.6381	s_2^2	=	10.0000

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Table 4.17

The Results of Pre Test and Post-test (Experimental Group and Control Group)

No.	Test Items	Total Results of Pre-test (Experimental Group)	Total Results of Post-test (Experimental Group)	Total Results of Pre-test (Control Group)	Total Results of Post-test (Control Group)
1	Tenses	105	207	91	207
2	Possessive Adjectives	10	23	15	18
3	Imperatives	4	10	0	7
4	There is/are + How Many	9	16	7	10
5	Object Pronouns	16	33	8	18
6	There is/are + Prepositions	2	10	0	10
7	Prepositions	1	10	3	7
8	How much/many	12	24	10	12
	TOTAL	159	333	134	289

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By comparing the result of the pre-test and the post-test, the data indicates that the Comprehensive Teaching Technique (CTT) improved student's grammar knowledge. The pre-test result shows that all students were in the "very poor" ability level with the average score (x_1) 10, 67. While the post-test shows that there were some improvements on students in experimental group, it can be seen that 33, 33% (5) students improved their ability level to "average". And their average score doubled from (x_1) 10, 67 to (x_1) 20, 67 (it can be seen in the table 4.12). Moreover, if we see the score in table 4.12, there were some massive improvements made by students. Most of them doubled or tripled their scores. In addition, from table 4.11 it can be seen that the experimental group was able to do 333 (56,92%) test items from the total 585 test items that were distributed to 15 students, and the control group was able to do 289 (49,40%) test items from the total 585 test items that were distributed to 15 students. It indicates that there were some improvements made by both experimental and control group, but experimental group obtained better result (56,92% from 585 test items distributed to 15 students was done correctly)

From the control group, there was a little progress made by them. Only two students (13, 33%) raised their ability level (from "very poor" to "poor"). No one reached the level average (0%). The pre-test shows that their average score was (x_1) 9. 00 and the post-test shows that their average score was (x_1)

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12, 93. It can be seen that there only 3, 93 (x_1) improvement compared to experimental group's 10, 00 (x_1).

3. T-test Data of Post-Test and Pre-Test of Control Group

Hypothesis

Ho : $\mu_1 \leq \mu_2$

Ha : $\mu_1 > \mu_2$

Formula

To measure the hypothesis, the researcher uses the formula below :

$$t = \frac{M_{X_1} - M_Y}{\sqrt{\left[\frac{\Sigma x^2 + \Sigma y^2}{N_X + N_Y - 2}\right]\left[\frac{1}{N_x} + \frac{1}{N_y}\right]}}$$

Where :

$Mx = \frac{\Sigma X}{Nx} = \frac{222}{15} = 14.8$ $\quad My = \frac{\Sigma Y}{Ny} = \frac{135}{15} = 9$

$\Sigma x^2 = \Sigma X^2 - \frac{(\Sigma X)^2}{Nx} = 3680 - \frac{(222)^2}{15} = 3680 - 3285.6$

$\Sigma y^2 = \Sigma Y^2 - \frac{(\Sigma y)^2}{Nx} = 1355 - \frac{(135)^2}{15} = 1355 - 1215$

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$= 394.4 \qquad = 140$

$$t = \frac{14.80 - 9.00}{\sqrt{\left(\frac{394.40 + 140.00}{15 + 15 - 2}\right)\left(\frac{1}{15} + \frac{1}{15}\right)}}$$

$$= \frac{5.80}{\sqrt{\left(\frac{534.4}{28}\right)\left(\frac{2}{15}\right)}}$$

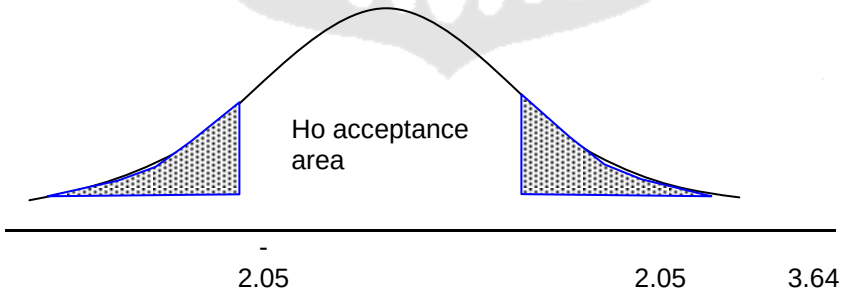
$$= \frac{5.80}{\sqrt{2.54476}}$$

$$= \frac{5.80}{1.6}$$

$$= 3.63584$$

On $\alpha = 5\%$ with dk = 43 + 43 - 2 = 84 the result

$t_{(0.95)(84)} =$ 2.05



Because t estimation is not in the Ho area, so we can conclude that there was

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significant difference between post-test and pre-test.

4. T-test Data of Post-Test and Pre-Test Experimental Group

Hypothesis

Ho : $\mu_1 \leq \mu_2$

Ha : $\mu_1 > \mu_2$

Formula

To measure the hypothesis, the researcher used the formula below :

$$t = \frac{M_{X_1} - M_Y}{\sqrt{\left[\frac{\Sigma x^2 + \Sigma y^2}{N_X + N_Y - 2}\right]\left[\frac{1}{N_x} + \frac{1}{N_y}\right]}}$$

Where :

$Mx = \frac{\Sigma X}{Nx} = \frac{306}{15} = 20.4$ $My = \frac{\Sigma Y}{Ny} = \frac{160}{15} = 10.6667$

$\Sigma x^2 = \Sigma X^2 - \frac{(\Sigma X)^2}{Nx}$ $\Sigma y^2 = \Sigma Y^2 - \frac{(\Sigma y)^2}{Nx}$

$= 6366 - \frac{(306)^2}{15}$ $= 1804 - \frac{(160)^2}{15}$

$= 6366 - 6242.4$ $= 1804 - 1706.67$

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= 123.6 = 97.3333

$$t = \frac{20.40 - 10.67}{\sqrt{\left[\frac{123.60 + 97.33}{15 + 15 - 2}\right]\left[\frac{1}{15} + \frac{1}{15}\right]}}$$

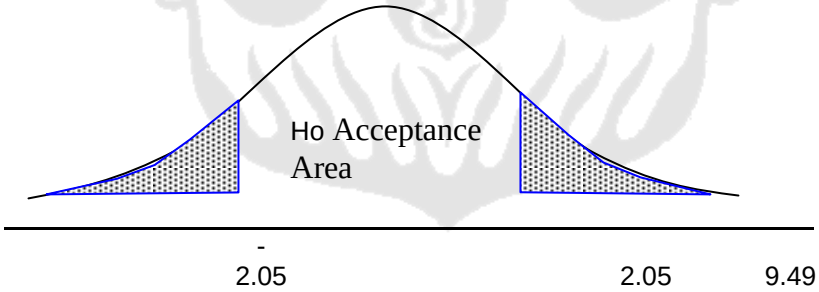
$$= \frac{9.73}{\sqrt{\left[\frac{220.9}{28}\right]\left[\frac{2}{15}\right]}}$$

$$= \frac{9.73}{\sqrt{1.05206}}$$

$$= \frac{9.73}{1.03}$$

= 9.48944

On α = 5% with dk = 43 + 43 - 2 = 84 the result $t_{(0.95)(84)}$ = 2.05



Because t estimation is not in the Ho area, so we can conclude that there was a significant difference between post-test and pre-test.

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5. Post-Test Results Comparison between Experimental Group and Control Group

Hipothesis

$H_o : \mu_1 \leq \mu_2$

$H_a : \mu_1 > \mu_2$

The Calculation

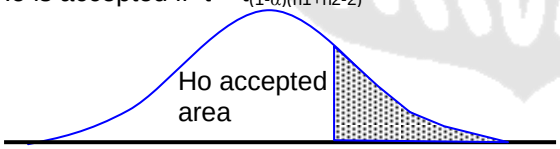
Formula :

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Which,

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Ho is accepted if $t > t_{(1-\alpha)(n1+n2-2)}$



	Experimental	Control
Sum	310	194
n	15	15
$\bar{x}$	20.67	12.93

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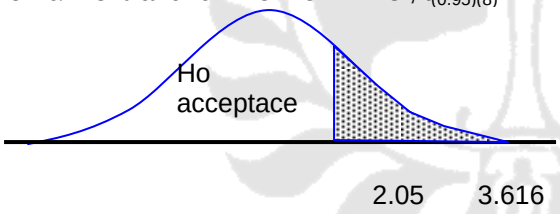
Variance (s^2)	40.9524	27.6381
Standart deviation (s)	6.40	5.26

$$s = \sqrt{\frac{(15-1)40.95 + (15-1)27.64}{15+15-2}} = 5.8562$$

$$t = \frac{20.67 - 12.93}{5.8562\sqrt{\frac{1}{15}+\frac{1}{15}}} = 3.616$$

For α = 5% and dk = 5 + 5 - 2 = 8 , $t_{(0.95)(8)}$ = 2.05



Since t value > t table mean there is a significant difference between experimental and control group on the test, the experimental was higher than the control one.

Based on the computation above, the Comprehensive Teaching Technique (CTT) helped the students improving their ability to understand and comprehend grammar.

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D. Questionnaire

1. Comprehensive Teaching Technique (CTT)

In line with the research purpose, the data which support the research objectives will be discussed in this section. The researcher recapitulated the responses and perceptions from the students of EC 4 ELTI – Gramedia Semarang who experienced the Comprehensive Teaching Technique (experimental group).

This research is aimed to see the effectiveness of Comprehensive Teaching Technique (CTT) and therefore researcher asked few things which represent the elements of Comprehensive Teaching Technique (CTT). Considering the fact that respondents are children; the researcher was in attendance during the questionnaire response process. The researcher assisted and sometimes simplified the objectives in order to make students understand the given questionnaire.

a. The Comprehensive Teaching Technique at ELTI – Gramedia Semarang

The respondents' perceptions about the Comprehensive Teaching Technique (CTT) at ELTI – Gramedia Semarang will be discussed in this section. Question number A2, A3, A4, A5, and A6 will represent the aspects of the Comprehensive Teaching Technique (CTT) at ELTI – Gramedia Semarang from the respondents. The analysis:

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The aim from question A1 "*Apakah di ELTI – Gramedia Semarang, pelajaran grammar diberikan secara menyenangkan, menarik, dan jelas?"* is to know whether students have experienced a fun and catchy English learning process at ELTI – Gramedia Semarang (using Comprehensive Teaching Technique). The statistical data can be seen through the table below:

Table 4.18

The Learning Process at ELTI – Gramedia Semarang

Categories	Response	Percentage
a. Menyenangkan, menarik, dan jelas untuk diterima	12	80
b. Biasa saja	3	20
Total	15	100

Source: Primary data (questionnaire number A1), 2008

Table 4.12 suggests that most of the students have experienced a fun and catchy English learning process at ELTI – Gramedia Semarang (using Comprehensive Teaching Technique).

The aim of question A2 "*Apakah di ELTI – Gramedia Semarang, pelajaran grammar diberikan secara tuntas, sesuai dengan kebutuhan masing-masing peserta/murid, meskipun dari berbagai tingkatan?"* is to measure the students' satisfaction in learning grammar at ELTI – Gramedia Semarang. The statistical data can be seen through the table below:

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Table 4.19

The Respondents' Satisfaction of Comprehensive Teaching Technique (CTT)

Categories	Response	Percentage
a. Ya	15	100
b. Tidak	0	0
Total	15	100

Source: Primary data (questionnaire number A2), 2008

Based on table 4.13, it can be concluded that the respondents were satisfied in learning grammar using the Comprehensive Teaching Technique (CTT).

The aim of question A3 "*Bagaimana pendapat anda mengenai tingkat kesulitan dalam mempelajari grammar? "* is to measure the students' understanding level. The statistical data can be seen through the table below:

Table 4.20

The Respondents' Perception about Grammar's Difficulty Level

Categories	Response	Percentage
a. Mudah dipahami	11	70
b. Sulit	4	30
Total	15	100

Source: Primary data (questionnaire number A3), 2008

Table 4.14 indicates that most respondents answered "a" and the researcher assumes that children comprehended grammar through Comprehensive Teaching Technique (CTT).

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The aim of question A4 "*Apakah pelajaran bahasa Inggris di ELTI – Gramedia Semarang disampaikan melalui kegiatan-kegiatan yang menarik, seperti menggunakan games, perangkat audio, serta diskusi kelompok?"* is to measure the students' awareness of the Comprehensive Teaching Technique (CTT). The statistical data can be seen through the table below:

Table 4.21

The Respondents' Awareness of Comprehensive Teaching Technique (CTT)

Categories	Response	Percentage
a. Ya	13	97
b. Tidak	2	3
Total	15	100

Source: Primary data (questionnaire number A4), 2008

Children were aware by Comprehensive Teaching Technique (CTT) usage in the classroom, and it was a different teaching method they experienced. This is shown by the result from table 4.15 that most respondents answered "a".

The aim of question A5 "*Apakah pelajaran bahasa Inggris di ELTI – Gramedia Semarang yang diberikan secara bervariasi (dengan menggunakan berbagai metode, misalnya berbagai games, perangkat audio, diskusi kelompok, dan metode lainnya, menjadikan anda terampil dan cepat dalam penguasaan bahasa Inggris?"* is to identify the Comprehensive Teaching Technique's effect to students' grammar absorbent. The statistical data can be seen through the table below:

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Table 4.22

The Comprehensive Teaching Technique's Effect to Students' Grammar Absorbent

Categories	Response	Percentage
a. Ya	13	97
b. Tidak	2	3
Total	15	100

Source: Primary data (questionnaire number A5), 2008

The researcher assumed that children were assisted by the Comprehensive Teaching Technique (CTT) in absorbing grammar. An illustration of this is comes from table 4.16.

The aim of question A6 "*Dengan menggunakan berbagai metode tersebut, apakah anda menyukai penyajian pelajaran bahasa Inggris di ELTI – Gramedia Semarang?"* is to measure the students' satisfaction in learning grammar at ELTI – Gramedia Semarang. The statistical data can be seen through the table below:

Table 4.23

Students' Satisfaction to the Learning Process

Categories	Response	Percentage
a. Ya	15	100
b. Tidak	0	0%
Total	15	100%

Source: Primary data (questionnaire number A6), 2008

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Table 4.17 shows that all respondents were satisfied with the learning process (using Comprehensive Teaching Technique) at ELTI-Gramedia Semarang.

Recapitulation:

Table 4.24

Recapitulation

Number	Major Respondents' response		Minor Respondents' response		Total	
	sum	percentage	Sum	percentage	sum	percentage
A1	12	80	3	20	15	100
A2	15	100	0	0	15	100
A3	11	70	4	30	15	100
A4	13	97	2	3	15	100
A5	13	97	2	3	15	100
A6	15	100	0	0	15	100

Source: Primary questionnaire data, 2008

b. The needs to study in an English course to enhance students' English skill

The respondents' perceptions about the needs to study in an English course to enhance their English skill will be discussed in this section. Question number B1, B2, and B3 will represent the aspects of the needs to study in an English course to enhance students' English skill.

The analysis:

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The aim of question B1 "*Apakah untuk meningkatkan kemampuan anda dalam bahasa Inggris perlu kursus tambahan di luar sekolah untuk melengkapi pelajaran bahasa Inggris di sekolah?"* is to know whether students need a solution to enhance their English skill outside the school. The statistical data can be seen through the table below:

Table 4.25

The Respondents' Perception about the Needs to Study in an English Course to Enhance Students' English Skill

Categories	Response	Percentage
a. Perlu kursus tambahan	15	100
b. Tidak perlu	0	0
Total	15	10

Source: Primary data (questionnaire number B1), 2008

Based from table 4.19, it can be concluded that all respondents answered 'a" and the researcher assumes that most students need to join into an English course (or other ways) to enhance their English skill.

The aim of question B2 "*Apakah dalam kursus tambahan di luar sekolah sebagaimana dimaksud diatas, diperlukan adanya variasi dengan menggunakan berbagai metode?"* is to know whether students need various methods (activities) when they experience their English learning process in an English course. The statistical data can be seen through the table below:

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Table 4.26

The Respondents' Perception about the Needs to Use Various Activities (methods) in an English Course to Enhance Students' English Skill

Categories	Response	Percentage
a. Perlu	15	100
b. tidak perlu	0	0
Total	15	100

Source: Primary data (questionnaire number B2), 2008

Table 4.20 implies that most students need to use various activities (methods) in an English course to enhance their English skill.

The aim of question B3 "*Menurut anda apakah setelah mengikuti kursus bahasa Inggris di ELTI – Gramedia Semarang maka kemampuan dan wawasan anda dalam bahasa Inggris meningkat?"* is to know whether students need a solution to enhance their English skill outside the school. The statistical data can be seen through the table below:

Table 4.27

The Respondents' Perception about the English Skill Enhancement

Categories	Response	Percentage
a. Meningkat	14	99
b. Tidak meningkat	1	1
Total	15	100

Source: Primary data (questionnaire number B3), 2008

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Most students were able to grasp the grammar materials through the Comprehensive Teaching Technique (CTT). This is suggested by the result from table 4.21 which 99 % of students answered "a".

Recapitulation:

Table 4.28

Recapitulation

Number	Major Respondents' response		Minor Respondents' response		Total	
	Sum	percentage	Sum	percentage	sum	percentage
B1	15	100	0	0	15	100
B2	15	100	0	0	15	100
B3	14	99	1	1	14	100

Source: Primary questionnaire data, 2008

2. The Existing Method Used at ELTI-Gramedia Semarang

In accordance with the research purposes, the data which supports the research objectives will be discussed in this section. The researcher recapitulated the responses and perceptions from the students of EC 4 ELTI – Gramedia Semarang who experienced the existing technique used at ELTI – Gramedia Semarang or Task Based Learning method (control group).

Considering the fact that respondents are children; therefore the researcher was in attendance during the questionnaire response process. The researcher assisted and

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sometimes simplified the objectives in order to make students understand the given questionnaire.

a. The teaching method used at ELTI – Gramedia Semarang

The respondents' perceptions about the teaching method used at ELTI – Gramedia Semarang will be discussed in this section. Question number A2, A3, A4, A5, and A6 will represent the aspects of the teaching method used at ELTI – Gramedia Semarang from the respondents.

The analysis:

The aim from question A1 "*Apakah di ELTI – Gramedia Semarang, pelajaran grammar diberikan secara menyenangkan, menarik, dan jelas?"* is to know whether students have experienced a fun and catchy English learning process at ELTI – Gramedia Semarang (using the existing method used at ELTI – Gramedia Semarang). The statistical data can be seen through the table below:

Table 4.29

The Learning Process at ELTI – Gramedia Semarang

Categories	Response	Percentage
a. Menyenangkan, menarik, dan jelas untuk diterima	6	40
b. Biasa saja	9	60
Total	15	100

Source: Primary data (questionnaire number A1), 2008

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60 % of students answered “b”. This indicates that most of the students have not experienced a fun and catchy English learning process at ELTI – Gramedia Semarang (using the existing method used at ELTI – Gramedia Semarang).

The aim of question A2 “*Apakah di ELTI – Gramedia Semarang, pelajaran grammar diberikan secara tuntas, sesuai dengan kebutuhan masing-masing peserta/murid, meskipun dari berbagai tingkatan?”* is to measure the students’ satisfaction in learning grammar at ELTI – Gramedia Semarang. The statistical data can be seen through the table below:

Table 4.30

The Respondents’ Satisfaction on the Existing Teaching Method Used at ELTI – Gramedia Semarang

Categories	Response	Percentage
a. Ya	4	27
b. Tidak	11	73
Total	15	100

Source: Primary data (questionnaire number A2), 2008

Based on table 4.24, it can be concluded that the respondents were not satisfied in learning grammar using the existing method used at ELTI – Gramedia Semarang.

The aim of question A3 “*Bagaimana pendapat anda mengenai tingkat kesulitan dalam mempelajari grammar? ”* is to measure the students’ understanding level. The statistical data can be seen through the table below:

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Table 4.31

The Respondents' Perception about Grammar's Difficulty Level

Categories	Response	Percentage
a. Mudah dipahami	6	40
b. Sulit	9	60
Total	15	100

Source: Primary data (questionnaire number A3), 2008

Children had some difficulties in comprehending grammar through the existing method used at ELTI – Gramedia Semarang. The evidence for this is comes from table 4.25, that most respondents answered "b".

The aim of question A4 "*Apakah pelajaran bahasa Inggris di ELTI – Gramedia Semarang disampaikan melalui kegiatan-kegiatan yang menarik, seperti menggunakan games, perangkat audio, serta diskusi kelompok?"* is to measure the students' awareness of the existing teaching method used at ELTI – Gramedia Semarang. The statistical data can be seen through the table below:

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Table 4.32

The Respondents' Awareness of the Existing Teaching Method Used at ELTI – Gramedia Semarang

Categories	Response	Percentage
a. Ya	0	0
b. Tidak	15	15
Total	15	100

Source: Primary data (questionnaire number A4), 2008

Children were aware by the existing teaching method used in the classroom, and it was not a different teaching method they experienced. This is exemplified by the fact that most respondents answered "b".

The aim of question A5 "*Apakah pelajaran bahasa Inggris di ELTI – Gramedia Semarang menjadikan anda terampil dan cepat dalam penguasaan bahasa Inggris?"* is to identify the Comprehensive Teaching Technique's effect to students' grammar absorbent. The statistical data can be seen through the table below:

Table 4.33

The Existing Teaching Method's Effect to Students' Grammar Absorbent

Categories	Response	Percentage
a. Ya	9	60
b. Tidak	6	40
Total	15	100

Source: Primary data (questionnaire number A5), 2008

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Table 4.27 shows that almost all respondents answered "a" and this suggest that children were not assisted much by the existing teaching method used at ELTI – Gramedia Semarang in absorbing grammar.

The aim of question A6 "*Dengan menggunakan berbagai metode tersebut, apakah anda menyukai penyajian pelajaran bahasa Inggris di ELTI – Gramedia Semarang?"* is to measure the students' satisfaction in learning grammar at ELTI – Gramedia Semarang. The statistical data can be seen through the table below:

Table 4.34

The Students' Satisfaction to the Learning Process

Categories	Response	Percentage
a. Ya	7	47
b. Tidak	8	53
Total	15	100

Source: Primary data (questionnaire number A6), 2008

It can be seen from table 4.28 that 8 students (higher than 7 students who were satisfied) were not satisfied with the learning process (using existing method at ELTI-Gramedia Semarang).

Recapitulation:

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Table 4.35

Recapitulation

Number	Major Respondents' response		Minor Respondents' response		Total	
	sum	percentage	Sum	percentage	sum	percentage
A1	9	60	6	40	15	100
A2	11	73	4	27	15	100
A3	9	60	6	40	15	100
A4	15	100	0	0	15	100
A5	9	60	6	40	15	100
A6	8	53	7	47	15	100

Source: Primary questionnaire data, 2008

b. The needs to study in an English course to enhance students' English skill

The respondents' perceptions about the needs to study in an English course to enhance their English skill will be discussed in this section. Question number B1, B2, and B3 will represent the aspects of the needs to study in an English course to enhance students' English skill.

The analysis:

The aim of question B1 "*Apakah untuk meningkatkan kemampuan anda dalam bahasa Inggris perlu kursus tambahan di luar sekolah untuk melengkapi pelajaran bahasa Inggris di sekolah?"* is to know whether students need a

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solution to enhance their English skill outside the school. The statistical data can be seen through the table below:

Table 4.36

The Respondents' Perception about the Needs to Study in an English Course to Enhance Students' English Skill

Categories	Response	Percentage
a. Perlu kursus tambahan	11	70
b. Tidak perlu	4	30
Total	15	100

Source: Primary data (questionnaire number B1), 2008

Based from table 4.30, it can be concluded that all respondents answered 'a" and the researcher implies that most students need to join into an English course (or other ways) to enhance their English skill.

The aim of question B2 "*Apakah dalam kursus tambahan di luar sekolah sebagaimana dimaksud diatas, diperlukan adanya variasi dengan menggunakan berbagai metode?"* is to know whether students need various methods (activities) when they experience their English learning process in an English course. The statistical data can be seen through the table below:

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Table 4.37

The Respondents' Perception about the Needs to Use Various Activities (methods) in an English Course to Enhance Students' English Skill

Categories	Response	Percentage
a. Perlu	15	100
b. tidak perlu	0	0
Total	15	100

Source: Primary data (questionnaire number B2), 2008

Most students need to use various activities (methods) in an English course to enhance their English skill. This is demonstrated by the fact that all respondents answered on (a).

The aim of question B3 "*Menurut anda apakah setelah mengikuti kursus bahasa Inggris di ELTI – Gramedia Semarang maka kemampuan dan wawasan anda dalam bahasa Inggris meningkat?"* is to know whether students need a solution to enhance their English skill outside the school. The statistical data can be seen through the table below:

Table 4.38

The Respondents' Perception about the English Skill Enhancement

Categories	Response	Percentage
a. Meningkat	9	60
b. Tidak meningkat	6	40
Total	15	100

Source: Primary data (questionnaire number B3), 2008

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The survey from table 4.32 also revealed that there were some students who were not able to grasp the grammar materials from the existing method used at ELTI – Gramedia Semarang. That is shown by the result on table 4.32 (some respondents answered ‘a”).

Recapitulation:

Table 4.39

Recapitulation

Number	Major Respondents' response		Minor Respondents' response		Total	
	sum	percentage	Sum	percentage	sum	percentage
B1	11	70	4	30		100
B2	15	100	0	0		100
B3	9	60	6	40		100

Source: Primary questionnaire data, 2008

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CHAPTER V

CONCLUSIONS AND SUGESSTIONS

A. Conclusion

Based on the finding in the previous chapter, the researcher can draw the following conclusion:

1. The use of Comprehensive Teaching Technique (CTT) has made a difference in teaching-learning process at ELTI-Gramedia Semarang. Based on the statistical computation done by using SPSS, it can be seen that there were some improvements on students' achievement in experimental group. Firstly, the pre-test result shows that all students in the experimental group were in the "very poor" ability level with the average score (x_1) 10, 67. After the Comprehensive Teaching Technique had been applied to students in the experimental group, there were some improvements made by students. 5 students (33, 33%) improved their ability level to "average". And their (students from experimental group) average score doubled from (x_1) 10, 67 to (x_1) 20, 67). However, there was a little progress made by students in control group. Only 2 students (13, 33%) raised their ability level (from "very poor" to "poor"). No one reached the level of "average" (0%). The pre-test shows that the control group's average score was

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(x_1) 9. 00 and the post-test shows that their (students from control group) average score was (x_1) 12, 93.

2. There was a significant difference between the results of the experimental group and the control group. In the pre-test, the experimental group was able to do 159 (27,17%) test items from the total 585 test items that were distributed to 15 students, and the control group was able to do 134 (22,90%) test items from the total 585 test items that were distributed to 15 students. After Comprehensive Teaching Technique (CTT) had been applied, the experimental group was able to do 333 (56,92%) test items from the total 585 test items that were distributed to 15 students, and the control group was only able to do 289 (49,40%) test items from the total 585 test items that were distributed to 15 students.

B. Suggestion

Based on the result of the research, there are some suggestions proposed which might be useful for the teachers, students, or anybody who concerns with this field of research. The suggestions are as follows:

1. The finding of this research is supposed to give positive contribution to English teaching and learning especially to the effort of improving the grammar mastery especially to students in early age. Therefore,

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they must be aware of the structural or grammatical features of English, be able to associate those features their functional usage, and have the ability to use both forms and functions properly for establishing meaningful communication.

2. The teacher may develop learning materials based on the technique with their creativity in order to improve students' grammar mastery.

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