

**TEACHING AND LEARNING ENGLISH GRAMMAR
THROUGH DISCOURSE FOR EFL STUDENTS**

**(Experimental Research on the Bilingual Classes of Eighth Grade Students of
State Islamic Junior High School (MTsN) 1 Kudus)**



A THESIS

In Partial Fulfillment of the Requirements

For Master Degree in Linguistics

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FACULTY OF HUMANITIES

DIPONEGORO UNIVERSITY

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ABSTRACT

This research identifies the result of using discourse for teaching English grammar for EFL students of eighth-grade students in the bilingual classes of State Islamic Junior High School 1 Kudus. Grammar is the main competence to improve general language skill in English. However, students often face many difficulties

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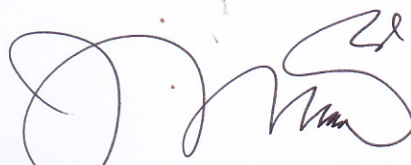


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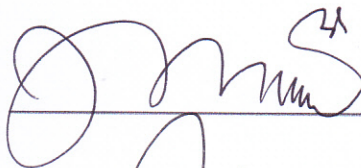


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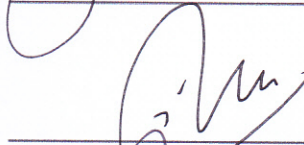


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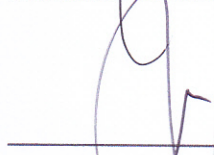


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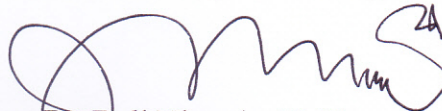


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CERTIFICATION OF ORIGINALITY

I, **Isna Laili Qurroti A'yun**, do hereby declare that this thesis **Teaching And Learning English Grammar Through Discourse For Efl Students (Experimental Research On The Bilingual Classes Of Eighth Grade Students Of State Islamic Junior High School (Mtsn) 1 Kudus**, for the award of M.Li. is my original work based on the best of my knowledge and belief, this study contains no material previously published or written by another or material which to a substantial extent has been accepted for the award of any other degree of a university or other institution, except where do acknowledgement is made in the text of the thesis. Other writers' opinion or findings included in this thesis are quoted or cited in accordance with the ethical standard.

Semarang, 9 August 2019



Isna Laili Qurroti A'yun

MOTTO AND DEDICATION

MOTTO

We only win by facing our problems, especially what we are afraid of. If you run,
you have no chance of winning.

(Stuart Engstrand)

DEDICATION

I dedicate my thesis to my family and friends. I would like to dedicate my special feeling of gratitude to my loving parents, Bapak and Ibuk who has been on my side and has given me support and encouragement. Thank you for never ending support and prayers.

I would like also dedicate my work to my sisters for encouraging and motivating me throughout the years of my life to reach this level; Mbak Atik, Dek Anik, Dek Aya, and my beloved niece, Princess Arsy. And for my best pals; Alhim and Camalia for her helps, supports and prayers and all friends who have supported me throughout the process. I will always appreciate all they have done.

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ABSTRACT

This study identifies the effect of using discourse for teaching English grammar for EFL students of eighth-grade students in bilingual classes of State Islamic Junior High School Kudus. Grammar is the main competence to improve the general language skill in English. However, students often face many difficulties in studying many rules of English grammar. The research was conducted to measure if a discourse approach could enhance the student's English grammar competence. The design employed in this research was Experimental Research. The study was conducted at the eighth-grade students in bilingual classes of State Islamic Junior High School Kudus. There are 2 Bilingual Classes. They were divided into two groups. A first group is a control group consisting of 29 students, and the second was an experimental group consisting of 28 students. Observation, questionnaire, evaluation sheet, and students' grammar test have implemented an instrument to collect the data. The finding of the study shows that teaching and learning English through discourse improved the students' grammar competence.

Key Words: Grammar, Discourse, Teaching and Learning English, EFL Students.

INTISARI

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan wacana pengajaran tata bahasa bahasa Inggris bagi siswa kelas VIII di kelas bilingual SMP Negeri Kudus Kudus. Grammar merupakan keterampilan utama untuk meningkatkan kemampuan bahasa secara umum dalam bahasa Inggris. Namun, siswa sering menghadapi banyak kesulitan dalam mempelajari banyaknya aturan tata bahasa Inggris. Penelitian dilakukan untuk mengetahui apakah pendekatan wacana dapat meningkatkan kompetensi tata bahasa Inggris siswa. Metode yang digunakan dalam penelitian ini adalah Experimental Research. Penelitian dilakukan pada siswa kelas VIII kelas bilingual SMP Negeri Kudus Kudus. Ada 2 kelas bilingual. Mereka dibagi menjadi dua kelompok. Kelompok pertama adalah kelompok kontrol yang terdiri dari 29 siswa, dan kelompok kedua adalah kelompok eksperimen yang terdiri dari 28 siswa. Pengamatan, kuesioner, lembar evaluasi dan uji tata bahasa siswa diimplementasikan sebagai instrumen untuk mengumpulkan data. Temuan penelitian dapat disimpulkan bahwa pengajaran dan pembelajaran bahasa Inggris melalui wacana meningkatkan kompetensi tata bahasa siswa.

Kata Kunci: Tata Bahasa, Wacana, Pengajaran dan Pembelajaran Bahasa Inggris, Siswa EFL.

CHAPTER I

INTRODUCTION

This chapter presents the research background, statements of the problems, and objectives of the study, research questions, significances of the study, and scopes and limitation.

1.1. Research Background

Grammar teaching remains a popular field of research in empirical and practical terms in the area of foreign language learning. Learning grammar is not easy for EFL learners and most of them believe that learning grammar is a difficult, boring, and tedious task (Nia, 2011: 145). Some hold the view that grammar is not essential for foreign language learning and thus it is not important to focus on grammar teaching. Nevertheless, most linguists believe that grammar is an important element in language competency and acquisition.

The main goal of teaching grammar is to help the students recognize how language is constructed so that when they listen, speak, read and write, they have no trouble in applying the language that they are learning. Roach (1983: 343) claims that language forms are able to express linguistic, cognitive, and socio-cultural meaning which can be intuitively grasped by native speakers. Linguistic competence consists of spelling, pronunciation, vocabulary, grammatical structure, sentence structure, and linguistic semantics. As a language learner, grammar rules are really important to be mastered.

One of the biggest challenges that teachers face in foreign language settings is getting students to understand grammar. Grammar is one of the serious parts of

learning the English language in Indonesia and is taught seriously. As mentioned by Wang (2010: 80), it can be difficult for students to speak English well without learning English grammar. So it is a must for teachers who teach foreign languages to teach grammar, and it is a challenge for the teachers to use creative and innovative methods to teach grammar so that such a goal is able to be successfully achieved.

The learning and teaching methods of the teachers in the classroom can be the other factor that also can decrease student's learning motivation and learning outcomes. Most of the teachers still teach English grammar lecture methods that focus only on the grammar rules, and the teachers also using language in isolation with its use. As a result, when it is time to practice the things they have learned in real-life situations, the students fail to use the language and find it difficult to recognize the function of the grammar rules. So there is a need to contribute discourse analysis to language teaching by relying on the functional analysis of sentences and considering utterances in a particular and appropriate context. "Language is context-sensitive. This means that, in the absence of context, it is very difficult to recover the intended meaning of a single word or phrase" (Thornbury, 1999:69).

Celce-Murcia (1991: 460) states that grammar instruction should be content-based, meaningful, contextualized and discourse-based rather than sentenced-based. Grammar teaching, especially for EFL learners, is an intricate alarm in language teaching. When teaching grammar, it is insufficient to teach by explaining the grammar alone. It is crucial to include the language and culture

lying behind the grammar more comprehensively. As widely recognized, no matter what is being studied, it is easier for learners to remember when it is tied to a realistic context. Teaching grammar using discourse will help learners recognize the structures of the language effectively and obtain new grammar structures and forms

Celce-Murcia & Larsen-Freeman (1999: 9) suggest that a discourse-based solution for grammar exercise in teaching English grammar will give the learner a better understanding of using their English grammar competency in real life. For instance when using pronouns to refer back to antecedents, be sure to provide enough context so that this is clear to the learner like in the dialogue followed; *A: What's up?; B: I'm looking for my (purse/car keys), and I can't find (it/them). Have you seen (it/them)?; A: No, I haven't.* We notice that such short dialogs also contextualize the practice of several tenses (simple present, present progressive, present perfect and the two negative forms can't and haven't).

Furthermore, students need to recognize that individual sentences presented in isolation are typically ambiguous in terms of their situational meaning and function. For example, cited in Celce-Murcia & Olshtain (2000: 20) the sentence "I'm hungry" means not only "speaker claims to feel hunger," but it will also have different interpretations depending on the context. If it is spoken to his mother by a child coming home at noon, it is a request for lunch. If it is spoken to a passerby by a beggar with an outstretched hand, it is a request for money. And, if it is spoken by a child who has just finished a meal, it is a request for more food.

Teaching grammar using discourse will help learners recognize the structures of the language effectively and obtain new grammar structures and forms. Learners will use grammatical rules more efficiently in communication if they learn them in context. If learners are given grammatical structures in context, they will be able to master the language better. Nunan (1998: 103) emphasizes the advantages of teaching grammar in context: “An approach through which learners can learn how to form a structure properly and also how to use it to communicate meaning”.

If learners are not given the opportunity to explore the grammar in context, it will be difficult for them to see how and why they use such kinds of grammar rules to express different communicative meanings. Teaching grammar using discourse is expected to enhance student’s cognitive and contextual engagement in the learning process.

1.2. Research on the use of Discourse in Teaching and Learning English

The use of discourse in teaching and learning English language in foreign areas has been done by several researchers. Aidinlou’ (2011) did research on a discourse-based teaching to teach writing for Iranian EFL students. The object of his study is 60 students majoring in Teaching English as a Foreign Language (TEFL) from among three different universities. They were assigned to experimental and control groups. He did a pre-test for homogeneity, and then he treated the experimental group with Systemic Functional Linguistics (SFL)-oriented discourse knowledge for ten sessions while the control group was treated using a traditional method of teaching writing. It was concluded from his research

that the discourse-based teaching had a big impact on the writing of the Iranian TEFL majors.

In recent years, Yan Wu (2013) investigated a similar study in discourse approach. The paper explores a pedagogical approach to teach oral English Conversation Analysis (CA). The aim of this study was to present a clear instruction on how to apply conversation analysis to teach oral English skills and the discussion of this study guides to the practicability of applying a CA approach to teaching learners' oral English skill.

The similar topic was also done by Holten (2007). She focused her study on lexico-grammatical errors commonly found in the academic writing of Generation 1.5 ESL students and discussed how discourse-based strategies for teaching grammar can be adapted to help learners use academic vocabulary in a semantically and grammatically appropriate way.

The same topic in discourse-grammar was done by Luo in 2013. This study attempts to explore the nature and the potential of various discourse structures and linguistic functions that may facilitate students' learning in English. This study aims to describe the features of discourse, i.e., classroom talk, in English classes co-taught by a native English-speaking teacher (NEST) and a local English teacher in Taiwanese elementary schools and to explore the aspects of classroom discourse that may contribute to language acquisition. In the study, data were analyzed based on a theoretical framework combining discourse analysis schemes, the systemic functional theory of language, the sociocultural theory of mind and activity theory. The study reveals that repetition drills were commonly used in the

classrooms in spite of the difference in the learners' levels, and the Initiating-Responding model was the dominant feature of the classroom discourse structure. In light of the findings, the author makes suggestions on co-taught English classes of this kind, for instance, the necessity of creating the interactional context for language use, encouraging individual responses from students, and using alternative discourse strategies.

Pontefract and Hardman (2005) investigated the role of classroom discourse in students' learning of English in elementary schools in Kenya. They found that the discourse pattern of asking students to complete a sentence through a direct repetition of the teacher's verbalization was prevalent in English classes. The Kenyan teachers of English mostly asked factual-narrow questions - which required students only to name objects, spell words or apply a grammatical rule - and elicited choral responses.

The similar research topic on using discourse in English grammar teaching was done by Tang (2016). The study aims to explore on what aspects discourse and pragmatics impact on grammar teaching. It focused on discourse and pragmatics application, attempting to describe the principle aspects of discourse and pragmatics which influence grammar teaching. It introduced the general idea of what discourse and pragmatics are. This study stated it is very important that teachers of EFL might have to understand the aspects of discourse and pragmatics in order to explain the usage of grammar to students better.

Farrokhi (2018) examined the impact of discourse-based grammar teaching on the writing-skill of Iranian EFL learners. In order to determine the effect of

discourse-based grammar on the EFL learners' writing performance, He selected randomly from 2 English language institutes in Iran 50 students from upper intermediate English language learners as subjects and they were pretested for their homogeneity. Then, they were assigned into 2 groups. The experimental group was treated with discourse-based grammar teaching for 10 sessions, two sessions each week; and the control group received just the traditional grammar instruction. He made a conclusion from his research that the treatment on experimental group caused significant improvement in their writing ability.

Recently, the similar topic on discourse-based model was also done by Mohamed (2014). He did research on a pedagogical discourse-based model for teaching grammar in the Omani context. He used three approaches to teach grammar: the form-focused approach, the meaning-focused approach, and the form-in-task approach. Then he applied two pieces of discourse from the prescribed textbook used in the Omani context and one is used for teaching the past simple tense and the other is used for teaching the passive form. His study show that the students' proficiency in grammar developed with the use of that model.

Studies results above illustrate the use of Discourse-Based Learning patterns in various scientific fields. Through understanding the discourse patterns of classroom interaction, teachers are able to adjust their discourse strategies in a lesson and to facilitate student learning in the classroom (Walsh, 2006). Previous studies of classroom discourse mainly investigated the use of discourse in teaching English. In this research, the researcher used Online Breaking News

English as one of the media that helps learners to understand English news and information because it has various practices, activities, and levels for the learners, which they can choose to study, to improve the use of the English language.

The learners can also study many different kinds of sentences, for example past tense, present tense, and future tense. The learners can analyze the function and the kinds of sentences that are in the text. Learners often consider that it is a simple thing and it is not important to the learners. English teachers look at the meaning of the text and ignore or neglect the function and kind of sentences. However, the kinds of sentences are important components in English learning because those are very useful for learners. One simple example is the difference between past tense, present tense, and future tense. Simply stated, past tense is past simple verbs, whereas present tense and future tense is not. For grammar, they could identify and create English grammar tenses, and these might take special studying to understand them completely, that students are still confused to distinguish about past tense, present tense, and future tense.

1.3. Research Questions

Based on the background of the problem, we can identify the research questions as follows:

1. What problems are faced by Eighth Grade Students of Islamic State Junior High School Kudus when they study grammar?
2. How is the implementation of using discourse material in teaching and learning grammar for EFL in Eighth Grade Students of Islamic State Junior High School Kudus?

3. How is the effect of using discourse material in teaching and learning grammar for EFL in Eighth Grade Students of Islamic State Junior High School Kudus?
4. How are students' perceptions on the use of discourse materials in the teaching of English grammar?

1.4. Objectives of the Study

Based on the formulation of the problems above, the objectives to be achieved in this research are:

1. To analyze the problems faced by Eighth Grade Students of Islamic State Junior High School Kudus in studying English grammar.
2. To analyze the implementation of using discourse material in teaching and learning grammar for EFL in Eighth Grade Students of Islamic State Junior High School Kudus.
3. To analyze the effect of using discourse material in teaching and learning grammar for EFL in Eighth Grade Students of Islamic State Junior High School Kudus.
4. To identify the students' perceptions on the use of discourse materials in the teaching of English grammar.

1.5. The significance of the Study

This study aims to give benefits for language teachers and students. The results of the study will provide relevance to language teaching, particularly in teaching and learning English grammar for foreign learners. Moreover, this study

is expected to be useful to enrich information about some best methods in teaching English grammar for foreign language learners and how to find a solution for the learners and guide them to learn more efficiently. These combined factors then may well give a good reason for the choice of this research topic and also gives a reason why researching this issue could be interesting.

Practically, the result of this study is expected to be useful for the writer as a preparatory experience in the study of English grammar and structure. At least, this study gave contribution and information for other researchers who want to conduct a similar study.

1.6. Scope and Limitation

The discussion in this research specified on describing the use of discourse in teaching English grammar for foreign language learners of Junior High School. The researcher conducted class observation to gain the data. The subjects of the study were Junior High School students in bilingual classes since they may have a better understanding of English more than the other students in the regular classes. Moreover, the researcher thinks that as English language learners, they have to have the ability in applying grammar both in writing and also in communication.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the theories related to discourse-based teaching to teach grammar for EFL. It provides an explanation about what is grammar, teaching grammar for EFL, the difficulties in teaching grammar, discourse, and discourse-based teaching. This chapter also presents some theories of teaching through a discourse which directly related to the problems in this research, and there are several theoretical concepts and definitions propose by some experts, they are:

2.1. What is Grammar?

There are several ways to define a grammar, and many have written definitions of grammar based on for example their view on language. One definition, which is found in Oxford Dictionary of English Grammar, says that grammar is “the entire system of a language, including its syntax, morphology, semantics, and phonology” (Chalker & Weiner, 1994: 177). Another definition of grammar is a language system. Grammar is the branch of linguistics dealing with the form and structure of words or morphology, and their interrelation in sentences. Grammar is called a structure of meaningful formations and patterns that are managed by particular pragmatic constraints (Larsen-Freeman, 2001).

Chomsky defines grammar as a theory of language structure rather than a portrayal of sentences. His idea of grammar is that it is a device for producing the structure, not of a particular language, but of the ability to produce and understand

sentences in any and all languages. At the one extreme, grammar is a fundamental part of language teaching, with the mastering of grammar as the aim of the teaching. At the other extreme, grammar has little or no place at all in language teaching. Throughout the history of grammar teaching, one extreme often has replaced the other.

Other definitions of grammar were written by Ur as presented below:

Grammar may be roughly defined as the way a language manipulates and combines words (or bits of words) so as to express certain kinds of meaning, some of which cannot be conveyed adequately by vocabulary alone. These include the way ideas are grouped and related, and the purposes of utterances (statement, question, request, etc). Grammar may also serve to express time relations, singular/plural distinctions and many other aspects of meaning. There are rules which govern how words have to be manipulated and organized so as to express these meanings: a competent speaker of the language will be able to apply these rules so as to convey his or her chosen meaning effectively and acceptably (Ur, 2009: 3).

The statements above imply that we are moving towards a perception of a meaning-oriented concept of pedagogical grammar that considers rules as an aid to expressing meaningful language.

Since grammar is the means of which we can understand how a language works, a definitive study of language grammar is essential to language study. Knowing more about grammar will enable learners to build better sentences in language competence performances and the ability to unite words to form sentences. Good knowledge of grammar helps learners to make sentences clear enough to understand and produce effective communication. On the contrary, the improper use of grammar will not convey meaningful messages because the sentence which is produced will not express the meaning.

Language learners need to master grammar as it is an idea which covers a large number of structural and discourse features of texts. With a good knowledge of grammar, the relationship between the concepts of language becomes clear. Grammar skills will enable learners to realize part of the language as a verb and a noun. Learners will understand and use grammars concepts better if they learn grammar. Azar (2007) argue that grammar knowledge will increase learners' comprehension of the language. To establish effective communication, learners need grammar skills; therefore, without grammar, speech gets meaningless. Grammar is an essential aspect to communicate effectively. Moreover, grammar simply is creating well-organized reading and writing performances.

2.2. Difficulties in Teaching Grammar

Grammar instruction should not be ignored. About grammar teaching, Krahnke (1985: 598) suggests that much of the effort spent arguing against the teaching of grammar might be better spent on convincing true believers in grammar instruction that grammar has a newly defined but useful role to play in language teaching and in showing them what it is (Terrell, 1991: 54).

For a better language improvement, grammar plays a crucial role. To be an effective language user, learners should study grammar because grammar skills will help learners to organize words and messages and make them meaningful. Knowing more about grammar will enable learners to build better sentences in speaking and writing performances. A good knowledge of grammar helps learners to make sentences clear enough to understand. Improper use of grammar will not convey meaningful messages. Tabbert stresses the importance of grammar simply

as: “It is frequently pointed out that students confuse lie and lay, do not choose who and whom correctly, say infer instead of imply, mismatch subjects and verbs, mix up pronoun reference, use double negatives, etc., and that these mistakes are evidence of their need to study grammar”(Tabbert, 1984: 39).

In teaching grammar, the teachers are not only supposed to help learners to express themselves, but also achieve their expectations about the purpose of learning the language. Many of us might think grammar lessons very difficult and troublesome as it involves the student to demonstrate the mastery of its suitable aspects for the presentation of ideas as well as mastery in all areas of language. But with learning grammar through discourse where the students learn the context, grammar lessons can be exciting and stimulating.

Grammar instruction is one of the most difficult issues of language teaching. The trouble with teaching grammar is that the English teachers are never quite sure whether their method used by the works or not. In teaching grammar rules, sometimes students manage to apply them and sometimes they do not. Grammar will give learners the competence how to combine words to form sentences. To create fully-developed sentences, grammar knowledge is indispensable. With little understanding of how language functions, learners cannot develop their language skills. —Just as there are careful and effective drivers who do not know what makes a car run, so there are those who, through practice and skillful observation, have become satisfactory, even effective, writers with very little understanding of the mechanics of the language.

The main purpose of teaching grammar for language learners is not only teaching them grammar rules but also teaching them how to apply it in language skills. Students know the grammar at least, they know the rules explicitly, but they fail to apply them in communication. This problem has been discussed by others as that there is no clear connection between explicit knowledge of the rules and implicit control of the system and the learn ability problem following from the observation that grammar is not learned in a linear and automatic approach (Long & Doughty, 2009: 523). By learning grammar rules explicitly, students are unable to use the grammar rules in speech. It is difficult for them to understand how grammar rules work in a sentence. However, learning grammar in context will allow learners to see how rules can be used in sentences.

Even though some argue that grammar should be taught in a variety of ways, both implicitly and explicitly because of the variety of reasons, it actually really comes down to why the students are learning the language. If their goal is to know enough English to communicate abroad on short trips, then communicative lessons may be the best approach. If the student is hoping to take the first certificate or any other similar exam, then explicit grammar lessons must be an integral part of their learning process.

2.3. Approaches to Grammar Teaching

Language teaching has known different developments over the years for the purpose of establishing an appropriate approach. Accordingly, many approaches have succeeded and failed throughout history of language teaching and each one

came to handle the shortcomings of the previous one. The following paragraphs discuss the pre and the post communicative approach eras.

2.3.1. Pre-communicative Approaches Era

Historically, several approaches and methods were appeared for the purpose of establishing more effective ways of teaching. Celce-Murcia (2001) declared that approaches to language teaching developed successively: Grammar-Translation, Direct, Reading, Audio-lingualism, Oral-situational, cognitive, Affective-Humanistic, Comprehension-Based, and Communicative approach. But, all the approaches that emerged before the Communicative one focused on the form rather than the function. In the other words, they give much importance to linguistic competence and neglect the communicative one. Larsen- Freeman (2000) mentioned that most of educators deduced that students could realize accuracy while producing sentences, but they could not use those sentences appropriately for communicative purposes.

2.3.2. Post -communicative Approaches Era

After the emergence of the communicative approaches, the goal behind language teaching shifted from the focus on mastery of structures to the emphasis on communicative proficiency (Richards & Rodgers, 2001). Communicative Language Teaching (CLT) is an approach to teaching a language that emphasizes interaction as both the means and the ultimate goal of learning a language.

Widdowson (1983) also refers it as communicative approach to the teaching of foreign languages. CLT can also be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. CLT makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audio-lingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses.

The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics. In this light, language study has to look at the use of language in context, both its linguistic context in what is uttered before and after a given piece of discourse and its social, or situational, context or who is speaking, what their social roles are, why they have come together to speak". (Berns, 1984, cited in Galloway, ERIC, 1993: 1).

2.4. Teaching Grammar for EFL

The role of grammar and the approach to grammar teaching have been controversial (Larsen-Freeman, 2000; Richards & Rodgers, 2001; Richards & Renandya, 2002). Some conscious attention to grammatical forms is necessary to develop high levels of accuracy in the target language. Therefore, there is recently

an agreement among researchers, educators, and teachers about the necessity to teach grammar.

As we know, the majority of teachers find it difficult to explain grammar especially EFL students which English does not exist in everywhere around their environment. Most language teachers teach grammar by explaining the forms and rules and then drilling students on them, yet the result is that students consistently make errors when they try to use the language in context.

Teaching grammar is to show how language works (Azar, 2007). From my observation in teaching English as a Foreign Language, I can say that everyone is a different world, but there is something I have learned: At starter levels, students just want to be able to understand and manipulate the language as much as possible. They want to communicate ideas, feelings, etc. So rules and structures must be taught according to their needs.

In terms of motivation and learner success with languages, grammar has been seen to be a problem and to stand in the way of helping learners to communicate fluently. The hard fact that most teachers face in teaching grammar, especially for EFL, is that learners often find it difficult to make flexible use of the rules of grammar taught in the classroom. They may know the rules perfectly but are incapable of applying them in their own use of the language.

Different designs for teaching and learning grammar have been proposed embracing a focus on the form into meaningful communication (Larsen-Freeman, 2000; Nassaji & Fotos, 2011). The challenge for a language teacher is to choose

the right approach or to integrate the perceptions of different approaches to suit their own learners and classroom environment.

2.5. Discourse

In linguistics, discourse refers to a part of language longer than a single sentence. More generally, discourse is the practice of spoken or written language in a social context. "Discourse in context may consist of only one or two words. Alternatively, a piece of discourse can be hundreds or thousands of words in length" (Hinkel, Eli, and Fotos, Sandra, 2002). Discourse can be also used to refer to the particular context of language use, and in this sense, it becomes similar to concepts like genre or text type.

Discourse is sometimes used in contrast with text where the text refers to actual written or spoken data, and discourse refers to the whole act of communication involving production and comprehension, not necessarily entirely verbal. The study of discourse, they can be involved in matters like context, background information or knowledge shared between a speaker and hearer (Bloor, Meriel & Thomas, 2013).

Discourse is often defined in two ways: a particular unit of language (above the sentence), and a particular focus (on language use). These two definitions of discourse reflect the difference between formalis and functionalist paradigm. And Schiffrin also suggests two prominent definitions, namely as a unit of language larger than a sentence and as language use. (Schiffrin 1994: 20)

The definition of discourse as derived from formalist in Hyme's (1974b) terms "structural" assumptions is that discourse as a unit above the sentence is not just a definition of discourse, but a way of leading to a particular type of analysis. Although this definition and analysis to which it leads can be appealing, it also raises some problems. First, the view of discourse as a unit above the sentence allows one to focus quite easily upon how syntactic properties of clauses or sentences contribute to higher level structures of a text. Second, structural view of discourse places discourse in a hierarchy of language structure thus developing the view that one can describe in a unitary way that continues unimpeded from morpheme to clause in sentence to discourse. Concerning with the definition of discourse as language above the sentence, many contemporary structural analysis of discourse view the sentence as the unit of which discourse is comprised. One immediate problem is that units in which people speak do not always seem like sentence.

The other definition to be considered replaces what is basically a formalist trust with a functionalist trust discourse is language use. Schiffrin (1994: 31) considers a functionalist view: "The study of discourse is the study of any aspect of language use." And another statement is Brown and Yule's (1984: 1): "the analysis of discourse, is necessarily, the analysis of language use. As such, it can not be restricted the description of linguistics forms independent of the purposes or functions which these forms are designed to serve in human affairs."

2.6. Discourse-Based Approach

Discourse is an instance of spoken or written language that has describable relationships of form and meaning that relate coherently to an external communicative function or purpose and a given audience or interlocutor (Marianne Celce-murcia & Elite Olshtain, 2000: 4). To know the Discourse Approach to the teaching of grammar, we must define Discourse Analysis. Discourse analysis is to examine how any language produced by a given participant whether spoken or written is used in communication for a given situation in a given setting. As Chomsky (1965) perceived, there is no limit to the number of possible sentences that can be generated from the grammar and lexicon of a language.

However, putting together a random group of sentences that may be grammatically correct does not result in discourse. Discourse must instead be organized in some coherent way that makes sense in the context of an interaction. Thus, one important aspect of Discourse Analysis is that texts or utterances are regarded as wholes, beyond the level of the grammatical sentence. Thus, another important principle of Discourse Analysis is that language is always studied in its social context.

2.7. Teaching Grammar through discourse for EFL

Grammar expands its importance in language teaching, particularly in EFL. Basically, in the teaching of grammar, learners are taught rules of language usually known as sentence patterns. According to Ur (1999), concerning the learners, grammatical rules facilitate them to know and apply how such sentence

patterns should be put together. The teaching of grammar should also focus on the attention on the way grammatical items or sentence patterns are correctly used. In other words, teaching grammar should cover language structure or sentence patterns, meaning and use.

When we teach grammar, we not only help our learners to express themselves, but we also fulfill their expectations of what learning a language involves. Many of us probably think of grammar lessons with dread, but these days, with a focus on more communicative language teaching, a grammar lesson can be both engaging and stimulating. Most EFL students are taught grammar and know a lot of grammar rules. However, in their mind, a language is a set of rules. For a communicative purpose, this mindset should be changed. They need to know how to use language in different situations. Most of English teachers think that teaching grammar separately is less effective to learners since learners only learn the way language is constructed, and very often when they are given grammatical rules, the learners work well in such cases.

As teachers, the researcher thinks we must remember to take into account that not everyone learns languages because it is enjoyable and, in this way, help them reach their personal goals in the best way possible. Personally, the researcher thinks teaching grammar in context encourages students to develop their own abilities when they need to respond to the different activities and materials in classroom settings. Of course, we can assume one is better than the other but as teachers we can emphasize one of those, providing students with the tools they need to master the language.

As EFL teachers, it is necessary to have good knowledge about functional grammar because it is part of the English language and may bring a great change to EFL teaching and learning. Halliday (1994) points out that functional grammar are so-called because its conceptual framework is a functional one rather than a formal one. Functional grammar is more sociological in orientation. It is concerned with understanding the ways in which language is used for different purposes and in different situations, serving a communicative purpose of language learning.

Teaching grammar through discourse for EFL students means developing the knowledge of grammar skill using teaching materials that relate in meaning and real communication with the purpose to help the students in being able to use the language for communication. If learners are not given opportunities to explore grammar in context, it will be difficult for them to see how and why alternative forms exist to express different communicative meanings. For example, when a teacher teaches their students the material of grammar rule in the present tense, the teacher may ask their students to see what happen with our surrounding in daily life, or they observe about their own habitual about some activities they do every day.

It is argued that teaching grammar through discourse analysis is expected to promote learners' cognitive and contextual involvement in the learning process. The two areas of discourse analysis, cohesion, and coherence are attended to as two main requirements in building up learners' discourse competence. The key point in this methodology is to have students engage interactively in

communicative activities and scenarios likely to raise their grammatical awareness without there being a focus on grammatical items as an end in themselves. Rather, students will be taught how these items are employed to develop discourse competence.

Using genuine written and spoken discourse can be a perfect resource for teachers to teach the different language skills. For instance, through a newspaper article, a letter or an extract from a book, a teacher can teach a grammar rule. Students can learn the rule, how it is used in context as well as learn new vocabulary and benefit from reading the article. Then through using the same piece of discourse, students can practice speaking through retelling the information in the article to a partner or to the class, with an emphasis on using the taught grammar point correctly. Also, students can write an essay or a paragraph about a certain idea in the article.

Moreover, a teacher can use a natural piece of spoken discourse like a real recorded conversation, a phone call, an interview, or a speech to teach. Through that, students can learn spoken discourse of English pronunciation and intonation as well as having a chance to explore authentic social interaction of native speakers. Then, a teacher can design a role-play or student-led discussions and debates in order for the students to practice speaking through what they have learned, and assign a writing exercise to practice writing.

In the case of teaching grammar to EFL learners, a teacher may feel frustrated when learners are taught grammatical items separately. Students may become good at grammar; however, when told to write and speak, they often

make grammatical mistakes. Larsen-Freeman (2000: 64) clarifies that language teaching and creating meaning through language involves communicative competence, including an important awareness of language learners' goals in using the language and with whom they will be communicating. With that, learners require the capacity to construct meaning through grammar, which enables them to demonstrate communicative competence within a variety of contexts and empowers learners to step beyond a rule-based approach and understand the choices that native-speakers make when they use the language.

Helping learners apply grammatical rules into communicative tasks in context is very challenging. Therefore, teachers, especially in the EFL background, could benefit from learning some alternative teaching approaches for teaching grammar so that they can combine grammar or structure into other language skills in such a way that the goal of learning language is finally achieved.

Anderson (2005) stated teaching grammar in context provides a meaningful framework that connects to reality in the targeted language. By providing grammar in a context called functional grammar, in an implicit manner, we can expose students to the considerate amount of grammar study without pushing them to the learning of English or other foreign languages.

Excellency of the language without grammar will be confusing. Learners will fail to use the language properly without grammar skills. The most common problem is that students fail to apply their knowledge of grammar when they communicate. Students know how the grammar, at least the rules, but they fail to

implement them in communication. They do not understand how the rules governing work. Learning grammar using discourse materials will allow learners to see how the rules can be used in context. "The language is context-sensitive. This means that lack of context will cause some difficulties to comprehend the intended meaning of a word or phrase" (Thornbury, 1999: 69).

The context provides a more accurate understanding of how to use grammar, and provide accuracy in learning a second language skill spoken and written (Wajnryb, 1990: 6). Teaching grammar in context will give students the opportunity to understand how the language works and improve their communication skills. "Students should get an idea of how the new language used by native speakers and the best way to do this is to present the language in context" (Harmer, 1991: 57).

According to Christie (1991:106) teaching grammar in discourse presents grammar as a set of tools rather than a set of rules. Moreover, grammar is used to create texts in the context of use in real language. Its application is not limited to the analysis of isolated sentence but it is more to explain the way in which sentences are structured to construct whole texts and it is concerned with the way in which grammar organized to make meaning. Teaching grammar in context will give learners an opportunity to understand how language works and this will improve their communication skills. "Students need to get an idea of how the new language is used by native speakers and the best way of doing this is to present language in context" (Harmer, 1991:57).

There are several reasons for incorporating discourse into EFL teaching. Hughes and McCarthy (1998) point out the following: first, in a traditional approach, teaching the paradigms (a list of formal choices that realize contrasting meanings within particular sets of words) is important. Learning paradigms is an important step in mastering English grammar. On the other hand, the items of the traditionally organized grammatical paradigms do not necessarily correspond with the choices in authentic communicative situations. That is, not all grammatically possible alternatives are actual choices in real-life communication (see Hymes' fourfold distinction in chapter 2.4.1).

Second, pedagogical grammar rules are often too simple. The simplified rules work for most pupils in most situations. However, although the pupils manage to create well-formed sentences by the rules given, the rules do not necessarily offer sufficiently precise guidelines to choose the most appropriate alternatives in all contexts. Teachers often seem to move from sentence to discourse-level when they need to explain a grammatical item and the conventional rules do not say enough to help the pupils produce appropriate language, i.e. the "exceptions" are often explained by discourse.

Third, discourse is often suitable when explaining the differences between spoken and written grammar. Although both modes share much grammar, some grammar occurs much more often in one than the other. These differences are best explained by observing the occurrences in discourse.

Fourth, some grammatical items cannot be fully understood when seen only in isolated sentences (e.g. *this/that/it* and many word order phenomena need to be

seen in a larger context than the sentence). There are certain benefits with sentence-based grammar as well: for many the sentence is a manageable item to work with; the rules are clear and it can be convenient in the classroom (e.g. can be written on the board, analyzed and changed); the decontextualization can be a benefit for attention or learning load; the framework appeals to the analytical learner; and the terminology used has a long history and is the same for all pupils and teachers, which can be beneficial.

On the other hand, the view on language as a series of units that can be detached from context fails to help the pupils in stringing together longer sections of discourse. Another disadvantage is that the learning of the language in a traditional way may result in the pupils having to relearn it in a way that makes the structures usable in authentic use. However, a discourse-based approach can be messy in the sense that it may not give clear rules. This may cause uncertainties both for the pupils and the teachers.

There are certain advantages as well as disadvantages with both discourse and sentence-based approaches as seen above. However, they are not mutually exclusive. The motivation for moving from sentence to discourse level is not to change something if it works perfectly fine, but “to represent more accurately actual language in use” (Hughes and McCarthy, 1998: 268).

CHAPTER III

RESEARCH METHOD

This chapter presents the research method which contains research design, research instrument, data and data source, data collection, and data analysis.

3.1. Research Design

This research is a quasi-experimental design which is similar to experimental design unless the participants are not randomly selected for the study (Hatch and Farhady, 1981: 246). There were two variables in this research. First, the dependent variable was the grammar competency which was measured through the grammar test. While the independent variable was the method of teaching English grammar through discourse. Descriptive data were collected for the grammar pre-test and post-test. Finally, the T-Test was adopted to find out whether there was any difference between before and after the treatments.

3.2. Participants

The participants of this research were 57 eighth grade students in bilingual classes who are studying at the State Islamic Junior High School 1 Kudus. They were divided into two groups. The first group was the control group and the second was the experimental group. The control group had studied English grammar by using conventional methods decided by the school teachers. The experimental group had studied English grammar through discourse for EFL which was designed by the researcher. Duration of teaching is about one month. The English classes were held two times a week with 90 minutes for each meeting

with four grammar lessons for the two classes. Both classes were taught by the same teacher which, in this research is the researcher herself.

3.3. Validity And Reliability

This section introduces the validity and reliability of the results of the present study. Matsuda & Silva (2005: 192) argues that it is important to remember that an instrument is valid if it measures what it purports to measure. On the other hand, the dependable measurement is referred to the reliability of the research (Marczyk et al, 2005: 105). Thus, this study gathered data from the participants' different views through the questionnaire, pre and post-test, and the interview.

3.4. Data Collection

This study utilizes quantitative methods of data collections. The researcher collected the data from the interview, treatments, and documentation and observation. The data for the study were collected in two periods- first at the beginning of the observation and after the observation has done. A control group which did not receive treatments and the experimental group which received treatments were designed to investigate the effectiveness of using discourse in teaching and learning English grammar. The treatments were done in 4 meetings with 4 grammar topics. The topics used in these treatments were taken from the syllabus made by the English teachers in this school.

On the first treatment, the researcher focused more on the simple present tense. The second treatment was about simple past tense. The third treatment was about WH Questions, and in the last treatment, the researcher discussed more Adjectives Orders. Later, the performance of the two groups can be compared. Through the collection of the data, it was possible to examine the association between pre and post-training and determine different characteristics the variables exhibited.

Testing Instrument

A test is an important part of every teaching and learning experience. The test is a set of questions that are used to measure the skill knowledge, intelligent, and talent of individual or group. As stated by Brown (2004:3), a test is a method of measuring a person's ability, knowledge, or performance in a given domain. In this research, a test was given to know the progress of students' grammar knowledge.

To achieve the aims of the study, the researcher designed the following instrument:

- A grammar test for the students (as pre-test and post-test)
- Discourse materials based on the syllabus of eighth-grade students at the Junior High School level.

Pre-test

In the pre-test, students were given forty-five multiple-choice questions topics on the simple present, simple past, WH-questions, and Adjectives. They were given 90 minutes to do the test. This task was assigned to test the grammar competency of each student and to make sure that they were at the same level of grammar competency.

Post-test

While in the post-test, students were given forty-five multiple-choice questions topics which were similar to the pre-test to measure the differences between before and after the treatments.

Interview Guide

An interview guide was used to know what the factors of the students' lack ability of their grammatical proficiency and how the teacher's role when the students learn in the classroom. The interview was the semi-structured interview. It is flexible because the questions could appear during the interview. The next questions might appear from the answer from the interviewee. The interview has been done on August 11th 2017 with the English teacher.

Questionnaire

A questionnaire is a list of questions to be answered by a group of people to get information. The purpose of giving a questionnaire in this research was to gather information from the students about the factors that may affect

their improvement in grammar knowledge. The questionnaire in this study consists of 16 items.

Observation

The instrument used for observation was the observation sheet. It has been done while doing the research in the classroom. It was used to take any information about the teacher's preparation before teaching and students' motivation and activities in the classroom. It was used when the researcher in the class, so that the subjects could be cleared.

3.5. Research Procedure

The research was conducted during the first semester of the academic year 2017 at State Islamic Junior High School 1 Kudus of Eighth Grade Students. The following procedures will be done for the purpose of the study:

1. Getting the approval of the selected school to conduct the study.
2. Drawing a sample of the study from State Islamic Junior High School 1 Kudus Classes.
3. Preparing the discourse material to teach grammar which will be taught to the experimental group and ensuring its validity.
4. Constructing the pre- / post-test and ensuring its validity and reliability.
5. Administrating pre-test to the two groups of the study to measure their grammar before applying for the programs.

6. Conducting the experiment to the experimental groups to apply the treatments generated by the researcher and overcome any difficulties or problems that may appear during the implementation of the program,
7. Post-testing the groups to measure their grammar.
8. Analyzing the obtained data.

3.6. Scoring the Test

This experimental research belongs to quantitative research. It has the aim of finding out the effectiveness of teaching English grammar through discourse for EFL. The data were analyzed using a statistical method to test the hypothesis of the study. The tool for analyzing the data was SPSS Vol. 16.0

Scoring of the data is the first step to obtain a result of quantitative information by each student by using a rating scale. This is the way to score and evaluate the achievement of students' grammatical proficiency. In using a rating scale, the researcher can make a rank order for the result of students' grammar competence. Based on the categories, the researcher can know the highest score and lowest score. In assessing the test, the researcher follows the formula provided by Depdiknas (2006). The formula is in the following:

1. Add 1 point for the correct answer.
2. Give 0 points for each incorrect answer.

In the following are the categories for classifying the students' score:

Table 3.1: The classification score

No	Mastery Level	Category
1.	36-45	Very Good
2.	26-35	Good
3.	16-25	Fair
4.	11-15	Poor
5.	<10	Very Poor

Hypothesis Testing

The purpose of conducting this hypothesis testing is to find out whether there is a significant difference between the posttest both score of the control and experimental group.

Statistical Analysis

A t-test was used to answer the questions of the study and to discover if there were any statistically significant differences between students' achievement mean score according to the method.

3.7. Data Analysis

Data collected from all the sessions were analyzed carefully by the researcher. All the differences and similarities of all treatment sessions were compared and contrasted. The t-test used to answer the research questions of the study and to find out if there any statistically significant differences between students' achievement mean scores according to the method.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the data findings and describes how discourse-based teaching in teaching grammar affects EFL grammar comprehension. Then the discussion is presented to discuss the result from the data findings.

State Islamic Junior High School (MTSN) 1 Kudus is one of the schools in Kudus. It is located on Prambatan Kidul, Jl. Kudus-Jepara, Kaliwungu, Kudus 59332. Its phone number is (0291) 431777, while the e-mail address is mts_negeri_kudus@yahoo.co.id The research object was focused on eight grade students of bilingual classes in this school.

This part deals with the findings of the data analysis. As explained before, there are two parts of findings in this section. The first part is the result of the quantitative data which was analyzed by using SPSS Vol. 16.0. The second part is the result of qualitative data that is the interview with the teacher and the students.

The researcher used discourse materials to teach grammar to students in the experimental class. On the contrary, the researcher used the materials provided in the textbook to teach grammar in the control group.

4.1. The Findings

4.1.1. The Effectiveness of Teaching Grammar through Discourse

Based on the experiment, teaching grammar through discourse is effective. This can be explained from the tests given. The research finding was taken from what happened in teaching and learning process during the research. It was done

on August, 7th to 25th, 2017 to the students of bilingual classes of State Islamic Junior High School (MTSN) 1 Kudus. The choice of class was because the researcher think that bilingual classes is in the more need of studying grammar since English is one of the language that is used in the classroom activities besides Arabic.

The researcher conducted the pre-test to know the students prior knowledge. In this pre-test the researcher found that the students' grammar skill is low. The students got difficulties in using the right grammar. Considering the causes of the problems, the researcher decided to use discourse-based approach that was never applied before in teaching grammar to the eighth grade students of bilingual classes of State Islamic Junior High School (MTSN) 1 Kudus.

4.1.2. Factors affecting the effectiveness of the teaching process

a. Observation

The researcher conducted the pre-observation in class VIII A and B, the bilingual classes of State Islamic Junior High School (MTSN) 1 Kudus to know the condition of English teaching learning before the experiment was done. In this step, the researcher found that the students had low motivation in English lesson especially in studying grammar. Although the teacher often gave them grammar exercises, students' interest in grammar is still low. Mostly, students made a noise when the teacher was explaining in front of class. Then, the students looked bored when the teacher was delivering the material. It was caused by the teacher who just gave the students an assignment from students' exercise book (LKS).

b. Interview

The researcher conducted the interview to know how far the students' grammar skill. To get more accurate information about the problems faced by the students, the researcher interviewed the English teacher. Based on the interview, the researcher knew that the students' grammar skill was low. The English teacher too often used the students' exercise book to teach English daily. When the researcher asked about some English tenses, mostly students still confused.

c. Pre-test and Post-test

The researcher conducted the pre-test to make sure that the students' grammar skill in both VIII A and B are still low and need to be improved. The aims of pre-test are given to know the students competence in grammar skill. The pre-test was conducted on Tuesday, 7th August 2017.

After that, the data were analyzed using SPSS 16.0 windows. It was used to discover whether using discourse to teach English grammar was effective or not. These are the data collected before the treatments have begun and after it was done. As we can see from the table above, the scores of the students from pre-test to post-test are both improved. But, the scores' improvement of the control group is not as significant as the improvement of the experimental group. In addition, in order to have a precise and valid conclusion, the researcher continues the analysis of the quantitative analysis. These are the result of quantitative data analysis.

4.1.3. The Treatments

The researcher did several steps in conducting classroom research experimentation. Here, the researcher choose the class VIII A as control group and VIII B as the experimental group which was given the treatmets. The researcher did four meetings which are conducted in August 11th, 14th, 18th, and 21th 2017.

a. Planning

After finding the problems by the pre-observation, interview, and pre-test, the researcher made a plan to teach grammar. The researcher planned to teach them using discourse to solve the students' problems. The researcher believes that discourse can improve the students' grammar proficiency.

The researcher prepared the research instruments based on the syllabus and consulted the plans with the English teacher. Before implementing the experimentation, the researcher planned everything related to the action in treatments. They were as follows:

- 1) Constructing lesson plan and designing the step in doing the experimentat. Each lesson plan consisted of three part, they opening, main activity, and closing.
- 2) Preparing the materials, assessment, and task. The researcher took some.
- 3) Preparing book to take a note all activities during the teaching learning process in the class.

b. Implementing the action

The action plan was implemented by the researcher. Meanwhile, the real teacher was a collaborator. She helped the researcher in observing during the teaching and learning process happened in the classroom.

1) The first meeting (Friday, August 11th 2017)

a) Opening

The first meeting was conducted on Friday, August 11th 2016 started from 07.00 to 08.20. For the beginning in first meeting, the researcher greeted the students and checked students' attendance list. The researcher did not introduce herself because it had done in the pre-test. The researcher started the teaching with some pre-activities such as told a brief about the discourse to the students.

b) Main Activity

The researcher asked what they know about simple present tense. The researcher gave explanation about simple present tense such the definition, when to use and the formula of simple present tense, also gives the examples of simple present tense. After explained the materials, the researcher asked the students if any questions or not, none students rose the hand so the activity could continue.

After that, the researcher played short conversation clips from Youtube and they watched the clip. They did exercise with mentioning some examples of simple present tense from the clips. The researcher ask them to discuss with their seatmate. Every group had to present the result of their work.

c) Closing

Before closing the teaching learning process, the researcher reviewed about the simple present tense again briefly and made conclusion. The researcher also asked the students about their difficulty, most of them got difficulties in grammar, vocabularies, spelling and pronunciation. Then, the researcher closed the teaching learning process with greeting.

2) The second meeting (Monday, August 14th 2017)

a) Opening

The researcher opened the class by greeted them and checked their attendance. The researcher asked their condition. Then, she reviewed the material of simple present tense. Some questions were given to the students to remind their knowledge of simple present tense, the students answered enthusiastically. After that the researcher continued to the next material that was simple past tense.

b) Main activity

The researcher asked what they know about simple present tense. The researcher gave explanation about simple present tense such the definition, when to use and the formula of simple present tense, also gives the examples of simple present tense. After explained the materials, the researcher asked the students if any questions or not, none students rose the hand so the activity could continue.

After that, the researcher showed a newspaper which was taken from the online from The Jakarta Post. The students have to read the newspaper. The researcher continued the lesson by providing students' worksheet. Then, asked the

students to do the assignment. The worksheet asked the students to observe the use of simple past tense. During this session, the researcher walk around the class to helped the students that found difficulty. The class was rather noisy but it could be handle. After finishing the exercise, the researcher discussing their work and asked the students to submit their worksheet. Then, the activity continued to closing.

c) Closing

Before closing the teaching learning process, the researcher reviewed material and made conclusion. The researcher closed the teaching learning process with greeting.

3) The third meeting (Friday, August 18th 2017)

a) Opening

The researcher opened the class by greeted them and checked their attendance. There were some responds from students; happy, sad, annoy, etc. then, reviewed the material of simple present and past tense.

b) Main Activity

After opening, the researcher asked what they know about WH Question. Then, the resercher explained wh-question words: *what, where, when, who, why, and how*. The researcher also explained each meaning and use of wh-question words. The next activity was giving the students conversation text, worksheet and told them to do it by themselves. They did not allow asking to their classmate.

The students had to make the examples of wh-question words from the activities in their daily life. The students had to finish it before bells rang.

c) Closing

After all students finished their work, they collected their own worksheet on teacher's desk. The researcher asked the students if there are any difficulties about using wh-question words. The researcher closed the teaching learning process with greeting.

3) The fourth meeting (Monday, August 21st 2017)

a) Opening

The researcher opened the class by greeted them and checked their attendance. The researcher asked their condition. Then, she reviewed the material of wh-question words.

b) Main Activity

After opening, the researcher asked what they know about Adjectives. Then, the resercher explained what is adjectives, how to use the adjectives in sentence by gave them the adjective formula. The researcher also explained the order of adjectives. The next activity was giving the students poems, worksheet and told them to do it by group of four. The students had to obserbe poems provided by the researcher and make the example of using adjective and its order. The students had to finish it before bells rang.

c) Closing

After all students finished their work, they collected their own worksheet on teacher's desk. The researcher asked the students if there are any difficulties about adjectives. The researcher closed the teaching learning process with greeting.

4.1.4. Observing

The collaborator observed during the teaching experimentation from the first meeting to the fourth meeting. The observation result of these meetings seemed enjoy, the students did not make noisy, the students paid attention to the researcher and the activity run well.

After the teaching experimentation, the researcher designed post-test that was done on Monday, August 25st 2017 to know the improvement students' grammar skill. The collaborator thought that students did the test seriously because the researcher did not allow them to cheat and to use dictionary. The atmosphere in the class was serious and quiet at that time. The students were busy with their test independently. They did the test individually. The researcher expected that their results of post-test would be better than pre-test.

4.1.5. Reflecting

After the experimentation, the researcher found some improvements. The students were more motivated and interested in teaching learning process. The students were more enthusiastic in joining the class with discourse-based teaching. The students got better understanding about simple present and past tense, wh-question words, and adjectives.

4.1.6. The Distribution of Frequency and Percentage of the Students' Pretest and Post-Test

The distribution of frequency and percentage of the students' pretest and post-test are shown in the table below.

Table 4.3: The Distribution of Frequency and Percentage of Pretest

NO	Category	Range	EXPERIMENTAL		CONTROL	
			Frequency	Percentage	Frequency	Percentage
1	Very Good	36-45	0	0%	0	0%
2	Good	26-35	3	10.71%	3	10.34%
3	Fair	16-25	23	82.14%	25	86.20%
4	Poor	11-15	2	7.14%	1	3.45%
5	Very Poor	<10	0	0%	0	0%
TOTAL			28	100%	29	100%

From table 4.3 above, the frequency and the percentage of the experimental and control group are virtually balanced. There are both 3 students from each group, the experimental and control group which are classified on a good understanding of English grammar from the result of range 26 up to 35 questions answered correctly. The frequency of the student who had a poor understanding on English grammar in the experimental and control group also almost the same, with only 1 student had a poor understanding on English grammar and 2 students from the experimental group who had a poor understanding on English grammar.

In table 4.3 we can also see the frequency and the percentage of the students who had a fair understanding of English grammar in the control and experimental

class. There are 21 students from the experimental group and 25 students from the control group who had a fair understanding of English grammar. There are 4 differences from the amount of the students who had a fair understanding of English grammar between control and experimental group. The findings show that almost all the students had a fair understanding of English grammar.

Table 4.4: Descriptive Statistics for the Pre-test

	Group	N	Mean	Std. Deviation	Std. Error Mean
pretest_score	Control	29	21.3793	3.52961	.65543
	Experimental	28	21.8571	3.64858	.68952

Table 4.5: The Result of the Independent Sample T-Test for the Pretest

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
pretest	.023	.879	-.503	55	.617	-.47783	.95077	-2.38321	1.42754
Equal variances assumed									
Equal variances not assumed			-.502	54.741	.617	-.47783	.95133	-2.38454	1.42887

In order to make sure that two groups were homogenies considering their grammatical knowledge, an independentsample t-test was perform on the scores of pretest with a significance level set at .05. The result are presented in table 4.4 and 4.5 above. The amount of t-observed was $t(55) = .503$, $p = .617$. it is understood that there was not any significance differences among the groups.

Table 4.6: The Distribution of Frequency and Percentage of Posttest

NO	Category	Range	EXPERIMENTAL		CONTROL	
			Frequency	Percentage	Frequency	Percentage
1	Very Good	36-45	5	17.86%	0	0%
2	Good	26-35	21	75%	11	37.93%
3	Fair	16-25	2	7.14%	18	62.07%
4	Poor	11-15	0	0%	0	0%
5	Very Poor	<10	0	0%	0	0%
TOTAL			28	100%	29	100%

Table 4.6 describes the post-test. Post-test was managed after the treatment. The score in the post-test in both experimental and control group improved. But, the improvement in the experimental group is more significant if we compare with the control group. In the experimental group, the frequency improved two levels up to where most of the students in the experimental group reach good category and there are up to 5 students had a very good understanding on English grammar while in the control group. The improvement increases only a level up with 18 students still in fair understanding and 11 students were rising up in the good category.

Almost all the students in the experimental group suit the material used well. It is because learning English grammar through discourse is not only about memorizing the grammar rules or formula but also how to understand them in the real context. Besides, the grammar rules were also provided in the various discourse materials, so the students can help themselves in enhancing a better English grammar understanding. The researcher believes that the more the

students get the chance to know the use of language in the real context, the more they understand the essence of using the grammar rules.

These findings answer the third research question which questioned the effect of using discourse for teaching and learning English grammar for EFL students. The researcher can conclude that by using discourse for teaching and learning English grammar for EFL students can provide a significant improvement more on students' grammar competency to use grammar rules both in spoken and written language.

Table 4.7: Descriptive Statistics for the Posttest

Group	N	Mean	Std. Deviation	Std. Error Mean
Posttest Control	29	25.0690	2.99918	.55693
experimental	28	32.0357	4.40103	.83172

Table 4.8: The Result of the Independent Samples T-Test for the Posttest

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
posttest Equal variances assumed	2.229	.141	-7.006	55	.000	-6.96675	.99444	-8.95966	-4.97384
Equal variances not assumed			-6.960	47.444	.000	-6.96675	1.00096	-8.97993	-4.95357

In order to answer the third research question of the present study, a t-test was performed on the result of posttest. According to tables 4.7 and 4.8, the

amount of t-observed for the effect of teaching grammar through humor on short term is $t(55) = 5.907$, $p = .000$. Therefore, it can be claimed that the experimental group, which received grammatical instruction through the humor, significantly outperformed the control group, which did not receive grammatical instruction through discourse.

Table 4.9: Descriptives Statistics of Pre-Test and Post-Test

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
pretest_score	Control	29	21.3793	3.52961	.65543	20.0367	22.7219	12.00	29.00
	experimental	28	21.8571	3.64858	.95133	21.5333	24.8239	13.00	29.00
	Total	57	21.6182	3.58909	.52538	21.2107	23.3156	12.00	29.00
posttest_score	Control	29	25.0690	2.99918	.55693	23.9281	26.2098	18.00	31.00
	experimental	28	32.0357	4.40103	.83172	30.3292	33.7423	23.00	42.00
	Total	57	28.4912	5.11693	.67775	27.1335	29.8489	18.00	42.00

To carry out the inferential statistics, the samples were checked for the underlying assumptions required for the choosing of an appropriate technique. In addition, the computation of the variances for the two groups through the Levene's test showed a non-significant value ($>.05$), which implies that equal variances are assumed. As no violation was observed in the assumptions needed for the inferential analysis, a parametric statistic was found to be the most appropriate statistical technique. As such, an independent-samples t-test was run to compare

the mean scores between the experimental and control groups in the post-test, and paired samples t-test was conducted to compare the mean scores within the experimental group at the probability level $p < .50$.

To test the significance of these differences between the mean scores of both groups on the grammatical proficiency in the post-test, the T-test statistical procedure was computed as shown in Table 4.10

Table 4.10: The result of T-test on the grammar achievement on the post-test between two groups

	N	Mean	Std. Deviation	Std. Error Mean	T	Df	Sig. (2-tailed)
Posttest Control	29	25.07	2.999	.557	45.012	28	.000
Posttest Experimental	28	32.04	4.401	.832	38.518	27	.000

The independent-samples t-test run to compare the mean scores for the experimental and control groups indicated that there was a significant difference in the scores for the experimental group. Table 6 indicates that the mean scores of post-test from the experimental group were higher than the mean scores of the control group. The mean score of the experimental group was 32.04, while the mean scores of the control group were 25.07.

The descriptive analysis of the post-test brought to light that the scores of the 28 subjects in the experimental group ranged between 13.00 and 29.00 with a mean of 23.1786 and a standard deviation of 4.24311, as for the descriptive

analysis of the control group's posttest, the 29 subjects in this group gained a range of scores between 12.00 and 29.00 with a mean of 21.3793 and a standard deviation 3.52961. Table 4.7 below illustrates the results of the descriptive statistics for both the pre-test and the post-test scores.

Table 4.11: Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pretest Score	Equal variances assumed	.987	.325	-1.743	55	.087	-1.79926	1.03230	-3.86803	.26951
	Equal variances not assumed			-1.737	52.523	.088	-1.79926	1.03566	-3.87697	.27845
Posttest Score	Equal variances assumed	2.229	.141	-7.006	55	.000	-6.96675	.99444	-8.95966	-4.97384
	Equal variances not assumed			-6.960	47.444	.000	-6.96675	1.00096	-8.97993	-4.95357

Furthermore, the samples were checked for the normality in the distribution of the scores in the pre-test and post-test through Kolmogorov-Smirnov test. The results indicated the non-significance value ($>.05$) for both groups in the pre-test in the sense that the distribution of the scores was normal in the samples. This value was .200 for the experimental group and .005 for the control group in the pre-test and .200 for both experimental and control group in the post-test.

4.1.7. Questionnaire Result and Interpretations

This section presents the results of the questionnaire. As it has been said it was handed out to (28) 2nd-year pupils from bilingual class belonging to MTsN 1 Kudus. The questionnaire is designed to investigate our sample's attitudes and beliefs to elicit the necessary information about the importance of teaching English grammar through discourse approach. The Pearson correlation coefficients were used to assess the connection between the dependent variables the posttest result and questionnaire items. The questionnaire is made up of three sections discussed as the following:

4.1.7.1. Pupils' Gender

Table 4.12: Pupils' Gender

Gender	Number	Percentage
Male	13	46.43%
Female	15	53.57%

As shown in the table 4.8, girls (53.57%) and boys (46.43%). The result can be interpreted that the amount of the girls is more than the boys in the bilingual class of the experimental group.

The Pearson correlation coefficients were calculated to determine the association between the participants' posttest score and their gender. The first correlation was conducted to see if a significant relationship existed between their gender and their posttest performance. Table 4.13 shows the Pearson Correlation coefficients computed between the two variables.

Table 4.13: The Correlations between Posttest Score and Gender

		Posttest Score	Sex
Posttest Score	Pearson Correlation	1	,008
	Sig. (2-tailed)		,969
	N	28	28
Sex	Pearson Correlation	,008	1
	Sig. (2-tailed)	,969	
	N	28	28

* Correlation is significant at the 0.05 level (2-tailed).

As can be seen in the data above, Pearson's r is 0.008. This number is very close to 0; and the Sig. (2-Tailed) value is 0.969 which is greater than 0.05. This means that variables were not strongly correlated and there is no statistically significant correlation between gender and posttest result.

4.1.7.1. Place and Frequency

Table 4.14: Pupils' English Classes

Answers	Number	Hours	Percentage
Only in school	18	4	64.29%
Take an English course	10	4-8	35.71%
Total	28		100%

More pupils (64.29%) study English only in school with the length of study is 4 hours a week. While only (35.71%) students take English course besides studying English in school. They study English around 4 to 8 hours a week.

The correlation result between the Pupils' English class and posttest scores is displayed in Table 4.15

Table 4.15: The The Correlations between Posttest Score and Pupil's English Class

		Posttest Score	English Class
Posttest Score	Pearson Correlation	1	,218
	Sig. (2-tailed)		,265
	N	28	28
English Class	Pearson Correlation	,218	1
	Sig. (2-tailed)	,265	
	N	28	28

* Correlation is significant at the 0.05 level (2-tailed).

Table 4.15 revealed that there was an insignificant positive correlation between the participants' score and Pupils' English Class since the Pearson correlation coefficient ($r = .218$, $p > 0.05$).

Table 4.18: Pupils' Grammar Course

Grammar Courses	Number	Percentage
Every English lesson	15	53.57%
Once a week	2	7.14%
A few times a month	0	0%
A few times in a term	4	14.29%
In my spare time	7	25%
Total	28	100%

The table above shows that the majority of the students (53.57%) study English grammar every English lesson. This is mainly because they are not really interested in studying grammar and they study grammar only because it is part of the program in English lesson. However, there are some students (25%) which is study English grammar in their spare times means that there are still some students that have the desire for studying English grammar.

Table 4.19: Pupils' Grammar Session

Grammar Courses	Number	Percentage
Yes, a lot more	3	10.71%
Yes, some more, please	6	21.43%
I like it the way it is	16	57.15%
No, there are too many grammar lesson already	0	0%
No	3	10.71%
Total	28	100%

When the learners were asked if they would like to have English grammar session, (10.71%) said that they don't want to have more grammar sessions. (57.15%) they like this way. (21.43%) they like some more and (10.71%) they want a lot more.

Table 4.27: Using English outside class or School

Items	Number	Percentage
very often	0	0%
Often	0	0%
Sometimes	8	28.57%
Seldom	9	32.14%
Never	11	39.29%
Total	28	100%

The data above shows as many as 39.29% of the students never use English outside class or school. (32.14%) of them use English rarely, (28.57%) of pupils acknowledge that they use their knowledge sometimes. Furthermore, there is no students use English often and very often outside of class or school.

4.1.7.2. Students' Interest

Table 4.16: English Language Preference

Answers	Number	Percentage
Yes	20	71.43%
No	8	28.57%
Total	28	100%

Most of the pupils (71.43%) answer that they like English. Their main arguments are; English is considered as a global language or the language most of the people use around the world. They need it to communicate with the foreigners or people from another country, etc. those who answer no (28.57%) justify that they would not major in English and others say that they dislike the English language because they think that English is difficult.

Table 4.20: Ways of Learning English Grammar

Items	Number	Percentage
Learning the rules by heart	2	7.14%
Learning the rules and giving examples	8	28.58%
Reading a lot of examples and guessing the rules	4	14.28%
Building new sentences after a given pattern	10	35.71%
Translating to and from English	4	14.29%
Total	28	100%

As for the best way of learning English grammar, there are similarities and differences in attitude. The most common answer is building new sentences after a given pattern (35.71%). It is clear that this is the most prevailing strategy used by the teacher, giving the pattern and checking learners' understanding by asking them to build new sentences similar to the pattern. (14.28%) prefer to learn

English grammar through reading a lot of examples and guessing the rules because of the new reforms which mainly insist on learners should extract the rules by themselves especially after reading comprehension. The other way is learning the rules by heart (7.14%) which is very traditional but in fact, it is still used and preferred by some teachers and learners. (14.29%) of students think that translating to and from English is the best way to learn English grammar while (28.58%) think that the best way is building new sentences after a given pattern.

This shows that the majority of the learners just imitating the teacher sentence pattern. They lack the ability to build up new sentences after given a pattern. They need to know the rules and apply them in the correct situation, not just imitating the teacher sentence pattern.

Table 4.21: Reasons for Studying English Grammar

Items	Number	Percentage
Grammar improves my English knowledge	7	25%
It helps me to express myself correctly	0	0%
It helps me to understand spoken and written English correctly	4	14.28%
I like English grammar	5	17.86%
My teacher gives lessons on grammar	12	42.86%
Total	28	100%

When I asked students about their purposes of studying grammar, most of answers are that grammar is a part of the lesson. Moreover, it was revealed that the perspectives of most students are that they are not enthusiastic about learning grammar. They admitted that grammar teaching is slightly boring sometimes, it helps their listening, speaking, writing and reading. Further, they believe that grammar is a fundamental prerequisite for taking higher level English classes

when they enter senior high school. Hence most of students believed grammar learning in junior school is necessary.

The reasons for learning English grammar seem to be quite similar among students from the two streams. Students state that they study English grammar because it helps them to understand both spoken and written English (14.28%) and also helps them to improve their knowledge of English (25%). This is because of the common belief among students that grammar is the core of English and learning. There are no students answered that they study English grammar because they want to express themselves. (14.86%) like English grammar and most (42.86%) answer they learn it because their teacher gives the lesson.

Table 4.22: The Importance of English Grammar

Items	Number	Percentage
Yes, I think it is very important	7	25%
Yes, I think grammar is quite important	11	39.28%
No, I don't think grammar is important	4	14.29%
Grammar may be important	4	14.29%
I don't know	2	7.14%
Total	28	100%

As for the importance of studying English grammar, most of the pupils (39.28%) find grammar is quite important, and (25%) find it very important. The researcher can conclude that the reason is because grammar helps them to improve their knowledge of English and to understand both spoken and written English as they said in the previous question.

On the other hand, the same number of students (14.29%) decide that English grammar is may be important and they don't think English grammar is

important and the last few (7.14%) students do not know whether or not it is important.

Table 4.24: English Grammar

Items	Number	Percentage
Yes	18	64.29%
No	10	35.71%
Total	28	100%

The result tabulated above shows that more than half of the students (64.29%) prefer to study English grammar if they are given the choice. Students state that it improves their knowledge of English and help them to understand both spoken and written English. Those who answer by no (35.71%) stated that they dislike English because it is very difficult. In addition, they said that they prefer to read texts in English rather than learning English grammar.

Table 4.28: The Reason for Learning English

Items	Number	Percentage
It is part of the school subject	10	35.71%
It can help to travel aboard	3	10.71%
It has a bright future	8	28.58%
It will help you to communicate with people around the world	5	17.86%
It uses to communicate with people around the world	2	7.14%
Total	28	100%

Here we can notice that the highest percentage of the pupils (35.71%) claims that they learn English because it is part of the school subject. Others (10.71%) show they learn English because it will help them to travel abroad. Some others (28.58%) say they learn it for the purpose that it has a bright future. (17.86%) claims that they learn English to be able to communicate with others

around the world and the least percentage (7.14%) of students shows that they learn English because it is a language that is used to communicate by the people around the world.

4.1.7.3. Students' English Level

Table 4.17: Pupils' English Scores

Pupils' Level	Number	Percentage
Good	6	21.43%
Average	13	46.43%
Bad	9	32.14%
Total	28	100%

32.14% of the students evaluate their scores in English as being bad that more likely goes for those who don't like English in the previous question. (46.43%) responded by saying that they have an average level, the remaining (21.43%) evaluate their level as good so, we assume that the majority of the students have a good mastery of the English language.

Table 4.23: Pupils' Skill in English Grammar

Items	Number	Percentage
Good	14	50%
Very Good	9	32.14%
Satisfactory	4	14.29%
Less than satisfactory	1	3.57%
Total	28	100%

The majority of students (50%) is considered to have a very good mastery of English (32.14%), and satisfactory (14.29%). This may be due to their consideration that grammar is as the fundamental core of the language and they give it great importance and do their best to study it. The last few (3.57%) maintain that their

skill in grammar is less than satisfactory. This is because they do not study it or they dislike it.

4.1.7.4. Teaching English Grammar in Context

Table 4.25: Teaching Using Context

Items	Number	Percentage
Yes	17	60.71%
No	6	21.43%
I don't know	5	17.86%
Total	28	100%

The results mentioned above show that the majority of students (60.71%) agree that their teacher use different ways in presenting their lesson such as cards, games, pictures, authentic real materials, etc. (21.43%) of the students state that their teachers do not use any way to mean that their teacher is following the old way of presenting a lesson (teacher-centered approach). The other (17.86%) claim that they do not know.

Table 4.26: Grammar and Context

Items	Number	Percentage
Yes, very much so	14	50%
Yes, a little	9	32.14%
No, I don't think so	4	14.29%
No, not at all	1	3.57%
Total	28	100%

The majority of students (50%) claim that the knowledge of English grammar improves much if it is taught in context and others consider it not as much but a little (32.14%). This clearly means that those pupils give the importance of context in learning grammar. (14.29%) students do not think that

context is important in studying English grammar. On the other hand, only a few students (3.57%) believe that grammar has nothing to do with improving the knowledge of English.

Table 4.29 The Importance of Culture

Items	Number	Percentage
Yes, it's very important	11	39.29%
Yes, it is important	6	21.43%
It may be important	1	3.57%
No, it's not important	8	28.57%
I don't know	2	7.14%
Total	28	100%

As shown above, the majority of students (39.29%) believe that culture is very important while learning English. (21.43%) think that it is important to learn the culture, (3.57%) claim it is maybe important to learn the culture, (28.57%) say it is not important and the last (7.14%) pupils do not know whether or not it is important to learn culture while learning English.

4.1.8. The Result of the Interview

The type of interview was a semi-structured interview. There were three kinds of questions that were asked to the teacher. The questions are arranged in order to find out teacher's attitude towards teaching English grammar using discourse approach. The interview was performed in Bahasa Indonesia. Firstly, it was about a question related to the teacher's experience in teaching English. The teacher has experience teaching English at Junior High School for longer than ten years. Then the teacher was asked about the importance of English grammar.

The teacher finds it important to teach grammar to their student know that grammar is the basis or structure of language and therefore is important in language acquisition. The teacher used to teach grammar separately. The rules were given explicitly to be learned by the students. The teacher asked the students to make notes filled with grammar rules and asked them to make the sentence based on the formula on the grammar topics. When it comes to the question of the other approach to teach English grammar, the teacher expresses her lack of training in such approach and tend to blame on the educational system which has many limitations like time and materials.

The next question was about students' condition, students' difficulties in learning English, especially learning grammar, and about students' attitude and interest in learning English grammar. The interviewee was asked about how many students in the class were.

However, when the teacher is asked about pupils' attitude and interest in learning English grammar, the teacher said that it was difficult for the teacher to teach the students about English grammar since there are many rules in English and some of the rules are inconsistent and that what makes the students lack interest in studying English grammar.

Considering these findings, the researcher then conducted treatments for both classes by applying different grammar learning strategy toward students in order to improve their grammar competence.

4.2. Discussion

4.2.1. The Effectiveness of the Use of Discourse in Teaching English Grammar for EFL Students

The main purpose of this study was to explore the impact of teaching grammar through discourse on grammatical improvement of EFL learners in Eighth Grade Students of Islamic State Junior High School Kudus. In this regard, a t-test was conducted to probe the first question of this study.

The results revealed that there was a significant difference between the scores of the experimental and control groups. Therefore, it can be concluded that teaching grammar through discourse has a significant effect on grammatical improvement of EFL learners in in Eighth Grade Students of Islamic State Junior High School Kudus. In order to answer the third question an independent t-test was run between the scores of delayed posttest.

The results showed that in the bilingual classes in Eighth Grade Students of Islamic State Junior High School Kudus experimental group took better scores than control group. Therefore, it can be concluded that discourse has a positive effect on EFL grammatical improvement in the in Eighth Grade Students of Islamic State Junior High School Kudus.

All learners of English, whatever their situation is, come to the classroom with at least one other language, their mother tongue. They treat English as a subject, rather than a life skill, therefore they lack the motivation to study English,

especially grammar. Most of the students at State Islamic Junior High School 1 Kudus also have difficulties with learning grammatical concepts.

Typically, invented examples are used in the tradition of grammar teaching. These examples are often simple but unrealistic. They find these difficult to relate to real linguistic settings and almost impossible to apply to their own language production. The teachers have to encourage them in learning English. When they are learning English grammar, most of them get difficulties in using the pattern of the grammar in their real-life context. They need teachers' aid to understand the grammar so they can use it well.

In the experiment class, the researcher used discourse to teach them grammar while in the control class the researcher only gives them the students the grammar materials from their textbook. The students in the experimental group looked interesting when they were teaching using discourse as they thought it made them easier in applying grammar pattern/formula then easier to understand the use of the grammar pattern in a real context. In the control group, most of the students looked bored when come to writing the grammar formula then make the sentence using the formula given. Therefore the score test of the experimental group was better than the control's group.

No research studies have been done at this scale. However, the findings of this research are consistent and in line with the findings of some previous research (Garrett, 2003) who discussed Teaching Grammar in An English as A Foreign Language (EFL) Context. She argued that teaching grammar based on context gives a good impact for students to understand well in grammar. Her finding

showed that teaching grammar in context is through better comprehending of the issues related to grammar teaching and grammar approaches that teachers are expected to be able to make informed decisions when preparing a language learning experience within their social or cultural context from their students.

As stated by Nunan (1998: 151) language exists in a context, and the context and purposes for which language is used will determine the ways in which language is realized at the levels of text and grammar. The similar result coming from Maghfiroh (2015) who focused on teaching grammar in context through writing activities. Her finding showed that students learn grammar best by situating grammar instruction in the context of reading and writing, and these researchers and teacher. She argued that learning grammar in context or through discourse has some benefits, that is students don't need to memorize the formula and they are more motivated in learning English because of the example given based on their daily experience.

This is supported by Pingle (2013: 31) who found in her research about the advantages of teaching grammar in context by comparing the statement from many researchers. In short, relevant research on the teaching of grammar has shown that traditional grammar instruction focused on memorization and isolated drills are not effective at helping students learn grammar and improve their linguistics skills especially in writing. Instead, teaching grammar in context is much more effective because it involves immersing students in authentic reading and writing opportunities, teaching grammatical concepts through brief mini-lessons, and showing applied grammatical concepts in their real life.

Moreover, the findings of this study are supported by the result of the studies conducted by Eldoumi (2012) who investigated teaching grammar in context for Arabian English learner to writing skill. Based on his finding he argued that Grammar-in-Context approach and concluded that the writing performance of the participants improved after following this approach for a period of time.

Based on the findings of this study as well as the previous studies, it can be claimed that the students of Islamic State Junior High School 1 Kudus have better and successfully understanding on English grammar because they were given formal teaching on grammar through context or discourse. The familiarity with the context and discourse helps students build up a text in relation to the context of situation, which focuses on who, what, how, when and where, on the one hand, and the context of culture, which focuses on the cultural aspect of the communicative event, on the other hand.

All things considered, it can be concluded that a systemic orientation to discourse knowledge can engage students in the considering of the global aspects of the text at the discourse and the local aspects of the text at the sentence level at the same time.

Globally, the students are enabled to focus on the schematic structure of the written text along with their constituent stages, which come together to fulfill an overall purpose, at the next level; and locally they are enabled to pay attention to the logical and semantic relationships at the sentence level. This framework puts premium on the forgotten area in the writing activities; that is to say, it takes the

students beyond the sentence level, which is of great significance in the Islamic State Junior High School 1 Kudus setting, and familiarize them with the context of situation and the context of culture, which renders possible the producing of a written text as a discourse.

4.2.2. Students' Attitude toward the Use of Discourse in Teaching English Grammar for EFL Students

There was a significant attitude toward the use of discourse in teaching English grammar in improving grammar skill for the experimental group. The result shows that learners have a positive attitude towards the importance of English grammar. They find the ability to express themselves grammatically and correctly in speech and writing is more important than the knowledge of the precise grammatical rules. This means, that they link grammar to its context.

Therefore, this positive link between our hypothesis'variables allows us to say that the findings of the investigation confirm the study's hypothesis. In other words, pupils are in need of grammatical competence as well as a communicative one to be considered as good users of the language. A majority of all students believe that they will have future use for their grammar knowledge. The differences occur in exposure to English language and use of English outside the school and thus also self-evaluation of grammar knowledge.

As far as the use of discourse in teaching English grammar is concerned, most of the students welcomed this idea. They prefer to study it hand in hand with English. No language is to be learned apart from its context. In spite of that, the

researcher sees clearly the importance of both grammar and context to guarantee good users of the language. Applying the discourse approach will help the teachers to be the successful learning-teaching process of English as a foreign language. In order to answer the third question an interview was done. The results showed that EFL learners had positive attitudes towards teaching grammar through discourse.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1. CONCLUSION

In this chapter, the researcher presents the conclusion and suggestion following the findings of the study. The first section is the conclusions of the research finding and the second is the suggestion for dealing with the effect of using discourse-based teaching in teaching grammar for EFL.

Summarizing the background and data analysis as described above, the researcher, at last, drew a conclusion that if grammar instruction is to be effective for the enhancement of students' language awareness and their communicative competence, it must be presented to them at a discourse level, whereby both cohesion and coherence are accounted for.

An approach is suggested which is likely to promote both knowing the grammar of the language and doing things with it within the framework of discourse. Using discourse in learning English grammar can help the students having a better understanding of grammar rules. On the pretest, the frequency and the percentage of the experimental and control group are virtually balanced. The descriptive analysis of the post-test brought to light that the scores of the 28 subjects in the experimental group ranged between 13.00 and 29.00 with a mean of 23.1786 and a standard deviation of 4.24311, as for the descriptive analysis of the control group's posttest, the 29 subjects in this group gained a range of scores between 12.00 and 29.00 with a mean of 21.3793 and a standard deviation

3.52961. Table 7 below illustrates the results of the descriptive statistics for both the pre-test and the post-test scores.

The score of the post-test in both experimental and control group is improved. But, the improvement in the experimental group is more significant if we compare with the control group. Through discourse, the students can open their mind concept so that the students can improve their grammar competency.

Teaching grammar through context will help learners recognize the structures of the language effectively. If learners are given grammatical structures in context, they will be able to master the language better. Teaching grammar in context will help learners to obtain new grammar structures and forms. Learners will use grammatical conventions more efficiently in communication if they learn them in context.

The ultimate goal of teaching grammar is to provide the students with knowledge of the way language is constructed so that when they listen, speak, read and write, they have no trouble applying the language that they are learning. Language teachers are, therefore, challenged to use creative and innovative attempts to teach grammar so that such a goal can successfully be achieved.

5.2. SUGGESTION

In the end of this chapter, the researcher would like to give some suggestions related to this research. Hopefully, the suggestions will be useful for those who are willing to improve the ability in grammar including English teachers, students, and other researchers.

1. The Teacher

For the teachers who teach English Junior High School and other subjects, the teachers can use discourse as the materials for teaching English grammar. The teachers can use discourse as an alternative method to increase the students' achievement. By using discourse, the teacher can easily create an interesting and comfortable atmosphere in the classroom, so the students will not feel bored with the teaching and learning process.

2. The Students

The researcher suggests the students to study English hard and try to use it in their activities and to solve their problems in studying. The researcher hopes that the students will use grammar correctly and improve their speaking ability and self-confidence. One of the ways to improve their grammar proficiency and grow their motivation and self-confidence in studying English is through discourse. By using this method, it is hoped the students involve actively in English class and practice the English frequently.

3. The Other Researchers

This research studies the implementation of the use of discourse to improve students' grammar proficiency. It is expected for other researchers that the result of this study can be used as additional reference for further research conducted in the future to create a better teaching and learning process that discourse can be applied to improve students' grammar ability.

Besides, the researcher knows that there are still some weaknesses in applying it. The researcher hopes some suggestions from other researchers to improve and make it better.

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APPENDICES

Appendix 1**MATERI BAHASA INGGRIS KELAS VIII SEMESTER 1**

- Asking and Offering for Help
- Descriptive Text
- Grammar: Simple Present Tense
- Asking and Giving Opinion
- Describing Places
- Grammar: Adjective
- Asking and Giving Permission
- Expression to invite others
- Grammar: WH Questions
- Recount Text
- Grammar: Simple Past Tense

Appendix 2**OBJECTIVE TEST**

Subject : English
 Class : VIII
 Time : (45 minutes)

I. Look at this extract from a learner's letter to a penfriend. Correct the 10 mistakes that have been underlined!

Dear Akram,

Thank you for your very interesting letter. I are very pleased to be your penfriend. Are you

1

2
 really have a swimmingpool on the garden? It sound wonderful. As you know from my

3

advertisement, I have 14 years old and came from Cartagena in Chile. I has two sisters,

4

5

6

Maria and Fernanda, and they is both older than me. My father own a small paper factory

7

but my mother don't work. We lives in a house just outside the city. I enjoying playing

8

9

10

football and I like science-fiction films.

- | | |
|--------------|-----------------|
| 1. a. is | c. was |
| b. am | d. were |
| 2. a. am | c. do |
| b. is | d. does |
| 3. a. sounds | c. sounded |
| b. sounding | d. have sounded |
| 4. a. has | c. is |
| b. am | d. are |
| 5. a. come | c. have came |
| b. coming | d. comes |
| 6. a. have | c. are |
| b. had | d. is |
| 7. a. am | c. have |

- | | | |
|-----|------------|-----------------|
| | b. are | d. has |
| 8. | a. didn't | c. aren't |
| | b. doesn't | d. isn't |
| 9. | a. live | c. lived |
| | b. life | d. living |
| 10. | a. enjoy | c. enjoyed |
| | b. enjoys | d. have enjoyed |

II. Fill in the blanks with only one suitable word!

Anja...(11)..... to library for her physic homework assignment last Sunday. She(12).... physic all day. She got out of the library at 5 o'clock. Then, she(13).... on a bus togo home. She(14).... one of herold friends on the bus. She didn't ...(15)..... to gohome directly. They went to a café together. She(16).... really great time with her. Shegot home at six. The dinner wasn't ready, so she(17).... TV. Fordinner,she(18)....sphagetti and salad,but she didn't ...(19).....delicious dessert. She...(20).....on diet. She went to her bedroom and(21).... listening somemusic. She(22).... her book three days ago and she(23).... a new book yesterday. However, she didn't feellike reading it. She(24)....really tired, and decided to go to bed early. She ...(25).....all night and finished the day.

- | | | | | |
|-----|----------|------------|-------------|-------------|
| 11. | a. go | b. went | c. gone | d. going |
| 12. | a. study | b. studied | c. studies | d. studying |
| 13. | a. get | b. gets | c. got | d. gotten |
| 14. | a. meet | b. meets | c. met | d. meeting |
| 15. | a. want | b. wants | c. wanted | d. wanting |
| 16. | a. spent | b. spends | c. spendd. | d. spending |
| 17. | a. watch | b. watchs | c. watched | d. watching |
| 18. | a. eat | b. eating | c. eats | d. ate |
| 19. | a. have | b. has | c. had | d. having |
| 20. | a. is | b. was | c. were | d. did |
| 21. | a. start | b. starts | c. starting | d. started |

22. a. finish b. finished c. finishing d. finishes
 23. a. bought b. buy c. buys d. buying
 24. a. is b. was c. were d. did
 25. a. sleeping b. sleep c. sleeps d. slept

III. Complete with: what, where, when, why, who, and how.

26. A: often do you take a bath?
 B: I take a bath twice a day.
27. Sam : Hi, Sue, How are you?
 Sue : Hi Sam, pretty good, thanks? How about you?
 Sam : I'm great. do you live now?
 Sue :I live in Mendoza now.
28. A: is your favorite color?
 B: My favorite color is purple.
29. A: should people go for walk?
 B: They should go for walk because it is good for their body.
30. Betty: do you watch the film Jim?
 Jim :At the cinema.
31. A: is your birthday?
 B: In July.
32. Student A: is he? I never see him before.
 Student B: He is our new English teacher.
33. A: do you go to Singapore?
 B: I will go there by plane.
34. A: will you go to your grandparents' house?
 B: Next week.
35. Tina : would you like to drink, Jen?
 Jen :A cup of tea, please.

IV. Directions: Find the adjectives from the texts below!

I Wonder

By: Jennie Kirby

I Wonder Why The Grass Is Green,
And Why The Wind Is Never Seen?
Who Taught The Birds To Build A Nest,
And Told The Trees To Take A Rest?
O, When The Moon Is Not Quite Round,
Where Can The Missing Bit Be Found?
Who Lights The Stars, When They Blow Out,
And Makes The Lightning Flash About?
Who Paints The Rainbow In The Sky,
And Hangs The Fluffy Clouds So High?
Why Is it snow, Do You Suppose,
That Dad Won't Tell Me, If He Knows?

36.

37.

38.

39.

Farm Worker

(from Studs Terkel's Working)

The bad thing was they used to laugh at us, the Anglo kids.

They would laugh because we'd bring tortillas to lunch.

They would have their nice little compact lunch boxes

 With cold milk in their thermos

And they's laugh at us because all we had was dried tortillas.

Not only would they laugh at us, but the kids would pick fights.

40.

41.

42.

43.

44.

45.

- Good Luck -

KEY ANSWER

I. Look at this extract from a learner's letter to a penfriend. Correct the 10 mistakes that have been underlined!

- | | |
|------|-------|
| 1. B | 6. A |
| 2. C | 7. B |
| 3. A | 8. B |
| 4. B | 9. A |
| 5. A | 10. A |

II. Fill in the blanks with only one suitable word!

- | | | |
|-------|-------|-------|
| 11. B | 16. A | 21. D |
| 12. B | 17. C | 22. B |
| 13. C | 18. D | 23. A |
| 14. C | 19. A | 24. B |
| 15. A | 20. B | 25. D |

III. Complete with: what, where, when, why, who, and how.

- | | |
|-----------|----------|
| 26. HOW | 31. WHEN |
| 27. WHERE | 32. WHO |
| 28. WHAT | 33. HOW |
| 29. WHY | 34. WHEN |
| 30. WHERE | 35. WHAT |

IV. Directions: Complete each sentence below with an adjective from the word bank below!

- | | |
|-------------------|-----------|
| 1. GREEN | 10. DRIED |
| 2. ROUND | |
| 3. MISSING/FLUFFY | |
| 4. HIGH | |
| 5. BAD | |
| 6. NICE | |
| 7. LITTLE | |
| 8. COMPACT | |
| 9. COLD | |

- B.** yes, some more lessons
- C.** I like it the way it is
- D.** no, there are too many grammar lessons already
- E.** no

7. In which way do you learn English grammar?

I learn English grammar by:

- A.** Learning the rules by heart.
- B.** Learning the rules and giving examples.
- C.** Reading a lot of example sand guessing the rules.
- D.** Building new sentences after a given pattern.
- E.** Translating to and from English.

8. Why do you study English grammar?

I study English grammar because:

- A.** Grammar improves my knowledge of English.
- B.** It helps me to express myself correctly.
- C.** It helps me to understand spoken and written English.
- D.** I like English grammar.
- E.** My teacher gives lessons of grammar.

9. Do you think English grammar is important?

- A.** Yes, I think grammar is very important.
- B.** Yes, I think grammar is quite important.
- C.** No, I don't think grammar is important
- D.** Grammar maybe important
- E.** I do not know

Section 3: studying grammar through discourse (in context)

10. How good do you consider your skills in English grammar?

- A.** Good
- B.** Very Good

- C. Satisfactory
- D. Less than satisfactory

11. Would you choose to study English grammar if you were given the choice?

- A. Yes
- B. No

Because:.....

.....

12. Has ever your teacher of English used different ways (context :TV, News Paper, Music, movies, etc.) in presenting his lesson inside the classroom? In case yes what are they?

- A. Yes
- B. NO
- C. I don't know

Such as:.....

13. Do you think your knowledge of grammar improves if it is taught in context?

- A. yes, very much so
- B. yes, a little
- C. no, I do not think so
- D. Perhaps
- E. I don't know

14. How often do use English grammar outside class or school?

- A. Very often
- B. Often
- C. Sometimes
- D. Seldom
- E. Never

15. Why do you learn English?

I learn English because:

- A. It is part of the school subject
- B. It can help to travel abroad
- C. it has bright future
- D. it will help you communicating with people around the world

E. It is use to communicate by people all over the world

16. Do you think learning culture is important while learning English?

A. Yes, it's Very important

B. Yes, it is important

C. it may be important

D. No, it's not important

E. I do not know

Thank you

Appendix 4**LESSON PLAN**

School	: MTSN 1 KUDUS
Class/Semester	: VIII / 1
Subject	: English
Aspect/Skill	: Grammar and Listening
Lesson Name	: Simple Present Tense
Time Allocation	: 1 x meeting (2x40 minutes)

1. Objective of the lesson:

- ✓ Use the simple present tense to talk about action in the present.
- ✓ Enable the students to use simple present tense in real life situation.
- ✓ Students will be able to add 's' or 'es' to the verbs when using third personal singular pronouns.

2. Learning materials:

Short conversation clips from youtube about Describing people.

<https://youtu.be/D7vmzvUTwag?t=76>

3. Instruction for Teaching the Lesson

Method of teaching: presentation, production, and practice.

Before the lesson, the teacher had prepared some conversation clips. After watching the conversation clips, the teacher will ask the students to mention sentences of simple present tense in the conversation clips.

The students highlights the structures (e.g. Subject + present form of the verb; Subject + am/is/are + adjective/adverb/noun to be used for present tense)

a. Pre-Activity**Perception and motivation**

- ☞ The teacher ask the students what they know about present tense.

Pre-requisite Knowledge

Teacher delivers learning objectives

b. Whilst-ActivityExploration

- ♣ Through the conversation clipss, teacher explores the students knowledge.

Elaboration

- ☞ Reading to the conversation clipss provided by the teacher.
- ☞ Discussing the information based on the text.
- ☞ Discussing the vocabularies (Verb, noun, *noun phrase, verb phrase, adverb phrase*) in group of four.
- ☞ Discussing its grammar.

Confirmation

- ♣ The teacher gives assessment toward the students' work.
- ♣ The teacher asks the students problems.

c. Post-Activity :

- ☞ Giving the students self task about what did they do using present tense grammar in their real life.

Guru Pamong

Kudus,
Practical Teacher

NUR JANNAH, S.Pd.

ISNA LAILI Q.A.
NIM : 13020214420023

Appendix 5**LESSON PLAN**

School : MTSN 1 KUDUS
Class/Semester : VIII / 1

Subject	: English
Aspect/Skill	: Grammar
Lesson Name	: Simple Past Tense
Time Allocation	: 1 x meeting (2x40 minutes)

4. Objective of the lesson:

- ✓ Use the simple past tense to talk about action in the past.
- ✓ Enable the students to use simple past tense in real life situation.

5. Learning materials:

Indonesian students reach highest North American peak

Three Indonesian students from Airlangga University in Surabaya, East Java, have made it to the top of Denali in Alaska.

Denali, the original native name of Mount McKinley, is the highest mountain peak in North America.

The students, Muhammad Faishal Tamimi, Mochamad Roby Yahya and Yasak, reportedly reached the 6,164-meter-high Denali summit on Thursday morning.

The trio departed from Indonesia on May 16 and spent 21 days climbing the mountain.

To reach the peak, the students had to face several obstacles, such as snowstorms, narrow slopes and extreme cold weather, while carrying 50-kilogram packs of supplies comprising food, oxygen and special equipment.

Prior to the trip, all three had to go through intensive training, which included running for one-and-a-half hours at a time and climbing several mountains in East Java.

Airlangga Indonesia Denali Expedition (Aidex) manager Wahyu Nur Wahid told tempo.co that the Airlangga University's mountaineering club had been planning to climb Denali since 1994.

The expedition, which reportedly cost Rp 800 million (US\$60,160), was supported by the university, property management company PT PP Properti and state-owned pawn shop PT Pegadaian. (jes/kes)

<http://www.thejakartapost.com/youth/2017/06/17/indonesian-students-reach-highest-north-american-peak.html>

6. Instruction for Teaching the Lesson

Method of teaching- presentation, production, and practice.

Before the lesson, the teacher had prepared some texts from the newspapers. After reading the texts, the teacher will ask the students what tense used in the newspaper.

The students highlights the structures (e.g. Subject + past form of the verb; Subject + was/were + adjective/adverb/noun to be used for past tense)

d. Pre-Activity

Perception and motivation

- ☞ The teacher ask the students what they know about past tense.

Pre-requisite Knowledge

Teacher delivers learning objectives

e. Whilst-Activity

Exploration

- ♠ Through the news articles, teacher explores the students knowledge.

Elaboration

- ☞ Reading to the news articles provided by the teacher.
- ☞ Discussing the information based on the text.
- ☞ Discussing the vocabularies (Verb, noun, *noun phrase, verb phrase, adverb phrase*) in group of four.
- ☞ Discussing its grammar.

Confirmation

- ♠ The teacher gives assessment toward the students' work.
- ♠ The teacher asks the students problems.

f. Post-Activity :

- Giving the students self task about what did they do using past tense grammar in their real life.

Guru Pamong

NUR JANNAH, S.Pd.

Kudus,

Practical Teacher

ISNA LAILI Q.A.

NIM : 13020214420023

Appendix 6**LESSON PLAN**

School	: MTSN 1 KUDUS
Class/Semester	: VIII / 1
Subject	: English
Aspect/Skill	: Grammar
Topic	: WH-Question
Time Allocation	: 1 x meeting (2x40 minutes)

1. Objective of the lesson:

- To understand and use wh-question words: *what, where, when, who, why, and how*.
- To spell the question words
- To ask and answer questions about a person.

2. Learning materials:

T: are you studying at NYU

S: yes

T: what are you studying?

S: law

T: will you be a lawyer someday?

S: yes

T: when'll you be one?

S: on two years

T: do you live in New York?

S: yes

T: what area do you live in?

S: Greenwich collage

T: did you take an English placement test?

S: yes

T: when did you take it?

S: September 1st

3. Learning Method/Techniques:

Method of teaching- presentation, production, and practice.

Before the lesson, the teacher have prepared a conversation texts. After reading the texts, the teacher will ask the students what are WH-Question.

The students highlights the WH-Question from the conversation given (e.g. what, when, where, who, why, how)

4. Learning Activities:

a. Pre-Activity

Perception and motivation

- ☞ The teacher asks the learner to stand in a circle.
- ☞ Throw the toy to a learner and ask “*What’s your name?*” eliciting a complete answer.
- ☞ Gesture for this learner to throw the toy to another learner and ask the same question.
- ☞ Throw the toy again with a different question, working through “*Where do you live?*”, “*who do you live with?*”, “*When were you born?*”, “*what do you do?*”, “*How do you go to school?*” and/or any other question to review with the learners.

Pre-requisite Knowledge

Teacher delivers learning objectives

b. Whilst-Activity

Exploration

- ♠ Through the news articles, teacher explores the students’ knowledge.

Elaboration

- ☞ Reading to the news articles provided by the teacher.
- ☞ Discussing the information based on the text.
- ☞ Discussing the vocabularies (Verb, noun, *noun phrase*, *verb phrase*, *adverb phrase*) in group of four.
- ☞ Discussing its grammar.

Confirmation

- ♣ The teacher asks the students problems.

c. **Post-Activity :**

Giving non structure self task by using expressions learnt in real life.

Who am I talking about? (10 mins)

- ☺ Make a show of shuffling them and choosing one at random, making sure no one can see
- ☺ whose you have selected.
- ☺ Use the information to tell the class about the person, not saying their name. Be crafty and
- ☺ start with information which applies to the majority.
- ☺ After each piece of information ask the learners who they think you are talking about, until
- ☺ someone guesses correctly.
- ☺ Repeat.

Guru Pamong

Kudus,

Practical Teacher

NUR JANNAH, S.Pd.

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Appendix 7**LESSON PLAN**

School	: MTSN 1 KUDUS
Class/Semester	: VIII / 1
Subject	: English
Aspect/Skill	: Grammar
Lesson Name	: Adjectives
Time Allocation	: 1 x meeting (2x40 minutes)

1. Objective of the lesson:

- ✓ Identify adjectives and their role in the sentence.
- ✓ Learn some descriptive adjectives that describe people, places and things.
Ex: short, bad, wide, beautiful, fat, etc.
- ✓ Enable the students to form sentences using descriptive adjectives.

2. Learning materials:

Teaching Points

- Adjectives
- Adjectives after linking verbs
- Basic sentence structure
- Dictionary usage

The teaching focused on parts of speech, and word class. The lesson began with a revision of the basic structure of an English sentence. To help them students use the structure, the adjective poem pattern was shown to them.

Pattern Line

1 : Noun Line

2 : Same noun + is or are + adjective Line

3 : Same noun + is or are + adjective1, adjective 2 Line

4 : Is or are + adjective 1, adjective 2, adjective 3 Line

5 : Adjective 1, adjective 2, adjective 3, adjective 4 Line

6 : New related noun

The following is an example of an adjective poem given to the students :

Coffee
Coffee is bitter
Coffee is bitter, marvelous
Is bitter, marvelous, satisfying,
Bitter, marvelous, satisfying, splendid.
Coffee Bean

(Nur Asma Hussain)

Adjective Placement Poem

Teaching Points

- Adjectives
- Placement of Adjectives
- Subject Verb Agreement.
- Present Progressive Tense

To help students learn the placement of adjectives, an adjective placement poem was used. The lesson began with the exploration stage in the grammar lesson. The teacher gave each group of students three sets of cards consisting of adjectives and a noun. They were then given time to sort the adjectives out in the correct order and to explain what grammar rule was used. After some discussion, they were shown the correct way to order adjectives:

Order of Adjectives

1. determiners
2. possessive words
3. ordinal numbers
4. cardinal numbers
5. general description
6. size, height, length

7. shape
8. age, temperature
9. colour
10. origin
11. nouns as adjectives
12. head noun

(Holmes & Moulton, 2003)

Hawaii

I'm taking a trip to Hawaii

And I'm taking along my favourite things :

My sporty, new, brown Camel Active shoes,

A big, plasma TV,

One pack of Pokemon cards,

A comfortable, black, German sweater,

A pair of sexy, old swimming trunks,

And most important, my *beautiful* grandmother.

(Muhd. Zarif Kamrdin)

3. Instruction for Teaching the Lesson

Method of teaching- presentation and practice.

Before the lesson, the teacher had prepared some poems. After reading the texts, the teacher will ask the students about the adjectives from the poems presented.

The students highlights the adjectivess (e.g. bitter, marvelous, satisfying, etc.)

4. Pre-Activity

Perception and motivation

- ☛ The teacher ask the students what they know about adjectives and the order of adjectives.
- ☛ The teacher ask the students what they know about how to use adjectives in sentences.

Pre-requisite Knowledge

Teacher delivers learning objectives

5. Whilst-Activity

Exploration

- ♣ Through the poems, teacher explores the students knowledge.

Elaboration

- ☞ Reading to the poems provided by the teacher.
- ☞ Discussing the information based on the text.
- ☞ Discussing the vocabularies (Adjectives, noun, *noun phrase, adjective phrase*) in group of four.
- ☞ Discussing its grammar.

Confirmation

- ♣ The teacher gives assessment toward the students' work.
- ♣ The teacher asks the students problems.

6. Post-Activity :

- ☞ Giving the students self task about what did they do using adjectives in their real life.

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Appendix 8**The Result of Pre-test and Post-test of Control AND Experimental Group**

Control Group				
No.	Name	Pre-Test	Post-Test	ID Number
1	S1	25	30	14364
2	S2	23	27	14365
3	S3	21	24	14366
4	S4	19	28	14367
5	S5	25	27	14368
6	S6	20	23	14369
7	S7	23	28	14370
8	S8	21	21	14371
9	S9	17	21	14372
10	S10	20	24	14373
11	S11	29	31	14374
12	S12	24	29	14375
13	S13	20	23	14376
14	S14	24	26	14377
15	S15	20	23	14378
16	S16	20	24	14379
17	S17	12	25	14380
18	S18	18	18	14381
19	S19	18	25	14382
20	S20	17	22	14383
21	S21	23	25	14384
22	S22	19	25	14385
23	S23	19	22	14386
24	S24	22	25	14387
25	S25	27	27	14388
26	S26	23	26	14389
27	S27	22	25	14390
28	S28	22	23	14391
29	S29	27	30	14392

Experimental Group				
No.	Name	Pre-Test	Post-Test	ID Number
1	S1	20	34	14336
2	S2	22	31	14337
3	S3	24	41	14338
4	S4	22	32	14339
5	S5	22	30	14340
6	S6	27	35	14341
7	S7	13	27	14342
8	S8	19	30	14343
9	S9	20	34	14344
10	S10	17	25	14345
11	S11	24	33	14346
12	S12	23	33	14347
13	S13	25	36	14348
14	S14	24	30	14349
15	S15	26	42	14350
16	S16	25	39	14351
17	S17	19	29	14352
18	S18	23	36	14353
19	S19	22	30	14354
20	S20	25	33	14355
21	S21	27	34	14356
22	S22	25	30	14357
23	S23	24	32	14358
24	S24	21	32	14359
25	S25	19	28	14360
26	S26	23	32	14361
27	S27	18	26	14362
28	S28	13	23	14363

Appendix 9

NO	Name	Item															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	Dafta Bintang A.	1	1	1	3	1	5	3	5	3	3	2	3	2	5	1	1
2	Deacy Eka Arifiyanti	2	2	2	1	5	2	1	1	1	1	1	1	1	3	4	4
3	Elysa Khusna A.	2	2	2	2	5	1	2	3	2	1	1	1	1	4	1	1
4	Faradilla Azka R.	2	1	2	2	1	3	4	5	1	2	2	1	1	5	3	4
5	Hanif Dhiya 'Ulhaq	1	1	1	3	4	3	4	5	3	3	1	3	2	4	1	3
6	Hikmatyar R.	2	2	2	1	4	2	2	4	2	1	1	1	1	3	3	2
7	Hilma Nadia F.	2	1	2	2	1	3	4	1	1	1	1	2	2	5	1	4
8	Ismah Aulia Salsabila	2	1	2	2	1	3	2	1	2	2	1	1	4	4	4	1
9	Itsna Naimah	2	1	2	3	1	3	4	3	2	1	1	2	5	5	3	4
10	Keysa Shafira M.	2	2	2	1	5	2	1	4	1	1	2	1	1	3	1	2
11	M. Imam Muzakki	1	1	1	3	4	3	3	5	2	1	2	1	2	4	3	1
12	M. Rizqa Salas	1	1	1	3	1	3	4	1	4	2	2	3	5	5	4	4
13	M. Saiful Anwar	1	2	2	2	5	3	2	5	2	2	1	1	1	3	3	2
14	Maijul Huda	1	1	2	2	1	3	4	3	2	1	1	2	3	5	1	5
15	Miftahul Falah	1	1	2	2	1	3	5	5	4	2	1	1	2	4	1	1
16	Nadia Yosiani N	2	2	2	2	1	1	2	1	1	1	1	1	1	3	5	2
17	Nazwa Amelia S.	2	1	2	3	5	3	3	5	2	2	1	2	4	4	3	1
18	Nimad Qodri Al'azizi	2	2	2	1	1	2	4	4	1	1	1	1	1	3	3	4
19	Nisrina Salwa Maharani	2	2	2	1	1	2	2	4	2	1	1	1	1	3	4	1
20	Rafi Naufal A. M.	1	1	2	2	1	3	4	1	3	3	2	1	3	5	2	1
21	Rafi Zufanul Fahd	1	1	1	2	4	3	5	5	3	2	2	2	2	4	3	2
22	Reynard Rizqullah H.	1	1	1	3	1	3	4	5	4	2	2	2	5	5	1	4
23	Roisatul Masruroh	2	2	2	1	5	1	2	4	1	1	1	1	1	3	2	1
24	Selvia Dewi Maharani	2	1	2	2	1	3	4	1	2	1	1	1	1	5	1	1
25	Siti Mahmudatun Nihlah	2	2	2	2	5	2	2	3	2	1	1	1	4	4	1	4
26	Thoriq Kornia Spoma	1	1	2	2	1	3	3	5	4	2	1	1	2	4	2	2
27	Yusuf Abdurrahman	1	1	1	3	2	5	5	5	5	3	2	3	5	5	5	5
28	Abdul Bachtiar	1	1	1	3	2	5	5	5	5	4	2	3	5	5	4	1

