

**“THE EFFECT OF GRAMMAR IN CONTEXT STRATEGY IN WRITING
SKILL: AN EXPERIMENTAL STUDY AT SECOND GRADE OF
SMPN 8 MATARAM IN ACADEMIC YEAR 2015/2016”**



THESIS JOURNAL

*Submitted as a Partial Fulfillment of the Requirements for S. Pd Degree
in English Teacher Training and Education of Mataram University*

By:

**MELISA RISTANTI
E1D 012 039**

**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MATARAM UNIVERSITY**

2016



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS MATARAM
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Majapahit No. 62 Mataram 83125 Telp. (0370) 621435

APPROVAL

This thesis entitled: "THE EFFECT OF GRAMMAR IN CONTEXT STRATEGY IN WRITING SKILL: AN EXPERIMENTAL STUDY AT SECOND GRADE OF SMPN 8 MATARAM IN ACADEMIC YEAR 2015/2016" written by Melisa Ristanti (E1D 012 039), has been approved to be examined on August 5th 2016

by:

First Consultant,

(Drs. Priyono, MA., Ph. D.)
NIP. 195503101984031002

**“Pengaruh Strategi *Grammar in Context* dalam Keterampilan Menulis:
Sebuah Kajian Eksperimen di Kelas VIII SMPN 8 Mataram
Tahun Ajaran 2015/2016”**

Oleh:

Melisa Ristanti

Priyono

Amrullah

Pendidikan Bahasa Inggris

Pendidikan Bahasa dan Seni

FKIP Universitas Mataram

melisaristanti1994@gmail.com

ABSTRAK

Penelitian ini bertujuan untuk menemukan apakah terdapat sebuah pengaruh atau tidak dari strategi *Grammar in Context* dalam keterampilan menulis. SMPN 8 Mataram dipilih sebagai tempat penelitian. Populasinya yaitu 305 siswa dari kelas VIII dengan sampel penelitian yaitu kelas H dengan jumlah 39 siswa sebagai kelompok eksperimen dan kelas F dengan jumlah 38 siswa sebagai kelompok kontrol yang dipilih dengan menggunakan tehnik *purposive sampling*. Data diperoleh dari hasil dokumentasi dan tes yang terbagi dalam tiga prosedur yaitu pre-tes, perlakuan (*treatment*), dan post-tes. Pre-tes diberikan kepada kedua kelompok untuk mengetahui pengetahuan dasar siswa terhadap topik terkait. Nilai rata-rata dari pre-tes ini yaitu 56.31 pada kelompok eksperimen dan 57.53 pada kelompok kontrol. Didalam sesi perlakuan, strategi *Grammar in Context* diaplikasikan pada kelompok eksperimen sedangkan pada kelompok kontrol menggunakan tehnik penjelasan biasa. Terakhir, post-tes dilakukan untuk mengetahui apakah terdapat pengaruh atau tidak dalam keterampilan menulis teks *recount* siswa dengan hasil nilai rata-rata siswa yaitu 75.86 di kelompok eksperimen dan 68.17 di kelompok kontrol. Kemudian, data tersebut dianalisis menggunakan formula t-test. Hasil penelitian menunjukkan bahwa nilai t-test adalah 3.196 dan terbukti lebih tinggi dari nilai t-table yaitu 2.004 pada *degree of freedom* 55 dan *confidence level* 0.05 (95%). Maka dari itu, Null Hypothesis (Ho) tertolak dan sebagai kesimpulannya strategi *Grammar in Context* terbukti efektif dalam pembelajaran *tenses* Bahasa Inggris dalam keterampilan menulis pada kelas VIII di SMPN 8 Mataram.

Kata kunci: *grammar (tata bahasa), konteks, strategi, keterampilan menulis.*

**“The Effect of Grammar in Context Strategy in Writing Skill:
An Experimental Study at Second Grade of
SMPN 8 Mataram in Academic Year 2015/2016”**

By:

Melisa Ristanti

Priyono

Amrullah

**English Education Program
Language and Art Department,
Teacher Training and Education Faculty
Mataram University
melisaristanti1994@gmail.com**

ABSTRACT

This research aimed to find out whether or not there was an effect of Grammar in Context strategy in writing skill. SMPN 8 Mataram was chosen as a setting in conducting this research. The population was 305 students at second grade. The samples were class H consisted of 39 students as the experimental group and class F consisted of 38 students as the control group which was selected by using purposive sampling technique. The data were gained by using documentation and testing instrument which were divided into three procedures of data collection; pre-test, treatment, and post-test. Pre-test was given in both groups to know students' background knowledge towards the concerned topic. The average scores of pre-test were 56.31 for experimental group and 57.53 for the control group. In the treatment section, the experimental group was treated by applying grammar in context strategy while the control group was taught by using ordinary explanation teaching technique. Finally, post-test was conducted in both groups to know whether or not there was an effect in students' writing recount text with the result of average scores 75.86 in experimental group and 68.17 in control group. Then, the data were analyzed by using t-test formula for the numerical data and identification. Research result showed that the t-test score was 3.196 and it was higher than the value of t-table 2.004 in the degree of freedom 55 and at the confidence level 0.05 (95%). Consequently, the Null hypothesis (Ho) is successfully rejected, and as the conclusion grammar in context strategy is effective to be used in teaching English tenses in writing skill at second grade of SMPN 8 Mataram.

Keywords: grammar, context, strategy, writing skill.

A. INTRODUCTION

At school, learning English means learning all the four skills (listening, speaking, reading, and writing), vocabulary, and grammar. Those parts and aspects relate each other which mean that they cannot be separated. But sometimes, people get difficulty in learning each part and aspect, so that they should find and use an effective method in learning English.

In this study, I am interested in learning English tenses in writing skill because, based on the problem that I had found at a school where I conducted my research, the students (at second grade) got difficulties in using English tenses in writing activity (writing recount text). Whereas, we know that tenses are so important especially for writing skill because when somebody is writing, she/he should pay more attentions to the grammatical accuracy especially for students who learn English formally in educational institutes. They must be able to write grammatically and accurately.

Tense itself exactly talks about times and its aspects, in which the times express the past, present, and future while its aspects can be simple, progressive (uncompleted action) and perfective (completed action). What makes Indonesian learners difficult to learn English tenses is commonly about the formation, for example "*I walk*" in present becomes "*I walked*" in the past form, or "*I buy*" becomes "*I bought*". Therefore, Indonesian learners who learn English as foreign language see tenses as a set of rules that they have to memorize all of them. As an effect, English becomes a frightening subject as other subjects such as Mathematics.

The explanation above indicates that students' comprehension in tenses usage must be increased especially when applying it in writing. Therefore, teacher should understand and be aware about students' problem and try to find the appropriate method not only to teach but also to build students' motivation and interest in learning English tenses and break their perception that tenses are a set of patterns that they should memorize like Mathematics.

Thus, in this study, I try to use Grammar in Context strategy as the technique in teaching writing skill. Through context, students learned not only the structures of the tenses but also about how those structures are used, so it would ease them to apply the

tenses in writing activity, especially applied tenses usage in writing recount text. This is because context provides a situation in which the conversation or event happens (Dourish, 2004). By applying this approach, students would be taught inductively which means that teacher would present the students with variety of examples for a given concept without giving any preamble about how the concept is used. As students understand how the concept is used, it is expected that they will notice and determine the tenses or grammar structures (Thornbury, 2000).

Context synthesizes not only about the form of sentence but also the meaning, and how the sentence is used in real communication (Nunan, 1998). By using context in teaching English tenses would ease students to generate the examples of tenses so that it involved students in the presentation and solved the grammar problems. In addition, if teacher chooses kind of situational context creatively, it would be more memorable than a simple explanation (Thornbury, 2000).

B. METHODOLOGY

Research Design

The research design used in this study was an experimental research. I chose two kinds of sample from an amount of population. The groups were experimental and control group. Both of groups were given pre-test to gather students' data, treatment, and post-test to measure students' improvement after treatment. For analyzing the data, I used quantitative research. Quantitative research design is often used to identify the experimental design reflecting the arrangement of independent and dependent variables associated with data collection. It is characterised by the collection of information which could be analysed numerically and the results are typically presented using statistics, tables and graphs (Arikunto, 2010).

Population

Population is all of group members such as humans, animals, or things which live in one place (Darmadi, 2011). The population of this research was the entire of the second grade students of SMPN 8 Mataram in academic year 2015/2016. The grade eight consisted of eight classes namely class A to H with the total 305 students in which each class consisted of around 36 to 40 students.

Sample

According to Darmadi (2011), sampling is a process of election a number of individual in which those individuals are the representation of broader group/community. In this study, the samples were chosen by using purposive sampling technique. According to Arikunto (2010), purposive sampling is a technique in choosing samples based on some considerations which focus on a particular purpose. I picked the samples for whole students in a class. I chose two groups to support my research, namely class H (39 students) and class F (38 students), in which class H participated as experimental group and class F as control group. And here were some considerations in determining the sample:

1. The students got the same curriculum, i.e. Kurikulum KTSP or Kurikulum 2006,
2. The students had the same level, and
3. Both of classes' atmospheres almost had the similar condition or situation.

Variables of The Study

There are two types of variables in an experimental study; independent and dependent variable. Independent variable is a variable believed to affect another variable, in this case the dependent variable. In fact, the independent variable is teaching method used in conducting research. So that, Grammar in Context is the independent variable of this research because Grammar in Context is a strategy which was used as treatment to the experimental group. Dependent variable is a variable in which a researcher is interested in. In other words, dependent variable is what I try to measure about students' competencies by using my alternative technique, method, or approach. Then, the dependent variable in this research is "teaching writing skill".

Technique of Data Collection

- Tests

I gave students two kinds of test; pre-test and post-test. It aimed to gain students' writing skill result before and after giving treatment by using Grammar in Context strategy. The tests were related to students' skill in writing recount text.

- Documentation

This technique was done in order to record students and teacher interactions in teaching and learning processes. By using this technique I tried to gain students and teacher interaction in applying Grammar in Context strategy in writing recount text.

Technique of Data Analysis

In order to answer the research question, the data was analyzed by using t-test formula below so that I knew whether Grammar in Context strategy was effective or not for teaching English tenses in writing skill. First of all, I needed to find out the mean deviation score of both experimental and control groups.

The formula as follow:

$$Mdx = \frac{\Sigma dx}{Nx}$$

$$Mdy = \frac{\Sigma dy}{Ny}$$

(Arikunto, 2010)

Whereas:

Mdx : the mean deviation score of experimental group

Mdy : the mean deviation score of control group

Σ : the sum of...

N : number of sample

dx : the deviation score of pre-test and post-test of the experimental group

dy : the deviation score of pre-test and post-test of the control group

After getting the mean deviation score through the formula mentioned above, I computed the mean of square deviation score from both of groups. The formula used to find out the mean of square deviation was:

$$Mdx^2 = ddx^2 - \frac{(dx)^2}{Nx}$$

$$Mdy^2 = ddy^2 - \frac{(dy)^2}{Ny}$$

(Arikunto, 2010)

Finally, after obtaining the mean of deviation and square deviation score, the computation of t-test was needed to find out the value of t-test. Moreover, the correlation of two mean scores was computed in order to know whether they were significant or not. Once again, the formula was:

$$t\text{-test} = \frac{Mdx - Mdy}{\sqrt{\left(\frac{Mdx^2 + Mdy^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Whereas:

t-test : the degree of differences

Mdx : the mean deviation score of experimental group

Mdy : the mean deviation score of control group

Nx : the number of sample of experimental group

Ny : the number of sample of control group

Mdx² : the mean square deviation score of experimental group

Mdy² : the mean square deviation score of control group

The last was finding the degree of freedom by using $df = Nx + Ny - 2$ formula.

(Arikunto, 2010)

Testing Hypothesis

1. If $t\text{-test} < t\text{-table}$ at the confidence level of 0.05 (95%), then the null hypothesis (Ho): “Grammar in Context strategy is not effective to be used in teaching English tenses in writing skill at second grade of SMPN 8 Mataram” was failed to be rejected.
2. If $t\text{-test} > t\text{-table}$ at the confidence level of 0.05 (95%), then the alternative hypothesis (Ha): “Grammar in Context strategy is effective to be used in teaching English tenses in writing skill at second grade of SMPN 8 Mataram” was accepted.

C. FINDING AND DISCUSSION

Based on the statistical analysis of the data, I would like to interpret that there was an effect of using Grammar in Context strategy for teaching English tenses in writing a recount text at second grade students of SMPN 8 Mataram in academic year 2015/2016. The t-test value is 3.196 in degree of freedom 55. In my research, I took two tailed test to know whether or not there was a significant effect of Grammar in Context strategy with the confidence level 0.05 (95%). To know whether or not Grammar in Context strategy had an effect for teaching English tenses in writing a recount text, I compared the result of t-test and t-table. If t-test is higher than t-table, it means that there is a significant effect in the variables while if it is on the contrary, it means that there is no a significant effect. For more detail, here I provide the comparison between t-test result and t-table:

df	confidence level	t-table	t-test
55	0.05 (95%)	2.004	3.196

Table 4.8: The comparison between t-test and t-table

It is clear that from the comparison above, the t-test result is higher than the t-table in the degree of freedom 55 and at the confidence level 0.05 (95%). This shows that the Null hypothesis (Ho) “Grammar in Context strategy is not effective to be used in teaching English tenses in writing skill at second grade of SMPN 8 Mataram” is successfully rejected, and the Alternative hypothesis (Ha) “Grammar in Context strategy is effective to be used in teaching English tenses in writing skill at second grade of SMPN 8 Mataram” is accepted.

The data collection was conducted within approximately more than two weeks with four times meeting in each class. The procedure of data collection was divided into three stages: pre-test, treatment, and post-test. Both groups, experimental and control group, held these three procedures except for the treatment which was only held by the experimental group.

If I mentioned in the previous chapter that the total number of samples in this study was 77 students, but in my finding there were only 57 students could completely

follow the three stages of data collection procedure, 29 students from the experimental group and 28 students from the control group. It was because of some reasons such as dropped out, some others were deputed to join sport competition outside the school, some students were absent either in the first meeting of conducting pre-test, in the treatment, or in the last meeting of post-test. So that, the conditions forced me to pick the students' score from those who were attended the whole procedures in order to get the validity of the data and to avoid the subjectivity.

In the first meeting, whole samples were given pre-test. They wrote a recount text about their last holiday based on teacher command. This test was conducted in order to know students' basic knowledge and ability in writing recount text. Pre-test was held once in each class. From the pre-test result, I found that the mean score for the experimental group was 56.31 and 57.53 for the control group. Based on the result of pre-test in each group, it could be seen that students' ability in the both groups were not too different and students' ability in writing recount text was still low.

Next activity was giving treatment. This treatment was only for the experimental group. In this activity I taught students by applying Grammar in Context strategy. I began the activity by giving students handout consisted the illustration of context whether it was short story, short reading passage, dialogue, and even pictures that represented events. The students were involved in finding the grammar structures, here focused on the past tenses usage, then teacher and students together discussed about the structures found and finally students expressed what they had found by writing some sentences related to kind of tenses found. The treatment section was conducted in two meetings.

And the last section was the post-test. Post-test was held in the last meeting of my research. It aimed to know whether or not there was a significant effect after giving treatment for students of the experimental group with those who in the control group. Based on the post-test result found in finding part, it could be concluded that the mean score in experimental group was 75.86 and 68.17 in the control one. Students' writing ability in both groups was increased. But the mean score of experimental group was higher than the control group. So, it could be assumed that teaching English tenses for students at second grade by using Grammar in Context strategy was effective.

Finally, based on the research analysis, Grammar in Context strategy was effective for teaching English tenses in writing a recount text at second grade students of SMPN 8 Mataram in academic year 2015/2016. Teaching grammar or English tenses by using context allowed students to explore the grammar structures from the context itself (from stories, short reading passages, dialogues, and even pictures). Students were invited to involve in finding and solving the grammar problems, especially about the tenses usage in writing a recount text. Hence, to keep students motivation and interest in learning English tenses through context, teacher must be creative in finding and choosing kind of examples of context which was appropriate to students' level in order to make the teaching and learning more memorable than a simple explanation teaching technique.

D. CONCLUSION AND SUGGESTION

Conclusion

From the data analysis, the result of the calculation of t-test formula was 3.196 and it was higher than the t-table in the degree of freedom 55 and the confidence level 0.05 (95%). The value of t-table in the degree of freedom 55 and confidence level 0.05 (95%) is 2.004. This shows that the Null hypothesis (H_0) "Grammar in Context strategy is not effective to be used in teaching English tenses in writing skill at second grade of SMPN 8 Mataram" is successfully rejected, and the Alternative hypothesis (H_a) "Grammar in Context strategy is effective to be used in teaching English tenses in writing skill at second grade of SMPN 8 Mataram" is accepted.

Suggestion

a. For English Teachers

Using Grammar in Context strategy for teaching English tenses in writing a recount text is recommended as an alternative way for English teacher, especially for junior high school teacher to attract students' interest and motivation in learning English tenses through context. Besides, considering to the disadvantages of Grammar in Context strategy, teachers should be creative in choosing the examples of context that are appropriate to students' level and interest in order to

make teaching and learning more memorable than a simple explanation. Teachers can benefit the internet to find many examples of context use.

b. For Students

Because writing is complicated subject to be learnt, therefore students have to be serious, pay attention to teacher's explanation, and do not be lazy to involve in solving the grammar problems. Students can develop their writing recount text ability by looking for other examples that represent English tenses use, exploring the example, finding the English tenses structure, and applying it in writing a recount text.

c. For Next Researchers

Next researchers who are interested applying Grammar in Context strategy can choose another specific scope of study, for example teaching present tenses or future tenses, subject-verbs agreements, the use of articles, regular or irregular verbs, and many other scopes. Besides, next researchers can apply Grammar in Context strategy in other language skills, such as listening, reading, and speaking. In addition, this research was executed in Junior High school students in which it hopefully that the next researchers conduct the strategy in higher education level, either in Senior High School or University Level.

REFERENCES

- Anderson, M; and Anderson, K. 2002. *Text Type 3*. South Yara: Macmillan Education Australia
- Arifuddin. 2007. *Language Assessment: Competency Based Approach*. Mataram: Arga Puji Press
- Arikunto, Suharsimi. 2010. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT Rineka Cipta
- Azar, Betty. 2007. *Understanding and Using English Grammar (Third Edition)*. England: Longman.
- Darmadi, Hamid. 2011. *Metode Penelitian Pendidikan*. Bandung: Alfabeta.
- Dourish, Paul. 2004. *What we talk about when we talk about context, Personal Ubiquitous Computing*. Volume 8 Issue 1, February 2004, Pages 19-30 Springer-Verlag London, UK.

- Harmer, Jeremy. 1998. *How to Teach English*. London: Pearson Education.
- Heaton, J. B. 1988. *Writing English Language Tests*. New York: Longman, Inc.
- Hornby, A. S. 1995. *Oxford Advanced Learner's Dictionary*. United Kingdom: Oxford University Press.
- Mardianty, Ari. 2011. *The Use of Context and Picture to Develop Students' Achievement in Learning Vocabulary (An Experimental Study at First Grade of First Semester Students of SMP-IT Abu Hurairah Putri Mataram in Academic Year 2011/2012)*. Mataram University.
- Meyers, Alan. 2005. *Gateways to Academic Writing: Effective Sentences, Paragraphs and Essays*. New York: Pearson Education, Inc.
- Nickols, Fred. 2016. *Strategy: Definitions and Meanings*. www.nickols.us/strategy_definition.pdf. Retrieved on June 2016.
- Nunan, David. 1991. *Language Teaching Methodology*. United States: Prentice Hall.
- Nunan, David. 1998. *Teaching Grammar in Context*. ELT Journal Volume 52/2 April Oxford University Press.
- Ovalina. 2010. *Improving Students' Ability in Using the Simple Past Tense through Contextual Teaching Learning (A Classroom Action Research at the 8th Grade Students of SMPN 17 Tangerang Selatan)*
- Purnomo, Wahyu. 1997. *Tenses: Pemahaman dan Latihan*. Surabaya: Amelia Press.
- Swan, Michael. 2005. *Practical English Usage (Third Edition)*. United Kingdom: Oxford University Press.
- Sysoyev, V. P. 1999. *Integrative L2 Grammar Teaching: Exploration, Explanation, and Expression*. The Internet TESL Journal.
- Thornbury, Scott. 2000. *How to Teach Grammar*. England: Longman
- Wongchaochan, Proyfon. 2012. *A Comparative Study of the Grammar-in-Context Approach and the Grammar Translation Approach in Tenses Usage of Thai EFL Students*. Srinakhaewit University.