

**IMPROVING GRAMMAR MASTERY THROUGH READING
MAGAZINE (AN ACTION RESEARCH AT THE EIGHTH
YEAR OF SMP N 2 TAWANGHARJO GROBOGAN
IN 2008/2009 ACADEMIC YEAR)**



RESEARCH PAPER

Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department

by

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2009

CHAPTER I

INTRODUCTION

A. Background of the Study

Learning a language means learning to use that language to communicate both in oral form (listening and speaking) and written form (reading and writing). Learning a language particularly learning English, involves four basic skills: listening skill, speaking skill, reading skill, and writing skill. They are called language skills. Beside the language skills, English has some aspects which can be taught to the students. Those aspects are vocabulary, pronunciation, and grammar. They are called language aspects. In order to learn English well, both the language skills and language aspects are interrelated each other.

In learning English, language skills and language aspects cannot be separated. Language aspects can complete the language skills. To learn English the students should be able to use appropriate basic structural patterns and master grammar and vocabulary. Grammar is an important aspect for forming words and building English sentences. Chomsky in Radford (1988:3) states that grammar is a model (systemic description) of those linguistic abilities of native speakers of a language which enable them to speak. From the Chomsky's explanation, grammar is the most important aspect to communicate with other people, because grammar can show our meaning in communication so that other people can understand our message. Grammar includes

phonological (sound), morphology (word composition), and syntax (sentence composition) (Hall, 1993:3). Because grammar is important in communication, the students should master it.

In fact, learning grammar is not easy for students. Most of the students find difficulties in learning grammar. Grammar is central to the teaching and learning of language that also becomes one of the more difficult aspects of language to teach as well as to learn well (<http://www.ncllc.org/>). The students are usually confused of rules and the use of tenses. The students sometimes get bored with the teaching-learning process that is employed by the teacher in teaching grammar. Beside that, the students fear of the grammar, so they neglect grammar. As a result, a lot of students have low scores on English caused by the failure in mastering grammar.

The previous problems are faced by the students in SMP N 2 Tawangharjo Grobogan. The students who have low score in English test are mostly coming from the eighth students. It is usually faced by the eighth students because in the seventh year they found difficulties in understanding grammar particularly tenses. Moreover, the teacher uses Genre-Based Approach in teaching English. In Genre-Based Approach, the teacher uses some texts like descriptive text, narrative text, recount text, and procedure text. In eighth year students of Junior high school, the student is taught by the teacher about descriptive text, narrative text, and recount text. In mastering descriptive text, narrative text, and recount text, the students should master grammar particularly tense. The tense that is used in

descriptive text is simple present tense. Then, the tense that is used in narrative and recount text is simple past tense. In order to make the students more understand the different time in tenses, beside teach simple present tense, and simple past tense, the writer also teach future tense. But, they didn't know the use of tense.

Those problems are found by the writer when the writer observed the students of SMP N 2 Tawangharjo Grobogan. Her finding shows that most of the students complain that they do not understand its rule although they understand the meaning. For examples, "He gets a letter" and "He got a letter." Actually they understand the meaning of those sentences, but they do not understand why those sentences use different verbs. The sentence "He gets a letter" shows that he receives the letter at present. While the sentence "He got a letter" shows that he received the letter in the past. It shows that they usually cannot use the certain rules of tenses to the certain situation. From the examples, the students conclude that learning English is a confusing activity as it is different from Indonesian.

The students also said that their ability in mastering grammar is low because they get bored when learning English. The teaching method that was applied by the teacher was not interesting. In teaching grammar, the teacher shows the rules directly. So, the students don't understand the use in the sentence.

Based on the problems above, the writer decides to conduct an action research to overcome the problems of the students in learning English,

particularly in learning grammar. The writer wants to employ magazine in teaching grammar. Magazine is the material that is not specially prepared for educational purposes, so magazine is not designed for instructional use. Thus, the students feel fun in learning grammar using magazine. Reading magazine can motivate the students in learning grammar, and can help the students understand the usage and the use of each tense. Beside that, the students can learn grammar with fun because the teacher uses interesting media and method.

Based on the explanation above, the writer wants to conduct a research about the effort to improve grammar mastery using magazine with entitled “IMPROVING GRAMMAR MASTERY THROUGH READING MAGAZINE (AN ACTION RESEARCH AT THE EIGHTH YEAR OF SMP N 2 TAWANGHARJO GROBOGAN IN 2008/2009 ACADEMIC YEAR).

B. Problem of the Study

Based on the research background, the writer formulates the problem statement: “Can through reading magazine improve the students’ grammar mastery?”

C. Limitation of the Study

In conducting this research, the writer limits the problem to make easier the research. In Junior High School, there are many interesting aspect to study, but the writer only focuses on the improving students’ grammar mastery through reading magazine to the eighth year of SMP N 2 Tawangharjo

Grobogan in 2008/2009 academic year. The writer also uses magazine, and the use of magazine is limited on article that is taken from *Hello Magazine*. Beside that, the writer also limits the grammar mastery on the mastery of simple present tense, simple past tense, and future tense.

D. Objective of the Study

In general, this study is to improve the students' grammar mastery. Specifically, it aims to:

1. describe the implementation of teaching grammar using magazine.
2. find whether the use of magazine can improve the students' grammar mastery.

E. Benefit of the Study

There are two kinds of benefits that can be found from this research, they are:

1. Theoretical benefit
 - a. The finding of this research will enrich the theory of teaching grammar through reading magazine.
 - b. The result of the research can be used as the reference for those who want to conduct a research in English teaching-learning process.

2. Practical benefit

- a. By reading the result, the researcher is aware that teaching grammar through reading magazine can make the students enjoy in learning grammar.
- b. The students can improve not only know the usage of tenses but also the use of tenses.

F. Research Paper Organization

In order to make the research easier to follow, the research paper is organized into five chapters. The research paper organizations are as follows:

Chapter I is introduction, which consists of the background of the study, limitation of the study, problem statement, objective of the study, benefits of the study, and research paper organization.

Chapter II is review of related literature which consists of previous study, the notion of grammar, notion of grammar mastery, notion of reading, notion of magazine, notion of reading magazine, notion of tenses, kinds of teaching materials, theoretical framework, and action hypothesis.

While chapter III is research method which consists of type of research, object of the study, subject of the study, the data source, method of collecting data, technique for analyzing data, performance indicator, and action procedures.

Chapter IV is result of the research, and discussion.

Finally, in chapter V, the writer presents conclusion and suggestion.