CHAPTER I
INTRODUCTION

A. Background of the Study

English is one of the significant subjects in the world. Some of people in the world use English for communicating with other people because English is very famous. Although every country has different language, most of the people need English to share meaning between languages, entertainment, education, and so on. In Indonesia English as Foreign languages, then in the School English as one of the important subjects in education from Kinder Garden, Elementary School, Junior High School until Senior High School.

There are four skills in teaching English. The skills are reading, writing, listening and speaking. The other language components are grammatical structure, vocabulary, pronunciation and spelling. Grammar is also the important skill. By understanding the grammar of language, the students are able to understand the meaning of language.

English language subject in SMP Muhammadiyah 1 Surakarta is one of important subjects. In SMP Muhammadiyah 1 Surakarta, teaching learning process, especially in teaching grammar at SMP Muhammadiyah 1 Surakarta is very interesting. The teacher uses a variety of classroom techniques in teaching grammar to develop students’ English grammatical knowledge. The teacher uses a variety of classroom techniques to attract attention the students in teaching grammar.

Yule (2006:263) in Fauziati (2010:79) states that grammar “is the analysis of the structure or phrases and sentences”. While, Swan (2008:xix) in Fauziati (2010:79) defines grammar as “the rules that show how words are combined, arranged or changed to show certain kinds of meaning”. Traditionally, grammar is associated with analysis at the level of the sentence, thus it gives prominence to sentence grammar.

Lock (1996: 1) states that grammar is one of the essential skills should be mastered by the students. The skills deal with knowing how to form sentences and
use it in appropriate way. In teaching English, grammar is central to the teaching and learning of languages. Without a good knowledge of grammar, the students will be difficulty in teaching English.

Rodgers (2002) in Fauziati (2010: 80) states that “the teaching of grammar should give a balance between grammar and communication. Teachers, especially in the context of English as a Foreign Language, could benefit from learning some alternative approaches for teaching grammar”. The teachers must help the students understanding about grammar. The goal of teaching grammar is to provide the students’ knowledge of the way language is constructed.

The components of grammar are phrases, clause and sentences. According to Hornby (1974:64), a phrase is a group of words (often without finite verbs) point part of the sentence. Frank (1972:222) states that a clause can be defined as a sentence. The clause is full with predication which presents subject and predicate. Clause can be classified into two types that are independent and dependent clause. Independent Clause can appear as single sentence that is without another clause. However dependent clause cannot stand lonely. According to Warriner (1973:10), sentence is a group words containing a verb and its subject ad expressing a complete thought.

In general, teaching grammar starts when the teacher enters the class. The teachers ask the students to open book or the teacher gives some explanation about grammar. After that, the students asked to answer the question. The technique makes students bored in teaching grammar. So, the teacher should make the students more fun, interesting and active in the classroom.

There is relation between approach, method and technique. Anthony (1963:95) in Fauziati (2014:12) states that method is as overall plan for the orderly presentation of language material no part of which contradicts and all of which is based upon the selected approach. An approach is axiomatic whereas a method is procedural. Whereas, According to Anthony (1963:96) in Fauziati (2014:13) techniques are implementations which actually take place in a classroom. It is a particular trick, strategy, or contrivance used to accomplish an immediate objective. Technique must
be consistent with a method and therefore in harmony with an approach as well. In the teaching learning process, technique is very important, because it makes teaching English is easier to learn from the student.

Based on the first observation in SMP Muhammadiyah 1 Surakarta, in SMP Muhammadiyah 1 Surakarta, the students have many problems in teaching English Grammatically knowledge. The students difficult to understand grammatical items or sentence patterns are correctly. The students have trouble applying the language that they are learning. In SMP Muhammadiyah 1 Surakarta, the teachers teach student grammatical English with some technique. The techniques used by teachers are filling the blank, answering questions, drilling and reading aloud. The technique used by the teachers is very good, but not to develop yet the ability student’s grammatical knowledge. The teacher must choose the best technique in teaching English grammar knowledge to make the students easily in understanding about grammar.

Based on the observation above, the researcher is interested in conducting a research entitled “CLASSROOM TECHNIQUES TO DEVELOP STUDENTS’ ENGLISH GRAMMATICAL KNOWLEDGE: A NATURALISTIC STUDY AT SMP MUHAMMADIYAH 1 SURAKARTA”.

B. Problem Statement

Based on the background of the study above the problem of this study is “How the classroom techniques to develop students’ English grammatical knowledge at SMP Muhammadiyah 1 Surakarta? ”

To explain the problem statement, the researcher formulates the research questions as follows:
1. What are types of classroom techniques used by the teachers?
2. What are the purposes of each classroom technique used by the teachers?
3. What are teachers’ roles used by the teachers?
4. What are the students’ roles used by the teachers?
5. What are the roles of instructional materials used by the teacher?
C. **Limitation of the Study**

In this research, the writer focuses on classroom techniques to develop student’s English grammatical knowledge: a naturalistic study of SMP Muhammadiyah 1 Surakarta in 2015/2016 academic year. Because, the writer wants to know the competence by the teacher’s which used in teaching English especially grammatical knowledge.

D. **Objective of the Study**

The resumed is aimed at describing:

1. The types of classroom technique used by the teachers.
2. The purpose of classroom technique used by the teachers.
3. The teachers’ roles.
4. The students’ roles.
5. The role of instructional material used by the teacher.

E. **Significance of the Study**

The writer hopes that the research entitled “Classroom techniques to develop students’ English grammatical knowledge: a naturalistic study of SMP Muhammadiyah 1 Surakarta in 2015/2016 academic year” has practical and theoretical benefits.

1. **Theoretical Significance**
   a. The result of the research can be used as input in the teaching English learning process, especially in teaching English grammatical knowledge.
   b. The writer hopes that the result this study can be used as an additional reference, especially in teaching English grammar knowledge.

2. **Practical Significance**
   a. For the Teacher
      To help the teacher and the learners find the way of teaching learning English.
   b. For the Student
The students are motivated to learn English, especially teaching grammatical knowledge.

c. For Other Researchers

The writer hopes that the result of this study can be used as a reference in conducting other research, especially on teaching grammar.

**F. Research Paper Organization**

The research paper organization includes five chapters in order to make easier understand. Chapter I is introduction that consists of the background of the study, problem statement, limitation of the study, objective of the study, the significance of the study, and research paper organization.

Chapter II is review of related literature which covers underlying theory which discuss nation, approach and technique, notion of grammar, component of grammar, types of teaching grammar, and previous study.

Chapter III is research method. It deals with that research method with covers the type of research, setting of research, the subject and the object of the research, sampling, data and data source, method of collecting data and technique for analyzing data.

Chapter IV presents the result of the study. It consists of research finding and discussion.

Chapter V is a conclusion, pedagogical implication, suggestion. After chapter V, the writer presents bibliography, virtual reference, and appendix.