

# CHAPTER I

## INTRODUCTION

This chapter presents the background of the study, statement of the problem, objective of the study, hypothesis, basic assumption, significance of the study, scope and limitation of the study, and definition of the key terms.

### **A. The Background of the Study**

English, as the first foreign language to be taught in schools in Indonesia, is very important. It becomes one of the important subjects in school, so students must be able to master English well. Also, people need to know English to access written information, such as books, journals, magazines, and articles, which are presented in English. There are four skills in English, those are reading, listening, speaking and writing. And also three components of English, those are vocabulary, pronunciation and grammar.

Grammar is partly the study of what forms (or structure) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus a grammar is a description of the rules that govern how a language sentence are form.<sup>1</sup> In the reality of teaching learning study, many students have problems in studying English grammar. They are still confused when the teacher asks them to do some grammar exercises, moreover when writing text.

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<sup>1</sup> Scoot, Tornbury. How to Teach Grammar (England: Bluestone press. 2006), 1

In teaching learning process, teaching strategy is very important. Based on the real condition, the English teachers have important role because they will bring their students to the amusement and consistency in learning English, especially in learning grammar the teachers need a technique, good strategy and interesting materials in teaching learning process. Selecting suitable strategy is very important to present the material, so that the students do not get bored in their learning. One of the strategies is Think – Pair – Square. Think – Pair – Square strategy is similar to Think – Pair – Share strategy. Students first discuss problem – solving strategies in pairs and then in groups of four.

By using the Think – Pair – Square strategy in teaching grammar, it is hoped the teacher get a new good strategy in teaching English grammar and the effectiveness of this strategy are the students can be highly motivated and interested with this new learning strategy, so they can improve their grammar.

Based on the explanation above, the researcher would like to analyze more about the use of Think – Pair – Square strategy to teach English grammar. So, in this study the researcher gives the title “The Effectiveness of Think – Pair – Square Strategy in Teaching English Grammar”.

## **B. Research Problem**

Based on the background above, the researcher wants to conduct a study on the process of teaching English. The general question of this study is “Is Think – Pair – Square Strategy effective in teaching English grammar?”

### **C. Objective of Study**

Based on the problem stated above, the purpose of this study is to know whether Think – Pair – Square Strategy is effective in teaching English grammar or not.

### **D. Hypothesis**

A hypothesis is a tentative explanation for certain behaviours, phenomena or events that have occurred or will occur.<sup>2</sup> This research wants to know the effectiveness of teaching grammar through Think – Pair – Square Strategy. The researcher builds the hypothesis to make the purpose of this study clear. The researcher's hypothesis is:

1. Hypothesis 1 (Ha): Teaching grammar through Think – Pair – Square Strategy is effective.
2. Hypothesis 0 (Ho): Teaching grammar through Think – Pair – Square Strategy is not effective.

### **E. Basic Assumption**

The researcher uses the following assumption: the students at experimental class and control class have the same characteristics, they are in the same basic skill in English and they are from the same grade. The

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<sup>2</sup> Gay L.R. Educational Research: Competencies for Analysis and Application (New York: Macmillan Publishing Company. 1987), 66

researcher assumes that the experimental class have a different achievement in English grammar after being given some treatments.

#### **F. Significance of the Study**

The result of the study is expected to be useful for:

##### 1. The writer

This research helps the writer to get the useful knowledge in teaching English by using Think – Pair – Square Strategy. The writer will know the advantages and the application of this strategy. The strategy is used to help the students study English grammar. Besides, the writer will get experience how to make a good research.

##### 2. The English teacher

This research is very important to English teacher because they will know that the Think – Pair – Square Strategy is one of the appropriate strategies which can be used to teach English grammar. This research will also help the teacher to be more creative and active in teaching learning process. They must choose the best technique based on their students' characteristic.

##### 3. The students

Students will realize that learning English grammar using Think – Pair – Square strategy is interesting and enjoyable. It will encourage and motivate the students in teaching learning proses. So, they can love English.



Besides, Think – Pair – Square Strategy give happiness and amusement for the students in teaching learning proses.

#### 4. The other researchers

After reading this research, the other researchers is expected to be able to get the information in conducting their research. In other words, this research can be a reference for other researchers. Finally, the writer hopes that this research may give the useful information for other researcher.

### **G. The Delimitation of the Study**

For the scope of the research, the writer focuses the observation and analysis on the using Think – Pair – Square Strategy in teaching English grammar, specially for simple past tense and past continuous tense for the first year students of MAN 1 Kediri to improve the students' grammar achievement.

Whereas for the limitation, the writer takes class XA and XB as the experimental and control group in the research. Each class consists of 29 students. The topic that is taken by researcher is based on teaching plans of second semester.

### **H. The Definition of the Key Term**

#### 1. Grammar

Grammar is partly the study of what forms (or structure) are possible in a language. Traditionally, grammar has been concerned almost

exclusively with analysis at the level of the sentence. Thus a grammar is a description of the rules that govern how a language sentence are form.<sup>3</sup>

## 2. Achievement

An achievement is something which someone has succeeded in doing, especially after a lot of effort.<sup>4</sup> Operationally, English achievement is students' English is mark acquired after being given instruction.<sup>5</sup>

## 3. Think – Pair – Square Strategy

Think – Pair – Square Strategy is one of the cooperative learning strategies. The students are divided into pairs first to discuss problem – solving strategies and then in groups of four.

## 3. MAN 1 Kediri

MAN 1 Kediri is one of the Islamic schools that is located in Tarokan, Kediri.

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<sup>3</sup> Scoot, Tornbury. *How to Teach Grammar* (England: Bluestone press. 2006), 1

<sup>4</sup> John Sinclair, *Cobuild English Learner's Dictionary*, (London: Harpercollins Publishers, 1994), 8

<sup>5</sup> Longman Dictionary of Contemporary, new editon