

CHAPTER I

INTRODUCTION

This chapter presents some points associated with this research. Those are the background of the study, problems of the study, objectives of the study, the hypothesis of the study, the importance of the study, scope and limitation of the study, and definitions of the key terms.

1.1. Background of the Study.

Grammar is the sounds and sound patterns, the fundamental units of meaning like words and therefore the rules to mix them to create new sentences constitute the grammar of a language (Schäfer, Roland, 2016). These rules are internalized and subconsciously learned by native speakers". Therefore, grammar teaching is commonly seen as establishing the 'correct' way of speaking and writing. Secondly, with the communicative approach during which language is viewed as an instrument of communication, it's become clear in teaching that grammar is viewed as a tool or resource to be utilized in conveying meaning and comprehending other people's messages. Jeremy Butterfield (2008) believes that grammar gives us a method to investigate and describe our language.

Furthermore, many EFL learners who want to further their studies abroad still must take an intensive course in grammar so as to pass such exams because the Test of English as an overseas Language (TOEFL) and also the International West Germanic Testing System (IELTS).

Croft (2000) indicates that post pubescent adolescent adults have to listen to the shape of the target language. If they are doing not, they ultimately develop an incomplete and imperfect interlanguage that reflects learning problems. In presenting grammar, teachers should remember that they teach grammar but not teach about grammar or as Holmes (2001) states language learning is more important than language teaching. Besides, the most goal in grammar teaching is to enable learners to realize linguistic competence and to be able to use grammar as a tool or resource within the comprehension and creation of oral and written discourse efficiently, effectively, and appropriately in step with the case. In the classroom, grammar explanations should be presented clearly in simple, non-technical language. I consider Holmes (2001) that the teacher should be ready to explain, when it's appropriate, a degree of grammar accurately and succinctly to non-native learners. Because many EFL learners have gained an improved comprehension from my systematic explanation of grammatical points.

Teachers should even be very careful about when and the way they must explain grammatical rules. Otherwise, things may become even worse because it should cause more confusion or prove counter-productive for learners because of the exceptions to grammatical rules. Teaching of English grammar publicly secondary schools facing various problems that's why the quality of teaching English in these secondary schools isn't more interesting on a daily basis. Majority of nation teachers don't seem to be fully satisfied with their teaching of English grammar.

On the opposite way, English teachers haven't various media on grammar teaching methods. English teachers assume that books on English grammar methods and on English teaching must be provided within the libraries of public schools. These books can become useful for English teachers. English teachers realize the teaching methods but most of the time they use grammar translation method within the classroom instead of audio lingual method. It's because from the employment of audio lingual method English teachers can get well results.

The author have another solution to vary textbooks for teaching and learning Grammar in lyceum, the author made English Grammar Application. In meaning this application give a new impression for teaching grammar.

Based on the ideas above, it is clear that English Grammar Application has many advantages for teaching grammar. Based on the issue above the researcher conducts a research entitles "The Effectiveness Of English Grammar Application In Teaching Grammar For EFL Students".

1.2. Research Question.

In line with the background of the study, the problem is then formulated as "is English Grammar Application effective as a media in teaching grammar for EFL students?"

1.3. Objective of the Study.

Based on the research questions, the objectives of this study is to find out the effectiveness of English Grammar Application as a media in teaching grammar for EFL students.

1.4. Hypothesis.

In relation with the background of study, the research problem, and the objective of the study, the researcher can take hypothesis :

H (o) : There is no significant difference on grammar mastery between the students were taught by using English Grammar Application and the students were taught by using E-Book.

H (a) : There is significant difference on grammar mastery between the students were taught by using English Grammar Application and the students were taught by using E-Book.

1.5. Scope And Limitation of the Study.

This research is only limited to teaching grammar for EFL students in SMAN 2 KEDIRI, especially the 10th grade. The researcher decided to overcome this problem by using Android Phone which installed English Grammar because it was rarely used to teach Grammar. The teacher seemed to use monotonous technique so that it influenced the students' interest on the lesson. It can also be one of the factors that influence the low level of students' grammar mastery. Therefore, in order to make the learning more interesting and fun. The researcher decided to use English Grammar Application to teach grammar for EFL students. The limitation of this study is only for examining the possible differences of the

result of learning by using English Grammar and other media. Materials were being used in this research are Simple Past Tense and Present Perfect Tense.

1.6. Significance of the Study.

Through this research, new insights are expected to be obtained in order to contribute to the development of English Language Teaching, especially grammar aspect. It is expected that this research contribute some significant progresses in Teaching Grammar. The significances of this research are, first for the students in general, the study could enhance the students' interest and motivation in learning grammar. Second for teachers, the study gives input in enriching their teaching media to be implemented in the classroom. Last for other researcher, the study could be a kind of references to conduct the same type of research.

1.7. Definition of Key Terms.

a. English Grammar.

Grammar is the structural foundation of our ability to express ourselves. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English, and it can help everyone—not only teachers of English, but teachers of anything, for all teaching is ultimately a matter of getting to grips with meaning.

b. Teaching English Grammar

Grammar lessons can be tricky for a variety of reasons. They can be boring. The grammar might be too challenging for the students. The teacher sometimes feels overwhelmed when trying to present and explain all those

complex rules. And often, teachers don't want to teach grammar lessons because they just don't seem to be that much fun. The students have to sit quietly and listen to a lecture on the present perfect, for example, before they actually get to do anything.

c. English Grammar Application.

English Grammar Application is mobile android based application which was made and developed for teaching English lesson. It was made for EFL students in order to help students who getting difficult in understanding Grammar. Then it can give teachers more variate media in teaching grammar material.