

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Human being as a social creature do interaction with others to get information or what they want to know by using language. Language has important role in human life since language is a communication tool that the human use to doing communicate with the other. In the other hand, language is the human's ability in communicating with the other by using words or symbols, for example words or body movements. Language has a very important role in human's life. Without the language, the human can not to do communication even to do interact with the other people. There are so many language in this world, one of them is English language. Mastery of English as foreign language is considered very necessary. English is the language that use as international communication which is widely used in many countries as mother tongue and second language or even as foreign language. All nation needs to communicate with other and English will be their media of international communication.

In Indonesia, English has become first foreign language that learned in education. That's why everyone fell English difficult to teach and learn. Learning English is a process that requires a long time and hard work to learn. Besides mastering language skills that consist of 4 skills (listening, speaking, reading and writing), there is another important component that students must learn to have proficiency in English, namely grammar. Grammar and the four English skills have important functions with each other. Grammar is the whole system and structure of language in general. With the other meanings Grammar is a collection of rules about grammatical structure of language.

Based on the writer's experience in teaching practice in Junior High School in which the English lessons lasted for two semesters. In a week there are 2 meetings, with 4 hours lesson. One hour lesson consists of 40 minutes. It means that for a week, they learn English for about 4x40 minutes. in one semester, they study English lesson for 19 weeks effectively x 4 hours lesson. It means the hours of English lessons in grade VIII in one semester is 76 hours lesson.

Based on that result observation in which the writer gave test of grammar to the students and from that observation the writer found the following result :

Table 1.1 The Student's Score

No	Initial Name of Students	KKM	Score
1.	AH	75	10
2.	AS	75	30
3.	CM	75	75
4.	DP	75	20
5.	DM	75	40
6.	ES	75	30
7.	JRM	75	60
8.	JM	75	45
9.	LS	75	20
10.	RM	75	30
11.	RH	75	85
12.	SS	75	40
13.	SN	75	20
14.	SH	75	10
15.	VS	75	10
16.	CA	75	90
17.	SP	75	30
	TOTAL		=645
	MEAN		X=37.9

Based on the data above, it is found that from 17 students there are only 3 students that could pass KKM and 14 students still get score below KKM. The score of passing grade (KKM) is 75.

From the data, the writer found that the total score of students was 645 in which the number of the students who took the test were 15 students, so the mean for the student's score will:

$$\begin{aligned} X &= \frac{\sum x}{N} \\ &= \frac{645}{17} \\ &= 37.9 \end{aligned}$$

Note : X= Mean

x=The number of student's score

N = The number of students

From the data above, the students only got 37,9 for the mean score of grammar. The writer found that there are many of students that facing many problem to master their grammar ability especially in constructing sentences. The students difficult to understand the structure of the sentences. They produced many grammatical errors for example they often did verb errors such as finded, writed . Many students did not follow the grammatical rules or the formula of the sentences. Learning English grammar among middle school junior high school students often makes students reluctant to learn English especially since English is a foreign language in Indonesia, of course the sentence patterns between Indonesian and English sentences are different. That is why it is rather difficult to master English grammar.

Besides that, commonly the traditional teaching method is still used in the current grammar teaching. For example Grammar Translation Method (GTM). With this method, teachers show language structures, learners practice them in the form of spoken or written exercises, and then the learners use them in less controlled speaking or writing activities. The disadvantage of the traditional grammar teaching method is that it prevents the students from developing their communicative competence and the traditional grammar teaching method also is teacher-centered. As a result, the majority of the classroom time is spent on the teachers' elaborate explanation of English grammar rules, while all the students are either listening or taking notes. So the teacher's attention on developing student communication skills becomes very little or minimal. And students have little time to use English and students lack the opportunity to communicate in English. The basic learning technique through the Grammar Translation Method is memorization and memorization, so students' interest in learning English cannot be stimulated. Such methods cannot build students' confidence or improve their communicative strategies in learning English but make become afraid of learning English grammar.

Based on the situation above, there is a better method in teaching grammar that can build students understanding in grammar English and increase the student's interest in learning English. It is called the Communicative Language Teaching. Communicative Language Teaching is used to describe learning sequence that aims to improve the student's ability to communicate. The Communicative Approach makes language teaching as in a real-world situation.

Grammar learning is emphasized by communication through the approaches of "learning by doing," through students' participation or co-operative completion of teaching tasks between

or among students and teachers, then learners can learn grammar naturally. Based on the background of the study above, the writer would like to conduct a research entitled “THE EFFECT OF USING COMMUNICATIVE LANGUAGE TEACHING METHOD TOWARD STUDENT’S GRAMMAR ABILITY”

1.2 The Problem of the Study

Based on the background of the study above, the problem of the study is formulated as the following: “does the use of Communicative Language Teaching Method affect on student’s grammar ability for eighth-grade students in Sialang Buah village?”

1.3 The Objective of the Study

Based on the problem above, the objective of the study is to find out whether the Communicative Language Teaching method affect on student’s grammar ability for eighth-grade students in Sialang Buah village.

1.4 The Scope of the Study

In this study, the writer made the limitation of the study. There are many kinds of the methods in teaching grammar namely Grammar Translation Method (GTM), Audio Lingual Method, Inductive-Deductive Method, Communicative Language Teaching (CLT) Method, etc. But in this study, the writer limits her research on the application Communicative Language Teaching (CLT) method in teaching grammar.

The writer also limit this study based on grammar, in which grammar has many components of grammar, namely: part of speech, comparative degree, article (a, an, the), capital, tenses, etc. But in this study the writer only focused on one tense namely simple past tense.

1.5 The Significances of the Study

The findings of this study are expected to be useful for the following:

1. Theoretically, the result of this study would be useful to enhance English language teacher's horizon about Communicative Language Teaching in order to be more creative in applying various approach in teaching grammar.
2. Practically, this study are expected to be useful for:
 - 1) The writer, it can help her in understanding the effect of Communicative Language Teaching on student's understanding in English grammar.
 - 2) English teachers, teachers can use Communicative Language Testing method as one of the method in teaching learning English and it can make the lesson is easier to be understood
 - 3) The students of English department, the result of this study can help students to have a better understanding of English grammar.

1.6 Hypothesis

The hypothesis will be formulated as the following null hypothesis (H_0) and alternative hypothesis (H_a):

H_0 : The use of Communicative Language Teaching Method does not affect on student's grammar ability

H_a : The use of Communicative Language Teaching method affects on the student's grammar ability.

CHAPTER II REVIEW OF LITERATURE

2.1 Theoretical Framework

In conducting a study, theories are needed to explain some concepts applied in the study concerned. Some related theories are used for some basic theories to support the study. The concept will avoid possible misunderstanding between the writer and the reader. In this case, it is very important to list the following terms for the purpose of the study. This chapter reviews some theories relevant to the study using communicative language teaching method in teaching grammar. In this chapter, the researcher discussed grammar exactly in past tense and theory about communicative language teaching method. In the end of this chapter, the writer discussed the conceptual framework which underlies this study.

2.2 Definition of Grammar

Studying Grammar is one of language competence in English, school also provide the grammar lesson to students when studying English. In studying grammar, students are expected to understand the rule of language. According to Swan 2005:19) state that grammar is the rules that show how words are combined, arranged, or changed to show certain kinds of meaning. The statement indicates that when studying English, students are given the lesson about key the rule of language. The rule of language that students learn is used to speak and write in communication.

Nunan(2003:154) stated that, Grammar is generally thought to be a set of rules specifying the correct ordering of words at the sentence level. The Longman Dictionary of Applied Linguistic defines it as, “a description of the structure of a language and way in which units such as words and phrases are combined to produce sentences in the language.” Sentences are acceptable if they follow the rules set out by the grammar of the language. For example, in English one rule states that, “a subject followed by a verb followed by an object” is grammatical. The sequence of words "The bit dog man" is ungrammatical because it violates this rule, while “The dog bit the man" is grammatical because it obeys the rule. (The sentence "The man Bit the dog." is grammatical, but would be considered unacceptable by many people for others reasons.From the definition above grammar is a collection of rules about grammatical structures arranged to form complete sentences. Grammar is very important because of a sentence will be declared as a complete sentence if it follows the rules of grammar. For example : my brother writes a letter. In that sentences, which forms the sentence is that my father as subject, writes as verb, a as article and letter as object. Writes as transitive verb in which it is a verb that must require an object so that the sentence is clear and the readers easy to understand it. Without an object, a sentences that use transitive verb will not clear. For example, if in that sentences there is no a letter as object, the sentences will be “my brothers writers a”. If we identify the meaning of that sentences, we could not find a clear meaning and we will difficult to understand what the speaker mean to say that. That’s why grammar is called as rules to form a sentence.

According to Brown (2001: 362) states that grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. It clears that grammar gives students knowledge about how to different ways of putting words together. From the definition above grammar is rule of language that deals with how the unit of language is combined.

Grammar will make students' language is organized. For example is the use of conjunction. conjunction is used to combine words with words in a sentence. As in the sentence "I buy the car for my parents". Word 'for' is one of the conjunctions that combine words in the sentence. Another example is "he bought a house because he had money". In this sentence, the word 'because' is a conjunction that combines words with words and forms one language unit and forms a clear meaning that because the speaker has money, he is able or able to buy a car. We can imagine if there is no conjunction 'because', the sentence will not has the clear meaning.

Based on all the explanation of expert above, we can get the conclusion that grammar is a set of structured rules that govern the arrangement of sentences, phrases and words in any language to form perfect sentences. In Indonesia, grammar is known as SPOK. The sentences with SPOK structure is a complete sentences because it contains elements of the subject (S), predicate (P), object (O) and adverb (K) which is subject is the person who take the action, predicate is the action that do by the subject, object is something that's predicated on and adverb is the word that states about adverb of time, place and the other. For example: Adi bought a car last month. This sentences is a complete sentences because it is consist of subject, predicate, object and adverb which is Adi as subject, bought as predicate, a car as object and last month as adverb of time. The complete sentence structure is very important to avoid misunderstandings due to unclear sentences. for example: she love. the sentence will make the reader confused because they do not have a complete structure. In conclusion, the most important thing in studying language such English, students have been given knowledge about language structure as well possible in order to make good spoken and written.

2.2.1. Types of Grammar

There are many different varieties of grammar based on same perspective experts. It means that experts of language has different way to analyze and describe the structure and function of language. Cook (2008: 19-24) classifies grammar into 4 (four) types, namely:

1) Prescriptive Grammar

According to Cook (2008:19), Prescriptive grammar is a way to explain how someone should say something, not explaining how someone says something. This is called prescriptive grammar because it prescribes what people ought to do. Prescriptive grammar is all but irrelevant to the language teaching classroom. Students should learn to speak real language that people use, not an artificial form that nobody uses – we all use split infinitives from time to time when the circumstances make it necessary, and it is often awkward to avoid them.

According to the writer based on the explanation above, Prescriptive grammar is prescriptive grammar is a grammar that prescribes what people should or should not say. For example, to say ‘Bisa saya berbicara empat mata denganmu’ should be said with ‘can I talk you in private? (not like “can I talk you four eyes?”). The other example is ‘I can’t wait to see you’ (not ‘I am not patient to see you’) to say “Saya tidak sabar untuk bertemu denganmu”. In other word, prescriptive grammar refers to a set of norms or rules governing how a language should or should not be used.

2) Traditional Grammar

Cook (2008:20) state that traditional grammar is a system of how sentence structures are used in schools, based on the classical language grammar. Labeling the parts with their names and giving rules that explain in words how they may be combined is called traditional grammar.

Traditional grammar is often called as school grammar as the terms used for parts of speech, a number of other categories, including number, person, tension, voice and gender.

According to the writer that traditional grammar is a grammar that discusses how something is labeled and grammar which discusses how to identify a language structure. As the example is part of speech. We can name something based on part of speech like book as noun, fat as adjective, writer as verb, etc.

3) Structural Grammar

According to Cook (2008: 21), Language teaching has also made use of structural grammar based on the concept of phrase structure, which shows how some words go together in the sentence and some do not. Structural grammar describes how the elements of the sentence fit together in an overall structure built up from smaller and smaller structures.

According to the writer, structural grammar is grammar concerned with how words go into phrases, and phrases into sentences . The phrase structure is usually presented in tree diagrams that show how words build up into phrases and phrases build up into sentences. For example 'The man will hit the ball'. The sentence consist of word that form phrase then form a sentence. If we analyze based on tree diagram that is 'The man' as noun phrases that consist of article (the) and noun (man), and 'will hit the ball' as verb phrase that consist of aux (will), verb (hit), article (the) and noun (ball).

4) Grammatical (Linguistic) Competence

According to Cook (2008:24), Grammatical (Linguistic) Competence is the knowledge of language stored in a person's mind and it also as the knowledge of the structural regularities of language in the minds of speakers. A native speaker knows the system of the language. He or she

may not be able to verbalize this knowledge clearly; it is 'implicit' knowledge below the level of consciousness. Nevertheless, no one could produce a single sentence of English without having English grammar present in their minds.

According to the writer, Grammatical (Linguistic) Competence is the knowledge of a person (speaker) about the structure of a language that has regularity. The owner of a language (speaker) knows how to use grammar without studying it. Like mother tongue, someone will understand and know to use grammar by itself. When someone speaks, he/she will think of the grammatical structure that he/she will use when he speaks or writes. So when he/she speaks or writes, he/she already has a concept or knowledge in his mind about the grammar he will use.

From the type of grammar mentioned above, the second type mentioned by Cook namely traditional grammar is the type of grammar which is related to this study. The writer focuses on identifying grammar structures that has been taught to the learners and their comprehension about it. Based on the explanation about traditional grammar that traditional grammar includes part of speech, number, person, tension, voice and gender and the writer only focus on tenses.

2.2.2 Grammar Structures

Grammar consists of some aspects in language that should be taught completely, one of those aspects is grammar is about tenses. According to Greenbaum and Nelson (2002:55), tense is a grammatical category referring to the time of the situation; the tense is indicated by the form of the verb. While Joshi (2014:1) state that tenses could be defined as any of the form of a verb that may be used to show the time of the action or an events or state expressed by the verb. Tenses may also indicate whether an action, activity, or state is, was, or will be complete, or whether it is, was, or will be in progress over a period of time. Joshi (2014 :1) divided tenses into three tenses in English grammar, they are :

1) Simple Present Tense

According to Joshi (2014:1), The Simple Present Tense is the form of a verb that usually expresses an action that happens at this time (action happens in present). According to the writer that simple present tense is tense that describe the action, event, activity, or thing that happen in this time or the repeated events (habits). Usually simple present tense using time expression as follow: always, often, sometimes, seldom, every day, every year, etc. As the example, when someone doing routine activities like go to school every day, they can say it with 'I go to school every day'. From that sentence, we will know that the speaker do that activities repeatedly because time signal that use in that sentences is every day that means it is a habits.

2) Simple Past Tense

Joshi (2014:1)state that past tense is the form of verb that usually expresses an action that happened in the past (action happened before present). According to the writer, simple past tense is tense that used to express actions, event, or activity that happened in the past. and usually simple past use the time signals that show time in the past like yesterday, ago, last week, last month, for three years ago, etc. For example, 'he bought a car last month'. This sentence show the last event because it use past time signal.

3) Future Tense

According to Joshi (2014:1), the future tense is the form of a verb that usually expresses an action that will happen in the future (action will happen after present). This tense is also used to indicate that an activity or state will extend over the whole of a future period of time. According to writer that future tense is a tense that used to express the action that not yet happen, or will be happen in the future. Usually future tense use time signals like next year, near month,

tomorrow, etc. In other word, future tense is a plan of someone to do something in the future. For example, if someone want to buy a car in the near future, she /he can say ‘ I will buy a car next week’.

Based on From the type of tenses that had mentioned above, the second type that is simple past tense is tense that related to this study. From all the types of tenses that mention above, the writer only focus on simple past tense it.

2.2.2.1 Simple Past Tense

Payne (2011:281)state thatthe past tenseverb forms can be used in a number of ways. The most common function of past tense is clearly to refer to completed situations presented as occurring before the time of speaking. Simple past tense indicates that on activity or situation began and ended at a particular time in the past. According to Scrivener (p.125) there are 3 types of simple past tense:

1. Regular Verbs

Regular verbs all end in –ed. ex: he walked to school. we make regular past simple verbs by adding –ed to the base form. walk- walked, waste- wasted. we add –d for verb already end in –e. like-liked, waste- wasted, believe-believed.

for the double consonant:

- ✓ if the base form ends in a single vowel + single consonant

fit-fitted

stop-stopped

- ✓ if two syllable verbs if the base form ends in a single vowel+ single consonant, and the stress is on the second syllable.

regret-regretted

prefer-preferred

We change the -y to -I for some verbs that end in consonant +-y

for example: try- tried, fry- fried. we add k to a base form ending in -c. panic- panicked

2. Irregular Verbs

Irregular past simple verbs have different and unpredictable forms. they need to be learnt individually.

run- ran

fly- flew

go- went

some irregular past forms are spelt the same as the base form (through may be pronounced differently)

put-put (same pronunciation)

read- read (change of vowel sound)

3. Past Simple : be

Affirmative form:

I/He/She/It	Was	At Sami's party yesterday
You/We/They	Were	Happy about the plan

Negative form:

I/He/She/It	Was not	At Sami's party yesterday
You/We/They	Were not	Happy about the plan

Yes/no Question

Was	I/He/She/It	At Sami's party yesterday?
Were	You/We/They	Happy about the plan

WH- Question

Where	Was	I/He/She/It	Yesterday?
	Were	You/We/They	

Short Answer

yes	I/He/She/It	Was
Yes	You/We/They	Were

No	I/He/She/It	Wasn't
No	You/We/They	Weren't

2.2.3 Grammar Practice

Grammar practice is very important done by students to master English language. Through practicing the grammar, learners come up situations which force them to reorganize their current knowledge. Grammar practice must be done regularly and routinely so that students can master English well. Without a good grammar practice, students will not be able to master English because grammar is one of the most important components to understand in mastering English. The more often students do grammar practice ,then the their knowledge of English will be better.

According to Thornbury (1999:92-94), there are two purposes of doing grammar practice activities, that is :

1. Accuracy

Accuracy requires attention. Attention needs time, Research suggests that learners arc more accurate the more time they have available. They can use this time to plan, monitor and fmc-tune

their output. Therefore rushing students through accuracy practice activities may be counterproductive. Classroom activities traditionally associated with accuracy, such as drilling, may not in fact help accuracy that much, especially where learners are being drilled in newly presented material.

Grammar practice activity which is good for improving accuracy will have these characteristics:

- a. Attention to form : The practice activity should motivate learners to want to be accurate, and they should not be so focused on they are saying that they have no left-over attention to allocate to how they are saying it.
- a. Familiarity : learners need to be familiar with the language that they are trying to get right.
- b. Thinking time : monitoring for accuracy is easier and therefore more successful if there is sufficient time available to think and reflect.
- c. Feedback: learners need unambiguous messages as to how accurate they are - this traditionally takes the form of correction.

According to the writer, accuracy is a level of measurement of how precise or true someone is in a matter. Accuracy is very important students achieve in mastering English to avoid meaning errors in a sentence. The accuracy of students in grammar will improve their English skills. for that, they must continue to practice grammar. Thus they will be easy to arrange an English sentence correctly and will try to correct their grammatical mistakes when making mistakes in arranging grammatical patterns in a sentence. As the example, when someone has a good grammar or has accuracy in grammar, they will easy to understand and master English.

2. Fluency

Fluency is a skill: it is the ability to process language speedily and easily. Fluency develops as the learner learns to automatise knowledge. Fluency activities are aimed at this process of automatization.

Where fluency is the goal, practice activities should have these characteristics:

- a. Attention to meaning: the practice activity should encourage to pay attention less to the form of what they are saying (which may slow them down) and more to the meaning.
- b. Authenticity: the activity should attempt to simulate the conditions of real-life language use. that is, the learner should be producing and interpreting language under real-time constraints and with a measure of unpredictability.
- c. Communicative purpose: to help meet these last two conditions, the activity should have a communicative purpose, that is, there should be built-in need to interact.
- d. Chunking: at least some of the language the learners are practicing should be in the form of short memorable chunks which can be automatized.
- e. Repetition: for automatization to occur, the practice activity should have an element of built-in repetition, so that learners produce a high volume of the targeted forms.

According to the writer, fluency is a form of measurement in which there is no pause in a matter. For example when someone talks, if he is no longer paused in delivering his argument, that is what is called fluency. In learning grammar, fluency is very necessary. To get fluency required grammar practice that students can do routinely so that students can master English well. As the example, a speaker will fluently express their idea if they had fluency in grammar.

2.2.4 The Role of Grammar in Teaching English Language

Grammar is one of the most difficult aspects of students to master English language, but it has an important role in teaching English language. Azar (2007,p.2) state that the role of grammar is to help learners discover the nature of language, i.e., that language consists of

predictable patterns that make what we say, read, hear and write intelligible. Without grammar, we would have only individual words or sounds, pictures, and body expressions to communicate meaning.

According to the writer, the role of grammar itself is as a guide for someone to find the meaning of what is contained in a sentence. In a sentence, if the grammar is not correct, automatically the meaning of the sentence will not match what the speaker intended. So when someone expresses their opinion in English but does not have a good grammatical structure, he/she will only have the words, pictures or expressions of his body to convey the intent and purpose. For example in a sentence 'I am boring'. This sentence will make the reader misinterpret. The reader will define that the writer is a boring person while the intention of the writer is that he is bored in a certain situation but because the writer uses verb-ing which causes the meaning of what the speaker says to be incompatible with what the speaker intended.

While according to Kermer (2016:95) role of grammar in teaching English is that language was mainly composed of grammar rules and that knowing those rules was sufficient to know the language. According to the role of grammar in teaching English is that grammar is a rule for knowing language and knowing the meaning contained in a sentence. Grammar teaching needs to be given because it will make it easier for students to master and understand English. Besides the four English skills, grammar really needs to be taught so students can master English. Because a sentence consists of several words composed of patterns or rules of grammar, therefore grammar has a very important role to know the meaning of a sentence. Without good grammar, a person will not be able to master English. For example, if a speaker wants to say that the speaker bought a book last week but the speaker did not have a good grammar, the speaker will say it in a wrong grammar because of an error in the verb or an error in the time signal.

2.2.5 The Reason for Teaching Grammar

There so many reason why grammar must be taught in learning English teaching process. Richards and Renandya (2002:151-152) point out two good reasons for teaching grammar, that is:

1) Comprehensibility

Knowing how to build and use certain structures makes it possible to communicate common types of meaning successfully . Without these structures, it is difficult to make comprehensible sentences. We must, therefore, try to identify these structures and teach them well. Precisely what they are is partly open to debate. It is difficult to measure the functional load of a given linguistic item independent of context , but the list will obviously include such things as basic verb forms, interrogative and negative structures, the use of the main tenses, and modal auxiliaries.

According to the writer the reason for teaching grammar is because it is the structure contained in the sentence. In other words, with grammar we will easily find out the meaning of a sentence. For example in the following statement 'I am boring'. in the statement, the speaker wanted to convey that he/she was bored. But other people will interpret the sentence that he/she as the speaker is a boring person. So when the grammar is wrong, understanding the sentence will be wrong too.

2) Acceptability

In some social context, serious deviance from native speaker norms can hinder integration and excite prejudice – a person who speaks ‘badly’ may not be taken seriously, or may be considered uneducated or stupid. Students may therefore want or need a higher level of grammatical correctness that is required for more comprehensibility.

According to writer, the reason why grammar must be taught is to avoid misunderstanding a particular language's intentions. For example 'I am student'. In that sentence, the grammar is not appropriate because the student is a profession where the profession is categorized as noun and every noun needs articles.

2.2.6 Method of Teaching Grammar

Thornbury (1999:21-22) divided the method in teaching grammar into four method, namely:

a) Grammar Translation Method

Thornbury (1999:21) state that grammar translation method took grammar as the starting point for instruction, Grammar translation courses followed a grammar syllabus and lessons typically began with an explicit statement of the rule, followed by exercises involving translation into and out of the mother tongue. As the name already suggests, grammar was seen as starting point for instruction. One of the main components of the Grammar-Translation Method was its focus on the detailed study of grammar rules, followed by the application of the learned rules in translation-exercises first into and then out of the target language.

According to the writer grammar translation method is teaching and learning methods that focus on grammar and translation rules in which students learn grammar rules and then apply these rules to translate sentences between the target language and their mother tongue. For example in teaching tenses, the teacher will show and teach the structure and then the students will practice by translate the sentence from mother tongue to the target language in accordance with the rule that the teacher taught.

b) The Direct Method

In Thornbury's (1999:21) opinion about the direct method which emerged in the mid- to late nineteenth century challenged the way that Grammar Translation focused exclusively on the written language. By claiming to be a 'natural' method, the Direct method prioritizes oral skills, and, while following a syllabus of grammar structure's, rejected explicit grammar teaching. The learners, it was supposed, picked up the grammar in much the same way as children pick up the grammar of their mother tongue, simply by being immersed in language.

According to the writer direct method is called a natural method that the teachers used to presenting foreign language subject matter in which the teacher directly uses the foreign language as the language of instruction, and without using the language of the students at all in teaching but still following the grammar. If there are words that are difficult for students to understand, the teacher can interpret using props, demonstrating, describing and others. so, the student will get to understand the grammar naturally by the their same way to get their mother tongue when they learn their mother tongue. As the example, in teaching about narrative text, the teacher will directly explain in target language. by hear the teacher explain, understand student's grammar will increasingly naturally.

c) Audio Lingual Method

According to Thornbury (1999:21), audio lingual derived its theoretical base from behaviorist psychology, which considered language simply a form of behavior, to be learned through the formation of correct habits_ habit formation was a process in which the application of rules played no part. The Audio lingual syllabus consisted of a graded list of sentence patterns, which, although not necessarily labeled as such, were grammatical in origin. These patterns formed the basis of pattern practice drills, the distinguishing feature of Audio lingual classroom practice.

According to the writer, audio lingual method is one method in teaching foreign languages that emphasizes listening comprehension and it is based on a theory of behavior. The implementation of this method which is focused on training, drill, memorizing vocabulary, dialogue, and reading texts. audio lingual method is a method that prioritizes repetition. so the more often a person exercises to learn a foreign language, thus his/her attitude will get used to understanding the target language.

d) Communicative Language Teaching (CLT)

Thornbury (1999:22), state that Communicative Language Teaching (CLT) was motivated by developments in the new science of sociolinguistics, and the belief that communicative competence consists of more than simply the knowledge of the rules of grammar (see above, page 18). Nevertheless, CLT , in its shallow-end version at least, did not reject grammar teaching out of hand. In fact, grammar was still the main component of the syllabus of CLT course, even if it was dressed up in functional labels: asking the way, talking about yourself; making future plans etc.

According to writer that communicative language teaching (CLT) is a method in teaching foreign languages that emphasizes the concept of interaction as the goal of the learning process. the purpose of this method is to improve students' speaking skills by better interacting with students. Without realizing it, when students speak English it will also increase their knowledge of grammar.

2.2.7 Classroom Grammar Activities

There are many kinds of grammar activities in the classroom. The activities used to have an effective condition while teaching and learning process. According to Nunan (2003:161-162), there are several kinds of grammar activities in the classroom which are mentioned below:

1) Input Enhancement

Nunan (2003:161) state that input enhancement is a technique for getting students to notice the grammar item that the teacher wants to introduce. With this technique, teachers draw students' attention to items that are meant to be noticed by "flagging" them in some way such as through highlighting, underlining, or coloring. Such awareness-raising techniques are at the accuracy end of Ur's accuracy-fluency continuum.

According to the writer, input enhancement is a activities that very helpful of students to know word by word or even what types of word that the teacher is teaching. by flagging the item or topic that the teacher teach, it will interest the student's thinking to focus and learn the material. For example, when teacher teaching about part of speech and then make it in a sentence. Then teacher can circle what types of word that there in the sentence in whiteboard so that the students focus and can understand what the teacher taught.

2) Consciousness Raising

Consciousness-raising activities are designed to get learners to notice a particular grammatical feature or principle. However, learners are not required to use or practice the target item. According to writer, consciousness-raising is like input enhancement activity in which the students focused to the item or material that the teacher was teaching. but the students is not sued to practice the item. It's almost the same as input enhancement. The purpose of this activity is also to make students focus and understand the material.

3) Grammar Dictation

Grammar dictation involves learners collaborating in small groups, actively using their language, and reflecting on the way grammar works in context (thus reinforcing form/function

relationships). It also encourages students to reflect on their own output. The technique is a relatively simple one. The teacher dictates a passage containing target language forms at normal speed. Students take notes and then work in small groups to reconstruct the original passage.

According to writer, grammar dictation is like discussion to their own team or partner to make a small note after their teacher dictates a topic in the target language. in this activities, the students is hoped to do cooperative with their team work and they can reflecting on the way grammar works in context. For example, when the teacher teaches about recount text by reading a text then students make small notes about the teacher's explanation. after that students work together with their teams to discuss how grammar plays a role in a context.

4) Garden path

This technique could be considered rather cruel. In order to encourage students to process the target structure somewhat more deeply than they might otherwise do, the task is set up to get students to overgeneralize. It thus leads them into error. This is a technique based on inductive learning. Students study examples of the language and come to an hypothesis or generalization. The generalization is too broad. They are given disconfirming evidence and then have to modify their hypothesis.

According to the writer, garden path is a activity that make the students in difficulties when they are in learn the language because it encourage students to process the target structure somewhat more deeply than they might otherwise do.

2.2.8 Problem in Grammar

According to Kacani (2013: p.3), there are four problem in grammar or causes that make grammar is difficult as follows:

1. Comprehension and production.

De Keyser and Sokalski (1996) argue that some grammar structures are easy to comprehend but difficult to produce, some others are easy to produce, but difficult to comprehend. For Albanian speakers learning English, comparative and superlative forms of one-syllable adjectives exemplify the former case, while the use of some prepositions exemplifies the latter.

2. Complexity of the grammatical feature.

Some researchers (De Keyser, 1995; Ellis, 1997; Ellis et al. 2009; Nassaji & Fotos, 2011; Spada & Light bown, 2008) consider some linguistic forms (such as English articles) structurally simple but functionally very complex as they perform a number of different functions (relating to type of the noun they determine, the situational context and the discourse context). In such cases, the complex feature will require a complex explanation, using even technical meta language (as generic/specific reference or countable/uncountable nouns).

3. Linguistic form (the accurate use of a grammatical feature), semantic meaning (understanding

The message encoded by a lexical item or a lexico-grammatical feature) and pragmatic use (using a lexico-grammatical feature appropriately in a context) (Celce-Murcia & Larsen-Freeman, 1999; Larsen-Freeman, 2003). According to Larsen-Freeman, a grammar feature can be easy relating to one aspect, but difficult to another. For example, the form of the English passive is easy to learn, but its use is more difficult. Thus, it is challenging for FL learners to

learn to use grammar structures accurately, meaningfully, and appropriately in a certain communicative context.

4. Implicit/explicit knowledge

Ellis (2006) distinguishes two senses of grammatical learning difficulty: (1) “the difficulty learners have in understanding a grammatical feature,” and (2) “the difficulty [learners] have in internalizing a grammatical feature so that they are able to use it accurately in communication” (p. 88). Ellis argues that a grammatical feature may be difficult to learn as explicit knowledge, but easy as implicit knowledge, and vice versa (Ellis et al. 2009, p. 164).

Grammatical difficulty has also been discussed in FL acquisition with reference to other factors, including: complexity of rules, salience of a grammar form in the input, communicative force of a grammar form, learner’s developmental stage, L1 transfer, individual differences in language aptitude (Nassaji & Fotos, 2011; Burgess & Etherington, 2002)

2.3 Communicative Language Teaching Method (CLT)

According to Richard (2006:2), Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom.

From the definition above Communicative Language Teaching is a methods in teaching foreign languages that emphasize the concept of interaction in the learning process. that is, students are required to learn foreign languages through interactions with one another. the application of this method is to get students to talk about personal experiences with partners, and instructors teach topics outside the field of traditional grammar, to promote language skills in all

types of situations. This method also claims to encourage students to incorporate their personal experiences into their language learning environment, and to focus on learning experiences in addition to learning the target language.

Richards (2006:161) proposes the characteristics of communicative view of language as follows:

- a. Language is a system for the expression of meaning.
- b. The language function is for communication and interaction.
- c. The language form should be based on communicative purposes.
- d. The skills be taught not only consist of grammatical and structural features but also categories of functional and communicative meaning included in discourse.

2.3.1 Characteristic of Communicative Language Teaching Method

Brown (2001:241) state that there are four characteristic of communicative language teaching, namely :

1. Classroom goals are focused on all of the components of communicative competence and not restricted to grammatical or linguistics competence.
2. Language techniques are designed to engage learner in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus but rather aspects of language that enable the learner to accomplish those purpose.
3. Fluency and accuracy are seen complementary principles underlying communicative techniques. At times fluency may have to take on more important than accuracy in order to keep learner meaningfully engaged in language use.
4. In the communicative classroom, students ultimately have to use language productively (spoken and written) and receptively (read and listened).

2.3.2 The Advantages of Communicative Language Teaching Method

According to Larsen (2000:130), state that the advantages of using communicative language teaching method in teaching English is :

- a. By learning to communicate students will be more motivated to study a foreign language since they will feel they are learning to do something useful with the language.
- b. Teachers give students an opportunity to express their individuality by having them share their ideas and opinions on a regular basis. Finally, student security is enhanced by the many opportunities for cooperative interactions with their fellow students and the teacher .

According to writer communicative language teaching has so many benefits or advantages in learning teaching process. By the communicative language teaching, the students has many chance to express their idea or their opinion without having too overemphasize the use of proper grammar. When students begin to learn to communicate what their opinions, their understanding about grammar will take place naturally. It means when the students try to communicate, their grammar naturally will be better understood.

2.4 The Relevant of the Study

To support this study, the writer has taken some relevant studies to this study which are focused on communicative language teaching method and grammar. Therefore we need to do the literature review in order to know how the other writers analyze the topic. Some writers had conducted study that focused on communicative language teaching method and teaching grammar as follows: the effect of communicative language teaching method in teaching

speaking of students' intonation at first grade of SMK N 5 Medan by Driver Banjarnahor (2019). The purpose of this study is to find out "whether the communicative language teaching method in teaching speaking affect in student's intonation. The second writer is about improving the first year students understanding on simple past tense through song at SMKN 3 Selayar Island Regency by Ria (2017). The purpose of this study is To describe the improvement of students' understanding on simple past tense through song at SMKN 3 Selayar Island Regency. and the last study is The effectiveness of using matching game toward students' grammar achievement of the eighth grade at MTS Manba'ul 'Ulum Buntaran Rejotangan Tulungagung. The purpose of this study is to find out whether using of matching game affect on student's grammar achievement.

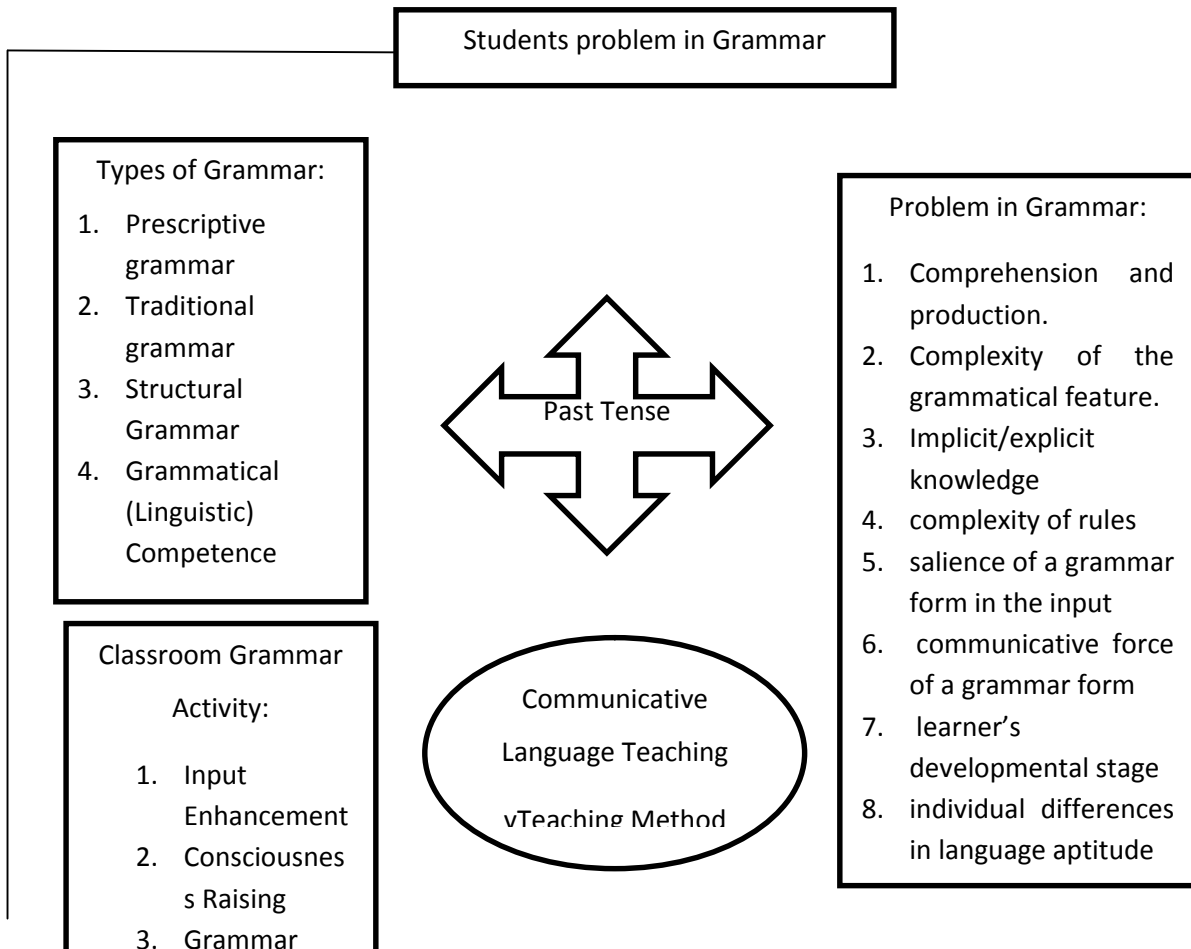
Based on the explanation above, the writer find the similarities and the difference between this study with the three previous studies. As for the similarities of this study with the first previous study is that both of this study discuss and want to see the effect of the communicative language teaching method. The difference is that in this study, the writer wanted to know the effect of the communicative language teaching method on students' grammar skills, while in the previous study, the writer wanted to know how the communicative language teaching method affects students' speaking skills. For the second previous study equation with this study is that the two authors in both of this study focus on past tense, the difference is that in this study, the author uses the communicative language teaching method while in the previous study, the writer used songs in an effort to improve students' understanding of past tense. In the last study, the similarity with this research is that they both focus on knowing the grammar ability of students. The difference is that in this study, the writer wanted to know the effect of the communicative language teaching method on students' grammar abilities while in the third

previous study, the writer wanted to know the effect of using watching games on students' grammar abilities.

2.5 Conceptual Framework

Figures 2.5 Conceptual Framework of “The Effect of Using Communicative Language Teaching Method Toward Student’s Grammar Ability” . (Dahlia Silitonga,Lisma : 2020).

Figure 2.5 Conceptual Framework





CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

This study was applied by using Experimental Quantitative Research. There were two kinds of variables such as: independent and dependent variable. Independent variable was Communicative Language Teaching while dependent variables was the student's grammar ability. In this case, the writer was investigated whether the independent variable affects the dependent one or not.

In experimental quantitative research, it consisted of pre-test, treatment, and post-test. In conducting the experimental research, there were two different groups; that is experimental group that received the treatment by applying Communicative Language Teaching Method and control group which treated without special treatment. Firstly, both of groups were given pretest to know the level mastery of their grammar ability. Then both of group were given treatments.

After applied the treatment, the writer was given a post-test for both the class experimental group and the control group. The study design can be figured as follows:

Table 3.1 Research Design

Group	Pre- Test	Treatment	Post-Test
Experimental Class		Using Communicative Language Teaching Method	
Control Class		Without Using Communicative Teaching Method	

3.2. Population and Sample

Here the writer explained about the population and sample. The writer gave some information who was population and how much the sample that writer to be focused in this study.

3.2.1. Population

Based on Boncz (2015:24) state that population is the theoretically determined totality of elements to be examined, i.e. persons or things that suit the previously defined selection criteria and that conclusions are to be made about. Based on the explanation above the writer conclude that population was groups of objects of observation or research that can be objects, animals, humans, numbers and others that have certain characteristics, complete and also clear. In this study the writer determine the population of the study, it was the eight grade students in Sialang Buah as the population. There are 60 students in Sialang Buah. So, the total of the population were 60 students.

3.2.2. Sample

Based on Boncz (2015:24) state that the sample means all the elements, while the elements are the basic units about which information is collected and serve as the basis of the

analysis. These are usually people but they can also be lifeless things, e.g. tools used in healthcare, sickbeds, etc. Based on the explanation, the writer get conclusion that sample is a small part of the population that is taken as an object of observation and it is considered to represent the population. The sample of this study has been taken from students in Sialang Buah which consisted 10 students of experimental class and 10 students of control class. So the total of the sample was 20 Students. In selecting the sample, the writer used quota sampling as the technique to take the sample. Quota sampling was a technique to take sample with takes the number of samples as much as the number that has been determined by the writer.

3.3. The Instrument of Collecting Data

Instrument study is as a tool of collecting data or a tool to get the data. The instrument which is used by the writer in this study is grammar test. The aim of the test is to know the students score before and after taught by using Communicative Language Teaching. In the test, the students were asked to complete the overlapping text with the verb that used in past tense, complete the content of the conversation and choose one of the correct answers about the use of was and were. There were two types of the test in this study that were used of the writer, that was pretest and posttest in each class. The writer was used grammar test as the instrument. The test was multiple choice with 20 question for both pre-test and posttest. The content of pre-test and post test were the same content.

3.4. Scoring the Test

The test consisted of 20 items. The score for each item is 5. If a student can answer all the items correctly, she or he will get 100. but if the students can not answer the entire item, she or he will get 0.

Where : $S = \frac{R}{N} \times 100$

S = The score

R = The number of the correct answer

N = The number of test items

3.5. The Procedure of Collecting Data

In this study the writer used the experimental quantitative technique to gain the data:

1. Pre-test

Pretest gave for the both of classes in the control class and experimental class. The aim of administering pretest is to know the student's ability in grammar before being taught using the communicative language teaching method. The writer gave the students grammar test such as asked the students to complete the sentence with the verb that used in past tense, complete the content of the conversation and choose one of the correct answers about the use of was and were.

2. Treatment

The treatment was given by the writer after pre-test is done and it was given only in the experimental group. After the writer administer pretest, the experimental class was taught by using the communicative language teaching method. While in control group the learning process used conventional method in teaching.

3. Post-test

After the treatment was given to the students, the writer administering post test through gave the same questions like in the pre-test before for both of control group and experimental

group. After that, the writer analyzed the student's score and interpreted whether there is an effect of Communicative language teaching method.

3.6. Validity of the Test

Based on Ary et al (2010:225) state that validity was defined as the extent to which an instrument measured what it claimed to measure. The focus of recent views of validity is not on the instrument itself but on the interpretation and meaning of the scores derived from the instrument. It means that the test can be said valid when it measures what is supposed to measure. There are four types of validity, namely; content validity, construct validity, face validity and concurrent validity. To measure whether the test has a good validity, the writer uses construct validity is the assessment of validity (the truth that an item actually measures something that it measures) based on the pattern of interrelationships between the question items that measure it. Cohen (2018: 256) state that Construct validity is a fundamental type of validity. It is argued (Loevinger, 1957) that, in fact, construct validity is the queen of the types of validity because it subsumes other types of validity and because it concerns constructs or explanations rather than methodological factors, i.e. the meaning, definition and operationalization of factors. It means a test must have a construct validity if it can be demonstrated that it measured just the ability which is supposed to measure. It is obvious that grammar test must be made up of items testing knowledge of grammar.

Table 3.6. The table of the test specification

Simple Past Tense	Content	Test Item	Kind of Test	Score
The form of simple past tense	The use of regular/irregular verb	Randomly between 1-20	Multiple choice	50
	The use of verb be (was/were)	Randomly between 1-20	Multiple choice	40
The use of simple past tense	Actions finished in the past	Randomly between 1-20	Multiple choice	10
TOTAL		20		100

3.7. The Technique of Analyzing Data

The data of this study were collected from the student's score that analyzed quantitatively. Quantitatively analysis is done to find out the significance differences between students who were taught by using communicative language teaching method and they were who did not teach. The writer would analyze the data by using formula of t-test as follow:

1. T-test formula

$$t = \frac{mx - my}{\frac{\Sigma x^2 + \Sigma y^2}{Nx + ny - 2} \left(\frac{1}{nx} + \frac{1}{ny} \right)}$$

Where :

t = Total score

mx = Mean of experimental group

my = Mean of control group

nx = The sample of experimental group

ny = The sample of control group

x² = Deviation of experimental group

y² = Deviation of control group

2. Mean score of each group formula:

$$m = \frac{\Sigma x/y}{n}$$

Where :

m = Mean of the group

x/y = The total of the x (experimental group) / y (control group)

n = Sum of the students