

CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) research problems, (3) research objective, and (4) significance of the study.

1.1 Background

Grammar is the language's framework and system of meaning. Every language seems to have a grammar and person speaking in similar language will communicate because they naturally understand the grammar structure which is the rules of meaning. According to Batstone (1994), language without grammar is going to be messy and it is harder to understand language without looking for this basic framework, so grammar language will be impossible to learn effectively without following structural rules (as cited in Ronald P. Leow, Celia C. Zamora, 2017). Statement show that grammar plays a very important role in the study of language. The purpose of grammar is to educate those who use English to express their thoughts properly both in speaking and writing. Research by Azad (2013) in his research reported that teachers agree grammar is an essential and inseparable part in language teaching, so teachers have tended to use communicative activities in teaching grammar instructions in. It's meant in teaching English as a foreign language it's necessary to consider not only how learners acquire grammatical competence, but also how they learn to communicate that is how they develop communication competence.

In the importance of teaching English grammar as a foreign language, various

methods and approaches have been applied to enhance learner's competence. Savage, Bitterlin and Price (2010) recapitulate six approaches that have a significant impact on grammar instruction, including Grammar-Translation Method, Direct Method, Audio-Lingual Method, Cognitive Approach, Natural Approach, and Communicative Approach. Amongst them, the communicative approach commonly called CLT is one of the current trends of language teaching. According to Lopez and Agullo (2013), the main intention of CLT is designed to teach communicative competence, which involves parts of speech and tenses as a sentence construction, a teaching technique that refers to several aspects of language, include the use of language for multiple purposes and function, distinguish between formal and informal oral and written discourse (as cited in Bancole, 2018, p. 60). Base on the statement above I conclude that grammar should be thought in communicative ways which focus on developing the language to perform the skills.

Using CLT to teach grammar in the second-language classrooms is an effort to improve students' attitude towards language learning and to have positive affect on their learning process. Emphasis place on grammatical mistakes and fear of making grammar error has a negative impact on students. The finding of a study conducted by Nurfakhara (2017) revealed that students feel bored when learning English grammar because make them confused and lazy to learn. Further, Wilkins (1973) the one who providing Europe with a standardized program for foreign language teaching, proposed a national syllabus which did not organize the syllabus in terms of grammatical structure but rather defined in what learners needed to interact with

each other (as cited in Savignon & Berns, 1984, p. 10). It mean the focus of CLT is language learning through communication, not through mechanical presentation of grammatical form.

The use of CLT in teaching grammar in the second language classrooms is a means of changing the attitude of the students towards language learning and positively influencing their way of learning. Furthermore, Larsen-Freeman (2000); Richards and Rodgers (2001); and Harmer (2001) describe the key principle of CLT approach that can be summarized as follow: communicative competence is the primary goal, authentic materials are used to encourage students to use the language, the language learning is learned by trial and error, student mostly work in pairs and small groups, grammar is best learned through the process of communication, teachers have a role as facilitator and monitor, and students as a negotiator are individually responsible to make themselves understand and be understood in the process of communication (as cited in Yanti, G. S, 2019, p. 2). Base on the key principle it can be concluded that in teaching using CLT no longer provide students which require repetition, accuracy and memorization grammar patterns, but they demand the students in order to negotiate meaning and connect meaningfully in foreign context, also teachers will need to build exercises in the CLT classroom that enable students to learn well in target language.

The changing of teaching culture from teacher centered to student centered caused by the CLT approach also brought a change the concept in how to teach. Moreover, Thornbury (1999) distinguish there are two primary kinds of approaches to teaching grammar in CLT; the shallow-end approach and the deep-end approach.

The shallow-end approach is taught grammar in a way that we can define as inductive, or it calls as consciousness-raising. The latter, the deep-end approach to CLT concerns the implicit learning of grammar in communicative contexts without any previous and explicit teaching. So, teaching grammar in communicatively means help students get used to the rules and patterns in contexts either consciously or unconsciously by paying attention to students need, also the application whether the teachers choose to teaching grammar in explicit or implicit ways it will depend on teachers perceptions and knowledge. For example some teacher's beliefs that teaching explicit grammar is helpful in CLT classroom but in contrast, a few of them do not think that it is effective. In support Les (2011) in her previous study have found that teachers' belief have been expressed in grammar teaching activities and their beliefs have been influenced by their experiences. In the same way, According to Demuth (2012) teachers' perception is defined as the processes of opinion and understanding toward an object based on their experience.

The adoption of CLT in Indonesia language teaching curriculum has gone through several changes and development. Rahman (2017) stated that the latest curriculum in Indonesia which usually called as curriculum 2013 (K13) adopt CLT approach into its implementation (as cited in Yanti, S. G. 2019). Not only that the popularity of CLT keeps increasing as many teachers applied the concept of CLT in their classroom. Islamic junior high school 2 Palembang is one of the schools that the teachers implement CLT in their teaching English classroom, they also feel that teaching grammar communicatively benefits to students acquisition. As I interviewed English teachers and students on informal interviews. Which it can be

concluded that teachers in Islamic junior high school 2 Palembang prefer using CLT in teaching grammar instruction, teaching grammar in CLT classroom teachers provide students with explicit explanations and examples related to the grammar points. But another teacher's perception argue to focus on grammar in a communicative ways of teaching like introducing grammar points through example and activities (personal communication). In the other side, students in Islamic junior high school 2 Palembang opine that in learning grammar instruction in CLT classroom more interesting and did not make them confuse or lazy in learning grammar, they also feel that with communicative grammar learning they are more understand and easier to remember the lesson compare to learning grammar by the formula (personal communication).

Base on the preliminary study. I am interested in studying this issue more deeply, to gain a better understanding of teachers' and students' perception or belief which also seen as an important element to promote good teaching in improving students' learning process as well as to increase teachers' awareness towards the teachers approach which they are currently applying. Therefore, the study will explore "Grammar Instruction in Communicative Language Teaching Classroom: teachers' and students' perceptions at MTs N 2 Palembang."

1.2 Problem of this Study

Base on the background above, I formulate the problems of the study into following questions:

1. What are teachers' perceptions in teaching grammar instruction in

communicative language teaching classroom at MTs N 2 Palembang?

2. What are students' perceptions in learning grammar in communicative language teaching classroom MTs N 2 Palembang?

1.3 Objectives of the Study

In accordance with the problems above, the objectives of this study are:

1. To explore teachers' perceptions in teaching grammar instruction in communicative language teaching classroom at MTs N 2 Palembang.
2. To investigated students' perceptions in learning grammar in communicative language teaching classroom at MTs N 2 Palembang..

1.4 Significant of the Study

This study intended to make a significant contribution to the English language learning and will be beneficial for students, teachers and for the researcher.

For the students, the result of this study can inspire students to increase their interest in learning grammar and hopefully students will more communicative in learning English. Moreover, the students will get more information about CLT also make the students perception about the way in grammar learning become enjoyable experience.

For the teachers, it will also help the teachers in reflection their performance and get more information in teaching grammar instruction in CLT classroom, teacher will know what the thing that they should enhance or not about teaching by using CLT. So, that the teacher will enhance their teaching efficiency during

teaching-learning process.

For the researches, the result can be used as a reference for those who want to conduct the similar research and give information and general guidance for the researcher. It is also expected that the teaching grammar instruction in CLT classroom topic will be discussed more deeply.

