
**GRAMMATICAL RULE IN SECOND LANGUAGE ACQUISITION FOR
THE SIXTH SEMESTER OF ENGLISH DEPARTEMEN
AT STAI MEMPAWAH**

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Abstract

Grammatical functions are assigned directly to the underlying representation in a more or less across the board fashion, only taking into consideration the language dependent semantic function hierarchy. This approach bypasses a number of constraints on subject assignment that may be gathered from data, and observed from the actual behaviour of speakers. We propose a treatment of subject assignment on the basis of a combination of semantic factors of the relevant referents and other functional aspects of underlying representations. In Subject (and Object) assignment is now located in the daily dialogue, in Mackenzie, J (2004).

Grammar instruction is one of the method of language teaching context-based grammar holds an important place for effective learning. It will be more motivating for learners if grammar is taught in context as students will have an opportunity to perceive how the new grammar structures work. Grammar rules are easier if they are given in context and teaching grammar in context provides accuracy in the target language. This article explains why we should teach grammar in context and present continuous tense in teaching process.

Language acquisition is very similar to the process students use when learning first and second language It requires meaningful interaction in the target language's natural communication--in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding. Error correction and explicit teaching of rules are not relevant to language acquisition (Brown, 1970), native speakers can modify their utterances addressed to acquirers to help them understand.

Keywords : *Grammatical Rule, Second Language, Acquisition.*

A. Introduction

Grammar is rules of a language. Grammar is a system of meaningful structures and patterns that are governed by particular pragmatic constraints. In another definition, grammar is a description of the rules for forming sentences, including an account of the meanings that these forms convey.

In foreign language acquisition accurate understanding of the language structures is the key teaching grammar is an essential aspect of foreign language instruction. There has always been a debate about the most effective way of teaching grammar. Grammar instruction in context positively affects learners'

competence to use grammatical structures accurately in language skills. It is always useful for learners to see how language works in sentences or paragraphs; therefore, teaching grammar in context will give learners opportunities to see how grammatical structures function in sentences. Teaching grammar in context will help learners Acquire the nature of the language which will facilitate their understanding of the language.

Grammar instruction should not be ignored. About grammar teaching, Krahne (1985) suggests that much of the effort spent arguing against the teaching of grammar might be better spent on convincing true believers in grammar instruction that grammar has a newly defined but useful role to play in language teaching and in showing them what it is. For better language improvement, grammar plays a crucial role.

To be an effective language user, learners should study grammar because grammar skills will help learners to organize words and messages and make them meaningful. Knowing more about grammar will enable learners to build better sentences in speaking and writing performances. A good knowledge of grammar helps learners to make sentences clear enough to understand. Improper use of grammar will not convey meaningful messages. Tabbert stresses the importance of grammar simply as: It is frequently pointed out that students confuse lie and lay, do not choose who and whom correctly, say infer instead of imply, mismatch subjects and verbs, mix up pronoun references, use double negatives, etc., and that these mistakes are evidence of their need to study grammar.

Second language acquisition theory. As developed, second language acquisition theory can be viewed as a part of "*theoretical linguistics*", it can be studied and developed without regard to practical application. The case with any scientific theory, it consists of a set of hypotheses, or generalizations, that are consistent with experimental data. They must, however, be able to predict new data. In other words, hypotheses are not summaries or categories for existing data and observations, but must pass the test of accounting for new data .

(Krashen, 1975). Acquirers need not have a conscious awareness of the "rules" they possess, and may self-correct only on the basis of a "feel" for grammaticality. Conscious language learning, on the other hand, is thought to be

greatly helped by error correction and presentation of explicit rules. Error correction it is maintained, helps the learner come to the correct mental representation of the linguistic generalization

Language acquisition is very similar to the process students use in acquiring *first* and *second* languages. It requires meaningful interaction in the target language natural communication-in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding. Error correction and explicit teaching of rules are not relevant to language acquisition, but caretakers and native speakers can modify their utterances addressed to acquirers to help them understand, and these modifications are thought to help the acquisition process.

B. Research Method

This study aims to investigate the teachers' teaching about grammar and real classroom practices. This section focuses on the approach and procedure that have been used to investigate the topic of study.

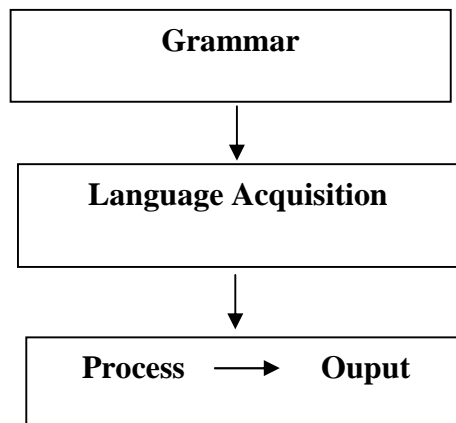
A descriptive analysis of the data was done. The collected data are qualitative. As a qualitative research John W. Creswell states that characteristic of the qualitative research is that natural setting-Qualitative researcher tends to collect data in the field under study.

This research was at the sixth semester of English departement at Stai Mempawah. The preliminary study involved classroom observation and interviews. Analyzed using Miles and Huberman's model of qualitative data analysis. The developed grammar odel was validated through collaborative discussion and internal experts' judgment. This research by learning activities and context n teaching learning is a major characteristic of qualitative research. In the natural setting, the researcher has face-to-face interaction over time.

C. Discussion

Language acquisition without grammar will be confusing. Learners will fail to use the language correctly without grammar skills. People now agree that grammar is too important to be ignored, and that without a good knowledge of grammar, learners' language development will be severely constrained. Richards and Renandya point out two good reasons for teaching grammar :

Grammar in second language acquisition (Monitor)



a. 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.

b. Acceptability

In some social contexts, 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 than is required for mere comprehensibility.

Teaching grammar will help learners to understand the nature of language. Azar notes down the benefits of grammar teaching as: One of the principal benefits of GBT (Grammar-Based Teaching) is that it helps students gain an understanding of grammar concepts: concepts such as subordination and coordination; concepts of expressing time relationships through the use of verb forms; concepts of nouns and adjectives, subjects and verbs, clauses and phrases. Students can understand grammar concepts with simplified terminology, with a minimum of metalanguage and grammatical analysis, and even without the definition of key terms such as nouns. With a good knowledge of grammar, the relationship between grammatical concepts becomes clear. Being aware of this relationship facilitates understanding the language.

1. Preliminary Study

The result of the classroom observation showed that of the English teaching-learning process in eight grade was executed at a superficial level. The insufficiency dealt with the present tense and dialogue learning activities. The teaching and learning activities should be conventional and learner-center.

In the teaching-learning process, the teacher knows the kinds of language learning resources to learner. Learning resources are not additional materials for pleasure but main materials that are ordered and learned as interesting activities which learners usually do in their daily lives.

Krashen, the topic-based activities begin with a subject appropriate for the students and then that subject is designed to involve the students in investigating the topic and using the language as an integral part and the core of observation. The use of this topic supports the success of the teaching of English to learners because the materials are based on students' interest in the topic. Using media as a means of teaching English to university students helps to create classroom situations to be more alive.

2. Learning model

Through teaching learning grammar in context, the students could produce and *Nominal Sentence in Present Tense*. Activating the students' previous knowledge of the text was employed to discuss basic structure and language features. In the questioning stage, through sharing self experiences, the students were not able to pose questions but could appropriately answer the teacher's guiding questions. This stage turned out to be difficult to execute. Observation by the collaborator noted the absence of the students asking questions. The next exercise required the students to share their daily routine connected to express their experiences in the form of *Presen Tens*

The Data Of Learning Activities Of Grammar Context

T : This about "family and house" ?

T : Sekarang kita mempelajari tentang keluarga dan rumah dalam bentuk kalimat Nominal Present Tense

Ss : Iya pak..

T : Ada beberapa bagian yang perlu kalian ketahui diantaranya :

Definis

Rumus

Contoh, dan

Praktek secara bersama-sama

S : Saya tak ngerti pak...

T : Perhatikan dulu semua dan jangan ribut..

T : Definisi **Nominal Present Tense (NPT)**

NPT adalah kalimat tidak berupa tindakan

Contoh : Semua siswa pintar di kelas 8 SMPN I Sungai Kunyit

Ardi adalah siswa yang rajin belajar

Rumahku rapi

Keluargaku bahagia

T : Contoh-contoh diatas adalah bukan kalimat tindakan..

T : Pahami semua ?

S : Kalau “saya pergi ke sekolah” benar tidak pak ?

T : Benar, tapi kalimatnya adalah Verbal Present Tense, yaitu berupa kalimat tindakan.

S : gitu pak..

T : Iya..

T : Sekarang Rumusnya dari kalimat NPT

(+) Subject. (to be) is, am, are. 3 Complement (Noun, Adjective, dan Adverb)

(-) Subject. To be. not. 3 Complement

(?) Tobe.Subject. 3 Complement

S : Noun artinya pak ?

T : Noun (kata benda)

Contoh : Kayu, Meja, Kursi, Papan Tulis, Penghapus, dan lain-lain

Adjective (kata sifat)

Contoh : Pintar, Rajin, Malas, Cantik, Jelek, Tampan, dan lain-lain

Adverb (kata keterangan)

Contoh : Di Sekolah, Pagi ini, Nanti Malam, Di Rumah, dan lain-lain.

T : Catat semua ya !

Ss : Iya pak..

T : **Contoh NPT**

(+) My house is tidy (rumahku rapi)

(-) My house is nor tidy (rumahku tidak rapi)

(?) Is my house tidy (Apakah rumahku rapi)

T : (+) Students are diligent (semua siswa rajin)

(-) Students are not diligent (semua siswa tidak rajin)

(?) Are students diligent (Apakah semua siswa rajin)

T : Catat dulu semua, setelah itu kita praktek bersama-sama !

Ss : Iya pak...

Learning practice with teacher-students

T Ikut bersama-sama semua !!

T-Ss (+) My house is tidy (rumahku rapi)

T-Ss (-) My house is nor tidy (rumahku tidak rapi)

T-Ss (?) Is my house tidy (Apakah rumahku rapi)

T-Ss (+) Students are diligent (semua siswa rajin)

T-Ss (-) Students are not diligent (semua siswa tidak rajin)

T-Ss (?) Are students diligent (Apakah semua siswa rajin)

T-Ss Catat dulu semua, setelah itu kita praktek bersama-sama !

Question and Answers

T : Ada yang ingin bertanya ?

S : Ada pak, kalau “kamu pintar” apa bahasa Inggrisnya ?

T : You are smart. Coba baca !

S : You are smart

T : Semuanya ikut baca !!

Ss : You are smart

T : sekarang buatlah seperti contoh diatas dengan dengan subjek yang berbeda !

Ss : Iya pak..

T : Jika belum selesai buatnya, bisa dikerjakan di rumah masing-masing !!

The teacher took one basic competence on grammar context with speaking as the main skills. To best accommodate and bring the topic “house and family”, e.g. grammar context into classroom activities, the teacher used various procedural texts to deliver the focuses of the learning which covered the social function, structure and language features of the text. The activities were implemented in model learning between teacher-students directly. Within the main activities, with learning model, practicing, and questioning. Within those stages, the NPT stages (Kriwas, 1999) designing the project, conducting the project activities and practicing were included.

Using the present tense is taught. The teacher highlights the present sentences in the text and following the steps given above, the tenses can be presented to learners of English. An advantage of learning grammar in context is learners will see how structures function in sentences and how sentences are related to each other. This text will help learners to identify the present tenses in nominal and verbal sentence, and learners will have an idea of what these tenses mean and how they are used.

The subject of teaching grammar has often triggered lively discussion. It is an easy way for students, and this aspect of language learning is an interesting model. The aim of this study was to find out language teachers about the reasons for rights and mistakes students make. What practices do teacher use to correct this rammar and what are the strategies they find effective for preventing it. The opinions of teachers with different remove effective strategies for learning grammar. It appeared that the cognitive skills of students were considered as the main reason for this study.

However, when it comes to the choice of a teaching strategy theories that support the lower and medium level cognitive skills of students are preferred and much less attention is paid to the development of higher level cognitive skills. More varied teaching strategies than teachers belonging to the group of students.

Teacher and students practice related to correcting students’ grammar learning of the sentence’s purpose of communication was analysed. The teacher considered the efforts to improve the cognitive skills of students as very important. In the case of sentence’s purpose of communication they preferred

analysis and discussion. These practices support students' reflection and generation of skills.

For learning model above was mentioned most often be practicing. The efficiency of learning grammar was considered better than before as the development of skills of reasoning improves understanding and reduces the likelihood of repeating the mistake in the future. As to giving examples, it is, however, very important that students understand the connections between the examples. Otherwise, In order to avoid that the practices supporting higher level cognitive skills such as formula, sample, definition should be well connected.

In implementation of grammar teaching is purposed to enable learners to use the language for real-life communicative purposes. As a teacher in certain conditions are required to enable language learners to develop into communicatively-competent participants in social interactions in the English language. Example is that students need to have good models to learn. They also need opportunities to acquire these models and get involved in meaningful communicative events.

As many Indonesian secondary school (SMP) teachers of English can prove, such an enabling condition is not always easy to create in our schools. Many reasons can explain why this is so. One is teachers' degree of confidence in using the language before their own students. In this situation, where a teacher has implemented in different way based on their perceptions.

Based on the discussions above are described in the and purpose of this study discussed (Ellis Rod 2006:45). Writer choose to investigate teachers' ways in learning grammar of NPT at junior high school (SMP) level and what they exact implementation in the classroom in SMPN 1 Sungai Kunyit. Specifically, Students are learned of the structure in nominal sentences. They say and practice in the same way, as they say in form, like my house is tidy, so they are laughing together. But this proces is natural based on their willingness. The process of how improving the second language is interesting becuase the students focused in learning grammar.

D. Conclusion

As can be seen from the foregoing discussion, the present study has succeeded in finding a strong positive relationship between the use of grammar learning strategies and attainment, operationalized as the grades received in a grammar course and performance on learning activities, which stands in contrast to much previous research focused on more strategic devices. In fact, all the positive correlations were program or strategy type, including those that were statistically significant, and, particularly in grammar context. The positive correlations were mainly found for the grammar course grades, but only NPT associated with explicit learning proved to be meaningfully related to this achievement measure.

It seems to speak volumes about the nature of grammar instruction as well as the assessment of the students' progress in the NPT sentences, indicating that is placed on accurate learning of rules in exercises rather than applying them in genuine communication. Finally, grammars were found in NPT use reported by upper and lower-level students.

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