

**GRAMMARTICAL 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 are now located in the daily dialogue, in Mackenzie, J (2004).

Grammar instruction is one of 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 made easier if they are given in a context and teaching grammar in context provides accuracy in the target language. This article explains why we should teach grammar in context and Present Countinous Tense in teaching rocess.

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 (Brown, 1970), native speakers can modify their utterances addressed to acquirers to help them understand.

Keywords: *Grammatical Rule, Second language.*

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 part so 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 through 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 to acquire nature of the language which will facilitate their understanding of the language.

Grammar instruction should not be ignored. About grammar teaching, Krahnke (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 a 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 reference, 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. As is 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 selfcorrect only on the basis of a "feel" for

grammaticality. Conscious language learning, on the other hand, is thought to be helped a great deal by error correction and the 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. Theory of Grammatical Rule And Second Language Acquisition

1. Grammatical Rule

Teaching grammar is to show how language works. Accurate teaching of grammar guides learners how to use the language correctly. Azar highlights the significance of teaching grammar as: One important aspect of grammar teaching is that it helps 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.

Grammar is the weaving that creates the fabric. To establish precise sentences, grammar knowledge is essential. In another idea about why teaching grammar is important Ellis writes: Grammar Teaching involves any instructional technique that draws learners' attention to some specific grammatical form in such a way that it helps them either to understand it metalinguistically and /or process it in comprehension and / or production so that they can internalize it.

To establish an effective communication, learners need grammar skills; therefore, without grammar, speech gets meaningless. Grammar is an essential aspect to communicate effectively. Moreover, grammar simply is creating well-organized reading and writing performances. John Warriner supporting this idea

writes: "The chief usefulness of grammar is that it provides a convenient and, indeed, as English is taught today, an almost indispensable set of terms to use in talking about Language.

Grammar will give learners the competence how to combine words to form sentences. To create fully-developed sentences, grammar knowledge is indispensable. With little understanding of how language functions, learners cannot develop their language skills. Just as there are careful and effective drivers who do not know what makes a car run, so there are those who, through practice and skillful observation, have become satisfactory, even effective, writers with very little understanding of the mechanics of the language. But it follows that the more you know about the form and function of the parts that make up the larger unit, the sentence, the better equipped you are to recognize and to construct well-formed sentences (Azar, B. (2006).

Grammar instruction holds an important place in foreign language learning. It needs to be noted that grammar skills will make great contribution to language competence. The study of the structure and history of language, including English grammar, is a valuable asset to an education and an important part of the English program. It should, however, be taught for its own sake, not as a substitute for composition, and not with the pretense that it is taught only to improve writing.

2. Second Language Acquisition

Krashen argues that there are three internal elements involved in second language acquisition. Those elements from Krashen's book include a "*filter*", an "*organizer*" and a "*monitor*". He mentions that the "*filter*" deals with how the learner is influenced in a social context and how he reacts in various social environments. The "*organizer*" determines the arrangement of the learners language system and "the usage of incorrect grammatical constructions as provisional precursors of grammatical structures, the systematically occurrence of errors in the learner's utterances as well as a common order in which structures are learnt" (Krashen 1983).

Krashen's theory of second language acquisition consists of five main hypotheses:

a. *Acquisition-Learning hypothesis*

The **Acquisition-Learning** distinction is the most fundamental of the five hypotheses in Krashen's theory and the most widely known among linguists and language teachers. According to Krashen there are two independent systems of foreign language performance: 'the acquired system' and 'the learned system'.

b. *Monitor hypothesis*

The **Monitor** hypothesis explains the relationship between acquisition and learning and defines the influence of the latter on the former. The monitoring function is the practical result of the learned grammar. According to Krashen, the acquisition system is the utterance initiator, while the learning system performs the role of the 'monitor' or the 'editor'. The 'monitor' acts in a planning, editing and correcting function

c. *Input hypothesis*

The **Input** hypothesis is Krashen's attempt to explain how the learner acquires a second language – how second language acquisition takes place. The Input hypothesis is only concerned with 'acquisition', not 'learning'.

d. *Affective Filter hypothesis*

The **Affective Filter** hypothesis embodies Krashen's view that a number of 'affective variables' play a facilitative, but non-causal, role in second language acquisition. These variables include: motivation, self-confidence, anxiety and personality traits. Krashen claims that learners with high motivation, self-confidence, a good self-image, a low level of anxiety and extroversion are better equipped for success in second language acquisition.

e. *Natural Order hypothesis*

Natural Order hypothesis is acquisition of grammatical structures follows a 'natural order' which is predictable. For a given language, some grammatical structures tend to be acquired early while others late. This order seemed to be independent of the learners' age, L1 background, conditions of exposure, there were statistically significant similarities that

reinforced the existence of a Natural Order of language acquisition (Krashen, 1987).

Across the various languages and subsystems of grammar, perhaps the most widely practiced traditional approach to grammatical instruction has been portrayed as the three P- Present Continuous, Practice, Produce (Larsen-Freeman, 2009). Long and Doughty, criticizing the three Ps model, state that the traditional approach has some disadvantages. One of the most trenchant criticisms of this approach is that students fail to apply their knowledge of grammar when they are communicating. Students know the grammar- at least, they know the rules explicitly- but they fail to apply them in communication.

This problem has been discussed by others as the non-interface problem, in that there is no apparent connection between explicit knowledge of the rules and implicit control of the system, and the learn ability problem following from the observation that grammar is not learned in a linear and atomistic fashion.

In this approach, students are unable to use the grammar rules in speech. They do not understand how grammar rules work in a sentence. Learning grammar in context will allow learners to see how rules can be used in sentences. Language is

context-sensitive. This means that, in the absence of context, it is very difficult to recover the intended meaning of a single word or phrase.

C. Research Method

This study aims to investigate the teachers' teaching about Grammar and the 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.

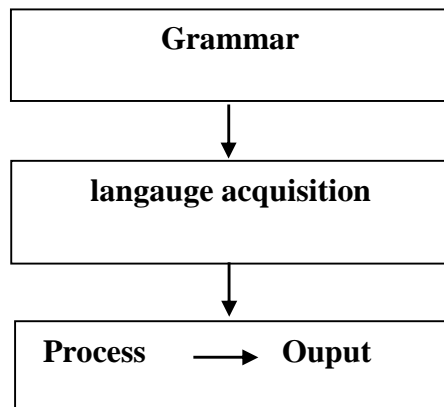
This research was at the Sixth Semester of English Departemen at Stai Mempawah. The preliminary study involved classroom observation and interview. Analyzed using Miles and Huberman's model of qualitative data analysis. The

developed Grammar model was validated through collaborative discussion and internal experts' judgment. This research by learning activities and Context in teaching learning is a major characteristic of qualitative research. In the natural setting, the researcher have face-to-face interaction over time.

D. 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)



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.

2. 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 definition of key terms such as noun or verb. With a good knowledge of grammar, the relationship between grammatical concepts gets clear. Being aware of this relationship facilitates understanding the language.

Preliminary Study

The result of the classroom observation showed that of the English teaching-learning process in Eight Grade were executed at a superficial level. The insufficiency dealt with the Present Tense and dialog learning activities. The teaching and learning activities to be conventional and learners-centered.

In the teaching-learning process, the teacher know the kinds of language learning resources for learners. Learning resources are not additional materials for pleasure but main materials which 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 on the topic. Using media as a means of teaching English to uiversity students helps to create classroom situations to be more alive.

Learning model

Through teaching learning grammar in context, the students could produce and *Nominal Sentence in Present Tense* Activating the students' previous knowledge on 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 *Present Tense*

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 tidak mengerti 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
- Kalurgaku bahagia
- T : Contoh-contoh diatas adalah bukan kalimat tindakan..
- T : Paham 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. (tobe) is,am,are. 3 Complement (Noun,Adjective, dan Adverb)
- (-) Subject. Tobe.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 not 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 (+) My house is tidy (rumahku rapi)

T-Ss (-) My house is not 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 (Hedge 2000, 23-24). 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 present tense is taught. The teacher highlights the present sentences in the text and following the steps given above, this 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 tens nominal and verbal sentence, and learners will have ideas what these tenses mean and how they are used.

Discussion

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

However, when it comes to the choice of a teaching strategy theories that support 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 were analysed. 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 generating 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 good 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 have implemented in different way based on their perceptions.

Based on the discussions above are described in the and purpose of this study discussed (Ellis 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 Kuyit. 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 because the students focused in learning grammar.

E. Conclusion

As can be seen from the foregoing discussion, the present study has succeeded finding for 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.

Suggestion

As an effort to begin the implementation of **NPT** in teaching English in The results of the preliminary study emphasized the need of a more suitable English learning model in grammar ways. The development of the learning model adapted relevant principles of designing a course, i.e. Brown's ideas of components in an ideal course and Nation's four ways which should be equally considered in a lesson. Analyzing the results of learning, the **NPT** model developed brings some strengths covering the students' involvement and skill improvement, while the limitations dealt a lot with the time needed.

The results of this research underlies that the English learning process of the Eight Grade SMPN I Sungai Kunyit. For example, educational learning should not have conservative views of their teaching-learning practices. By deeply comprehending the guideline of the learning applied, they will be aware of the various parts of the model design which offers great opportunity of doing modification they have to practice the learning, which then can result in the students' higher motivated and learning objectiveness.

Dealing with the model in grammar teaching, thus, the other researcher are suggested to consider reasonable the time when defining the learning activities, in

order that the students can finish the assignment sufficiently should deeply consider defining the kinds of teaching-learning that suit the students well. The study may need other types of activities teaching learning.

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