

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presented the findings and discussion. The findings covered the techniques those are used by the teachers during teaching and learning activity in the classroom, the application of the techniques in teaching grammar skills. Students' ability in errors recognition. The discussion designed to discuss the findings which were also about research problem.

#### **A. Findings**

There were three statements of problem that had to be answered on this research. The first problem was "what techniques are used by the lecturer in teaching grammar skill". The second problem was "how the lecturer` applies those techniques in teaching grammar". The third problem was "how is the students' ability in errors recognition". The writer used four instruments to collect the data, like observation, documentary, interview and test for gathering all information.

The subject of this research was an lecturer who teaches grammar II in English Department. Her name is NH. There were graduated from S2 TESOL and FLT 2000. There teaches some course in English Department 5 classes is teaching grammar class.

## **1. . Kinds of Techniques that The Lecturer` Apply in Teaching Grammar Class**

There are Five Grammar Classes that is taught by NH. It is attended by 21 people. The writer came and observe the class three time on October 19<sup>th</sup>, 26<sup>th</sup>, until 2<sup>nd</sup> November at 18.20 – 10.00 AM.

Based on the problem of statement in this research, the kinds of techniques are used in teaching Grammar Class and how the teacher applies in techniques, the students` ability in error recognition, so from the research result that had been done through observation, interview and test, the writer found there are three techniques that the teachers` used in teaching Grammar Skill. They are : (a) Practice answered questions, (b) Group work, (c) Giving feedback and (d) Practice to made sentence.

Based on the observation, interview and documentary that the writer conducted at the Grammar Class of English Department. The writer aims to look at the techniques that teachers` used in teaching Grammar skill and the students` ability in error recognition. And the writer gets some techniques that the teachers` apply in Teaching.

### **a. Practice answered questions**

Based on the observation in the class, the writer knows that in this technique. This techniques was applied three times by the lecturer; on the first, second and third . In this technique, the lecturer came to the class and opened the lesson. Then lecturer explained the material. Next, the students asked to

answer the questions that there are in his book or LCD which can group work or individual work.

b. Group work

Based on the observation in the class, the writer knows that in this technique, the lecturer make a group between students. And they discussed about exercise questions. This techniques was applied two times by the lecturer ; on the first, second and third observation. This technique makes students easy to understand the material, because they get idea from their friends in discussed groups.

Based on the interview with the lecturer, the lecturer said that using group work technique the students can interact to each other when answering the questions and can compete. The lecturer divided the students became some groups which one group six students and three students. In this technique the lecturer showed the questions in LCD and their book hand then the students asked to discuss and answer with friends in their group.

Basically, this technique was applied to train students to interact each other in social life. This technique was appropriate with vygosky`s theory who argue that human learn through social interaction.

c. Giving Feedback

Based on observation in the class, The writer knows that in this technique. This technique was applied three times by the lecturer; on the first until the last observation. In this technique, the lecturer came to the class and she explained the material. Then, she asked the students answer exercise

questions in his book or LCD. After that the teacher and students checked and discuss the answer. One of student asked to answer question then the lecturer asking the answer with another students. If there are that difficult the student asked to explain why. Next, the lecturer explained the answer that correct and why.

d. Practice to make a sentence

Based on observation in the class, the writer knows that in this technique. This technique was applied three times by the lecturer; on the first, second and third observation. The lecturer` used this technique in their class. Their used this technique if want to begin the lesson or at the end. The lecturer showed word or picture in LCD or papers. Then, the students asked to make the sentence based on it which related with the topic.

## **2. The Application of Techniques in teaching grammar**

On this data presentation, the writer described about kinds of techniques were applied in teaching grammar class, the application of those techniques, and the students' ability in error recognition.

To make the readers understood, the writer described the lecturer` activities in teaching-learning process in the classroom from the first observation until the last observation. The writer conducted the research at the grammar class. Three activities that the teachers` did in teaching grammar class, they are pre-activities, while-activities, and post-activities.

The first observation, the writer did the first observation on October 19<sup>th</sup> 2017 which be held in class E. The writer observed NH class. The class start at 09.05 A.M until 10.20 A.M. The class consists of 16 females and 2 males. The writer came to the class earlier from the lecturer. When the writer came to the class, there is one of the students friendly. She persuaded the writer to talk and ask something. In this meeting, before the teacher came to the class, the students were busy with their smartphone, doing the assignment last week, eating, talk in fair and reading a book. After the lecturer came to the class, they were in control during the teaching and learning activity.

In the pre-activities, when the lecturer came to the class all of the students stop talking and they took their book and pen. Then, the lecturer opened the class by greeting the students in form of *accosting*. She said “*good morning*”, “*how are you this morning*” and “*how about your assignment*” which was responded by all the students. After that, the lecturer gave about list of students. Next, while the students signed the absent list one by one, the lecturer start the lesson. Then she opened Laptop and LCD.

In the while activities, the lecturer opened the lesson by asking the student to prepare a paper. The lecturer saw some sentences in slide of LCD and asking the students to think a load and analyzing it, is there any wrong in the sentences?, the student answered with different answer. The lecturer explained more detail and the student is listened her. Then, the teacher asked about homework that she gave last week. After that, the lecturer discussed together with students the answer that true. When the lecturer explained about

homework, students in front of the writer asked question that her not understand and the teacher explained it. Not only her but also another students active asked about material that not understand or less.

After that, the lecturer ask the students “ *do you understand* ” and the students answer with “ *yes* ”, the lecturer continued asking them “*is there any question?*” and answered “ *No* ”. Then, the lecturer asked them to answer page 56 of number 1 until 8 using past perfect tense and simple past tense by individual without asking a friend. It explained by the lecturer. The lecturer walked around the students. Until 20 minutes later, the lecturer asked the student to checked by their selves based on the discussed together with the lecturer and giving a score by mention one by one the name of the student on the list until finished. Then, the lecturer said, “*any other questions?*” students said, “*no mam*”.

In the post-activity, because running of time, the lecturer closed the lesson and ended the class by reciting accosted together. But, before she closed the lesson. She gave suggested motivation to the students so that the students had interesting in learning grammar. Finally the teacher greeted “*see you next week, assalamualaikum.wr.wb*”.

During the class room activity, the techniques that the lecturer used in teaching grammar class were discussion, giving feedback, and practice answered questions. She applied it by discussion to answer the questions then corrected and discuss together. The students were asked to answer do the questions in his book.

The second observation, the writer did the second observation on **October 26<sup>th</sup>, 2017** which can be held at Grammar class. The writer observed **NH** class. The class started at 08.40 AM until 10.20 AM. The class consists of 16 female and 5 male students. The students did difficult activities the first observation. In this meeting, before the lecturer came to the class, the students were quiet and silent. The writer came to the class earlier from the lecturer. When the writer came to the class, the students answered the exercise and read a book. A moment later, the lecturer came to the class, the students were in control during the teaching and learning activity.

The pre-activities were same like the first observation. When the lecturer came to the class. She opened the class by greeting the students in form of *accosting*. She said “*good evening everybody*” and “*how are you*” which was responded by all of the students. After that, the lecturer gave about list of students. Next, while the students signed the absent list one by one, the lecturer start the lesson.

In while activities, the lecturer asking the students to answer the question by saying “Are you ready?” and students answered “ yes”. Then, the lecturer gave a paper of task, for 15 minutes they answered it. The lecturer explained the rule of answering that question. After the students understood, she was ready to prepare the lesson and media in used like turn on the LCD, open the leptop and material in used. After 15 minutes later, the lecturer asked them “Finished?” “not yet mam” answered the students and the lecturer added

the time to answer the question. before the lecturer checked the students answered, she checked the list of students.

The lecturer was be ready to check the students answered. The students and lecturer discussed it one by one from number 1 until 10. She read it and translated to understanding the student easy in analyzing the question. The lecturer asked them “ see number one” “ where is the error?” students answered “A” others “ B” others “ C” and others “ D”. because many answers, the lecturer asked one of different answered to explain why she/he choose that is true the best answer. After listened the students explaining, the lecturer explained the best answer and the reason why it being the best answered, there is one of the students asked her and the lecturer answer. They do it until finished number 10.

After discussed, the lecturer asked all of the students to give a score for his/her selves answer in a paper. After that, the lecturer entered their score into absent list. One by one of she told students’ score.

The lecturer continued to know the new lesson little about MODAL in used, before explained modal so far, the lecturer gave example error with used of “CAN” in LCD. “ I can washing the plate” the error of that sentence were “ using verb in modal” the lecturer asked them “ is there any error of sentence” the students answered “ using can washing should be “can wash” because they understood the lecturer explained. After that, she explain one by one part of modal like CAN, COULD, SHOULD, WOULD, HAVE TO, HAS TO HAD TO, MAY MIGHT, etc.



In the post-activity, because running of time, she closed the lesson and ended the class by reciting accosted together. Finally the teacher greeted “Alhamdulillah, assalamualaikum.Wr.Wb”.

During the class room activity, the techniques that she used in teaching Grammar Class English were individual, giving feedback, practice made a sentence . She applied it by individual to answer the questions and after that corrected and discuss together. Then, the students were asked to make a sentence which that sentence is knowing their understood. Next, all of students were asked by the lecturer to make a sentence which related with the topic. Next, the students were asked to analyze the sentences in LCD (correct or incorrect).

The third observation, the writer did the third observation on **November 2<sup>nd</sup>, 2017** which can be held at grammar class. The writer observed **NH** class. The class started at 08. 32 A.M until 10.20 A.M. The class consists of 15 female and 4 male students. The students had the same activities like the second observation at last week. In this meeting, before the lecturer came to the class, the students were quiet and silent. The writer came to the class earlier from the lecturer . When the writer came to the class, the students answered the exercise, read a book, and played a smartphone. A moment later, the lecturer came to the class, the students were in control during the teaching and learning activity.

In the pre-activities, when the lecturer came to the class all of the students stop talking and they took their book and pen. Then, the lecturer

opened the class by greeting the students in form of *accosting*. She said “*good morning*” and “*how are you*” which was responded by all the students. After that, the teacher gave about list of students. Next, while the students signed the absent list one by one, the lecturer prepared the lesson.

In while activities, the lecturer divided the students into 6 groups, a group number is 3 people. They were asked to answer the question page 850 for 25 minutes. While the students open the book, the lecturer explain the rule of answering it and asked them to understand the topic, the function of used and the example. They lecturer explain group by group while students working.

After that, the lecturer divided them into 3 group to presented their understanding for 5 minutes. They asked them to prepare a paper, started from 70-90 score. While the students were presenting it, the lecturer walked around them to saw their work. After that the lecturer crosscheck and opened question for them if they had difficulties of their friends’ explanation.

In the post-activity, because running of time, she closed the lesson and ended the class by reciting *accosted* together. Finally the teacher greeted “*Alhamdulillah, assalamualaikum.Wr.Wb*”.

During the class room activity, the techniques that she used in teaching Grammar Class English was group work, giving feedback, practice made a sentence. She applied it by made a group to answer the questions and after that corrected and discussed together. Then, the students were asked to make a sentence which choose your friends to correlate your sentence. Next, all of

students were asked by the lecturer to make a sentence which related with the topic. Next, the students were presented in other students every groups.

Table 4.1 The writer observed 3 times, with the following details :

NO.	DATE	TEACHER	CLASS	TOPIC
1	Thurs day, October 19 <sup>th</sup> 2017	NH	Grammar Class	Simple past
2	Thurs day, October 26 <sup>th</sup> 2017	NH	Grammar Class	Simple past vs simple perfect
3	Thurs day, November 2 <sup>nd</sup> 2017	NH	Grammar Class	Modals

### 3. The Students' Ability in Error Recognition

The writer got the data from based on the test to know the students ability in analyzing error recognition test. The writer has been taken the test for the students after the writer observed the class for three times when teaching learning process in the classroom.

The writer took the test in class A until class E randomly. The writer choose 10 students from each class. Following table of the data about students' ability in error recognition from the test.

Table 4.2 Students' Ability

No	Name	Score
1	A	80
2	B	80
3	C	70
4	D	60
5	E	50

6	F	70
7	G	80
8	H	50
9	I	50
10	J	70
11	K	60
12	L	60
13	M	70
14	N	60
15	O	80
16	P	70
17	Q	70
18	R	70
19	S	80
20	T	80
21	U	80
22	V	80
23	W	60
24	X	80
25	Y	70
26	Z	70
27	AA	70
28	BB	80
29	CC	70
30	DD	60
31	EE	50
32	FF	70
33	GG	70
34	HH	80
35	II	60
36	JJ	60
37	KK	80
38	LL	60
39	MM	50
40	NN	70
41	OO	80
42	PP	80
43	QQ	80
44	RR	70
45	SS	80
46	TT	70
47	UU	70
48	VV	60
49	WW	50

50	XX	60
TOTAL		3430
MEAN		68,6

The table above showed the students' ability in error recognition. The highest score is 80 and the lowest score is 50, and the mean score is 68, 6, that indicated their ability is good category. The mean score of students showed the techniques that the lecturer` apply in teaching grammar class is suitable.

## **B. Discussion**

This section presents the discussion based on the findings of the research. It concerned about students' difficulties and the factors causing the difficulties in writing descriptive text.

### **1. Kinds of Techniques that The Lecturer` Apply in Teaching Grammar Class**

There are many techniques that the lecturer used in teaching grammar skill, such as:

#### **a. Grammar translation method**

Diane Larsen-freeman expanded descriptions of some common typical techniques closely associated with the grammar translation method. This method was used for the purpose of helping students read and appreciate foreign language literature. It was also hoped that, through the study of the grammar of the target language, student would become familiar with the grammar of their foreign language and this familiarity will help them speak and write their foreign language better. GTM is explanation of grammar rules and translation of text from and to the target language. It focuses on the written form of the language and

more formal registers (Penny Ur. 2012, p.7). Finally, it does not include very much oral or communicative work between the students and the teacher. It was through that from GTM, foreign language learning would help students grow intellectually. Below is an expanded description of some techniques of Grammar-Translation Method. (a) Translation of literary passage. (b) Reading comprehension questions (c) Antonyms/synonyms (d) Fill-in-the-blanks (e) Memorization (f) Cognates (g) Deductive application of rule (h) Composition.

#### b. Direct method

The Direct Method has one very basic rule: no translation is allowed. In fact, the Direct Method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the students' native language (Diller, 1978, p.40). The following expanded review of techniques of Direct Method. There are some common typical techniques closely associated with the direct method: (a) Reading aloud (b) Question and answer exercise (c) Conversation practice (d) Dictation (e) Paragraph writing (f) Students self-correction (g) Fill-in-the-blank exercises.

#### c. Community language learning (CLL)

This method advises teachers to consider their students as 'whole persons', means that teachers consider not only their students' intellect, but also have some understanding of the relationship among students' feeling, physical reaction. Instinctive protective reactions, and desire to learn. By understanding students' feeling and being sensitive to them, teachers can help students overcome their negative feelings and turn them into positive energy to further their learning. Here

some techniques of Community Language Learning: (a) Tape-recording students conversation (b) Transcription (c) Reflection on experience (d) Reflective listening (e) Human computer (f) Small group.

The techniques is used by the lecturer in this research appropriate with the theories above are (a) Practice answered questions, (b) Group work, (c) Giving feedback and, (d) practice to made sentence.

## 2. Description of Techniques which teachers` Apply in Teaching Grammar Class

In this research, the techniques are used by the lecturer:

### a. Practice answered questions

Based on the observation in the class, the writer knows that in this technique. This techniques was applied three times by the lecturer; on the first, second and third . In this technique, the lecturer came to the class and opened the lesson. Then lecturer explained the material. Next, the students asked to answer the questions that there are in his book or LCD which can group work or individual work.

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Basically, this technique was applied to train students to interact each other in social life. This technique was appropriate with vygosky`s theory who argue that human learn through social interaction.

#### c. Giving Feedback

Based on observation in the class, The writer knows that in this technique. This technique was applied three times by the lecturer; on the first until the last observation. In this technique, the lecturer came to the class and she explained the material. Then, she asked the students answer exercise questions in his book or LCD. After that the teacher and students checked and discuss the answer. One of student asked to answer question then the lecturer asking the answer with another students. If there are that difficult the student asked to explain why. Next, the lecturer explained the answer that correct and why.

#### d. Practice to made a sentence

Based on observation in the class, the writer knows that in this technique. This technique was applied three times by the lecturer; on the first, second and



third observation. The lecturer` used this technique in their class. Their used this technique if want to begin the lesson or at the end. The lecturer showed word or picture in LCD or papers. Then, the students asked to make the sentence based on it which related with the topic.

### 3. The Students' Ability in Error Recognition

According to the result of the test, the students' ability indicated in good category because their mean score is 68,6. followed the rubric of scoring in chapter III:

Categories of Score Test

Score	Categories
80 – 100	Very Good
66 - <80	Good
56 - <66	Fair
46 - <56	Low
0<46	Very Low

Based on the rubric above, the writer used it for knowing the student ability in analyzing errors recognition. The students' mean score for the lecturer techniques in teaching grammar skill is good.