

2._JURNAL_JIES.pdf

by

Submission date: 13-Apr-2020 10:54AM (UTC+0700)

Submission ID: 1296179507

File name: 2._JURNAL_JIES.pdf (53.39K)

Word count: 2827

Character count: 14600

EVERYONE IS A TEACHER HERE (ETH): A STRATEGY IN TEACHING GRAMMAR

Yuniarta¹, Ita Purnama, Oktha Ika Rahmawati

English Education Department,

Language and Art Education Faculty of IKIP PGRI Bojonegoro

yuniarta_ita@ikipgribojonegoro.ac.id

Abstract: This article refers to a classroom action research by implementing Everyone is a Teacher Here in teaching grammar. Everyone is a Teacher Here is one strategy which provide opportunity to students to act as teacher for their friends. It provides an opportunity for the students to be actively involved in the teaching and learning process. Grammar defines as a difficult subject because its inherent "complexity" of the feature. Grammar is difficult when students should use it connected with other element; semantics and pragmatics. The subject of the study was the second semester of English department students in one university in Bojonegoro. The result shows that the implementation of Everyone is a Teacher Here (ETH) in teaching grammar can help them understanding grammar better. The grammar score showed an improvement from the first cycle up to the third cycle.

Keywords: *Everyone is a Teacher Here, Grammar, Strategy*

Learning grammar is one of important part in learning a language. Grammar underlies all of acts and products of language (Marie, 2004: 16). In order to be able to use the language, learners need to understand about grammar. Harmer (1998:34) states that learners need to know how to describe various elements of language in order to be able to talk about the language. Diane Larsen-Freeman in Brown (2001: 362) points out that there are three elements of language which should come simultaneously in order to be able to produce production and reception in language. The elements are grammar or organizational competence, semantics (meaning), and pragmatics. Grammar gives us the form or the structures of language; semantics gives the meaning of the structure of language, and pragmatics tells about which of several meanings to assign the context of an utterance or written text. Without those elements, the language produce

would be chaotic. Besides, Marie (2004:14) states that grammar lives within language. Grammar involves the rules and relationships through which we construct meaningful sounds, words and sentences; the language of content could not be enjoyed without it. Thus, grammatical competence becomes one important component of communicative competence.

Having grammatical competence is beneficial for EFL learner. Grammar is useful for the acquisition of foreign language learners. Grammar will make them understand the language easily. Besides, grammar is also necessary in language process. It helps learners to locate themselves in a relation to the surrounding world and it shapes the order and organization of information. In addition, it becomes more useful as learner's distance to the target language grows. (Batstone, 1994 and Skehan, 1996).

Even grammar is beneficial for EFL learners and it is significant for learning a language, many EFL learners still get difficulty in understanding English grammar. Grammar defines as a difficult subject because its inherent "complexity" of the feature. Grammar features are considered more difficult or complex to learn if many students have difficulty using them correctly. The more complex a grammar structure is, the more difficult it would be for EFL learners to learn. For example, English simple past tense -ed and third person -s are simple in terms of their structure, but it takes time to use them spontaneously. Moreover, grammar is difficult when students should use it connected with other element; semantics and pragmatics. For examples, form of the English passive is easy to learn, but its use is more difficult. (Celce-Murcia & Larsen-Free-

man, 1999; Larsen-Freeman, 2003a, 2003b). Moreover, for EFL students, studying about English grammar is very complicated. They have to memorize numerous set of grammar for difference tenses, subjects, or different kind of sentence. Besides, they get problems in finding the meaning of words. Therefore, the sentence they make sometimes sound weird for the native of English or the sentence made is so formal just like what they have learned from the grammar book. Another factor that make studying English grammar is quite frustrating for EFL learner is the different between their L1 grammar and English grammar.

In overcoming those problems, grammar has been taught as compulsory subjects in university and takes a special part in a book for primary and secondary students. Beside, lectures or teachers should implement an appropriate strategy in the teaching and learning process so that the learners are able to understand and use grammar easily. There are some strategies that can be used in teaching grammar. One of alternative learning strategies is *Everyone is Teacher Here (ETH)*. This strategy gives an opportunity for students to actively participate in the class. The students can be 'a lecture' for their friends (Silberman, 1996: 113). ETH is one strategy that emphasizes on the ability to analyze problems, the ability to express opinion, and the ability to make conclusion by using question cards. This strategy is challenging for students and the lecture. The lecture should find ways in making students actively involves in the class by being a teacher for their friends. Meanwhile for the students, this strategy is challenging since each of them is given a chance to be a lecture for their friends. This challenge make them should learn and understand about the material in order to be able to explain it to their friend. Silberman (2006: 23) points out that when students teach other the material, they will be mastered the material. Besides, this strategy helps them to improve their English speaking since they have to explain the material in English. Based on the explanation above, this study implemented ETH in teaching grammar in the second semester of English department students.

METHOD

5 This classroom action research was carried out at the second semester of English Department in one university in Bojonegoro. The subject was class B which has 20 students. This study was collaborative study, one as a lecture and another as an observer. As McNiff(1988:4) explains that action research is collaborative participatory in which involves the

teacher in her own inquiry and other people as part of shared inquiry. It means that in CAR, the lecture needs a partner to observe the process of teaching-learning. This is important since partner can observe and make some notes which will be useful for the reflecting and planning stage for the improve 10th. After doing the research, this study consisted three cycles. Each cycles consists of four stages, namely planning, acting, observing, and reflecting (McNiff, 1988: 27). Figure 1 reflects the procedures of CAR:

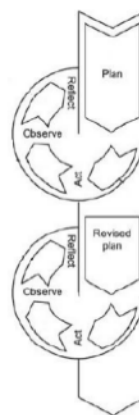


Figure 1 the procedures of CAR

There were three instruments for data collection technique; observation, note field, and grammar test. Then the results of data were analyzed to check if the indicators had been completed. There were two indicators, individual and class mastery. in individual mastery, each students should be able to reach average score > 70 and for the class mastery the cycle could be ended if 85% students achieved individual mastery. Those indicators were used to evaluate if model of learning was successfully implemented or not to help students' problem.

FINDING

The implementation of ETH was conducted in three cycles. The implementation of the learning model could be stopped in the third cycle since it was found that students had already reached the class mastery and individual mastery. The summary of the implementation of *Everyone is a Teacher Here* in teaching complex sentence especially for adjective clause in each cycle can be seen below:

Cycle 1

Planning : Making lesson plan

Acting :

Teacher Activities

1. Brainstorming
2. Explaining about adjective clause
3. Asking students to make group of four
4. Giving different question about adjective clause to each group
5. Making new groups from different question-group
6. Sharing in front of the class about the result of their discussion
7. Asking and question session
8. Giving tasks for checking their understanding

Students Activities

1. Brainstorming
2. Taking notes about adjective clause
3. Making groups
4. Discussing about the given questions
5. Discussing about question they brought from the former group
6. Sharing in front of the class about the result of their discussion
7. Doing the task

Observing : The observer took notes during the implementation of ETH in the class-room

Reflecting : In the reflection stage, it was found that some students still got difficulties in understanding the material even they had discussed them in two different groups

Cycle 2

Planning : Making lesson plan

Acting :

Teacher Activities

1. Reviewing about the material
2. Explaining about adjective clause
3. Asking students to work in pair
4. Giving different two different kinds of question for the left and right side of pairs
5. Asking two pairs from different side to make a new group
6. Sharing in front of the class about the result of their discussion
7. Asking and question session
8. Giving tasks for checking their understanding

Students Activities

1. Brainstorming
2. Taking notes about adjective clause
3. Making groups
4. Discussing about the given questions
5. Discussing about question they brought from the former group
6. Sharing in front of the class about the result of their discussion
7. Doing the task

Observing : The observer took notes during the implementation of ETH in the class-room

Reflecting : In the reflection stage, it was found that work in pair make their discussion more effective, but for the test, they didn't reached for the individual master yet

Cycle 3

Planning : Making lesson plan

Acting :

Teacher Activities

1. Reviewing about the material
2. Distributing handout an index card to each student
3. Asking them to write down a question they have learned about adjective clause
4. Collecting the cards, shuffling them, and distributing one to each students
5. Inviting some students to give response to the card they get
6. Discussing the response with the whole class
7. Having grammar test

Students Activities

1. Brainstorming
2. Writing a question in a handout they got
3. Answering the card from the teacher
4. Telling the answer in front of the class
5. Discussing the response with the whole class
6. Doing the task

Observing : The observer took notes during the implementation of ETH in the class-room

Reflecting : In the reflection stage, it was found that work in pair make their discussion more effective, and it had accomplished the indicator of individual and class mastery.

The students' scores and percentages of the class mastery can be seen in the below table:

Table 1 The student' score and the percentage of the class mastery

	Pre-test	1 st cycle	2 nd cycle	3 rd cycle
Average	65	68,55	70,8	79
Score min	60	60	65	65
Score max	75	80	85	90
Class mastery	50%	65%	80%	

From the table above, it can be concluded that there was an improvement on students achievement in grammar after being taught by using *Everyone is a teacher here*. The first cycle showed that the class mastery was 50% and the average score was 68,55. It means that it was still low grammar mastery. In the second cycle showed that the class mastery increased up to 65% and the average score was 70,8 but the result of grammar test had not accomplished the indicator yet. For the third cycle, class mastery was 80% and the average score was 79. It means there was improvement in every cycle.

DISCUSSION

The implementation of ETH was adopted from Mark Weskott in Narragansett Teachers in Elfa (2014:21) and Silberman (1996: 113). There was a difference procedure between those experts. One is working in group and another is working individual using card. In this study, the procedures were combined. In the first cycle, the students were asked to work in group. Working collaboratively in the class give many benefit for students. By working with others, it can develop thinking skills, increase students' self-esteem, develop oral communication skill, create an active, involved, exploratory learning, and help students explore alternate problem solution in a safe environment (Panitz 1996: 1-2).

In the first cycle, the students work in group in order to be able to discuss about the concept of adjective clause with their friends. The students who did not understand about it can ask another. Nevertheless, the result of the grammar test was not quite good. In the reflection stage, it was found that most of the students still got difficulty in understanding the concept. Working in group did not give influence since they could not explain to each other.

Then, the implementation was changed for the second cycle. In this cycle, the students did not work in group but in pair. It was expected by working in pairs, students can have more intense discussion with

pair. This pair was quite effective but the result of grammar test had not accomplished the indicator yet. Then in the third cycle, the students did not work in group or in pair, they worked individually. They should write a question about the material and the lecture shuffled the card and gave them back to the student. Students should answer the question from the handout card they got. After students answer the question, the lecture discussed it with the whole class. By being a teacher for their friends, learners are in charge of understanding the material. It will make them master the material as Silberman (2006: 23) states when students become a teacher to others, they master the material well. It was give positive impact for the students. For the grammar test in the third cycle, it had accomplished the indicator of individual and class mastery.

Furthermore in table 1 it could be found that the class mastery and individual mastery could be achieved in the third cycle. Therefore, the implementation of *Everyone is a Teacher Here (ETH)* could be stopped in the third cycle. In individual mastery, each student had reached average score > 70 and about 80% students had reached the individual mastery. From the result of the grammar test, it could be concluded that *Everyone is a Teacher Here (ETH)* could help students in understanding the grammar. Besides, *Everyone is a Teacher Here (ETH)* also could help improve their speaking ability since they should speak in English when they discuss the material with their friends.

CONCLUSION

Based on the research finding and the data analysis above, it can be concluded that the implementation of *Everyone is Teacher Here (ETH)* can improve student's understanding about grammar. The grammar score showed an improvement from the first cycle up to the third cycle. From the implementation of ETH showed that it was more effective when students work individual and they are in charge of ex-

plaining the material by answering questions from their friends.

ACKNOWLEDGMENT

This paper is partly funded by the Institution of Research and Community Service Program IKIP PGRI Bojonegoro on Science Development Research Scheme. We would thank to IKIP PGRI Bojonegoro and all respondents for providing the access and ethical clearance for the research participants.

REFERENCES

- Batstone, R., Ellis, R. 2009. "Principled grammar teaching". *System: An International Journal of Educational Technology and Applied Linguistics*. 37/2, 194–204.
- Brown, H. D. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Longman
- Celce-Murcia, M., & Larsen-Freeman, D. 1999. *The grammar book: An ESL/EFL teacher's course*. Boston, MA: Heinle & Heinle
- Elfa Kusumaningrum. 2014. *The Impact Of Everyone Is A Teacher Here (Eth) Strategy To Teach Speaking From The Perspective Of Students' Self-Actualization* (Unpublished Thesis) Sebelas Maret University
- Harmer, Jeremy. 1998. *How to Teach English: An Introduction to the Practice of English Language Teaching*. England: Addison Wesley Longman Limited
- Larsen-Freeman, D. (2003a). The grammar of choice. In E. Hinkel & S. Fotos (Eds.), *New perspectives on grammar teaching*. Mahwah, NJ: Lawrence Erlbaum.
- Larsen-Freeman, D. (2003b). *Teaching language: From grammar to grammaring*. Boston, MA: Thomson & Heinle.
- Marie, Karen. W. 2004. *Defining Grammar: A Critical Primer*. (Unpublished Thesis). Montana State University (Bozeman, Montana)
- Mc Niff, Jean. 1988. *Action Research: Principles and Practice*. London: McMillan Education Ltd.
- Silberman ML. 2006. *Active Training: A Handbook of Techniques, Designs, Case Examples, and Tips*. New York; Lexington Books.
- Silberman, Melvin L. 1996. *Active Learning: 101 Strategies to Teach Any Subject*. USA: Library of Congress Cataloging
- Skehan, P. (1996). "A framework for the implementation of task-based instruction". *Applied Linguistics*. 17/1, 38–62.

2._JURNAL_JIES.pdf

ORIGINALITY REPORT

10%

SIMILARITY INDEX

4%

INTERNET SOURCES

2%

PUBLICATIONS

9%

STUDENT PAPERS

PRIMARY SOURCES

1

eltlt.org

Internet Source

2%

2

Submitted to Higher Education Commission
Pakistan

Student Paper

2%

3

Submitted to University of Leeds

Student Paper

1%

4

Submitted to Universiti Putra Malaysia

Student Paper

1%

5

Submitted to Universitas Muhammadiyah
Makassar

Student Paper

1%

6

Submitted to Universitas Brawijaya

Student Paper

1%

7

www.mcser.org

Internet Source

1%

8

Eki Putra Hidayatullah, Syarial . ., Gita Mutiara
Hati. "SUBJECT-VERB AGREEMENT ERRORS
MADE BY SIXTH SEMESTER ENGLISH

1%

EDUCATION STUDENTS", Journal of English Education and Teaching, 2017

Publication

9

www.jspmjscoe.edu.in

Internet Source

1%

10

garuda.ristekdikti.go.id

Internet Source

<1%

11

Submitted to Grand Canyon University

Student Paper

<1%

Exclude quotes On

Exclude matches

< 3 words

Exclude bibliography On