II. FRAME OF THEORIES

A. The Concept of Grammar

Grammar is the way to organize groups of words in the right order. Simply, the basic grammar or structure of a language according to Lado is the basic underlining pattern on which they build a sequence of sentence (19 61: 142). In addition to this, Lado states that grammar is the system of units and pattern of language, each language has its own distinct grammar. In short, the grammar of a language deals with the pattern of arrangement of the language.

Fries (1973: 29) says that grammar is the meaning carried by the forms and the arrangement of the words. This definition clarifies that the forms and the arrangement of the words are made to establish meanings. Therefore, the forms as well as the arrangement have a close relationship with the meaning carried.

Meanwhile, Gleason in Martini (2006: 7) states that language is a system structure, to learn language is to learn structure. Based on this statement, it can be inferred that grammar is important media to develop the rules of the language. Grammar makes and helps the students to know the meaning of certain message in a language.

According to Funk and Wagnall's' dictionary (1986:276), grammar is scientific study and description of the morphology and syntax of a language or dialect. The

structure of a language exists in syntactic space, i.e. the arrangement and relationship of words in phrases and sentences.

B. The Concept of Teaching Grammar

Carol (1968) in Lindawati (2000: 9) explains that the goal of learning English is to able to manipulate the structural patterns of English in real situation – to attain the ability to understand, to reply, and take a part in conversation in short, to react correctly in an English situation. Vocabulary is important because different meanings are expressed by different words. Pronunciation is important because words or phrases must be said intangibly in order to be understood. However, both of these are incidental to the grammar English. Stringing words together haphazardly, even if they are pronounced correctly, do not make sense. The words must follow in a certain order and occur in certain forms.

Study about grammar is somewhat like just describe will enable students to understand the system of the English sentence. It means that much talking about sentences and their structure is useful because, logically, after understanding the system of English sentence and their structure, the students can manipulate them in real situation.

But why should students be taught the description of a system of the English sentence that most of them already follow capable enough to be understood by their classmates? One reason is to help them to see that it is a system (Hook, 1982:248). Generally, students often feel that live in chaotic, unpredictable world, or word without system. Another reason for teaching about the system is that

many students gain self-confidence when they realize that in large degree they have already mastered the operation (Hook, 1982:249).

Based on the statement above, it is understood that structure (grammar) is an important subject to be taught in order to let the students know about the system of language. It can make the students' self-confidence improve. Furthermore, an understanding of the structure can make and help the students understand more what the meaning of a message in a language is, besides, it makes the students easy to practice the language.

In this case, Fries (1973:33) states that English structure (grammar) is so large matter position and order in language. Here, structure functions as a tool to understand the rules of language development. It means that without structure the students will confuse to understand language order and meaning.

C. Concept of Contextual Teaching Learning

Owen in www.washington.edu/wctl/publications.htm states that Contextual Teaching is teaching that enables students to reinforce, expand and apply their academic knowledge and skills in a variety of in-school and out-school settings in order to solve simulated or real-world problems. This assumption clarifies that the knowledge on the material that students got before could be reinforced in Contextual Teaching since the process of studying underlying the implementation of CTL gives many chances for students to construct their mind and relate the materials with their own real-life.

This idea is supported by Flora (2003) that relating subject content to real world situation is extremely needed during the teaching learning process so that the students know the benefits of learning in the classroom.

In line with Depdiknas (2002) in Flora (2003), there are seven elements underlying Contextual Teaching Learning (CTL), they are as follow:

1. Constructivism

It is claimed here that knowledge is not a set of facts or concepts of rules that come accidentally. Knowledge grows through exposure and the understanding becomes deeper and stronger if one tests it against new encounters. This means that in this stage students are actively involved in learning process based on the previous knowledge (entry behavior). They will achieve goal based on their prior knowledge and use their own styles to achieve the goal (Flora: 2003).

2. Inquiry

Inquiry is the core in contextual teaching learning activities. It is a cycling process of observing, questioning, investigating, analyzing and concluding. In other words, it can be said that the students find out something by themselves. In this process the students have chance to observe the phenomenon. They try to explain and describe the phenomenon being observed. Then, based on their observation, they try to test what they have observed and finally make conclusion (Flora: 2003).

3. Questioning

In teaching and learning process, questioning is seen as teacher's activity to motivate, provide, and asses thinking ability. The teacher should provide or create situation that makes the students to have curiosity. Curiosity leads automatically to a live teaching learning atmosphere because students are supposed to ask question either to their teacher or friends. The process of questioning can be created between teacher to the students, students to teacher and students to students.

4. Learning Community

The concept of learning community suggests that the result of teaching and learning is gained of cooperation (working in – group) among the students. In learning community, students will share their knowledge. By sharing knowledge, the student who knows will tell the others who do not know or the students who do not know will ask the students who know.

5. Modeling

Modeling or giving example plays an important role in teaching-learning process. It helps the students to understand the materials. In Contextual Teaching and Learning approach, the model is not only the teacher. Model can be organized by involving the students.

6. Reflection

Reflection is the way of thinking about what have just been learned and the way of thinking about any other experiences that we have done in the past. Reflection is a response toward the events, activities or the knowledge that the students just

have. In this case, teacher will help students in making relationship between the previous knowledge that the students have with the new one.

7. Authentic Assessment

Authentic assessment is the multiple form of assessment that reflects students' learning achievement on instructionally relevant classroom activities. It used to describe the real competence of the students to subject matter. Authentic assessment is a kind of effective assessment since it is not only done at the end period, but it is also integrated together with teaching and learning activities. There are many ways how to do authentic assessment. For example, discussion or debates, expressing idea of the text, project. The teacher should encourage students to make their work better by guiding or giving comments so that the students have deep understanding about the subject matter.

D. Procedure of Teaching Grammar through Contextual Teaching Learning (CTL)

In increasing students' grammar achievement, the writer would like to present the application of CTL technique. The writer's purpose is to make it easier for students to improve their grammar mastery. The writer will take some steps in presentation of CTL as follows:

Pre-activity

1. Teacher greets students.

2. Teacher checks students' attendance list.

3. Teacher motivates students to be active.

Whilst-activity

1.   Teacher asks students about their past holiday.

      a.   Where did you go in last holiday?

      b.   What did you do there?

      c.   Did you enjoy your holiday?

(Questioning, Constructivism)

2.   Teacher gives the students a text and then asks them to analyze the sentences in the text.

(Inquiry)

3.   Teacher takes a sentence from the text and writes it down on the whiteboard.

4.   Teacher explains the form of the sentence and then gives the students other examples.

(Modeling)

5.   Teacher divides the students into groups consisting of three students each and then asks them to write the form of the sentences taken from the text in positive, negative and interrogative form.

(Learning Community)

6.   Teacher asks the representative of each group to write their work in whiteboard and discusses it together.

(Authentic Assessment, Reflection)

Post-activity

1.   Teacher asks the students about the difficulties in learning grammar.

2.   Teacher summarizes the materials.

3.   Teacher closes the meeting.

E.   Advantages and Disadvantages of Contextual Teaching Learning (CTL)

1.   Advantages of Contextual Teaching Learning (CTL)

The advantages of CTL are:

1.   CTL provides students a situation where they can make connections

between what they are learning and how that language will be used.

2.   The teaching circumstance will call upon students' active participation in

the teaching learning process.

3.   It enriches subject matter and increases students' mastery of subject matter.

4.   The students have got no difficulty time understanding academic concepts

as they are taught through realia and more practice.

5.   Encourage students to learn from each other and together.

2.   Disadvantages of Contextual Teaching Learning (CTL)

The disadvantages of CTL are:

1.   Self – discovery will not occur if the whole students in one group consist of

weak students.

2.   It forces the teacher to make special preparation before teaching in the class

because the teacher needs appropriate kinds of media.

3.   It spends much time during the teaching learning process.

F.   Theoretical Assumption

Based on the frame theories, the writer assumes that Contextual Teaching and

Learning (CTL) is a good technique to be used in teaching grammar in order to

improve the students' grammar achievement. CTL can help the students in mastering grammar and, of course, it will improve students' grammar achievement. In CTL, the students are the center of learning process. CTL requires the students to be more actively involved in teaching learning process. It will enable the students to comprehend the subject matter better. In CTL, the student are asked to construct their own sense of learning from new experience based on prior knowledge and motivates the students to make connection between knowledge that they get in the class and its application to the real situation. Moreover, in learning community, the students will share their knowledge with others. The students will help each other in comprehending the subject matter. Therefore, the researcher assumes that after doing, a deep process on the subject matter contains in the text and all seven components of CTL have been applied in teaching learning process, the students' grammar achievement, students' participation in teaching learning process and the quality of teacher's teaching performance will improve.