IMPROVING VOCATIONAL HIGH SCHOOL STUDENTS' GRAMMAR MASTERY BY USING LOCAL AREA NETWORK (LAN) SYSTEM AS A MEDIA

PAPER

Submitted as a Fulfillment of the Requirements for S1 Degree of Education
in English Department

By

Mekri Sufriyansyah

2006/72686

Advisor:

Drs. Don Narius, M.Si

ENGLISH DEPARTMENT
THE FACULTY OF LANGUAGES AND ARTS
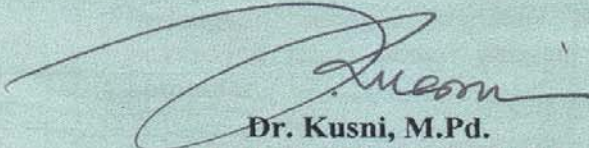**THE STATE UNIVERSITY OF PADANG**
2011

HALAMAN PERSETUJUAN MAKALAH

Judul : Improving Vocational High School Students' Grammar Mastery By
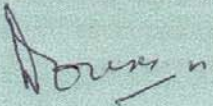Using Local Area Network (Lan) System As A Media

Nama	:	Mekri Sufriyansyah
NIM / BP	:	72686 / 2006
Jurusan	:	Bahasa Inggris
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Bahasa dan Seni

Padang, Februari 2011

Ketua Jurusan,

Dr. Kusni, M.Pd.
NIP. 19620909 198803 1 004

Pembimbing,

Drs. Don Narius, M.Si
NIP. 19551011 198503 1 003

HALAMAN PENGESAHAN LULUS UJIAN MAKALAH

Dinyatakan lulus setelah dipertahankan di depan tim penguji makalah jurusan Bahasa Inggris Fakultas Bahasa dan Seni Universitas Negeri padang

Improving Vocational High School Students' Grammar Mastery By Using Local Area Network (Lan) System As A Media

Nama   : Mekri Sufriyansyah

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Program Studi   : Pendidikan Bahasa Inggris

Fakultas   : Bahasa dan Seni

Padang, Februari 2011

Tim Penguji,

	Nama		Tanda Tangan
1.	Ketua	: Drs. Don Narius, M.Si	( )
2.	Anggota	: Havid Ardi, S.Pd., M.Hum	
3.	Anggota	: Rima Andriani Sari, S.Pd., M.Hum	( )

ABSTRAK

Sufriyansyah, Mekri. 2010. "**Improving Vocational High School Students' Grammar Mastery by Using Local Area Network (LAN) System as a Media**". *Unpublished Paper.* Padang. Jurusan Pendidikan Bahasa Inggris. Fakultas Bahasa Sastra dan Seni Universitas Negeri Padang. UNP.

Memahami struktur bahasa merupakan hal yang paling mendasar dalam profisiensi bahasa. Pengajaran struktur bahasa yang dikenal dengan istilah grammar juga merupakan bagian yang esensial dari pengajaran bahasa. Namun dengan melihat situasi dan kondisi mengajar tidak jarang ditemukan seorang guru kurang berhasil dalam upaya mengajarkan penguasaan grammar terhadap siswa.

Makalah ini membahas tentang pengajaran grammar bahasa Inggris. Setelah beberapa waktu, penulis mengadakan penelitian pustaka tetang pengajaran grammar, ternyata menurut para ahli penggunaan sebuah media yang mengarah ke pada pendekatan belajar dengan komputer, *Local Area Network* (LAN) dalam pengajaran bahasa Inggris adalah salah satu alternatif dari beberapa teknik yang bisa dipakai dalam pengajaran grammar.

Dalam paper ini penulis mencoba membahas pengajaran grammar bahasa Inggris dengan menggunakan koneksi *Local Area Network* (LAN) untuk siswa SMK, sehingga pengajaran grammar akan terasa lebih menarik dan menyenangkan bagi siswa dan suasana kelas jadi lebih efektif dan kondusif. Adapun secara umum, LAN merupakan sebuah koneksi antar komputer yang dirangcang sedemikian rupa sehingga memungkinkan adanya daya akses satu sama lain untuk keperluan tertentu. Dalam konteks ini Penulis mengaplikasikan koneksi tersebut sebagai media pembelajaran yang efektif di mana satu komputer berperan sebagai *server*/ penyedia dan yang lainnya sebagai *client*/ pengakses. Komputer *server* ini dipegang oleh guru sebagai *facilitator* di dalam kelas dan komputer-komputer *client* digunakan oleh masing-masing siswa untuk mengakses materi belajar.

Seperti makalah pembelajaran pada umumnya, Penulis juga menampilkan langkah-langkah di dalam pengajaran grammar dengan menggunakan *Local Area Network* (LAN). Adapun pelaksanaan teknik pembelajaran ini disajikan dalam tiga langkah, yaitu *pre-teaching, whilst-teaching* dan *post-teaching activities.* Adapun *pre-teaching* merupakan kegiatan menggali pemahaman siswa tentang topik pelajaran yang akan diajarkan. Berikutnya, sebagai kegiatan inti, *whilst-teaching* adalah pembahasan topik yang diajarkan dengan menggunakan komputer dan pengerjaan latihan-latihan yang mengarah kepada penguasaan grammar. Sedangkan sebagai kegiatan penutup, *post-teaching* merupakan kegiatan pemberian tugas sesuai dengan topik yang telah diajarkan dengan bantuan komputer.

ACKNOWLEDGEMENTS

By mentioning *'Alhamdulillahirabbil 'Alamin'*, the writer would like to express his praise to Allah SWT, who has given him chance, knowledge, and strength in finishing this paper entitled "Improving Vocational School Students' Grammar Mastery by Using Local Area Network (LAN) as a Media". He also sends blessing and salutation along with greetings to the prophet Muhammad *Shalallahu'alaihi Wassalam,* the last prophet and the greatest leader of human being.

Moreover, he would like to dedicate his sincere gratitude and appreciation to his advisor, Drs. Don Narius, M.Si for his professional help, a great deal of time, guidance, and valuable advice in the completion of this paper from the beginning until the end.

Then the writer would also thank to his academic advisor, Prof. Dr. H. Chatlinas Said, for his support and attention during the studies, Drs. Kusni, M.Pd. as the chairman of English Department, Dra. An Fauzia Rozani Syafei, M.A. as the secretary of English Department and all lecturers who have taught and guided him during his studies.

Besides that, the writer sends his gratitude and thanks to his beloved parents, Afrius and Elidesni for their pray, love, patience, caring, understanding, and supporting. He also sends his gratitude to his brother and sisters who has assisted with love and affection, and all of big family for giving support, prays and encouragement in finishing this paper.

In addition, his thanks are also addressed to his girlfriend for her special support and motivation. Finally, the writer would like to thank all friends at English Department of State University of Padang, the 2006 generation, especially for Education Class for their help, existence and the most important is for their nice relationship.

<div align="right">Padang,   December 2010</div>

<div align="right">The writer</div>

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CHAPTER 1

INTRODUCTION

1.1 Background of the Problem

Grammar is an important language aspect for forming words and building English sentences. Chomsky in Radford (1988:3) states that grammar is a model (systemic description) of those linguistic abilities of native speakers of a language which enable them to speak. From Chomsky's explanation, grammar is the most important aspect to communicate with other people, because grammar can show the meaning in communication so that other people can understand what a speaker wants to deliver. Grammar as well helps the user to be able to speak fluently and to write correctly (Richards & Rodgers, 1986). In other words, grammar can build the students' written and spoken communication skill. Therefore, they have to master grammar if they want to communicate in both written and spoken English.

To reach the ability of the students to communicate well by using English, the teachers hold the most important role in the class since the role of them is to be the facilitators in communication (Richards & Rodgers, 1986). This is dealing with the use of media in delivering the lesson. Media of teaching differ to be technical and non-technical ones. They function as important tools for language learning and teaching, particularly for carrying out language tasks (Brinton, 2001). Technical media include tape recorder, CD/video/DVD player, computer, and overhead projector while non-technical ones include blackboards, posters, maps, pictures, or photos.

Talking about media in teaching, both technical and non-technical ones support each other. Technical media help the teacher to use non-technical ones. For example when he/she is teaching by using pictures, map and photos, he/she can perform them through computer. When he/she wants to use videos or recorded materials tape recorder or DVD player can be used. In spite of that, even though there are high amount of today's teaching media the writer thinks that computers hold the most helpful role to use.

English classrooms is considered as places where "high literacy" is learned, where students gain not only the basic literacy skills to get by, but also the content of knowledge, ways of structuring ideas, and ways of communicating with others that are considered the "marks" of an educated person (Flores and Brown:1987). This paper therefore focuses on educational practices that accompany students' achievement in English learning especially a teaching activity by using computer.

Nowadays, the use of computer is developed in teaching in senior high schools (SMA) and vocational high schools (SMK) curriculums. This can clearly be seen through the curriculum arrangements in which students are given computer classes. This is because as a vocational school, SMK prepares the students to the world of the work (UU No. 15th National Educational System Act).

Teaching students' specific skills is the goal of the vocational school in order to have them work in specific areas. To reach this goal they have to own a certain and perfect ability in English. Teachers and schools, therefore, have to involve the students in the teaching-learning processes. Furthermore the teachers e actively involved in the teaching-learning processes.

The writer has actually done practical teaching in a vocational high school. He taught from the first to the eighth periods. At the first three meetings, the writer found that all students of these classes did not like English at all. Every time the class began, a number of students were absent and some others came without any English books. In addition, while lessons were administered, quite a lot of them asked permission to go outside with various reasons. In short, the writer found that English seemed to be uninteresting class to study.

The writer has explored the field concerning this problem. By asking directly to the students, it was found that English became uninteresting not only because of its difficulty to understand, but also due to the way teachers teach. In other words, they believed that it was the strategy of teaching and the difficulty of English itself that might influence their unwillingness to learn English.

Apparently, some of them were eager to speak but the grammar they used was not in a good order. This can be seen through some sentences like "I am study in the classroom", "Do you can play football", "My parents is alive.", etc. From those examples, we can see that they can speak yet unable to make sentences grammatically correct. They are moreover reluctant speak because of their lack of grammar mastery. From the experience, therefore, the writer concludes that the grammar mastery of the students needs to be improved.

The writer has furthermore discussed the case with his teaching advisor. The advisor said that it had already become a serious problem in the school. The students were poor of English communication skill because they did not master grammar. Most of them even did not understand what tenses are and when they are used. According to her, students' grammar mastery was poor.

When the writer had been given the opportunity to teach some classes in this school the same problem also occurred so that he needed to find and apply an effective strategy to teach. Finally he decided to try a variation in teaching strategy. He administered the classes in a computer laboratory, not to teach listening skill only, but also the other language skills. This teaching-learning activity was conducted through a parallelized-set of computers by mean of which one computer in a certain purpose is well-connected to the others. This connection is called Local Area Network (LAN).

A local area network (LAN) is a computerized system that consists of two or more computers connected together in a building or home using software and hardware. A LAN is contrasted to a wide area network (WAN) such as the Internet, which covers a large geographic area. In a LAN, there is a main computer or *server*, and remote computers called *clients*. By creating a LAN in the home or office, computers on the LAN can share files, resources, and if desired, an Internet connection. In teaching-learning context, LAN can be used as a media to deliver lesson and to do exercises.

This paper can expectedly be a variation in teaching English that today's teacher might apply. The application of this strategy will be dealing with the use of computers in improving vocational school students' grammar mastery. Again, the activities will be administered in a computer laboratory.

1.2 Limitation of The Problem

The writer limits the problem to make it easier. In vocational High School, there are many interesting aspects to study, but the writer only focuses on teaching English to the students of vocational high school by using LAN system as a teaching media in order to improve their grammar mastery.

1.3 Formulation of the Problem

Based on the that background, this work will report on the reform of English grammar teaching in a vocational school and present a strategy in classroom setting, which challenges and changes the role of conventional teacher. This paper therefore will be conducted and guided through the following question, "How does the teacher apply Local Area Network system to Improve Vocational School Students' Grammar Mastery?"

1.4 Purpose of The Paper

The purpose of this paper is to give a variation of teaching strategy for teacher in improving vocational high school students' English grammar mastery. Local Area Network might direct both teacher and student to modern teaching strategy which is tightly related to computerized system of teaching. To the students as the subject who experience, this kind of teaching-learning strategy is expected to grow and improve their capability to understand and use grammar.

The Writer hopes that vocational high school students will be able to use English grammar both written and spoken appropriately for communication with others. The last, it is expected that students give more attention to the subject and improve their motivation also ability in learning process.