IMPROVING STUDENTS' GRAMMAR MASTERY IN SPOKEN ENGLISH BY APPLYING FUNCTIONAL MODEL OF ACTIONAL FUNCTIONAL MODEL (AFM) AT GRADE IX A OF SMP NEGERI 3 KELILING DANAU KERINCI

THESIS

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Submitted as One of the Requirments to Fulfill the Degree of Magister Pendidikan (M.Pd)

ENGLISH EDUCATION SECTION
LANGUAGE EDUCATION PROGRAM
GRADUATE PROGRAM
STATE UNIVERSITY OF PADANG

2010

ABSTRAK

Novri Pahrizal. 2010. Meningkatkan Kemampuan Tata Bahasa Siswa dalam Berbicara Bahasa Inggris dengan Menerapkan Functional Model dari AFM pada Kelas IX di SMPN 3 Keliling Danau Kerinci.

1. Prof. Drs. H. Zainil, M.A., Ph.d
2. Prof. Drs. Rusdi, M.A., Ph.D

Berdasarkan pengalaman dan observasi yang dilakukan pada proses pembelajaran bahasa Inggris di SMPN 3 Keliling Danau Kerinci, ditemukan beberapa masalah. Pertama, kemampuan grammar siswa dalam berbicara bahasa Inggris masih rendah. Kedua, metode pengajaran yang tidak tepat dalam pengajaran bahasa inggris khususnya pengajaran grammar.

Penelitian ini bertujuan untuk mengetahui apakah penerapan Functional Model dari AFM bisa meningkatkan kemampuan tata bahasa siswa dalam berbicara bahasa Inggris dan menjelaskan faktor-faktor yang mempengaruhi kemampuan tata bahasa siswa dalam berbicara bahasa Inggris pada kelas IX di SMPN 3 Keliling Danau Kerinci.

Penelitian ini merupakan penelitian tindakan kelas. Peserta dari penelitian ini adalah siswa kelas IX di SMPN 3 Keliling Danau Kerinci dengan jumlah siswa sebanyak 20 orang. Ada tiga komponen dalam instrumen yaitu speaking test, observasi dan wawancara. Ini juga digunakan dalam pengumpulan data penelitian. Data analisisnya dilakukan secara kuantitatif dan kualitatif.

Hasil penelitiannya menunjukkan bahwa pada siklus pertama kemampuan tata bahasa siswa dalam berbicara bahasa Inggris bisa dikategorikan berada pada level rendah. Namun, kemampuan tata bahasa siswa dalam berbicara bahasa Inggris mengalami peningkatan dari siklus sebelumnya. Sedangkan pada siklus ketiga kemampuan tata bahasa siswa dalam berbicara bahasa Inggris mengalami peningkatan yang lebih baik terhadap siklus sebelumnya.

Dari hasil tersebut, maka dapat disimpulkan bahwa (1) Functional Model dari AFM mampu meningkatkan kemampuan tata bahasa siswa dalam berbicara bahasa Inggris; dan (2) faktor-faktor yang mempengaruhi perubahan peningkatan kemampuan tata bahasa siswa dalam berbicara bahasa inggris, diantaranya pemberian functional model secara natural dan mudah, partisipasi siswa dan penggunaan gambar sebagai media.

ABSTRACT

Novri Pahrizal. 2010. ***Improving Students' Grammar Mastery in Spoken English by Applying Functional Model of Actional Functional Model at Grade IX of SMPN 3 Keliling Danau Kerinci.***

1. Prof. Drs. H. Zainil, M.A., Ph.d
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Based on the experience and observation done by the researcher at SMPN 3 Keliling Danau Kerinci, there were some problems found. First, the students' grammar mastery in spoken English was low. Second, it was inappropriate teaching method in teaching English especially in teaching grammar.

The purpose of the research was to find out whether Functional Model of Actional Functional Model can improve students' grammar mastery in spoken English at grade IX A of SMPN 3 Keliling Danau Kerinci and the factors that influence the changes of students' grammar mastery in Spoken English at grade IX A of SMPN 3 Keliling Danau Kerinci.

The research was a Classroom Action Research (CAR). The participant of the researcher is the students of grade ninth at SMPN 3 Keliling Danau Kerinci. The number of the students are 20 students. There were three component of instrument. They were speaking test, observation, and interview. The data analysis was conducted quantitatively and qualitatively.

The findings of the research were that the students' grammar mastery in spoken English could be categorized in level of low for cycle one. The students' grammar mastery in spoken English for cycle two got the improvement from previous cycle. The students' grammar mastery in spoken English for cycle also got better improved from previous cycle.

The conclusion of the research are (1) The Functional Model of AFM can better improve the students' grammar mastery in spoken English at grade ninth of SMPN 3 Keliling Danau Kerinci; and (2) there are several factors which influenced the improvement of students' grammar mastery in spoken English. They are giving the functional model naturally and simple, participation of students in the teaching and learning process, using picture as media.

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Dengan ini saya menyatakan:

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Padang, 24 Mei 2010
Saya yang menyatakan,

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ACKNOWLEDEMENTS

The greatest gratitude is due to Allah SWT, the lord of the universe and the master of the judgment day, for it is by the grace of Allah SWT that writer is able to accomplish the thesis. May peace and salutation be upon His great prophet, Muhammad SAW, who guides us to true faith, Islam.

The writer owes a debt of gratitude to the people who have generously supplemented morally on essence of the thesis. Therefore, he would like to render a lot of thanks and address his appreciation.

First, Special thanks are addressed to Prof. Drs. H. Zainil, M.A., Ph.D. and Prof. Drs. Rusdi, Grad.Dipl., M.A., Ph.D for the kindness and valuable helps which continually devoted to during the correction, revision and suggestion in accomplishing thesis. Then, the appreciation is acknowledged to examiniers, Prof. DR. H. Mukhaiyar, M.Pd, Prof. Drs. H. Jalius Jama, M.Ed., Ph.D, and Dr. Hj. Desmawati Radjab, M.Ed., for meaningful input, contribution and correction.

Second, the gratitude is also acknowledged to the Director and all the lecturers of Graduate Program, particularly the lecturers of English Education section and all staff of Graduate Program of State University of Padang for their cooperation.

Third, the appreciation goes to the headmaster, all of the teachers, the staffs, and the students at grade IX of SMPN 3 Keliling Danau Kerinci for their cooperation during the research. Then, special thank and gratitude are due to the collaborator for his suggestion and encouragement.

Furthermore, the sincere thanks are also expressed in heartfelt to his beloved parents Edward Syarif and Warni Dani, his beloved sisters Yulia Presnely, S.T and Her Husband, Herlin Noverni, S.T, and my beloved nephew M. Rifki Pratama for their encouragement and prayer during his study, and all my big family are been in Kerinci and Padang.

Finally, it is very intended to say thanks to all his friends and classmates at English Graduate Program of any academic year for their supports especially for academic year 2008. Special thank and respect go to all audience who were much contributive during the proposal and report seminars.

Padang, 24 Mei 2010

Novri Pahrizal
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking plays a central role in the process of communication. It has some aspects which support to be able to speak fluently and accurately like pronunciation, fluency, grammar, comprehension, and vocabulary. One of them is grammar because beside as an essential role in the learning English. It also helps the learners to construct the sentence and discourse in written and spoken English. For example how to tell the action and event happen in the present time, happened in the past time, and will happen in the future time. Learners don't comprehend and understand how to tell the action and event happen in the present time, happened in the past time, and will happen in the future time. So he will make the mistake and wrongness of sentence in written and spoken English which should be told the event and action in the form past but is told in the present or future. Hence, grammatical knowledge is a necessity for appropriate communication.

Based on the researcher's experience when teaching English at SMPN 3 Keliling Danau Kerinci, discussion with English teachers and observation there, it was found that some problems appeared in understanding and practicing English, especially in teaching grammar. First, it is related to scores based done on September, 19th, 2009. Most of students got the score was under 60 points and there are only 3 students got the score above 60 points. Beside that, Most of students felt afraid and ashamed to speak English in front of the class. For example, when the teacher asks students to do something like *what did you do last*

week?, but the student only kept silent and didn't response the teacher's question and command. As the consequence, the class runs monotonous. So the atmosphere class was become uninteresting.

Moreover, the students' understanding in grammar mastery was low. It is related to speaking; they also often made mistake and inappropriate answer or responds from their teacher. For example, a student told the event which happened in the past time, *"I <u>seed</u> your father yesterday"* (actually the form verb was used in irregular verb of simple past tense, *saw*). And other example, *"My family and I <u>visit</u> to my grandmother house in Semurup yesterday"* (actually the verb form used is the verb in the past form that is *visited*. It can be indicated to time relation of the simple past is the word *yesterday*). Moreover, student also still make some errors and mistakes in the use of the simple present tense. For example, *he go to school everyday* (the sentence should use the verb added *–es* because the subject is formed in the third person singular).

The second problem was inappropriate teaching method for the English teachers to teach speaking focused on grammar mastery. They only taught based on the book without engage the student roles in learning process which can be made students more active than teacher. For example, the teacher always explained the concept of grammar with using formula of tenses. It can be called with teacher-centered not student-centered. So it made the student become passive not active since learning in classroom like speaking and asking. And it was not made them become creative.

To solve the above problems, it was needed that the method was appropriate to teach speaking focused on grammar mastery. It was very important in determining the success of teaching-learning process. So it resulted in students' understanding towards the use grammar in a daily life. Beside that, it also made the classroom become interest.

The appropriate method was Actional Functional Model (AFM) which is developed by Zainil, in 2002. It was conducted based on an experiment in elementary school in Solok country, West Sumatera, Indonesia. He got success in teaching English by implementing Actional Functional Model to make communicative verbally, but also nonverbally (Zainil, 2008: 1-4).

In teaching grammar, it is beside the action model, the teacher also uses the functional model which is taught gradually in the process of teaching (Zainil, 2008). He gives some model of the functional model like *I went to the field yesterday*. So the teaching and learning process not only focus on doing the action model, but also can do with doing the functional model of the language itself. Hence, by applying Functional Model of Actional Functional Model (AFM), the researcher hopes and believes that it can improve students' grammar mastery in spoken English.

B. Identification of the Problem

Based on the background of the problem mentioned above, the researcher identified some problems in teaching grammar at SMPN 3 Keliling Danau Kerinci. It could occur in students' and teachers' problems. First, the students' comprehension of grammar in spoken English was poor related to the base score

conducted. Second, the teacher also did not use a technique or approach in teaching grammar which can be made students study in enjoyable and joyful situation or setting.

C. Focus of the Research

Based on the problem above, the research will be focused on one problem. That was to solve the inappropriate method of teaching grammar in spoken English. Because of students' of grammar mastery was low. So this problem was solved by applying Functional Model of Actional Functional Model (AFM).

D. Statement of the Problem

The problems of the research are stated as follows:

1. To what extent can Functional Model of Actional Functional Model (AFM) improve students' grammar mastery in spoken English at grade IX A of SMPN 3 Keliling Danau Kerinci?
2. What factors influence the changes of students' grammar mastery in spoken English at grade IX A of SMPN 3 Keliling Danau Kerinci?

E. Purpose of the Research

The purposes of the research are to find out

1. Whether Functional Model of Actional Functional Model can improve students' grammar mastery in spoken English at grade IX A of SMPN 3 Keliling Danau Kerinci.
2. The factors that influence the changes of students' grammar mastery in Spoken English at grade IX A of SMPN 3 Keliling Danau Kerinci.

F. Significance of the Research

The significance of the research is as follows:

1. As a contribution for the students at grade IX A of SMPN 3 Keliling Danau Kerinci in learning grammar mastery in Spoken English.
2. As a contribution for the headmaster and English teachers in SMPN 3 Keliling Danau Kerinci in finding appropriate, enjoyable method in teaching grammar.
3. As a reference for further researchers who plan to conduct a research in grammar mastery in spoken English.
4. As a valuable information for readers in enriching their knowledge about teaching method by applying Actional Functional Model (AFM).

G. Definition of the Key Terms

To avoid misunderstanding in this research, the key terms are defined as follows:

1. Grammar Mastery is that students' ability to apply the system of the rule governing the conventional arrangement and relationship words in spoken English of simple present, simple past, future tense and present continuous tense.
2. Spoken English is that students speak or practice English learned based on context like making oral questions and answers, doing monologue, storytelling, and others.
3. Functional Model is the method that focuses on function which the teacher gave some model of grammar learned like simple present, simple past, simple future, and present continuous tense to the students.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusions

Based on the findings and the discussions, this research concludes that the Actional Functional of Actional Functional Model (AFM) better improves students' grammar mastery in spoken English. It can be seen from the improvement of students' grammar mastery in spoken English in cycle one, cycle two and cycle three.

Then, this research also concludes that there are some factors influence the changes of students' grammar mastery in spoken English. They are (1) the teacher's simple Functional Model makes the students understand the grammar easily; (2) the students' participation improves their understanding grammar in spoken English; and (3) the pictures used as a media in the teaching and learning process make them interested in following the learning process.

B. Implications

The implementation of Actional Functional Model (AFM) to improve the students' grammar mastery in spoken English has implication as follows:

1. The English teachers can implement Actional Functional Model (AFM) as a method to improve his/her students' grammar mastery in spoken English at grade ninth of SMPN 3 Keliling Danau.

2. The English teachers must create various activities, create interesting media, do not do direct correction and use English most of the times in and outside the classroom to improve students' motivation to speak English.

C. Suggestions

Based on the conclusions of this research, it is suggested as follows:

1. Researcher as an English teacher who teaches English at Junior High School to apply Actional Functional Model to improve students' grammar mastery in spoken English.
2. Further researcher should be done on other aspects of the English language by applying Actional Functional Model.

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