

**COMBINING GRAMMAR THROUGH A TEXT (GTT) AND TAPPERING  
DIALOGUE IN TEACHING SIMPLE PAST TENSE TO  
VOCATIONAL HIGH SCHOOL STUDENTS**

**PAPER**

*Submitted as Partial Fulfillment of the Requirement  
to Obtain Strata One (S1) Degree*



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2012**



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Tapping Dialogue in Teaching Simple Past Tense to  
Vocational High School Students

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Padang, Januari 2012

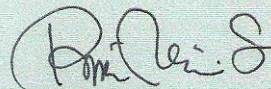
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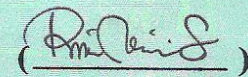
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## SURAT PERNYATAAN

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## ABSTRAK

Jamiarti, Nova Ayu. 2012. "Combining Grammar through a Text (GTT) and Tapping Dialogue in Teaching Simple Past Tense to Vocational High School Students." *Makalah*. Jurusan Pendidikan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang. Padang.

Pengajaran struktur bahasa atau *grammar* merupakan bagian yang penting dari pengajaran bahasa. Namun tidak jarang ditemukan seorang guru kurang berhasil dalam upaya mengajarkan *grammar* kepada siswa. Makalah ini membahas tentang pengajaran *Simple Past Tense* pada Sekolah Menengah Kejuruan (SMK) melalui kombinasi dari penggunaan *Grammar through a Text (GTT)* dan *Tapping Dialogue*. Sebagai salah satu alternatif dari beberapa metode yang bisa dipakai dalam pengajaran *grammar* bahasa Inggris, penggabungan dua metode ini dapat membantu siswa dalam meningkatkan kemampuan mereka dalam menguasai *grammar*. Penulis juga menampilkan langkah-langkah di dalam pengajaran *grammar* dengan menggunakan *Grammar through a Text (GTT)* dan *Tapping Dialogue*. Adapun pelaksanaan metode pembelajaran ini disajikan dalam tiga langkah, yaitu mengenalkan teks, fokus pada *target language*, dan latihan menggunakan *target language*. Melalui pendekatan *Grammar through a Text (GTT)* pada pengajaran *Simple Past Tense* dan *Tapping Dialogue* pada latihannya, penulis berharap dapat menambah ragam cara pengajaran *grammar* agar kemampuan *grammar* siswa SMK dapat berkembang dengan baik. Penulis juga berharap guru bisa menggunakan model pembelajaran ini dalam pengajaran *grammar* di Sekolah Menengah Kejuruan (SMK).

## ACKNOWLEDGEMENTS

*Alhamdulillahirabbil 'Alamin.* All praises to Allah SWT. The writer would like to send her gratitude to Allah SWT who has given the chance, knowledge, and strength in finishing this paper entitled “Combining Grammar through a Text (GTT) and Tapping Dialogue in Teaching Simple Past Tense to Vocational High School Students”. She also sends blessing and salutation along with greetings to the prophet Muhammad Shalallahu'alaihi Wassalam, the Allah's chosen one and the best of mankind.

Moreover, she would like to dedicate her sincere gratitude and appreciation to her advisor, Rima Andriani Sari, S.Pd., M.Hum. for her professional help, a great deal of time, guidance, and valuable advices in the completion of this paper from the beginning until the end.

Then the writer also thanks to her academic advisor, Leni Marlina, S.S. for her support and attention during her studies, Dr. Kurnia Ningsih, M.A. 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 her during her studies.

The writer would also like to send her gratitude and thank to her beloved parents, Djaimin and Mardiani for their endless pray, love, patience, support and motivation. She also sends her gratitude to her two brothers Anton and Arif who has assisted her with love and affection, and to all of her big family for giving support, pray and encouragement in finishing this paper.

In addition, her thanks are also addressed to all of her best friends who cannot be mentioned one by one. Finally, the writer would like to thank all friends at English Department of Padang State University, especially K3-2007, for their help, assistance, and kindness.

Padang, January 2012

The writer

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# CHAPTER I

## INTRODUCTION

### **a. Background of the Problem**

Grammar, as an important element in studying languages, takes an important role in English language. Grammar is the study and practice of the rule by which words change their pattern and are combined into sentence. The sentence must be acceptable, as Nunan (2003) says that sentences are defined as acceptable if they follow the rules. Meanwhile, Purpura (2004) states that formal grammar is a systematic way of accounting for and predicting an ‘ideal’ speaker’s or hearer’s knowledge of the language. This is done by the set of rules that can be used to generate the well-formed utterances in language. In addition, grammar provides knowledge and skill how a sentence constructed. Without knowledge about grammar, people will not be able to string words together in meaningful way.

That knowledge could not be gained in such instant way unless students have a great ability in understanding grammar in a short time. Purpura (2004) states that ability is more than just knowledge in memory, but also including how to use it in appropriate way. He adds that grammatical ability of students is the capacity to realize the grammatical knowledge accurately and meaningfully in testing or other language-use situations. In order to improve the students’ grammatical ability, teacher should recognize first what students need to learn,

and analyze them, so that the teacher is able to choose the appropriate way in the teaching and learning process in the classroom.

Nowadays, teaching English in vocational high schools are based on the curriculum 2006 which is called School-Based Curriculum or *Kurikulum Tingkat Satuan Pendidikan 2006 (KTSP 2006)*. One of the goals is to make students able to communicate in novice level, elementary level, and intermediate level. In this curriculum, teacher is demanded to teach language based on its form. It means that the vocational high school students will be taught more about functional texts rather than monologue texts. By integrating the four skills; speaking, listening, reading and writing, the students are expected to be able in communication.

Common senior high schools also uses *KTSP*, but it uses Genre-Based Approach (GBA) which focuses on the explicit teaching of genre, and the implementation of this curriculum into the teaching English in the classroom is hoped to improve students' literacy out-comes effectively. In common High schools, students are taught both transactional and monologue text. However, the curriculum of vocational high schools only focuses on the transactional text, and it does not concern too much with the monologue text. Practically, both transactional and monologue text are important, especially in communication area where students are expected to master the four skills, listening, speaking, reading, and writing. Grammatical ability gives strong impact to those four skills. For example, by mastering grammar, students can write correctly or when they have a speech they could use spoken grammar appropriately.



Based on the writer's observation in SMK 1 Payakumbuh where she used to do her teaching-practice program, there are so many problems that were faced by teachers in teaching grammar in vocational high schools. One of them is concerned with the students' grammatical ability. The vocational high school students are expected to understand about *simple past tense* because they had studied it when they were in junior high schools. In fact, they were still confused when the writer asked about the part of speech. For example, the writer gave a sentence "My father used to a director.", and then she asked the students that "is the father still a director now?" and which one was the *subject* of that sentence. Unfortunately, most of them were still in doubt with the answer of the question. Some said "yes", and others said "no". Also, some said it was 'my father' and others said 'farmer' to the second question. It seemed that the students are lack of grammar knowledge especially about Simple Past tense.

The writer has discussed these case with Mrs. Poftia Agustirti, the advisor of the teaching-practice program. She said that the students were poor in grammar because they did not master grammar. Most of them knew the tenses pattern but they did not understand when they are used, and how to use them. Whenever the students were asked to make an utterance they could not apply the pattern they knew into a sentence.

Another problem is concerned with the students' attitudes during the English lesson. The writer had a chance to experience teaching in four classes. They were Office Administration Program 1, 2, 3, and Graphics class. For the first meeting, the writer found that only few of the students were interested in learning

English. The other students cared because they had to pass the subject to move to the next grade, and the rest seemed do not care about the lesson. 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 of the class. In short, the writer found that English seemed to be an uninteresting subject to study.

Besides, English became uninteresting subject for students not only because of its difficulty to understand, but also due to the way teacher teaches. In other words, they believed that their unwillingness to learn English was affected by the method of teaching. For instance, the direct method which was monotonously used would result in unpleasant atmosphere, because the teacher would do the same activity whenever she/he came to the class.

In addition, the practices that were given by the teacher seemed boring to students. Most of the exercises were taken from the textbooks, instead of giving a challenging assignment that will catch students' attention. Tapping Dialogue, which is recognized by Rinvoluceri (2005), is an effective and challenging exercise to fix this problem. It will give students an opportunity to have fun with words by creating various sentences based on context, and it also encourages them to add more vocabularies.

Based on those problems, the teacher should develop good strategies in order to make students are able to master grammar. The teacher can also apply any methods to enrich the teaching of language in the classroom. One of the ways is by combining two or more methods, and providing them with engrossing



activities because when the teacher attempts to give something new, the students will earn their willingness to seek for the answer of their curiosity.

In this paper, the writer proposes the use of Grammar through a Text and Tapping Dialogue in improving students' grammatical ability in vocational high schools. With communicative approach in the teaching and learning process, the teacher can help students in mastering grammar. As well as grammar input, texts and Tapping Dialogue provide vocabulary input, skills practice, and exposure to features of text organisation.

#### **b. Identification of the Problem**

As it can be seen above, there are some problems faced by vocational high school students in learning English. The first problem is due to the lack of grammar ability. The second matter is less motivation that students have in learning English. The third is the way teacher teaches in the class, and the last is the monotonous exercise that gives strong impact with the students' interest in learning English especially in grammar. The combination of Grammar through a text and Tapping Dialogue is hoped to help both teachers and students in the teaching and learning grammar especially Simple Past Tense.

#### **c. Limitation of the Problem**

Based on the identification of the problem above, this paper is limited to the use of Grammar through a Text and Tapping Dialogue in teaching Simple Past Tense to vocational high school students. Due to the various of texts, this paper only focuses on the factual texts or monologue texts such as descriptions,

explanations, procedures, essays, reviews and arguments, and as in the exercise the teacher can use spoken text such as conversations between two people.

**d. Formulation of the Problem**

In accordance with the limitation of the problem above, the problem in this paper will be formulated in the following question: “How can the combination of Grammar through a Text (GTT) and Tapping Dialogue be used in teaching Simple Past Tense to vocational high school students?”

**e. Purposes of the Paper**

The purposes of this paper are to explain the use of Grammar through a Text (GTT) and Tapping Dialogue in teaching Simple Past Tense to vocational high school students. It is expected that this paper can help teacher in teaching Simple Past Tense in vocational high schools, and later, the implementation of GTT and Tapping Dialogue is hoped can be observed further in the future.