

## CHAPTER I

### INTRODUCTION

#### A. Background of Research

Some curriculums had used by Department of Education, for example; mastery learning, active learning and school base curriculum. Educational system in Indonesia is continue to growing up, but the level of achievement in basic skill and other areas of students' behavior have been less than satisfactory in Indonesia. Because students' differentiation unconcern by the educational institutions and also the teachers. The effect is low level of students' achievement, it known by the level of standard value of national examination they are 6.00. It still in the middle qualification or average amount of students' achievement and should be pushed up to be higher (*KTSP*: Learning Completeness Standard).

Unsatisfactory of students' achievement, dealing with how learning activity in educational institution done. Every student has different ability in learning, it commonly because they have different style of learning.

Students' difficulties in learning English grammar, commonly found as low of the students' comprehension in the way to use or completely answer the English grammar questions in the test, formative test or summative test and also in the national examination.

In order to have an effective learning and teaching program in which all students achieve at high levels of English grammar, the student's role must define as a high achieving learner. The teacher's role must be defined as instructor of all

students to high achievement. Both students and teachers must be rewarded for effective teaching and learning.

There is a method that practicing by the teacher commonly in the learning process as a media for the students for improving their ability in language learning. That is student's task or work assignment. Ellis (2003:16) defines a pedagogical task in the following way:

A task is a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. To this end, it requires them to give primary attention to meaning and to make use of their own linguistic resource, although the design of the task may predispose them to choose particular forms.

Many kinds of task must be having weaknesses and advantages each of them. When related with English grammar, it might be useful or can be contrary. To get the valid data as the material for the consideration of conclusion, so an experimental study of students' achievement in English grammar will be made at *SMP Assalaam Bandung*. Therefore, the research is given a title **“USING GROUP TASK TO DEVELOP STUDENTS' ACHIEVEMENT IN LEARNING ENGLISH GRAMMAR (AN EXPERIMENTAL STUDY AT SMP ASSALAAM BANDUNG)”**

## **B. Statement of Research**

Problem that stated in the research is comparison between individual task and group task for improving students' achievement in English grammar. The writer formulates several problems to be investigated in the following questions:

1. How is the students' achievement in English grammar through group tasks?

2. How is the students' achievement in English grammar through conventional method?
3. How significant is using group tasks dealing with students' achievement in English grammar?

### **C. Aim and Significance of Research**

In accordance with those real problems above, the purposes of the research are:

1. To find out the data of students' achievement in English grammar by using individual task.
2. To find out the data of students' achievement in English grammar by using group tasks.
3. To find out the significant of students' achievement in English grammar using group tasks.

### **D. Conceptual Framework**

Different with the teacher as the subject in the teaching process, students need to use an appropriate method of teaching, based on students' ability, media and also the purpose of learning. Mackey William F. (1967:138) states that the method used has often been said to be the cause of success or failure in language learning. It is clear enough describing that method of teaching as the key for success or failure in learning process.

Teachers have to know about learning steps, how the information or knowledge comprehended by the students, and then choose some methods that support and suitable with the steps of learning. The six steps of learning are:

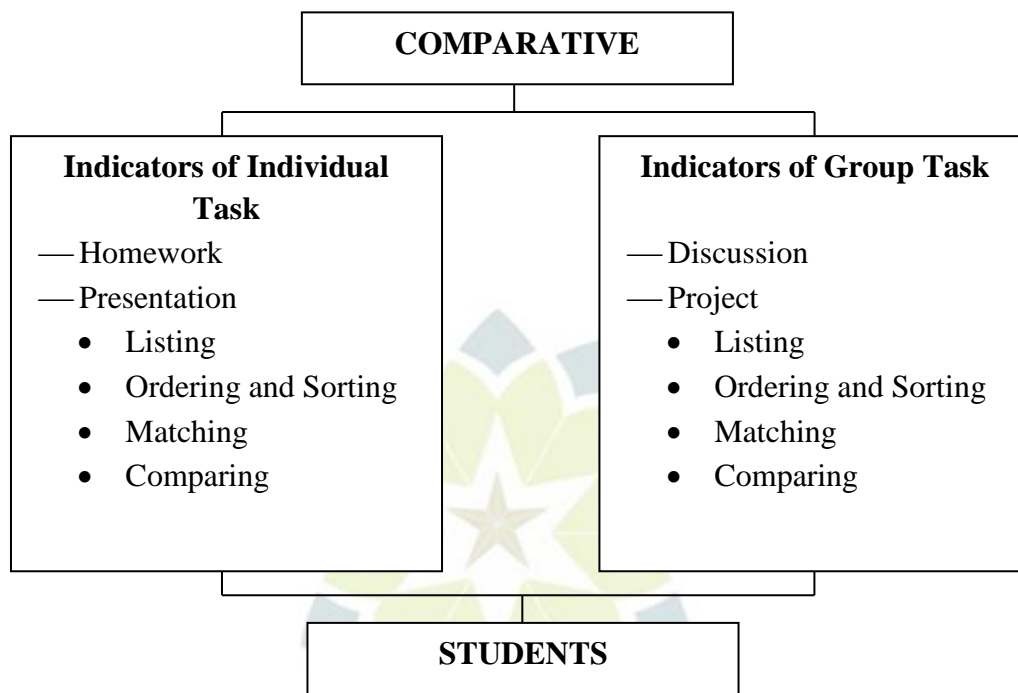
1. Survey/orientation  
Abstraction or line out of material.
2. Question  
Question which making curiosity.
3. Reading  
Read attentively to find out the answer of our question above.
4. Recite/memorizing  
Memorize the point or knowledge from the text that have read.
5. Record  
Making summary.
6. Review  
Repeating the material by using own words.  
(Dryen, etc:1999)

From the six steps above, there are some steps that very important for the students they are memorizing, recording and reviewing step. Without them, every material which given by the teacher will be unused or zero out comes. One method usually done by the teacher among others is task or assignment. There are two kinds of task, individually and group or team. Because of in the task or students' assignment, the students try to memorize the material and try to make the summary by their own word or opinion.

Task as one of the way for improving the students' achievement, and the research is try to compare two kinds of task, they are individual task and group task to find out the positive and significant comparison and determine which the better one for students' achievement in English grammar.

By the simply, the frame of thinking research, explained in the form of diagram as follows:

**Diagram I.1**  
**The scheme of the research the experimental study of using group task of students' achievement in learning English grammar**



### E. Hypothesis of Research

Hypothesis is a tentative assumption of research problem. The truth of it is indeed necessary to be known whether it is right or wrong. Every research has to have a hypothesis. It is to measure whether there is a relation in students' achievement in English grammar by using group task or not. It can be known by doing experimental between teaching by using group task and individual task. Therefore the hypothesis can be explained as follows:

$H_0$  : There is no influence of group task on students' achievement in English grammar at second grade of SMP Assalaam.

$H_a$  : There is an influence of group task on students' achievement in English grammar at second grade of SMP Assalaam.

## F. Steps of Research

### 1. Determining Source of Data

#### a. Location of Research

This research is conducted at second year of the SMP Assalaam Bandung. The reason for choosing this school is that this school has differences on students' intelligence, from the lowest until the highest grade. According to Competency Based Curriculum in Indonesia, the grade point was made ranging from 0 to 100. However, the passing score differs between one subject and another.

#### b. Population

Population used in this research is respondents who are the main object of the research. According to Sudjana (1992:6), the population of the study is a totality of all possible value. The population in this research is students at second year of the SMP Assalaam Bandung.

**Table I.2**  
**The Condition of Students at VIII Grade of SMP Assalaam Bandung**

No	Class	Number of Student		
		Male	Female	Total
1	VIII A	14	18	32
2	VIII B	11	21	32
3	VIII C	19	13	32
4	VIII D	21	11	32
5	VIII E	20	12	32
TOTAL		85	75	160

Source: Taken from the attendance list of student at eight grade of SMP Assalaam Bandung

### c. Sample

Sample is part of population or all of the population, which will be observed directly so that the researcher can get data as the research evidence will be analyzed later. Sample is the portion or representative of population. Based on the main problem of research, it needs to use the cluster sampling, because the variable of the research are manipulated variable and it will be difficult to use random sampling. Cluster sampling select as a group or subject than individually (Fraenkel and Wallen: 1993). The researcher chooses Class VIII A and VIII B. Arikunto (2000:112) said that if the subject of study less than 100 it will be better if it take all subject as sample, but if the subject more it will be better to take only 10%-15% or 20%-26%. Only 20 % of populations are chosen. Considering the statements, 64 students are taken as sample from 160 students' population.

## 2. Choosing Method

The most appropriate method or technique that is used to find out the influence of group task and individual task is quantitative method by experimental study. Ali (1993) said that experimental research also called a true experiment. Experimentation consists in the deliberate and controlled modification of the condition determining an event, and in the observation and interpretation of the ensuing changes in the event itself.

Through the real data gathered which are presented in the numerical test the validity and accountability of the thesis paper will not be questionable. By experimental and control design, the score can be investigated clearly by comparing the result of test and questionnaire between two groups.

### 3. Experiment

To know the influence of using group task of students' achievement in learning English grammar, this investigation use pre-test and post-test. Jonathan M. Kaye & David Castillo (2003) explain about the usefulness of pre-test and post-test in experimental study.

Pre-tests and post-tests are used to demonstrate that learning actually occurred. They are used to capture what the test subjects knew before taking the program and what they knew when they finished the program. The difference in knowledge and skill represents what the test subjects actually learned in the program. Instructionally, a program is ready to be released when post-test performance demonstrates that test subjects can meet every performance objective at the required criteria.

### 4. Collecting Data

#### a. Primary Data

##### 1) Pre – Test

It is intended to know homogeneity of the students' grammar skill between two variances before they are given the treatment. The implementation of pre-test given is grammar test.



## 2) Treatment

When facing the teaching of a modern language teacher can see that children's competence in their mother tongue is quite sufficient for them to share meaning with their peers. Furthermore, it is difficult for them to understand why they have to express themselves in a language which is not theirs in a setting (the classroom) where everyone is able to speak the same language without any difficulty. Task Based Learning (TBL) has proven to be effective for second language learners and for first language learners at any level. Just in order to see the TBL cycle enclosing the following frameworks : The *pre-task phase* introduces the class to the topic and the task, activating topic-related words and phrases.

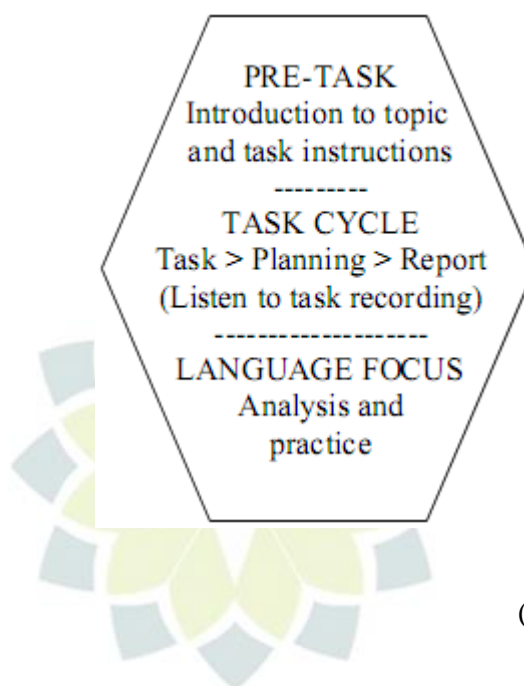
The *task cycle* offers learners the chance to use whatever language they already know in order to carry out the task, and then to improve the language, under teacher guidance, while planning their reports of the task.

The *last phase* in the framework, language focus, allows a closer study of some of the specific features occurring in the language used during the task cycle.

The teaching techniques required for task-based learning are not very different from those of ordinary language teaching . The differences lie in the ordering and weighting of

activities and in the fact that there is a greater amount of student activity, and less direct, up-from teaching.

**Diagram I.2**  
**Structured of the Task Based Lesson**



(Willis, 1996:p52)

### 3) Post – test

The implementation of post-test is conducted in the class; the material tested in post-test to the students after they have obtained an experiment the post-test that will be given is grammar test.

### b. Secondary Data

#### Observation

Observation is a study that happened accidentally and systematic about social phenomenon and nature symptom by observing writing carefully and systematically (Kartono, 1996:57). Using this technique,

the data can be collected as complete as possible so that the empirical data is gotten. Then, it will be investigated to get the real fact and phenomena to be analyses. The real condition of the headmaster, teachers or administrative staffs, students, and facilities of SMP Assalaam Bandung is observed.

## 5. Analyzing Data

In analyzing the data, the study takes the following steps.

a. Determining the normally of data conducting by the step as follows:

1. Making distribution table of frequency, with procedure:

a) Determining the range of data (R)

$$R = \text{the highest score} - \text{the lowest score}$$

(Sudjana, 1988: 46)

b) Determining the Grade interval

$$K = 1 + 3.3 \log n$$

K = Grade of interval

N = total of data

(Subana, 1988:50)

c) Determining the length of Grade interval

$$P = \frac{R}{K}$$

P = Length of Grade interval

R = Range

K = total of Grade interval

(Subana, 1988:50)

d) Making the table of frequency distribution for seeking central tendency score

2. Determining center tendency with procedure as follows:

a) Determining Mean

$$M = \frac{\sum f \cdot x}{n \cdot i}$$

(Subana, 2000:63)

b) Determining Median (Me)

$$Me = b + P \frac{\left(\frac{1}{2}n - Fk.db\right)}{F}$$

(Subana, 2000:772)

c) Determining Modus (Mo)

$$Mo = b + P \frac{b_1}{b_1 + b_2}$$

(Subana, 2000:74)

3. Looking for standard deviation

$$S^2 = \frac{\sum fi(Xi - X)^2}{n - 1}$$

4. Arranging the distribution of observation and expectation frequency by using the table as follows:

**Table I.4**

**The Distribution of Observation and Expectation Frequency**

Class limit	Z <sub>count</sub>	Z <sub>table</sub>	L	O <sub>i</sub>	E <sub>i</sub>	O <sub>i</sub> - E <sub>i</sub>
1	2	3	4	5	6	7

5. Making the table of  $\chi^2$  (chi-square)

$$\chi^2 = \frac{\sum(O_i - E_i)^2}{E_i}$$

(Subana, 1996:273)

## 6. Determining the degree of freedom

$$df = K - 3$$

7. Determining Chi square table ( $\chi^2$ ) on certain significant degree

## 8. Determining the degree of distribution normality with the following criteria:

- if the score chi square count ( $\chi^2_{\text{count}}$ ) is more than the score of chi square list ( $\chi^2_{\text{list}}$ ) the distribution is normal
- If the score of chi square list ( $\chi^2_{\text{count}}$ ) is more than the score of chi square list ( $\chi^2_{\text{list}}$ ) the distribution is not normal.

## b. Determining homogeneity of two variances by conducting the step as follows

## 1. Determining score F

$$F = \frac{s^2_1}{s^2_2}$$

## 2. Determining the degree freedom

$$df_1 = n_1 - 1$$

$$df_2 = n_2 - 1$$

## 3. Determining homogeneity of data with creation :

- It is called homogenous if  $F_{\text{table}} > F_{\text{count}}$
- It is called not homogenous if  $F_{\text{table}} < F_{\text{count}}$

c. Testing hypothesis by using T-test

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{Sd_1^2}{n_1} + \frac{Sd_2^2}{n_2}}}$$

Boldness:

$t$  : T-Value

$X_1$  : Mean score of students' achievement in English grammar through individual task (X1 Variable).

$X_2$  : Mean score of students' achievement in English grammar through group task (X2 Variable).

$Sd_1$  : Standard deviation of X1 variable.

$Sd_2$  : Standard deviation of X2 variable.

$n_1$  : Number of students of X1 variable.

$n_2$  : Number of students of X2 variable.

$df$  : Degree of freedom  $[(n_1+n_2) - 2]$