THE ROLE OF SPEAKING PRACTICES ON GRAMMAR LEARNING

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Abstract

Grammar is one of determining points of mastering English. It refers to a set of the structural rules of language which concerns with the grammar in any given natural language. Communicative competence would have revealed that it gives no endorsement for the neglect of grammar. Students of Plantation processing technology program of Politeknik kelapa Sawit Citra Widya Edukasi face difficultiy in learning grammar because of the perceptions that grammar is trict and boring. However, English lecturer finds a way to cope with the problem by using communicative grammar approach. Implement speaking practices can motivate students in learning grammar. The difficulty that is usually faced by students related to learning grammar is memorizing the many grammar rules. Remembering grammar alone does not help students to master grammar easily. That is because of the method of memorizing makes students easy to forget so it will be easier to remember grammar while practices speaking. The findings show that speaking on grammar learning, students become more motivated and confident to learn grammar. Communicative learning grammar can change the perceptions of students who have assumed that grammar is difficult to become learning that is easy and fun. In addition, student confidence also increased.
Keyword: Speaking, Communicative Grammar, Learning Motivation

Abstrak

Tata bahasa adalah salah satu poin penentu penguasaan Bahasa Inggris. Ini mengacu pada seperangkat aturan struktural bahasa yang berkaitan dengan tata bahasa dalam bahasa alami yang diberikan. Kompetensi komunikatif akan mengungkapkan bahwa ia tidak memberikan dukungan untuk pengabaian tata bahasa. Mahasiswa Program Pengolahan Teknologi Perkebunan politeknik Kelapa Sawit menghadapi kesulitan dalam mempelajari tata bahasa karena persepsi bahwa tata bahasa itu ketat dan membosankan. Namun, dosen bahasa Inggris menemukan cara untuk mengatasi masalah dengan menggunakan pendekatan tata bahasa komunikatif. Menerapkan praktik berbicara dapat memotivasi mahasiswa dalam belajar tata bahasa. Kesulitan yang biasanya dihadapi oleh mahasiswa terkait dengan belajar tata bahasa adalah menghafal banyak aturan tata bahasa. Mengingat tata bahasa saja tidak membantu mahasiswa untuk menguasai tata bahasa dengan mudah. Itu karena metode menghafal membuat mahasiswa mudah lupa sehingga akan lebih mudah untuk mengingat tata bahasa saat berlatih berbicara. Temuan menunjukkan bahwa berbicara tentang pembelajaran tata bahasa, mahasiswa menjadi lebih termotivasi dan percaya diri untuk belajar tata bahasa. Tata bahasa pembelajaran komunikatif dapat mengubah persepsi mahasiswa yang menganggap bahwa tata bahasa sulit untuk menjadi pembelajaran yang mudah dan menyenangkan. Selain itu, kepercayaan diri mahasiswa juga meningkat.

Kata kunci: *Kemampuan berbicara, komunikatif grammar, motivasi belajar*

Introduction

Grammar is one of determining points of mastering English. It refers to a set of the structural rules of language which concerns with the grammar in any given natural language. Fauziati (2013, p. 5) stated that we have to begin the study of language, namely its structure and the functions. As Clark and Clark's in Fauziati (2013, p. 5) have stated "philosophers, orators, and linguists have argued that a language has its structure because humans are subjects to certain general laws of thought. Hence, grammar becomes a basic thing that should be introduced for students in a school. Grammar also becomes starting points to master English well.

Since grammar is an important aspect in learning English, the teacher's teaching will determine the learners' success in learning the language. In this case, the approaches of teaching grammar should be the main focus in teaching and learning process. The teacher's way in delivering and guiding the learners also supports the learners' effort in learning the language.

Grammar is one of the language aspects. Therefore, someone who learns a new language formally, in general, will be given grammar lessons. Of course this depends on the level of the students who are learning. Learning Grammar is an important activity in language learning. According to the study of language learning which includes a focus on learning grammar (form-focused instruction), grammar teaching convincingly shows more effective results than teaching focusing only on the meaning. Learning focuses on grammar, according to Long can be divided in two. The first FOFs (focus on forms) and FoF (focus on form). The first model of learning focused on studying grammar. In this model, the grammar is taught separately from the context. The second model of learning is focused on the meaning and on the grammar that appears on the material being studied (Nassaji & Fotos, 2007).

Mostly, English grammar makes Indonesian students confused because it is different from the grammar of their mother tongue, so that the ability of the Indonesian's students in grammar still low. In other hand, grammar is very important for other skills such as listening, speaking, reading because without grammar students cannot speak in English correctly. Grammar will help students in writing and speaking skills because without understanding about grammar the students cannot do anything.

Improving English grammar is one of difficult competence, but it should do by teacher. If learners do not know grammar, they gradually lose interest in learning. Generally, they have lack of interests in learning English language because of they assume difficult subject to learn. The most of students' dislike learning English and although they attend English lessons, they are not interested in learning or speaking English properly. Therefore, it is necessary to first understand about English grammar through more communcative ways.

Lock (1996)stated that practice exercises in many textbooks of the 1950s, 1960s, and 1970s typically involved manipulation of sentence-level structures, with little or no context. At that time, structural grammar influenced language teaching. In some cases, the exercises could be successfully completed without the learners even understanding the meanings of the forms they were manipulating. As a result, in writing or speaking the learners did not understand what they wrote or spoke, so that many grammatical errors were made.

In rejecting structural language teaching, Communicative Language Teaching (CLT) has been proposed to develop communicative competence in which activities have been designed to grammar. Widdowson (Lock, 1996) has written that a proper understanding of the concept of communicative

competence would have revealed that it gives no endorsement for the neglect of grammar.

Teaching grammar-in-context is actually much more inspired by Contextual Teaching Learning (henceforth, it is called CTL). CTL is an approach of teaching and learning that relates the materials and classroom activities to real situation and actual experience focusing on the learning process leading to creativity, critically thinking, and problem solving and being able to apply their knowledge in their daily lives (Nurhadi, 2004).

Lopez & Agullo (2012) argued that the main objective of CLT is to teach communicative competence, which includes the knowledge of the construction blocks of sentences (e.g. parts of speech, tenses), a teaching methodology which refers to some aspects of language such as making use of language for various purposes and functions, varying them in taking account of the setting and the audience for instance, differentiating between formal and informal, written and spoken discourse etc. Many researchers shed light on the issue of CLT and offered various enlightening views.

In highlighting the key principles of CLT, Brown (2001) presents the following six characteristics. i) Classroom goals refer to all the components (grammatical, discourse, functional, sociolinguistic) of communicative competence. ii) Language techniques aim at involving learners in the pragmatic, authentic, and functional use of language that leads to meaningful purposes. iii) There are two complementary principles that underlie communicative techniques: fluency and accuracy alternatively used by students, depending on the meaning of the communication. iv) Language in a CLT class is used productively and receptively, and in impromptu speeches in real life situations. v) Students are the main actors in the building of their knowledge as opportunities and strategies are given to them to understand their learning styles and use them appropriately. vi) Teachers are no longer considered as the fountain or the only source of knowledge but have to play the role of facilitator and guide by encouraging students to be responsible for their own learning through authentic interaction.

CLT theory covers both cognitive and sociocultural aspects of language as it regards purposeful learning – together with interaction – as the major keys for language development. Because language is a 'social tool', CLT advocates its effective use with comprehensive input to facilitate genuine communication situations (Partanen, 2007). CLT theory is learner-centred in the sense that the learners themselves actively discover complex ideas using implicit/inductive methods. Through scaffolding, the learners develop grammar in the same way

that they acquired their L1, i.e., naturally (Partanen, 2007, p. 51). Teachers guide learners by providing opportunities to discuss and ask questions while at the same time encouraging individual learners' personal experiences to be the basis for making personal development. An explicit approach to grammar instruction, which separates language in isolated aspects, is avoided(McGarry, 2012; Yule, 1994).

Task-based instruction (TBI) is essentially the main methodology in CLT theory. TBI allows learners to interact in small project groups and support each other during a meaningful task, using the target language. Students might, for example, be offered to work with interdisciplinary projects through role-play or debate specific and authentic topics such as sustainable development problems. The learners acquire the L2 while making use of subject knowledge in other areas, for instance biology, economics, geography and civics. Collaboration and/or interaction in a genuine environment leads to effective and realistic communication and thereby L2 development (Ur, 2012).

One form of task based learning that effective to grammar teaching is throug speaking practices. Speaking is a means through which much language could be learned. It is conducive for learning the other skills (listening, reading and writing) and language components (vocabulary, grammar and phonology). Therefore, it deserves to be adequately paid close attention and assigned sufficient weight in the second language (SL) and foreign language (FL) curriculum.

Speaking is an interactive process of constructing meaning that involves various elements. Its types and meaning are determined by the context in which it occurs, including purpose(s) for speaking (Burns, 1997). Form of speaking that can be applied in teaching grammar is through discussion.

Discussion, nonetheless, as Derradji (2005) mentions, has drawbacks. First, some topics which the learners select may be very technical to the extent that they might make the teacher feel uncomfortable. To solve this problem, he suggests, the teacher may invite, if possible, some specialists to the classroom, so that they participate in the discussion and inform the learners. The second main disadvantage of discussion, he continues to explain, is that the students may get out of the debate session without having gained new information. Some teachers may have experienced moments when there was difficulty avoiding responses which are likely to close down the debate. To solve this problem, Derradji (2005) further recommends, it may not be of help to consider discussion as a time filler; rather, the teacher may plan the session and ask the learners to prepare themselves beforehand for the discussion. The students may prepare, as

homework, some points for and against, so that they do not run out of ideas a few minutes after the debate session has started. Lazaraton (2001) casts light on the point that the students will be more involved and motivated to participate in discussions if they are allowed to select discussion topics for themselves and evaluate their peers' performance. This is in tune with the principle of learners taking responsibility for their own learning.

The concept of spoken grammar has been around at least since the mid-1990s, when the ELTJ (English Language Teaching Journal) published —Spoken Grammar: What Is It and How Can We Teach It? by McCarthy and Carter (1995). Spoken grammar could be defined as a set of —grammatical items restricted to or particularly common in spoken English and some types of writing that mimic the spoken style (Cole, 2010). Although it is claimed that widespread interest in spoken grammar is recent, the pioneering work of grammarians such as Palmer and Blandford. A Grammar of Spoken English (3rd edition) should not be dismissed. These grammarians were ahead of their time in seeing many of the insights of the grammar of speech.

McCarthy and Carter (2002) recommend an I-I-I approach to teaching spoken grammar. Illustration refers to examining, wherever possible, real data which is presented in terms of choices of aspects relative to context and use. In the interaction stage, students are involved in discourse-sensitive activities which focus on the interpersonal uses of language and the negotiation of meanings. Such activities are designed to raise students' awareness of these interpersonal, interactive properties through observation and class discussion. Induction takes the awareness-raising a stage further by encouraging learners to draw conclusions about the interpersonal functions of different grammatical options and to develop a capacity for noticing such aspects as they move through the different stages of language learning.

Nabei (1995) studied perception of learning grammar among the Japanese students learning in American universities and found that Japanese students considered direct grammar instruction is not necessary for successful language learning. They were satisfied with the communicative instruction. This view that students did not like direct grammar instruction contrasts with the view expressed by Pazaver and Wang (2009) above. Takala (2016) also considers that the goal of teaching grammar should be a successful communication. Another view supports Nabei (1995) and Takala (2016) is of Sopin (2015) who studied the importance of form focused grammar instruction or explicit grammar instruction among the Libyan undergraduates. He found that even though students felt that direct or explicit grammar teaching was important at the

beginning stage, when their language proficiency improved they favoured communicative approaches.

Sadat (2017), as a result of his review on teaching grammar, concludes that language instructors should blend grammar teaching with Communicative Language Teaching in order to achieve both linguistics and communicative competence in the classroom. He further states that 'any language instructor should take into consideration some important questions such as what, how, when, and why should we teach grammar?' Also, teaching grammar will largely depend on the level of the learners, therefore a good teacher always teaches based on the levels of the learners'.

From the explaination above, the researcher assumes that communcative grammar can make students learn grammar faster and easier. Students of Plantation processing technology program of Politeknik kelapa Sawit Citra Widya Edukasi face difficultiy in learning grammar because of the perceptions that grammar is trict and boring. However, English lecturer finds a way to cope with the problem by using communicative grammar approach.

In relating to the explanation above, the researcher formulated the research problem: How is the implementation of learning grammar through speaking for students of Plantation processing technology program of Politeknik kelapa Sawit Citra Widya Edukasi? The objective of this research was to understand the implementation of speaking practices in teaching grammar to improve students' grammar proficiency in Plantation processing technology program of Politeknik kelapa Sawit Citra Widya Edukasi.

Research Methods

This study uses a descriptive qualitative. It concerns with descriptions, qualities and observations (Swetnam, 2009, p. 128). This research will describe the implementation of speaking practices in teaching grammar to improve students' grammar proficiency. The source of data in this research is devided into two; primary and secondary data. Primary data obtained from interview results, and then secondary data are obtained from related literature and documents. The informants of this research are third semester students of Plantation processing technology program of Politeknik kelapa Sawit Citra Widya Edukasi. Students and lecturers' participation are involved in this research. The researcher recorded all activities related to the focus of research as the data to answer the research question.

Results and Discussions

Speaking practices increasing students Motivation in Learning Grammar

Theoretically that motivation to learn it is something that drives it, move it, and engage students in learning (Astuti, 2010). Motivation can be defined as a process whereby goal-directed activity was investigated and sustained consisting of inherent motivation (the motivation that comes from within a person) and extrinsic motivation (motivation that arises because of the encouragement from the outside). Inherent motivation is a motivation that comes from within the individual itself. While extrinsic motivation is a motivation that emerged from outside the individual and often involves the appreciation of others (Omar, Jain & Noordin, 2013). Likewise, when a person's behavior is triggered internally by someone for his own benefit or curiosity emerged of itself is called intrinsic motivation. In contrast, extrinsic motivation is when an individual is affected action of external factors that exist outside it, such as awards, punishment, or social pressures (Arens, Morin, & Watermann, 2015).

Learning motivation of students in the education is important. Without learning motivation is not possible. So in education the role of motivation is effective on students learning. Due to motivation students do any task and achieve the goal. Motivation increase speed of work and a person is doing everything to achieve goal. Motivation increases the performance of learning. It provide energy and learner achieve the task because she has a direction and performance of learner is increase, in education of motivation effect on students success. Motivation is a factor of or low of the goal (Brown, 2001). Motivation is a significantly important factor for academic learning and achievement across childhood through adolescence (Elliott & Dweck, 2005).

Students who have the high motivation is indicated by some characters, such as, initiative, deligent and active in learning, not easy to satisfy, punctual and disciplined, always trying to learn with the best result. Motivation is seen as a mental impulse that drives and directs human behaviour, including learning behaviour. Motivation has a willingness to activate, mobilize, channel and direct the attitudes and behaviour of a learner (Dimyati, 2006). Furthermore Sukmadinata (2003) says motivation is influenced by intrinsic and extrinsic factors. The intrinsic factors, among others, re students' attitude, interests, intelligence; and extrinsic factors are factors beyond the student, such as, environmental factors, among others, family, school, or community environment.

Implement speaking practices can motivate students in learning grammar. The difficulty that is usually faced by students related to learning

grammar is memorizing the many grammar rules. Remembering grammar alone does not help students to master grammar easily. That is because of the method of memorizing makes students easy to forget so it will be easier to remember grammar while practices speaking.

The application of speaking in grammar learning makes students practice a lot using proper grammar so that learning grammar no longer feels difficult. One of the causes of learning difficulties is a mental block, which occurs when students feel unable to learn something because of they have difficulty when studying the subject. The application of speaking in grammar learning makes it more focused on the communicative aspects so that learning grammar looks easy. This makes students' learning motivation increase because of their views on grammar have changed.

When learning in class, initially the lecturer does grammar learning in the normal way, namely by explaining the concept of grammar and asking students to pay attention to the lecturer's explanation. At the moment the level of student interest is moderate, there are some students who look unenthusiastic even though all students still try to understand the material. However, when the lecturer gives the task of implementing speaking, students become more enthusiastic. The lecturer determines the topic of grammar and the topic of speaking that will be carried out. For example, when teaching students about future tenses the lecturer asks students to prepare themselves because of there will be a discussion about the industrial estate using future tense.

Lecturers apply speaking by means of discussion. Students are divided into small groups of 5 members. The lecturer applies speaking with I-I-I approach McCarthy and Carter (2002) which consists of Illustration, Interaction, and Induction. Illustration refers to examining, wherever possible, real data which is presented in terms of choices relative to context and use. In the illustration phase, the lecturer provides stimulation in the form of presenting data or current issues about the plantation industry. Students are asked to give responses in the form of groups. In the interaction stage, students are involved in discourse-sensitive activities which focus on the interpersonal uses of language and the negotiation of meanings. At this stage each group gives a representative to talk about the discussion that was carried out in their group. Such activities are designed to raise students' awareness of these interpersonal, interactive properties through observation and class discussion. Induction takes the awareness - raising a stage further by encouraging learners to draw conclusions about the interpersonal functions of different grammatical options and to develop a capacity for noticing such aspects as they move through the different

stages of language learning. In this last phase one of the students gives a conclusion.

In practice it appears that students are enthusiastic about grammar learning that takes place in class. All students seemed enthusiastic and actively involved in the discussion. Based on interviews conducted by research with students, students feel confident when speaking. This confidence makes learning grammar look fun. As students of plantation processing technology study programs, issues around plantations are an interesting issue, plus smart lecturers to elaborate on these issues so that it becomes increasingly interesting for students to discuss. Students can memorize grammar shapes, patterns and sentence structures of various tenses easily and well.

Conclusion

Overall, it can be concluded that after speaking on grammar learning, students become more motivated and confident to learn grammar. Communicative learning grammar can change the perceptions of students who have assumed that grammar is difficult to become learning that is easy and fun. In addition, student confidence also increased.

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