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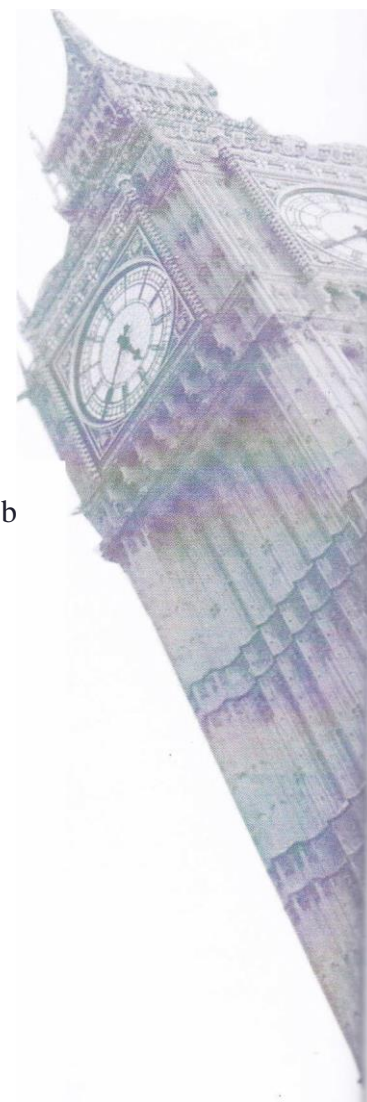
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DEPARTMENT OF STKIP PGRI JOMBANGSCHOOL

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**Abstrak:** Grammar adalah salah satu masalah yang paling sulit dari pengajaran bahasa. Tata bahasa dalam menulis konteks memegang tempat yang penting untuk memotivasi peserta didik. Jika tata bahasa yang diajarkan dalam pendekatan komunikatif siswa akan memiliki kesempatan untuk melihat bagaimana struktur tata bahasa yang baik. Ini mencakup pengetahuan tentang bagaimana menggunakan bahasa yang dengan psikolinguistik (Anderson 2005) telah disebut pengetahuan prosedural atau pengetahuan implisit sebagai lawan pengetahuan deklaratif atau pengetahuan eksplisit. Bahkan, banyak ahli bahasa terapan percaya bahwa kemampuan peserta didik untuk berkomunikasi dapat dikembangkan bersama pengetahuan mereka berkembang tentang tata bahasa. Banyak kesempatan untuk mengeksplorasi tata bahasa dalam konteks, peserta didik memiliki kesempatan untuk melihat bagaimana dan mengapa berbagai bentuk dapat digunakan untuk mengungkapkan makna komunikatif yang berbeda Grammar dalam konteks tertulis. Sebagai pendekatan komunikatif juga bisa mendorong siswa untuk menggunakan bentuk-bentuk dalam mengekspresikan konten mereka sendiri dan untuk membantu siswa melihat kegunaan dari apa yang telah mereka pelajari (Weaver: 1996). Hasil penelitian menunjukkan bahwa nilai rata-rata di post test lebih tinggi daripada di pretest; dan nilai rata-rata meningkat 18,5 poin setelah perawatan. Sementara nilai rata-rata dari kelompok kontrol yang masing-masing 59,75 dan 64,5 di posttest, yang berarti bahwa nilai rata-rata meningkat 4,75 poin hanya setelah perawatan. Singkat dari kelompok eksperimen lebih tinggi dari kontrol satu Oleh karena itu dapat disimpulkan bahwa siswa diajarkan tata bahasa dalam konteks tertulis sebagai pendekatan komunikatif mendapatkan prestasi yang lebih baik daripada yang diajarkan dalam prakteknya pola latihan.

**Kata kunci:** Mengajar Grammar, Grammar dalam Konteks Menulis, Pendekatan Komunikatif

**Abstract** Grammar is one of the most difficult issues of language teaching. Grammar in writing context holds an important place to motivate learners if grammar is taught in communicative approach as students will have an opportunity to perceive how the new grammar structures work. It includes knowledge of how to use language which some psycholinguist (Anderson 2005) have called procedural knowledge or implicit knowledge as opposed to declarative knowledge or explicit knowledge. In fact, many applied linguists believe that the learners' ability to communicate can be developed alongside their evolving knowledge about grammar. Through lot of opportunities to explore grammar in context, the learners have the chance to see how and why different forms can be used to express different communicative meanings Grammar in writing context as communicative approach also could encourage students to use the forms in expressing their own content and to help students see the usefulness of what they have learned (Weaver: 1996). The result of the study showed that the mean score in the posttest was higher than in the pretest; and the mean score increased 18.5 point after treatment. Meanwhile the mean score from the control group were respectively 59.75 and 64.5 in the posttest, meaning that the mean score increased only 4.75 point after treatment. Briefly of the experimental group were higher than control one Therefore it could be concluded that students taught grammar in writing context as communicative approach gam better achievement than those taught in pattern practice drills.

## A. INTRODUCTION

Teaching Grammar is central to the teaching and learning of languages. It is also one of the more difficult aspects of language to teach well. Many people, including language teachers, hear the word "grammar" and think of a fixed set of word forms and rules of usage. Language teachers who adopt this definition focus on grammar as a set of forms and rules. They teach grammar by explaining the forms and rules and then drilling students on them. This results in bored, disaffected students who can produce correct forms on exercises and tests, but consistently make errors when they try to use the language in context. Language teachers and language learners are often frustrated by the disconnect between knowing the rules of grammar and being able to apply those rules automatically in listening, speaking, reading and writing. According to Cook (1991), proficient second or foreign language learners would be able to demonstrate their knowledge of the elements (i.e., phonology, structure, and lexicon) on the context of language skills (listening, reading, speaking and writing).

Grammar is taught with the purpose of making clear to the students the orderly structure of language. Grammar is sometimes defined as the way words are put together to make correct sentences. Also, Hammer (2001: 12) states that grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language. If grammar rules are too carelessly violated, communication may suffer. Thus, good grammar is needed to make good communication. So, we can not haphazardly use words anywhere to construct a sentence. For example, we can not write "Go to will America to." The reader or hearer will be surprised or confused by this sentence because of incorrect grammar. In this case, grammar does not only affect how units of language are combined in order to "look right"; it also affects their meaning.

There are some problems related to teaching grammar. Language teachers and language learners are often frustrated by the disconnect between knowing the rules of grammar and being able to apply those rules automatically in listening, speaking, reading,

and writing. This disconnect reflects a separation between declarative knowledge and procedural knowledge. Teaching grammar practice helps students memorize the form, but students produce the word order, to give intensive practice through repetition, to provide opportunity for feedback and error correction, to give practice in pronouncing new forms, to develop confidence. Production is to reduce control and encourage students to find out what they can do, to encourage students to use the forms in expressing their own content, to help students see the usefulness of what they have learned, to check what has been learned and diagnose **problems**. In order to get more information about grammar, the teachers try to list as many as possible the rules in each case, and the students have already got used to writing down all the rules on their notebook. Teachers try their best to give a clear explanation of each item and try to apply more information to the students. Almost every student spends most of their time memorizing rules of grammar in or after class. Correspondingly, grammar class became the dullest class and most students got confused by so many rules. Many teachers or lecturers give the grammar class by using traditional method. They just have their students memorize the rules and then do the exercises. It is also supported by Weaver (1996) that Our traditional teaching of grammar has little transfer to writing situation is underlying behaviorist learning theory that we have simply taken for granted the behaviorist ideas that practice makes perfects.

There are some researches related to the effectiveness of teaching grammar in writing context. Weaver (1996) emphasizes that in teaching grammar in writing context firstly we should give the concept, the pattern of the grammar and some practices or exercises in drills. Weaver in his journal vol. 85 said that teaching grammar in context includes suggestions that we teach a minimum of grammar for maximum benefit.

Grammar is worth studying because it can help us to express our ideas clearly and effectively in both speech and writing. Weakness in writing particularly incorrectness of sentence structure- is often

due to insufficient understanding of grammar. This study, therefore, is focused on teaching grammar in writing context. Then an experiment is conducted to compare teaching grammar in writing context with conventional grammar. It is intended to prove that teaching grammar in writing context is more effective than teaching grammar conventionally.

### **Teaching Grammar Strategies**

Like in any field, language learning and teaching does not occur in vacuum space. There are learner variables and instructional variables that regulate the learning or acquisition of any language (Marcia, 1991). It's clear that in the cases where accuracy of form is required, it's important for the ESL teacher to know how to focus and to know how to correct errors. The first is learner variables, this deviates on learner's style of learning something. Cronbach and Snow Klitkin et al, in education psychology suggest that there are at least two distinctive ways in which people can learn anything including L2 or foreign language and this is also supported by Savignon (1997). This requires the teacher to go beyond like fluency and educational background. For instances the need for learners whose course is receptive skill is totally different from those who are have a course for writing and reading. The same happens to learners' needs that are for survival and academic.

According to Ellis (2006) Declarative knowledge is knowledge *about* something. Declarative knowledge enables a student to describe a rule of grammar and apply it in pattern practice drills. Procedural knowledge is knowledge of how to do something. Procedural knowledge enables a student to apply a rule of grammar in communication. Procedural knowledge does not translate automatically into declarative knowledge; many native speakers can use their language clearly and correctly without being able to state the rules of its grammar. To address the declarative knowledge/procedural knowledge dichotomy, teachers and students should apply the technique which can involve in writing context as communicative approach. Teaching Grammar by employing in writing context can help the students how to apply

various grammar concepts. This can improve the students' ability to communicate through writing context as communicative approach.

Grammar is taught with the goal of making students how to communicate both oral and written correctly. Grammar language is sometimes defined as the rules or the way the words are arranged together to create correct sentences. Larson, (2009 :75) states that grammar is a description of the ways in which words can change shape and can be combined into sentences in that language grammar which is ignored. If the rules are obstructed, then the communication may also be obstructed. Thus, good grammar is needed to make good communication. So, we can not put words carelessly anywhere to make a sentence.

### **Teaching Grammar In Communicative Approach**

In rejecting structural language teaching, Communicative Language Teaching (CLT) has been proposed to develop communicative competence which activities have been designed to maximize opportunity for communication without ignoring grammar. Communicative approach places great emphasis on helping students use the target language in a variety of contexts and places great emphasis on learning language functions. This means that successfully learning a foreign language is assessed in terms of how well learners have developed their communicative competence. Richard (1986) 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.

In CLT, the students are actively engaged, encouraged to become active participants; they learn from one another through cooperation, discourse, teamwork and self-reflection. Meanwhile, the teachers act as facilitators of student learning and employ a variety of appropriate teaching techniques; they appropriate students' diverse life contexts and prior experience. The students and the teachers are prepared to conduct some experiments with new approaches. In relation to the principles of CLT, teaching grammar in context attempts

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to adapt those principles. First, in inquiry, the teachers can observe and progress students' understanding of grammar and the students analyze grammar from the text given by the teachers. Second, in questioning, they guide and assess the student's understanding of grammar in the text. Third, in constructivism, they guide the students to construct their prior knowledge of grammar with new experience by analyzing grammar in text. Fourth, in modeling, they give the students examples or models how to construct grammar to be a sentence, a paragraph, even a text. Fifth, in authentic assessment, they measure their knowledge and skill (grammar knowledge and writing skill) from relevant contextualized tasks.

### Integrating Grammar in the Communicative Approach

The importance of formal instruction in promoting second language acquisition, it proves that without grammar it would be impossible to communicate effectively and to be understood. English is learnt as foreign language not as second language (Dewey, 2001)

That learners benefit from some type of instruction to encourage the learners activate their previous knowledge of the target language, to facilitate awareness of the forms they will encounter. Wood (1981) asserts that the knowledge of grammar system is essential to master a foreign language and the most important part of communicative competence. He generalizes grammar as a framework without which language can not be structured and a message can not be conveyed smoothly and fluently.

In text sequencing, the students have to pay attention to the relationship between grammar and context to sequence out-of order (e.g. clauses, sentences, or paragraph) of text. In text formation, the students recast different contexts and communicative structures. for example: rewriting a set of rules in formal command focusing on mood and formality; recasting a spoken explanation by focusing on how she makes something as a written text about how something is made, focusing on voice choice ( active or passive voice).

### The Interweaving of Grammar and Writing Context

Grammar plays the most important aspect in writing, bad grammar makes writing imprecisely or ambiguous. Koln (1981) states that without grammar, that is without rules to govern the arrangement of words and making of their plurals, tense and so on., meaning could not be made clear by writers or understood by readers.

Grammar is worth studying because it can help us to express our ideas clearly and effectively in both speech and writing. Weakness in writing particularly incorrectness of sentence structure- is often due to insufficient understanding of grammar. This study, therefore, is focused on teaching grammar in writing context. Then an experiment is conducted to compare teaching grammar in context with conventional grammar. It is intended to prove that teaching grammar in writing context is more effective than teaching grammar conventionally. To explore grammar in context, the learners have the chance to see how and why different forms can be used to express different communicative meanings. Grammar in writing context as communicative approach also could encourage students to use the forms in expressing their own content and to help students see the usefulness of what they have learned (Weaver: 1996). What all students need is guidance in understanding and applying these aspects of grammar that are most relevant to writing. Teaching grammar in context includes suggestions that we teach a minimum of grammar for maximum benefit.

In addition, as part of language, grammar in context can relate grammar teaching to situational context. It means that language can be easily understood in relation to the context in which grammar is used. Relating to the writing, the context of situation in the construction of any language text needs three variables: field ( what students are going to write), tenor ( to whom students write) and mode ( how students use language to convey message, information, or idea Widiati, ( 1996)

## B. RESEARCH METHODOLOGY

This research uses an experimental study to measure the effectiveness of teaching grammar in writing context as communicative approach. To measure whether writing context as communicative approach in teaching grammar can apply in grammar class more accurately is more effective than teaching grammar in pattern drills.

### Research Variables

In this study, teaching grammar in writing context as communicative approach is independent variable since it influences the teaching learning process. The result of the research in the form of the students' grammar achievement as dependent variables.

### Treatment

The two –selected groups were taught in different ways. The experimental group was taught grammar by employing writing context as communicative approach while as the control group was taught by using pattern practice drills or conventional method.

**Table 3.3 Essential Features in The Teaching Technique of Grammar in Writing Context as Communicative Approach and conventional Method**

Teaching Grammar in Writing Context as Communicative Approach. (experimental group)	Teaching grammar in Pattern practice drills(control group)
<ul style="list-style-type: none"> <li>Introduce the concept of grammar form, the grammar lecture explain the rule and the concept.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce the concept of grammar form, the grammar lecture explain the rule and the concept.</li> </ul>
<ul style="list-style-type: none"> <li>Have the students submit the students' response on adjective clause as their assignment before having discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Have the students submit the students' response on adjective clause as their assignment before having discussion.</li> </ul>
<ul style="list-style-type: none"> <li>Have the students perform the presentation, discussion, questions and response on the</li> </ul>	<ul style="list-style-type: none"> <li>Have the students perform the presentation, discussion, and response on the</li> </ul>

material, adjective clause.	material, adjective clause.
<ul style="list-style-type: none"> <li>Get the students to do exercises such as class room test(multiple choice and fill the blanks)</li> </ul>	<ul style="list-style-type: none"> <li><i>The lecture enables students to describe a rule of grammar and apply it in pattern practice drills.</i></li> </ul>
<ul style="list-style-type: none"> <li>Have the students write a paragraph with the particular topic involving the material related to adjective clause (grammar in writing context as task based)</li> </ul>	<ul style="list-style-type: none"> <li>Get the students to do exercises such as room test(multiple choice and fill the blanks)</li> </ul>
<ul style="list-style-type: none"> <li>Get students to reword the incorrect passages to eliminate the errors. If the students look the error up again or have him ask questions involving the correct usage in grammatical situation.</li> </ul>	<ul style="list-style-type: none"> <li><i>The lecture discusses the students' answer then give feedback and positive wash back.</i></li> </ul>
<ul style="list-style-type: none"> <li>Remind the students that if they ever have questions about grammar, consulting a grammar book can be helpful. Be certain the students understand the rules that they violated originally. Repeat this process with more than one of the students' papers or written text.</li> </ul>	<ul style="list-style-type: none"> <li><i>The last, give the test and the form of exercises related to adjective clause.</i></li> </ul>
<ul style="list-style-type: none"> <li>Give feedback and positive washback on their writing. Assess their writing by using primary trait score which the lecturer just consider the</li> </ul>	<ul style="list-style-type: none"> <li>The last, assess the students' achievement in grammar by using multiple choices test, because it enables her to measure the effectiveness of the specific learning objective.</li> </ul>



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<p>usage and application on adjective clause.</p> <ul style="list-style-type: none"> <li>The last, assess the students' achievement in grammar by using multiple choices test. because it enables her to measure the effectiveness of the specific learning objective.</li> </ul>	
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The procedure of two techniques involves the three phase of teaching learning activities. They are (1) Pre-activities, (2) Whilst - activities, and (3) Post- activities.

**Population and Samples**

The target population of this research could be expected to cover the fourth semester of English Department of STKIP PGRI Jombang in academic year 2014/2015. From the target population, the present study only two classes were taken as the samples. The researchers employed 2012 consisting of 2012 A as control group and 2012 B consisting of 40 students as the sample.

**Research Instrument**

The instrument of the study to collect the data was test..The test is constructed in the form of multiple choices. In this study the test were divided into pretest and posttest. The test was given before treatment. The objective of holding pretest was to know the previous grammar in adjective clause of the students before treatment. And posttest was

Teaching_Method	Mean	Std. Deviation	N
Grammar in writing context as communicative approach	76.25	6.578	40
Pattern practice drills	64.50	8.973	40
	7	9.801	80

administrated in order to know the effectiveness of teaching grammar in writing context on students' grammar achievement before conducting the treatment. In preparing for the test the researcher did the procedure such as (1) developing and constructing test , (2) trying out the planned test validating the test. (3) analyzing the result of try out , (4) validating the test.

**Data Collection**

In accordance with the research design of this research , the process of data collection generally done in this research was categorized into 3 steps or phases. Those were pre-testing, treatment process and post-testing.in this research, the reserachers used multiple choices test, because it enabled them to measure the effectiveness of the specific learning objective

**Data Analysis**

In this research, the scores of the grammar of both experimental group and control were counted and analyzed This research employed Analysis of Covariance was to see the difference experimental group that was taught grammar by using a student portfolio in communicative approach while the control group that was taught in pattern practice drills.

**Research Findings**

Here are some points that explained in data analysis, those are the description analysis of Pre-test score, the description of posttest score and analysis of covariance as describe below:

**The Description of pre-test score.** The descriptive statistic of learners' pretest both of experimental and control group presented in a table below:

**Descriptive Statistics of pretest**

Teaching Method	Std. Deviation		
	N	Mean	on
Pretest scores In writing context as communicative approach	40	57.75	7.005
Pattern practice drills	40	59.75	5.300

**The Description of Post Test Score**

The descriptive statistic of students' posttest both of experimental and control class.

**Descriptive Statistics of posttest**

The table of descriptive statistics of posttest shows that mean score of experimental group (in this case Grammar in writing context as communicative approach ) is 76.25 (s.d. = 6.578). The increase of mean score from pretest mean score is 14.23 or 31 % while the mean score of control group (in this case Pattern practice drills) is 64.50(s.d. = 9.801) and the increase of the mean score is

1.46 or 3.6 %. The increase of the mean score of grammar in writing context as communicative approach is higher than the practice pattern group.

### Analysis of Covariance

In analysis of covariance, it was used pretest and posttest score. The analysis of covariance presented in this table below

Tests of Between-Subjects Effects

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	3346.544 <sup>a</sup>	2	1673.272	30.371	.000	.441
Intercept	44978.97	1	44978.97	81.641	.000	.515
Pretest	585.294	1	585.294	10.624	.002	.121
Method	3024.342	1	3024.342	54.895	.000	.416
Error	4242.206	77	55.094			
Total	40380.000	80				
Corrected Total	7588.750	79				

a. R Squared = .441 (Adjusted R Squared = .426)

Based on the table of Tests of Between-Subjects Effects it can be seen that in the independent variable (in this case teaching method) finds an F-value of the effect of teaching method 3024.342 ( $p < .000$ ) and column labeled Sig the value is .000 where it is less than 0.01 (an alternative alpha level). It means that two groups both of experimental and control differ significantly. The variance in the dependent variable is explained by the independent variable is 12.1%. We can see in the value of Eta Squared column and multiple it by 100%.

In line pretest finds an F-value of the effect of pretest 10.624 ( $p < .000$ ) column sig, the value is 0.000 (which actually means less than 0.01). This is less than 0.01, therefore the covariate is significant. In fact it explained 41.5% of the variance in the dependent

variable (eta squared of 0.121 multiplied by 100).

### Hypothesis Testing

In table test-subject teaching showed that the value of the F-value is 3024.342 and the significant value is 0.000. Thus, it can be concluded that both the experimental and control groups differ significantly. This means that the alternative hypothesis (Ha) revealed that the Grammar through the implementation of writing context as communicative approach given to students in the fourth semester in the English Department STKIP PGRI Jombang better achievement than those who were taught using the practice of sentence patterns or pattern drills acceptance and Ho is rejected.

### C. DISCUSSION

Based on the result of the data analysis discussion in the previous chapters. Studies show that 'grammar mastery taught in writing context as communicative approach gain better achievement than those taught in pattern exercise drills. It can be concluded that grammar is more than an area knowledge for language learners to study. It includes knowledge of how to use language which some psycholinguist Anderson (2005) has called procedural knowledge or implicit knowledge as opposed to declarative knowledge or explicit knowledge. In fact many applied linguists believe that the learners' ability to communicate can be developed alongside their evolving knowledge about grammar. Through a lot of opportunities to explore grammar in context, the learners will have the chance to see how and why different forms can be used to express different communicative meanings Littlewood (1981)

Students taught in writing context a task based approach in learning adjective clause have significantly better grammar achievement than those taught in pattern exercise drills.

The best way to teach the rules of grammar is to allow the students to see them, use them and memorize them through examples. One simple method is to use a student's written work as an aid and go through the correction

Across the various languages and systems of grammar, perhaps the most widely practiced traditional approach to grammatical instruction has been portrayed as the three Ps- present, practice, produce (Larsen-Freeman 2009)

Teaching grammar in writing context is one of techniques which is much more effective than teaching grammar as a separate subject or as in conventional one. But firstly we should give the concept, the pattern of the grammar and some practices or exercises in writing. Then we have students apply in their writing. Weaver (1996) emphasizes that

There are no miracles here. That is teaching grammar in the context of writing will not automatically mean that once taught, the concept will be learned and applied forever after. On the contrary, grammatical concept must often be taught and re taught to individuals as to groups or classes and students continued to need guidance in applying what they have.

#### D. CONCLUSION AND SUGGESTION

##### Conclusion

Based on the result of the data analysis and discussion in the previous chapters, it shows that there is a significant difference between the mean scores of the learners in the control and the experimental groups. Therefore the gain score in the experimental group led to the rejection of the null hypothesis and accepting alternative hypothesis which stated that that students' grammar achievement taught in writing context as communicative approach get better than those taught in pattern practice drills. Teaching grammar in writing context is applied to the grammar course in order to help students adopt a communicative approach which also apply procedural knowledge and declarative knowledge. It means that in grammar class, students not only learn the grammar to the patterns but also apply knowledge of sentence grammar when they are written.

##### Suggestion

Based on the results of this research progress report, it is suggested to develop a teacher or lecturer. Teaching grammar in writing context although the process is a

little complicated, but it will greatly help the teacher to get the maximum learning.

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