

The Place of Grammar in School and the Effect It Has on Students' Mastery of Grammar

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ABSTRACT

This research attempted to know how grammar was taught in senior high school and to know how the students' mastery level about grammar that had been taught. This research was conducted in SMAN 2 Salatiga. The subjects of the research were the students of SMAN 2 Salatiga especially class X1. The research data were collected from the data in textbook used by the students, teacher interviews, and students' test. The data were analyzed descriptively and quantitatively using a series of paired-samples t-Test. The analysis of the data showed that grammar taught in the school was good enough but the application was not appropriate for the students, so the students' mastery of grammar were very low. The results of the research were expected to offer some insight into the practice of teaching grammar in senior high school and whether it had, adequately, been able to develop the students' ability to use English grammar. Equipped with the insight, English teachers at senior high school could determine the best way to deal with grammar to help their students master English well.

Keywords: place of grammar, effect, students' mastery of grammar

A. Introduction

People speak with one another and make utterances when doing so. They may produce words, phrases, clauses, or sentences. As soon as they use a language, whether they like it or not, they have to deal with grammar. Grammar underlies their utterances, even their one word utterances. For example, when they say, "school" in response to a question, "Where did they go?" or "Where will she go?", underlying the word "school" is the grammar of "They went to school" in the former or "She will go to school" in the latter. Indeed, one cannot do away with grammar when using a language, let alone when learning a language because grammar is the building block of the language. To understand a spoken utterance, grammar is needed. To produce a spoken utterance, grammar is there, too. The same is true when we need to understand a written sentence or write a sentence.

Unfortunately, in many classes that teach English as a foreign language, grammar has been pushed aside. Various curricula have been made recently, and emphasizing the language skill development, they seem to have undermined grammar. There is no need to teach grammar. It will come naturally as students interact with one another. The important thing is fluency: as long as the learners can interact fluently in the target language, the goal of language teaching is achieved. But, what is result? Others, including curriculum planners, seem to say that grammar is necessary, but in practice, grammar seems to be

neglected. As a result, we can find lots of students who can use English fluently but whose grammar is so bad that sometimes it gets in the way of successful communication. For example, we often hear English learners fluently utter faulty sentences like He go with his sister older for buy bag school last day. It is believed, as far as meaning is concerned, the sentence is comprehensible. However, when it comes to accuracy, the sentence is replete with grammatical mistakes. Teachers need to stop and think if that kind of English is what they want their students to master.

This condition made the writer puzzled. How could the school teach good English if grammar is undermined? Why are there many students in Indonesia who cannot produce good English sentences? Driven by this curiosity, the writer wanted to undertake a research that would investigate the place of English grammar in senior high school and the products of such teaching.

In relation to the above discussion, the writer would like to answer the following questions:

1. What is the place of grammar in English class in senior high school?
2. Is English grammar properly taught in Indonesian high school?
3. What kind of grammar mastery do high school students have?

Many definitions have been offered for grammar. Experts say that grammar is the building block of language. Richards, Platt, and Weber (as cited by Nunan, 2005) propose that grammar is a description of language structure in sentences and of how sentences are produced by combining words and phrases. Likewise, Harmer (1987, as cited by Nunan, 2005) says that grammar is changing words in order to make sentences. Similarly, Beverly (2007) states that grammar is the sound, structure, and meaning system of language. These definitions show that grammar is rules, and people can use the rules to combine words and make them into sentences.

When people talk about grammar, they usually refer to traditional grammar. Such tendency is also reflected in many grammar books and English textbooks. Traditional grammar starts with words that have different classes in language and how these word classes can be meaningful in sentences (Nunan, 2005).

In expressing our ideas through language, we talk about when an event happens, what happens, and who or what is responsible. Besides, we can also show the way the events are related in time. To do so, we need grammar. Since grammar allows us to do so, grammar is an important part in learning a language, including English as a foreign language. Besides, according to Azar (2007), the role of grammar is to “help students discover the nature of language, i.e., that language consists of predictable patterns that make what we say, read, hear, and write intelligible”. As Azar stated, without grammar, people would have only individual words or sounds, pictures, and body language to communicate meaning.

Experts are trying to find out how to best teach grammar. There are two basic principles of teaching grammar: the deductive approach and the inductive approach. In the deductive approach, the teacher gives the students the rule and then gives some exercises to apply the rule, while in the inductive approach; the teacher gives exercises first and then asks the students to infer the rule based on their understanding. Thus, in the latter, the teacher gives the means to discover the rules.

According to Thornburry (2000, cited by Nunan, 2005), both the deductive and inductive approaches have some advantages and disadvantages. With regard to the deductive approach, the first advantage is that it gets straight to the point and can save time. As many rules, in actuality, can be more quickly explained than elicited, there are more time for practice and application. The second advantage is that it respects the cleverness and maturity of the students and admits the role of cognitive processes in language achievement. The third advantage is that it confirms many students' expectations about classroom learning, particularly, for those with an analytical learning style. Finally, it permits the teachers to deal with language instructions as they come up, than anticipating and preparing them in the next level.

However, there are also disadvantages of this approach. First, starting the lesson with a grammar explanation can make some students feel frustrated, especially younger ones. They may not have adequate metalanguage so it is hard to understand the thought involved. Besides, the grammar explanation emphasizes a teacher-fronted, communication style classroom. As such, explanations are forgettable. The students may forget them easily. Finally, it fosters the belief of learning a language is simply a case of knowing the rules.

Just like the deductive approach, the inductive approach can be advantageous for several reasons. First, as the teacher asks the learners to think for themselves, the learners are more likely to use their existing mental arrangements, making them more meaningful, memorable, and serviceable. Second, the mental effort concerned ensures greater cognitive depth, once more guaranteeing greater memorability. Third, students are more actively involved in the learning process and so they probable are more helped and motivated. Fourth, it gives pattern-recognition and problem-solving activity, and it is, especially, suited to learners who like challenges. Fifth, learners get additional language practice, if the problem-solving is collaboratively done in the target language. Finally, it prepares students for better self-sufficiency and autonomy.

The disadvantages of this approach, too, are extant. For example, the time and energy spent working out rules may give the wrong impression on the students and make them consider that rules are the objective of language learning. Besides, the time spent in doing rules may be at the expense of spending time that can be used to put the rule into creative practice. In addition, the teacher needs to be aware that the students' version of the rule may be either too wide or too narrow. With the class's responses being unpredictable, it can put serious stress on teachers in making lesson plans. Moreover, in organizing the language data to get to the rule, there may not be just one simple rule configuration. Finally, an inductive approach frustrates students who prefer to simply know the rule.

With the struggle between accuracy (grammar correctness) and fluency, experts have come up with different approaches to teaching English as a foreign language. These are audio-lingual and communicative approach and task-based language teaching. In audio-lingual and communicative approach, grammar focus is lack. In audio-lingual focus on inductive learning but it only focusses in the communicative. Then it changes into communicative approach, where communicative is the most important one, the fluency in this approach is attended, while the accuracy is not too important, moreover for the place of grammar. According Larsen- Freeman (2000) In audio-lingual the teachers want the students able to use the target language communicatively, the teacher is the leader, directing

and controlling the language behavior of the students. While in the communicative approach, based on Richards and Rodgers (2001) the need to focus in language teaching on communicative proficiency rather than on more mastery of structures.

Meanwhile, based on Richard and Rodgers (2001), Task-Based Language Teaching (TBLT) is an approach where the use of tasks as the core of planning and instruction in language teaching is the basic. Richard and Rodgers (2001) also add that TBLT is motivated primarily by a theory of learning rather than theory of language. It is also the central role of meaning in language use. In TBLT the task-based instruction illustrate on structural, functional, and interactional. Richard and Rodgers (2001), cited in Skehan (1998: 97-98), states that “such channeled use might be toward some aspect of the discourse, or accuracy, complexity, fluency in general, or even occasionally, the use of particular sets of structures in the language”

It is not enough to just let the learners master the grammar rules as the goal of teaching grammar is to enable the learners to communicate (<http://www.nclrc.org/essentials/grammar/goalsgram.htm> retrieved on June 25, 2018). Communication is the heart of language teaching, most teachers today like to develop procedural knowledge than declarative knowledge. Declarative knowledge refers to the learners' ability to memorize the rules of grammar, while procedural knowledge points to the ability of learners to use grammar correctly in daily life (<http://www.yourdictionary.com/grammar-rules/effective-grammar-instruction.html> retrieved on June 25, 2018). There are some strategies in using procedural and declarative knowledge. First is relate knowledge need to learning goals, here means that the goals of learning really influence the use of the knowledge, example educational goal better use declarative knowledge and for social goal procedural knowledge is appropriate. The next is apply higher order thinking skills; put declarative above procedural knowledge in learning process help to be more critical and creative. The third strategy is provide plentiful, appropriate language input it means paying attention on input of the learners because they study to use both procedural and declarative knowledge. The other is use predicting skills which means consciousness tenses permits learners to expect the forms and structures that meet in communication tasks. The last strategies is limit expectations for drills, one example of drills task communicative drills helps learners in increase their communication with each other (<http://www.nclrc.org/essentials/grammar/stratgram.htm> retrieved on June 25, 2018).

Using text book in teaching grammar also have effectiveness, especially for teachers. Recognizing types, means prepares everything in the book which will be used in class. Assigning time, drill tasks in this method like mechanical, meaningful, and communicative drill help learners in mastering grammar. Supplementing if the textbook provides little or no meaningful and communicative drills, teachers may generate the materials to alternate for mechanical drills.

B. Methodology

This research was a survey to investigate the place of grammar in senior high school in Indonesia. Because the data were obtained directly from the textbook to be analyzed and from the subjects of the reseach, the data used were primary data. Twenty nine students of Class X1 of SMAN 2 Salatiga participated in the research. The students were about sixteen

The chapters in the textbook contained the grammatical points. Chapter 1 consisted of past continuous tense and adverb clause, chapter 2 consisted of present perfect tense and adjective clause, chapter 3 consisted of Yes/no questions and Wh-questions, and chapter 4 consisted of TOO and ENOUGH and paired conjunctions. These chapters were to be analyzed to see the place of grammar in the high school.

Using these grammatical points, four types of test items were developed:

1. Finding an error in a sentence –recognition task
2. Giving the correct form to the word in brackets
3. Answering questions – to check whether the subjects could use the grammatical points for simple communications.
4. Rearrangement – rearranging jumbled words to make good sentences.

Below is the test:

Choose the word that is grammatically incorrect, and then correct it.

- While Vita was read a book, Johnny came.
a b c d
- At five o'clock last Saturday, I was travel by train to London.
a b c d
- While I was working in the garden my mother was swept the floor.
a b c d
- They climb the mountain, after the rain stopped
a b c d
- He has post the letter.
a b c d
- The man which you met yesterday is my uncle
a b c d
- Who are your daddy responsible for?
a b c d
- He is tall enough to reaches the orange.
a b c d
- We are too busy to goes to the party
a b c d

- I love either the black nor the white ones (+)
a b c d

Give or choose the correct form of the word in brackets.

- When we met Peter and Jacky, they (ride) their bikes

- At eight o'clock yesterday evening, I (have) dinner with some friends.

- The teacher was explaining the material while the students were (write).

- Before Jack went to Semarang, he (wash) his car.

- He (study) for four hours today

- The car (which/who) come from Jakarta was very dirty

- What (to be) necessary to buy?

- Tommy is old enough to (watch) the movie

- She is too shy to (meet) my friend

- I like to have (either/neither/both/not only) a dog or a cat.

Answer the following questions using correct grammar

- What did you father do when you are playing guitar?
_____ (Turn off the light)
- What were you doing at 10 o'clock last night?
_____ (Watch TV)
- What was your father doing when your mother tidying the room?
_____ (Play card)
- What did you do after you wake up in this morning?
_____ (take a bath)
- What has your father done this afternoon?
_____ (wash the car)
- Which teacher is your math teacher?

- What are they confused about?
_____ (the test)
- Is Cathy thin enough to wear the dress?

- Are they too noisy to listen to the teacher?

- What kind of vehicle can you drive?
_____ (car and truck)

Rearrange the jumbled words to make good sentences.

- when – of – the – was – window – looked out – it – raining - I

- was – for – cooking – her – she – breakfast – husband – at 6 o'clock

- was – the street – walking – while - my brother – along – and – I – opening
a letter – was

- I – before – I – wrote – you – met – the letter

- has - the - floor - mopped - she

- the movie – we – last night – exciting – saw – which – was

- what – like – the journey – was ?

- we - travel - are - enough - to - rich - around the world

- I - walk - am - tired - too - to – home

- the accountant - I - either - the manager - believe - or

C. Data Analysis And Interpretations

Place of Grammar

Based on the interview with the teachers, the writer found out that the school curriculum was designed by the school to develop basic competence. This curriculum was a communicative approach to language teaching. According to one of the teachers, because the goal of this approach was to enable students to communicate in English fluently, grammar was not specifically dealt with. It was true that grammar was still there, but it was taught through the reading texts, etc. Grammar was taught only if necessary. So grammar was the second class citizen in this approach.

Another teacher said that the material emphasis was on reading as in the National Final Examination, most of the questions dealt with reading comprehension. The place of grammar was not important; it was only taught if needed. Even when it was taught, it was given before the teacher started to teach the reading parts and others. So, grammar constituted only a little part of the teaching learning process which was only about 20% to 25 % of the learning process.

Grammar in the Textbook

A close look at the textbook revealed that the method to teach grammar was deductive learning, so the book gave the rules first and then the exercises based on the rules.

Chapter 1

In the first chapter, the grammar taught was:

Past Continuous Tense

The book presented the rules, clearly stating that there are three types of past continuous tense.

The first one is when one action began before another, and finished after it.

- Subject + be (past) + verb-ing + when + subject + verb (past)

For example: Eddy was washing the car when Dhika came.

The second is when one action had already started and was continuing at a particular time.

- Particular time+ subject+ be (past) + verb- ing

For example, at twelve o'clock, Jason was having lunch.

And the third is for two actions that were both continuing at the same time in the past.

- Subject + be (past) + verb-ing + while + subject + be (past) + verb-ing

For example, Joko was reading a book while Intan was writing a letter.

After the presentation of the rules, some exercises were offered. There were three types of exercises: Change the verbs in brackets into their appropriate forms (10 items) [e.g., while Vita (watch) TV, her brother (read) a magazine]. In these exercises, the students were to use simple past or past continuous tense. The next exercise was to complete sentences based on the diagram (5 items). For example,

When Roy _____, I _____

02.00 p.m.	03.00 p.m. Roy called	04.00 p.m.
Taking nap		
_____	_____	_____

The last exercises were multiple choice exercises. The students were to choose the best answer from the four choices given to a statement.

For example,

Choose the best answer:

While I _____ in my room, I heard someone knocking at the door.

- | | | |
|----------------|----------------------|-------------|
| a. Read | c. am reading | e. Had read |
| b. Was reading | d. have been reading | |

Finally,

Nugi: What was your sister doing when you arrived home yesterday?

Rendra: She _____ in the kitchen.

- | | |
|---------------------|----------------|
| a. was cooking | b. is cooking |
| c. has been cooking | d. has cooked. |

As stated by Thornburry (2000, cited by Nunan 2005) advantages that could be found in deductive learning were, it got straight to the point and could save the time. Many

rules could be more quickly explained than drawn, thus there were more time for practice and application. Besides, it respected the cleverness and adulthood of the students and admitted the role of cognitive processes in language achievement. Deductive learning could confirm many students' expectations about classroom learning, mainly for those with an analytical learning style. It also permitted the teachers to deal with language instructions as they came up, than predicting and preparing them in the next level.

Based on the book analysis, it showed that the grammar pattern was not connected with the first part of the chapter, which was on introduction, introducing oneself, etc. and with the rest of the chapter which dealt with experience and which required simple past. The past progressive tense was used only once in the reading passages of the chapter, indicating that the tense did not fit with what the chapter was about. It was out of place.

In addition, the grammar pattern should help develop the students' competence in speaking, writing, etc. The analysis revealed that there were no exercises that required the students to use the grammar pattern interactively for communication. In fact, the grammar section was similar to the one that we could find in traditional grammar-based textbooks explicitly taught declarative knowledge.

The second grammar pattern taught in Chapter 1 was:

Adverb Clause

- (Before/ after+ subject + verb) adverb clause, main clause
Example: Before Jack went to Semarang, he had washed his car

Adverb clause
Main clause
- Main clause + before/after + gerund phrase or Before/ after + gerund phrase + main clause
Example: Jack went to Semarang after washing his car

Main clause
gerund phrase

The rules and the examples were explicitly stated. Examples were provided. However, the rules used terms that one could find in traditional grammar books could be meaningless for the students. Besides, it assumed that the students haven't already known the past perfect tense as well because this tense was not explained in the chapter. Even the exercises were quite traditional, like matching clauses:

No	A	B
1.	After I had left junior high school	A. She had locked the gate
2.	Before I started taking this English course	B. She went to the cashier
3.	After Mrs. Indra had bought some supplies	C. He had checked the gas
4.	After moving the heavy box	D. Vito felt very tired
5.	Before Liza went to the office	E. I brush my teeth
6.	Before going to the beach	F. Ronald prepared the equipment
7.	Before I go to bed	G. I continued my study to favorite school

No	A	B
8.	After Vita had finished her homework	H. I had joined the English speaking club at school
9.	Before Mr. Candra drove his car	I. She had made a shopping list
10.	Before Mrs. Candra went shopping	J. She watched TV

Other exercises were making sentences using before and after based on your own experiences and completing a dialog with adverb clauses. The last two exercises, specifically, were better in that they required the students to produce their own sentences, but exercises for communication were lacking.

However, this grammar pattern seemed to fit the second part of the chapter, namely, reading which was a recount text and talking about one's experience. Yet, this was not related to other activities in the chapter like making an announcement which should be in the present tense such as "Attention please! All the class leaders should be in the hall at 9 for explanation of the class meeting."

Chapter 2

The second chapter is about the valuable things in my life, the text type is narrative. The grammar patterns taught were present perfect tense and adjective clauses.

Present Perfect Tense

- Positive statement (+)
S + has/ have + adverb* + past participle + O + adverb?
- Negative statement (-)
S + has/ have + not + past participle + O + adverb?
- Interrogative statement (?)
Has/ Have + S + adverb* + past participle + O + adverb?

The explanation covered the function, adverbs of time used (already, just, ever, never, already, yet, lately, since, for), and examples as well. The exercises varied. The first exercise used two pictures and gave the vocabulary for the students to use to produce sentences with present perfect tense.

Example: Five years ago: a coconut tree, Now: No coconut tree

The statement: Five years ago, there was a coconut tree beside the house. But now, Roni has cut down the tree.

Exercise two was similar to the first one, except that this time there was no vocabulary provided. In the speaking part, the students will work in pairs to make a conversation using the questions given, for example: Have you ever.....?

1. "drunk tea with milk?" and the other student reply "No, I haven't/ Yes I have" (10 items)

Again, the explanations were very traditional, using traditional grammar term. The exercises were better than the previous ones, in that, they required the students to produce their own sentences and interact with their friends. However, the tense still was not very appropriate with the rest of the chapter. For example, the reading section was about folklore, fables, and legends, which seemed to require simple past. A closer look at the

chapter revealed that this tense was not used in the dialog section or in the reading section. It was a grammar pattern taught on its own.

The next grammar material in the second chapter was:

Adjective Clause

The rules were presented traditionally, and the use of who (m), which and that was clearly explained, for example, the pronouns used as the object of a verb: The man who I killed was my friend and the car that/which I bought last month could run fast. Or they could be used as the objects of a preposition: For example, Jacky is the girl about whom I told you and the movie to which we saw last night was exciting.

The exercises varied. The first one asked the students to use the phrases provided in the box to complete the sentences while providing the correct relative pronouns. The second one asked the students to make sentences based on the cue words or phrases. The third one required the students to correct erroneous sentences. The next one was sentence combination exercises. Example,

- Correcting the mistake, The manager needs a secretary whom types fast. (10 items)
- Combining two sentences , The woman had many problems. I talked to her. (10 items)

There were also group work exercises, requiring the students to write sentences using adjective clauses on cardboard and then cut the sentences into parts like: the man – who - told us - a story – is - my brother. Put the parts in an envelope and ask the other friends to rearrange the sentences.

Overall, only the second grammar pattern in Chapter Two fit the topic. It was used in the reading passage. However, there was no section in Chapter Two that asked the students to use the grammar pattern to interact.

Chapter 3

The topic of third chapter is “We call it...” The grammar patterns taught were how to make yes/no questions and wh-questions question and adjective clauses.

Yes/no questions and Wh-questions

To be/ conjunction + subject + main clause +?

Are + you + interested in studying English +?

Wh-question + to be/ conjunction + subject + (main clause) +?

Where + can + you + find + the orchids +?

The exercises asked the students to make questions whose answers were provided in a dialogue.

The teacher : Are you ready, Vita?

Vita : I think so, Ma'am.

The teacher : OK let's start now. (a) The biggest dessert mammals

Vita : They are Camels

The teacher : (b)?

Vita : A camel's hump is made of fat

The teacher : (c)..... a camel drink in a day?

Vita : It can drink over 50 gal (200 l) in a day

The teacher : Now about an elephant. (d)..... the scientific word for an elephant trunk?

Vita : Yes, I do. It is proboscis.

The teacher : (e)..... Live?

Vita : Um..... about 70 years.

The explanations as well as the exercises were brief. The explanations were given traditionally, assuming the students already knew the different auxiliaries and the different question words. Surprisingly, the spoken part was on exclamations, not on dialogues. And the reading section was on reports. Thus, except for the ordinary question and answer session in a class, we could say that the grammar pattern was not related to the spoken part and the reading part of the chapter.

Adjective Clause

1. To modify a place, The house where he lives is very old.

2. To modify time, I'll never forget the day when I first met you.

3. To show possession I know the man whose car was broken.

Again, the presentation used traditional grammar. The exercises were filling in the blank and answering questions.

- Pisa and Padua where the places (a)..... the first botanical gardens was located. The flower garden in Leiden, Holland, is the garden (b) Carolus Clusius set up.

- What is your memorable day?

The answer: Saturday last week. It is the day when I met my ex-girlfriend Maria.

It was hard to say that the grammar point, especially the questions, fit the topic. From the speaking part, text modeling, and experience, almost none applied the grammar.

Chapter 4

The grammar patterns taught were too and enough as well as paired conjunctions. All these were given in the traditional way, using traditional grammar terms.

Too and Enough

- Subject + be + too + adjective + to infinitive

Example: Jacky + is + too + busy + to go.

- Subject + be + adjective + enough + to infinitive

Example: Jacky + is + busy + enough + to go.

- Subject + be/ verb + enough + noun

Example: We + have + enough + money + to watch the theater.

The exercises:

- Completing sentences with correct word

1. The shoes were , so I did not buy them

a. big enough b. too expensive

- Completing sentences using too or enough

1. This space isn't big for both of us

- Matching

1. Not low enough

too warm

2. Not cool enough

too slow

3. Not fast enough

too high

Although this material was good to increase the students' knowledge, it was not

really related to the context of chapter four, namely, procedure which is usually in the present tense.

Paired Conjunctions

Paired conjunctions are used to combine two sentences into one sentence, using both... and, not only... but also, either ... or, and neither ... nor. The rules were given explicitly with some examples:

- Both + V/N/adj/adv + and + V/N/adj/adv
Example: The project takes both money and energy.
 S V N N
- Not only + V/N/adj/adv + but also+ V/N/adj/adv
Example: The project takes not only money but also energy.
 S V N N
- Either + V/N/adj/adv + or + V/N/adj/adv (clause)
Example: I can drive either truck or car.
 S V N N
- Neither + V/N/adj/adv + nor + V/N/adj/adv (clause)
Example: I believe neither the manager nor the accountant.
 S V N N

The students were asked to describe what they saw. Example: the teacher is writing on the blackboard neatly and clearly. The students made sentences using the pattern about the teacher's writing. Again, this pattern was not related to the rest of the book: The spoken section dealt with making appointments, so the grammar was not appropriate here, and the reading section was on procedures. There was no sentence in these sections that used the grammar patterns taught. It meant the grammar pattern stood by itself.

In short, it could be concluded that grammar was taught deductively in this book. The rules were given first, followed by examples. Although this approach saved time, it was forgettable. Starting the lesson with a grammar explanation could make some students felt frustrated, especially younger ones. They might not have adequate metalanguage (the language that could be used to describe languages) or it was hard to understand the thought involved. Grammar explanation gave confidence a teacher-fronted, communication style classroom. Demonstration was one example of explanation as memorable as other forms of presentation. The belief of learning a language was simply a case of knowing the rules could happened.

This seemed to be true as the grammar test result showed a low mastery of the grammar patterns taught. Besides, rather than communicative, it was traditional grammar that was given to the students. There were a lot of grammatical terms which could be meaningless to the students and may even pose obstacles to understanding. Similarly, the exercises, thought varied, lacked communicative exercises that would allow the students to interact and use the grammar points in such a way that they could internalize them. Finally, the grammar point taught was not related to the rest of the chapter. It was not integrated, giving the impression that it stood on its own.

Students' Mastery of Grammar

Four types of tests were given to test the students' mastery of the grammar:

Part 1 Correcting mistakes

Part 2 Giving the correct form to the word in brackets

Part 3 Answering questions using complete sentences

Part 4 Rearranging jumbled words

The means and standard deviations of the correct answers were computed and presented below.

Test type	Mean	Standard Deviation
Correcting mistakes	5.59	1,240
Giving the correct form	2.79	1,840
answering questions using complete sentences	1.55	1,121
Rearranging jumbled words	4.55	3,641
Total	3.62	1,960

From the table, it can be seen that the students had a poor mastery of grammar, indicating that the grammar teaching was not effective. The lowest mastery was for answering questions; the second one was giving the correct form; the third one was rearranging jumbled words; and the highest one was correcting mistakes.

A series of paired samples t-test were conducted. The tests indicated:

- A significant difference between Correcting mistakes and Giving the correct form [$t(28) = 6.62, p < 0.001$]. This suggested that correcting mistakes (error recognition) was significantly easier than giving the correct form.
- A significant difference between correcting mistakes and answering questions using complete sentences [$t(28) = 14.97, p < 0.001$]. This meant that correcting mistakes was significantly easier than answering questions using complete sentences.
- No significant difference between correcting mistakes and rearranging jumbled words [$t(28) = 1.46, p = .16$]. This suggested that correcting mistakes and rearranging jumbled words were of a comparable level of difficulty.
- A significant difference between giving the correct form of the word in brackets and answering questions using complete sentences [$t(28) = 3.70, p = 0.001$]. Giving the correct form of the word was significantly easier than answering questions.
- A significant difference between giving the correct form and rearranging jumbled words [$t(28) = -2.97, p = 0.006$]. Giving the correct form was significantly more difficult than rearranging jumbled words.
- A significant difference between answering questions using complete sentences and rearranging jumbled words [$t(28) = -5.16, p < 0.001$]. Answering questions was significantly more difficult than rearranging jumbled words.

Thus, in short, it could be concluded that the easiest one was correcting mistakes. It was significantly easier than giving the correct form and answering questions, but it was of the same level of difficulty as arranging jumbled words. Rearranging jumbled words was significantly easier than giving the correct forms and answering questions. Giving the

correct form was significantly easier than answering questions.

The reasons for these findings could lie on the fact that correcting mistakes did not involve many things. It just required the students to recognize the form and judge whether it was wrong or right. The students did not have to worry about word order or producing anything. Therefore, it was the easiest.

Similarly, rearranging jumbled words did not involve many things. The students did not have to worry about the correct form or producing anything. They only had to deal with the word order. Therefore, it was as easy as correcting the mistakes. On the other hand, giving the correct form required the students to produce something, so, although it did not involve word order, it was still more difficult than correcting mistakes and rearranging jumbled words.

Finally, answering questions using complete sentences was the most difficult as it was the most involved. It involved many things – more than other types: ideas, choice of words, grammar such as word order, tenses, etc. The students found difficulties in making complete sentences, and most of the answers were incomplete sentences and the structure was messy. Therefore, it was the most difficult. From the findings, it could be concluded that the more involved the task was, the more difficult it was for the students.

D. Conclusions And Recommendations

The place of grammar in the school was not important. It was only taught if needed. Even when it was taught, it was given before the teacher started to teach the reading parts and others. So, grammar constituted only a little part of the teaching learning process which was only about 20% to 25% of the learning process.

In short, it could be concluded that grammar was taught deductively in this book. The rules were given first, followed by examples. Although this approach saved time, the grammar was easily forgotten. Starting the lesson with a grammar explanation could make some students felt frustrated, especially younger ones. They might not have adequate metalanguage (the language that could be used to describe languages) or it was hard to understand the thought involved. Grammar explanation gave confidence a teacher-fronted, communication style classroom. Demonstration was one example of explanation as memorable as other forms of presentation. The belief of learning a language was simply a case of knowing the rules could happened.

This seemed to be true as the grammar test result showed a low mastery of the grammar patterns taught. Besides, rather than communicative, it was traditional grammar that was given to the students. There were a lot of grammatical terms which could be meaningless to the students and might even pose obstacles to understanding. Similarly, the exercises, although varied, lacked communicative exercises that would allow the students to interact and use the grammar points in such a way that they could internalize them. Finally, the grammar point taught was not related to the rest of the chapter. It was not integrated, giving the impression that it stood on its own. Besides, the grammar did not help to develop the four language skills.

Furhermore, it could be concluded that the easiest one was correcting mistakes. It was significantly easier than giving the correct form and answering questions, but it was of

the same level of difficulty as arranging jumbled words. Rearranging jumbled words was significantly easier than giving the correct forms and answering questions. Giving the correct form was significantly easier than answering questions. The reasons for these findings could lie on the fact that correcting mistakes did not involve many things. It just required the students to recognize the form and judge whether it was wrong or right. The students did not have to worry about word order or producing anything. Therefore, it was the easiest. Similarly, rearranging jumbled words did not involve many things. The students did not have to worry about the correct form or producing anything. They only had to deal with the word order. Therefore, it was as easy as correcting the mistakes. On the other hand, giving the correct form required the students to produce something, so, although it did not involve word order, it was still more difficult than correcting mistakes and rearranging jumbled words.

Finally, answering questions using complete sentences was the most difficult as it was the most involved. It involved many things – more than other types: ideas, choice of words, grammar such as word order, tenses, etc. The students found difficulties in making complete sentences, and most of the answers were incomplete sentences and the structure was messy. Therefore, it was the most difficult. From the findings, it could be concluded that the more involved the task was, the more difficult it was for the students.

For might get the better result in grammar mastery, teacher should apply procedural knowledge than declarative knowledge. As known that communication is the heart of language teaching, declarative knowledge refers to the learners' ability to memorize the rules of grammar, while procedural knowledge points to the ability of learners to use grammar correctly in daily life. There are some strategies in using procedural and declarative knowledge. First is relate knowledge need to learning goals, here means that the goals of learning really influence the use of the knowledge, example educational goal better use declarative knowledge and for social goal procedural knowledge is appropriate. The next is apply higher order thinking skills; put declarative above procedural knowledge in learning process help to be more critical and creative. The third strategy is provide plentiful, appropriate language input it means paying attention on input of the learners because they study to use both procedural and declarative knowledge. The other is use predicting skills which means consciousness tenses permits learners to expect the forms and structures that meet in communication tasks. The last strategies is limit expectations for drills, one example of drills task communicative drills helps learners in increase their communication with each other (<http://www.nclrc.org/essentials/grammar/stratgram.htm> retrieved on June 25, 2018).

The results of the research were expected to offer some insight into the practice of teaching grammar in senior high school and whether it had adequately been able to develop the students' ability to use English grammar. Equipped with the insight, English teachers at high school could determine the best way to deal with grammar to help their students master English well. Just for suggestion grammar focus on senior high school should be more taught, because from the result that be done, the students' grammar ability were very lack.

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