Improving Students' Grammar Skill Through Student Centered Learning at ITATS

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Abstract

English is an International language which is used by so many people to interact with people from other countries. Good English ability is needed by students to support learning process and working after the students graduate from university. Grammar is a point of language. By knowing and understanding correct grammar, so, their English is better. The aim of this research was to give proposal of English learning to improve students' grammar ability. The method used was students' center learning using presentation in the class. The materials were simple present and perfect, future simple tense, modal, comparative, and passive voice. This research was conducted on 33 students in ITATS. The result of this research was 87% of students got to increase score for post-test and 30% of students passed the score. Thus, students' center learning method was effective to increase students' grammar ability.

Keywords : Grammar, english language, student centered learning

1. Introduction

Language is an important component of human life. Language is used as a tool to communicate between people. Reviewing from the aspect of understanding, language is a communication tool in society in the form of sound symbol produced from human speech (Keraf, 1997). Besides as a tool, language has another function. That function is to self expression or to show certain meaning to others. There are few languages which is used to communication. Every country has their own language; moreover in some cities in those countries also have different languages. For example in Malaysia, language which used is *Melayu*. In China, mandarin language is used in China and America uses American English. International language is needed to make other people with different language understand people talk and write. So, they can use English as an international language.

English becomes international language because English is relatively easy to learn. One of important components in mastering English is writing skill. Writing needs good structure to make the readers understand the text. Grammar is defined as set of rules which can be describe the structure of a language and control the way those sentences are formed

(Macmillan, 2005). There are many difficulties and students' errors in learning. Those difficulties are remembering and less understanding in structure which make errors in structure (Tiene and Ingram, 2001).

Previous research related to the improvement of grammar ability among them. First was Uibu (2015) was applying inductive learning method which gave understanding about grammar through giving examples of grammar usage. Shen (2012) conducted an evaluation related to grammar teaching. Researchers explored the application of grammar in English writing and then gave suggestions of several effective methods for grammar teaching. Puengpipattrakul (2009) conducted research by applying the learning process through journal writing. Journal writing was used as a mean to improve the accuracy of grammar use and teaching alternatives to improve grammar accuracy.
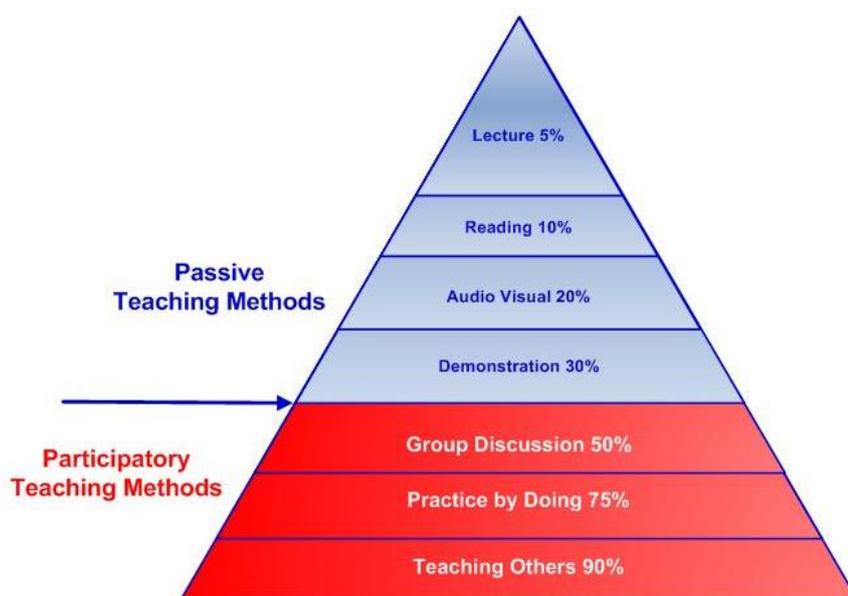

Figure 1. The Learning Pyramid

The research was conducted on a group of students at ITATS (Institut Teknologi Adhi Tama Surabaya). Most students still have difficulties in understanding or studying grammar. It is because the structure of English is different from Bahasa. Researchers should use attractive method to motivate students' learning. In this study, the researchers used Students Centered Learning as a method gave the students to explore their ability. This learning method involved many students more active in understanding materials. Activities undertaken in this research were research and discussion. This discussion includes question

and answer with the audiences. From figure 1, it can be seed that conventional teaching method such as lecturing in the class was only able to provide students' understanding about 30%. While Students center method, the students got to improve about 90%. Students' center method has three steps. There are discussion, practice by doing, and teaching others. Those three steps of teaching learning applied in this research.

2. Research Method

This study was conducted on 33 students at ITATS. The students have had seven meetings in this study. Pre-test was done before the students presented their materials. The aim of pre-test was to find out students' understanding in grammar. Pre-test was done in the first week of teaching learning process. The students were done 40 multiple choice questions. Pre-test result can be seen in the first table. Table 1 will be compared with table 2. Table 2 was post-test score which done in the last meeting of teaching learning process.

Teaching learning processed was done in the second week until fifth week. The students would have a meeting every week in 110 minutes. The teacher divided the students into few small groups. In a group consisted of 3 or 4 people. In a day, there would be 2 groups present the same material in a day. The materials have been given to present by the students after pre-test was done. Those materials were simple present and perfect, future simple tense, modal, comparative, and passive voice. The students would present their materials in front of the audiences. The audiences were their friends in that class or others group. Power point and LCD was the main media which they should use to present their material. Those media used because it would help the students easy to present their materials and the audiences were easy to understand the materials well. The students were not only done the presentation but also the audiences were allowed to ask about the materials have been presented. The researcher was as well as evaluator in those teaching learning process. When the question and answer session took a place, the researcher would straighten out the wrong student answers. After everything was clear, the presenter would give some questions to answer by the audiences. The questions related with materials which have presented by the presenter. The stages of this session were conducted to find out how deep the understanding of the audiences in understanding the materials that have been described by presenters.

Tabel 1. Pre-test Result

NO	NAME	Pre-test
1	Student 1	55
2	Student 2	30
3	Student 3	40
4	Student 4	52
5	Student 5	58
6	Student 6	82
7	Student 7	70
8	Student 8	30
9	Student 9	40
10	Student 10	28
11	Student 11	52
12	Student 12	66
13	Student 13	66
14	Student 14	76
15	Student 15	58
16	Student 16	70
17	Student 17	38
18	Student 18	84
19	Student 19	56
20	Student 20	78
21	Student 21	50
22	Student 22	68
23	Student 23	54
24	Student 24	62
25	Student 25	46

NO	NAME	Pre-test
26	Student 26	42
27	Student 27	50
28	Student 28	40
29	Student 29	50
30	Student 30	50
31	Student 31	40
32	Student 32	56
33	Student 33	48

3. Result and Discussion

Group discussion, practice by doing, teaching others

Students' center learning is learning method with emphasis on students. Students' center learning gives opportunity to the students to explore their abilities. The students seek the information or materials about grammar which they got and the result of their information must be presented to the others in front of the class. This research was conducted in 3 learning models. First was teaching others. In the presentation stage or teaching others, there was a role play; the students were being a lecturer. A group of students would present their materials to audiences. A group got a material or a grammar to presents in front of their friends. To explain the materials, they must dig up much information about it. Not only that, they must understand the materials well. They must use power point to present their material. In their power point, they allowed to type only a few of words in each sub-material as key words or reminding for presenters. Because of that, understanding materials would make them confident when they presented it and reduce the errors. Besides, they would try to make the audiences understand to the material presented. In the presentation stage or teaching others, there was a role play; the students were being a lecturer.

Second model was group discussion. After presentation session, other students were allowed to do question-answer and discussion about the materials that has been delivered. In this stage, the audiences were allowing to ask some questions to the presenters if they might

not understand about the materials given. In this stage, the audiences were allowing to give three questions to the presenters. The presenters must try to answer the question given. But if there was wrong answer or confusing answer, the lecture would help to make it clear. For the audience who gave question to the presenter would get extra point. In this stage, the students would learn how to understand and respect each other. In this stage, all of the students would able to hone in speaking ability. Due to not only the presenters would speak but also the audience would try to speak up.

The third was practice by doing. After the presentation, discussion and question-answer, the presenter would give the audience questions about the material that has been described. The questions were given by the presenter, such as fill the blank, multiple choices, and etc. The audiences who were able to answer the question given would give extra point. The point was used to help the students to get good score. Extra points in second and third stages were motivating the students to be active in the class.

After those three stage delivered, the lecturer would help the learning process in grammar understanding. The lecturer would explain the materials more details and give some corrects for the wrong explanation which given by the students. The lecturer would explain the materials clearly and all of the students would more understand about the materials.

After all of the materials were presented, the students got post-test to know the improvement of students' grammar. The numbers of post-test were same with pre-test. The students must do 40 numbers. The type of pre-test and post-test were same, multiple choices. There were four choices for each number. The materials of pre-test and post test related with the materials which have been learned by the students. Each student had an hour to do 40 questions. The results of students' post-test which have been implemented could be seen in table 2. The passing grade for pre-test and post-test were 60. In pre-test there were only 30% or 10 students who passed that grade. After the lecturer implemented students' learning center, students' score for posted improved to 42% or 14 students. Table 2 showed that most of students' score increased in post-test. More precisely, from 33 students, there were 29 students increased about 87%.

Table 2. Post-test Result

NO	NAME	Pre-test	Post-test
1	Student 1	55	60
2	Student 2	30	50
3	Student 3	40	44
4	Student 4	52	40
5	Student 5	58	30
6	Student 6	82	80
7	Student 7	70	76
8	Student 8	30	36
9	Student 9	40	50
10	Student 10	28	40
11	Student 11	52	56
12	Student 12	66	68
13	Student 13	66	70
14	Student 14	76	78
15	Student 15	58	74
16	Student 16	70	72
17	Student 17	38	40
18	Student 18	84	86
19	Student 19	56	64

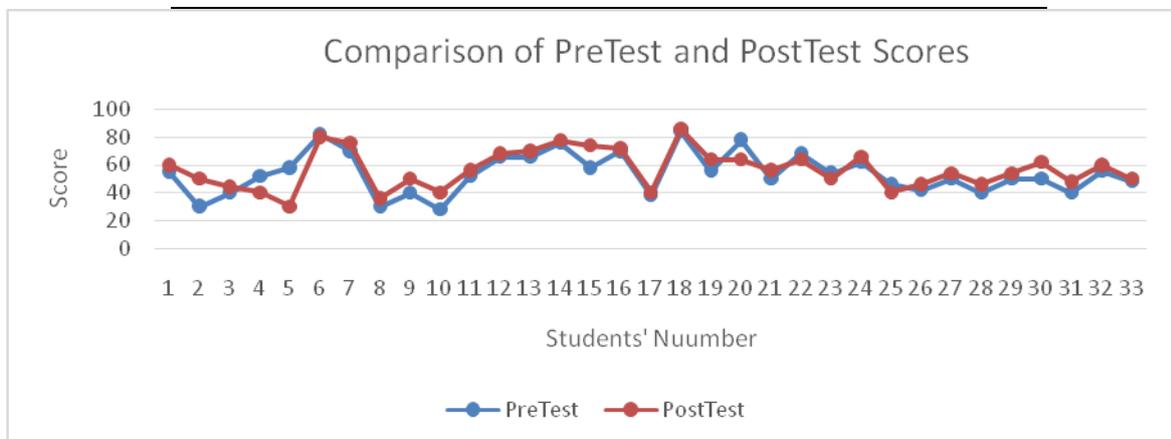| NO	NAME	Pre-test	Post-test
20	Student 20	78	64
21	Student 21	50	56
22	Student 22	68	64
23	Student 23	54	50
24	Student 24	62	66
25	Student 25	46	40
26	Student 26	42	46
27	Student 27	50	54
28	Student 28	40	46
29	Student 29	50	54
30	Student 30	50	62
31	Student 31	40	48
32	Student 32	56	60
33	Student 33	48	50

Comparison of PreTest and PostTest Scores

Figure 2. Graph of Comparison of Pretest and Posttest Scores

4. Conclusion

This research applied students' centered learning through presentation in class with 3 models of learning (group discussion, practice by doing, teaching others). The results of the study showed that the applied learning model could increase students' grammar understanding as evidenced by the English post-test score. As a result, 87% of students had a score increase and 42% of students passed the passing grade.

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