

TEACHING ENGLISH GRAMMAR THROUGH *POWER TEACHING*

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Abstract: The study investigated whether teaching English grammar through power teaching had a significant effect on the student's grammar achievement or not. In doing the study, the writer did the experimental method by using quasi-experimental design to two groups of students. The eighth grade students of SMP N 9 Palembang became the population. The writer did the experimental method by using quasi-experimental design to two groups of students. The total number of students was two hundred and seventy eight. The sample was fifty two students that were taken by using purposive sampling technique. Twenty six students were in the experimental group and twenty six students were in the control group. Test and questionnaire became the instruments for collecting the data. The test was administered twice i.e. as the pre-test and the post test. The result showed that teaching English grammar through power teaching had a significant effect on the students' grammar achievement. Based on the independent sample t-test analysis, it was found that t-obtained was 3.708 ($df=50$; $p=0.025$), the critical value of the test was 2.009, meaning the research hypothesis (H_1) was accepted. It means there was significant difference between students' achievement in learning English grammar through power teaching and those who are taught through lecturing.

Key Words: *English grammar achievement, power teaching, lecturing, eight graders*

Nowadays, English is considered as an international lingua franca and spoken at various levels of competence by more than 2,000 million people around the globe, including native speakers (over 380 million) and those who learn it as a second or foreign language (Munat, 2013, p. 143). The need for English increases in line with the development of international communication network. In this era of globalization, in which communication with foreign countries

is a necessity, it will be very difficult to ignore English.

The necessity to understand English is inevitable for Indonesian citizens to access communication and development in many areas. Philips (1996) stated that English had a dominant position in science, technology, medicine, computer, research, transnational business, diplomatic field, mass media, and educational system as a foreign language which is learned worldwide,

so that English takes the biggest part among the other languages in the world. In other words, English is the language of air and maritime navigation, of the worldwide web and of diplomacy, as well as the vehicle for international scientific exchange, and its pervasive presence that can be felt in pop culture and the worldwide media.

English learners should master four skills; they are listening, reading, writing, and speaking. In addition, to be able to master the language skills, people have to master the four language aspects: grammar, vocabulary, spelling, and pronunciation. Grammar is the field of linguistics that covers the convention governing the use of any given language. It includes morphology and syntax, often complemented by phonetics, phonology, semantics, and pragmatics. Grammar is used to form the word or phrase to make good sentences. Without mastering grammar well, English learners will get difficulties in transferring their idea in both oral and written language.

The students as the English learners got many difficulties in mastering grammar, especially in memorizing the rules or formula of grammar. In their opinion, grammar is a difficult, confusing, and boring lesson to learn, it has many branches, rules even formula to be mastered. They often understood teacher's explanation but they would forget soon as if they never studied it because the teaching and learning process of grammar was monotonous.

Most of the English teachers at SMA and SMP in Indonesia teach grammar by using the conventional method to the students; explaining the formula and rules, giving examples and the last drilling them in order to

check their understanding. Moreover, many teachers approach grammar far too seriously, with long explanation, unsmiling face, in plodding academic style. It can make the students stressed. Although some students can produce correct form on exercises or test, they consistently make errors when they try to use the language in context, in speaking or in writing.

Based on the observation done at SMP N 9 Palembang, the writer noticed that the English grammar teaching and learning process at that school was monotonous. Then, the writer asked one of the English teachers in that school about the English teaching and learning. Based on her explanation, the grammar teaching at that school was taken from the grammatical item that was found in the text, after that the teacher explained that grammatical item and gave the formula of it. Then, the English teachers gave other examples and finally drilled the students. It made the students feel bored and even stressed. They only understood the material for a while, and when they got the new formula of grammatical items, they would forget the previous one.

In order to solve this problem, it needs an effective way of teaching grammar to make them interested and motivated during the teaching and learning process. The English teachers should change their conventional method in order to create an enjoyable, fun, and relaxing atmosphere so that it changes the students' previous mind set about grammar. The English teachers should move from passive learning to active learning. According to Bonwell and Eison (1991), active learning is an umbrella term that refers to several models of instruction that focus the

responsibility of learning on learners. Active learning is a style of learning which gives the students access for a wide variety of interesting materials that encourage the student to choose and manipulate. Power teaching is one of the models in active learning. It is educational tomfoolery based on one brain based learning. It uses very simple and effective approach to overcome the resistance. Power teaching injects fun back into classroom for both teacher and students. It is an enjoyable way to make the classroom fun. Based on the description above, the writer was interested in conducting a research which discussed the use of power teaching in teaching grammar. Specifically, this study answered the following questions: Did the teaching English grammar through power teaching have a significant effect on the students' grammar achievement?

RESEARCH METHOD

In this study, the writer used an experimental method by applying quasi experimental design and specifically chose pretest-posttest non equivalent group design. In the experimental group, the students were given pre-test, treatment of power teaching in teaching grammar, post-test, and questionnaire. Besides in the control group, the students were given pre-test, treatment of conventional method in teaching grammar, post-test, and questionnaire. The effect of power teaching could be seen from the result of the grammar test obtained by the experimental group compared with those of obtained by the control group.

In collecting the data, the writer tested the sample by giving them an English grammar test. The test was administered twice as the pre-test and

post-test. The pre-test was administered to measure students' grammar mastery before the treatment and the post-test was administered to measure students' grammar mastery after the treatment. The results of the pre-test and post-test score were compared to find the mean scores. The topics of pre-test and post-test are the same because pre-test and post-test are used in order to find out the achievement that students got before and after the treatment.

There was also questionnaire which was used to gain supplementary information about student's opinion toward power teaching and learning grammar through power teaching. In this case, the writer gave questionnaire consisting of ten questions.

FINDINGS

Grammar Achievement

The results of the tests were presented in the form of scores. The scoring system used range from 0 to 35. The highest grammar score in the pre-test of the experimental group was 29, the lowest score was 18, and the mean score was 32.42. The highest grammar score in the post-test of the experimental group was 35, the lowest score was 28, and the mean score was 32.42. It showed that there was an increase in the result of pre-test and post-test in the experimental group.

Based on the independent sample t-test, the mean difference between the grammar achievement in the experimental group and the control group was 2.69 with the standard error difference 0.72; the t-obtained was 3.70. At the significance level < 0.025 for two tailed testing with the degree of freedom was 50; the critical value of t-table was 2.009. Since the value of t-obtained is higher than the critical

value of t-table and the significance level is lower than 0.05, It means that there was a significant difference in the achievement before and after the treatment in the experimental group.

According to paired sample t-test, the mean of the pre-test was 24.84, and the mean of the post-test was 32.42. The standard deviation of the pre-test was 2.70 and the standard deviation of the post-test was 2.00. At the significance level < 0.025 for two tailed testing with the degree of freedom 25, the critical value of t-table is -2.060. Since the value of t-obtained was lower than the critical value of t-table. It means that there was a significant difference in the achievement before and after the treatment in the experimental group.

The Questionnaire Analysis

After the treatment, all the students of the experimental group were asked to fill the questionnaire. The purpose of giving the questionnaire was to know more information about power teaching. The total number of the students that fill the questionnaire was 26. In this case, the writer gave questionnaire consisting of ten questions. She writer asked some questions to the students about their preference toward learning English, their difficulties in learning English grammar, and the method that their teacher usually used in teaching grammar. She also asked them whether they had been already taught through power teaching or not before, and whether they preferred power teaching method to the lecturing or not. In addition, she asked them about their reason why they felt happy with power teaching and what the contributions of power teaching that they had felt. Finally, the writer asked them whether they agreed or not if

power teaching method would be applied as an alternative way in learning English grammar for the future.

The result of the questionnaire from the questions number one to number five showed that 25 students (96%) said that they liked learning English and one student (4%) did not like learning English. Seventeen students (65%) said that they sometimes found difficulties in learning English grammar. Three students (12%) said they often found difficulties in learning English grammar. Six students (23%) never found difficulties in learning English grammar. In relation to the kinds of the difficulties that they met in learning English grammar, the writer found two students (8%) felt it was difficult to memorize the rules and formula of grammar. Sixteen students (62%) said that the method of teaching was bored and tense, and just two students (8%) could not understand the examples of sentences in grammar focus that were given by the teacher. Six students (22%) had their own reason about their difficulties in learning English grammar. Then, all the students in this class never got power teaching before from their teacher. There were eighteen students (69%) said that their teacher gave them lecturing method, five students (19%) said that the teacher sometimes gave them storytelling method, one student (4%) said that the teacher ever gave them pictures as the media, and two students (8%) gave another reason such as using model and folktales.

The result of the questionnaire from the question number six to number seven showed that there were twenty one students (81%) that preferred learning English grammar through power teaching to lecturing

method. Four students (15%) were not really impressed by power teaching and one student did not like it. Moreover, one student (7%) viewed himself happy to learn English through power teaching because they were interested in gestures used; seven students (27%) said that they were happy with power teaching because it could create interactive and communicative activities; one student (7%) said that power teaching was full of creativities, eight students (31%) said that they were happy with power teaching because it could create fun and relax situation so that made them easier to understand grammar point. Seven students (27%) agreed with all options that the writer gave, and two students (8%) gave another reason such as they could memorize the rules and formula well. Then, all of the students in this class agreed that power teaching helped them in learning English grammar. Next, eighteen students (69%) said that power teaching helped them in creating relax and fun situation. Five students (19%) felt that power teaching was very contextual and communicative, so that they could apply the grammar point in every day activities. Two students (8%) felt easier to get the grammar point after they knew the situational context in power teaching. One student (4%) another reason such as power teaching could help him in increasing his eagerness and creativity in learning English grammar. Over all, most of the students agreed to apply power teaching in teaching and learning English grammar next time.

DISCUSSION

Based on the result of the study, when the writer had done the treatment, students who were taught

by using power teaching had higher score in the post-test than those who were taught through lecturing method.

Based on the statistical analyses, the writer concluded that the grammar achievement of the students who were taught by using power teaching was better than those who were not taught by using power teaching. It could be seen from the differences of analysis between the experimental and control groups. The value of *t*-obtained was higher than the critical value of *t*-table ($3.70 > 2.009$). It indicated that the expectation of the researcher was proved. Consequently, the null hypothesis was rejected and the research hypothesis was accepted. It means that there was a significant difference in grammar achievement between the students who were taught by using power teaching and those who were not taught by using power teaching.

Furthermore, the students who were exposed to power teaching not only had good scores in the post-test but also had great motivation, enthusiasm, eagerness and creativity in learning English grammar. In addition, the students were able to memorize the rules and formula of English grammar quickly, and they could understand them well. Another reason is that the students were able to feel relax and not tense in learning English grammar.

However, by doing this research, the writer also found two factors which might contribute why the students got difficulties in learning English grammar. Firstly, the English teacher did not have any variation method in teaching English grammar except lecturing; it made the students felt boring and did not have eagerness in learning English. Secondly, the students were accustomed to

memorize the rules of grammar without comprehending them. It would make the students got confused in doing the grammar test, they felt hard to differ which tenses used.

Finally, the results of the questionnaire showed that most of the students loved to study English grammar through power teaching, and wanted to have it as one of methods used in teaching and learning English grammar at their school.

CONCLUSION AND REMARKS

Conclusions

On the basis of the results of data analysis and interpretation, it could be concluded that there are four conclusions which can be described. First, there was a significant difference between the grammar achievement of the students who were taught through power Teaching and the grammar achievement of the students who were taught through lecturing. It implies that power teaching could be used as an alternative media in teaching English grammar. Second, the result of the questionnaire showed that most of the students liked to study English grammar through power teaching because of the interesting gestures, full of creativities, and situational context. Third, the students felt fun and relax in learning English grammar because power teaching was interactive and communicative. Those reasons made the grammar points easier to understand. On the other hand, only a few students did not really like with power teaching and one student did not like learning grammar through power teaching.

Remarks

Three suggestions are offered in order to develop the teaching and learning in EFL classroom. First, the

English teachers should use Power Teaching as one of the methods in teaching English grammar, students since learning English through Power Teaching is a great and fun activity for them. It can increase their motivation to know about English grammar, change their views that learning English grammar is an enjoyable thing. Second, the students should be active. They can share all of things in their mind through English. They should show their eagerness and creativity in learning English, they do not regard that learning English grammar is difficult. However, Power Teaching can carry learning English grammar into fun activities, not a boring and tense one. Third, it also suggested that further researchers do similar study but focusing more on aspects of grammar.

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