

**TEACHING GRAMMAR TO THE SEVENTH YEAR STUDENTS OF
SMPN 8 PALOPO THROUGH ANIMAL TRAIN**



A THESIS

*Submitted to the English Study Program of S1 Tarbiyah Departments Collage For Islamic
Studies of Palopo in Partial Fulfillment of Requirement For
S.Pd Degree in English Education Study English*

By,

JUMRANA
Reg. Num. 08.16.3.0016

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTEMENT
THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
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**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTEMENT
THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2013**

THESIS APPROVAL

This thesis entitle “*Teaching Grammar to the Seventh Year Students of SMPN 8 Palopo Through Animal Train (A Classroom Action Research)*”, which is written by **JUMRANA, ID, 08.16.3.0016**, English S1 Study Program of Tarbiyah Department of the State College for Islamic Studies Palopo, and has been examined and defended in MUNAQSYAH session which is carried out on **Tuesday, 21th of May 2013**, coincided with **11 Rajab 1434 H**, it is authorized and acceptable as partial fulfillment of requirement for S.Pd. Degree in English language teaching.

Palopo, May, 21th 2013
11 Rajab 1434 H

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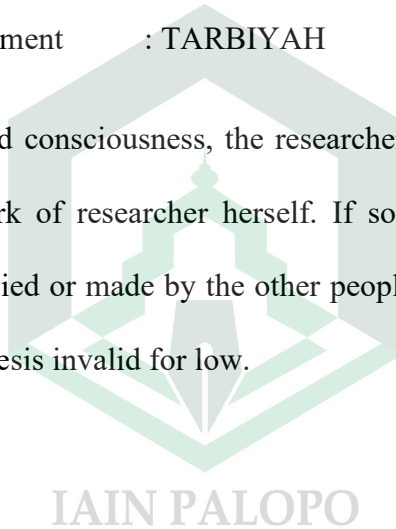
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Palopo, 8th of March 2013

Researcher,

IAIN PALOPO

TABLE OF CONTENT

TITLE PAGE	i
THESIS APROVAL	ii
CONSULTANT APROVAL	iii
PRONOUNCEMENT	iv
ACNOWLEDGEMENT	v
TABLE OF CONTENT	viii
LIST OF TABLE	xi
ABSTRACT	xii
CHAPTER I INTRODUCTION	1
A. Background	1
B. Problem Statement	5
C. Objective of the Research	5
D. Significance of the Research	5
E. Scope of the Research	5
CHAPTER II REVIEW OF RELATED LITERATUR	7
A. Previous Research	8
B. Concept of grammar	8
1. Definition of grammar	8
2. Grammar Categories	10
3. Principle of Grammar.....	15
4. Strategy for Learning Grammar.....	16
C. The Concept of Media.....	27
1. Definition of Grammar.....	27
2. The function of Media.....	27
3. Kind of Media	28

4. The Function of Media Learning	30
D. Animal Train	32
E. Kinds of `Animal Train	33
F. Classroom Action Researcher.....	33
1. Definition of Classroom Action Researcher	33
2. The Principle Classroom Action Research	36
3. Strategy in the Classroom Action Research.....	36
4. Characteristic of Classroom Action Researcher	37
G. Conceptual Framework	40
CHAPTER III METHOD OF THE RESEARCH	41
A. Research Type and Design.....	41
B. Time and Place of the Research.....	41
1. Object of Research	41
2. Subject of Research.....	41
C. Procedure of the Research.....	42
D. Method of Collecting Data	45
E. Instrument of the Research.....	46
F. Technique Data Analysis.....	47
G. Working Indicator.....	48
CHAPTER IV FINDINGS AND DISCUSSION	49
A. Findings	49
B. Discussion	69

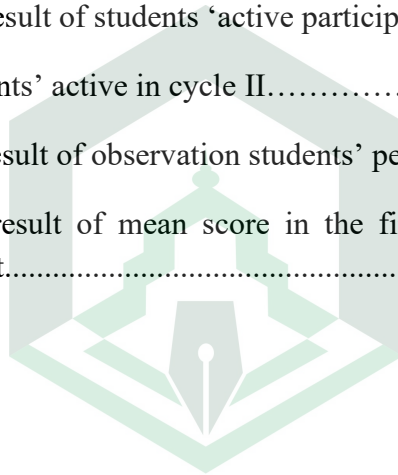
CHAPTER V CONCLUSION AND SUGGESTION	79
A. Conclusion	79
B. Suggestion.....	80
BIBLIOGRAPY.....	81

APPENDIX



LIST OF TABLE

No		Page
Table 1	: The raw score of students' grammar in cycle I (individual).....	53
Table 2	: The result of students 'active participation in cycle I.....	55
Diagram 1	: Students' active in cycle I.....	57
Table 3	: The result of observation students' percentage in cycle I.....	58
Table 4	: The raw score of students' grammar in cycle II.....	63
Table 5	: The result of students 'active participation in cycle II.....	64
Diagram 2	: Students' active in cycle II.....	67
Table 6	: The result of observation students' percentage in cycle II.....	67
Diagram 3	: The result of mean score in the first and second cycle as the chart.....	77



IAIN PALOPO

ABSTRACT

Jumrana: 2013 “ Teaching Grammar to the Seventh Year Students of SMPN 8 Palopo” Thesis of English Study Program of Education Department in Sekolah Tinggi Agama Islam Negeri (STAIN) Palopo, Consultant I Amaliyah Yahya,S.E.,M.Hum. And Consultant II Syamsudarni, S.Pd.I,M.Pd”.

Key Word : Teaching grammar (focus on to be), Animal Train Worksheet
Classroom Action Research.

This thesis studies on the improvement of student’s grammar through animal train. The research question “What is the Appropriate Way to Teaching Grammar to the Seventh Year Students of SMPN 8 Palopo Through Animal Train

This research employed classroom action research (CAR) with two cycles namely: the first cycle and the second cycle. Each cycle consist of four steps, namely: planning, Acting, observation, and reflection. There were four meetings during the research cycle. The sample of this study was class VII³ consist of 26 students. In collecting the data, the writer used the observation, interview, and grammar test in evaluation.

The result of this study revealed that the cycle 2 was better than cycle 1 scores. The students showed a great enthusiasm during the lesson. The mean score of the cycle 2 is 78,84 and percentage of observation of the students’ activities is 69%. The grammar mastery of students increase, after the cycle 2.

The appropriate way to teach grammar through animal train are: (1) giving more motivation to the students such as giving wise word to build their confidence and spirit to study hard and to be active in learning process. (2) More explanation the material and giving example which related to the lesson, then giving opportunity to the students to say what they do not understand during learning process and the researcher make it clear. (3) Giving guide the students that cannot be active in teaching process. (4) Asked students to think pairs share with the other friend. (5) Giving some sentence that had relation with the lesson to motivate the students. (6) Giving award couple has high score and most active students in teaching process. (7) Observers and researcher observing the students activities. (8) Giving test to the students to know the students’ improvement in grammar after teaching grammar (focus on to be) through animal train.

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is one of the most important things in social life. It can make one individual interact with the other individual by using language. In every country or even every ethnic in the world has their mother language and in international, all the leader and world society agree that English is international language.

As international language, we have to master English so that we can support our country to going to international even. The government has commanded that in every level of school there must be English lesson. Start from kindergarten, elementary school, junior high school, senior high school and in university.

To support that program, in the school and in the college, the teachers make some method which be applied in the class, so that the students can understand the material which is given by the teacher, and learning is school not only give the material and allow students to finish the task, but also the teacher is demanded provide motivation, approach and the election material so that students can achieve learning objectives in addition ,the selection technique in teaching should be able to make the students are interested Pleasants. So the learning process is not boring. And grammar is the system of rules governing the conventional arrangement and relationship of word in the sentence so to produce sentence in speaking or writing, we have to know about grammar, the linguistic perspective seen in the concept of

grammatical competence is proposed by Chomsky in Richard at the time, knowing a language is equated with knowing the grammar.

There may be some people who could speak in English but sometimes do not attention of grammatical aspect, they have opinion that as long as it conveys, what the people can understand but when they want to convey their ideas in writing forms should pay attention to grammar as something important, so people when read it understand what is conveyed by the writer. Many students make errors in speech and writing performance in terms of grammatical, because they do not understand when the learn English language, especially grammar. Their teachers have to know about technique in teaching English in order the students can understand.

Grammar aspect is always considered as the most important thing in language learning it is difficult for us to communicate accurately and to be understood in communication if we do not have the knowledge about the grammatical aspects as well as how to use this knowledge in our actual speech.

Brown says that the knowledge of a language system refers to our ability to make sentence to understand it, it also include our knowledge of what belongs to sentence and what does not in a language, for example: an English native speaker might know the concept and the meaning of sentence "I go to school every day" but they would not accept if the sentence become "I go to school yesterday" even it is still in English sentence but is unacceptable.¹

¹ Hernawati, *Improving Students Grammar a Achievement Trough situational Teaching(SLT) Method at the Seventh Year Of SMPN 8 Palopo,(Thesis STAIN Palopo.2009),P.1*

The purpose of learning is determined by many factors, including the factors teachers in implementing the teaching-learning process, because teachers can directly affect, establish and improve the intelligence and ability of students to solve problems and to achieve the educational goals to the maximum,

The teacher's role is very important and teachers are expected to have a way or models of good teaching and learning models are able to choose the right and appropriate concepts of the subjects that will be presented. For that we need an effort in order to improve the quality of teaching, one of which is to choose a strategy or way of delivering learning materials in order to obtain an increase in student achievement especially to learn English, to nurture together students to be actively involved in the learning process and help students develop of intellectual property will further strengthen students' understanding of the concept of the concepts being taught, this requires an understanding of interest and motivation.

With ought to of interest indicates that students are not motivation to learn. The teacher should give an injection in the form of motivation so that students can get out of trouble to learn that the average value of the expected English lessons by teachers is 70%. Authors experience in the field, failure in learning faced by the average number of students who do not have the urge to learn, so that the average value of learning English is very low at around 50%.

These caused lack of curiosity about the lessons the students and also teachers in the learning process just use the lecture method, without the use of props and the subject matter is not presented in chronological order and in providing

materials phrases and vocabulary used is very difficult for the students so that the students are not in the spirit of learning, in addition to a teacher too familiar with the seriousness of the student so that student learning is minimal

That requires an activity undertaken by teachers with efforts to raise students' motivation, for example by guiding students to engage directly involving the student, and the teacher's role as to find the concept of the English language. Motivation not only involves students engaging in academic activities, Motivation is also critical in determine how much students learn in a learning activity or how far to absorb the information presented to them.

Based on the description above, The writer trying to apply one of the methods of learning, to reveal whether the Train Animal models can improve students' skills in the teaching of grammar in the form of To be, the author chose this learning condition students to get used to discover, find, discuss anything related to teaching In these learning methods students more active in solving existing problems or to find the problem. Moderate teachers act as mentors or provide instructions on how to solve the problem

Based on the cases above, the writer will make a research “Teaching Grammar to the Seven Year students of SMPN 8 Palopo through Animal Train” as the title. Animal Train is choosing as a media because while arranging sentences, the students can understand the grammar and also the meaning or the point of the sentence. Based on the pre-survey that the writer did in SMPN 8 Palopo, most of the

students can't use to be in sentence because they do not know the grammar and the pattern of good sentence

B. Problem Statement

According to the case above, the researcher formulates the following research question as follows “What is the appropriate way to teach grammar to the seventh year students of SMPN 8 Palopo through animals train?”

C. Objective of the research

Related to the research question that set above, the researcher states the specific objectives to find the appropriate way to teach grammar to the seven year students of SMPN 8 Palopo through animals train.

D. Significance of the research

The writer expects that the results of the research are expected to be useful information for English teachers who are facing the same problem in improving students' grammar. The writer also hopes that English teacher will not be bored to make the lesson interesting by giving them more than one method or strategy in teaching English especially in teaching grammar.

E. Scope of the research

This research cover the students' command in grammar, especially using to be in sentence, and In this research, the writer focuses on the grammar of the

seventh year students of SMP Negeri 8 Palopo in understanding to be that cover;
(am, is, are, was, were)



IAIN PALOPO

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

In writing this thesis the research finds some researches related which make the researcher eager to the research and there have been some researches about the teaching grammar:

1. Pahira “Developing Students’ Writing Skill through Grammar Translation Method at the Tenth Class of MAN Palopo” one of method that can apply in teaching writing was grammar translation method that had applied at tenth class of MAN Palopo.¹

2. The research Nurpa had conducted research entitled” The Effectiveness Of Grammar Translation Method In Teaching Grammar at the Seventh Year Students Of SMPN 8 Palopo” .Interest and improve students’ achievement of the seventh year students of SMPN 8 Palopo ,in academic year 2007.Shesuggested that the teacher should use some different media and methods to attract the students ’attention in learning English.²

3. Armawanto Tajuddin, in research entitled, ’’Improving Student Grammar Ability by using Grammar Translation Method at the Tenth Year OF SMAN 4 Palopo’’. He came with conclusion that the using grammar translation method can

¹ Pahira. *Developing Students’ Writing Skill Through Grammar Translation Method*. (STAIN Palopo,2010)

² Nurpa. ” *A Thesis On The Title The Effectiveness Of Grammar Translation In Teaching Grammar at the Seventh Year Students Of SMPN 8 Palopo*.(Palopo: STAIN Palopo 2007),p.60

improve student's achieving and stimulate the student's interest of the tenth year students of SMAN 4 Palopo.³

B. Concept of grammar

1. Definition of grammar

In linguistics, grammar is the set of structural rules that govern the composition of clauses, phrases, and words in any given natural language. The term refers also to the study of such rules, and this field includes morphology, syntax, and phonology, often complemented by phonetics, semantics, and pragmatics. Linguists do not normally use the term to refer to orthographical rules, although usage books and style guides that call themselves grammars may also refer to spelling and punctuation and English grammar consists of several parts commonly called part of speech consisting of

- a.) Noun
- b.) Adjective
- c.) Pronoun
- d.) Verb
- e.) Adverb
- f.) Proposition
- g.) Conjunction



IAIN PALOPO

³Armawanto Tajuddin. *Improving Students' Grammar Ability by Using Grammar Translation Method at the Tenth Year OF SMAN 4 Palopo.*(Palopo: STAIN Palopo.2011),p.57

h.) Interjection⁴

Swam Said Grammar is the role that says how word are combined arranged and changed to show different meaning. In other hand, grammar is the role for forming words and making sentence.

Grammar is generally thought to be a set of rules specifying the correct ordering of words at the sentence level. The Longman dictionary of applied linguistics in practical English language teaching defines it as a description of the structure of a language and the way in which units such as words and phrases the structure of a language.⁵

The term grammar is often used by non-linguists with a very broad meaning. As Jeremy Butterfield puts it: "Grammar is often a generic way of referring to any aspect or English that people object to. However, linguists use it in a much more specific sense. Every speaker of a language has, in his or her head, a set of rules for using that language. This is a grammar, and at least in the case of one's native language the vast majority of the information in it is acquired not by conscious study or instruction, but by observing other speakers; much of this work is done during infancy. Language learning later in life, of course, may involve a greater degree of explicit instruction."⁶

⁴ Hilmi Faris Mukti. *Complete English Grammar*. (Yogyakarta: Absolut,2006),p.6

⁵ Siti Ningsi Soel. a thesis on title, *Improving Grammar Through Recording Words at the Eighth Year Students Of SMPN 8 Palopo*,(Palopo: STAIN Palopo,2009).p.14

⁶ O'Grady William. Dobrovolsky, Michael; Katamba , Francis (1996). *Contemporary Linguistics: An Introduction*. Harlow, Essex: Longman. (accessed on july, 15th 2012,p. 4–7; 464–539

2. Grammar Categories

a) Adjectives

An adjective modifies a noun or a pronoun by describing, identifying, or quantifying words. An adjective usually precedes the noun or the pronoun which it modifies.

b) Adverbs

An adverb is a part of speech that changes the meaning of verbs or any part of speech other than nouns (modifiers of nouns are primarily adjectives and determiners). Adverbs can modify verbs, adjectives (including numbers), clauses, sentences, and other adverbs. And there are three places that ordinary adverb:

a. Mid position (before the verb, or part of the verb)

Ex:

He suddenly drove of

b. End position (the end of sentences)

Ex:

He drove of suddenly

c. Initial position (beginnings of sentences)

Ex:

Yesterday I had a bad headache⁷

⁷ A. Shomd Robith and Asrori, *Tata Bahasa Dan Penggunaan Kata*, (Penerbit Indah Surabaya, 1996), p.110

Adverbs typically answer questions such as *how?*, *in what way?*, *when?*, *where?*, and *to what extent?*. This function is called the adverbial function, and is realized not just by single words (i.e., adverbs) but by adverbial phrases and adverbial clauses

1) Direct and Indirect Speech

Saying exactly what someone has said is called direct speech (sometimes called quoted speech). Here what a person says appears within quotation marks ("...") and should be word for word, *For example*: "She said, "Today's lesson is on presentations." Or "Today's lesson is on presentations," she said."

Indirect speech (sometimes called reported speech), doesn't use quotation marks to enclose what the person said and it doesn't have to be word for word. When reporting speech the tense usually changes. This is because when we use reported speech, we are usually talking about a time in the past (because obviously the person who spoke originally spoke in the past). The verbs therefore usually have to be in the past too.

2) Gerund and Present Participle (in form)

In English, the gerund is identical in form to the present participle (ending in *-ing*) and can behave as a verb within a clause (so that it may be modified by an adverb or have an object), but the clause as a whole (sometimes consisting of only one word, the gerund itself) acts as a noun within the larger sentence. For example: *Eating this cake is easy.*

In "Eating this cake is easy," "eating this cake," although traditionally known as a phrase, is referred to as a non-finite clause in modern linguistics. "Eating" is the verb in the clause, while "this cake" is the object of the verb. "Eating this cake" acts as a noun phrase within the sentence as a whole, though; the subject of the sentence is the non-finite clause, specifically *eating*.

3) Nouns

A noun is a word used to name a person, animal, place, thing, and abstract idea. Nouns are usually the first words which small children learn.⁸ The highlighted words in the following sentences are all nouns

- a. Late last year our neighbors bought a goat.
- b. Portia White was an opera singer.
- c. The bus inspector looked at all the passengers' passes.

A noun can function in a sentence as a subject, a direct object, an indirect object, a subject complement, an object complement, an appositive, an adjective or an adverb.

a.) Subject

As a subject, the noun is located before the verb for instance:

- Anis a sing

b.) Object

As an object, located after the verb or noun after the proposition

- They go to school everyday
- He eats a cake

⁸ Drs.Rudy Hariyono. *Complate English Grammar*.(Penerbit Gitamedia Press,2002),p.13

4) Passive

Passive voice is used when the focus is on the action. It is not important or not known; however, who or what is performing the action.

Example: My bike was stolen. In the example above, the focus is on the fact that my bike was stolen. I do not know, however, who did it. Sometimes a statement in passive is more polite than active voice, as the following example shows:

Example: A mistake was made. In this case, I focus on the fact that a mistake was made, but I do not blame anyone (e.g. you have made a mistake).⁹

5) Possessive

The "possessive adjectives" in modern English are *my, your, his, her, its, our, their* and *whose* (in *whose coat is this?*) I have my pen, you have your pen, He has his pen. I have a book. Its cover is black, for example). All of them indicate definiteness, like the definite article (the). Archaic forms are *thy* and *mine* (for *my*, used before a vowel, as in *It is mine own work*).

The possessive suffix *-s* works similarly (as in *Mary's husband, anyone's guess*), but it is a suffix attached to the preceding determiner phrase. In English, "possessive adjectives" come before any (genuine) adjectives, for example *your big blue eyes*, not *big blue your eyes*.¹⁰ "Possessive adjectives" in English are sometimes misspelled with apostrophes ("it's", "heirs")

6) Relative Clauses

⁹ Winda Navia S.Pd. *Essential English Grammar*. Penerbit Wipress, 2009, p.13

¹⁰ Betty Scramper Azar, *Fundamentals of English Grammar*. Third edition with answer key (copy right@ 2003), p.176

A relative clause is a subordinate clause that modifies a noun phrase, most commonly a noun. For example, the phrase "the man *who wasn't there*" contains the noun *man*, which is modified by the relative clause *who wasn't there*. A relative clause can also modify a pronoun, as in "he *to whom I have written*", or a noun phrase which already contains a modifier, as in "the black panther in the tree, *which is about to pounce*". The complete phrase (modified noun phrase plus modifying relative clause) is also a noun phrase.

7) The Infinitive

The infinitive is the base form of a verb. It may be preceded by 'to' (the to-infinitive) or stand alone (the base or zero infinitive) and Infinitive with or without 'to'

1. The elephant decided to marry the mouse
2. She has to go to Berlin next week
3. It's easy to speak English
4. It is hard to change jobs after twenty years

Without 'to'

- a. I would rather visit Rome.
- b. Would you rather eat steak or fish?
- c. He would rather work in a ban.

3. Principle for Grammar

Before conducting a grammar class, there must be some principles have to be noticed by the teacher in order they can commit successfully according to Nunan, there are at least three principles in teaching the grammar to the students, they are:

- a. Integrated but inductive and deductive methods into your teaching in the deductive classroom the teacher gives grammatical explanation or rule followed by a set of exercise designed to clarify the grammatical pound and help the learners master the pound. In deductive teaching, you work form principles to example inductive procedures reverse this process and thought a process of guided discovery, get them to work out the principles or rule for themselves.
- b. Use task that make clear the relationship between grammatical forms and communicative function. Grammar based course are relatively in effective because the teach grammar as an abstract system. Present the language as isolated sentence and fail to give learners and fail to give learners as proper context for the grammar point. Teaching was largely limited to the form of the form of the new grammatical item.
- c. Focus on the development of procedural rather than declarative knowledge.

In the field of language learning, declarative knowledge is no language rules, procedural knowledge is being able to use for communicative. Most of us who have been teaching for any time but at all know learners who can give a more or less standard text book explanation of grammatical rule or principle, but who violate the rule when using language communicatively.

While declarative knowledge can facilitate the development of such knowledge, it is not necessary and sufficient condition for the develop mastery of target language item, not by memorizing rules, but by using the target items communicative, there were several basic patterns and elements in a sentence that can be seen as follow:

1. Subject: pronouns, nouns, verb + ing (gerund), to infinitive, sub- clause (am, is, are, was, were, will, can, may, must, have, has)
2. Just some the subject¹¹
3. Complement: Adjective, prepetition, and other elements in subject.

4. Strategies for Learning Grammar

Teachers and language learners are often frustrated by the disconnect between Language 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.

- a. Declarative knowledge is knowledge *about* something. Declarative knowledge enables a student to describe a rule of grammar and apply it in pattern practice drills.
- b. Procedural knowledge is knowledge of how to do something. Procedural knowledge enables a student to apply a rule of grammar in communication.

For example, declarative knowledge is what you have when you read and understand the instructions for programming the DVD player. Procedural knowledge is what you

¹¹ Anne Juwita. *1 Hari Tuntas Menguasai Grammar*. (Hi,fest publishing). 2008,p.15

demonstrate when you program the DVD player. 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. Likewise, declarative knowledge does not translate automatically into procedural knowledge; students may be able to state a grammar rule, but consistently fail to apply the rule when speaking or writing.¹²

1.) Verbs and Verb Tenses

English verbs have five basic forms: the base, - S, -ing, past and past participle forms. The past participles for regular verbs are not very difficult because they're the same as the past forms. The past participles for irregular verbs are challenging, however, because they're sometimes the same as the base form and/or the past form and because they're sometimes different from both. Because the base, past, and past participle forms are often taught and learned together, we've provided a list below. The base, past and past participle forms for more than 140 verbs are given.

2. The Forms of “To Be”

The Greek sea god, Proteus, was (like the sea) capable of changing form in an instant. In order to get any decent information out of him, you had to grab him and hold on tight while he went through his various forms — lion, wild boar, snake, tree, running stream — it wasn't easy. The verb “To be” is said to be the most *protean* of

¹²Admind. http://www.nclrc.org/essentials/29/2011/Teaching_grammar/grindex.htm. Accessed on May 3 2012.

the English language, constantly changing form, sometimes without much of a discernible pattern. Considering that we use it so often, it is really too bad that the verb “To be” has to be the most irregular, slippery verb in the language.

Present Tense	
I am	We are
You are	You are
He/ She/It is	They are

Past Tense	
I was	We were
You were	You were
He/ She/ It was	They were

Perfect Form (past participle)

Progressive Form (present participle)

I have been, etc.	I am being, etc.
-------------------	------------------

Example:

1. I am a translator
2. I was a teacher
3. He is a doctor
4. They were medical students

Example for change way of sentence the using off to be namely:¹³

Positive/ affirmative Sentence	Negative Sentence	Interrogative Sentence
a. I am a student	a. I am not students	a. Am I a student
b. You are a doctor	b. You are not student	b. Are you student
c. He is smart	c. He is not smart	c. Is he smart

We must choose carefully among these various forms when selecting the proper verb to go with our subject. Singular subjects require singular verbs; plural subjects require plural verbs. That's usually an easy matter. We wouldn't write "The troop was moving to the border." But some sentences require closer attention. Do we write "The majority of students is (or are) voting against the referendum"? Review carefully the material in our section on Subject-Verb Agreement, and notice how often the choices we make require a familiarity with these forms of the "To be" verb.

¹³ Dina Wahyuni and Dwi Setyorini. *English Grammar An Overview/ Ringkasan Tata Bahasa Inggris*. (permata press, permata art studio), p.17

a. Simple Questions

We create simple yes/no questions by inverting the order of subject and the “To be” verb.

1. Is your brother taller than you?
2. Am I bothering you?
3. Were they embarrassed by the comedian?

The same inversion takes place when “To be” is combined with verbs in the progressive:

4. Am I working with you today?
5. Is it snowing in the mountains?
6. Were your children driving home this weekend?

b. The Linking and Existential 'To Be'

The verb “To be” most frequently works in conjunction with another verb: “He is playing the piano,” “She will be arriving this afternoon.” Occasionally, though, the verb will stand by itself, alone, in a sentence. This is especially true in simple, brief answers to questions.

“Who’s going to the movies with me? I am”

“Who's responsible for this mess in the bathroom?”

“She is.”

In sentences such as these, the subject usually receives the intonation stress and the voice falls off on the verb. An auxiliary can be combined with the base form of “To be” to provide simple answers to questions that use forms of “to be.”

“Is Heater in class this morning?”

“Well, he might be.”

“Is anyone helping Heater with his homework?”

“I’m not sure. Suzanne could be.”

The verb “To be” also acts as a linking verb, joining the sentence subject with a subject complement or adjective complement. A linking verb provides no action to a sentence: the subject complement re-identifies the subject; the adjective complement modifies it. (For further information and additional vocabulary in dealing with linking verbs, visit the hyperlinks in this paragraph.)

1. Professor Maribor is the Director of Online Learning.

2. Our trip to Yellowstone was fantastic!

c. In Passive Constructions

A form of the verb “To be” is combined with a past participle to form the passive. Passive verb constructions are useful when the subject of an action is not as important as what the subject did (the action of the sentence) or when the subject is unknown. For instance, the police might report that “The professor was assaulted in the hallways” because they do not know the perpetrator of this heinous crime. In technical writing, where the process is more important than who is doing the activity, we might report that “Three liters of fluid is filtered through porous glass beads.” Regardless of the verb's purpose, only the auxiliary form of “To be” changes; the participle stays the same. The “To be” will change form to indicate whether the subject is singular or plural:

1. The foundation is supported by enormous floating caissons that keep it from sinking into the swamp.

2. They were constructed by workers half submerged in the murky waters.

The “To be” will also change to indicate the time of the action and the aspect of the verb (simple, progressive, perfect).

1. Water is pumped out of the caisson to create an underwater work chamber. (Simple present)

2. Some caissons were moved to other construction sites. (Simple past)

3. While the water was being pumped out, workers would enter the top of the waterproof chamber. (Past progressive)

4. Many other uses of caisson construction have been explored. (Present perfect)

5. Caissons had been used by the ancient Romans. (Past perfect)

6. Other uses will be found. (Future)

The “To be” verb can be combined with other modal forms (along with the past participle of the main verb) to convey other kinds of information. See the section on modals for the various kinds of information conveyed by modals (advisability, predictability, guessing, necessity, possibility, etc.).

1. The wall joints may be weakened if the caissons can't be rebuilt.

2. Perhaps the caissons should be replaced; I think they ought to be.

3. These ancient, sturdy structures might have been rotted by constant exposure to water. Visit our section on the passive for advice on when to use the passive and when to substitute more active verb forms.

When “To be” verbs are combined with modal forms in this manner, the construction is called a phrasal modal. Here are some more examples:

1. Rosario was able to finish her degree by taking online courses.
2. She wasn't supposed to graduate until next year.
3. He is about to apply to several graduate programs.

Sometimes it is difficult to say whether a “To be” verb is linking a subject to a participle or if the verb and participle are part of a passive construction. In “Certain behaviors are allowed,” is “are” linking “behaviors” to “allowed” (a participle acting as a predicate adjective) or is “are allowed” a passive verb? In the final analysis, it probably doesn't matter, but the distinction leads to some interesting variations. Consider the difference between (The jurists were welcomed and the jurists were welcome.)

In the first sentence, the participle “welcomed” (in this passive construction) emphasizes the action of welcoming: the smiles, the hearty greetings, the slaps on the back. In the second sentence, the predicate adjective “welcome” describes the feeling that the jurists must have had upon being so welcomed.

d. Progressive Forms

Progressive forms include a form of “To be” plus a present participle (an -in ending). Frondescent and gyring categorize progressive verbs according to the following functions:

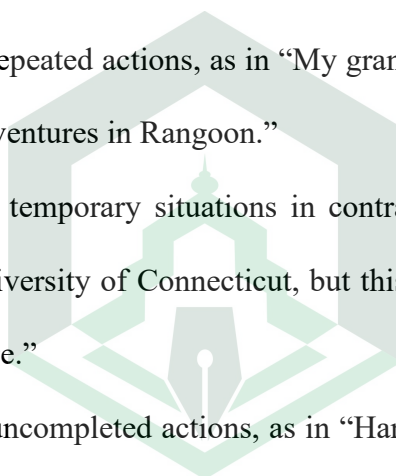
1. To describe actions already in progress at the moment "in focus" within the sentence, as in “I was doing my homework when my brother broke into my room, crying.” or “I will be graduating from college about the same time that you enter high school.”

2. To describe actions at the moment of focus in contrast to habitual actions, as in “We usually buy the most inexpensive car we can find, but this time we're buying a luxury sedan.”

3. To express repeated actions, as in “My grandfather is forever retelling the same story about his adventures in Rangoon.”

4. To describe temporary situations in contrast to permanent states, as in “Jeffrey goes to the University of Connecticut, but this summer he is taking courses at the community college.”

5. To express uncompleted actions, as in “Harvey and Mark are working on their deck.”



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e. Tag Questions with “To Be”

When we use “To be” verbs in a tag question, the basic formula follows: the verb is combined with a pronoun and sometimes with *not* (usually in a contracted

form). Positive statements are followed by negative tags; negative statements by positive tags.

1. Robert Frost was America's favorite poet, wasn't he?
2. He wasn't widely accepted in this country at first, was he?
3. You were going to skip this poem, weren't you?

(Don't try to make sense of this last construction. It is acceptable. In *very* formal text, you might write “am I not” instead. “Isn’t” is not regarded as acceptable except in text attempting to duplicate substandard speech.)

f. Order with Adverbs

Notice that adverbs of frequency normally appear after forms of the verb “To be”:

1. As a student, he was seldom happy.
2. Arturo is always first in line.
3. They were never on time.

Notice that the adverb still appears after “To be” verbs but before other main verbs:

1. My brother-in-law still works for the bank.
2. He is still a teller after twenty years.

3. Adverbs can be interposed between the infinitive “To be” and a participle, as in the following sentences. The fear of splitting an infinitive is without grounds in this construction.

1. This medicine has to be *carefully* administered.

2. She turned out to be *secretly* married to her childhood sweetheart.

g. Unnecessary Uses of “To Be”

Even a casual review of your writing can reveal uses of the verb “To be” that are unnecessary and that can be removed to good effect. In a way, the “To be” verb doesn’t do much for you it just sits there and text that is too heavily sprinkled with “To be” verbs can feel sodden, static. This is especially true of “To be” verbs tucked into dependent clauses (particularly dependent clauses using a passive construction) and expletive constructions (“There is,” “There were,” “it is,” etc.). Note that the relative pronoun frequently disappears as well when we revise these sentences.

1. He wanted a medication ~~that was~~ prescribed by a physician.

2. She recognized the officer ~~who was~~ chasing the crook.

3. Anyone ~~who is~~ willing to work hard will succeed in this program.

4. ~~It was~~ Alberto ~~who~~ told the principal about the students' prank. (Notice that the “it was” brought special emphasis to “Alberto,” an emphasis that is somewhat lost by this change.)

5. A customer ~~who is~~ pleased is sure to return. A pleased customer is sure to return. (When we eliminate the “To be” and the relative pronoun, we will also have to reposition the predicate adjective to a pre-noun position.)

An expletive construction, along with its attendant “To be” verb, can often be eliminated to good effect. Simply omit the construction, find the real subject of the sentence, and allow it to do some real work with a real verb.

1. There were some excellent results to this experiment in social work.

(Change to) This experiment in social work resulted

2. There is one explanation for this story's ending in Faulkner's diary.

(Change to) Faulkner's diary gives us one explanation for this story's ending.

On the other hand, expletive constructions do give us an interesting means of setting out or organizing the work of a subsequent paragraph:

g. *Sativa* and *Dynamic* Forms

Martha Koln suggests that we think of the difference between *sativa* and *dynamic* in terms of “willed” and “no willed” qualities. Consider the difference between a so-called *dynamic* adjective (or subject complement) and a *sativa* adjective (or subject complement): “I am silly” or “I am being silly” versus “I am tall.” I have chosen to be silly; I have no choice about being tall. Thus “Tall” is said to be a *sativa* (or an “inert”) quality, and we cannot say “I am being tall”; “silly,” on the other hand, is *dynamic* so we can use progressive verb forms in conjunction with that quality.¹⁴

C. The Concept of Media

1. Definition of Media

Media derived from the Latin is the plural of “Medium” which literally means ‘Broker’ or “Introduction ‘are an intermediary or introductory message

¹⁴ Martha Kolln, *Understanding English Grammar* .4th Edition. MacMillan Publishing Company: New York. 1994. P.102

source and the recipient of the message. Some expert gives a definition of learning media that can be used for learning purpose.

Brown revealed that the introduction media used in the learning activities can affect the effectiveness of learning, at first, learning media only serves as a tool for teaching, teacher used are visual aids. Around mid-century to 20 for utilization of visual features with use of audio devices, this was born the audio visual aids. In line with developments is science and technology. Particularly in addition, current use of assistive devices or media learning become increasingly broad and interactive, such as computers and the internet

2. The Function of media

a. Learning media can overcome the limitations of experience possessed by the learners. The experience of every learner is different, depending on the factors that determine the wealth of experience of children, such as availability of books, the opportunity to travel and soon. Learning media can overcome these differences. If learners can't be brought to the direct object being studied, then the object brought it to the learner.

b. Learning media contracted classroom limits. Many things cannot be experienced directly in to classroom for learners of an object, which is caused because: 1) the object is too large. 2) The object is too small. 3) The subject is moving too slowly. 4) The object is moving too fast. 5) Objects that are too complex. 6) Objects which sounds too smooth. 7) Objects containing dangerous and high risk, through the use of appropriate media, then all objects that can be presented to students.

- c. Learning media allow for a direct interaction between learners and the environment.
- d. Media produce uniformity of observation
- e. Media motivating and stimulating children to learn
- f. The media provides an integral experience or overall view of the concrete to the abstract

3. Kinds of media

There are four kinds of media, namely:

- a. Visual, visual aid are things just can be seen, for example: film, strip, transparencies, micro projection, blackboard and movie
- b. Audio visual, audio visual aid can be listening and sight, example; film and TV
- c. Dramatis, for example role plays socio drama.

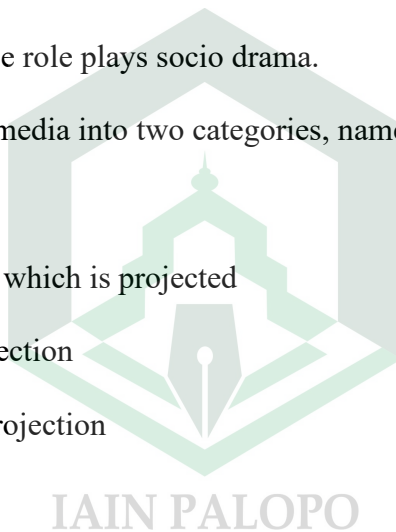
Arsyad divide media into two categories, namely:

a. Traditional media

1. Silent visual which is projected
2. Opaque projection
3. Over head projection
4. Slider
5. Filmstrip

b. Visual not projected

1. Picture, poster
2. Picture



3. Chart, graphic, diagram

4. Show

c. Audio

1. Recorder

2. Cassette, reel, cartridge

d. Multimedia show

1. Tape recorder

2. Multi image

e. Dynamic Visual which is projected

1. Films

2. TV

F. Printed

1. Text book

2. Module program

3. Hand out

g. Modern media

1. Media based of telecommunication

a) Teleconference

b) Study of for distance

2. Media based on microprocessor

a) Computer assisted instruction

b) Computer player



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- c) Intelligent tutor system
- d) Interactive
- e) Hyper media and compact disc.¹⁵

4. The function of media learning

The effectiveness of teaching and learning process is highly influenced by the factors of learning methods and media used. In the sense that there must be conformity between them to achieve learn goals. While there are other things that also need to be considered in the selection of media, such as: learning context, learner characteristics, and task or response is expected from learners. Meanwhile, according critic, learning objective, learning outcomes, content of teaching materials, setting and learning strategies is the criteria for the selection and production of media. Structuring of learning (climate, conditions, and the learning environment) is done by a teacher influenced by the role of the media used.

Use of media in learning can arouse desire and new interest; improve motivation and stimulation of learning activities, and even the psychological effect to the student. Father disclosed that the use of teaching will greatly help the effectiveness of the learning process and delivery of information (message and content) at the time. The presence of media in learning is also said to help increase student understanding, presentation of data or information more attractive and reliable, and easier data interpretation and condense information. So in this case is to say that the media function as a tool in teaching and learning activities.

¹⁵ Azhar Arsyad, *Media Pembelajaran*, (jakarta: PT .Raja Grafindo, 2004), p.35.

By using the term medium of instruction, Sudjan and Rival suggested some benefit of the media in the process of student learning, such as; (i) can foster students' motivation for teaching will be more attracted their attention, (ii) the meaning of the teaching materials will become more clear so that students can understand and allow for mastery and achievement of teaching objectives, (iii) will be more varied teaching method, not based solely on verbal communication through words, and (iv) students do more activities during learning activities, not just listening but also to observe, demonstrate, perform direct, and play.

Based on some of the function of instructional media described above, it can be concluded that the use of media in teaching and learning activities have considerable influence on the means of the senses. Towards understanding the content, logically it can be argued that with the use of media will further measure a better understanding of the students. Learners who learn through listening alone will be different levels of understanding and length of "memory" to survive, compared to learners who learn by seeing or listening. Learning media are also able to evoke and bring learners into the atmosphere of pleasure enjoy, where there is involvement emotional and mentally, of course this effect the spirit of their learning and learning condition are more vibrant, which will lead to improved understanding of learners of teaching materials.¹⁶

¹⁶Nawir. *www. Function Learning Media.htm*, accessed on 17th of February 2012.

D. *Animal Train*

Animal train is acting or the act process guessing word in box animal train. According to the Emily Wagner, animal train is fun in English learning and this animal train game for preschoolers takes you on an exciting journey, which ranges from the exotic depth of the jungle and savanna to the familiar peek-a-boo farm animals, and train students learning games takes place through a game activity during which students are ask to place the animal to the train in the order their names are written and besides the students totally love this fantastic game they are learning while the think and they are only playing with trains. Definitely it makes learning fun and varied.¹⁷

E. *Kinds of Animal Train*

There are some kinds of animal train:

- a. See animal train
- b. farm animal train
- c. Fruit train
- d. Colors train
- e. Sounds of animal song, and identify wild animal train is fun learning with train.

Base on twenty year old experience children, they made considerable effort ensure that the design of this app is easy to use, for this very special age category

¹⁷Emily Wagner. <http://Googlesite term of servise,asus nexus/07/2012/> .Animal Train Games. Accessed, March. 2. 2013.

and that the whole app is as educational and fun as possible, we hope that our children will enjoy.¹⁸

f. Classroom Action Research

1. Definition of classroom action research:

Classroom action research is research conducted by teachers in the classroom itself through self-reflection, in order to improve its skill as teacher, so that students learning outcome to be improved and Carr and Kemmis, the following:

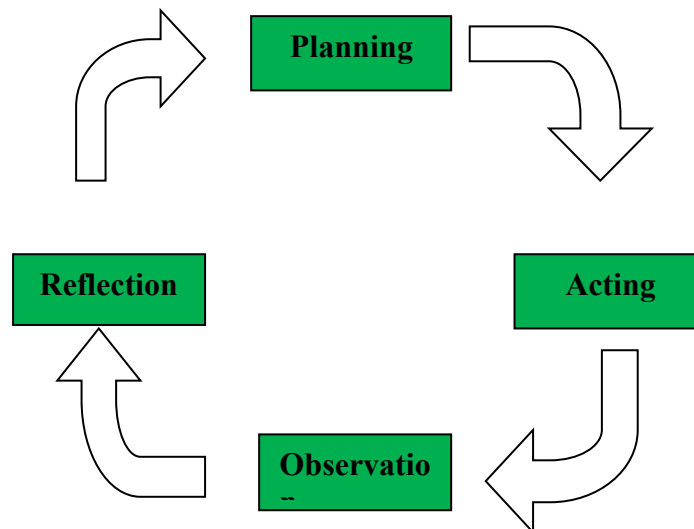
Action research is form of self, reflective enquiry undertaken by participants (teacher or principle for example) in social (including education) situations in order to improve the rationality and justice. (1) Their own social or educational practices, (2) Their understanding of these practices, and (3) the situational (and situation) in which the practices are carried out.¹⁹

Lately (CAR) classroom action research has become trend to be done by professionals as trouble-shooting effort and improvement of quality various the areas. Early as beginning CAR used to look for the solution to social problem (unemployment, adolescent mischief, and act) is than done by the evaluation and observation wearer as input to do reflect to what is going on execution phase.

Briefly CAR is a form of assessment that is reflective of the perpetrators actions, to increase the stability of rational-action them in carrying out tasks, to

¹⁹ Igak Wardhani and Kuswaya Wihardit. *Penelitian Tindakan Kelas*. (Jakarta: Penerbit Universitas Terbuka, 2007),p.1.4

deepen understanding of the actions taken, and improve where learning practices implemented. To achieve these objectives perform the CAR review process cyclical, which comprises four stages as follows:



The four phases of a cycle within a CAR can be described as the follow:

- a. Planning in this case need to formulate action plans that will be taken. Actions taken can be formulated into a form hypothesis about the alleged action in the sense of change that will occur if an action from happening.
- b. Acting on this draft strategy and set of learning scenarios. Scenarios of action must be implemented correctly and fairly.
- c. Observation in this case is actually running concurrently at the time of exercise of the action. Observations were made at the time the action is running, both took place at the same time.
- d. Reflection in this case as a whole is intended to examine the actions that have been implemented. Based on the data collected, and then conduct an evaluation to

improve the follow-up, reflection in the CAR include analysis, synthesis, and evaluation of the results of observations on the action taken. If there are problems and the process of reflection, then re-tested through the next cycle.²⁰ In accordance with the essence of which is reflected by the name of action research spiral, classroom action research can be started from anywhere of the four phases namely: planning, action, observing, and reflection.

2. The principle of classroom action research

According to Hopkins that there are six principles should be considered when conducting action research. Those principle are: (1) the action research done by teacher doesn't hinder teacher's activity in the classroom; (2) the method of data collection doesn't consume much time because it is conduct end in the learning and teaching process in the classroom; (3) the methodology used should be reliable; (4) the problem which are going to be investigated is not too large and complex, so it can be solved by teacher through action research; (5) problem solving should consider teacher's need as a researcher but the way to do based on the procedure at workplace; (6) action researcher should support school vision and mission.

3. Strategies in the Classroom Action Research

These strategies are divided into what have come to be known as direct or cognitive strategies, which learners apply directly to the language itself, and indirect

²⁰ Baedhowi. *Bimbingan Guru Dalam Penelitian Tindakan Kelas* (Jakarta: Januari 2010 Direktorat Jendral PMPTK). P.19 - 23 .

or met cognitive strategies, which learners manage or control their own learning process. Direct strategies include a number of different ways of

- a) Remembering more effectively,
- b) Using all your cognitive processes,
- c) Compensating for missing knowledge

Indirect strategies, according to Oxford Taxonomy, include

- 1. Organizing and evaluating your learning,
- 2. Managing your emotions,
- 3. Learning what other.²¹

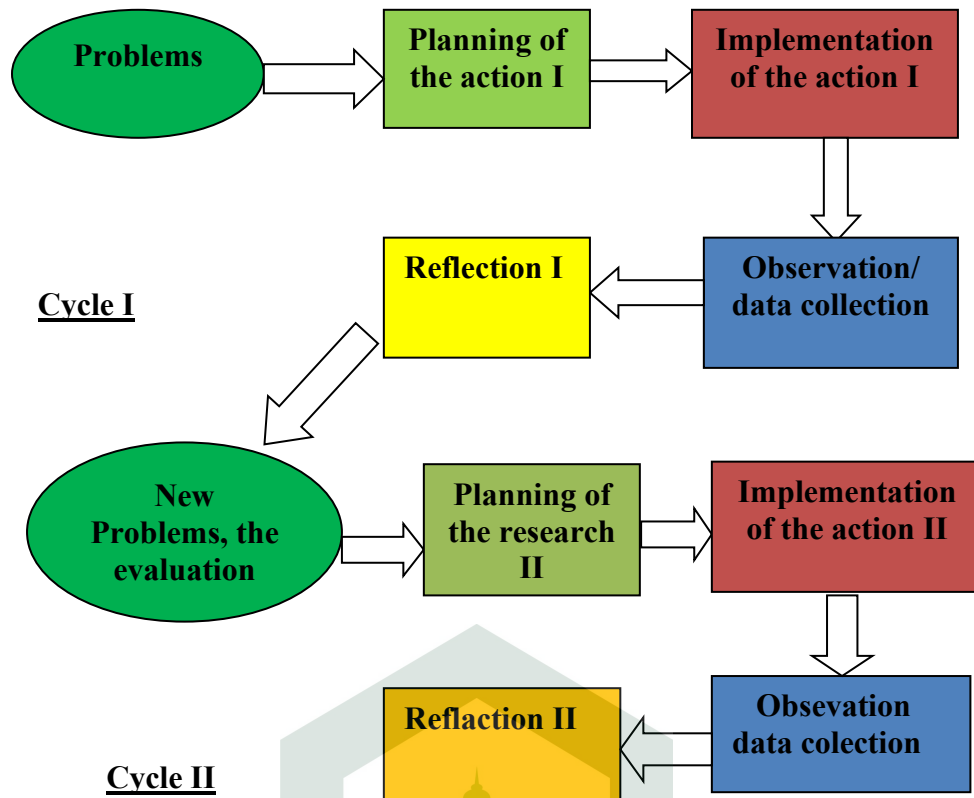
4. Characteristic of classroom action research

The first characteristic of CAR is that its activity is triggered by practical problems that lived in the teacher teaching in class. Therefore, CAR is practice-driven and action-driven in the sense of CAR goal to improve practical, direct, -here, now often referred to as research or practical (practical inequality).

a collaborative effort of school Between Teachers and teacher educators. Because lecturers not have direct access, then the CAR held collaborative with her class teacher who became the arena of CAR. Therefore must be consistent feature of collaborative cooperation shown as in the overall implementation of CAR stages, ranging from problem identification and diagnosis of the situation, the design of

²¹ H .Douglas Brown. *Teaching By Principles An Interactive Approach to Language Pedagogy*. (San Francisco State University 2007),p.269

corrective action, up to the collection and analysis of data and reflects about the findings in addition to preparing the report:



The Classroom action research cycle.²²

The first cycle of classroom based research consist of planning, Action, observation and reflection

a. Planning

1. Analyzing the basic competency curriculum especially after analyzing the need of students

²²Baedhowi. *Membimbing Guru Dalam PenelitianTindakan Kelas*.(Jakarta: januari 2010).p. 15

2. Make a plan to learn about the problem faced by students, arrange of sentence in animal train

3. Classroom management: The number of 26 students making the classroom comfortable,

4. Prepare the test

5. Make the instrument use in the classroom action research cycle.

b. Action

1.) Researches set up the entire instrument in the class before beginning the teaching of grammar such material.

2.) Research describe use of TOBE

3.) Research describe an example of TOBE in animal train

4.) Research, as students arrange sentence in Animal Train

5.) In the closed-class.

c. Observation

There are some important things that have been observed there are:

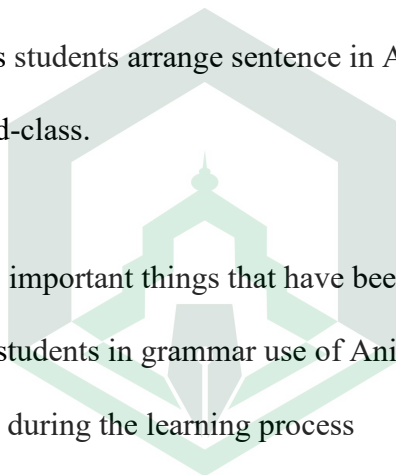
1. Problem of students in grammar use of Animal Train

2. Participation during the learning process

d. Reflection

Classroom action research is a success if some of the following condition is found out

1. Most students have a good score in the evaluation (arrange sentence that there are in Animal Train)

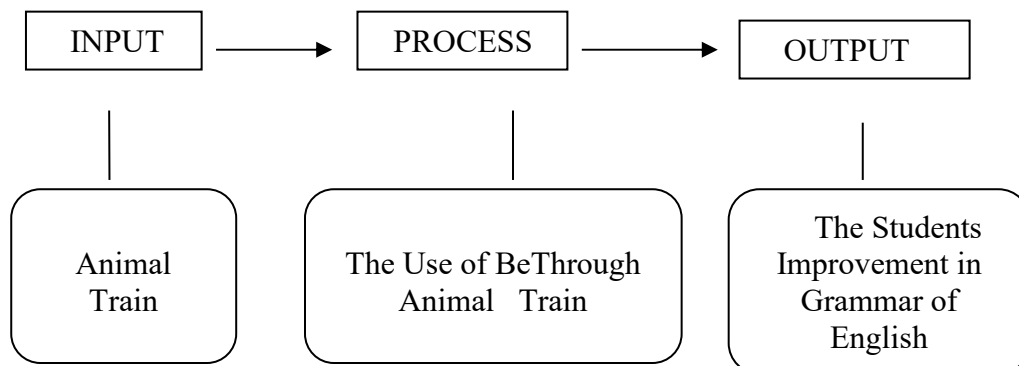


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2. Most of the active students in learning process (70%)

This research will be conducted at SMPN 8 Palopo in class VII with 26 students inside. Based on the writer observation when the writer conduct teaching training in that school, the students in this class still low in structure and grammar.

G. Conceptual Framework



In conceptual framework the researcher explained about the use of to be and Animal Train Worksheet, after that gave students the examples of to be and gives them some exercise through Animal Train, Finally, to find out the student ability in grammar of English, research gave to exercise with broken sentences of animal train worksheet, the consist of five to ten number.



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CHAPTER III

METHOD OF THE RESEARCH

A. Research Type and Design

This research applied classroom action research. It aims to find out whether the effort to improve students' grammar to the seventh year of SMPN 8 Palopo through animals train.

The research involved a class of students at the seventh year of SMPN 8 Palopo collaboration with the English teacher of the class. Because the writer is not a teacher so the writer will stand as the supervisor at the learning process meanwhile the teacher will teach the students with the writer method.

B. Time and Place of the Research

This research conducted at the seventh year students in SMPN 8 Palopo in academic year 2013-2014 which of 26 students

1. Object of Research

The object of the research was the implementation of learning in improving grammar; the research was conducted in from cycle namely: planning, acting, observing, and reflecting.

2. Subject of Research

This research would apply classroom action research. It aims to find out the effective procedure of using animal train sheet improve students' grammar at the

seventh year students of SMPN 8 Palopo, in collaboration with the English teacher in charge, Nasrah S.Pd. Because the writer will be not a teacher so the writer stood as supervisor at learning process meanwhile the teacher taught the students with the writer's method and media.

C. Procedure of the Research

Classroom action research aims to solve problem that teacher find in the class. This classroom action research will conduct in four steps; they are preliminary study, planning the action, observing and reflection.

1. Preliminary Study

In this preliminary study, the writer will do observation of learning and teaching activity. The researcher will see how students and teacher participation in the class and will find out way how to solve the problem that will occur in learning teaching process. Then, the writer will do interview to the teacher. The interview will be about the students' condition in the class.

2. Planning the Action

Planning is the first step in this research procedure. Teacher and writer who make collaboration will construct the plan how to solve problem which will occur in the learning and teaching process based on preliminary study above related to the use of animals train to improve students' grammar. It covers to prepare the strategy, design the lesson plan, determine the criteria of success and set up the instrument.

3. Preparing the Strategy

In this section, the writer will focus in improving students' grammar through animals train. The collaboration between writer and teacher will try to make strategy how to use animals train as the method to improve students' grammar.

Briefly illustrate, before doing the method, first teacher will encourage the student that English is easy by giving them funny story or motivated story about the easiness of English. Then the students will be given material in English by using animals train. The writer as supervisor will observe what students' problem and also teacher's problem in using animals train. After that the teacher and writer will review and clarify the weakness that the writer finds in the learning teaching process.

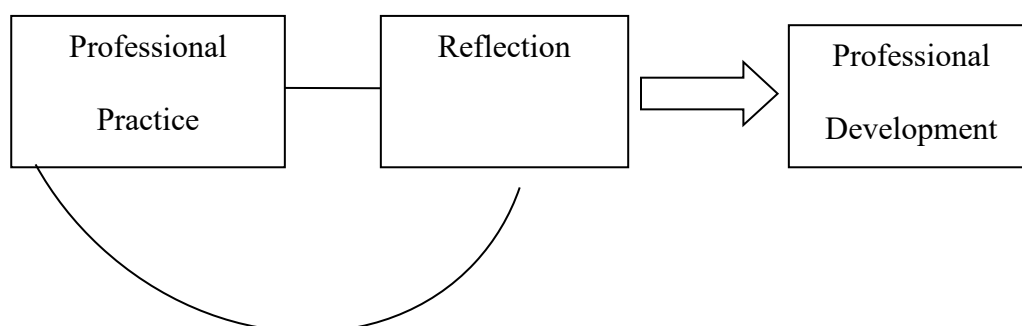
4. Designing the Lesson Plan

In this designing lesson plan, the teacher and writer in collaboration will make lesson plan for the material by considering some aspects such as students' aspect, teacher aspect, material aspect and also the method's aspect itself.

Generally, in learning teaching process consist of three procedure, pre-activities, main activities and post activities. In pre- activities, the teacher tries to engage students' mind with the material in order to make students be focus to continue to the next activities. In main activities, the teacher gives the students material by using animal train worksheet and the last activities will be post- activities that consist of feedback and correction for what the teacher or even the students do in learning and teaching process.

5. Reflecting

In this step, the writer would conduct reflection after completing the cycle of study. The writer and teacher collaboration would analyze the data both qualitative and quantitative data also compare them with the criteria that have been decide before. The reflective cycle can be managed as follow as:



The reflective cycle and professional development.¹

Reflection in AR is much more dynamic than simply being the last phase in the cycle. Reflection involves creative insights, thoughts and understanding about what you have been doing and finding, and it happens right from the beginning. For action researchers, reflection flavors and moulds the whole AR experience.² Teaching or action research. Deep reflection serves to build knowledge about curriculum development in the widest meanings of that term. The possibilities for reflection and knowledge-building in AR are extensive, but they include exploring and expanding our understanding of how:

¹ Michael J Wallace. *Action Research for Language Teacher*. Cambridge University Press. 1998.p.13

² Anne Burns. *Doing Action Research in English Language Teaching*. New York: 2010. Routledge Taylor and Francis Book.p. 152

- a. The roles of teachers and learners interact
- b. Learners learn and how their diversity affect learning;
- c. To develop new modes of interaction with students;
- d. The curriculum works and the theories that underpin it ;
- e. To select and sequence units of work and the material that go with them;
- f. To introduce and try out new classroom technologies;
- g. To assess students 'progress and evaluate the course;
- h. To test out and apply current ideas and theories from the field of language teaching.³

D. Method of Collecting Data

1. Techniques

The collecting data techniques in this classroom action are:

- a) Test : To find out the students' score.
- b) Observation : To find out the students participation during the used of Animal Train in learning to be
- c) Interview : To find out the level of successful in implementing the used of Animal Train in learning to be.

2. Instruments

The instruments used in collecting data in this classroom action research were:

³ Ibid.153

a. Animal Train in learning to be as a media of teaching.

b. Check list

- Active ✓
- Less active and ✓
- passive ✓

c. Observation list : it will be useful to observe the students' participation during the use of Animal Train in learning to be. Also, as the basic instrument in discussion part among the teacher and the collaborators as a way to make reflection in each cycle.

d. Guide interview list : To find out the level of successful in implementing the use of Animal Train in learning to be

e. Camera : The researcher take students' picture in learning process

E. Instrument of the Research

Observation carry out to observe and determine the performance of students in learning activities about grammar by using animal train worksheet and the writer gave students test in grammar that consisted of 5 numbers of broken sentence. Each item had 20 score if the students could answer it well. So, the total of the score were 100 if the students could answer all of the questions correctly. The test aimed to know the significant of Animal Train in teaching grammar at SMPN 8 Palopo.

F. Technique Data Analysis

The data which collected in very observation in each cycle were analyzed descriptively through percentage technique. And the result of understanding grammar: Students' score of using animal train test is counted by using the formula, as follow:

$$\text{Score} = \frac{\text{Total correct answer}}{\text{Total test items}} \times 100$$

The formula:

$$X = \frac{\sum x}{N}$$

X : Mean Score

$\sum x$: Total Row Score

N : Total Sample⁴



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⁴ Anas Sudijono, *Pengantar Statistik Pendidikan*, PT Radjawali Persada, 2009, p.13

No	Score	Classification
1	90 – 100	Excellent
2	80 – 89	Very good
3	70 – 79	Good
4	60 – 69	Average
5	50 – 59	fair
6	40 – 49	Poor
7	0 – 39	Very poor

G. Working Indicator

Determining the criteria of success in action research is very important to know, how success the using of animal train applied in the class. The criteria 'success is also important to measure whether the animal train effective to improve students 'grammar.

This study considered to be successful if it has these following criteria;

- a. The average of students' final score is 70 within the range of 10 to 100
- b. 70% students have positive response and active involvements

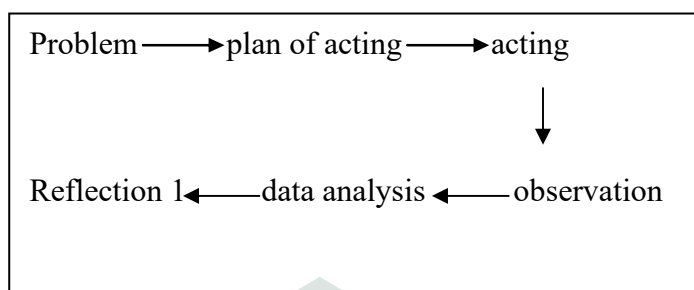
CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

The findings of the research explain the cycles of learning and teaching process of this current research. In this case, there were two cycles; it can be seen in general through the following chart:

Cycle 1

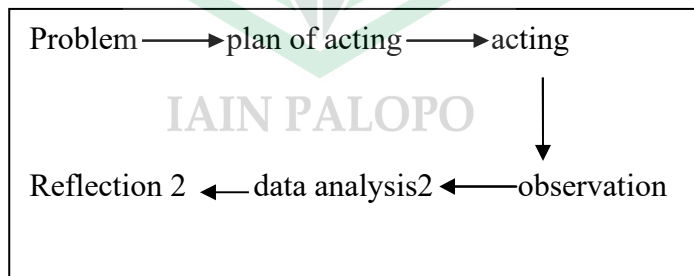


Unfinished

Next cycle

Cycle 2

Finished



Cycle 1

a. The first meeting

1. Planning

Learning method used in the first cycle is animal train, teaching materials are on the subject of English grammar in the use to be and allocation of time was (80 minutes) and distributed into a lesson plan, to make the good management in the classroom and the research took 26 students, in order the English teaching method got useful that answer together and the research asked the students 'forward one by one to write to be in sentence on the whiteboard. The research discussed different use of be in the sentence.

2. Acting

In this action, the research gave the students explanation about what the purposes in learning of grammar and then the research explained to good the use of to be through animal train worksheet and opened question related to the material that was presented. The research showed to students the use of to be in sentence. Research and the students to reflected on the learning that had taken place and closed the meeting.

3. Observation

a. The students were not discipline and condition of the class was very noisy when the researcher gave explanation.

b. The students were not familiar with the using of to be with animal train.

c. The students were very difficult about different the using of to be in the sentence.



Situation of students were not discipline and very noisy

4. Reflection

There were still significant weaknesses in cycle I to the first meeting: most of the students were not familiar with the using animal train, because the students never heard about animal train before, the students were still confused about the using of be in sentence.

b. The second meeting

1. Planning

Learning method used in the first cycle to the second meeting is animal train worksheet with broken sentence and the broken sentence there were two of to be. The research asked students' forward one by one to write to be in animal train on the whiteboard, and asked the students were student confused about the using of to be.

2. Acting

The research started by explained about animal train worksheet 10 minutes to the students, the students were asked to mention the example the use of to be in sentence and the research distributed picture of animal train to students and gave 30 minutes translate and answer question, research gave animal train worksheet with broken sentence to measure the students grammar and there were some sentence on the paper, after that the research collected the paper

3. Observation

- a. The condition of the class still little bit noisy when the research gave explanation and gave example broken sentence in animal train
- b. The students were not interested about the material
- c. The students were still little bit confused with the using of be in animal train worksheet.



Situation students were still bit confused in learning process

d. Evaluation the students' grammar ability showed that students master in grammar were mostly in low score, the mean score was only 48, 65. After seeing the research of student's evaluation, the concluded second cycle.

Table I

“The raw score of students grammar in cycle I (Individual)”

No	Students	Score
1	R 1	80
2	R 2	40
3	R 3	45
4	R 4	25
5	R 5	35
6	R 6	35
7	R 7	25

8	R 8	25
9	R 9	80
10	R 10	50
11	R 11	25
12	R 12	25
13	R 13	75
14	R 14	40
15	R 15	50
16	R 16	55
17	R 17	40
18	R 18	75
19	R 19	75
20	R 20	70
21	R 21	70
22	R 22	70
23	R 23	70
24	R 24	55
25	R 25	5
26	R 26	25
	MEAN SCORE	48,65

The mean score of the students 'grammar test of cycle I:

$$X = \frac{\sum x}{N}$$

$$= 1625$$

$$26 = 48,65$$

d) Evaluation on the students' grammar showed the student's mastery on grammar was mostly in low scores. The mean score was only 48,65. The table above showed that the highest score was 80 and the lows score 5, and only two students got score 80 and one students got score 5.

The result of observation student's activities during the teaching and learning process it can be seen in the table below:

Table 2
"The result of students' active participation"

NO	Students Name	ACTIVENESS			
		NOT ACTIVE	LESS ACTIVE	ACTIVE	VERY ACTIVE
1	R 1				
2	R 2				
3	R 3				
4	R 4				
5	R 5				
6	R 6				
7	R 7				

8	R 8				
9	R 9				
10	R 10				
11	R 11				
12	R 12				
13	R 13				
14	R 14				
15	R 15				
16	R 16				
17	R 17				
18	R 18				
19	R 19				
20	R 20				
21	R 21				
22	R 22				
23	R 23				
24	R 24				
25	R 25				
26	R 26				
	MEAN SCORE	1	16	7	2

Explanation of observing the students 'activity is:

- a. Very Active : The student is responsive and participle fully in all activities in the teaching process.
- b. Active: The student's responses the material (focus on to be) in animal train and interact with the teacher and the other in teaching process
- c. Less active: The students pay attention and give response one in while in teaching process
- d. Not active : The student's pays attention and give responds to the material, he looks confused and sleepy and difficulties in mention the use of to be in sentence. In the teaching process

Diagram 1

"Students' Active in Cycle I"

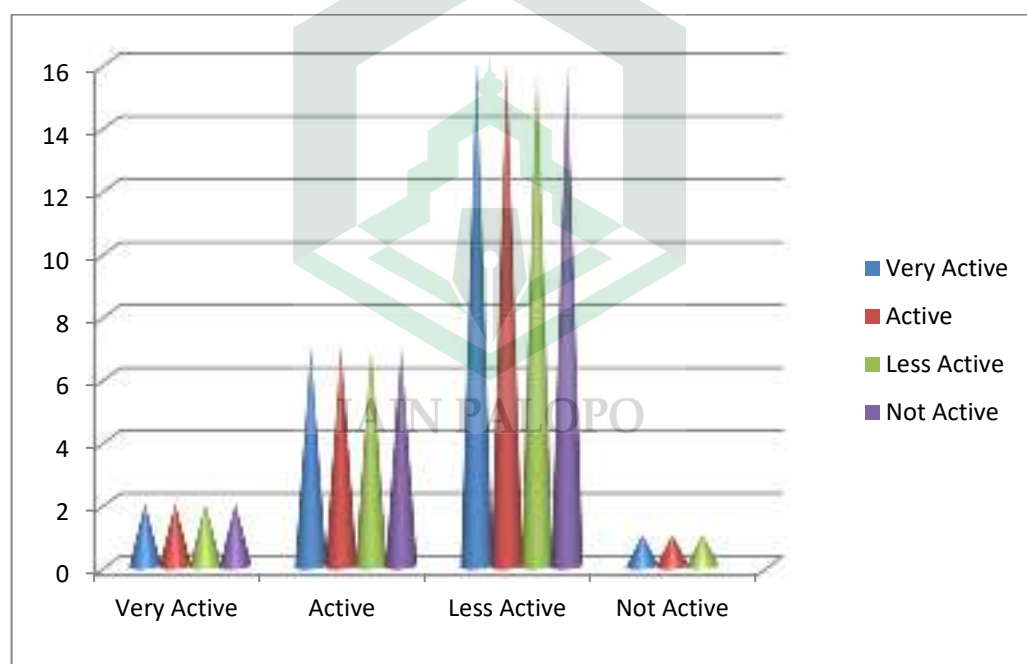


Table 3

The result of observation students' percentage in cycle I

Option	Frequency	Percentage
Very active	2	8%
Active	7	27%
Less active	16	61%
Not active	1	3%

Above that include 26 respondents, there were students very active in the class by using of to be in animal train as media, and present age reached 8%. The active students were 7, and percentage reached 27%. The less active students were 16, and percentage 61%. And there was one students who was not active and percentage 3%. The criteria of success which is determined 70%, the criteria of success in the cycle I had been not achieved as the accumulation from the percentage of very active and active. It reached 34 %.

Based on table score of the test skill and the table score observation above still disappointed in the first cycle, because the students' achievement in grammar skill unsatisfactory. The student average score in teaching grammar was 46,65, it means that students' score in teaching grammar still low so far from the minimum mastery criteria in teaching English was 70. And based on the result the observation made by observer to activities researcher execution the application of teach grammar through animal train shown still not good, because the mastering grammar of the

students still low so that some students are not active in giving respond and the students were confused different the use of Be in sentence.

4. Reflection

There were still significant weaknesses in the cycle I namely: most of the student is not familiar with the using Animal Train in grammar ability, because the students never heard about animal train before, some of the students did not really active in learning activities, only 7 students active, 2 students very active, 16 students less active and 1 student not active. The evaluation mean score was only 48,65, in the discussion, there were only some students active and giving responds to talk about the material that the research given, the researcher planned to the second cycle.

Cycle 2

Based on schedule that has been agreed among the research and teacher at SMPN 8 Palopo on March 29th and 30th

a. The first meeting

1. Planning

In the order to improve the weaknesses and to keep the successful the first cycle, then the second cycle was planned as follows:

- a. Gave motivation to the students in order to be active in grammar and learning process in the class.
- b. Gave more explanation and intensive guidance to the students who got difficulties when the use of be through Animal Train worksheet.

- c. Gave chance to the students who got good score share their knowledge in grammar.
- d. Review the lesson about broken sentence in animal train and gave the other sentence.



The researcher explained broken sentence in animal train worksheet

2. Acting

Like in the first cycle, in this action the researcher gave explanation about the material in grammar through animal train and gave guidance to the students how to use of to be in good a way, after that the researcher gave other sentence about (animal works, person, noun) the students discussed each other and forward to write to be on the whiteboard and besides there were students still less understand in animal train with broken sentence, the researcher asked to students what did not understand during learning process.

3. Observation

- a. The students were not confidence to do exercise.
- b. The students were afraid to wrong with their answer.

c. The condition in the classroom was silent



The students were silent in learning process

4. Reflecting

There were still significant weaknesses in the cycle II to the first meeting namely: most of the students were not confidence to do exercise that given and besides the students were afraid to wrong with their answer.

b. The second meeting

1. Planning

- a. The researcher would guide students who were afraid to wrong with their answer.
- b. Gave more motivation to the students who have less confidence.
- c. The researcher also helped them if students find difficulties to do their task
- d. The research divided students think pair shares with the other friend.

2. Acting

Like in the first meeting to cycle I, this action the researcher gave more explanation about the material in grammar trough animal train with filling the blank sentence 10 minutes, the students were ask to mention of to be in animal train and distributed picture and gave real material (animal picture, noun, person)

So the students were not bored, and gave 30 minutes translate and answer question and the next, the researcher gave animal train worksheet with filling the blank sentence to measure the students' grammar on the paper and after that the researcher collected that paper and answer together and asked students forward one by one to write to be in blank sentence on the whiteboard.

3. Observation



Situation of students in think pairs share with the other friend

a. Evaluation on student's grammar ability showed that students got better score than in the second cycle. The mean score was 78,84.

Table 4

The Raw Score of Student' grammar Cycle II

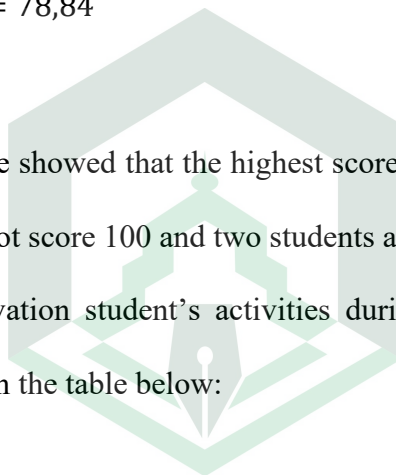
No	Students	Score
1	R1	90
2	R 2	60
3	R 3	80
4	R 4	70
5	R 5	70
6	R 6	100
7	R 7	80
8	R 8	60
9	R 9	80
10	R 10	90
11	R 11	80
12	R 12	100
13	R 13	90
14	R 14	40
15	R 15	100
16	R 16	60
17	R 17	60
18	R 18	80

19	R 19	90
20	R 20	100
21	R 21	80
22	R 22	70
23	R 23	80
24	R 24	100
25	R 25	40
26	R 26	100
	MEAN SCORE	78,84

$$X = \frac{\sum x}{N} = \frac{2050}{26} = 78,84$$

The table above showed that the highest score was 100 and the lowest score was 40. and 6 students got score 100 and two students also got score 40.

b. The result of observation student's activities during the teaching and learning process. It can be seen in the table below:



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Table 5

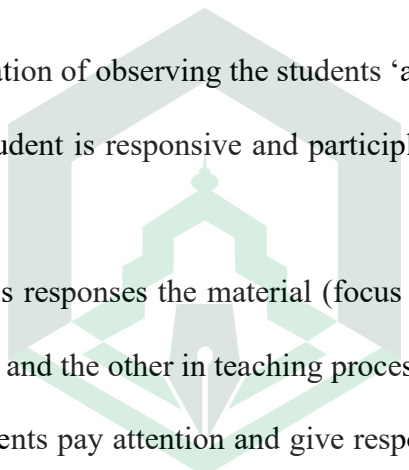
The result of the students' participation cycle II

NO	Students Name	ACTIVENESS			
		NOT ACTIVE	LESS ACTIVE	ACTIVE	VERY ACTIVE
1	R 1				
2	R 2				
3	R 3				
4	R 4				
5	R 5				
6	R 6				
7	R 7				
8	R 8				
9	R 9				
10	R 10				
11	R 11				
12	R 12				
13	R 13				
14	R 14				
15	R 15				
16	R 16				
17	R 17				

18	R 18				
19	R 19				
20	R 20				
21	R 21				
22	R 22				
23	R 23				
24	R 24				
25	R 25				
26	R 26				
	MEAN SCORE	0	2	18	6

Explanation of observing the students 'activity is:

- a. Very Active : The student is responsive and participate fully in all activities in the teaching process.
- b. Active: The student's responses the material (focus on to be) in animal train and interact with the teacher and the other in teaching process
- c. Less active: The students pay attention and give response one in while in teaching process
- d. Not active : The student's pays attention and give responds to the material, he looks confused and sleepy and difficulties in mention the use of to be in sentence. In the teaching process



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Diagram 2

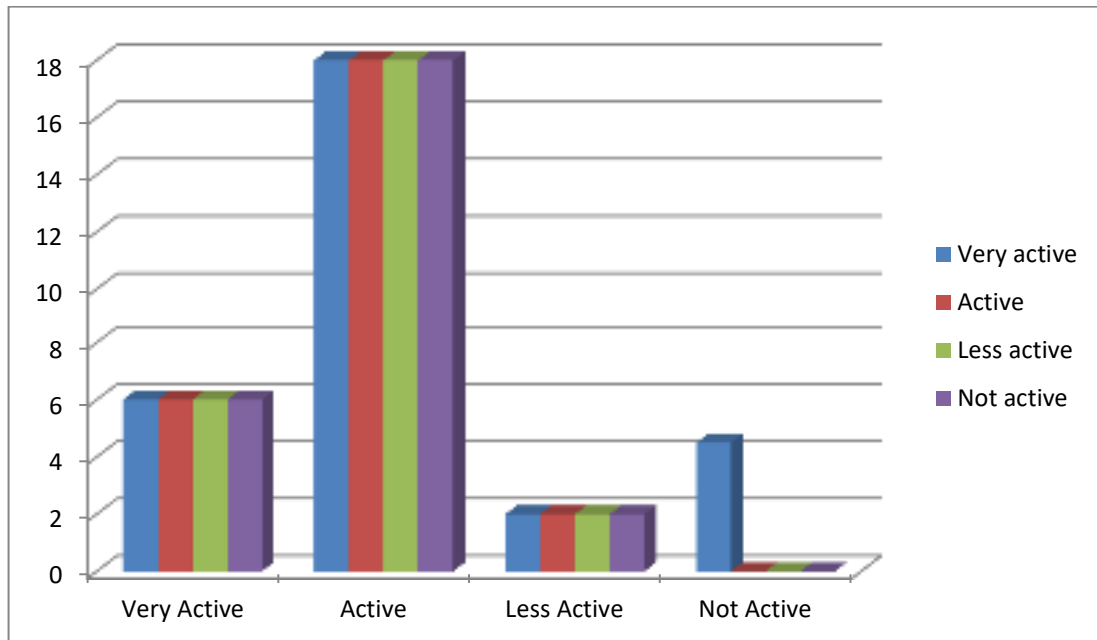
Student's Activities in Cycle 11

Table 6

The result of observation students' percentage in cycle II

Option	Frequency	Percentage
Very active	6	23%
Active	18	69%
Less active	2	8%
Not active	0	0%

Based on research data in the second cycle which is shown by the description above that included 26 respondents, there were 6 respondents were very active in the class in the using animal train worksheet, and percentage reached 23%. The active students were 18 and the percentage 69%, The less active student

were 2 and the percentage 8% and there were not students who were not active in learning process and based on the table result of the students' score and the researcher was satisfied because the mean score of the test in second cycle was got the minimum mastery criteria, the students got mean score 78,84. So that the students in cycle I had success.

4. Reflection

There was some improvement that could be gathered from reflection stage. Learning in a class action cycle II was better than the cycle I. The student's activeness in classroom was increased. Some successful point in the Cycle II namely: most of the students were familiar with the using animal train in grammar. More of the students active in learning activities, 18 students active, 6 students very active, 2 students less active and 0 student not active. It mean 92 % active in learning process and 8% is not really active. The condition of the class was not noisy. The ideal mean score have achieved: 78,84. In the discussion, some students active in giving respond to talk about the material that the researcher given.

B. Discussion

Looking at the finding, the research presented the discussion of data of the students. The section presents the result of data analysis. It aims describing the students' insolvent in teaching grammar through animal train. And to make this discussion clear, the researcher would like to explain in part: Teaching grammar through animal train at the seventh year students of SMPN 8 Palopo with two cycles

that have analyzed. Procedures implemented that improve the students' grammar through animal train and combination of picture and statement for this research like: What is the appropriate way to teach grammar to the seventh year students of SMPN 8 Palopo through animal train. The researcher discussed the result of the data analysis in according with the scope of this research, the research cover the students' command in grammar, especially in writing to be sentence and this research, the writer limits and focuses on the ability of the seventh year students of SMPN 8 Palopo in understanding to be that cover (am, is, are, was, were).

This study employ Qualitative research, in this case classroom action research as designed since it was the most appropriate research design which related to solve the classroom problem. According to Oxford Taxonomy, include:

1. Organizing and evaluating your learning,
2. Managing your emotions,
3. Learning with other.¹

Based on the result that has described above, it can be proved that the students improve learning grammar through animal train at the seventh year SMPN 8 Palopo. Teaching is one effective and interesting way that can be applied in teaching and learning process. Animal train worksheet are appropriate media to learning English because the students learning in different situation where the students could see animal train' picture so that the students' interesting in learning grammar and

¹ H.Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (San Francisco State Uneversity 2007),p.269

media picture is media visual; the function of media serves as a tool aids in the learning activities and streamline the time in teaching and learning activities. The use of instruction media to attract student's attention and understanding by helping catch explanation from the teacher and besides describing or decorate fact that will be fast forgotten if not describing.²

To teach grammar in junior high school, especially for young learners is not easy way and teaching young learner is different from teaching adult, with that we must have extra power to teach them because the young learner's have certain characteristic and need certain kinds of treatment .The teacher can use kinds of media to teach young learners for example animal train's picture ,the research believes animal train picture is a appropriate media to learning English for students can improve mastering grammar.

Cycle I

Based on the analysis from the student's test in cycle I the mean score in the first cycle was only 48,67, while the criteria of succeeds in working indicator was 70 or more. It means the student's ability was low and Based on observation activities in first cycle, the researcher was found some weakness in teaching process. They are: a) Most of the students were still not familiar with the using Animal Train in Grammar ability. b) Some of the students did not really active in learning activities, only 7 students active,2 students very active.16 students less active, and 1 students not

² Pupuh fatthurohman ,*Media P embelajaran*, <http://www.respository.upi.edu/campus> .Accessed on November 29th 2012

active. Only 34% active and 65% did not really active. c) The condition of the class was little bit noisy. d) In the discussion, there were only some student active in giving respond to talk about the material that that researcher given. e.) most of the students un confidence to ask questions though they were not clear, f.) Their used of to be were still low and besides there were students who did not pay attention when the lesson presented.

So the researcher needed to reflect to get the best way in teaching grammar through animal train .The students' activeness in the cycle I was less interested.

a. The first meeting

In the first meeting of this cycle, the researcher did not apply the method directly but only introduction to students hopefully between the researcher, and students could be built good relation, the researched asked to students one by one to introduce themselves in front of the classroom by telling about favorite subject, ambition, condition in the class, their teacher and many others about them, after giving explanation about material and what the purposes in learning of grammar and then the researcher explained the use of to be in sentence, the researcher asked to students forward one by one write to be in sentence on the whiteboard. Researcher and students to reflected in learning that taken place and closed the meeting.

Observation about situation of this cycle in the first meeting, namely: a) The students were not discipline; b) Condition of the class was very noisy when the researcher gave explanation the material. And besides there were significant weaknesses in cycle I to the first meeting namely: a) most of the students were not

familiar with the using animal train because the students never heard about animal train before, b) the students were very confuse the using of be in the sentence.

b. The second meeting

In the second meeting of the first cycle, the researcher gave greet to the students and asked their condition after that gave motivation to the students before star our lesson, learning method used in the first cycle to second meeting is animal train worksheet with broken sentence and in the broken sentence have two of be ,after that the researcher explained broken sentence in animal train, and the researcher asked students forward to write in animal train on the whiteboard and asked to students were confuse about the using of be. The next, the researcher gave animal train worksheet with broken sentence to measure the students' grammar on the paper after that researcher collected that paper and close the meeting.

Observation in the second meeting, the researcher knew that classroom situation was still conductive because the students were little bit noisy when the researcher explained the material in front of the class. Based on the observation activity made researcher and in the first cycle to the second meeting. It was found some weaknesses during learning process namely: a) The class situation was not affective during learning process because the students still crowded in the classroom, b) The students were still little bit confuse with the using animal train worksheet, c) The students were bored in learning process.

Cycle II

The result of the observation students activities showed that students active. The mean score in the second cycle increased to be 78,84 in the learning activities. It was found that there were 6 students very active and the percentage reached 23%. The active students were 18 and percentage 69%. The less active students were 2 and the percentage reached 8% and there were not students who were not active so percentage 0%. The criteria off successes in working indicator was 70. It means students' ability grammar in second cycle was better than the ability in cycle I. The progress they got as a result of the reflection based on the observation made researcher and observer.

According to this research, researcher carry out a research that applied Animal Train method in teaching grammar. From the researcher had known that the application of effective way teaching grammar related to the students' focus on learning, the students' ability in grammar through animal train worksheet related to the test result in the cycle II, they were performed good responses. It could be seen from their involvement in learning activities along the time of method application. The student's activeness in classroom was increased and the students were very enthusiastic to do animal train worksheet. The condition was not noisy and full attention.

The application of innovative learning method is very important in learning process. The teacher has more creative in choose and apply innovative learning method that appropriate with the material. Learning method is the way of teacher to

do the teaching learning process.³The research also in accordance with Tarigan, he states that teaching method is the way of implementation in teaching learning process or how to give material technically to the students in the school⁴

a. The first meeting

The first meeting in the second cycle and planning in this cycle as follow:

- a. Gave motivation to the students in order to be active in learning process,
- b. Review the lesson about animal train worksheet with broken sentence so the students were not confuse,
- c. Gave more explanation and intensive guidance to the students who got difficulties when the use of be through animal train worksheet.

And the action in the second cycle to the first meeting, the researcher explanation again about animal train worksheet whit broken sentence and gave guidance to the students, how to use of to be in good way. After that ,the researcher gave another sentence about: (animal words, person, noun) and distributed with picture and forward to write to be on the whiteboard and asked to students, what did not understand during learning process. And observation the first meeting in the second cycle: condition in the class has silent but there were significant weaknesses in the second cycle to the first meeting namely: a) the students were not confidence to do exercise, b) the students were afraid to wrong with their answer.

³Suwarno Priggwidagdo, *Strategy Penguasaan Bahasa*,Yogyakarta: Adi Citra Karya Nusa 2002,p.12

⁴ Tarigan,*Strategi,Penguasaan dan Pembelajaran Bahasa*,Bandung: Angkasa 1990,p.25

b. The second meeting

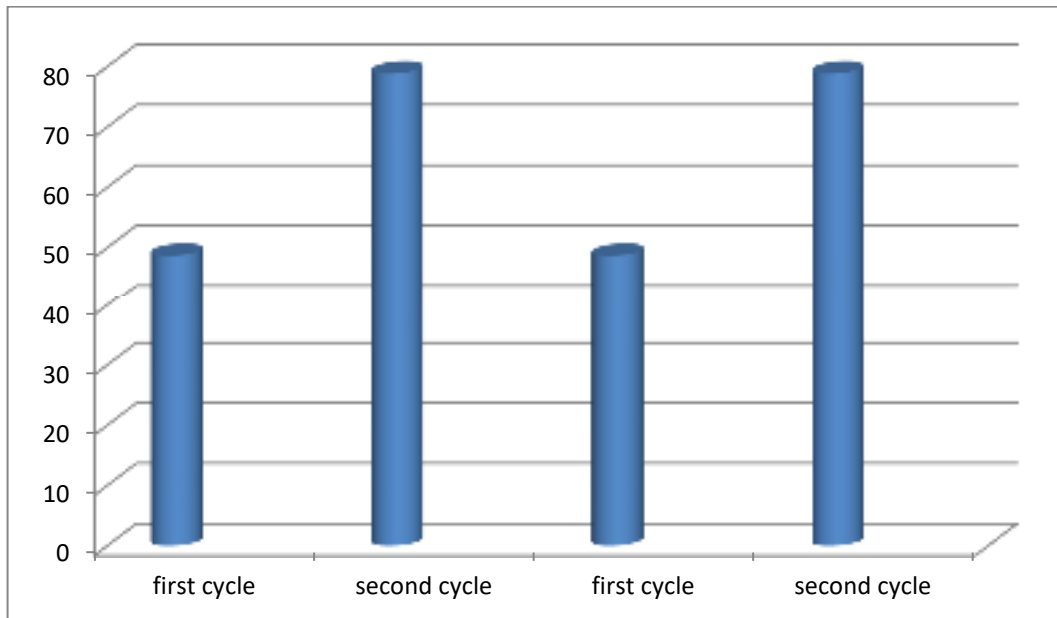
The researcher can guide the students who were afraid to wrong their answer, gave more motivation again to students who have less confidence, the researcher also helped them if students find difficulties to do their task, and then divided students think pairs share with the other friend, after that the researcher gave more explanation about the material in grammar whit filling the blank sentence 10 minutes and the researcher distributed picture and gave real material in the class namely: (animal picture, person, and noun) so the students were not bored. And gave 30 minutes translate and answer question and the next, the researcher gave animal train worksheet with filling the blank sentence to measure the students' grammar on the paper and after that the researcher collected that paper and answer together and the researcher asked students forward one by one to write to be in the blank sentence on the whiteboard.

To solve the problem in the first cycle to the second cycle namely: a) The researcher planned to fix the lack, in the second cycle by giving students different technique to get maximal score based on the success characteristic that had been decide before. b) The researcher always gave motivation to the students who have less confidence. c) The researcher always guides the students who were afraid to wrong with their answer. d) Gave motivation to the students in order to be active in learning process of the class. e) The researcher gave explanation and intensive guidance to the students who got difficulties when the students do exercise that given, f) The researcher divided students to think pairs share with the other friend

so the students answer of question that given. Students' ability in the using of to be in the second cycle, the students had better achievement. The percentage of students' score learning process, above that include 26 respondents, there were 2 students very active, percentage (8%), only 7 students active and percentage (27%), 16 students less active and percentage (61%), and 1 student no active and percentage (3%). The evaluation mean score the first cycle was only 48,65. And base on research data in second cycle which is shown by description above that include 26 respondents, there were 6 students very active and percentage reached (23%), there were 18 students active and percentage (69%), there were 2 students less active and percentage (8%,), and there were not students active in learning process, and based on the table result of the students' score and the researcher was satisfied because the mean score of the task in second cycle was got the minimum mastery criteria, the students got mean score 78,84, so that students in cycle II had success.

Based on the result the students had been better achievement in using of to be in animal train, besides that the students' enthusiasm in the learning was increased, the research had known in the application of affective way in teaching the use of to be through animal train, the students were fun and enjoyed in the class. The students were easier to understand the material.

Diagram 3

The result of mean score in the first and second cycles as the chart

Based on the research above the researcher concluded Animal Train is affective to apply in learning process. The researcher should use picture method to increase the students' English ability. Animal train is a teaching method that worked guide well is mall group, where each group consists of students of different ability levels, and animal train learning the students' more interest to follow the learning process, and students were easier to express their idea in their couple because they just interact with their friend.

This research was supported by Chuck Stuart in his research on Wild Animal Train models' games and their implication for the acquisition of children learning and curriculum development in social studies, learning wild animal train names like a rhyme, easy and simple with fun in English just as nursery rhymes and

song for students, making learning fun. Learning wild animal with wild animal train like our number train, fruit train, alphabet train, colors train, shapes train, wild animal train is the train with wild animals like: lion, tiger, giraffe. Learning wild animal train can development and achievement of students' skill.⁵ A researcher should create enjoy learning situation, in order that the student are not bored to learning in the class, moreover studied grammar that grammar that difficult because many pattern and sometimes students confuse about it, especially understanding grammar in using of to be to solve the problem a teacher and teacher must be able to create a favorable condition in teaching and learning process to make the students comprehend and use English easily.



⁵Chuck Stuart, [http:// schnitzermfbloxberg.blogspot.com. /2010/06/Animal Train.html](http://schnitzermfbloxberg.blogspot.com./2010/06/Animal%20Train.html). Access on March 12th,2013



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CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consisted of two parts, they were conclusions and suggestion:

A. Conclusions

Based on description in result of the research in the previous chapter, the researcher described the conclusions as follow:

The result of the research indicated that teaching grammar (focus on to be) through animal train could improve the student's grammar, and the researcher found the appropriate way in teaching English grammar (focus on to be) through animal train, before continue the material, the researcher looked the students' grammar in learning English grammar (focus on to be), after that the researcher asked the students' problem understanding the material, after that the research begun the next cycle, in the second cycle the researcher still used teaching method like in the first cycle, chose student one by one to make a sentence and the researcher divided students to think pairs share with other friend, so the students could confidence and could answer question that given, the researcher gave the students more explanations about the material and the use of to be in learning English grammar and then the researcher gave the students more examples about the material, and the researcher gave more motivations about the important of learning English by applying that way, the students' mean score were improved: it was showed mean

score in the second cycle was 78,84, it fulfilled the criteria of success which was determined 70 or more.

B. Suggestion

Based on the result of the data analysis and conclusion, the researcher purposes some suggestion as follows:

1. To develop quality in English grammar, the English teacher may apply Teaching grammar through animal train.

2. The English teacher should have a good way or method in teaching grammar. Besides that, they should be more creative in giving the material of grammar

3. To active the goal of teaching, the English teacher may adapt between material and strategy that apply in the classroom.

4. Students should have self discipline in order to get maximum achievement' Students should be able to increase the confidence in his ability.

5. It is suggested to the teacher who wants to teach English grammar (focus on to be through animal train, since this method has been proved to improve the students' grammar, because in my research the students interested in learning grammar through animal train in the second cycle had better from first cycle.

Finally, the researcher realizes that this thesis was still far completeness, however, the writer or the researcher really hopes that this thesis can be meaningful for contribution for English teacher and also for teacher.



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THE STUDENTS' PICTURE IN LEARNING PROCESS



Picture 1: The researcher explained about grammar (focus on to be)



Picture 2: The students' weren't discipline in cycle I



Picture 3: The students still confused about using to be in sentence



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Picture 4: The students forward one by one in the whiteboard in learning process



Picture 5: students divided to think pairs share with the other friend in cycle II



Picture 6: The researcher divided animal train worksheet to the students in classroom

Recana Pelaksanaan Pembelajaran

(RPP Cycle I)

Sekolah : SMPN 8 Palopo

Mata Pelajaran : Grammar

Kelas/ Semester : VII/II

Time : 4 x 40 menit

Meeting : 1-2 (pertemuan 1 dan 2)

Standar Kompetensi : Memahami makna dan informasi sederhana baik dengan tindakan maupun bahasa baik dengan tindakan maupun bahasa dalam konteks sekitar peserta didik.

Kompetensi Dasar : Merespon makna dan informasi sederhana baik dengan tindakan maupun bahasa dalam konteks sekitar peserta didik.

Indikator : Memahami dan mengetahui penggunaan to be yang tepat dalam bahasa inggris

Tujuan Pembelajaran : a) Siswa dapat memahami dan mengetahui penggunaan to be yang tepat dalam kalimat,

b) Siswa dapat membedakan penggunaan to be dalam kalimat,

c) Siswa dapat memahami grammar dalam kalimat khususnya penggunaan to be,

d) Siswa dapat memberi contoh penggunaan to be dalam kalimat.

Materi Pembelajaran : a) Penggunaan to be dalam kalimat,

b) Simple present continuous

c) Simple past continuous

Langkah-langkah Kegiatan :

a) Kegiatan Pendahuluan

- Greetings
- Menyampaikan SK, KD, indicator dan tujuan pembelajaran
- Memberi materi tentang to be
- Memotivasi

b) Kegiatan Inti

✚ Pertemuan pertama:

1. Menjelaskan to be dan jenis-jenisnya
2. Menjelaskan perbedaan dalam penggunaannya masing-masing
3. Menjelaskan aturan-aturan dalam menggunakan to be
4. Merespon pertanyaan tentang materi yang diajarkan

5. Membuat contoh bersama-sama dalam kalimat
6. Meminta siswa kedepan untuk latihan dalam penggunaan to be
7. Siswa dapat memahami materi yang telah diajarkan

🚩 Pertemuan ke dua:

- a. Membuat contoh bersama-sama melalui animal train
- b. Menjelaskan bagaimana penggunaan to be
- c. Latihan to be dengan menggunakan kalimat acak
- d. Membagi lembaran-lembaran animal train with broken sentence kepada siswa
- e. Merespon pertanyaan tentang materi
- f. Siswa mampu memahami materi yang telah dijelaskan

Kegiatan Akhir :

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- ❖ Menanyakan kesulitan atau masalah selama proses kegiatan belajar mengajar
- ❖ Menyimpulkan materi pembelajaran
- ❖ Memotivasi siswa/ peserta didik untuk membiasakan diri untuk mempraktekan kedalam kehidupan sehari-hari

Sumber Belajar :

- Buku teks yang relevan (english in focus for grade VII junior high school

- Animal train
- Lembaran-lembara soal

Penilaian :

➤ Procedure :

1. Tes tertulis dan lisan

➤ Jenis tes:

1. Tulisan : Menjawab pertanyaan dilembar jawaban
2. Lisan : Pertanyaan secara mandiri

➤ Pedoman penilaian:

1. Tiap jawaban yang benar 20
2. Nilai maksimal 100
3. Nilai siswa = $\frac{\text{Skor Perolehan}}{\text{Skor maksimal}} \times 100$

A. Susunlah Kalimat dibawah ini dan Pilih lah Salah Satu "to be" yang sesuai dalam Menyusun Kalimat ?

1.)

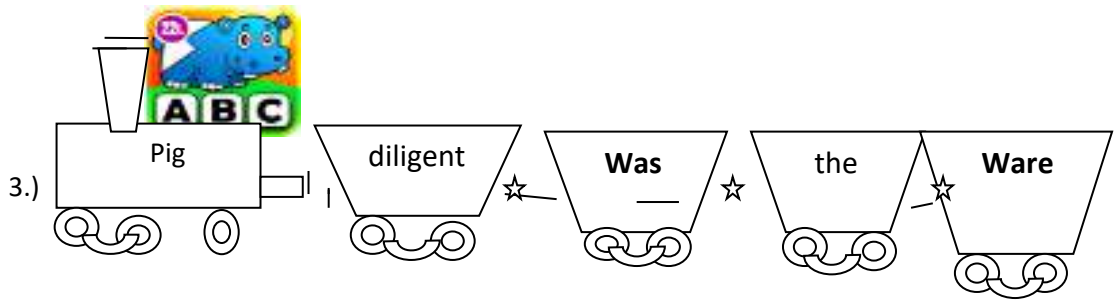
A train puzzle consisting of five connected train cars. From left to right, the cars contain the words: "Guitar", "a", "is", "Lion", and "Playing". A small image of a lion is placed on top of the "is" car. Below the "Guitar" car, there is a separate, unattached train car labeled "Are".

Answer :

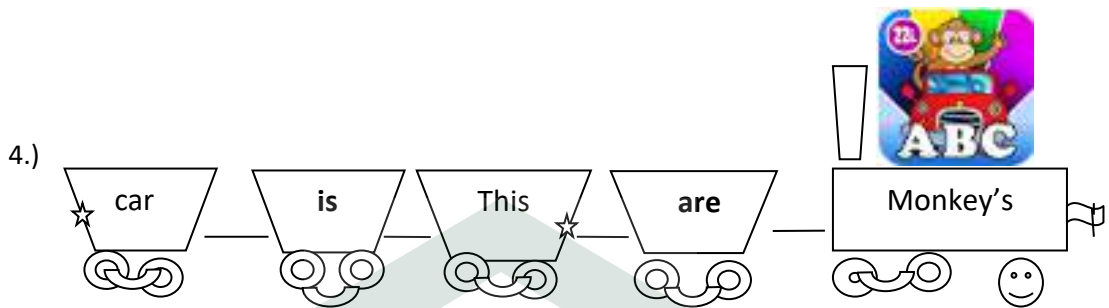
2.)

A train puzzle consisting of five connected train cars. From left to right, the cars contain the words: "a", "is", "eating", "Dolphin", and "meat". A small image of a dolphin is placed on top of the "Dolphin" car. Below the "a" car, there is a separate, unattached train car labeled "was". Below the "was" car, there is another separate, unattached train car labeled "yesterday".

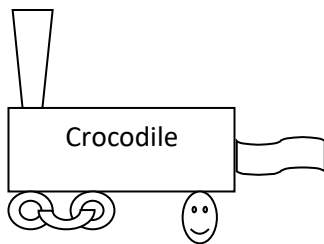
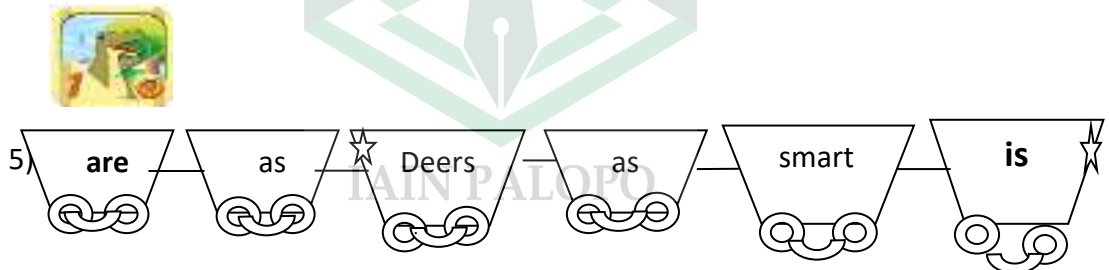
Answer :



Anwar :



Answer:



Answer :

Recana Pelaksanaan Pembelajaran

(RPP Cycle II)

Sekolah : SMPN 8 Palopo

Mata Pelajaran : Grammar

Kelas/ Semester : VII/II

Time : 4 x 40 menit

Meeting : 1-2 (pertemuan 1 dan 2)

Standar Kompetensi : Memahami makna dan informasi sederhana baik dengan tindakan maupun bahasa baik dengan tindakan maupun bahasa dalam konteks sekitar peserta didik.

Kompetensi Dasar : Merespon makna dan informasi sederhana baik dengan tindakan maupun bahasa dalam konteks sekitar peserta didik.

Indikator : Memahami dan mengetahui penggunaan to be yang tepat dalam bahasa inggris

Tujuan Pembelajaran : a) Siswa dapat memahami dan mengetahui penggunaan to be yang tepat dalam kalimat,

b) Siswa dapat membedakan penggunaan to be dalam kalimat,

c) Siswa dapat memahami grammar dalam kalimat khususnya penggunaan to be,

d) Siswa dapat memberi contoh penggunaan to be dalam kalimat.

Materi Pembelajaran : a) Penggunaan to be dalam kalimat,

b) Simple present continuous

c) Simple past continuous

Langkah-langkah Kegiatan :

a) Kegiatan Pendahuluan

- Greetings
- Menyampaikan SK, KD, indicator dan tujuan pembelajaran
- Memberi materi tentang to be
- Memotivasi

b) Kegiatan Inti

✚ Pertemuan pertama:

- Membahas kembali lembaran soal animal train mengenai broken sentence
- Menjelaskan kembali penggunaan to be
- Menjelaskan perbedaan penggunaan to be

- Menjawab secara bersama-sama soal animal train yang berisikan kalimat acak
- Meminta siswa maju kedepan menuliskan penggunaan to be secara tepat
- Siswa mampu memahami dalam penggunaan to be

🚩 Pertemuan kedua

- ❖ Membahas penggunaan to be melalui animal train dengan filling the blank sentence
- ❖ Menjelaskan Perbedaan to be dengan menggunakan contoh-contoh yang nyata yang ada disekitar ruangan
- ❖ Menjelaskan apa-apa saja yang harus diperhatikan dalam penggunaan to be sehingga penepatan to be sesuai dalam konteks kalimat
- ❖ Meminta siswa kerja sama dengan teman sebangkunya untuk mengerjakan lembaran animal train dalam bentuk filling the blank sentence
- ❖ Membagi lembaran soal kepada siswa
- ❖ Membantu siswayang mendapat kesulitan dalam proses menjawab lembar pertanyaan
- ❖ Siswa mampu memahami materi yang diajarkan

Pedoman Penilaian :

1. Untuk soal ,tiap jawaban benar diberi skor 10
2. Jumlah skor maksimal 10x100

$$3. \text{ Nilai siswa} = \frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$$

Rubrik Penilaian :

No	URAIAN	SKOR
1.	Setiap jawaban benar	10
2.	Setiap Jawaban yang salah	0



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A. Isilah Animal Train dibawah ini dengan menggunakan 'tobe' yang benar sesuai dengan kalimat yang ada !




1. Dog in Front of you


2. They working in our office


3. These pencils Ours

4. Cat sleeping all day yesterday

5. Anita and ayu studying English when you came

6. I  listening to the radio now

7. Tony  working hard to day

8. I  taking your monay yesterday

9. We  looking for a job

10. Ali  very diligent yesterday



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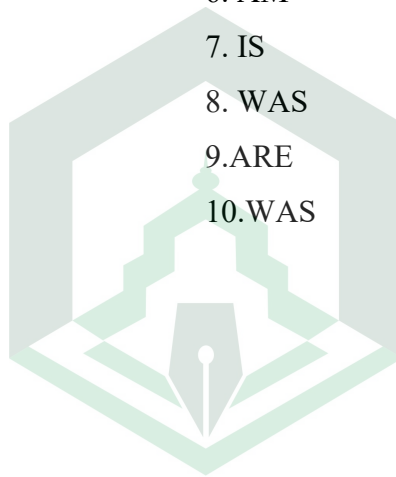
ANSWER KEY

A. Broken Sentence :

- | | |
|--------|--------|
| 1. IS | 4. IS |
| 2. WAS | 5. ARE |
| 3. WAS | |

B. Fill up the blank sentence with the use of ‘Be’

- | | |
|---------|---------|
| 1. IS | 6. AM |
| 2. ARE | 7. IS |
| 3. ARE | 8. WAS |
| 4. WAS | 9. ARE |
| 5. WERE | 10. WAS |



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