

CHAPTER I INTRODUCTION

1. Background of the study

Grammar is conventionally seen as the study of the syntax and morphology of sentences.¹ Grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English. And it can help everyone not only teachers of English, but teachers of anything, for all teaching is ultimately a matter of getting to grip with meaning.²

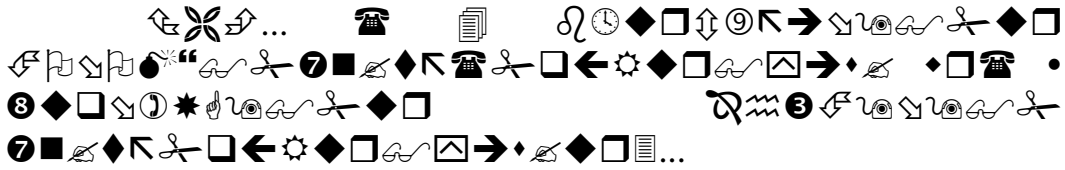
Many students felt that learn English grammar is difficult whereas grammar is the key of learning language. By studying grammar of the target language without neglecting to other components, the learners will understand the language either oral or written. In teaching English grammar for junior high school, grammar is one of language components to be taken and learned. Grammar is a central to the teaching and learning of languages. It is also one of the more difficult aspects of language to teach well.

learning grammar at junior high school can be done through many ways and methods such as games, picture, groupwork, etc. But the students usually bored. As a teacher we should give the various technique to make students enjoy and not bored as long as in the learning process. So the reasearcher will use the cooperative learning think pair share type to make students more easily to study English grammar because students learn the material cooperate not individually.

¹ Scott Thornbury, *How To Teach Grammar*. England : Pearson Education Limited. 1999, p. 2

² <http://grammar.about.com/od/basicssentencegrammar/a/grammarintro.htm>.
On 1 February 2010

Like in the Qur'an Sura Al-Maida 5:1



“Help one another in what is good and pious, not in what is wicked and Sinful”³

From the statement above the writer defines that grammar is the main components that must be learned, by knowing the grammatical rules will help students in mastering a language.

Almost all countries have adapted English used as compulsory subject at schools. The national education has decided that English as a foreign language taught in Indonesian schools. English has been taught in many levels of schools from primary schools up to university. English has four basic language skills. They are listening, reading, speaking and writing. Besides four basic skill, the student has to master grammar skill. People realize that teaching English at this level becomes very important and need much concern. As an English teacher, he or she demands to explore effective techniques, method, and approaches.

Language has two forms, written and spoken language, grammar is also important to be taught because it is the manner of speaking and writing with the references of grammar rules the language will be understandable. In speaking or writing grammar is very important by mastering grammar people can speak and write correctly. Many students felt that study English grammar is difficult. The unsatisfactory result of English is no simply because of the teacher or the students, but there are other factor which affect the final result of teaching, such as the time allotment, the use of visual aids, methodology and other facilities.

In the writer's opinion, teacher should be able to use various techniques to achive the objectives of the study. They also know the problem

³ Mahmud y zayid, *The Qur'an An English Translation of the Meaning of the Qur'an*, lebanon : Dar Al Choura.1980. P. 76

of teaching so that they will choose an appropriate method to make students interest and enjoyable in the learning process. In this case, the writer wants to introduce new method in learning grammar (quantifiers) by using *cooperative learning think pair share type (TPS)*. The think pair share strategy is a type of cooperative learning method that encourages individual participation and is applicable across all grade levels and class sizes.⁴ The researcher will use this method to students of SMP N 23 Semarang by conducting a research in title “THE EFFECTIVENESS OF COOPERATIVE LEARNING TYPE THINK PAIR SHARE TYPE TO TEACH QUANTIFIERS (An Experimental Study at Eight Grade Students of SMP N 23 Semarang in the Academic Year 2009/2010).

2. Definition of The Key Term

1. Effectiveness

Effectiveness means the capability of producing an affect⁵. The word effectiveness is noun from the word effective.

2. Cooperative Learning

Cooperative learning is a successful teaching strategy in which small teams, each with students of different level of ability, use of variety of learning activities to improve their understanding of a subject.⁶

3. Think Pair Share

The think pair share strategy is a type of cooperative learning method that encourages individual participation and is applicable across all grade levels and class sizes.⁷

4. Quantifier

⁴ <http://www.teachervision.fen.com/croup-work/cooperative-learning/48547.html>. On 25th December 2009

⁵ Wikipedia, “Effectiveness”, <http://en.wikipedia.org/wiki/Effectiveness#column-one>. On 15th January 2010

⁶ <http://edtech.kennesaw.edu/intech/cooperativelarning.htm>. On 22 December 2009

⁷ <http://www.teachervision.fen.com/croup-work/cooperative-learning/48547.html>. On 25th December 2009

Quantifiers are words that are used to state quantity or amount of something without stating the actual number.⁸ Usually quantifiers are used with countable and uncountable nouns but there are some quantifiers that can be used with both of them.

3. Reason for choosing the topic

Some reasons why the writer chooses the topic “The Effectiveness of Cooperative Learning think pair share type” are :

1. Grammar is one of the language components that is very difficult for Indonesian students.
2. To improve students' ability in the teaching of grammar (Quantifiers), the writer uses cooperative learning think pair share type as a method because it can help the students cooperate and support.

4. Research Question

The problem can be stated as follows :

1. How is the implementation of cooperative learning think pair share type to teach quantifiers in the eighth grade students of SMP N 23 Semarang?
2. How is the result of students' achievement before and after using cooperative learning think pair share type to teach quantifiers in the eighth grade students of SMP N 23 Semarang?
3. How is the effectiveness of cooperative learning think pair share type to teach quantifiers in the eighth grade students of SMP N 23 Semarang?

5. Objective of The Study

In this research, the objectives of the study are stated in the following sentences:

1. To find out the implementation of cooperative learning think pair share type to teach quantifiers in the eighth grade students of SMP N 23 Semarang.

⁸ <http://www.english-the-easy-way-.com/Determiners/Articles-Determiners.htm>. On 25th December 2009

2. To find out the result of students achievement before and after using cooperative learning think pair share type to teach quantifier in the eight grade students of SMP N 23 Semarang
3. To find out the effectiveness of cooperative learning think pair share type to teach quantifier in the eight grade students of SMP N 23 Semarang.

6. Scope of The Study

The writer limited this study in Quantifiers only by using cooperative type think pair and share to improve students' understanding not the whole of grammars. This study will be conduct at the 8th grade students of SMPN 23 Semarang.

7. Pedagogical Significance

The result of this study will be hopefully useful for English teachers in the teaching grammar there are some benefits :

1. For the teachers

This study is intended to become a source of information for the English teacher the kind of method to study English grammar.

2. For the students

By using cooperative learning type think, pair and share students will interested and motivated to learn English grammar so that they can master grammar well

3. For the writer

To motivate the writer in doing some researches as contribution in developing English teaching. As a researcher and an English teacher, the writer is supposed to conduct some activities or research that can make development in educational field especially in English teaching.

4. For the readers

To give readers a reference in conducting a research about method of teaching. There are already have been many references about method of teaching grammar but the writer wants to give additional reference about them to enrich a source of the topic.

5. To the schooll

The school can choose many appropriate methods to improve and for supporting in teaching and learning process.

8. Outline of The Study

In order to make this research comprehends; the researcher will give the thesis into five chapters as follows:

Chapter I is Introduction. In this chapter consists of background of the study, reason for choosing the topic, the research question, objectives of the study, scope of the study, and outline of the thesis.

Chapter II is Review of the Related Literature. In this chapter the writer discusses about some theories which have relevant and supporting to the topic.

Chapter III is Methodology of the Research. In this chapter, the writer presents subject of the study, technique of data collection, instrument of the research and technique of data analysis.

Chapter IV is Analysis of the Research. In this chapter the writer discusses the research of the study and discussion.

Chapter V is Conclusion. In this chapter consists of conclusion of the research and suggestion for the better future research.