

CHAPTER I

INTRODUCTION

1.1. The Background of the study

In the teaching and learning of English at the SMA, grammatical lessons take most of the teaching time. As we realize that the English teachers in SMA seem to emphasize the teaching of grammar more than the teaching of other skills of language for they consider grammar as a fundamental part. They thought that a student who is unsuccessful in mastering the formal structure of the language might not be able to communicate effectively. Thus grammar, one of the language components should be mastered by the learners if they want their utterances to be understood.

If we look at the curriculum of 1984, we can see that there are a lot of grammatical items that should be taught and learned by the SMA students. The adverbial clause is one of the compulsory grammatical items that should be mastered by the SMA students. We can see that the General Instructional Objectives for teaching the adverbial clause is that the SMA students should be able to observe, to classify and to apply the adverbial clause sentence patterns. The adverbial clause is stated as the material of sub-topic 14.1.2 in the second semester of the

first year of SMA students for two hours.

However, during her teaching as a private teacher and her PPL, the writer finds out that some students in the course of learning English structure come across a lot of difficulties. One of the difficulties she observes is the problem of learning the English sentence structure. One cannot understand it without having a clear understanding of each part that comprises the sentence. Sentences as we know, can be simple, complex or compound. The writer observes that the most difficult one is a complex sentence because a complex sentence consists of various types of clauses. One of them is the adverbial clause which the writer would like to discuss in this thesis.

Adverbial clause is a part of a complex sentence. The writer observes that the adverbial clause is widely used and it occupies major parts of writing. So it is important to know and to understand it properly. Martha Schaefer states that "A good place to begin improving your writing is with study of sentence structure. The structure is the basic unit of writing. It is the building block of thought and the foundation of all communication through words"¹

1 Martha Schaefer, The Writing Process : Step by Step, Winthrop Publisher, Inc., Cambridge, Massachusetts, 1975., p. 1.

Unfortunately, the writer has found out that in the teaching and learning process the adverbial clause is not properly presented. It seems that English teachers in the SMA emphasize on the grammatical items (language usage) without paying attention to the language use to communicate with others. As a result, what the students have is just a set of rules.

It seems that many teachers think that the goal of teaching and learning English in the SMA is not primarily for communication. The mastering of English grammar is to help the students understand reading. However, if we look in GPPP 1984, we can see that there are conversation exercises. So I think that communication is a part of teaching and learning English in the SMA.

In this thesis, the writer would like to present an approach which can be used in teaching grammar so that the knowledge of it might be useful for communication. The writer, however, would only take a part of grammar for her thesis that is the adverbial clause with the method of teaching it. The writer chooses this topic because she has found out that the adverbial clause is one of the compulsory topic in the curriculum 1984. As for the approach which the writer thinks suitable in teaching grammar for communication is communicative approach. The writer believes that the teaching of grammar communicatively will give better result than traditionally.

Communicative approach in teaching a foreign language is widely used nowadays. Some foreign teachers argue that teaching grammar by means of grammatical approach is less successful. They say that after the students finish studying a foreign language, they still cannot use it for communication (language use). Therefore foreign language teachers try to find other methods which will bring good result in using English for communication. This method is labelled as communicative approach.²

Sagalowitz points in his research report that students learning French as a second language in Canada who have highly grammatical competence through grammatical approach but get less training in communication and sociolinguistic, tend to have negative attitude to French and to the native speakers of French. Sagalowitz thinks that the negative attitude is due to the students' inability to use French communicatively.³

Savignon states in his research report that students who have been given chances to speak from the first lesson

2. E. Sadtono, "Communicative Approach", Malang., FPBS Unpublished paper., 1985, p.65.

3. N. Sagalowitz, "Communicative Incompetence and the Non-fluent Bilingual", Canadian Journal of Behavioural Science", 1976, p.122-131 (Quoted from E. Sadtono in Communicative Approach)

in learning a foreign language will have better achievement than those who do not have chances to speak with the native speakers of that language. In fact both groups have the same high achievement in the test of language using the conventional test standard. The implication is that the traditional standard test which is used to measure the language skills are not valid measurement to measure the language in real situation. Besides that, the students' desire to speak themselves out without paying attention to the errors that may happen would increase the language accuracy.⁴

Because of those facts, it seems right to say that communicative approach is the most suitable way of teaching English for communication. The communicative approach emphasizes the ability of expressing the idea without too much stress on the perfection of grammar. The ample grammatical description of the adverbial clause in Chapter III presents the possibilities that can be manipulated in using the adverbial clause.

Thus, the writer in this thesis is interested in discussing what the adverbial clause is and how to teach it communicatively.

I.2 The statement of the problem

Many SMA students find it difficult to understand and to use the adverbial clause for communication because the English teachers in the SMA seem to stress on the grammatical items without paying attention to the language use. Realizing this fact, the writer would like to present the description of the adverbial clause along with the method of teaching it in her thesis in the hope that the presentation will help the students and the teachers to overcome their difficulties. So the problem is how do we teach the adverbial clause communicatively for the SMA students.

I.3. The aim of the study

The aim of the study is to give a suggested technique of teaching the adverbial clause communicatively which may develop students' competence to use them properly.

I.4. The significance of the study

The writer hopes that this study would be helpful :

1.4.1. To encourage the SMA students

to learn the adverbial clause more deeply.

1.4.2. To help the English teachers, particularly

the SMA teachers to teach the adverbial clause communicatively

I.5. The limitation of the study

In this thesis, the writer limits herself to the teaching of the adverbial clause communicatively especially for SMA students. The communicative approach which the writer uses in this thesis based on the theories proposed by Van Eck, Christina Bratt Paulston and Mary Newton Bruder, and Geoffrey N. Leech.

I.6. The definitions of the key terms

To make the discussion easier, the writer would like to give definitions of the key terms used in this thesis. They are :

adverbial clause : According to Marcella Frank, an adverbial clause is a clause that does the work of an adverb in a sentence.⁵

communicative-approach : According to Christina Bratt Paulston, communicative approach is an approach which stresses the teaching point to get meaning across in a socially acceptable way and typically the exercises contain

5. Marcella Frank, "Modern English. A Practical Reference Guide", New Jersey. Prentice Hall, Inc., 1972., p. 220.

culturally relevant information-
social interaction rules.⁶

According to Widdowson, communicative approach includes all aspects of language skills namely : medium, mode, and manner. "Medium" is manifested in usage, so the four language skills in the traditional English language teaching are included in the medium. While "Mode" is the way in which the language system uses the speech acts of communication, "manner" is a kind of social activity involved in communication.⁷

Similarly, Savignon says that teaching communicatively should include grammatical competence, sociolinguistic competence,

6. Christina Bratt Paulston and Mary Newton Bruder, "Teaching English As A Second Language : Techniques and Procedures", Winthrop Publisher, Inc, Cambridge, Massachusetts, 1976, p.59.

7. H.G.Widdowson, "Teaching Language as Communication", Oxford University Press, 1978, p.57-76.

discourse competence and strategic
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competence.

So, in learning-teaching grammar
communicatively, we should remember
some characteristics of learning-
teaching communicatively. Those are
the situation, the setting, the
topic, the roles of language users,
the language activities, the
language functions, the language
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forms and the degree of skill.

approach : Approach is a set of axioms about
what language is upon which method
of teaching language is based. To
make it clearer, the writer would
like to give the definition of
approach according to Edward
M. Anthony. According to him, "An
approach is a set off correlative
assumptions dealing with the nature
of language teaching and learning.
An approach is axiomatic.

8. Savignon, Sandra J, "Communicative Competence Theory and Classroom Practice", Massachusetts., Addison Wesley Publishing Company., 1983., p.35

9. J.A. Van Eck, "The Threshold Level. System Development In Adult Language Learning", Strasbough., Council of Europe, 1975. p, 4-5.

It describes the nature of the
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 subject matter to be taught".

I.7. The organization of the study

There are five chapters presented in this thesis with the following organization.

Chapter I is the introduction. It consists of the background of the study, the statement of the problems, the aims of the study, the significance of the study, the limitation of the study, the definition of the key terms and the organization of the study.

Chapter II concerns with the review of related literature which consists of books that are the source related to this study. Among others are "Teaching English as a Second Language" by Christina Bratt Paulston and Mary Newton Bruder,¹¹ "Teaching English as Communication" by G.P. Widdowson,¹² "Principles of Pragmatics" by Geoffrey N. Leech.¹³

10. Edward M. Anthony, "Approaches Method and Technique", in H. Allen and R. Campbell, eds, Teaching English as a Second Language, New York., Mc Graw-Hill, 1972., p. 5.

11. Paulston. op.cit., p.1-79.

12. Widdowson, op.cit., p. 57-76.

13. Geoffrey N. Leech, "Principles of Pragmatics", Longman London., 1983., p.

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"The Threshold Level" by Van Eck and some other books which support the writer's thesis.

Chapter III deals with the description of the adverbial clause. As handbooks, the writer uses "Modern English, A Practical Reference Guide" by Marcella Frank,¹⁵ "Index to Modern English" by Thomas Lee Crowell, Jr.¹⁶ and "Modern English, Second Edition" by Marcella Frank.¹⁷

Chapter IV describes some techniques of teaching the adverbial clause communicatively based on the theories proposed by Van Eck, Christina Bratt Paulston and Geoffrey N. Leech.

Chapter V gives some conclusion and suggestions about the teaching of the adverbial clause communicatively to the SMA students.

14. Van Eck, op. cit., p. 1-113.

15. Frank, op. cit. p. 220-275.

16. Thomas Lee Crowell, Jr., "Index to Modern English", Singapore., Kin Keong Printing Co, PTE. LTD., p. 92-101.

17. Marcella Frank, "Modern English, Second Edition", Translated by Dra. Sri W. Soegondho., Jakarta Penerbit Airlangga., 1989., p. 19-42.