

**STUDENTS' GRAMMAR MASTERY: A COMPARATIVE  
STUDY OF 1<sup>ST</sup> AND 5<sup>TH</sup> SEMESTER OF TADRIS  
BAHASA INGGRIS IN IAIN PURWOKERTO  
IN ACADEMIC YEAR 2019/2020**



**A THESIS**

**Submitted to Faculty of Tarbiya and Teacher Training, State  
Institute of Islamic Studies Purwokerto as a Partial Fulfillment of  
the Requirements for Degree of *Sarjana Pendidikan (S.Pd.)* in  
Teaching English**

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Purwokerto, 11<sup>th</sup> February 2020

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PURWOKERTO IN ACADEMIC YEAR 2019/2020**

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*Assalamu'alaikum Warahmatullahi Wabarakaatuh*

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*Wassalamu'alaikum wr.wb*

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## **MOTTO**

“Do not ever think it can not happen to you”



## **DEDICATION**

To my parents who I love the most and myself.



## ACKNOWLEDMENT

In the name of Allah, The Gracious and Merciful. All praises and thanks to Allah SWT, the Lord of the universe, who has given. His blessing, guidance, love, and helps the researcher for completing this thesis. Peace and salutation be upon to our beloved prophet Muhammad SAW, his family, companions, and his faithful forever.

This thesis is presented as partial fulfillment of the requirement for obtaining the undergraduate degree of education in Faculty of Tarbiya and Teacher Training of State Institute of Islamic Studies Purwokerto.

The researcher would also like to express the deep gratitude and appreciation to:

1. Dr. H. Suwito. M.Ag., as the Dean of Faculty of Tarbiya and Teacher Training of State Institute on Islamic Studies (IAIN) Purwokerto.
2. Dr. Suparjo, M.A., as a Vice Dean I of Faculty of Tarbiya and Teacher Training of State Institute on Islamic Studies (IAIN) Purwokerto.
3. Muflihah, S.S., M.Pd., as the Head of English Education Department of State Institute on Islamic Studies (IAIN) Purwokerto.
4. All of the lecturers, especially the lectures of English Education Department of State Institute on Islamic Studies (IAIN) Purwokerto.
5. All of staffs and officials of State Institute on Islamic Studies (IAIN) Purwokerto.
6. Muflihah, S.S., M.Pd., as the consultant, who has been willing to give guidance and advice as long as thesis writing.
7. All of Students at 1<sup>st</sup> And 5<sup>th</sup> Semester Of TBI in IAIN Purwokerto in Academic Year 2019/2020 who have been participated during the research.
8. My father, my mother and my family, who always provide support, motivation, prayer, and love to the researcher so the researcher can finish the thesis as well.

9. All of my friends of Tadris Bahasa Inggris 2015 State Institute on Islamic Studies (IAIN Purwokerto, who always send support, prayer, and motivation to the researcher.
10. My Besfriends.
11. And to all people who made this thesis completed.

Purwokerto, December 26<sup>th</sup> 2019

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**Abstract**

This research was aimed to compare the English grammar mastery of the first and the fifth semester TBI students in IAIN Purwokerto in the academic year 2019/2020. Knowing the condition of students' English grammar mastery is needed to know the success of learning process of a program. Such information is very useful for the intition to take an evaluation on the program it holds. Since there was not a previous research about grammar mastery of TBI students of IAIN Purwokerto, this research was necessarily done. This research can give some contributions for both students and lectures as the evaluation of language teaching achievement.

This is a descriptive quantitative research which described the level of grammar mastery of the first and fifth semester TBI students. The subjects of the research were first and fifth semester of TBI students in IAIN Purwokerto. The data of this research were collected through grammar test and documentation. The grammar test contained a range of materials included in the syllabus of grammar subject in TBI of IAIN Purwokerto. The test was taken by 100 students of the first semester and 80 students of the fifth semester. The researcher used statistic methods to analyze the data.

The result of this research showed the difference of English grammar mastery between the first and the fifth semester of TBI students. According to the data of the research, it showed that the difference grammar mastery between the first and the fifth semester was not significantly different, it can be seen from their averages score. The averages score of grammar mastery from the fifth semester students was 57.2. Meanwhile the first semester students was 56.2. Overall there was not big difference with the average scores of grammar mastery between first semester and fifth semester TBI students. In details, there was big difference especially in one of grammar indicators on the test which was gerund. The precentage of average gerund from the fifth semester students was 54% meanwhile the first semester students was 41%. However, the result from the first and the fifth semester of TBI students of other grammar indicators on the test were similar.

**Keywords: Grammar, Grammar mastery, Comparative study.**

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## CHAPTER I INTRODUCTION

### A. Background of the Study

Grammar is differently defined by linguists. Larsen-Freeman (2001) defines grammar is a system of a meaningful structures and patterns that are governed by particular pragmatic constraints. Meanwhile Thornbury (1999: 13) defines grammar is a description of the rules for forming sentences, including an account of the meaning that these forms convey. Brown (2001: 362) defines grammar is a system of rules organizing the common arrangement and relationship of words in sentence. Fromkin, Rodman and Hymes (2010: 13) defines grammar is the knowledge speakers have about the units and rules of their language, to understand the nature of language we must understand the nature of grammar. Based on definitions above, grammar is the rules of language, and people who speak a language they know what grammar is.

Grammar is a very important aspect in language mastery. This is because language is a system. All the four basic skills of listening, writing, reading, speaking need grammar. It is impossible to explore the function of words and part in forming meaningful language without a grammar Dykes (2007: 5). In other words purpose of the language to inform to one another can be not meaningful without grammar. Basically, grammar always sticks around with English Language. Without grammar, it is impossible to learn and understand English correctly. Students can speak and write in English by mastering grammar. They can be mistaken for arranging words in spoken or written without grammar. However, learning grammar can affect the whole English basic skills. It shows how important grammar is. Grammar will affect how a learner arranges a word into a phrase, a clause, or even a complete sentences. By grammar mastery, a learner will be able to produce good utterances or sentences.

As in other languages, grammar is also very significant in English learning. This is because to considered to be a bit complicated, especially for

foreign learners, such as Indonesian. When learning language, students need to know the grammar or the structure of the language well. Different language has different grammatical form and it affects the meaning of the language. However, the level of difficulty and general pattern of Indonesia and English grammar are different. For many English learners from Indonesia is difficult to understand about English Grammar because there are many differences between Indonesia and English Grammar, such as: English has the concept for verb tenses, but Bahasa Indonesia does not. Bahasa Indonesia uses adverb of time to indicate time difference instead of verb tenses. In Bahasa Indonesia, they do not have gender such as: male, female, and neutral pronouns. Even though in English Grammar, gender only for pronoun, but other sentence rules may be affected. The concept plural in English and Bahasa Indonesia is very different. In English, the concept of plural is to add 's' as plural suffix after the noun. However, in Bahasa Indonesia, the concept of plural uses reduplication words or other words which indicate that the noun is 'more than one'. According Abdul Chaer (2006: 328), subject and predicate is the most important thing in Bahasa Indonesia, whereas object and predicate do not always exist. If the predicate was a transitive verb, the object will be needed. But if the predicate was not a transitive verb, the object will not be used.

In fact, mastering English grammar is not easy. For students, learning grammar is not easy and some of them believe that learning grammar is a difficult, boring, and tedious task Mahmoudian, Ramezaney, Safari and Rezvaniar (2011:28). The statement means grammar is one of the major that most English students get most difficulty because there are so many patterns in it and they have to memorize them all one by one and after that they should apply those rules into a sentence. By learning grammar correctly, the students will have good communication and the language will be acceptable. Otherwise, it will be miscommunication without it. According to Richard (2008) the improvement of language will be severely constraint if the learners have no proper knowledge on grammar.

In reality, such difficulties are experienced by most English learners, including TBI students of IAIN Purwokerto. This fact was found by the researcher through some interviews with some students. Andinni from 10<sup>th</sup> semester of TBI said that grammar is difficult subject I have ever had. The most difficult things are tenses and structure of sentence. In grammar, we need to know about past, present and future. Those are difficult for me because in Bahasa Indonesia we do not learn about those time and in English we have to learn of all those things in very detail way besides there are some patterns that still confuse me even though I have already learn it. For example the pattern of conditional sentences and the differences among tenses are obviously confusing. Sifaul from 10<sup>th</sup> semester of TBI said that grammar is so difficult and complicated. Because we should remember about tenses sistematically. There are so many tenses and similiar each other. I think grammar is not too important if we want to use grammar to speaking, because the important things when we speak is understandable. But, if we want to use grammar for academic writing, grammar is the most important thing. Dinda from 8<sup>th</sup> semester of TBI said that grammar seems so complicated but if we learn it a lot, we will understand. The most difficult thing in grammar is the grammar have many rules that we have to remember and apply it. Grammar is important because we use grammar in academic English. It is also a basic knowledge of English.

From those statements above, the researcher interested about grammar mastery of TBI students because some of them thought grammar is difficult. However, it felt like needed to know about TBI students' grammar mastery as well. Because TBI students are going to be an English teacher once when they graduate which the ideally they should have a proper knowledge of English grammar. This research can be use to give a basic information about TBI student's grammar mastery that can be consider to do some good treatments for the best result of the learning process in the future. In this research, the researcher choose first and fifth semester of TBI students' as subject of the research because some reasons, which are:



1. First semester students are the early students who just entered college's life and they have not got lots of grammar lectures in the college, that means we can see their pure abilities through the grammar test.
2. Fifth semester students are the older students who have got completed grammar lectures in the college, that means we can see their results and can be reflexing with what they have gotten.

Yufina (2010: 5) stated that grammar mastery is the ability to recognize and produce the distinctive grammatical structure of a language and to use them effectively in communication. The students' grammar mastery can be measured with how well students arrange sentences into good order sentences based on the rule of English grammar. The study of the structure and history of language, including English grammar, is a valuable asset to a liberal education and an important part of the English program.

This study tend to give a description between the first and fifth semester to know their results especially in grammar mastery. First semester students might have not got lots of grammar lectures yet in the college about grammar or at least they have got lectured Basic Grammar and obviously with the fifth semester students they have gotten more Grammar lectures because they have been through with Basic English Grammar, Intermediate English Grammar, Advanced English Grammar and Complex English Grammar.

Students' grammar mastery can be assesed through a test. For both semester the researcher should prepare a grammar test to measure their grammar mastery and consider with what they have been got for the fifth semester by seeing their experienced in learning grammar in college. We have not known yet if the first semester got their grammar ability before entering the college bigger than the fifth semester or vice viersa. In this point, the researcher needed to know the result from first and fifth semester of TBI students. The result can be next study for the English department especially in Grammar mastery. It can be the homework for lectures if fifth semester still can not understand well in grammar.

## **B. Operational Definitions**

The research will focus on grammar as one of English basic and Importance of learning grammar. The researcher has limited concept of the research in order to restrain an extensive concept.

### **1. Grammar Mastery**

Grammar mastery is the knowledge of an English learner in doing grammar test. This limitation based on Hornby (1987) grammar mastery is complete control or knowledge. A student has different grammar mastery than the other students because they do have different knowledge and comprehension depends on what they have been learning in grammar. In this case, the indicators that is studied in this research is English grammar mastery, which includes: part of speech, tenses, active-passive voice, conditional sentence, question tag, there is there are, degrees of comparison, causative, direct-indirect speech, appositive, parallel structure, phrases, conjunctions, gerund, and article.

### **2. The Importance of Learning Grammar**

Grammar can make the English learners notice the naturally of the language. When learning English language some foreign learners feel uncomfortable when they want to speak or write in English, why? Because they think their grammar are bad. In this case, grammar really controlling the language. However, when the learners want to speak and write correctly in English they can not ignore grammar. Mastering grammar can make the students communicate in good English. When the students use incorrect structure or out from grammar rules the sentences they make or they speak can be confusing or hard to understand and the purpose of language can not being reached as well. This means how importance grammar to English learners.

### **C. Research Question**

Based on the background of the study above, the researcher considered the problem as follow: “How is the grammar mastery of 1<sup>st</sup> and 5<sup>th</sup> semester of TBI in IAIN Purwokerto?”

### **D. Objective of the Research**

Referring to the problem above, this objective of the research is to compare how grammar mastery of 1<sup>st</sup> and 5<sup>th</sup> semester of TBI in IAIN Purwokerto in the academic year 2019/2020 is.

### **E. Significances of the Research**

This research will be expected to provide significant contribution both theoretically and practically.

#### 1. Theoretically

The researcher extremely hopes that the readers can get lots of knowlegde and could be able to know how important grammar is.

#### 2. Practically

The result of the research can be beneficial to all people, including in English language teaching and in learning including lecturers and students.

a. It gives a slight picture for lectures about how grammar mastery from first semester students of TBI IAIN Purwokerto for following study.

b. It gives feedback for lectures about how grammar mastery from fifth semester students of TBI IAIN Purwokerto that have been lectured for the last fifth semester.

c. As for the students, it can help to realize how important grammar is and better learn more about grammar. The students can be more interested in learning English Grammar.

d. As for the other researchers, this research can be used as reference for conducting further relevant research.

## F. Structure of the Research

This thesis is presented in the following sections, the writer used a systematic study as outlined in three sections and systematically arranged for easy understanding. The thesis is included into three parts, i.e:

### 1. Interface

The first part of this research contains page title, statement of originality, legalization, official memorandum of advisor, abstract, motto, dedication, acknowledgement, table of contents, list of table, list of appendices.

### 2. Contents

Section contents are problem issues presented in the form of chapter consisting of Chapter I to V, as follow:

Chapter I: explains an introduction. This chapter about the title of research, general background of the study, operational definition, statement of problem, objective of study, significance of study, literature review, research method and structure of the study.

Chapter II: explains the theoritical basis of the students' grammar mastery which is divided into several sub-chapters. First, English as global language. Second, Grammar that includes the definition of grammar and divided into several sub-topics includes the definition part of speech, tenses, active-passive voice, conditional sentence, question tag, there is-there are, degrees of comparison, causative, direct-indirect speech, appositive, parallel structure, phrases, conjunctions, gerund, and article. Third, learning grammar. Fourth, grammar mastery. Fifth, teaching grammar. Sixth, review of relevant studies.

Chapter III: explains about research method that include type of the research, time and location, population and sample, variable and indicators, technique of collecting data, and technique of analyzing data.

Chapter IV: this chapter contains the result of the research report which consists two sub-chapter: first, general description of IAIN Purwokerto. Second, the result of students' grammar mastery : a comparative study of 1<sup>st</sup> and 5<sup>th</sup> semester of TBI in IAIN Purwokerto.

Chapter V: contains about the final conclusions, suggestion, and closing remarks. The last part of this thesis contains about references, appendices, curriculum vitae, and bibliography.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

The title of this research is “Students’ grammar mastery: A Comparative Study of 1<sup>st</sup> and 5<sup>th</sup> semester of Tadris Bahasa Inggris in IAIN Purwokerto” In this research, the researcher conducted quantitative descriptive research in order to compare the grammar mastery from 1<sup>st</sup> and 5<sup>th</sup> semester of TBI students in IAIN Purwokerto in the academic year 2019/2020. Based on the data analysis and discussion, the result of grammar mastery between 1<sup>st</sup> and 5<sup>th</sup> semester of TBI students were similar or there were only few differences between their average scores and their English Grammar Mastery is same. This can be seen from score they got from each parts of the grammar test. Both of them still got low points in tenses part, this can be a trust issues in grammar lectures.

#### B. Suggestions

Based on the conclusions above, the researcher has given suggestions as follows:

1. For the lecturers

Through this research, the lecturer is expected to be more concern to improving and developing the students in grammar mastery.

2. For students

Through this research is expected that this study can be able to facilitate students in developing students’ grammar mastery. Hopefully this reserach will help the students to learn English grammar and can motivate the students to improve their grammar mastery.

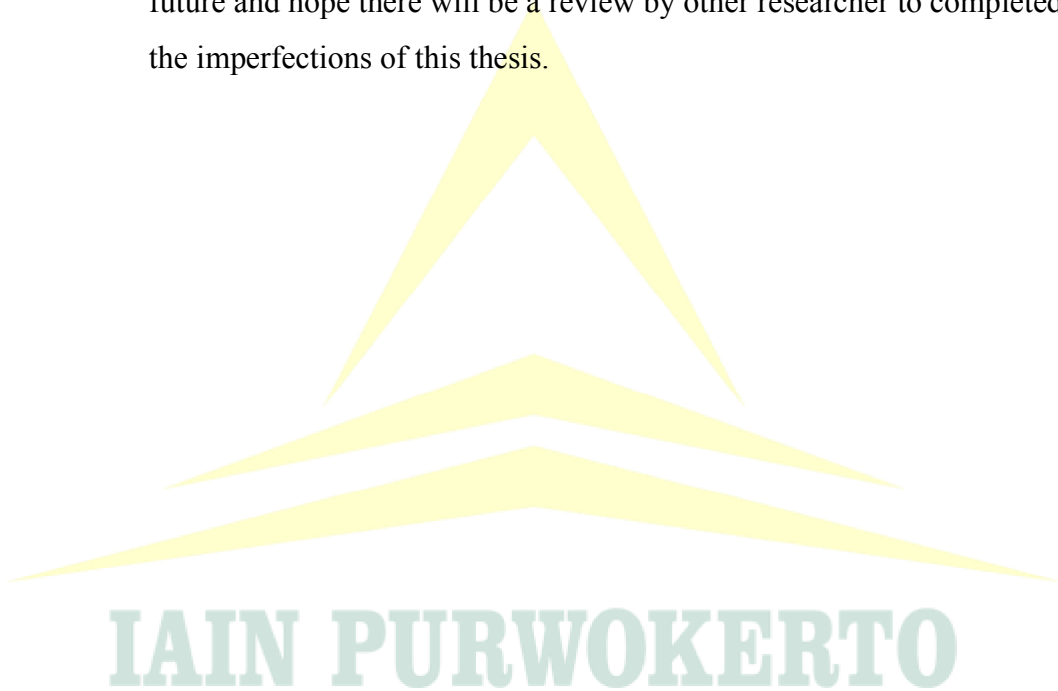
3. For English Education Department

Through this research it can be seen the result of grammar mastery from both semester. Based on the result of the study, there are some recomendations for English Education Department (Tadris Bahasa Inggris). Since there was no significant difference on the grammar

mastery between the first and fifth semester TBI students. The low difference between both semester indicates that the learning process have not been optimal. This department needs to improve the learning process which includes: learning strategies, learning materials, and evaluation.

4. For the other researchers

The result of this research can be used as input by the other researchers who want to do research about grammar mastery. This research is far from perfect, the researcher hopes this study can be continued in the future and hope there will be a review by other researcher to completed the imperfections of this thesis.



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