

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Most English teachers in primary schools in Indonesia, for instance in Bandung, employ Grammar-Translation method which emphasizes on grammatical rules and grammatical accuracy (Damayanti, *et al*, 2008; Grassick, 2007). They teach grammar in isolation. They only focus on forms or patterns without giving their students examples of how to use the language in communication. As the result, their pupils are probably not able to produce language (Paul, 2003). Thus, the pupils do not communicate actively. To make them speak communicatively, teachers' support is needed to help them not only focus on forms but also on how to use the language in communication. In line with that, this study will be conducted to investigate the ways in which the teachers, who implement *MUF* framework for teaching grammar, support their pupils learning English in an elementary school in Bandung.

Teaching grammar in primary school should be child friendly and also meaning-focused input, not in isolation (Cameron, 2001). This means that grammar needs to be taught through meaningful and contextual activities so that there is meaningful communication that brings to focus on grammar. Therefore, Moon

(2008) proposed *MUF* as a framework to teach grammar in primary school level which combines grammar aspect and its context.

MUF stands for *Meaning, Use, and Form*. *Meaning* introduces pupils to the new language in a context. This context will help them to understand the meaning and use through creating interesting situation, for example using puppet or stories. In term of *Use*, pupils need opportunities to try out the language and use it themselves in communication with others. While in *Form*, pupils are drawn to focus on patterns as they do not naturally become aware of the form of language yet. Therefore, they need teacher's support to realize the form in context.

Teacher's support in pupils' learning, particularly pupils' grammar learning, becomes important. The pupils need teacher's support to provide meaningful practices and guidance to language form. They need it when they encounter difficulties in doing the activities. With the support, they may understand and do more than they do on their own. It helps them to gain new knowledge or skill and to develop their own capacity.

The importance of teacher's support is in accordance with Vygotsky's theory. Vygotsky believes that children have a zone called Zone Proximal Development (ZPD) in their process of development (Cameron, 2001; Paul, 2003; Pinter, 2006). ZPD is described as a zone within pupils' current knowledge and their potential knowledge which can be achieved with some support from adult or teacher having more knowledge. Within this zone, pupils have the potential to

grasp the lesson given by teacher. Thus, teacher's support is highly required to help them to extend their knowledge (Paul, 2003)

Because of the importance of support, especially in learning grammar, this study is conducted to investigate what types of teachers' support used in three classrooms under the implementation of *MUF* framework for teaching grammar in elementary school level.

1.2 Research Questions

1. What types of support are used by the teacher in classroom?
2. What reasons are taken into account by the teacher when using those types of support in the classroom?

1.3 Aims of the Study

The aims of this study are:

1. to investigate types of support used by teacher to support pupils' learning, and
2. to identify and to explicate the reasons why the teacher use those types of support.

1.4 Scope of the Study

This study will focus on the types of support used by a teacher of fifth grade in an elementary school who implement *MUF* in teaching grammar. Besides, it will also identify and explicate the reasons underlying the use of those types of support.

1.5 Significance

This study is expected to be able to describe the types of support used by the teacher for supporting pupils' English grammar learning. In addition, it gives beneficial findings for teachers to provide appropriate support for their pupils.

1.6 Research Method

1.6.1 Research Design

This study is set as a qualitative research that employs case study approach. Yin (1984) in Nunan (1992) states that a case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used. Thus, this study is categorized as a descriptive case study.

1.6.2 Data Resource

This study was conducted at one of the state-owned elementary schools in western Bandung. There was only one class which was observed, the fifth grade. The participant of this study was an English teacher implementing *MUF* in teaching grammar.

1.6.3 Data Collection

The data for this study are gathered through several instruments. They are:

1. Classroom Observation

Videotaping and field notes were employed to observe the class. The class was continuously recorded for three times and the records were transcribed verbatim for data analysis. Field notes were conducted during the videotaping to observe the events which might not be recorded due to the videotaping limitation.

2. Interviews

The use of interview in this study is to gain in-depth information about teachers' understanding on providing support and their consideration when giving support.

1.6.4 Data Analysis

All the data from the data collection process were then analyzed. There were three steps in analyzing the data in this study. First, each classroom session was videotaped, and then the video was transcribed verbatim. The purpose of this step was to make the transcription interpretable and useful to find evidence of modified language features and other teacher's support. Second, types of teacher's support were classified based on the types of support proposed by Moon (2005). Finally, data interpretation were conducted afterwards.

1.7 Clarification of Terms

1. Support is defined as “*a kind of graded help which enables pupils to carry out activity successfully by themselves*” (Moon, 2005).
2. Grammar is “*a description of the rules that govern how a language’s sentences are formed*” (Thornbury, 2006).
3. MUF stands for *meaning, use, and form*. A framework proposed by Moon (2008)
4. Pupils refer to fifth graders of elementary school.

1.8 Paper Organization

This paper will be presented into five chapters, as follow:

CHAPTER I : INTRODUCTION

In this chapter, the paper will elaborate the background of the study. It will discuss how the method used by most English teachers in teaching grammar in Indonesia causes a problem that most Indonesian pupils are unable to use English for communication. The description of the problem will emphasize on the importance of teachers’ support for their pupils’ grammar learning.

CHAPTER II : THEORETICAL FOUNDATION

This chapter will discuss some theories of teaching grammar to young learners, and also related theories to teachers’ support carried out in classroom.

CHAPTER III : RESEARCH METHODOLOGY

This chapter will give clear discussion about how the study will be conducted and analyzed. It clarifies why the study needs to use classroom observation and interviews. The data analysis also will briefly be explained.

CHAPTER IV : FINDINGS AND DISCUSSION

This chapter will discuss the findings of the study and will analyze those findings in discussion clearly. It will portray how two teachers support their pupils in learning grammar under the implementation of MUF framework.

CHAPTER V : CONCLUSION AND SUGGESTION

This chapter will present the conclusion and several suggestions of the study based on the analysis in chapter four. The conclusion states the answer to the research questions about the teachers' support used under study employ. Several suggestions to improve teachers' reference to teachers' support for pupils' English grammar learning will be delivered to the teachers and to the next researchers.