CHAPTER I

INTRODUCTION

1.1.Background of the Study

Language is what makes human distinct. It is very essential in the lives of every human being. Every people has its own language. Language is a necessity for survival. Language starts in the womb. It is developed after the baby was born and undergoes a development in its language acquisition. That is the language referred as "the mother tongue". This first language connects us to our family and people who belong to the inner circle of our lives, from our own community. To have this mother tongue is enough to communicate with them. For Chomsky, "language is a process of free creation; its laws and principles are fixed, but the manner in which the principles of generation are used is free and infinitely varied. Even the interpretation and use of words involves a process of free creation." There are many languages in this world, one of them is English.

The teaching of English in the school is intended to develop the students' communicative ability which put the emphasis on the language skills covering speaking, writing, listening, and reading. Writing is one of the most important skills in English, because it is as the productive skill that must be achieved by students to be able to communicate well in a written form. The productive skill is the role of communication in language both oral (speaking) and written (writing). Teaching writing skill is an essential part of teaching language. Writing involves the encoding of a message of some kind; that is we translate our thoughts into language. The role of guidance in developing writing skill is by using texts (letters and reports, for example) as our basic format, rather than some other unit such as the sentence or a paragraph, thus we can make writing activities much more meaningful for students.

Writing skill is one of aspect languages that is difficult to achieve by students. Many facts convey that teaching writing skill still has many problems. There are some factors that influence those problems; some of them are the use of incorrectness method in teaching students, the use of inappropriate textbook and the lack of motivation for students. That's why, in this case, the teacher should instruct students in the right way how to organize their ideas into written form, it relates to the teacher's method/strategy, and also it should be supported by the appropriate textbook and teacher's motivation as the facilitator.

Grammar is the whole system and structure of a language or of language in general, usually taken as consisting of syntax and morphology (including inflections) and sometimes also phonology and semantics.

Active and passive voice is one of the grammar studies. Active and passive sentences usually have the same meaning but the focus is different. In the active voice the subject performs the action expressed and the focus is on the agent that does the action. In the passive voice the subject receives the action expressed in the verb. The object of the active sentence becomes the subject of the passive sentence. We use a passive verb to say what happens to the subject. The focus of the sentence is on the subject that receives the action.

Based on the writer's experience through training teaching practice (PPL) in SMP TP. Mardi Lestari is the writer found some students' problems by learning English especially in constructing sentences. There were many errors in that sentences. The students did not follow the grammatical rules. One of the errors is disability of students in constructing and comparing active and passive sentences. This problems influenced the whole meaning of each sentences. It happened when they constructed the sentences, paragraphs or text and also the writer found when the students spoke English so that its sound clamsy. This problems happened in VII and

almost 70% did not understand about it. They also complained that learning English is so difficult for whole aspect so that the writer tries to limit and looking for the problem in one skill namely writing skill and then the writer more specifically looks to the students ability in constructing sentences. Finally, the writer has found the problem and interested to pick up a research problems.

1.2. The Problem of the Study

Based on the background of the study, the research problem is formulated as the following "Does deductive application of rule technique improve students' grammar in using Active and Passive Voice?"

1.3. The Objective of the Study

In line with the formulation of the problem stated above, the aims of the study are to know whether or not the Deductive Application of Rule improves students' grammar in using Active and Passive Voice. Besides of that, this study is to know how the Deductive Application of Rule Technique improves students' grammar in using Active and Passive Voice.

1.4. The Scope of the Study

There are many kinds of the techniques in teaching grammar namely diagramming sentences, learning through writing, inductive teaching, deductive teaching, and interactive teaching. The research only focuses on deductiveteaching. It is one of the right techniques to improve students' grammar in active and passive voice.

1.5. The Significances of the Study

Theoretically :

1) The result of the research would be useful for teaching grammar

2) The result of the research would be useful as a model of teaching technique for grammar subject

Practically :

This research is expected useful for writer, students, teachers, and all the readers. For the writer is by doing the research, the writer hopes that she can study and get more information in using active and passive voice by using Deductive Application of Rule Technique.For the students isby learning active and passive voice, students can take some information to identify their problems in writing active and passive voice by using Deductive Application of Rule Technique. Furthermore, they can also increase their ability.For the teachers is the result of this study will be very useful information to develop teacher's skill in teaching active and passive voice.For the readers isthe readers can study deeper in using active and passive voice.

1.6. Hypothesis

Hypothesis of this study is prepared as a tentative answer for the research problem stated previously. In this case, the alternative hypothesis (Ha) as read follow:

Ha. There is a significant improvement of students' grammarin active and passive voice by using Deductive Application of Rule Technique.

Because of the statistical computation, the alternative hypothesis needs to be changed in to null hypothesis as follow:

H0. There is no significant improvement of students' grammarin active and passive voice by using Deductive Application of Rule Technique.

CHAPTER II

REVIEW OF LITERATURE

2.1. Theoretical Framework

In conducting a research, theories are needed to explain some concepts or terms applied in the research concerned. Some terms are used in the study and they needed to be the theoretical explained. In following parts, theoretical elaboration on the terms used will presented.

2.2. Teaching

Teaching is a process in which learner, teacher, curriculum and other variables are organized in a systematic and psychological way to attain some pre-determined goals. According to Gage, teaching is a form of interpersonal influence aimed at changing the behaviour potential of another person." According to Edmund Amidon, teaching is an interactive process, primarily involving class room talk which takes place between teacher and pupil and occurs during certain definable activity." Teaching is the process of attending to people's needs, experiences and feelings, and making specific interventions to help them learn particular things.Interventions commonly take the form of questioning, listening, giving information, explaining some phenomenon, demonstrating a skill or process, testing understanding and capacity, and facilitating learning activities (such as note taking, discussion, assignment writing, simulations and practice).

2.3. Grammar

According to Chomsky, grammar of a language is an account of the grammatical competence (rather than performance) of the native speakers of that language. Grammatical competence is defined as the native speakers' tacit knowledge of the grammar of their language.

A grammar is said to be descriptively adequate if it yields the same statements about the (un)grammaticality and interpretations of the sentences as the native speakers of that language do. Grammar is an important part in aspects of English, including reading, writing, listening, and speaking, because in each aspect consists of grammar. Grammar be one of the very esential in every aspect of English skill. Everyone must pay attention of the grammar. Grammar is so very complex so grammar needs a lot of time to be learned. All things that will be done must be based on that rules, especially when someone wants to make sentences. Grammar be one of the difficulties to be learned in English. According to Richards et al in Nunan (1985: 97), said that "grammar is a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language."

Larsen Freeman in Nunan (1995: 101), said that "grammar is the study of how syntax (form), semantics (meaning), and pragmatics (use) work together to enable individuals to communicate through language."

The underlying reason that grammar hangs in the curriculum is that we realize that knowledge about language is valuable. Actually, the term grammar refers to two kinds of knowledge about language. One is subconscious knowledge, the language ability that children develop at an early age without being taught. As children begin to talk, as they become able to form sentences, their brains are forming their "grammar circuits" automatically. The other kind of knowledge is the conscious understanding of sentences and texts that can help students improve their reading and writing abilities by building on that subconscious knowledge. This conscious understanding includes knowing the parts of sentences and how they work together, knowing how sentences connect with one another to build meaning, and understanding how and why we use language in different ways in different social situations. In teaching grammar in

school, we are not really teaching grammar at all: children learn that automatically; rather, we are teaching students about grammar, and we are hoping to bring them the added confidence and clarity that go with any knowledge that strengthens skills and deepens understanding. That we are "teaching about grammar" is an insight that comes to us from work in linguistics over the last century. This book includes some of that work. The problem with school grammar has not been grammar itself as much as it has been the way grammar is usually taught. Instead of helping students to focus on real literature or on the actual paper they are writing, traditional grammar pedagogy requires students to divert their attention to the isolated and often contrived sentences in a textbook. It encourages students-and teachers-tobelieve that the authority for Standard English is that separate book of rules rather than literature and the language of those with power and prestige in the living culture. It focuses on errors instead of on the understanding of language. Some teachers still lament that they can teach comma rules or subject-verb agreement at length only to find that their students continue to make the errors. But many other teachers do understand that writing is an exceedingly complex cognitive and social task. The reduction of conventional errors takes a great deal of experience in reading, in writing, and in talking about reading and writing. Formal grammar is a tool for talking about and thinking about sentences; it is not, by itself, a tool for making errors go away.

Grammar is partly the study of what forms (or structures) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus a grammar is a description of the rules that govern how a language's sentences are formed. Grammar attempts to explain why the following sentences are acceptable:

We are not at home right now.
Right now we are not at home.

but why this one is not:

Not we at right home now are.

Nor this one:

We is not at home right now. The system of rules thin covet the order of words in a sentence is called syntax. Syntax rules disallow: Not we at right home now are. The system of rules that cover the formation of words is called morphology. Morphology rules disallow: We is not at home right now.

Cobbet in Nunan's Second Language Teaching and Learning (1996) said that grammar is:

1. An analysis of the structure of a language, either as encounted in a corpus of speech or writing (a performance grammar) or as predictive of a speaker's knowledge (a competence grammar)

2. An analysis of the structural properties which define human language (a universal grammar)

3. A level of structural organization which can be studied independently of phonology and semantics

There are more than 500,000 words in the English language, but fortunately for us students of English grammar, only eight parts of speech. "Part of speech" refers to the part or role that a word plays within a phrase or a sentence—its function. We'll look at them in detail in a moment, but here's the 60-second overview of the eight roles words can play:

1) The function of a noun is to name something: a person, a place, an object, or an idea. "Basketball" and "relationship" are nouns.

2) The function of a pronoun is to stand in for a noun. "Which" and "she" are pronouns.

3) The function of a verb is to describe an action or a state of being. "Run" and "is" are verbs.

4) The function of an adjective is to modify the meaning of a noun or pronoun. "Blue" and "cheery" are adjectives.

5) The function of an adverb is to modify the meaning of a noun, an adjective, or another adverb. "Swiftly" and "very" are adverbs.

6) The function of a preposition is to express the relationship between a noun or a pronoun and certain other words in the sentence. "Inside" and "under" are prepositions.

7) The function of a conjunction is to join together words or phrases. "And" and "but" are conjunctions.

8) The function of an interjection is to express excitement and emotion independently from the other words in the sentence. "Hey" and "oh" are interjections. This idea of function is critical when identifying the various parts of speech, because many words have more than one possible role. In other words, you can't simply take our 500,000plus English words and divide them into eight categories for the various parts of speech. It's a little trickier than that. Some nouns, for example, love to get dressed up and go paradingaround as verbs and adjectives. Some adverbs and prepositions have passports that allow them to cross each other's borders. And a lot of pronouns moonlight as adjectives. So the important thing is not to think in terms of a permanent relationship between a given word and a part of speech—only some of them believe in "'til death do us part"—but instead to look at what role that word is playing in the particular sentence in question. Here's an example of how one word, in this case, "love," can have several different functions:

As a noun: He wrote a book about love.
As a verb: I love eating out.

As an adjective: She read a love poem.

All right now, roll up your sleeves and let's dig into each of the eight parts of speech. We'll start with nouns, pronouns, and verbs, the parts that really do the heavy lifting within a sentence.

1)   The Noun

A noun isa word that names one person, place, thing, or idea. This is a good way to think about it provided you remember that "thing" refers to more than the things you can point to or touch. It also includes intangibles— ideas, concepts, qualities and actions. "Freedom" is a noun. "Progress" is a noun. "Embarrassment" and "running" and "millimeter" are nouns. Basically, anything you can put the word "the" in front of is a noun or is being used as a noun. "Being used as a noun" refers back to the idea that many words can play more than one part of speech. "Light," for example, can be both a noun, as in the light of day or a verb, as in I light the candles. Just remember that whenever the word in question is being used to name or identify something, you're dealing with a noun.

2)   The Pronoun

Pronoun takes the place of a noun, a group of words acting as a noun, or another pronoun. Instead, we can use pronouns to refer back to some of the nouns in the sentence, and say, Harry went to his car and then he drove to pick up Susan, and then they went to his father's house. If you have trouble remembering the definition, just take the word apart: "pro" means "for" as in "pro-government" or "pro vs. con," so "pronoun" simply means "for a noun." It would be great if pronouns were no more complicated than that. But they come in all kinds of flavors and varieties designed to handle different assignments within a sentence, and they won't do anything outside of their specific job descriptions. They get all bent out of shape if you make them try.

Here's the rundown on the three basic facts you need to understand about pronouns in order to keep them in line.

3)   The Verb

Verb describes an action or a state of being. Verb is a word that expresses action or a state of being and is necessary to make a statement. Their role is to make a statement about the subject of your sentence, that is, about whomever or whatever you're talking. When we refer to a verb describing an action, we mean this in its broadest sense, including not only physical actions such as "run," "grow," or "squeeze," but also nonphysical actions such as "hope," "solve," and "need." Any word describing what the subject of the sentence is doing is an action verb. For example:

Kim ran to the door. Steve often thinks about Mary. Tracy embarrassed herself at the party.

Verbs that express a state of being are called linking verbs, because they link the subject of the sentence to the description of the state or condition that the subject is in. The most common linking verb by far is the verb "to be," whichincludes the forms "am," "is," "are," "was," "were," "have been," "had been," "will be," "will have been," and others. Here are some sentences featuring the linking verb "to be":

The ambassador is a woman. John will be the next vice president. Dave was tired.

And here are a few examples of other linking verbs at work. You'll notice that some of these, such as the verbs "look" and "taste," can also be action verbs in other contexts:

Hot dogs taste better with mustard. Terry remained unhappy. Joan looks incredibly healthy.

The verb's role of expressing action or a state of being is just the tip of the iceberg, however. Verbs are the most powerful part of speech because they not only tell you the nature of the action itself, but also provide other important information about that action. The benevolent verb offers us three manners of descrition, and these are tense, voice, and mood. The tense form of a verb tells us when the action occurred or will occur. For example, he will jump tells us that the jumping action will occur in the future, whereas he jumped tells us it occurred in the past. Tense forms represent the largest minefield in verb country—the cause of all kinds of errors. The first lesson in Chapter 1 provides a look at tenses in greater depth. The voice of a verb tells something about the relationship between the action of the verb and the subject of the sentence— the person or thing the sentence is about. The active voice is used to show that the subject is doing the acting, as in John leads the group. The passive voice is used to show that the subject is on the receiving end of the action, as in John is led by the group.The mood of a verb tells us in what manner the verb is communicating the action. When we make basic statements or ask questions, we use the indicative mood, as in I leave at 5 and Are you taking the car? The indicative mood is the one we use most often. The imperative mood is used to make a request or a command, as in Get in here right now or Bring me a resume. The subjunctive mood is used to express a hypothetical situation or a condition in opposition to the facts and sometimes to express a wish. It is most often used with the verb "to be" in sentences or phrases beginning with "if." For example, If Jane were home, things would be different and I wish I were rich. The subjunctive mood is not called for often, but when it is, it can be a troublemaker.

4)   The Adjective

Adjectives are words that modify nouns and pronouns. Adjectives can usually show comparisons.That is, they alter slightly the meaning of the noun or pronoun, either by describing

something about it or by limiting its meaning to a more definite item or number. In the phrases red hair, swollen feet, and unpredictable temper, the adjectives "red," "swollen," and "unpredictable" have modified the nouns "hair," "feet," and "temper" by describing a characteristic of each. It's easy to think of adjectives only as descriptive words. But then you'd be missing half the fun—adjectives have more personality than that. So let's have a word about nouns and pronouns functioning as adjectives and also about the articles "a," "an," and "the".

5)   The Adverb

Adverb modifies a verb, an adjective, or another adverb. Most adverbs can show comparisons. They define or limit the meaning of other words. But unlike adjectives, which can only modify nouns or pronouns, adverbs have a kind of prima donna complex. They leave nouns and pronouns alone, but they feel they have something important to say about nearly everybody else—modifying verbs, adjectives, and each other. Let's look first at the different jobs the adverb can do. As the name suggests, the most common role of the adverb is to modify the meaning of a verb, usually by answering the questions where, when, how, or to what extent. For example, in the phrase, leave quickly, "leave" is the verb, and the adverb "quickly" describes the manner in which the action of leaving is carried out. A few more examples: Look longingly, answer abruptly, move forward, stop immediately, sometimes play, nearly finish, always love. Adverbs can also modify adjectives, as in the phrase nearly complete painting. Here, the noun "painting" is modified by the adjective "complete" and the adjective "complete" is modified by the adverb "nearly," giving us the full meaning that the painting is almost, but not quite, finished. Here are a few more examples of adverbs modifying adjectives:

Virtually impassable road (The adverb "virtually" modifies "impassable.")

Almost a year (The adverb "almost" modifies "a.")

Precisely 10 yards (The adverb "precisely" modifies "10.")

Slightly frayed collar (The adverb "slightly" modifies "frayed.")

Evenly spaced items (The adverb "evenly" modifies "spaced.")

Adverbs also have little love fests in which they modify each other, as in the sentence, The players were almost evenly matched. Here, the verb matched is modified by the adverb, evenly. Then the adverb evenly is itself modified in turn by another adverb, almost, giving us the meaning that the players are fairly close, but not completely equal, in skill level. A few more examples of adverbs modifying adverbs:

She was somewhat rudely interrupted. (The adverb "somewhat" modifies "rudely.")

 I left rather quickly. (The adverb "rather" modifies "quickly.")

Bob is always extremely funny. (The adverb "always" modifies "extremely.")

A word about adverb forms: You'll notice from the preceding examples that while many adverbs such as "evenly" and "precisely" have "-ly" endings, others, such as "somewhat" and "rather" do not. A large group of adverbs fall into the latter category, including—to name only a few—words such as "again," "late," "little," "there," "often," "when," "where," "why," "how," "too," and "much." Here are a few examples of these adverbs at work:

He came late to the party. (The adverb "late" modifies the verb "came.")

 I went home again. (The adverb "again" modifies the verb "went.")

Deborah wears <u>too</u> many necklaces. (The adverb "too" modifies the adjective "many.")

In summary, there's no shortcut such as "-ly" endings or position within the sentence to tell you for certain that a word is an adverb. The only way to know for sure is to figure out if it's modifying the meaning of a verb, an adjective, or another adverb. If it's modifying a noun or a pronoun, you've got yourself an adjective instead.

2.4. Teaching Grammar

In teaching grammar in school, we are not really teaching grammar at all: children learn that automatically; rather, we are teaching students about grammar, and we are hoping to bring them the added confidence and clarity that go with any knowledge that strengthens skills and deepens understanding. That we are "teaching about grammar" is an insight that comes to us from work in linguistics over the last century. The problem with school grammar has not been grammar itself as much as it has been the way grammar is usually taught. Instead of helping students to focus on real literature or on the actual paper they are writing, traditional grammar pedagogy requires students to divert their attention to the isolated and often contrived sentences in a textbook. It encourages students-and teachers to believe that the authority for standard english is that separate book of rules rather than literature and the language of those with power and prestige in the living culture. It focuses on errors instead of on the understanding of language. Some teachers still lament that they can teach rules or subject-verb agreement at length only to find that their students continue to make the errors. But many other teachers do understand that writing is an exceedingly complex cognitive and social task. The reduction of conventional

errors takes a great deal of experience in reading, in writing, and in talking about reading and writing.

Goals for teaching grammar:

1. Every student, from every background, will complete school with the ability to communicate comfortably and effectively in both spoken and written Standard English, with awareness of when use of Standard English is appropriate.

2. Every student will complete school with the ability to analyze the grammatical structure of sentences within English texts, using grammatical terminology correctly and demonstrating knowledge of how sentence-level grammatical structure contributes to the coherence of paragraphs and texts.

3. Every student will complete school with an understanding of, and appreciation for, the natural variation that occurs in language across time, social situation, and social group. While recognizing the need for mastering Standard English, students will also demonstrate an understanding of the equality in the expressive capacity and linguistic structure among a range of language varieties both vernacular and standard, as well as an understanding of language-based prejudice.

2.5.Technique

A technique refers to the design and procedure components of a method. It may be described as a implementational sub-process of a method. It specifies the teaching- learning activities as well as the roles of the teachers and learners in the language activities/tasks. Anthony (1963) discussed and defined the term, the language teaching literature generally accepted technique as a superordinate term to refer to various activities that either teachers or learners perform in the

classroom. In other words, technique includes all tasks and activities. Techniques that give the learner greater autonomy in language processing are now in vogue in language classrooms. Some of these are: role play and simulation, information - gap and opinion - gap activities, language games and puzzles.

2.5.1.Kinds of Technique in Teaching Grammar

According to Diana Larsen (1986), there are many methods and techniques in teaching grammar. In English teaching process, there are terms that teachers need to know. They are approaches, methods, and techniques; yet, for some reasons, these terms are quite confusing that they sometimes misunderstood or misinterpreted by teachers. The explanation about method terms that was remarkably understandable at that time. He put forward the term in the second place out of three hierarchical elements in English education. In his perspective, approach was a group of hypothesis that dealt with the type of language learning and language teaching. According to Diana Larsen (1986), the examples of teaching approaches are GTM (Grammar Translation Method), Direct Method (DM), Reading Method, ALM (Audio-Lingual Method), Cognitive Code Learning, Communicative Approach, etc.

After approach, he set "method" in the second place. In his point of vies, method was the depiction of a general plan of systematic presentation of language based on a chosen approach. The example of methods are CLL (Community Language Learning), Suggestopedia, Silent Way, and Natural Approach. Maybe you are acquainted well with the instance of these methods and you have been using it over time. The last term would be technique. In Anthony's notion, technique was the activities manifested in the classroom and it has to be specific and consistently

in rhyme with the former terms. So, we can say that the technique is the execution from our assumptions and plans.

Richards and Rodgers (1982) reformulates the concept of those terms into approach, design, and procedure with "method" as a superordinate term. They said that method was an umbrella term that integrated theory and practice. Furthermore, they explained design as the relationship between expert theories to classroom materials and activities while procedure as technique and the practical executions in the classroom that was developed eventually from approach and design. The explanation for approach was similar to what Anthony had said earlier.

The Richards and Rodgers' (1982) reformulation made our understanding towards the concept of method better because:

1. They made a clear specification from the important element of language teaching designs that was left vague previously. Objectives, syllabus, the roles of learner, the roles of instruction material are six important features that derived from Richards and Rodgers' reformulation

2. They forced us to relinquish the notion that separate, definable, and disconnected methodology. Nearly all language teaching methods oversimplified the assumptions that all teachers do in the classroom could be made as standard practice.

Though their reformulation and new meaning really revived our understanding, their new concept of method did not catch on in pedagogical literature. The concept their offered about method is, on the other hand, more comfortably referred as methodology by Brown.

In conclusion, Brown defines the terms in a new definition, in other words, he makes reformulation. The new reformulation of the terms are as follows:

1) Methodology: Pedagogical practices in general. All things that are engaging into "how to teach" questions are methodological, whatever the considerations take into accounts.

2) Method: A generalized set of specification in the classroom for achieving linguistic objectives. Methods main concern is to teachers and learners' roles and behavior. Besides, the concern of method is to linguistic and subject matter objectives, sequencing, and materials.

3) Approach: Theoretically well informed positions, assumptions, thoughts, notions, and beliefs concerning the nature of language, the nature of language learning, and the applicability of both in pedagogical setting, it does mean in classroom practice.

4) Curriculum/Syllabus: The focal concern of curriculum (commonly used in US system) and syllabus (commonly used in UK system) is linguistic and subject matter objectives, sequencing, and materials. The purpose is to meet the needs and fulfill the challenges to defined group/class in particular context/situation.

5) Technique: Any exercise, activities, and tasks in the classroom to meet the objectives or goal of learning.

There are some kinds of technique in teaching grammar, they are:

1. Diagramming Sentences

One of the older forms of teaching grammar, diagramming sentences, first appeared in the 19th century. This method involves visually mapping the structures of and relationships between different aspects of a sentence. Especially helpful for visual learners, this method

disappeared from modern teaching at least 30 years ago. Different forms of diagramming are used to visualize sentences, from the Reed-Kellogg System to dependency grammar, but all organize the functions of a sentence in a way that illustrates the grammatical relationships between words.

1. Draw a horizontal line with a small vertical line through the middle. To the left of the vertical line, write your subject. To the right of the vertical line, write your verb. This is the most basic complete sentence.

2. Draw another vertical line stopping at the horizontal line if there is a direct object. To the right of this line, write the direct object.

   For example : Vegetables disgust Felipe

   In the above sentence, *Vegetables disgust Felipe*, **vegetables** is the subject, **disgust** is the verb, and **Felipe** is the direct object.

3. Place indirect objects beneath the verb. In general, indirect objects could take a preposition and so are drawn with a diagonal line coming off of the word they modify. See step 6 for prepositions.

   For example :The farmers gave their kids fresh vegetables

   In the above sentence, *The farmers gave their kids fresh vegetables*, **farmers *is the subject,***gave is the verb, **vegetables** is the direct object, **kids** is the indirect object, **the** is an article, **their** is a possessive pronoun, and **fresh** is an adjective modifying *vegetables*.

4. Draw a slash if there is a *predicate nominative* or *predicate adjective*. A predicate nominative is a noun, pronoun, or adjective that refers to the subject. The verb preceding the predicate nominative or adjective is usually a linking verb, such as the forms of *to be*

(*is*, *are*, *was*, etc.) or sense words (*looks*, *smells*, *tastes*, etc.). To the right of the slash, write the predicate nominative or adjective.

For example : Vegetables are disgusting

1) In the above sentence, *Vegetables are disgusting*, **vegetables** is the subject, **are** is a linking verb, and **disgusting** is the predicate adjective.

2) Note that pronouns following linking verbs should be in the nominative case: *This is she* or *It is I* and **not** *This is her* or *It is me*.

5. Place adjectives, adverbs, articles, and possessives on diagonal lines below the words they modify.

For example : The green vegetables are always disgusting

1) In the above sentence, *The green vegetables are always disgusting*, **vegetables** is the subject, **are** is the linking verb, **disgusting** is the predicate adjective, **green** is an adjective modifying *vegetables*, **the** is an article, and **always** is an adverb modifying *disgusting*.

2) Participles are diagrammed similarly to adjectives. Draw the participle as a curved word on a bent, slanted line beneath the word it modifies. In the above sentence, *Working farmers enjoy vegetables*, **working** is a participle modifying **farmers**, which is the subject; **enjoy** is the verb; and **vegetables** is the object.

6. Begin prepositions like you would adjectives: Draw a diagonal line down. The object of the preposition goes on a horizontal line coming off the preposition line.

For example : The kids threw the vegetables in the trash

In the above sentence, *The kids threw the vegetables in the trash*, **kids** is the subject, **threw** is the verb, **vegetables** is the direct object, **in** is a preposition, **trash** is the object of the preposition, and all three **the**s are articles.

2. Learning Through Writing

This method is often used in schools in the U.S. and Canada. Students are encouraged to explore language through creative writing and reading, picking up correct grammar usage along the way. If there are specific problems with certain grammatical rules, these are covered in a more structured lesson. An emphasis is now being placed upon language acquisition over language learning, as it has been observed that learning grammar by memorization does not work well and that students are better able to recognize and understand grammatical rules when lessons are more interactive (i.e., they have to apply these rules in their own writing). Repeated practice is also important and easily achieved through creative or personal writing exercises. Students'poorwritingskillsarerevealedin anumberofways.Theseincludesuchproblemsas:

1.Weaklyconstructedandsubstantiatedarguments

2. Less-than-carefulreadingoftheinstructions

3. Lackofprecision

4. Lackofaclearandsustainedlineofthought

5. Di culty with utilizing evidence to substantiate or challenge anargument

6.Weakorabsentevaluationoftheassumptionsofthetheoryat hand

7. Lackoforganized,convincing,rich,andelaborateresponsesto thequestionathand

8.An inability or unwillingness to integrate the feedback that instructorsprovideondrafts

3. Inductive Teaching

The inductive method of teaching grammar involves presenting several examples that illustrate a specific concept and expecting students to notice how the concept works from these examples. No explanation of the concept is given beforehand, and the expectation is that students learn to recognize the rules of grammar in a more natural way during their own reading and writing. Discovering grammar and visualizing how these rules work in a sentence allow for easier retention of the concept than if the students were given an explanation that was disconnected from examples of the concept. The main goal of the inductive teaching method is the retention of grammar concepts, with teachers using techniques that are known to work cognitively and make an impression on students' contextual memory.

Inductive approach, also known in inductive reasoning, starts with the observations and theories are proposed towards the end of the research process as a result of observations. Inductive research "involves the search for pattern from observation and the development of explanations – theories – for those patterns through series of hypotheses". No theories or hypotheses would apply in inductive studies at the beginning of the research and the researcher is free in terms of altering the direction for the study after the research process had commenced.It is important to stress that inductive approach does not imply disregarding

theories when formulating research questions and objectives. This approach aims to generate meanings from the data set collected in order to identify patterns and relationships to build a theory; however, inductive approach does not prevent the researcher from using existing theory to formulate the research question to be explored. Inductive reasoning is based on learning from experience. Patterns, resemblances and regularities in experience (premises) are observed in order to reach conclusions (or to generate theory).

4. Deductive Teaching

The deductive method of teaching grammar is an approach that focuses on instruction before practice. A teacher gives students an in-depth explanation of a grammatical concept before they encounter the same grammatical concept in their own writing. After the lesson, students are expected to practice what they have just been shown in a mechanical way, through worksheets and exercises. This type of teaching, though common, has many people—including teachers—rethinking such methods, as more post-secondary level students are revealing sub-part literacy skills in adulthood. As one former teacher states, deductive teaching methods drive many students away from writing because of the tediousness of rote learning and teacher-centered approaches.

A deductive approach is concerned with "developing a hypothesis (or hypotheses) based on existing theory, and then designing a research strategy to test the hypothesis". It has been stated that "deductive means reasoning from the particular to the general. If a causal relationship or link seems to be implied by a particular theory or case example, it might be

true in many cases. A deductive design might test to see if this relationship or link did obtain on more general circumstances". Deductive approach can be explained by the means of hypotheses, which can be derived from the propositions of the theory. In other words, deductive approach is concerned with deducting conclusions from premises or propositions.

Deductive approach offers the following advantages:

1. Possibility to explain causal relationships between concepts and variables
2. Possibility to measure concepts quantitatively
3. Possibility to generalize research findings to a certain extent

5. Interactive Teaching

Another method of teaching grammar is to incorporate interactivity into lessons. Using games to teach grammar not only engages students but also helps them to remember what they've learned. This method allows teachers to tailor their lessons to the different learning styles of students. For instance, each student can be given a large flashcard with a word on it, and the students must physically arrange themselves into a proper sentence. Other games can include word puzzles or fun online quizzes.Over the years, many methods have been developed for teaching grammar and have been built upon, abandoned, or combined, all with the same goal in mind—teaching students how to communicate effectively and understand how to use the English language. Because of the grammatical complexity of English, each method has its pros and cons. Some lessons are less likely to be remembered, while others may require more in-depth explanation and practice. Regardless of how grammar is taught, a

well-rounded understanding of English grammar is the most important factor in improving the literacy of students.

Five benefits of interactive teaching :

1. Structuring lessons has become lot easier

From tutor point of view, interactive teaching has seen the introduction and ultimate use of whiteboards. With these tools, an instructor can easily plan and formulate for the lesson beforehand. Besides that, the program allows them to schedule for particular learning tasks, hence making it easier to deliver what you have on the lesson plan.

2. Enjoyable, fun, and engaging

Since the introduction of interactive technology, experts in the teaching field has noted a significant increase in the level of motivation and engagement in the classroom, and this is one of the advantages of interactive teaching. Some of the latest technologies used in the interactive learning environment allow teachers to gamify their lessons, bring the element of competition in learning, and more importantly, bringing the aspect of achievement tiers into the learning process.

3. Interactive learning gathers for students with disabilities

In most cases, learners with disabilities or those who required special needs have taught in their own classroom, perhaps with the help of an exceptional tutor. One of the interactive teaching benefits is that it gathers the teaching needs for all.

4. Saves significantly on education costs and time

As stated in the introductory section, gone are days when a teacher has to travel for long distance to impact knowledge to his/her students in a traditional classroom. Nowadays, with the introductory of interactive learning online tools, you can teach a class anytime from anywhere, which saves travel time. Secondly, in a traditional classroom, many teaching materials such as erasers, markers, blackboards (which are to be painted each year), and dusty chalks have to be bought quite often. However, interactive teaching has brought cost saving benefits. This is because, with interactive learning, you just need to have an interactive whiteboard, internet connection, and of course, a dedicated software.

5. Brings flexibility and convenience in learning

Last but not the least; interactive teaching brings the aspect of flexibility and convenience in a learning environment. Nowadays, the use of video conferencing solution that offers seamless interactive learning sessions is on the rise, and this explains why many learning institutions are adopting e-learning options.

2.6. Deductive Application of Rule as The Technique

What is meant by this is that the way how the material is learnt is through a series of process of experiencing or analyzing the materials, then generalizing the rules, and finally concluding the formulas or concepts. The principle is somewhat similar with that of work done in Communicative Language Teaching Method (Larsen-Freeman, 2000,p.121) and (Richard and Rodgers, 2001,p. 153) in which students are intently encouraged to get the core materials through a series of brain activities. This approach is applied also in Silent Way Method (Gattegno as cited in Larsen-Freemen, 2000,p. 53) and (Gattegno as cited in Richard and Rodgers, 2001: 81) The virtual steps are: 1) students are asked to read or analyze a given text, 2). students are stimulated with a series of questions leading to core concepts, 3). students are trying to conclude what concept derived or extracted from the text. 4). students are finally to conclude or restate the purposed concepts and confirmed by the lecturer.The deductive instruction in grammar teaching is a more students-centered approach as compared to inductive instruction. This means that the teacher introduces the students with a new concept, explain it, and then has the students pratice using the concept. For example, when teaching a new grammar concept, the teacher will set forth the concept, explain the rules to its use, and finally the students will practice using the concept in a variety of different ways.

Deductive application of rule is one of the solutions to improve writing skill. According to Diane Larsen Freeman (1986), deductive application of rule is grammar rules are presented with examples. Exceptions to each rule are also noted. Once students understand a rule, they are asked to apply it to some different examples.

According to Bob Adamson (1986), "The deductive method is often criticized because: a) it teaches grammar in an isolated way; b) little attention is paid to meaning; c) practice is often mechanical." This method can, however, be a viable option in certain situations; for example,

when dealing with highly motivated students, teaching a particularly difficult concept, or for preparing students to write exams. The deductive approach may refer to a traditional style in grammar teaching because grammatical structures or rules are dictated to students first, a more effective and time saving way under certain circumstance just like teaching a monolingual class (River and Temperley, 1978).

Inductive and deductive approaches form the basis of well-known teaching methods: for example, grammar translation and cognitive code teaching are deductive, while audio-lingual, silent way, and total physical response are inductive (Krashen & Seliger, 1975).

In general, the advantages of the deductive approach are summarized by Chalipa (2013) as follows:

1) It gets straight to the point, and can therefore be time-saving. Many rules especially rules of form-can be more simply and quickly explained than elicited from examples. This will allow more time for practice and application.

2) It respects the intelligence and maturity of many especially adult-students, and acknowledge the role of cognitive processes in language acquisition.

3) It confirms many students' expectations about classroom learning, particularly for those learners who have an analytical learning style.

4) It allows the teacher to deal with language points as they come up, rather than having to anticipate them and prepare fot them in advance.

In general, the disadvantages of the deductive approach are summarized by Chalipa (2013) as follows:

1. Starting the lesson with a grammar presentation may be off puting for some students, especially younger ones. They may not have sufficient met language (i.e. language used to talk about language such as grammar terminology). Or they may not be able to understand the concepts involved.

2. Grammar explanation encourage a teacher fronted, transmission style classroom; teacher explanation is often at the expense of student involvement and interaction.

3. Explanation is seldom as memorable as other forms of presentation, such as demonstration.

4. Such an approach encourages that belief that learning a language is simply a case of knowing the rules.

Deductive teaching is a traditional approach in which information about target language and rules are driven at the beginning of the class and continued with examples. The principles of this approach are generally used in the classes where the main target is to teach grammar structures. For instance, these principles are convenient for the classes that grammar transtlation method is applied (Nunan, 1991). According to Thornbury's (1999) three bacic principles a deductive lesson starts with presentation of the rules by the teacher. Secondly teacher gives examples by highlighting the grammar structures. Then students make practise with the rules and produce their own examples at the end of the lesson.

A deductive approach is based on the top down theory which the presentation and explanation of grammar rules take the presedence over teaching. The language is taught from the whole to parts so learners understand the grammar rules and structures firstly. Next, they see the examples provided by teacher and finally they begin to produce their own examples. In a deductive approach when the grammar item is presented with metalanguage such as, name of

the tense, subject or object is often used. On the other hand in an inductive approach since students discover the rules terminology of language is not used. Moreover learner' s conscious awareness raises by means of metalanguage. Consciousness-raising is defined as "helping to raise students' awareness about grammatical feaures" (LarsenFreeman, 2003: 79). It is also identified as " … the deliberate attempt to draw the learner's attention specifically to the formal properties of the target language" (Rutherford and Smith, 1988: 107). It has been argued by Brown (1994) that to raise learners' consciousness awareness by using terminology during learning process might be confusing for learners as it leads to focus on these particular terms rather than understanding the rules and use the language properly. In addition to this it has been pointed out that a deductive approach makes language too descriptive by using language terminology. This leads to the perception that language is only a tool for making descriptions (Rutherford and Smith, 1988). That is to say, while grammar is learnt consciously in deductive approach, it is learnt subconcsiously in inductive approach. Therefore, it seems that an inductive approach is more natural and parallel to the language acqusition process.

Applying deductive or inductive approach while teaching grammar depends on student variety in the classroom. All learners are different and they learn in different ways. For instance their needs, ages, backgrounds and levels are the factors that are taken into consideration by the teacher for choosing suitable teaching strategy. To illustrate this, Brown (1994) remarks that adult learners are tend to deal with the rules when they use target language since their mentality is able to think abstract items. He has pointed out that deductive teaching is more appropriate for adult learners and meet their expectations as they give more importance to rules when they use the language so presentation of grammar rules firstly is more useful for them. On the other hand young learners are successful in exploring grammar structures from the examples rather than

learning them deductively since they are more likely to learn by doing because grammar rules are complex and abstract for them.

2.7.Active and Passive Voice

According to John (2003) transitive verb has two voices (kind of grammatical), they are active voice and passive voice. Active voice and passive voice usually have the same meaning but the focus is different. According to Betty Schrampfer Azar (1999) in the active voice, the subject performs the action expressed and the focus is on the agent that does the action and in the passive voice the subject receives the action expressed in the verb. The object of the active sentence becomes the subject of the passive sentence. We use a passive verb to say what happens to the subject. The focus of the sentence is on the subject that receives the action. The passive verb is formed by the verb to be (are, were, have been, being…) + the past participle of the verb (for more information see the table in the chapter "Formation of the passive form").

Voice refers to the form of a verb that indicates when a grammatical subject performs the action or is the receiver of the action. When a sentence is written in the active voice, the subject performs the action; in the passive voice, the subject receives the action. In academic writing, it is generally preferred to choose an active verb and pair it with a subject that names the person or thing doing or performing the action.

Active Voice

When the subject of a verb performs an action the verb is said to be in the active voice. The effect of the action may or may not fall on an object, that is, the verb may or may not have an object.

Example: Rama <u>is making</u> a kite.

The girl <u>cries</u>.

In the first sentence, 'making' is the verb or the action; 'Rama' is the subject or the doer who performs the action; and 'a kite' is the object on whom the effect of that action directed.

In the second sentence, 'cries' is the verb or the action; the 'girl' is the subject or the doer of that action. There is no object because the effect of the girl's crying cannot be directed at another object.

Passive Voice

When the object of a verb appears to perform an action so that the effect of that action appears to fall on the subject the verb is said to be in the passive voice.

Example: The play <u>was written</u> by Shakespeare.

That report <u>is being prepared</u> by Alex.

A sentence in the active voice can be converted to form a sentence in the passive voice.

Example: A film <u>is being watched</u> by us.

A kite <u>was flown</u> by me

Rules for changing voice:

1)   Only sentences containing transitive verbs can be changed from the active voice to the passive voice. A subject- that is a 'doer' of the action- is required to change a sentence from the passive to the active voice.

Example: The secretary <u>is copying</u> some letters.

Some letters <u>are being copied</u> by the secretary.

Here, the object 'letters' are acted by the doer 'secretary'.

2)   For the Present Continuous Tense, change is, am, are with being followed by a participle, to form the passive voice.

Active voice: Somebody <u>is cleaning</u> the room at the moment.

Passive voice: The room <u>is being cleaned</u> at the moment.

Passive voice (*in a shop*): 'Can I help you, madam?' 'No, thank you. I <u>am being served</u>.

Using the passive voice:

1.   The passive voice usually is used without a *by*-phrase. The passive is most frequently used when it is not known or not important to know exactly who performs an action.

        Example: The building <u>is being renovated</u>.

2.   When the verb in the active voice takes two objects, it is more usual in English to make the PERSONAL object the subject of the passive voice.

        Example: Mom is making me my birthday cake (*Active*)

        I am being made my birthday cake (*Passive*)

3.   In the passive voice it is more usual to put an adverb of manner immediately in front of the past participle it qualifies: e.g. The lesson <u>is being hard learnt</u> by him.

4.   Sometimes, even when the speaker knows who performs an action, we choose to use the passive with the *by*-phrase because we want to focus attention on the subject of a sentence.

Example: The rug <u>is being made</u> by my aunt. *The focus of attention is on that rug.*

This tense is confusing because the verb "be" appears twice. This example uses the verb "tell" as the main verb:

tell / told / told

Singular	Plural
I am being told	We are being told
You are being told	You are being told
He is being told	
She is being told	They are being told
It is being told	

Two "voices" occur in English grammar: active voice and passive voice. The difference is subtle at first, but it's easy to master once the grammarian understands the basics.

Examine the subject and the main verb in the two sentences below:

(A) *The boy <u>hit</u> the ball.*
(B) *The ball <u>was hit</u>.* (Or, *"The ball <u>was hit</u> by the boy"*).

In sentence A, we might ask ourselves, what does the hitting? The answer is the subject, boy. That subject is *actively* performing the verb; it is actively "doing" the verb <u>hit</u> to a direct object (the ball). This virtuous sentence is in active voice.

In sentence B, we might ask ourselves what is the subject? (*ball*.) What is the subject doing? (Nothing.) The subject is not hitting anything else. So who exactly is doing the verb <u>to hit</u>? It is not clear unless we stick a prepositional phrase "by the boy" on the end of the sentence. The subject is *passively* sitting, doing nothing, while some outside agent performs the action (hitting). Since the subject of the sentence is passive grammatically, this sentence is passive voice.

Note: Sometimes the passive voice sentence is necessary when the speaker wants to hide the agent or obscure what occurs. For instance, a governor up for reelection might say, "In the last

election, taxes were raised over the course of the year." The passive voice sentence hides the agent. It would be uncomfortable for him to tell potential voters, "In the last election, *I* raised taxes over the course of the year." In that last sentence, the one doing the action is painfully clear! This type of situation is one of the few times that passive form proves useful, albeit in a somewhat deceptive way I would discourage. You can also use passive voice to focus the reader's attention on specific words or for variety's sake.

In most other cases, it is better rhetoric to use active voice. It is a better choice for several reasons:

(1) Active voice sentences are often more concise than passive voice. Expressing the same idea in passive voice frequently takes 30% to 40% more words:

The fighter punched Ali and dodged the uppercut. (Active voice--8 words)

Ali was punched by the fighter, and then an uppercut was dodged by him. (Passive voice--14 words, about 40% longer)

In the last generation, the family built a new house and raised a new brood of children. (Active voice: 17 words)

In the last generation, a new house was built by the family, and a new brood of children was raised by them. (Passive voice--25 words, about 30% longer)

(2) Passive voice requires more "weak" words. It uses abstract words like *is /am /are /was /were /being /been/has/have/had*, the definite article *(the)*, and prepositions like *by* and *of*. These are dull and colorless compared to concrete nouns, powerful verbs, and vivid adjectives. Good writers try to avoid these empty, weak words and replace them with strong words.

However, passive voice often traps writers. To make clear who is doing what, writers using passive voice must either tag unwieldy phrases at the end of clauses, such as "by so-and-so," or they must leave out this phrase and let the sentence become unclear.

The airplane was flown to Bermuda (by the pilot).

The crackers were eaten (by the puppy).

In the moonlight, the tango was danced (by the couple).

To be verbs and the prepositions do not add much to the sentence in terms of color. You could express the same idea in active voice with less length, but no lost content:

The pilot flew the airplane to Bermuda.

The puppy ate the crackers.

In the moonlight, the couple danced the tango.

Remember, the heart of your sentence beats in its strong verbs, concrete nouns, and vivid description! Prepositions and articles can become dead weight. If you understand that, your writing will be more direct and powerful if fewer prepositions and articles clog your sentences. Using active voice consistently is one way to ensure that doesn't happen.

(3) The passive voice clause can be confusing or unclear, especially in long sentences.

My car has been driven to Dallas.

(By whom? By the speaker? By a car-thief? By the teletubbies?)

Sixteen thousand calories were consumed in one sitting.

(Who is doing this monstrous act of dietary vandalism?)

Five FBI agents entered the room, and the terrorist was plastered against the wall.

(Does that mean the five FBI agents plastered the terrorist against the wall? Or does it mean when the five FBI agents entered the room, the terrorist had plastered *himself* against the wall?

Or did someone *else* entirely plaster the terrorist against the wall before the FBI arrived? It is impossible to tell with passive voice structure in the last clause.) However, the author frequently doesn't know who did the action either.The agent doing the action might truly be unknown.

A woman was mugged last night in Las Vegas.

My diary has been stolen!

In sentences like these, it is difficult to assert whether it would be better to leave the passive voice (which in this case is fairly concise), or to add active voice structure (which in these cases, adds extra length). When in doubt, stick with active voice.

An assailant mugged a woman last night in Las Vegas.

A thief stole my diary!

(4) Passive voice often leads to awkward or stilted writing, especially in academic arguments in which the student dons a "pseudo-scholarly" tone.

When a reason is to be considered by readers for an argument that has been made by a writer, it is fitting that their analysis be based upon the latest statistical evidence.

If consensus cannot be reached, compromises should be made, and then negotiations should be undertaken by both parties with arbitration done by an outside listener.

Ugh! What lousy sentences! It hurts my head to read them. These sound more like jumbled "scholarese" rather than useful, direct, rhetorical exhortations. If sentence after sentence appears in this twisted format, the writer will drive the reader insane with his contorted, artificial syntax. Nobody speaks that way, so why write that way?

(5) Linguistic studies show that native English speakers are better able to remember material they read in active voice than the same material in passive voice. Something about the English speaker's mind remains geared toward a "Subject-Verb-Object" pattern. Passive

voice sentences somehow derail that mental process of retention. If you want your readers to remember what you write, use active voice. If they better remember the material you spent so much time writing, you have a better chance at creating an argument that will stick with them and change their way of thinking.

If the sentence fails all three rules, you spot the dreaded passive voice, cleanse your paper from its infernal taint by converting the sentence to active voice:

1. Verb Test: Look for helping verbs, especially forms of the verb "*to be*" in the sentence, such as *is/ am/ are/ was/ were/ be/ being /been/ have/ had /has*? (Passive voice clauses usually have or imply one.)

2. Zombie Test: Could one insert the phrase "by zombies" after the verb? If so, would the sentence still make grammatical sense? If so, you might have passive voice. For instance, *"the dog was fed" (by zombies)*.

3. Agency Test: In the case of action verbs, identify the subject and the main verb(s) in the clause. Does the subject sit passively while some outside agent does the action to it? If so, it's passive voice.

Passive Voice Exercise:

Egad! Some grammatical vandal has converted E. B. White's active voice sentences into passive voice structure. Rescue his writing! Convert the passage to active voice, and compare the two.

Exercise A:

One summer, along about 1904, a camp was rented by my father on a lake in Maine, and we were taken there for the month of August. Ringworm was gotten from some kittens, and Pond's Extract had to be rubbed on our arms and legs night and morning, and a canoe was rolled over in by my father with all his clothes on; outside of that the vacation was thought to be

a success, and from then on it was thought that there was no place like that lake in Maine. It was returned to summer after summer--always on the first of August for one month. Since then a saltwater man has been made out of me, but sometimes in summer I am made to wish for the placidity of a lake in the woods by the restlessness of the tides and the fearful cold of the sea water in the afternoon and evening, which is blown across by the incessant wind. A few weeks ago this feeling was experienced by me so strongly that a couple of bass hooks and a spinner were bought and the lake that used to be visited by us was returned to by me for a week's fishing to be done and for old haunts to be revisited.

2.8. Previous Research

In this research, the writer takes three previous researches related to this study. The first is the research of Sadar Nainggolan which in entitle *"The Students' Difficulties In Constructing Passive Sentences By The Second Year Students Of SMP N1 Sidikalang"*. He stated that the research result showed that some students have some difficulties in constructing passive sentences. He observed students' problem by learning English especially in constructing sentences. There are many errors in that sentences. The students do not follow the grammatical rules. One of the errors is disability of students in constructing and comparing active and passive sentences. It happened when they constructed the sentences, paragraphs or text and also the writer found when the students spoke English so that its sound clamsy. So that the writer tries to limit and looking for the problem in one skill namely writing skill and then the writer more specifically looks to the students ability in constructing sentences.
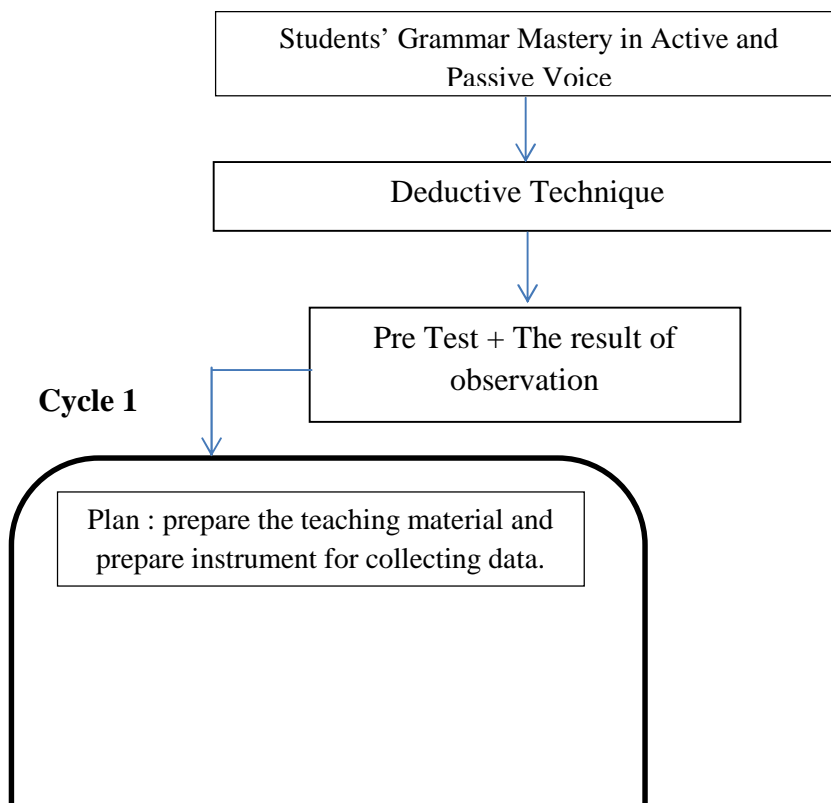
The second research is the research of Ivana D. Nesic which in entitle *"Teaching English Grammar: Efficiency of Inductive and Deductive Approaches-Students' Perceptions"*. She stated

that the study includes 134 students of Business School of Applied Studies in Blace. The research was conducted through a questionnaire which consists of 15 items concerning teaching English language, which students rated according to the Likert scale. At the beginning, different approaches to teaching grammar of a foreign language – inductive and deductive are presented. Namely, it has been a constant debate whether grammar rules should be explicitly explained and then practiced through numerous examples, or whether the acquisition of foreign language grammar is more efficient when students are exposed to a foreign language and, based on context and everyday situations, they induce the rules by themselves. According to the results of the questionnaire, over 70% of the students preferred the deductive approach to teaching English grammar, whereas over 40% of them acknowledged that the implicit approach is also important for grammar acquisition. Another conclusion indicates that the efficient acquisition of English grammar occurs when these two approaches are combined.

The third research is the research of Limris Gorat which in entitle *"The Effect Of Using Deductive Approach And Inductive Approach In Teaching English To Students On Their Conditional Sentence Mastery"*. This study investigates the effect of using deductive and inductive approach in teaching English to students on their conditional sentence mastery. This study also intends to describe the students' perception toward deductive or inductive teaching approach. This study was a queasy experimental study which compares the effectiveness of deductive and inductive approach in teaching conditional sentences. The sample of this study is 64 SMK students in the academic years of 2012-2013. The students consist of two classes and each class comprises 32 students. The findings indicate that inductive teaching approach is more effective than deductive approach when used to teach conditional sentences. The result of the questionnaire indicates that students like the inductive approach and they are satisfied taught

using inductive approach. Based on the problem, the writer was interested to overcome the difficulties by using inductive and deductive teaching method to teach conditional sentences. The reason why the writer chooses Vocational high school is, because grammar is the most important part in their language learning for most the test in their national exam is grammar. The reason why the writer choose accountancy the first graders of accountancy as a sample is based on vocational high school syllabi no 7.3 academic year of 2012/2013. Thus study focuses on the effectiveness of deductive and inductive approach to teach conditional sentences. This study also investigates the students' perception toward the two approaches.

2.9. Conceptual Framework

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┌─────────────────────────────────────┐
│  Students' Grammar Mastery in Active and │
│            Passive Voice             │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│         Deductive Technique          │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│        Pre Test + The result of      │
│             observation              │
└─────────────────────────────────────┘
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Cycle 1

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┌─────────────────────────────────────┐
│  Plan : prepare the teaching material and │
│   prepare instrument for collecting data.  │
└─────────────────────────────────────┘
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Action : explain the material.

Observation : observe students that happens during the process of teaching and learning.

Reflection : teacher revises and check the students' score.

Cycle 2

Cycle 3

Plan : prepare the teaching material andprepare instrument for collecting data.

Action : explain the material.

Observation : observe students that happensduring the process of teaching and learning.

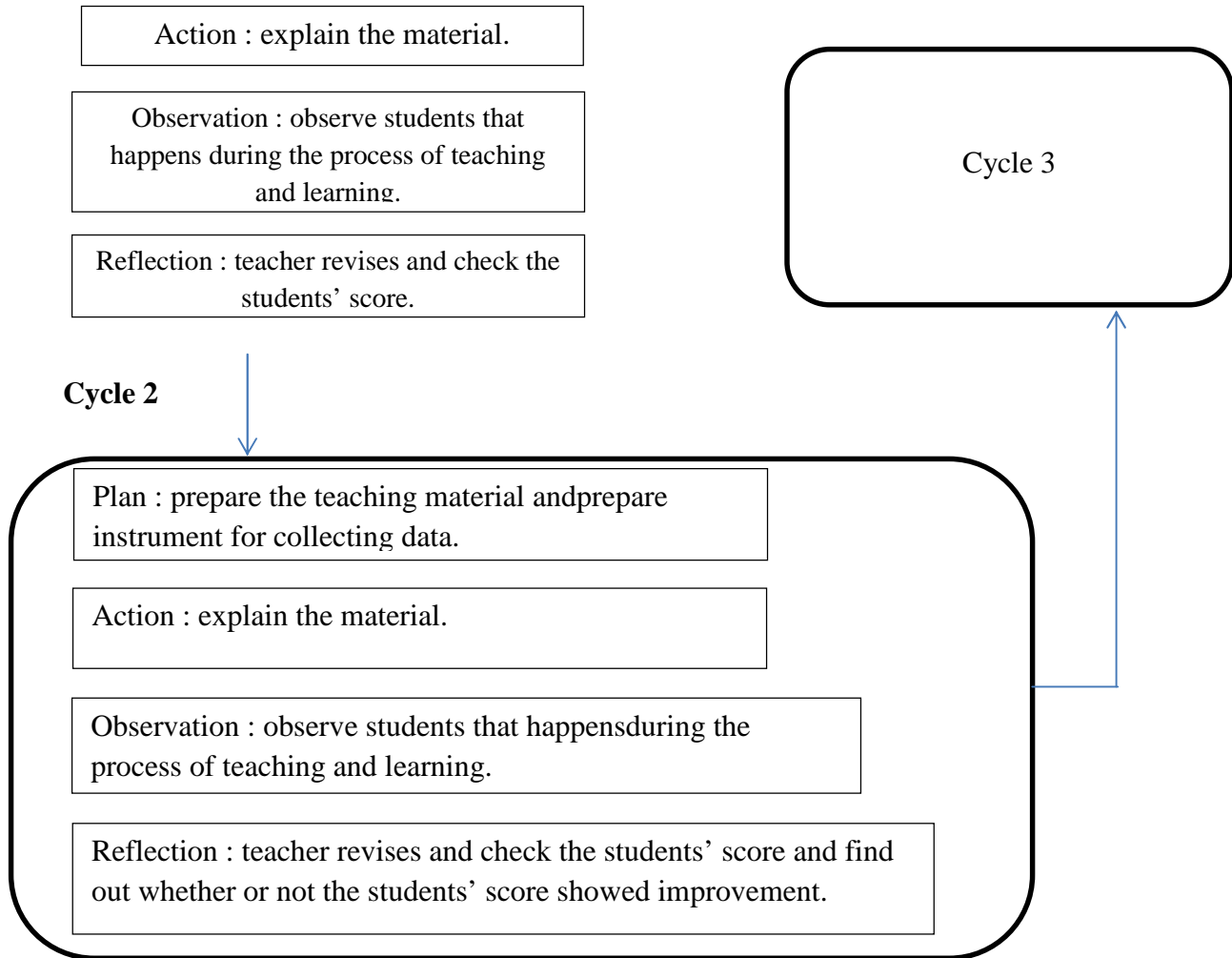| Reflection : teacher revises and check the students' score and find out whether or not the students' score showed improvement. |
| --- |

Figure 2.1Conceptual Framework of Improving Students' Grammar Mastery in Active and Passive Voice by

Using Deductive Application of Rule Technique (Maryanti Sitorus : 2018)

CHAPTER III

RESEARCH METHODOLOGY

3.1. The Research Design

This study will apply a classroom action research. According to Kemmis and Mc Taggart (2010) action research is a kind of research which is done systematically in collecting data on the lesson and analyzing in order to come to some decisions about what the future lesson should be.

It means that in action research, a researcher not only needs the theories which supports research but also needs to practice and to act with the subject of research. Bogdan & Biklen (1992: 223) explain that action research is the systematic collection of information that is designed to bring about social change. Action research is the name given a seri of procedures teachers can engage in, either because they wish to improve aspects of their teaching, or because they wish to evaluate the success of certain activities and procedures. Furthermore, classroom action research is a reflective study done by teacher in a classroom for getting solution about the problem until it can be solved. There are four steps in Classroom Action Research, they are planning (identify the problems), acting (collecting the data), observing (analyze and interpret data), and reflecting (develop an action). All these aspects are made a cycle.

3.2. The Population and Sample

The population and sample of this research was eight grade students of SMP Swasta Advent I Medan. There isone class where the class consists of 20 students, so the population and sample was 20 students.

3.3. The Instrument of Collecting Data

Techniques of collecting data in this research will be using qualitative and quantitative data. According to Denzin & Lincoln (2000), qualitative researchers deploy a wide range of inter connected interpretive practices, hoping always to get a better understanding of the subject matter at hand. According to Kerlinger & Lee (2000) explained that quantitative research is deductive in nature and that researchers make inferences based on direct observations with the primary goal to describe cause and effect. Qualitative derives from diary notes. On the other side,

the quantitative data in this research used the grammar test in which consists of pre-test and post-test.

In this research, the data for this study is collected through grammar test. It consisted of 25 items of multiple choice, 5 items of changing active voice to passive voice and 5 items of changing passive voice and active voice. The score of each item of multiple choice was two and the score of each item of changing from active to passive and changing from passive to active was five. This study used pre-test and post-test for collecting the data. The pre-test conducted before the implementation of Deductive Application of Rule in teaching active and passive voice. Meanwhile, the post test conducted after the implementation of each cycle. Because of this the research, the CAR consists of 2-3 cycles so the post-test delivered in the final action of each cycle. Furthermore, the tests did in form of multiple choices and changing active to passive andchanging passive to active.

3.4. The Procedure of Collecting Data

According to Kemmis (2006), the procedure of teaching and learning in this research is conducted by three meetings in two cycles which each consists of two meetings. Each cycle would contain four steps, they are: plan, action, observation, and reflection. There was pre test in first meeting before conducting the cycles in order to get the information of the students' grammar mastery in active and passive voice and there will also post test in the end of each cycle.
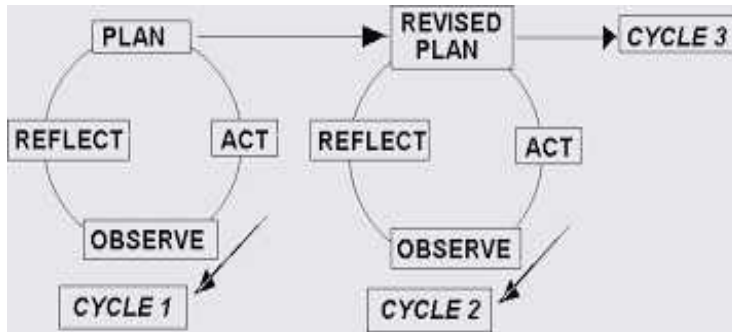
Figure 3.1 Cyclical AR Model

1. Plan, involves thinking process and evaluating to reflect the event that have been happened and attempting to find out ways to overcome problem encountered.

2. Action, at this step, we think and data consider what action will be done, how method will be provided.

3. Observation, some activities that consist of gathering data to identify the result of action. Collecting data can be considered from several factors; students, teacher, interaction students and teacher. Observation process can be done by the teacher or assist by other such as others teachers, consultant, headmaster, act. If classroom action research involves other people, we called this research as collaborative action research.

4. Reflection, activity the fairness of data for doing some improvement and revision in other enhances the successful of teaching.

3.4.1. Cycle 1

The procedure of the first cycle can be seen as follows:

1. Plan

There are many activities in planning, they are:

1) Prepare lesson plan

2) Prepare the teaching materials of active and passive voice

3) Prepare the instruments for collecting data

4) Ask the students to answer the questions about active and passive voice

2. Action

There are many activities in action, they are:

1) Identification active and passive voice

2) Explain the meaning and form of active and passive voice

3) Ask students one by one to make example by their own words

3. Observation

Writer wants to observe all the situations or conditions that happen during the process of teaching and learning, the attitude of students while doing their attitudes in mastering active and passive voice.

4. Reflection

Reflection is the feedback process from thpe action that has done. It is very necessary to help the writer to make decision for what to do or to revise. From the result of the observation, the problem that axisted, the cause of problem is analyzed.

3.4.2. Cycle II

Based on the result of first cycle, the writer decided to do the second cycle to improve students' grammar mastery in active and passive voice by using deductive application of rule technique by revising the procedure of the treatment and motivate the students who get a low score in the cycle 1. The writer creates planning based on the difficulties of students in mastering active and passive voice.

1. Plan

Based on the reflection that was done in first cycle, the writer arranges the following planning:

1) Prepare lesson plan

2) Prepare the teaching materials of active and passive voice

3) Prepare the instruments for collecting data

4) Ask the students to answer the questions about active and passive voice

2. Action

There are many activities in action, they are:

1) Identification active and passive voice

2) Explain the meaning and form of active and passive voice

3) Ask students one by one to make example by their own words

3. Observation

1) In opening the class, the writer gives a good motivation to students

2) The writer explains clearly about active and passive voice

3) The writer asks students one by one to make their own examples

4) The writer recognizes the class well

4. Reflection

Having checked the students' active and passive voice test, the writer tries to find out whether or not the students' score showed improvement.

3.4.3. Cycle III

Based on the result of first cycle, the writer decided to do the third cycle to improve students' grammar mastery in active and passive voice by using deductive application of rule technique by revising the procedure of the treatment and motivate the students who get a low score in the cycle 1 and cycle 2. The writer creates planning based on the difficulties of students in mastering active and passive voice.

3.5.The Technique of Analysis Data

The qualitative data analyses to know the students' problem in teaching-learning process. The quantitative data is analyzed by computing the score of the grammar mastery. To know the development of the students' score for each cycle, the mean of the students' tests is computed by the formula:

$$X = \frac{\Sigma x}{N} \text{ x } 100\%$$

Where :

X   : The mean of the score

 x : The total of all score

N   : The total number of the students

To know development of the students' scores of each cycle, the mean of the students computedthe students' percentage of the students who get up to 75 will be calculating. To categorize the number of the students who get the score above 75 the following formula uses:

$$P = \frac{R}{T} x 100\%$$

Where :

P : The percentage of students getting score 75

R : The number of students who get the score above 75

T : The total number of students who do the test