

ENGLISH GRAMMAR MASTERY OF THE FIRST SEMESTER STUDENTS

Ni Made Wersi Murtini
Universitas Mahasaraswati Denpasar
wersimurtini@unmas.ac.id

ABSTRACT

The aspects of English tenses enable to show the time and its relation to the activities or events in spoken or written language (Stern, 2002:42). This study focused on assessing the ability of the first semester students in tenses mastery. The samples were 28 students from the first semester of Class B of English Language Education Study Program, FKIP Unmas Denpasar. The subjects of this study were determined by using cluster sampling method. The data were collected by administering multiple choice test instrument which were analysed using a norm-referenced measure of five standard values. It showed that (1) there is only 1 subject (3.57%) showed excellent ability in mastering grammar, (2) there are 9 subjects (32.14%) showed good ability, (3) there are 11 subjects (39.27%) showed sufficient ability, (4) there are 4 subjects (14.28%) showed insufficient ability, and (5) there are 3 subjects (10.74%) showed poor ability in mastering grammar. There are 7 students (25.02%) out of 28 students who failed in learning and acquiring English grammar. It means that 25.02% of them still have low ability. In this case the students should be given more chances and exercises to be active in the teaching and learning processes.

Keywords: grammar, tenses, mastery, acquisition

INTRODUCTION

The most recognizable problem that is faced by learner in learning English language as second language might be the mastery of grammar. Grammar is the rules in a language for changing the form of words and joining them into sentence (Hornby, 2005:675). English learners should be able to construct grammatical English sentences and utterances in order to be understood by the listeners.

Knap and Watkins (2005:32) state that grammar only becomes

meaningful when it is linked to the purpose and function of texts. Grammar is the structural foundation of our ability to express ourselves. According to Greenbaum and Nelson (2002:13), grammar deals with the rules for combining words into larger units that are described in grammar are normally the sentence. Grammar gives a form of making sentences structured.

Grammar plays a very important rule in languages. Grammar affects the meaning of the sentences. Ungrammatical sentences will be

nonsense and illogical which can be useless things to say. The problems of the English grammar faced by the students should be solved soon. Incorrect grammar is mostly caused and affected by their mother tongue.

Nelson (2001:7) states that the building blocks of grammar are sentences, clauses, phrases and words units which constitute the grammatical hierarchy. In order to arrange words into sentences, one must better understand grammar.

The result of grammar teaching in senior high schools even in university particularly in Bali, are still remarked to be unsuccessful. The English grammar mastery of the first semester students of English Language Education Study Program FKIP Unmas Denpasar is very low due to the lack of practicing English in their daily life and many students do not understand the function and the use of grammar, so that their grammar is very hard to be improved. Considering that grammar plays very important rules in a language regarding the communicative purposes in the students' daily life and future study, then the ability really needs to get serious attention.

Therefore, in accordance with the above facts, the researcher is highly motivated to measure the students' English grammar mastery based on the real analysis of the problems which are faced by both the classroom teacher and students. In this paper the researcher focuses with tenses. As a matter of fact, the researcher's wish to provide valuable informative feedback triggers the undertaking of this investigation.

The objective of the study is to answer and solve the research question which is "to what extent is the acquisition of English grammar mastery of the first semester students of English Language Education Study Program FKIP Unmas Denpasar in Academic Year 2021/2022?". Regarding to the research question, the present study intends to assess the English grammar mastery of the first semester students of English Language Education Study Program FKIP Unmas Denpasar in Academic Year 2021/2022.

RESEARCH METHODS

The present study which deals with the grammar acquisition of the

first semester students of English Language Education Study Program FKIP Unmas Denpasar in academic year 2021/2022 used the ex post facto research design. Kerlinger (1979) writes that an ex post facto is systematic empirical investigation in which the researcher cannot directly control or manipulate the confounding independent variables because the manifestations have already taken place before the study was conducted.

The population of the present study is the first semester students of first semester students of English Language Education Study Program FKIP Unmas Denpasar in Academic Year 2021/2022. The total amount of the population students consists of 3 classes around 90 students. Population is defined as all members of any well-defined class of people, events or object while sample is the small group that is observed (Ary, 1979:129). The samples of this study were determined by cluster sampling technique. According to Sugiyono in Prasetio

(2018), cluster sampling is used when the population consist of groups not individual. The samples are 28 students from semester 1B.

In view of the data required in this study, the researcher administered 20 items of multiple-choice test concerning the ability of the students in mastering grammar especially tenses; simple present tense, simple past tense and simple future tense.

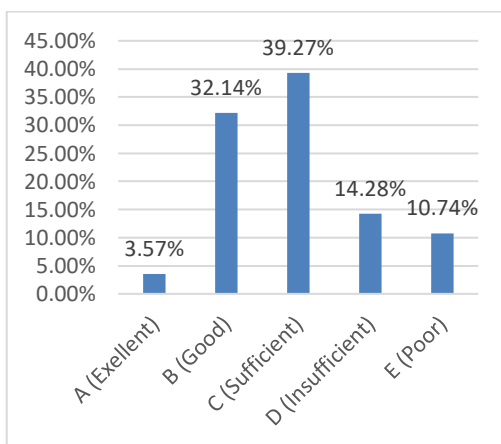
FINDINGS AND DISCUSSION

The result of the present study shows that: (1) There is 1 subject out of 28 subjects under study who showed excellent ability in mastering grammar. (2) There are 9 subjects out of 28 subjects under study who showed good ability in mastering grammar. (3) There are 11 subjects out of 28 subjects under study who showed sufficient ability in mastering grammar. (4) There are 4 subjects out of 28 subjects under study who showed insufficient ability in mastering grammar. (5) There are 3 subjects out of 28 subjects under study who showed poor ability in mastering grammar. The above findings can now be summarized as the following figure:

Table 1. The Percentage of the norm-referenced measure of five standard values.

Number	Degree	Frequency	Percentage
1	A (Excellent)	1 subject	3.57%
2	B (Good)	9 subjects	32.14%
3	C (Sufficient)	11 subjects	39.27%
4	D (Insufficient)	4 subjects	14.28 %
5	E (Poor)	3 subjects	10.74%
TOTAL		28 Subjects	100%

Graph 1. The Percentage of the norm-referenced measure of five standard values



The graph shows that (1) 3.57% out of the subjects under study showed *excellent ability*, (2) 32.14% out of the subjects under study showed *good ability*, (3) 39.27% out of the subjects under study showed *sufficient ability*, (4) 14.28% out of the subjects under study showed *insufficient ability*, (5) 10.74% out of the subjects under study showed *poor ability*.

CONCLUSION

1. The result of the data analysis using norm-reference measure of five standard values clearly shows that (1) there is only 1 subject (3.57%) out of the whole subjects under study showed excellent ability in mastering grammar, (2) there are only 9 subjects (32.14%) out of the whole subjects under study showed good ability in mastering grammar, (3) there are only 11 subjects (39.27%) out of the whole subjects under study showed sufficient ability in mastering grammar, (4) there are only 4 subjects (14.28%) out of the whole subjects under study showed insufficient ability in mastering grammar, (5) there are 3 subjects (10.74%) out of the whole subjects under study showed poor ability in mastering grammar. If the result of the study were used as the bases to assign level/grade to the subjects under study, then there are 7 students (25.02%) out of 28 students who fail in learning and acquiring English grammar. It

means that 25.02% of them still have low ability.

2. The researcher fully realizes that there are inherently some factors which affect the ability of the students in mastering grammar which are simply beyond the control of the present study, such as the students' motivation in learning English. Their ability in English, their linguistic environment and also the qualification and the competence of the English teacher.
3. The finding of the present study can be used as basis in planning much better communicative language teaching especially at teaching grammar at first semester students of English Language Education Study Program FKIP Unmas Denpasar particularly in the future. By knowing the students' ability in constructing information in English the teachers can plan the next lessons in two ways that is (1) remedial for the

insufficient and poor grade students, (2) improvement for those who get excellent, good and sufficient grade.

REFERENCES

- Ary, Donald. (1979). *An Introduction to Research in Education*, New York: Hott, Rinehart and Winston.
- Hornby, A.S. (2005). *Oxford Advanced Learner's Dictionary*. Oxford. Oxford University Press.
- Kerlinger, F. N. (1979). *Foundation of Behavioural Research*. New York:H 107, Rinehart and Winstem Inc.
- Stern, George. (2002). *English Grammar*. B & Jo Enterprise Pte Ltd. Singapore
- Greenbaum and Nelson. (2002). *An Introduction to English Grammar*. Great Britain Pearson Education.
- Knapp, P., and Watkins, M. (2005). *Genre, Text, Grammar Technologies for Teaching and Assessing Writing*. Sydney: University of New South Wales Press.
- Prasetio, E., Sutisyana, A., Ilahi, B. R., & Defliyanto, D. (2018). Tingkat Kebugaran Jasmani Berdasarkan Indeks Massa Tubuh Pada Siswa Smp Negeri 29 Bengkulu Utara. *Kinestetik: Jurnal Ilmiah Pendidikan Jasmani*, 2(2), 166-172.