

CHAPTER I INTRODUCTION

A. Research Background

Grammar teaching has always been an important matter in second language acquisition so that many methods to grammar teaching appear. The issue of what is the best grammar teaching method is one of the most complicated. Sometimes, every method can produce different results because of the different teaching context. The most important thing to indicate the success of the teaching method is the result. Larsen-Freeman suggested that grammar should constitute a fifth skill that goes along with the four other skills: listening, speaking, reading, and writing. As Larsen stated, it is clear that grammar teaching should not only consist of pattern instruction but also focus on how grammar can support students' language skills.¹

The significance of grammar is additionally strengthened by Mr. Kalend Osen. He states that:

“Learners are going to be helpful in delivering their ideas to the listeners or readers if they have a good grammar system of language. Language without grammar would be disorganized and cause some communicative problems. For example we can not say something in a passive sentence using English if we do not know the grammar concept of passive voice”.²

In this era, teaching grammar uses technology. The use of technology will shape the learning activities to be interesting and meaningful. Today, new technologies such as cell phones, the internet, TV, computers, and video games are becoming inseparable parts of students' lives. This new generation is very much different from their antecedents. They grow up surrounded by new technologies and they cannot imagine their lives living without it. They use it for

¹ Larsen-Freeman, D. *Teaching Language: From Grammar to Gramaring*. (MA: Heinle & Heinle, Boston, 2001) p.225

² Kalend Osen. *Grammar in use* (speech presented at seminar farewell at BASIC ENGLISH COURSE/BEC pare Kediri, Indonesia, 2016)

studying as well as for socializing with others. This generation has been described by Marc Prensky as “digital natives”³. He stated, “Our students have changed radically by the new technologies”. Students are no longer the people of our educational system was designed to teach. Their brain process perceives new information differently from what their teachers expected or designed to teach. Therefore it becomes a challenge for the teachers to find and develop creative and effective ways to engage and educate the digital natives.

One of the uses of technology in teaching grammar can visualize abstract materials such as sentence patterns into real activities. It is also a tool to associate the image implied in the ideas within the sentences being learnt into real functions. Tomlinson argues that learning materials should be developed to assist L2 students to use visualisation to enhance their understanding of the materials, to engage them with the materials, to improve retention and to facilitate language acquisition. In other words, the use of videos can be one of the connection activities in teaching grammar points⁴.

In this research paper, the researcher takes two previous researches. The first research is completed by Ratmo, entitled “Improving Grammar Learning Quality through the Use of Youtube Media, (A case study conducted at fourth semester students of English Department, Faculty of Letters, Universitas Pamulang) who were taking grammar IV”. This study focuses more on the theoretical review on the methods and techniques in teaching grammar, grammar learning materials, and grammar learning activity. By selecting youtube videos which contain relevant grammar topics, learning materials and activities are developed. Also, the use of youtube videos in developing grammar learning activities can fulfil the need of authentic and real examples, so that learning becomes meaningful.⁵

³ Marc Prensky, “*Digital natives, digital immigrants*”. Vol. 9 No. 5, October 2001, p.1.

⁴ Brian Tomlinson, “*Material Development in Language Teaching*”. (UK: Cambridge University Press: 1998), p.278.

⁵ Ratmo, “*Youtube Media: A Challenge to Develop Grammar Learning Activities*”. *Linguistics, Literature, and Language Teaching*, p.301

The second research is carried out through Gulden Ilin et al. Entitled “An action research: Using videos for teaching grammar in an ESP class”. They determined that the use of the videos for grammar teaching inspired the students to take part in the lessons. Furthermore, they started out to watch the videos through social software asking the teacher to upload new videos for self study purposes. However, by way of the software, students can reach the materials in their own time. Thus, through their desire to use social software and their willingness to learn grammar via videos, the research achieved to create an environment in which people can share materials to learn grammar items as well.⁶

It is necessary to engage students within the teaching and learning method as a result of it's regarding students' behaviours management. The engaged students are going to show fine feelings to be anxious sustainably withinside the gaining knowledge activities. To enhance students' engagement, it absolutely was important to search out the strategy to resolve the problems. The strategy is expounded to the ways in facilitating the suitable interaction and providing various fun activities which are the students' mood and encourage their spirited participation.

Besides, it is also based on the researcher's interview with Mr. Wiwied Sartawi as one of the teachers at MA Salafiyah Kajen Margoyoso Pati. He uses various methods in English teaching, full english language with grammatically correct, include in using command, explain material and take conversation with students in class or out class. Since the teacher emphasized grammar in the teaching and learning process, the teacher hopes the students are motivated so that they understand grammar. In fact, there were some students who didn't understand grammar yet. It is caused by the origin of some students who were from edge city school, so that they were a little difficult to learn English grammar. They lacked English grammar knowledge.

⁶ Gulden Ili, et all, “An action research: Using videos for teaching grammar in an ESP class”. *Procedia - Social and Behavioral Sciences* No. 70, 2013. p. 279.

Thus the researcher is interested in doing research related to grammar of language that cannot be separated from the language itself. From the explanation, the researcher conducted the research entitled “Fostering Students’ Engagement in Learning English Grammar Through Youtube Videos”⁷. The object of this study focuses on learning English grammar through youtube videos. So, the writer is interested in writing research paper entitled: “Fostering Student Engagement in Learning English Grammar Through Youtube Video: A study At An Islamic Senior High School in Pati”

B. Research Focus

The researcher thinks that it is more difficult to teach students with some weakness in learning English grammar, moreover foreign language (English). The researcher wants to know how the teacher fosters students’ engagement in learning English grammar through youtube videos.

C. Research Questions

1. How is the implementation of teaching English grammar through youtube videos at an Islamic Senior High School in Pati?
2. How is the students’ engagement on teaching and learning English grammar through youtube videos at an Islamic Senior High School in Pati?

D. Research Objectives

1. To describe the implementation of teaching English grammar through Youtube Videos at an Islamic Senior High School in Pati.
2. To describe the students’ engagement in teaching and learning English grammar through Youtube Videos at an Islamic Senior High School in Pati.

⁷ Interviewed with the teacher of MA Salafiyah Kajen Margoyoso Pati, August 2020.

E. Research Significances

This research was expected to provide significant contribution both theoretically and practically, which are as follows:

1. Theoretical significance

This research is expected to be useful, add insight and develop knowledge related to students' engagement in learning English grammar through youtube videos.

2. Practical significance

Practically the results of this research is expected to be useful, as follows:

a. For students

This study is expected to give a contribution for the students to improve grammar knowledge.

b. For teacher

This study is to give a contribution for English Teachers if Youtube videos can be used in fostering students' engagement on teaching grammar.

c. For schools

Schools can improve the quality of learning so as to produce quality of learning.

F. The Organisation of Thesis

This paper is divided into three chapters :

Chapter I : Introduction. It contains the research background, the research focus, research questions, research objectives, research significance and the organisation of the thesis.

Chapter II : Review of related literature. It contains the theoretical description, theoretical framework, and review of previous study.

Chapter III : Research methodology. It contains of the research method, **research** setting, research participants, instruments and data collection technique, research data validity, and data analysis technique

Chapter IV : **Research** findings and discussion. It contains theresearch results and discussion.

Chapter V : **Conclusions** and recommendations. It contains conclusions and recommendation.

