CHAPTER I

INTRODUCTION

1.1 The Background of the Study

An easy question might sometimes come to our mind *how long have we been learning English?* With a brief answer many people realize that every person has been trying to accomplish it for more than 10 years started from primary school to higher education level, or so. Indeed, many learners, nowadays, keep fighting to gain the benefits of this special foreign language. However, one out of thousands found succeeds in learning it. It is found sometimes people who are only capable of speaking, and others are good at writing. Some people are good at grammar and writing, and others are weak in listening. Surprisingly, numerous people who have been learning the foreign language for that long found themselves hard to understand it at all.

If looked back and started it from scratch, what might occurred during teaching and learning both in small or big class from the past decades, most teachers focused on the grammar part of this unique language. In case they did, indeed, most learners as the output of the teaching are supposed to be good at grammar and succeed it. In fact, however, the foreign language learners put massive endeavors to tackle grammar in a couple of cases in an English test. It could be TOEFL a case in point. *How come this happens?*

The trend of using the same teaching model keeps going up as the number of teachers who teach produce them keep growing. This model of teaching will be

generated like a family history. As this model of teaching moves on, the number of English learners who will gain failure when administering the TOEFL test will keep increasing from day to day. If the problem still be maintained without any expose to figure out the solution, it could be a blocking barrier for the future youth when they insist on pursuing their study to a higher education overseas. Therefore, this development would assist learners and teachers to minimize the great deal of test takers who failed in the test.

Most teachers consider teaching grammar at school has something in common as in teaching structure and written expression in TOEFL. However, it does not. Teaching grammar at school orients at the understanding and assessment of the students. Teaching structure and written expression measures how much understand is the understanding to answer each questioned respectively in a blink. Furthermore, teaching at school need assessing weekly, monthly or every semester. Teaching TOEFL professionally only needs a couple of weeks, approximately 12-15 meetings to enhance and to gain top score. The most important thing is that they must be able to answer each question in a blink of an eye. If one question can be answered in 12 seconds, the other will be missed out. It means that the possibility to gain higher score is almost unlikely.

Some observations have been conducted at STIM Sukma to see how the instructors demonstrated the grammar , and, surprisingly, all teachers with their model of teaching focus more on the case of question rather than the fastest way of obtaining the best answer of the question itself. For example, they always start off the class by highlighting each topic, providing examples on it, and discussing

it. Such as discussing what participles, clauses and inversion are. This activity during the teaching and learning grammar in structure part of TOEFL in the class seem time-consuming since the English learners will fight with the timed question with very brief period.

To gain success in grammar in structure section of TOEFL, the teaching model should be amended. There are numerous sub-topics in structure and written expression requiring fast alternative in which insisting teachers to rack their brains to figure out what it is. What should be kept in mind is that the test takes are timed. So, while teaching, teachers should consider an effective way to be demonstrated before performing right in front of the class, unless it becomes wasting time.

As far as I am concerned, most teachers where I conducted observation do not master the topics in the teaching material which might be tested in the exam. What becomes problem, then, is that this condition can lead to confusion amongst students. Firstly, as the teachers are not capable enough, the students will not be able to grab what the teachers explained. Secondly, because the capability of the teachers using their teaching model with the teaching material is considerably doubtful, learners will find it hard to be understood. Consequently, they don't eloquently explain and perform the material. So, the students will keep focusing on the same questions or others without anything to be answered. Thirdly, as the teachers are capable of explaining each case in each question one after another under the standard period of teaching, without a teaching mastery and fast teaching model, students with basic background in English will meet up a barrier.

In short, for the sake of this reason, confusion seems nightmare there during the test date. If advanced English learners find such , they soon show up boredom body language.

Every teacher claims that he/she has his/her own way of teaching. Based upon the fact, it does not assist much. This reveals that this wound and pain need a special remedy to be cured. Sometimes teachers are discussing each question deeply rather than identifying each answer. In addition, they never connect it with the four options with the questions. Teachers if to be considered as professional with their persistent teaching model will identify the problem in the question by only glaring at the four choices, not from the question.

The under-standard and unsatisfying score indicates that the looks poor and less effective. A great number of people whose weak English background achieves score lower than 500. An intermediate level of students can only be upgraded less than 50 in score. In other word, they missed out the score they expected.

To overcome this problem, a fast and effective one is in need. It is believed that there is a massive enquiry of the existence of a new model of teaching as the number of English learners who intend to grab sandwich program and scholarship becomes greater this day and in the future. Due to this reason, cohort model is the resolution.

The same cohort model application has been used by Dalla Bella et al (2005) to identify and determine melody in songs. This model was developed as alternative one where other models got failure in melody identification. It is

developed based on two ways, one is providing *access* and other is utilizing *selection*. If Bella's cohort model previously to be use to identify melody, the identical name of cohort model is possibly utilized as solution in multiple choices questions problem as well. The grammar in structure and written expression section of TOEFL is just the case in point.

Cohort Model could give significant contribution to English learners who flopped to gain the expectation this day. Teaching grammar in structure section of TOEFL with cohort model will answer the question by offering two solutions, professionalism in teaching for teachers and easiness for English learners. Firstly, this teaching model will show English teachers how to get accustomed to how to explain and to entertain the English learners with the questions and the options. Thus, well-trained English teacher will provide interesting explanation on each sub-topic although the questions are complicated. Finally, if this application of is applied over times, masters of grammar in structure section of TOEFL will exist. Secondly, English students will focus on each question, answer the questions easily, avoid confusion, save time for every single question, and obtain high score in a relatively short time of learning as expected.

The phrase *cohort model* originates from a topic discussion in lexical word access in psycholinguistics. It's a series of potential words to form real words. During the process of transforming words, there will be only one survive out of others. Related to the series of potential words and the only one choice in the end, in the structure section of the TOEFL also appears options. The vertical order of the cohorts and options has something in common.

What makes this study interesting is that the process of finding out the best answer will go through a mechanism of elimination. What will be dropped out from those choices is to be called cohort. There are quite few cohorts will show up which make learners confuse to decide one option to be selected.

This development has been employed for many times to many learners from different education background. Let's take examples of the effect of this effective teaching model from Dian's experience. She is a little girl from Perdagangan who pursuing her study in accounting. She was at the third semester at that time. From non standard score, 370, this teaching model assisted her to gain the score of 490 in 10 days of learning. In addition, soon after she was trained in 10 days, she joined a TOEFL competition in April 2014, and, interestingly, she was at the 6th position. Other happened to Sony, a third semester student who are taking marketing at a college. He never takes English course prior. He comes from poor family at Deli Tua. Before being introduced this , he achieved 360, and after being taught by this unique teaching model, he hit 510 in 8 months. Interestingly, both Dian and Sony assisted some people to pass TOEFL test somewhere.

1.2 The Problems of the Study

The followings are the formulation of the problems based on the background of the study.

1. What structure teaching model exists at STIM Sukma Medan?

2. What do the students' need in learning English structure?

3. How is the theoretical model of teaching structure based upon cohort model developed?

1.3 The Objectives of the Study

In accordance with the problem of the study, the objectives of the study are as follows.

1) To evaluate the existing models used by teachers in teaching grammar in structure section of TOEFL.

2) To figure out what the appropriate teaching model in teaching structure.

3) To develop cohort-based teaching model in teaching structure.

1.4 The Scope of the Study

This study will focus on the grammar in structure part of TOEFL test. This study and its analysis are made based on the cohort model in lexical word access which first introduced by Marslen-Wilson (1978). Due to the length of time provided and this study will take long time to be accomplished, this cohort-based teaching model will cease at phase of theoretical model. To complete it, the next study is going to be carried out for the next program.

1.5 The Significances of the Study

From this study, it is expected that cohort model application plays pivotal role theoretically to develop a teaching model for multiple choice question such as grammar questions in structure part of TOEFL. Besides, it needs developing for

other applications. Practically, this teaching model is aimed at assisting test takers or teachers in the finishing and teaching grammar in structure part. The points of the target part such as:

1) The test takers are to able to gain the expected score and reach score as high as possible.

2) The tests taker could avoid confusions with the easiness offered in every question of the structure question.

3) The test takers will be familiar with every question while administering the test.

4) The test takers become more experienced and professional because of the mastery of the grammar in structure part of TOEFL.