

PROCEEDINGS

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**STEP BY STEP GRAMMAR POINT ACQUISITION SYLLABUS TO HELP
STUDENTS WITH LOW ENGLISH BACKGROUND ABILITY ARE ABLE TO
COMPREHEND ENGLISH SUBTITLED REFERENCES**

FIRMANSYAH DIYATA

ABSTRACT

This paper is about a syllabus that consists of some grammar materials in English that are considered to be able to help students with low level English ability create simple and complex sentences which also lead them to understand each sentence in an English subtitled reference. By understanding each sentence in an English subtitled reference, students automatically will be able to comprehend the main idea of it. Besides that, this syllabus is also believed to be a facilitator to help students with no English background to start building their English foundation.

INTRODUCTION

The idea of creating a step-by-step grammar point acquisition syllabus came when the writer found the reality that most students who join the universities where he was teaching had very low English ability. Based on the diagnostic test, the test which is applied to find out student's English level, more than eighty percent of the students were only on the level of foundation and elementary. This case obviously put the lecturers in a very difficult situation to run their English program effectively. The difficulties facing by the lecturers related to the most universities' aim which dominantly state to oblige their students to have the ability to read references which are subtitled in English.

Logically, it is impossible for students who only have foundation or elementary level of English ability to be able to comprehend English subtitled references with complex sentences dominate their contents. The program to achieve this aim can be effectively applied if all students' English ability is on the level of intermediate or advance.

But it is not wise for English lecturer in the universities to blame on how students learned English before they join universities. Instead

of thinking such phenomenon, the writer tries to create a step-by-step grammar point acquisition syllabus. He believes that the syllabus can help students who have low English ability to be able to create simple and complex sentences which have an end to help them to understand the meaning of an English subtitled reference.

A BRIEF DESCRIPTION OF STEP BY STEP GRAMMAR POINT ACQUISITION SYLLABUS

A step-by-step grammar point acquisition syllabus refers to what Douglas stated (1994:348): Grammar tells us how to construct a sentence (word order, verb and nouns system, modifiers, phrases, clauses, etc.)

The understanding of definition stated by Douglas reveals that students must understand grammar to be able to create sentences. Logically, being able to create sentences will lead them to understand each sentence in an English subtitled reference. Then, they automatically comprehend the main idea of an English subtitled reference after they are able to understand the whole sentences in it.

Based on the idea above, the writer creates a syllabus that contains sequences of grammar materials which help students to write simple and complex sentences on the condition they understand those materials step by step and in order.

The conclusion taken from the whole description defines that the step by step grammar point acquisition syllabus is a syllabus which contains sequences of grammar materials that students must acquire in order to be able to create simple and complex sentences that automatically leads them to understand each sentence in an English subtitled reference.

HOW STEP BY STEP GRAMMAR POINT ACQUISITION SYLLABUS CONDUCTED

Step-by-step grammar point acquisition syllabus contains the following grammar materials:

1. Nouns (countable and uncountable nouns)
2. Pronouns (subject, object, possessive adjective, possessive pronouns, and

reflexive pronouns).

3. Verb Be (is, am, are)
4. Adjective (meaning of adjectives, similarity, comparative and superlative)
5. Preposition (preposition of place, time and place)
6. Verb
7. Present Continuous Tense
8. Simple Present Tense
9. Simple Past Tense
10. Past Continuous Tense (Past Tense vs Past Continuous Tense)
11. Present Perfect Tense
12. Future Tense
13. Modal Auxiliaries
14. Passive Voice
15. Conjunctions
16. Relative Clause

Those grammar materials must be constructed in sequence. The sequencing construction will help students to start understanding the easiest topic and end it by having knowledge of the most difficult one. It is clear that by applying the syllabus, students who don't understand the early topic will not be able to continue to the next ones. In another point of view, the step by step grammar point acquisition syllabus helps students with low level English ability to build their English skill foundation.

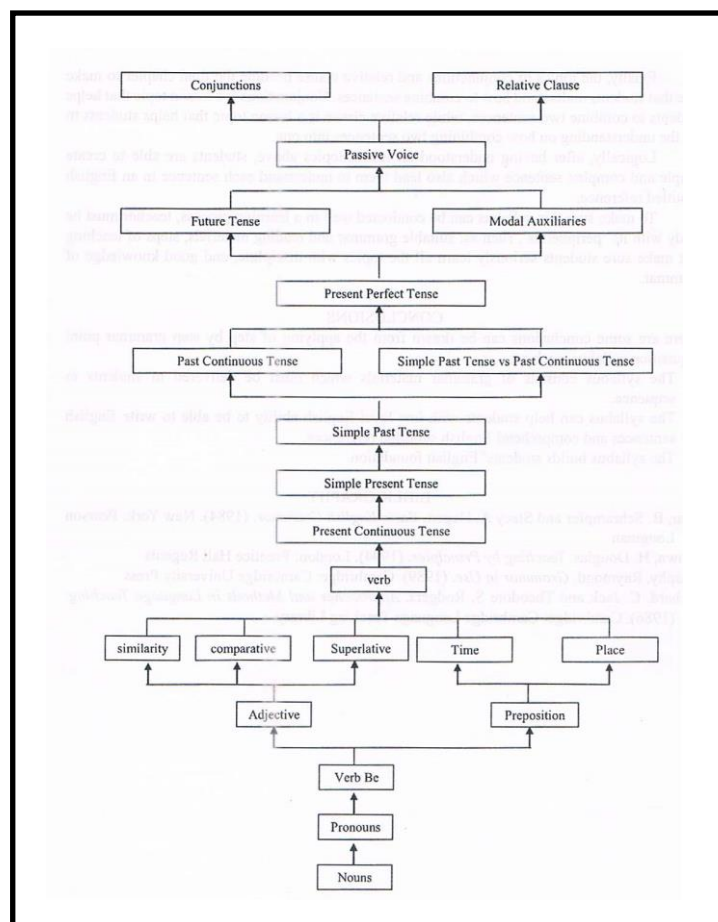
The following graphic shows how the order of grammar materials constructed in step-by-step grammar point acquisition

The graphic shows us that students must start understanding nouns in English. By understanding nouns, students will be able to recognize the pronouns in subject, object, possessive adjective, possessive pronouns, and reflexive pronouns which substitute persons, things and animals.

Then, after students have all the knowledge related to nouns and pronouns, they start to understand their first simple sentence: Subject + verb be. In this case, students are introduced with adjective and

preposition that are placed after verb be. To help students get deep understanding of verb be, the topic of similarity, comparative and superlative is given. The reason to give this topic is to show them that three cases related with verb be and adjective. Another case that related with verb be is preposition. In this case, students can learn further about what kinds of prepositions that can be placed after verb be.

After the students have completed all the cases above, they must be introduced types of verbs in English. It is a necessary to do because it is the time for students start to learn tenses in English. Since the different tenses needs different verbs, it is obvious that students must be able to remember all types of irregular and regular verbs by heart. If students fail to remember all types of verbs by heart, they tend to give up understanding tenses in English.



The next period of this syllabus is delivering explanations about tenses.

The tenses that cover this syllabus are the tenses that usually found when students read English subtitled references. The learned tenses start from those which use present and continuous verb. Then, it is extended with those that use past tense and past participle verbs. After that, modal auxiliaries will be the next material to be learned by students. To complete students' understanding about sentences, they will deal with passive voice topic.

Finally, the topics of conjunctions and relative clause become the final chapter to make sure that students understand how to combine sentences. Conjunctions is a lesson topic that helps students to combine two sentences, while relative clause is a lesson topic that helps students to get the understanding on how combining two sentences into one.

Logically, after having understood all lesson topics above, students are able to create simple and complex sentence which also lead them to understand each sentence in an English subtitled reference.

To make sure this syllabus can be conducted well in a learning process, teacher must be ready with its 'peripherals', such as: suitable grammar and reading materials, steps of teaching that make sure students seriously learn all the topics with discipline, and good knowledge of grammar.

CONCLUSIONS

There are some conclusions can be drawn from the applying of step by step grammar point acquisition syllabus, such as:

- The syllabus consists of grammar materials which must be delivered to students in sequence.
- The syllabus can help students with low level English ability to be able to write English sentences and comprehend English subtitled references.
- The syllabus builds students' English foundation.

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