

## Educational Technology

Elixir Edu. Tech. 102 (2017) 44366-44379

Elixir  
ISSN: 2229-712X

# Developing Textual Enhancement-based Grammar Instruction Model (TEBGIM) for English Education Department Students at IAIN

Bukittinggi

Veni Roza, SS,M.Pd

IAIN Bukittinggi.

### ARTICLE INFO

#### Article history:

Received: 16 November 2016;

Received in revised form:

4 January 2017;

Accepted: 14 January 2017;

#### Keywords

Textual enhancement model,

Grammar instruction.

### ABSTRACT

Within a decade, the grammar learning process and learning outcomes at English education department students of IAIN Bukittinggi found some problems. The class was still held in lecturer-centered. The research design used is Research and Development (R&D). To develop the instructional product, the researcher applies Four-D Model by Thiagarajan et.al, that is Define, Design, Develop, and Disseminate. The product testing is carried out at the third semester English education department students of IAIN Bukittinggi. The instruments used in this research are interview, observation, tests and questionnaires. To qualify the three products, the experts of grammar for content, language and layout examine the validity, the practicality and the effectiveness of the textual enhancement model of grammar instruction, lecturer's manual and students' workbook. The research findings exhibit students' need analysis and prototype model of TEBGIM.

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### A. Introduction

It is believed that the knowledge of grammar can significantly assist language learners in comprehending and acquiring the target language. It can provide them with the insights of how the linguistic elements of target language work to form meaningful and acceptable use of it, which they can use to express their ideas in written form. As proposed by Weaver (1996:9), grammar gives students the description of how words are combined into meaningful syntactic structure, which enables them to understand and produce the language described. Therefore, the study of grammar is important part in helping students acquiring the target language.

Despite helping students to gain mastery over the target language, the process of grammar instruction has long been debated and studied in the history of language teaching. Some decline its practicality; others maintain it. This long debated issue has contributed to the process of grammar instruction in the EFL field since many approaches, methods, and models, each with its own premise, have been proposed to aid students in the learning process.

However, of all those proposed, a new current trend emerged in 1990's and has been widely used and regarded ever since, which is known focus on form (FonF) first defined by Long (1991:45) as drawing students' attention to linguistic elements as they arise incidentally in lessons whose overriding focus is on meaning or communication. In other words, focus on form takes place when students who are involved in performing tasks requiring understanding or conveying a particular message at some point concentrate their attention on formal features of the language.

Focus on form (FonF) emerges in response to the problems presented by traditional approaches to the teaching grammar (accuracy without fluency) and dissatisfaction with

purely communication approaches on the other (fluency without accuracy). Long (1991) proposed an approach which he termed focus on form (FonF) which differs from focus on forms (FonFs) and focus on meaning; even though for common people these terms are the same. Focus on forms (FonFs) is equated with traditional teaching of discrete points of grammar in separate lessons. Focus on meaning emphasizes pure meaning-based activities with no attention to form and is based on the assumption that learners are able to analyze language inductively. Conversely, focus on form (FonF) meets optimal conditions for learning by drawing students' attention to linguistic forms in the context of meaningful communication.

Another notion about grammar instruction related to FonF is proposed by Sharwood Smith known as consciousness raising and later called input enhancement. Nunan (2003:153) & Mayén (2013:85) claim that input enhancement is one of FonF grammar instruction techniques. Input enhancement is a concept in second language acquisition coined by Mike Sharwood Smith that is commonly used to signal methods that an instructor uses to make selected features more salient for learners in such away so as to facilitate acquisition (Sharwood Smith 1991, 1993).

In the process of teaching grammar, teachers need to focus not only on presenting the input but also how to transfer it into intake and output. Schmidt (1990:132), Mayen (2013,) Sharwood-Smith and Truscott (2014) agree that there are three levels of consciousness applied in the process of drawing students' attention toward language input. The three levels are perception, noticing, and understanding. Perception is the level where the information or input is processed. Noticing as rehearsal in short term memory is defined by Nassaji & Fotos (2011:21) as conscious registration of the forms in memory.

The next level is understanding that is grasping the meanings of rules and becoming thoroughly familiar with them. Intake, on the other hand, refers to part of the input that the learners has noticed and has stored in their working memory for further processing (Nassaji & Fotos 2011). Hence, intake is what becomes the basis of language learning, and the linguistic resources that the students will use in the language output or production. How the three levels of consciousness are related to transferring input into output is argued by Schmidt (1990) as input + noticing = intake.

In order to make students notice and understand language input and transfer it into take, the input needs to be exposed in a way that can easily draw students' attention into it. One of techniques in presenting input in grammar instruction is known as textual enhancement (TE) or visual input enhancement. Nassaji & Fotos (2011:36) state that textual input enhancement is aimed to raise learners' attention to linguistic forms by rendering input perceptually more salient by highlighting certain aspects of input by means of various typographic devices, such as bolding, underlining, and italicizing in written input, or acoustic devices such as added stress or repetition in oral input. By modifying the input, it is assumed that the students will be able to notice it easily.

Given the importance of grammar competence and presenting input in grammar instruction, it is suggested that the lecturers of Grammar in English Department of IAIN Bukittinggi need to pay more attention to input exposure to the students. As the students who learn English in higher level and who will become an English teacher, the requirement to comprehend grammar is undisputable for the third semester students English Department in IAIN Bukittinggi. However, the fact remains that the students still lack of grammatical competence.

Based on researcher's observation and interview with three grammar lecturers as well as her own grammar teaching experience in IAIN Bukittinggi, the process of teaching grammar was still conducted conventionally i.e lecturer-centered. Grammar was taught deductively with focus on usage rather than use. In other words, students were demanded to know and memorize the grammatical rules and syntactic patterns of the target language. Despite demanding students to know the rules, the lecturers seemed not to really consider whether their students had understood the rules or noticed the given grammatical features.

Furthermore, grammatical points taught were held in discussion form in which a group presented the material and ran the learning process. The lecturers only stood at the back of the classroom and clarified some points discussed, and sometimes they did not elaborate the material. Such process inevitably made students grammatical knowledge low as they only had the grammatical input from their peers whose knowledge were not really different from theirs. The instructional book used in grammar teaching did not seem to present students with good input exposure either. In the learning process, lecturers used grammar books designed in PPP (presentation, practice, and production) grammar teaching model even sometimes they used the book about theoretical grammar, which only exposed students to linguistic foundation of English grammar.

Lack knowledge in grammar could be seen in students' final mark in which more than half of them (65%) failed to achieve the passing grade. The similar problem also had impact on students' language production. They often produced language in a way that is grammatically unacceptable as

illustrated in the previous data. In conclusion, grammar instruction in English Department of IAIN Bukittinggi does not incorporate the exposure of appropriate and beneficial language input by which students' attention is drawn to notice the target structure that is furtherly transferred into intake used in acceptable and accurate students' output or language production.

Even though there are several studies conducted on the effect of textual enhancement toward grammar features, the researcher still needs to carry out further research to solve the problems through Developing Textual Enhancement (TE) Model of Grammar Instruction in English Complex Sentences for English Education Department Students at IAIN Bukittinggi in academic year 2016/2017. As previously suggested, textual enhancement will ease students in noticing target structure input to transfer it into intake and language output. This notion is suitable to the students as the grammar instruction they have experienced still fails to make them notice the taught grammatical point let alone transfer it into intake. By conducting this research, that is research and development (R & D) as the systematic study to produce instructional products and tools, the products expected are textual enhancement model book (TEMB), lecturer's book (LB) and students' workbook.

## B. Review of Related Theories

Textual enhancement is one of the input-based approaches. The notion of input has become a recurrent theme in the field of both foreign language teaching and second language acquisition for the past few decades. The importance of input in acquiring language both first and second language is undisputable. Dalili et.al (2011) claim that learning language without the exposure to the input is impossible. The primary reason for this assertion is that the notion of acquiring language without any source from the input is irrelevant. As defined by VanPatten in Nassaji & Fotos (2011), input is what the learners hear or see to which they attend for its message. Therefore, it has an essential role in second language acquisition since it is the sample of language that the learners are exposed to and attempt to process for meaning.

As the input is the source of language acquisition, acquiring second language is commenced with the input the learners are exposed to. In relation to the input in the second language learning, Ellis (1994) asserts that the learners will face two kinds of input in the process of acquiring the target language. The first input is known as interactional input. This /input refers to the target forms the learners receive through communicating. The second one is known as non-interactional input. Unlike interactional input, the non-interactional input is received through non-communicative way such as from reading a text or listening to a talk show etc.

However, all language inputs the students receive is not equally necessary to acquisition as some of them will be left unprocessed. Corder (1967:165) suggests that exposing students to a certain linguistic form does not necessary qualify it for the status of input. Fatherly, he proposes another theoretical framework related to language input in acquisition known as intake. Sharwood Smith & Truscott (2014) propose that the input is potentially processible language data which are made available to the language learners while intake refers to what actually processed in the learners' mind for acquisition. This notion suggests that some language input might be unnecessary for students as they won't probably be applied for further acquisition process. In addition to these proposed theoretical bases of intake, Nassaji & Fotos

(2011:21) define intake as the part of the input that the learners have noticed and have stored in their working memory for further processing.

Given the importance of intake, it is important to transfer input into intake. In order to transfer input into intake, Schmidt (1990) suggests that noticing should be involved. In the relation of intake and noticing, Schmidt & Frota in Izumi (2002) state that intake is that part of input that the learner notices. In other words, to make use of input in language acquisition, the learners are required to notice it as it is the way to transfer into intake. In his work, Sharwood Smith argued that noticing input requires focal attention and awareness on the part of learners. From this standpoint, it can be inferred that the learners' attention is needed to be drawn to the target input. In line with this view, Nassaji & Fotos (2011) mention that noticing refers to the conscious registration of language forms, presented in input, into learner mind. This notion suggests that noticing process involves consciousness storing of language input.

The need to draw students' attention in language learning is commonly agreed by most of second language theorists as illustrated previously. As a response to this intriguing fact, Sharwood Smith (1981) proposes consciousness-raising as one of teaching model used in grammar instruction. Consciousness-raising grammar activities is conducted through providing an example and explicitly discussing the relevant target structure. In addition, Rutherford & Sharwood Smith (1985) define consciousness-raising as the deliberate attempt to draw learners' attention specifically to the formal properties of the target structure. As suggested previously, transferring input into intake requires students to notice by which their attention are drawn to the exposed input; this view fits consciousness raising activity proposed by Sharwood Smith (1981). To understand this framework more clearly, it is good to ponder upon the hypothesis proposed by Sharwood Smith (1981):

Instructional strategies which draw the attention of the learner to specifically structural regularities of the language, as distinct from the message content, will under certain condition significantly increase the rate of acquisition over and above the rate expected from learners acquiring that language under natural circumstances where attention to form may be minimal and sporadic.

A decade after consciousness-raising proposed, Sharwood Smith (1991) changes this concept into input enhancement. Nassaji & Fotos (2011) assert that the reason of terminological change is due to the misleading of the former term as it implies that learners' internal intentional mechanism can be controlled or manipulated by input. Input enhancement is defined by Sharwood Smith (1991) as making certain feature of language input become salient to learners. This input salience will enable learners to notice target structure presented in the input more easily. It is suggested by Nassaji & Fotos (2011) that not all features in the input are equally noticeable, so the noticeability of input need to be enhanced, one of which through increasing its perceptual salience.

Furthermore, Sharwood Smith (1991) suggests that the students can be helped to notice the target structure from input enhancement, the process by which input is made more noticeable to the learners. This input enhancement has two important dimensions namely explicitness and elaboration. Explicitness refers to the degree of directness in which attention is drawn to form, while elaboration is the duration or intensity with which enhancement procedures take place.

Furthermore, Sharwood Smith (1991) also claims that to make students' notice the language input, input enhancement can be achieved through internally or externally. Internal enhancement occurs when the learners notices the form through their internal cognitive process while external enhancement occurs when the form is noticed through external agent.

#### b. The Procedure of TE Model

Textual enhancement is one of input enhancement models used in grammar teaching. Textual enhancement is an external form of input by which learners' attention is drawn to linguistic forms through physically manipulating certain aspects of the text to make them easily noticed (Nassaji & Fotos: 2011). This enhancement can take in both written and oral forms. When exposing students to language input with textual enhancement, the teacher needs to design the target input with stand-out written text such as using bold, CAPITAL, italic, underline, or different colorful highlight. As suggested by Nassaji & Fotos (2011:41), when designing textual enhanced texts, the followings steps should be taken: (1) Select a particular point the students need to notice of, (2) Highlight that feature in the text, (3) Do not highlight many different forms as it will distract learners' attention, (4) Use strategies to keep learners' attention from meaning, and (5) Do not provide any additional metalinguistic explanation.

Those five steps imply that in textual enhancement, learners should read the text for meaning. Therefore, it is essential that teacher use strategies that can keep learners' attention on message. This can be achieved by using various forms of post-reading activities. For example, the teacher can ask learners to read the text and then discuss its content with their peers, answer questions about the information in the text, or even complete a table or a chart based on the information in the text.

The following provides example of enhanced text. The target form is the third person singular verbs in English. Each sentence of the target form has been highlighted using the bold type.

The man goes with his dog to the park. He brings a ball with him to throw for the dog. When he arrives at the park, he throws the ball very far, and the dog chases after it. The dog comes back with the ball in his mouth. The man is very happy to see the dog come back with ball. He spends the rest of the day throwing the ball for his dog to chase.

(adopted from Nassaji and Fotos, 2011:41)

The purpose behind textual enhancement is to give the target forms features that are more salient in order to help learners notice these forms and to make form-meanings connection. Textual enhancement will benefit learners through directing their attention to form while input processing occurs. Despite of this promising premise, textual enhancement does not always guarantee that the learners will notice the target form. Even though they notice it, it cannot guarantee that they will understand what it is supposed to be understood. In addition, This type of input enhancement is only carried out in written contexts in which language teachers present the language learners with a reading material that contains textually enhanced target structures.

Based on the previous studies conducted on textual enhancement, three effect patterns emerge. The first showed that textual enhancement increases the noticing of the new target forms and has a positive effect on the language learners' subsequent output. The second pattern is that textual input enhancement has an effect on the noticing target forms but

with no gain in learning. The last one is that textual enhancement has no significant effect on noticing or comprehension.

Those three patterns on the research effect are resulted from combination of textual enhancement (TE) of bold and underline with other attention-getting strategies such as corrective feedback (Doughty, 1999), explicit instruction, processing instruction, visual prompts (Mayen, 2013), and communicative discussion Kimura (2012) and Bakori (2013). Torkabad and Fazilatfar (2014), Navahandi and Mukundan (2012), Dalili et.al (2011) combine TE and explicit rule presentation for students' intake of present and past simple tenses through reading texts, students' intake of simple past tense and English dative alternation. They applied bolded new tense words along with some related tasks. The finding revealed that TE was more effective than traditional instruction because TE is accompanied by explicit rule presentation.

Meanwhile Ellis (1997) proposes sequence of grammar instruction for Textual Enhancement as follow: 1) Attending task: Students read/ listen to a text that they process for meaning. 2) Noticing task: Students read/ listen to the text given 3) Analysis task: Students discover how the target structure works by analyzing the data provided by the text. 4) Checking task: Students complete an activity to check if they have understood how the target structure works. 5) Production task: Students are given the opportunity to try out or experiment with the target structure by producing their own sentences or paragraphs.

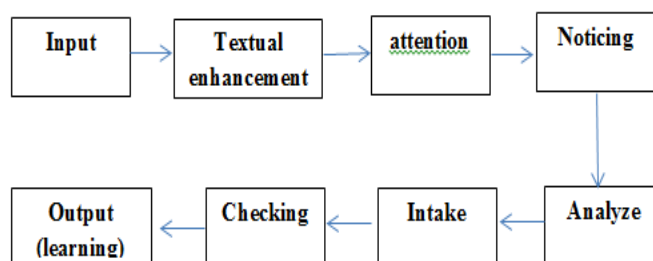
In addition, Skehan (1998b: 129) proposes five principles for implementation of a focus on form (FonF) instruction which is suitable for implementing textual enhancement: 1) choose a range of problematic target structures, 2) choose tasks which meet the utility criterion, meaning that the structure is useful for competing the task, 3) select and sequence the tasks to achieve balanced goal development, 4) maximize the chances of focus on form through attention manipulation, 5) use cycles of accountability to constantly evaluate learners performance on how they do the task, achieved by having them present the tasks to the rest of the class.

Moreover, Djiwandono (1995:414) proposes interaction occurring among input, language, content and task. Such interaction is adapted by Syarif (2014) in which the text analysis in the frame is the center focus of the activities. Language and content which are drawn from the input and which are selected based on the topics which are being talked lead the students to do analysis. To run the analysis, the teacher can ask learners to read the text and then discuss its content with their peers, or group-works. The activities of the students to use information-processing skills in their start of learning are regarded as input. The input produces language items, the topic and stimulus materials for next activities. There are four kinds activities done in this model, namely information transfer, language focus, having use the rules and analyzing the texts (Syarif, 2014). For activity of information transfer, students are asked to analyze text which is prepared through discuss its content with their peers, or group-works. For activity of the language focus, students searching the rules from sentences of the text assigned. It is carried out by sharing ideas with their friend. In activity of having use of the rule, the students create their own text from the existing rules and in the last activity analyzing text, the students are assigned to

analyze the text taken from the newspaper. In this model, teacher acts as facilitator.

The plausible reasons why the researchers associate TE with other teaching techniques are due to students' background knowledge, category of target structure whether it is treatable or non-treatable (Ferris, 2004). If students lack background knowledge at particular grammatical feature, TE will not be effective to improve students' learning. According to Sharwood Smith (1991) TE is more an implicit than explicit attention-focusing device. As such, its underlying purpose may not always be transparent even to learners with some prior knowledge of the target form. For learners with little prior knowledge of the target form, TE alone will be confusing. So that is why many researcher collaborate TE and other teaching techniques

Based on the theories review above, for this research, the researcher will develop TE model of grammar instruction which is accompanied by communicative discussion activity in groups for adult learners in this case college students who have studied English for years. She thinks that they already have good cognitive, linguistic and social abilities compared to others particularly they have background knowledge on certain grammatical features to be taught. The researcher modifies model of textual enhancement by Sharwood Smith (1991,1993), Nassaji and Fotos (2011) with Ellis' sequence of grammar instruction for Textual Enhancement (1997) and model of teaching CAM by Joyce and Weil (2007). The frame model is depicted as follow:



**Figure 2.1. The Process of Textual Enhancement (TE) Model**

Based on the figure 2.1, input of language in this case English relative clauses are presented in the text which is made salient or enhanced through manipulation of typography larger type sizes, different types faces, colors, bold, underline or italic in order to draw students' interest. If they pay attention to the feature of form, they will notice it. Students will discover how the target structure works by analyzing the data provided by the text. The result of analysis of the enhanced text will become intake. To make sure whether all of the enhanced text is the correct intake for students, the lecturer asks them to share ideas with their peers. Intake understood by students then becomes learning thus acquisition.

To make the process clearer, the researcher exhibits it in the table below:

Based on table 2.1, the process of TE model is much more learner-centered and lecturer's role is only facilitator. Students should read the text for meaning without any explanation from the lecturer. They attend for the input, notice it, and analyze it. The result of analysis will be check though answering the question and sharing ideas with their friends. The last thing is production of their own text to see their acquisition of certain grammatical features.

TE MODEL	Step	Activity
Planning	Designing the enhanced text by presenting the salient part of language input (English complex sentences) in grammar instruction to draw students' attention to notice it by using various typographic devices; <b>bolding</b> , <u>underlining</u> , and <i>italicizing</i> or CAPITALIZATION	The lecturer: <ol style="list-style-type: none"> <li>Creates a particular point the students need to notice of,</li> <li>Highlights that feature in the text,</li> <li>Does not highlight many different forms as it will distract learners' attention,</li> <li>Uses strategies to keep learners' attention from meaning,</li> <li>Does not provide any additional metalinguistic explanation.</li> </ol>
	Implementing	<ol style="list-style-type: none"> <li>The students read enhanced texts that they process for meaning.</li> </ol>
	Noticing the enhanced text	2. Students notice the enhanced grammatical feature of the enhanced text by paying attention to it.
	Analyzing task	<ol style="list-style-type: none"> <li>Students analyze enhanced text to discover the concept or rule from the salient text by drawing the frame of the rules.</li> <li>Students discuss the finding with their peers by sharing ideas on parts of sentence based on the enhanced text given, facilitated by the lecturer.</li> </ol>
Evaluating	Checking tasks	<ol style="list-style-type: none"> <li>Students answer questions about the information in the text.</li> <li>Students share ideas for the accuracy, which is facilitated by the lecturer.</li> </ol>
	Production task	7. The students create their own text from the existing rule individually.

### C. Method

This research belongs to research and development. Richey and Klein (2007: 3) define research and development or R & D as the systematic study of design, development and evaluation processes with the aim of establishing an empirical basis for the creation of instructional products, tools, and models that govern their development. It is in line with what Sugiyono (2013:38) says as such research method used to

produce some products and test the effectiveness of the products.

The model used to develop instructional model is Four-D model by Thiagarajan, et. al (1974) and Trianto (2010) that is define, design, develop and disseminate. In defining stage, the research gathers the data that are necessary to stipulate and define instructional requirement to solve problems faced by the grammar lecturers and third semester English students in grammar instruction at IAIN Bukittinggi. To get information for the defining stage, the researcher interviews lecturers to obtain data of front-end analysis; she interviews students to obtain data of learner analysis; she analyzes documents and books about complex sentences and textual enhancement model for concept analysis and task analysis on the topic or material of English complex sentences. Having analyzed the front-end, the concept and the task, the researcher specifies instructional objectives.

In designing stage, the researcher prepares instruments of the research like observation checklist, interview guide, questionnaire, and test. The researcher also designs the instrument validation from the experts. The next thing which is constructed in this stage is learning devices for grammar instruction, namely syllabus and lesson plan. She also proposes the initial product in this case the TE model in grammar instruction by referring to the Joyce and Weil's model of teaching of concept attainment model with its syntax, social system, and principle of reaction, support system and effects of the model, lecturer's book, and student's book.

In developing stage, the researcher seeks the validity, practicality and effectiveness of the products. After each test is carried out, the researcher revises as needed. To validate the product, she asks for help from experts or validator toward the book of TE model of English complex sentences, lecturer's book, and user's book. If the validators suggest the product need revision, the researcher will revise the developed product. If all products are valid, it will be tried out. To see the practicality of the product, the researcher observes the grammar lecturers and students related the pitfall of the book. Based on this input, the researcher revises as needed. To test of effectiveness of the product, it is carried through quasi-experimental research design. The researcher conducts the pretest-posttest control group. Treatment of using TE model of grammar instruction is given in the experiment class and of conventional model in control group. The next thing is this stage is to spread the effective products to lecturers and students.

For this article, the researcher limits the topic discussed to defining and designing stages due to limited time and energy.

### D. Finding and Discussion

#### 1. Defining Stage

In this stage, there are five steps that should be accomplished by the researcher, namely front-end analysis, students' analysis, concept analysis, task analysis and specifying instructional objectives. The explanation of each is as follows:

#### a. Front-End Analysis

Front-end analysis aims at obtaining data related current teaching practice held by lecturers in teaching grammar, problems faced by their students in learning grammar, and selection of appropriate approach to develop grammar instruction of TE Model. To achieve these goals, the researcher did interview to two grammar lecturers who teach at English education department of IAIN Bukittinggi.

Based on interview conducted to the both lecturers related to current teaching practice they carried out, it is found that Lecturer 1 (L1) still applied traditional model in teaching grammar that is PPP (presentation, practice, production). She said that she explained the material at the beginning and then continued by practice production. She thinks this teaching model is still compatible with the students' need since she was the product of behaviorism and grammar translation method (GTM) by the fact that some students were still enjoyable with this spoon-fed technique. Even though the lecturer had already explained the material in detail, students were still difficult to master grammar. It can be seen from their previous grammar achievement that more than half (65%) failed to achieve passing grade. So based on that result, she remained using this traditional model in her teaching. As she mentioned in this quotation:

"...I applied GTM sometimes, I use Indonesian to explain the rule of English, or I compare the rule of language Indonesian with English, when teaching passive, I make it in bahasa Indonesia and then I ask them to translate to English." (L1)

"... I often teach the rule of grammar first and then continued by exercise and practice". (L1)

Statements uttered by L1 related to her current teaching practice are supported by the result of observation carried by the researcher during her teaching. Four-time observations carried out by the researcher in grammar class exhibited the use of PPP model during L1 teaching. The class began with her presentation about the present tenses which consist of simple present, present continuous, present future, and present perfect; and then continued by practice and exercise. The production step was carried out in the following meeting because of limited time. From the observation, it can be seen the atmosphere of class at the time the L1 explained the lesson, students seemed enthusiast and understood lessons, but when practicing the rules they have learned, it is trouble for them. L1 only explained what language usage is in discreet way, but not how the grammar features in context are.

In contrast, Lecturer 2 (L2) applied eclectic method in her teaching. Sometimes, she taught grammar deductively by PPP Model, in other time she did inductive way when she wanted to elicit her students' ability to solve certain grammar features like differences between *because* and *because of*, *a number* and *the number*, and *will* and *be going to*. It is in line with her teaching philosophy. According to her, she embraces both behaviors and cognitive philosophies in her teaching practice. As quoted in the following:

"I think I embrace behaviorism and cognitivism because I was the product of these philosophies. Behaviorism is done though habit formation like doing drill and exercise in learning grammar, cognitivism when teaching grammar through problem solving." (Lecturer 2)

This statement is supported by the result of four-time observation carried out by the researcher in her class that she taught them both deductively and inductively. She began the class with reading Al-Qur'an and reviewed the previous lessons. After that, she presented the material in power point related sentence types. Her students got involved during the lesson since she elicited them to give example related sentence structures. She also invited them to categorize what the subjects and predicates of the sentences are and belong to what type. So, this activity is quite fun for some of them.

To conclude current teaching practice carried out by lecturers, both of them still applied traditional model of grammar teaching that is PPP model for L1 and eclectic method for L2 as mentioned in this quotation:

"Yes I apply them eclectically. GTM is used when my students do not understand the grammar rules terms used, so I translate them to *Bahasa*. ALM is also interesting to review the use of s/es for various subjects. Structure-based approach is in line with me in half and other half is meaning I think." (Lecturer 2).

Furthermore, interview to get data of students' problem in grammar learning is mostly related to transfer declarative of knowledge of grammar into procedural knowledge. Because they were taught in discreet way, they often got difficulties to apply their knowledge of grammar in speaking and writing. They tend to make errors which should not occur actually like *I am forget to make homework*, *I am like you*, *I sad* and so forth. The problems faced by students in learning are quoted from L1 and L2 as follow:

"They are difficult to apply their knowledge of grammar into practice in writing and speaking. Also, they are difficult with the grammar terms used by lecturers. Lack direct of grammar explanation may cause the trouble too." (Lecturer 1)

"The use of grammar terminology like present participle, past participle, gerund and to infinitive, past or preterit, and many others. They get difficulty when lecturers do not explain explicitly the rules and they are difficult to use them in writing and speaking." (Lecturer 2)

Based on this interview, students got difficulties in transferring declarative knowledge into procedural one when they produced the language. They were difficult to use correct grammar in speaking and writing. They got problem with the grammar terms used by lecturers as well. These problems were due to several factors like the way lecturers teach them, unavailable appropriate grammar learning resources such as textbook, or lack of students' competence. The first, the way lecturers teach as discussed previously, they used traditional model by explaining the grammar features first at the level of sentences and did not integrate them with other language skills. The second is learning resource like books used in teaching did not fulfill students' need. The books used are designed in PPP model which neither is favored by students who like analyze language data like sentences, or texts known as analytical students. Third, some students' admission that grammar is difficult lesson for them since the first time they learnt it, but not for some others, who like challenging in analyzing language problems of certain grammar features in texts.

In accordance with these factors to fulfill students' need and help lecturer in grammar teaching, the researcher proposes the appropriate approach that stresses students' participation to be active thinkers that is focus on form (fonf) through textual enhancement (TE) model which draws students' attention to certain grammar feature in the texts which is deliberately designed salience in order to be noticed and processed by students for both in form and meaning. The researcher manipulates certain grammar features; in this case English complex sentences which are required in English education department syllabus guide, by providing italic, bold and coloring the complex sentences which will be taught in the paragraphs that are designed about religion in general and Islam in specific. This approach is assumed to be applicable since students at Islamic college are already adult and mature



in cognitive and psychology aspects, able to think logically and have background knowledge about the text theme.

#### **b. Students' Analysis**

Students' analysis is carried out to dig information related to current teaching practice conducted by their lecturers in the classroom, their view on grammar, their problem in the grammar learning, expectation for better learning and factors that support them to learn grammar well. The way to reach them is through interview students.

Based on interview carried out to twenty students of English education department who were selected by snow ball sampling, the researcher got data from them that they preferred learning with the L2 to L1. It was due to several reasons: the L1 never used media in teaching like power point and projector, she only wrote on the white board and no specified books required by students in learning. L1 attendance was also a problem for students since they only got tasks from her without any clarification later on. As stated in this citation:

"I like lecturer 2 because I think she can explain to me with good explanation. But not for lecturer 1. Lecturer 1. I don't understand enough with her explanation. Lecturer 2. I understand her lesson. Lecturer 1. Nothing media she uses. Lecturer 2. with in-focus in every lesson." (2315084)

"Lecturer 1. I don't understand about her explanation. Lecturer 2. Good explanation material. Lecturer 2. I think my lecturer good. Lecturer 1. she is seldom come, only give task." (2315077)

"Lecturer 1. I like, but she seldom come only gives task. Lecturer 2. She is very good. I understand with her. Lecturer 1. Only explain in front of class. Lecturer 2. Teach with in focus. Lecturer 1. Never used media. Only explain in the white board. Lecturer 2. Frequently used media. Lecturer 1. Always didn't come. Only important absence and task. Lecturer 2. Good." (2315095)

On the other hand, L2 was favorable since she was diligently coming to the classroom, applied interesting media in every meeting, gave clear scoring system, managed the class well, and explained the grammar features in detail until students understood the lessons. The complaints for her are grammar book used in learning should not only be "Understanding Grammar" by Betty but also other books designed with contextual situation by inserting picture, graph or text. Another is the method of teaching she applied did not fulfill the need of analytical students who like challenging in learning grammar like discovering the grammar rules by their own. Students need context to be able to apply correct grammar feature in writing and speaking. In short, they need learning resources that fulfill their needs to learn better.

Moreover, to get data about students' problem in the grammar learning, the answers given are in harmony with the statements of both lecturers. Mostly students answered that they are difficult to apply grammar knowledge in writing and speaking, but others answered variously like following citations:

"Transfer declarative knowledge of grammar to procedural knowledge and the use of grammar terms." (2315.074)

"Because there are many rules, difficult to remember it." (2315.079)

"Nothing, I just can't use grammar well and I often forget the rule of grammar." (2315126)

"1. Not understand because less explaining about material. 2. too less about the example material. 3. when I understand, I can't explain it again clearly. (2315099)

"Hard to apply passive in writing and speaking." (2315097)

"There are many grammatical terms used by lecturers." (2315084)

"Implicit grammar teaching applied by one lecturer." (2315077)

Furthermore, to obtain information about students' expectation for future grammar instruction, the answers were mostly colored by the statements that they expect the lecturer to explain grammar material in detail. They need context or meaningful communication for grammar features to take place like using a short text which can improve their knowledge of grammar and Islam religion simultaneously. As quoted from the interview:

"Yes I do, because for students at college must be able to understand grammar by doing analysis text." (2315078)

"I need a text and there are grammars in the text so we can analyze it inside." (2315079)

"Yes I do, because I need explanation more and more not just sentence but text also." (2315082)

"Yes, but the text is not long." (2315077)

"With the easy vocabulary in the text." (2315095))

"Yes, to make sure the grammar rules. Exactly to the text." (2315096)

"I want it, because too many example maybe I'll understand it." (2315093)

"Yes, I really need it." (2315097)

"Yes, from texts we can see how grammar feature is used." (2315126)

"Yes, to make sure I completely understand." (2315129)

"Yes too, I think it is important too for us. When we make in reading, it can help us." (2315108)

From interview conducted to twenty informants, a few informants disagreed with the use of text by reason it is difficult then. Since the researcher got saturated answer of interview, it was stopped at twentieth informant. In conclusion, the researcher designs paragraphs which contain grammar features and then creates noticeable for students.

#### **c. Concept Analysis**

Concept analysis aims at analyzing main concepts of English complex sentences and content organization in depth and width aspects for grammar learning to take place. To attain these goals, the researcher read and comprehended concepts of English complex sentences from various sources of grammar books, focus on form (fonf) theory, English for Islamic studies and English department syllabus guide. After that, these concepts were arranged systematically based on depth and width aspects. Based on the researcher reading and understanding, the result of the concepts' analysis is to make students able to distinguish sentence types in order to review the position of complex sentence in grammar, to differentiate adverb, noun and adjective clauses as dependent clauses of complex sentence, to identify complex sentence in texts, to use correct subordinator in each clause, to combine sentences to become correct complex sentences, and to write correct complex sentences in a paragraph.

Organization of content is arranged based on the general to specific one, the easy to difficult one through a text. The learning outcomes of grammar instruction are as follow:

- 1) Students are able to differentiate sentence types.
- 2) Students are able to use correct simple sentences in writing.

- 3) Students are able to use correct compound sentences in writing.
- 4) Students are able to use correct complex sentences in writing.
- 5) Students are able to differentiate adverb clause, noun and adjective clauses as dependent clauses of complex sentence.
- 6) Students are able to use correct adverb clause in writing.
- 7) Students are able to use correct noun clause in writing.
- 8) Students are able to use correct adjective clause in writing.

#### d. Task Analysis

Task analysis aims at gathering information related to tasks that should be fulfilled by students. To attain this aim, the researcher consults to experts and read various grammar books, grammar assessment books, grammar teaching methods and English for Islamic textbook. Based on that, the tasks that should be committed by students are attending task in text, noticing task, analyzing task, checking task, and production task. These tasks were already in students' book. Time allotment for each task is as follows:

No	Task	Time (in minute)
1.	Attending task	20
2.	Noticing task	15
3.	Analyzing task	20
4.	Checking task	15
5.	Production task	20
	Total	90 minutes

#### e. Specifying Instructional Objective

This step aims at formulating learning objectives that should be attained by students during grammar learning process. To achieve this goal, the researcher needs to analyze the result of the front-end analysis, students' analysis, concept and task analyses. Finding of the analysis is organization of learning objectives of complex sentences. Here is the arrangement:

- 1) Students are able to notice simple sentences in an enhanced text.
- 2) Students are able to identify simple sentences in the enhanced text.
- 3) Students are able to find the formula of simple sentence.
- 4) Students are able to classify subjects and predicates of simple sentences.
- 5) Students are able to analyze simple sentences in an unenhanced text.
- 6) Students are able to write simple sentences correctly in a paragraph.
- 7) Students are able to notice compound sentences in an enhanced text.
- 8) Students are able to identify compound sentences in the enhanced text.
- 9) Students are able to find the formula of compound sentence.
- 10) Students are able to classify coordinating conjunctions.
- 11) Students are able to analyze compound sentences in an unenhanced text.
- 12) Students are able to combine a couple sentences to form compound.
- 13) Students are able to write compound sentences correctly in a paragraph.
- 14) Students are able to notice complex sentences in an enhanced text.
- 15) Students are able to identify complex sentences in the enhanced text.
- 16) Students are able to find the formula of complex sentence.
- 17) Students are able to classify dependent clauses of complex sentences in an unenhanced text.

- 18) Students are able to write complex sentences correctly in a paragraph.
- 19) Students are able to notice adverb clauses of time and reason in an enhanced a text.
- 20) Students are able to identify adverb clauses of time and reason in the enhanced text.
- 21) Students are able to match subordinator with the functions.
- 22) Students are able to classify adverb clauses of time and reason in an unenhanced text.
- 23) Students are able to select correct subordinator of showing time and reason.
- 24) Students are able to write adverb clauses of time and reason correctly in a paragraph.
- 25) Students are able to notice adverb clauses of contrast and purpose in an enhanced a text.
- 26) Students are able to identify adverb clauses of contrast and purpose in the enhanced text.
- 27) Students are able to classify adverb clause of contrast and purpose in an unenhanced text.
- 28) Students are able to select correct subordinator of showing contrast and purpose.
- 29) Students are able to write adverb clauses of contrast and purpose correctly in a paragraph.
- 30) Students are able to notice reduction of adverb clauses in an enhanced a text.
- 31) Students are able to identify reduction of adverb clauses in the enhanced text.
- 32) Students are able to find the formula reduced adverb clauses.
- 33) Students are able to analyze reduction of adverb clauses in an unenhanced text.
- 34) Students are able to reduce adverb clauses.
- 35) Students are able to write reduced adverb clauses in a paragraph correctly.

Having done those five steps of defining stage, the researcher reviews literatures and theories for the sake of developing Textual Enhancement-based Model of grammar instruction. Results of review are presented in table as follows:

**Table. Theories' Review**

No.	Theories	Roles
1.	Grammar Instruction Theories	To design syntax and instructional and nurturant effects.
2.	Focus on form and Input-based approach	
2.	English Complex Sentence	To design syntax and instructional and nurturant effects.
3.	Models of Teaching	To design model components which consist of syntax, principle of reaction, social system, support system, and instructional and nurturant effects.
4.	Instructional design theories	How to plan a lesson of grammar.
5.	Assessing grammar	How to assess students' mastery in complex sentences.
6.	Constructivism and cognitive theories	Theories supporting the developed model

#### 2. The Designing Stage

This stage aims at answering the second the research question "What is the design of the prototype model of grammar instruction that can help solve the problem of instruction. The design is based on the result analysis of defining stage. After analyzing the results of lecturers' interview in the front-end analysis, students' interview at students' analysis, concept analysis, task analysis and specifying learning objectives, all



these data are used as fundamental bases to design the the prototype products of the research.

The stage begins with design of syllabus and lesson plan as instructional products that support the learning and teaching process. The second is the design of model book of Textual Enhancement-based grammar instruction. The third is initial product of lecturer's book as guide in teaching grammar for intermediate level, and the last is the design prototype of students' book as grammar learning resources for the intermediate. Here is the explanation each of them:

#### a. Syllabus and Lesson Plan as Instructional Products

These products are designed by referring to the curriculum of Faculty of Tarbiyah and teacher training at IAIN Bukittinggi. The curriculum of English education department for some subjects is not only based on curriculum 2013 but also toward National Qualification Framework or *KKNI* which has been socialized since 2015 and must have been implemented by the year 2017. So, the syllabus and lesson plan for conducting this research are based on that.

Syllabus of grammar lessons of English education department of *IAIN Bukittinggi* requires that students be able to master complex sentences which all subtopics include in this umbrella. So based on this, the syllabus of grammar lessons is designed as follows:

1) General information of the course consists of course title, course code, semester, credit hour, prerequisite and lecturers. The syllabus course title is grammar three; the code is 233152; it takes two credits or ninety minutes for each meeting, prerequisite is if students pass grammar two, and the lecturers are team teaching; the researcher herself, Loli Safitri, M.P.d and Reflinda, M.Pd. Next, learning outcomes of the course are to make students able to differentiate and use complex sentences correctly in writing sentences and short paragraphs. 2) Learning activities of grammar three can be seen in detail at appendix of syllabus and lesson plan:

- 1) Week1 Review Kinds of Sentences
- 2) Week 2 Compound Sentences
- 3) Week 3 Complex Sentences (overview)
- 4) Week 4 Adverb Clause of Time and Reason
- 5) Week 5 Adverb Clause of Contrast and Purpose
- 6) Week 6 Reduction of Adverb Clause
- 7) Week 7 Noun Clause derived from Statement
- 8) Week 8 Mid-term Test
- 9) Week 9 Noun Clause derived from Embedded Question
- 10) Week 10 Reduction of Noun Clause
- 11) Week 11 Adjective Cause using pronoun who, which, that
- 12) Week 12 Adjective Cause using whose, whom, when, where, why
- 13) Week 13 Reduction of Adjective Cause
- 14) Week 14 Final Semester

3) Evaluation is carried out based on the topic or grammar feature taught.

#### b. Model Book

To carry out this stage successfully, there are two steps done by the researcher, designing the frame of the model book and drafting it.

##### 1) Designing the Model Book Frame

Designing the frame of the model book is arranged into three parts, namely introduction, Textual Enhancement-based grammar instruction model (TEBGIM) and closing. Each part explains its own characteristic such as introduction

part overviews TEBGIM; TEBGIM itself discusses all things related to it; and the closing part concludes the TEBGIM. In short, it is presented in table below:

**Table. TEBGIM Frame**

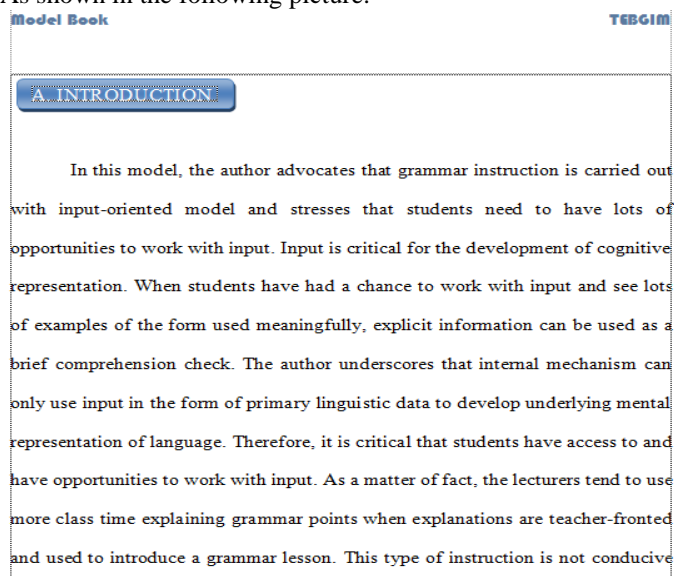
No	The Frame of the Model Book	Content
A..	INTRODUCTION	Introduce the textual enhancement-based grammar instruction model TEBGIM
B.	Textual Enhancement-Based Grammar Instruction Model TEBGIM	
	1. Rationale	Explaining the rationale of TEBGIM.
	2. Definition of TEBGIM	Explaining the definition of TEBGIM.
	3. Purpose of TEBGIM	Explaining the purpose of TEBGIM.
	4. Significance of TEBGIM	Explaining the significance of TEBGIM.
	5. Theoretical Bases	Explaining theories that base TEBGIM.
	6. Components of TEBGIM	Explaining the components of TEBGIM: syntax, principle of reaction, social principle, support system, and instructional and nurturing effects.
C.	CLOSING	Concluding the TEBGIM

##### 2) Drafting the Model Book

Drafting the model book is to develop the frame of TEBGIM which is already designed. Here is the explanation each of them:

##### a) Draft of Introduction

In this draft, the researcher introduces the TEBGIM at glance for readers especially for lecturers in order that they have prior knowledge about it. It is mentioned that the researcher carried out the grammar instruction by applying textual-enhancement-based model for teaching complex sentences. Textual enhancement model is based on input approach that is made deliberately salient in order to draw students' attention to the particular grammar features within. So the researcher highlighted the grammar points that will be taught to the students. By telling this at the beginning, it is hoped that lecturers understand what TEBGIM is more about. As shown in the following picture:



**Picture. Draft of Introduction in TEBGIM**

## b) Draft of Textual Enhancement-Based Grammar Instruction Model (TEBGIM)

Draft of TEBGIM constitutes content of the model which is mainly dominated by the components of the model. It begins with the rationale, definition, purpose, significance, theoretical bases, and components of textual enhancement-based grammar instruction model. So, the components of the model is elaborated in detail here.

### (1) Syntax

Syntax of TEBGIM consists of three namely planning, implementing and evaluating stages.

#### (a) Planning

In this stage, the researcher designs the **enhanced** text by presenting the salient part of language input (English complex sentences) in grammar instruction to draw students' attention to notice it by using various typographic devices; **bolding**, underlining, and *italicizing*, coloring or CAPITALIZATION. When designing the TEBGIM, the researcher considers some aspects, they are:

6. Creating a particular point the students need to notice of,
7. Highlighting that feature in the text,
8. Not highlighting many different forms as it will distract learners' attention,
9. Using strategies to keep learners' attention from meaning,
10. Not providing any additional metalinguistic explanation.

#### (b) Implementing

In implementing stage, the researcher elaborates TEBGIM in before, during and after lessons.

##### *Before Lesson*

Before lesson, the lecturer activates and engages students' background knowledge by showing pictures related to materials.

##### *During Lesson*

In implementing stage of during lesson, there are five tasks that are carried by students and facilitated by the lecturer. In this model, students discover how grammar works on their own so that such tasks make the students much less dependent on the lecturer. These are tasks that provide students with "data" about how a particular grammatical structure works and help them work out the rule for themselves:

- 1) Attending task. Students read to a text that they process for meaning).
- 2) Noticing Task. Students reread the same text but now paying attention to enhanced features.
- 3) Analyzing task. Students are helped to discover how the target grammar structure works by analyzing the new data (text) provided by the reading text).
- 4) Checking task. Students complete an activity to check if they have understood how the target structure works.
- 5) Production task. Students are given the opportunity to try out the target structure in their own sentences or paragraph. The aim of the production task is to encourage students to experiment with the target structure. It is a goal that is more compatible with the current emphasis on communication and students' autonomy.

##### *After Lesson*

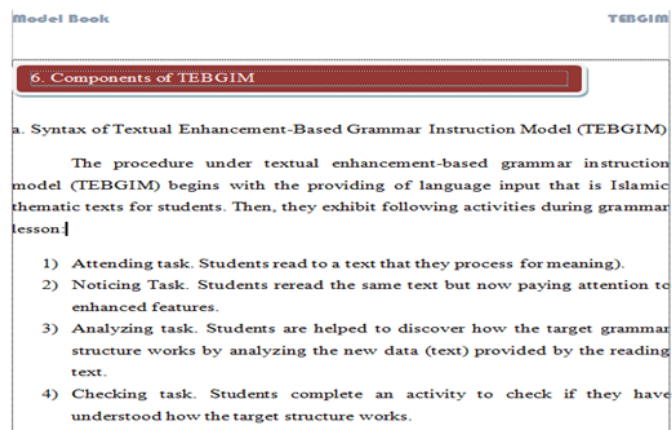
The lecturer guides the students to summarize the learned materials.

#### (c) Evaluating

The lecturer examines students' intake and output on grammar features after treated by TEBGIM. The lecturer gives them formative test at the end of each lesson, in other word:

1) The lecturer provides the students with the task by reading another text about related topic and enhancing certain grammar features within the text by underlining or coloring them.

2) The students are assigned to create their own texts employing particular grammar features.



Picture. Draft of Syntax in TEBGIM

### (2) Principle of Reaction

In line with theories of focus on form approach (FonF), textual enhancement of input, inductive way of grammar teaching, the role of lecturers in the TEBGIM is as a facilitator for students. The lecturers help students and have them learn the grammar through reading, noticing and discovering rules of language in texts by themselves. They only guide students to pay attention to particular grammar features which are already enhanced and notice them. If they do not notice the intended ones, the lecturer guides them to notice the colored or highlighted features. After that, students process for both the form and the meaning and discuss the answers with their pair. Since beginning of the lesson, students' role is dominating the learning process because their lecturers only help them for guide to carry out tasks that should be fulfilled.

### (3) Social System

Social system of TEBGIM is cooperative, talkative in multi-dimensions and humble students.

### (4) Support System

Support system in TEBGIM is media used to deliver the message during learning process like power point and projector. They are very important besides lecturer's book and students' book. Lecturer's book contains lesson plan in each lesson since it will be a guide for lecturers in teaching using TEBGIM. There are twelve lessons related to complex sentences inside for twelve meetings and held for 100 minutes or two credits for each. Within the lecturer's book, there is also key answer at the last part of the book to help lecturers in teaching. This book is entitled Teaching Guide for Complex Sentences.

Furthermore, students' book is also designed within TEBGIM which consists of twelve lessons related complex sentences with five kinds of activities or tasks that should be carried by students. They are attending task in order to read text which is already enhanced, noticing task to pay attention to the enhanced features, analyzing task to discover rules by their own, checking task to check their understanding how the rules work, and production task to write paragraphs. This book is named Complex Sentences within Textual Enhancement Model. It is hoped by doing these tasks, students are able to write complex sentences which consist of adverb clause, noun clause and adjective clause in paragraphs.

### (5) Instructional and Nurturing Effects

Instructional effects of TEBGIM are to make students able to master the concepts of complex sentences as the cognitive aspect, and able to apply them in the production that is in writing skill as the psychomotor aspect. In the meantime, the nurturing effects of TEBGIM are to make students more spiritual due to the Islamic theme of texts, more autonomous as they develop their analytical ability in analyzing texts by their own, and raising their awareness of the importance of grammar features in language.

Instructional effects of TEBGIM are obtained by students after they learn the concepts of complex sentences through TEBGIM for twelve meetings. After they are trained through reading, noticing, processing to discover the grammar features in the enhanced texts by their own, it will help them in production to correctly write paragraphs skillfully applying complex sentences eventually.

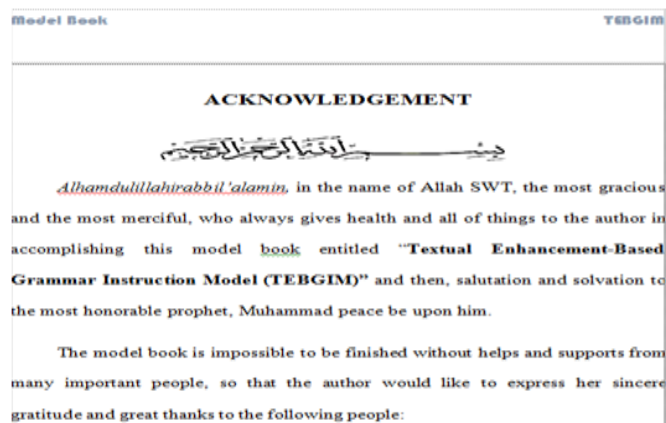
### c) Closing of the Draft

Closing part contains conclusion of TEBGIM that the model can become a guide for lecturers in teaching grammar three since it is already validated by the experts, practical and effective for grammar teaching. In short, this conclusion will help readers understand the overall TEBGIM quickly.

**Table. Components of TEBGIM**

Textual Enhancement-Based Grammar Instruction Model (TEBGIM)					
<u>Syntax:</u> planning implementing evaluating	<u>Principle of Reaction:</u> student-centered	<u>Social System:</u> -cooperation -sharing communication	<u>Support System:</u> lecturer's book, students' book	<u>Instructional effects:</u> -master the concepts -write paragraph correctly	<u>Nurturant Effects:</u> -spiritual -independent -aware

After designing the draft of model book, the researcher creates items to support the content of the model book, they are acknowledgment, references, cover and table of contents. Acknowledgment of TEBGIM contains thanks to God for model book as already accomplished. In this part, there is also expressing of gratitude to many people who have supported and helped the author in writing the model book. Here is an example of the draft of acknowledgment:



**Picture. Acknowledgement of Model Book**

### c. Lecturer's Book

There are two steps carried out by the researcher at this stage namely, designing the frame of the lecturer's book and drafting it.

### 1). Designing the Lecturer's Book Frame

Designing the frame of the lecturer's book is arranged into three parts, namely lesson plan for teaching complex sentences through TEBGIM for 12 meetings, tasks about complex sentences fulfilled by students, and answer keys. In short, it is presented in table below:

No	The Frame of the Lecturer's Book	Contents of the Frame
A.	Sequence of Complex Sentence Lessons.	Presentation of lesson plan for twelve meetings.
B.	Tasks	Explanation of tasks in TEBGIM that should be done by students.
C.	Answer Keys	Providing answer key for each task.

**Table. Lecturer's Book Frame**

### 2) Drafting the Lecturer's Book

The aim of drafting the lecturer's book is to develop the frame of which is already designed. Here is the explanation each of them:

### a) Draft of Sequence of Complex Sentence Lessons

The grammar lessons consist of twelve meetings under the topic of complex sentences. Each meeting of lesson sequence is expressed in each lesson plan. Here is draft of the lesson plan of meeting 1.

Lecturer's Book	Teaching Guide for Complex Sentences
<b>LESSON 1</b>	
Course Title	: Grammar III
Code	: 23.3.152
Semester	: III
Prerequisite	: Grammar II
Credit Hours	: 2 x 50 minutes
Lecturers	: Veni Roza, M.Pd, Loli Safitri, M, Pd, Refilinda, M.Pd
<b>I. Lesson Objective</b>	
Students are able to use correct simple sentences in writing.	
<b>II. Lesson Sequence</b>	
<b>A. Before Lesson</b>	
1. The lecturer greets the students and introduces herself.	
2. The roll is called.	
3. The lecturer gets students to pray and read Al- Qur'an.	
4. The lecturer explains learning objective of the lesson.	
5. The lecturer explains learning and assessment systems based on syllabus.	
6. The lecturer motivates students to be aware of the importance of learning grammar.	
<b>B. During Lesson</b>	
1. Attending Task (students attend for both form and meaning by having attention to a text)	

### Picture. Draft of Lesson Sequence

### b) Draft of Tasks that should be fulfilled by students

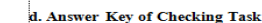
There are five steps of tasks that should be carried out by students, they are attending task, noticing task, analyzing task, checking task, and production task. Here is the picture of it.

Lecturer's Book	Teaching Guide for Complex Sentences
<b>3. COMPLEX SENTENCE</b>	
<b>a. Attending Task</b>	
Text Reading	
Read the following text.	
<p><b>SCIENCE &amp; RELIGION</b></p> <p>Religion teaches people to believe in divine entity beyond their logic while science urges human beings to examine things scientifically through observation and reasoning. Despite this difference, there is close relationship which can be found between science and religion. Religion teaches us the principle of morality and science should always be guided by this principle of morality. Some people devote their lives to the study of this science and become great prophets. The scientific power becomes more and more effective and benevolent only when it is guided by religion and morality. Our atom bombs, hydrogen bombs are examples to show how the scientific power has been misused because of the lack of religion and morality. In other words, there is need for harmony between Science and Religion. Therefore, it is now quite evident that science and religion</p>	

**Picture. Draft of Tasks**



The draft of answer keys is put at the last session of the lecturer's book, but not all of tasks have answer key since the answers will be various from students. So the available answer keys are noticing task, analyzing task and checking task.



After writing the draft of the lecturer's book, the researcher completes it with items that support the contents of the book, acknowledgement, references, cover of the book and table of contents. Acknowledgment of lecturer's book contains thanks to God for model book is already accomplished. In this part, there is also expressing of gratitude to many people who have supported and helped the author in writing the lecturer's book. Here is an example of the draft of acknowledgment:

There are two steps carried out by the researcher at this stage namely, designing the frame of the students' book and write the draft.

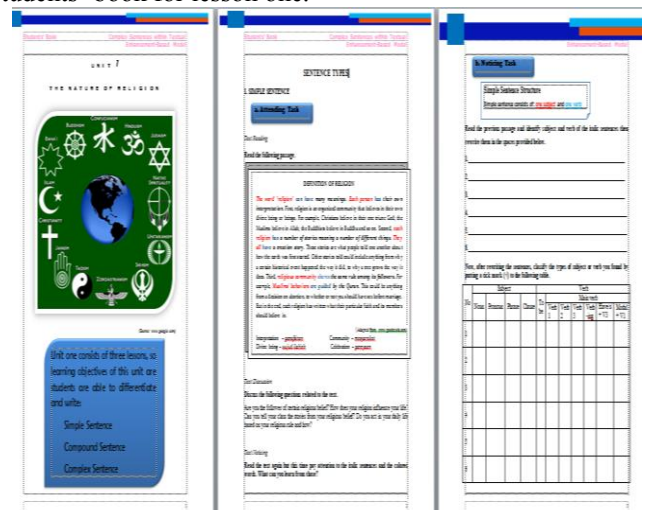
To design the frame of the students' book is accomplished in twelve lessons under the topic of complex sentences within TEBGIM. The frame is presented in table below:

No	Frame of Students' Book	Contents of the Frame
1.	Presentation Lesson 1	Review of Sentence Types
2.	Presentation Lesson 2	Compound Sentences
3.	Presentation Lesson 3	Overview of Complex Sentences
4.	Presentation Lesson 4	Adverb Clause of Time and Reason
5.	Presentation Lesson 5	Adverb Clause of Contrast and Purpose
6.	Presentation Lesson 6	Reduction of Adverb Clause
7.	Presentation Lesson 7	Noun Clause derived from Statements.
8.	Presentation Lesson 8	Noun Clause derived from Embedded Questions
9.	Presentation Lesson 9	Reduction of Noun Clause
10.	Presentation Lesson 10	Adjective Clause Using Pronouns , who, which, that
11.	Presentation Lesson 11	Adjective Clause Using Pronouns, whom, whose, when, where, why
12.	Presentation Lesson 12	Reduction of Adjective Clauses

Writing the draft of students' book aims at elaborating the draft which is previously designed. To carry out the lesson well, students need to conduct all tasks that have been provided. For lesson one, students are asked to read a text which is already made noticeable for them the intended grammar features. They read the text to process the meaning so that they able to discuss questions related to the text. After that, they notice the grammar features that exist there. If they cannot notice, the lecturer guides them to notice the enhanced one such as in the bold or in colored one. After noticing, students analyze text to discover the rules of language by themselves. Next is checking task in order to check they have understood how the grammar rules work or not. The last is production task where students write their paragraphs employing the grammar features learned. Here is example of students' book for lesson one.



For lesson two, students are asked to read a text which is already made noticeable for them the intended grammar features. They read the text to process the meaning so that they able to discuss questions related to the text. After that, they notice the grammar features that exist there. If they cannot notice, the lecturer guides them to notice the enhanced one such as in the bold or in colored one. After noticing, students analyze text to discover the rules of language by themselves. Next is checking task in order to check they have understood how the grammar rules work or not. The last is production task where students write their paragraphs employing the grammar features learned. Here is example of students' book for lesson one.



### E. Conclusion

TEBGIM is compatible with students' need at IAIN Bukittinggi.

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