

**INTERNAL GRAMMAR AND ITS ROLE IN SECOND LANGUAGE  
PROFICIENCY**

A GRADUATING PAPER

Submitted in Partial Fulfillment of the Requirement for Gaining

the Bachelor's Degree in English Literature



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**MOTTO**

*“All the efforts to change your fate are the path to your fate itself.”*

-Diorama Huga Fernanda



## DEDICATION

This graduating paper is dedicated to:

1. Myself, my beloved parents, and my older sister.
2. Fuad Arif Fudiyartanto, S.Pd. M.Hum., M.Ed., Ph.D., as my paper advisor.
3. English Literature Department.
4. All my lecturers in English Department of State Islamic University of Sunan Kalijaga Yogyakarta.
5. All the honorable readers of this graduating paper.



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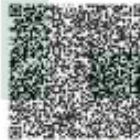
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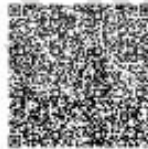
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I certify that this graduate paper is definitely my own work. I am completely responsible for the content of this graduating paper. Other researcher's opinion or finding included in this research is quoted or cited in accordance with ethical standards.

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The researcher recognizes that this graduating paper still got a lot of flaws and issues. Thus, I'd be happy to receive constructive feedback and future improvement suggestions. I hope the readers could find value from this graduating paper.

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*Assalamu'alaikum Wr. Wb*

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kami menyatakan bahwa skripsi tersebut sudah dapat diajukan pada sidang Munaqosyah untuk memenuhi salah satu syarat memperoleh gelar Sarjana Sastra Inggris.

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# **INTERNAL GRAMMAR AND ITS ROLE IN SECOND LANGUAGE PROFICIENCY**

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## **ABSTRACT**

The goal of this study was to determine the influence or correlation of Chomsky's Internal Grammar Theory (1957) with active language skills, and to see if Internal Grammar abilities can be stimulated and trained in analyzing writing and constructing sentences while speaking. In this study, the pre-experimental case study method was used. The results of the pre-test and post-test, as well as the behavior of the participants, provided primary data. The error analysis method and the Behaviorism Theory approach in Learning B.F. Skinner were used to analyze the data (1976). These methods were used to assess participants' abilities in analyzing words or sentence structures, creating sentences in English, and observing the effect of the stimulus treatment on each participant. The results of this research indicate that the influence of Internal Grammar on active language skills is very small. This Internal Grammar concept is more dominant in understanding the imperfect sentence structure of a second language. Furthermore, stimulation through teaching with direct patterns and examples can increase absorption of the given teaching. Information that is easier to accept turns out to be capable of refreshing Internal Grammar in someone's rarely used second language. However, there are factors that affect each individual's results, including exposure and age. The last time Internal Grammar was stimulated is what is meant by exposure here. The researcher also found that avoiding ignorance, learning correct understanding, adding learning objectives, making patterns, and direct examples in each training can help the growth of Internal Grammar itself.

Keywords: *Internal Grammar, Behaviorism in Learning, Language Learning Method*

# **INTERNAL GRAMMAR AND ITS ROLE IN SECOND LANGUAGE PROFICIENCY**

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## **ABSTRAK**

Tujuan penelitian ini adalah untuk mengetahui pengaruh atau korelasi konsep Tata Bahasa Internal berdasarkan Teori Tata Bahasa Internal Chomsky (1957) dengan kemampuan bahasa keterampilan aktif, serta untuk mengetahui apakah kemampuan Tata Bahasa Internal dapat distimulasi dan dilatih dalam menganalisis tulisan dan menyusun kalimat saat berbicara. Metode studi kasus pra-eksperimen digunakan dalam penelitian ini. Data primer diperoleh dari hasil pre-test, post-test, dan perilaku yang diperlihatkan para partisipan. Data dianalisis menggunakan metode analisis eror dan pendekatan Teori Behaviorisme dalam Pembelajaran B.F. Skinner (1976). Metode-metode tersebut digunakan untuk melihat kemampuan para partisipan dalam menganalisis kata atau struktur dalam kalimat, membuat kalimat dalam berbicara bahasa Inggris, serta melihat pengaruh stimulus perlakuan pada tiap partisipan. Hasil penelitian ini menunjukkan bahwa pengaruh Tata Bahasa Internal dalam keterampilan bahasa aktif sangat kecil. Kemampuan Tata Bahasa Internal ini lebih dominan muncul dalam memahami struktur kalimat bahasa kedua yang kurang sempurna. Selain itu, rangsangan melalui pengajaran dengan pola dan contoh langsung dapat meningkatkan daya serap pengajaran yang diberikan. Informasi yang lebih mudah diterima ternyata dapat menyegarkan Tata Bahasa Internal pada Bahasa kedua seseorang yang jarang digunakan. Namun, ada beberapa faktor yang memengaruhi hasil setiap individu, termasuk eksposur dan usia. Terakhir kali Internal Grammar distimulasi adalah yang dimaksud dengan eksposur disini. Peneliti juga menemukan bahwa menghindari ketidaktahuan, mempelajari pemahaman yang benar, menambahkan tujuan pembelajaran, membuat pola, dan contoh langsung dalam setiap pelatihan dapat membantu pertumbuhan Internal Grammar itu sendiri.

Kata kunci: *Grammar Internal, Behaviorisme dalam Pembelajaran, Metode Pembelajaran Bahasa*

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# CHAPTER I

## INTRODUCTION

### 1.1 Background of Study

The thought about Internal Grammar comes from Noam Chomsky in his book *Syntactic Structure*. In *Syntactic Structures* (1957), Chomsky said that humans have a language system that has existed since their birth. This world's languages have the same concept (deep structure), but the outer structure of the language is different (surface structure). If this concept is analogous to a grammatical concept, a person knows that a verb plus the suffix *-ing* in front of the sentence can be the subject, but they don't have any idea it's called 'Gerund'. The concept of Internal Grammar logically can help improve language active skills ability, such as writing and speaking. For examples in choosing vocabulary based on context, arranging the words, and selecting words that are appropriate to the situation. Even though everyone uses their mind and thought to interact with others, not many people know about it. This is what the researcher pays attention to. Moreover, in the Quran, Allah SWT explains that we, as intelligent beings, must maximize our intellect to think; according to Quran, Surah Al-Baqarah (2): 219 that:

يَسْأَلُونَكَ عَنِ الْخَمْرِ وَالْمَيْسِرِ قُلْ فِيهِمَا إِثْمٌ كَبِيرٌ وَمَنْفَعٌ لِلنَّاسِ وَإِثْمُهُمَا أَكْبَرُ مِنْ نَفْعِهِمَا وَيَسْأَلُونَكَ

مَاذَا يُنْفِقُونَ قُلِ الْعَفْوَ كَذَلِكَ يُبَيِّنُ اللَّهُ لَكُمْ آيَاتِهِ لَعَلَّكُمْ تَتَفَكَّرُونَ ٢١٩

(2): 219: They ask you 'O Prophet' about intoxicants and gambling. Say, "There is great evil in both, as well as some benefit for people—but the evil outweighs the benefit."<sup>1</sup> They 'also' ask you 'O Prophet' what they should donate. Say,

“Whatever you can spare.” This is how Allah makes His revelations clear to you ‘believers’, so perhaps you may reflect.”, (Al-Quran English, 2009).

Regarding writing and speaking skills, Internal Grammar logically can help a person to organize word classes in their mind. This process is the same as someone who is about to write a sentence. Sentences to be made must have an idea and a theme. Furthermore, mastery of vocabulary will support a person to help choose the right vocabulary according to the context. After the idea and vocabulary are determined, someone can understand the idea of that information, and this process is called Internal Grammar. The mind can process any kind of language that has been learned by the human brain. Therefore, according to Chomsky in *Lectures on Government and Binding* (1981), Internal Grammar can also be called Universal Grammar. The way our mind processes language is not only fixated on a particular language but also from any languages, and to be more specific, most of them. Interestingly, before Chomsky's invented this concept, it was already stated in the Quran that we, as humans, do have the ability to ‘think, and one of them is the ability to think in language. Allah also says in the Quran that there are many languages in the world according to Surah Ar-Rum (30): 22 that:

وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَاللُّغَمَاتِ ۚ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ ٢٢

(30:22) “And one of His signs is the creation of the heavens and the earth, and **the diversity of your languages** and colours. Surely in this are signs for those of ‘sound’ knowledge.”, (Al-Quran English, 2009).



However, it is important to know that the way our mind processes language more or less refers to the syntax of language. Before being able to speak well in a second language, one must prepare or have basic language skills. This includes mastery of vocabulary, grammar, and syntax. If a speaker doesn't acquire complete knowledge of the second language well, it will be difficult to convey the intentions and goals that are in mind. Therefore, the ability to understand and classify word classes is a basic thing that deserves attention.

In this research, the researcher is interested in studying the correlation between Internal Grammar and the language active skill ability of a second language because, according to Chomsky, phrases or sentences that do not follow the rules of language can be understood by every reader or listener (human). So, one can know the intent and purpose of the speaker even though the speaker does not use good sentences and according to linguistic rules. For example, Lazark said, "I no hear that." "You mean, you don't hear that?" Marakim replied. In fact, this concept is true even though many linguists criticize it. The researcher is also interested in learning whether Internal Grammar can be used in understanding or analyzing phrases or sentences that are not quite right in the structure of the language. The reason is because this concept is a language system in the mind, logically this concept should also be able to help someone to choose words and compose sentences in the mind in a second language. Finally, researcher also wants to know whether this concept of Internal Grammar can be trained or stimulated by giving treatment to participants in order to improve their language skills, in this case, active

skills ability such as writing and speaking. The findings will be analyzed using Error Analysis method by Dulay, Burt, and Krashen (1982), and Behaviorism Theory in Learning (1976) by B.F. Skinner.

However, it's true that someone doesn't need to learn grammar to speak, but the researcher concerns in this research aiming the concept of active skills in an academic purpose. The researcher wants to know whether this concept of Internal Grammar can help someone who wants to master the language skills in a better way, especially in second language. The main key in speaking is processing two cognitive processing in your mind at the same time. However, before doing so, the researcher wants the participants to master the word-forming elements through learning word classes in order to construct and analyze correct sentences.

## **1.2 Research Questions**

1. Does Internal Grammar affect a person's active skills ability in second language?
2. Can Internal Grammar be stimulated?
3. How to train a person's Internal Grammar to improve their language abilities?

## **1.3 Objective of Study**

1. To find out if Internal Grammar really affect a person's active skills ability in language.

2. To collect data from the variables of this study that can tell the potentials or weaknesses of Internal Grammar in learning language skills ability.
3. To find out how important Internal Grammar is in language skills ability.

## **1.4 Significance of Study**

### **1.4.1 Practical Benefits**

For the researcher, this research is expected to be a means for the researcher to apply the researcher's knowledge about our thinking skills in a language as well as to help those who want to develop their language skills such as writing and speaking. The data and variable that the researcher found are expected to support further research on improving second language skills.

This research is also expected to provide a reference in the development of future research or theory about Internal Grammar. The researcher hopes that other researchers will uncover another potential of Internal Grammar's Theory to improve and train a person's second language skills.

### **1.4.2 Theoretical Benefits**

This research is expected to open the insight of each individual to the hidden mind abilities that they are not aware of, and encourage each individual to practice their thinking skills in a language. The researcher regrets that not many people know about this very important ability. After this research is carried out, the researcher hopes that people will be more open and aware of the cognitive abilities that exist in themselves.

## 1.5 Literature Review

In this first literature review, the researcher discovered a unique research pattern from this research titled *Cortical Tracking of Hierarchical Linguistic Structures in Connected Speech* (2020) by David Poeppel from New York University, Nai Ding from Zhejiang University, Hang Zhang by Peking University, Xing Tian from New York University Shanghai, and Lucia Meloni. This research explains the combinatorial nature of language such as combining language elements into a single unit, such as words, phrases, and sentences. However, presenting such a structure certainly poses a challenge in the cognitive process. The results of this study indicate that the neural processing timescale hierarchy underlies the internal construction of grammar-based hierarchical linguistic structures. This finding helps the researcher to prove the correlation of grammatical processing in the human mind with language active skills ability such as writing and speaking ability. However, the method that the researcher uses is different from this research. The researcher wants to test the Internal Grammar skills through pre-experimental case study with behaviorism approach.

The second research that researcher uses as a literature review was titled *Behaviorism in Foreign Language Teaching Methodology* (2017) by Asep Budiman. This research aims to dig deeper into one of the leftist language learning theories, Behaviorism. Because there are many new theories in language learning, behaviorism as it is today is gradually being abandoned. This research is intriguing because this researcher wants to know whether behaviorism is still useful in certain

classroom teaching and learning activities. This research also reveals a lot about the forms and methods of teaching that use the behaviorist theory approach, as well as the impact of the environment on the learning process. Even though the researcher uses the same approach, the goals are somewhat different from each other. If the purpose of this research is to determine whether or not the learning method in the classroom with a behaviorism approach is still relevant, then the researcher wants to see how stimulation in the form of a stimulant affects the cognitive abilities of the mind in processing language. The findings of this study suggest that human behavior is the result of learning, and it can be altered by manipulating and creating learning environments. The findings of this study are very interesting to the researcher, and it makes them wonder if the research they are conducting will yield the same results. The researcher believes that the results in this research will be slightly different though. Because in this research, external factors such as exposure and age will be included to answer the differentiation of pre-test value. In contrast to the findings of this research.

The third research is titled *Correlation Between Student's Linguistic Intelligence and Their English Speaking Skill Achievement* (2011) by Amin Mubarok from UIN Syarif Hidayatullah Jakarta. The aim of the research is to know the correlation between student's linguistic intelligence and their English speaking skill achievement in English Department, Faculty of Tarbiyah and Teacher's Training, Jakarta State Islamic University of Syarif Hidayatullah. After conducting research using correlation technique, this researcher found that the relationship

between students' language intelligence and English speaking skill achievement was very low. This is indicated by the results of calculating the correlation formula (0.042) where this score shows a very low relationship. It means that there is no significant relationship between the variable x (student language intelligence) and the variable y (outcome of learning English speaking skills). However, unlike this researcher who used the correlation method with the academic potential test to find out the correlation of language intelligence with speaking ability, the researcher actually wanted to teach the participants word classes, writing, and speaking method first so that the participants could practice wording in their minds before speaking. However, in terms of theory, this research has a theoretical reference quite similar to the one the researcher uses now, namely only Chomsky's Internal Grammar theory but not Vygotsky's language environment theory.

Furthermore, the fourth research is titled *Writing Errors Based on Surface Structure Taxonomy: A Case Of Indonesian Efl Students' Personal Letters* (2021) by Elis Homsini Maolida and Vinca Cantikka Hidayat from Suryakencana University. The goal of this study is to identify the most common types of writing errors committed by Indonesian EFL students in their personal writing. The teacher can then use this information as an authentic source to assess students' writing skills. Furthermore, identifying students' writing problems that allows the teacher to address the appropriate solutions to these problems. The researcher thinks that identifying and analyzing the types of mistakes made by Indonesian EFL students is very interesting. Aside from the aforementioned goals, the researcher believes

that this research will be very influential in determining what types of errors are frequently made in writing. The goal is to reduce misunderstandings and errors in information transmission. Humans can communicate information not only in writing but also orally. Aside from writing, speaking in a second language is extremely difficult. The researcher believes that someone who is used to writing sentences properly and correctly will make it easier for those who want to convey information through their minds by composing sentences in their minds outside their heads. As a result, writing and speaking are extremely powerful. The same is true for grammar and sentences. Once again, using proper grammar in a sentence will help reduce the percentage of errors in communicating information from speakers or writers to listeners and readers.

The last literature review is titled *Syntax and Speaking* (2018) by Shota Momma from University of Massachusetts, Amherst. This research discusses how syntactic theories are an essential part of theories of speaking. In addition, this research also discusses how studies of speaking may (or may not) inform studies of syntax. This research basically has the same concept of thinking as Chomsky's concept of language syntax in human's mind. If the researcher uses the concept of Chomsky's Internal Grammar syntax to prove that the thought process in the human mind requires the development of words such as form, then this research uses the concept of syntax to predict the extent to which the concepts of syntax theory can affect one's speech theory. So basically, there is a similarity in the concept of syntax to measure the extent to which the human mind produces language. However, in this

case, the purpose and object of the research that this researcher used was different from what the researcher wanted to study.

### **1.6 Theoretical Framework**

In *Syntactic Structures* (1957), Noam Chomsky stated that human has a language system that has existed since they born to process language, where the world's language has the same concept (deep structure), but the structure outside the language is different (surface structure). This concept became Chomsky's idea of a person's ability to understand the intent and purpose of an incomplete phrase in a language. In a simple explanation, we use Internal Grammar to assemble and match words that are not yet perfect grammatically correct to be understood based on the context and intent of the utterance. In *Anthropological Linguistics* (1997 p. 29), Foley said that the principle of incorporation into the rules of language signs is neatly organized and forms sentences known as the grammar of the language in question. This wording is a process of combining the various elements of language needed as explained by Foley. active skills abilities such as writing and speaking in a second language.

Furthermore, the researcher employs a behaviorism approach to determine the relationship between Internal Grammar and language active skill ability in a second language. The researcher wishes to determine whether stimulating Internal Grammar can provide a positive response to language skills or, at the very least, refresh the memory of a second language that is rarely used. For example, in formal learning in schools, the researcher believes that the input and output of learning



English are not comparable or can be described as one-sided. Formal learning in schools emphasizes input, such as reading and listening, while output, such as writing and speaking, is minimal. According to the researcher, the input to output ratio is 7:3. In fact, habituation is one method for teaching for someone to master writing or speaking in a second language, in this case English. The majority of research colleagues can understand someone who speaks English but cannot respond. The researcher believes that the first step in the process of mastering speaking in another language is being able to compose word classes in the target language out of mind. Learning to arrange words in writing, on the other hand, will greatly assist a person in arranging word classes before they are spoken.

## **1.7 Method of Research**

### **1.7.1 Type of Research and Design**

The researcher uses qualitative case study method in this research, The researcher uses the qualitative case study method in this research because, in this study, the researcher wanted to test a language concept known as Internal Grammar. The researcher chooses objects with 12 years of experience learning English from academic formal school to test their ability to analyze and also produce sentences in their minds. In addition, the researcher will give the participants a pre-test, treatment in the form of training, and a post-test.

In connection with the problems studied, the researcher also uses qualitative observation and interview methods because researcher feels the data from pre-test

and post-test are not enough to answer this research problem. Those methods were chosen because researcher needs to know when the participants last studied English intensively. The goal is to assess the ability of each Internal Grammar that may be dormant due to infrequent use or any difference exposure behind it. In addition, the researcher needs to assume the level of language mastery of the participants through the pre-test that will be given to the participants, namely speaking and writing tests. From these data, the researcher also hopes to find inhibiting factors in learning active skill abilities in second language.

Furthermore, the research design that the researcher used was the group Pretest-Posttest Design. According to Arikunto (2010, p. 124), one group pretest-posttest design is a research activity that provides an initial test (pre-test) before treatment and then provides a final test after treatment (post-test). As the researcher stated before, the participants will be given a pre-test. Afterwards, the participants will be given training and then a post-test. The research design that researcher used is described in the table:

**Table 1.1**  
**The Group Pretest-Posttest Design**

<b>Pre-test</b>	<b>Treatment</b>	<b>Post-test</b>
<b>O<sub>1</sub></b>	<b>X</b>	<b>O<sub>2</sub></b>

**Explanation:**

O<sub>1</sub> : Pre-test score **before** being given treatment

- X : Teaching stimulation (treatment) in the form of active skills teaching including grammar, writing, and speaking.
- O<sub>2</sub> : Post-test score **after** being given treatment.

The researcher will give a post-test to see the results and the correlation of the treatment. The pre-test and post-test questions were created using an adaptation of the TOEFL Written Expression. In addition to the pre-test and post-test, the researcher will also give the participants a speaking test in which they were given a different theme and asked to tell or say anything about that theme within 2 minutes. The initial score (pre-test) and the final score (post-test) will be compared to measure the increase in their active skills ability value. The researcher will then analyze the participants' speaking tests to see if there has been any improvement in their speaking skills between the pre-test and post-test. The researcher evaluated the participants' ability to add vocabulary or use proper grammar before and after treatment. The researcher wants to find out whether Noam Chomsky's theory, namely the theory of Internal Grammar about human language cognitive ability in second language really influences or 'refreshes' a person's active skill abilities through language stimulation. At the same time, to find new variables related to research problems.

### **1.7.2 Data Source**

There are six participants in this research, and this table provides several information and background to help distinguish the participants.

**Table 1.2**  
**Participants Background**

<b>No</b>	<b>Name</b>	<b>Age</b>	<b>Background</b>
1	Participant 1	24	College student
2	Participant 2	40	Basketball Coach
3	Participant 3	22	College student
4	Participant 4	21	College student
5	Participant 5	21	College student
6	Participant 6	21	College Student

For this research, researcher used pre-test scores, post-test scores, interviews, and observations to collect data from participants. The pre-test and post-test scores, which include speaking and writing tests, will be used by researcher to see an increase in values from the pre-test scores before being given treatment and the post-test values after being given treatment. The researcher did not look at how high the participants' individual scores were. The focus of this research is to see if there is increasing values to prove that the stimulation given to Internal Grammar will improve language active skill abilities in a second language. Then interviews were conducted to find out how long it took the participants to learn English and when was the last time they learned or honed their English skills. Lastly, observations were made as a whole starting from when they took part in the pre-test, training, and post-test. The aim is to see the ability and understanding of the participants during this research. 6 training sessions are needed to collect data from the participants. The researcher believes that the 6 trainings will already show whether

there is the correlation between Internal Grammar and language active skill in second language that the researcher is looking for.

### 1.7.3 Data Collection Technique

The researcher will give the participants a pre-test in the form of a speaking and writing test. In the speaking test, the participants will be briefly explained about the Internal Grammar concept and they will be given 2 minutes to tell or explain a given theme according to their thoughts. Then, for the writing test, they will take a paper-based test based on the adaptation of structure and written expression in the TOEFL. This test's objectives are to determine whether a participant can analyze sentences that do not follow the rules of the English language, and whether Internal Grammar can assist someone in creating sentences in their mind.

**Table 1.3**  
**Grid of Pre-test and Post-test Questions**

No	Indicator	Task 1 (Multiple Choices)	Task 2 (Circle the incorrect word)	Total Questions
1	Subject-verb agreement	1, 2	1, 2, 3, 5	6
2	Word classes (Noun, Pronoun, Verb, Adjective, Adverb, and Determiner)	3, 4	4	3
3	Present or Past Participle	5	-	1
<b>Total Number of the Test</b>				<b>10</b>

After knowing the language analysis ability of each participant, the researcher will give them a post-test to assess the training provided. A comparison of their initial and final values will reveal whether their active language skills improved or deteriorated. The treatment and post-test schedule can be seen in table 1.4 below:

**Table 1.4**  
**Training Schedule**

<b>No</b>	<b>Date</b>	<b>Time</b>	<b>Materials</b>
1	28 January 2023	14.00-16.00	Pre-Test
2	30 January 2023	14.00-16.00	Word Classes & Subject-verb Agreements
3	4 February 2023	14.00-16.00	Modals and Participles
4	5 February 2023	14.00-16.00	Writing: Procedure Text
5	11 February 2023	14.00-16.00	Speaking: Procedure Text
6	12 February 2023	14.00-16.00	Conversation Exercise
7	15 February 2023	14.00-16.00	Grammar Games & Test
8	18 February 2023	14.00-16.00	Post-Test

#### **1.7.4 Data Analysis Technique**

As explained in the data collection technique, the researcher compares the initial scores (pre-test) and the final scores (post-test) and then calculates the increasing values of each participant to see any improvement in active skill abilities from the participants. However, the comparison values that the researcher used are not meant

to find out who has the highest or lowest scores among the participants in this test. The purpose is to see whether there is an increase of values of each participant then look at the correlation with the significant figures from the comparison of pre-test and post-test scores.

In addition, as the researcher stated before, each test consists of a writing test and a speaking test. Then, there was an additional assessment. For the speaking test, the researcher uses error analysis method of Dulay, Burt, and Krashen (1982) to see the effect of the use of Internal Grammar in constructing sentences in their mind by analyzing error utterance that participants produce. Then for during the treatment, the researcher uses observation method to observe each participant during the treatment process (2 hours per meeting). From the three methods above, the researcher wants to find out whether there is a correlation between Internal Grammar and a person's language active skill abilities. At the same time providing whether stimulation in the form of training can also increase a person's language active skills ability.

### **1.8 Paper Organization**

There are four chapters in this research. The first chapter is introduction, which includes the followings: Background of Study, Research Question, Objectives of Study, Significances of Study, Literature Review, Theoretical Framework, Method of Research, and Paper Organization. The second chapter discusses about the Internal Grammar Theory by Noam Chomsky (1957), Error Analysis Method by Dulay, Burt, and Krashen (1982, and Behaviorism Theory by Skinner. The third

chapter will contain findings and discussions Finally, in the fourth chapter, the researcher will convey the research's conclusion and suggestion to readers or future researchers.





## CHAPTER IV

### CONCLUSION AND SUGGESTION

#### 4.1 Conclusion

The research about Internal Grammar concept by Noam Chomsky in Syntactic Structures (1957) turns out does affect language active skill abilities in a second language, but it is minimal ( $0.048 < 0.050$ ). Further research is needed to find out more about this correlation. Instead, this Internal Grammar concept is more dominant in understanding the imperfect sentence structure of a second language. In addition, based on analytical approach from Behaviorism Learning Theory by B.F. Skinner (1976), this cognitive ability can be stimulated by practicing Internal Grammar itself. Repetition of material and direct practice can help the growth of Internal Grammar. Then, reinforcement and encouragement in learning can increase the interest and understanding of participants to be more focused in learning. Furthermore, a person's Internal Grammar ability can look different from the others because there are factors that influence it, such as the exposure and age of each individual. What researcher means by **exposure** here is the last time Internal Grammar was stimulated. A systematic learning method will also help someone absorb information better because too much information is received, less information can be processed. This is due to the fact that the human mind has limitations. In addition, learning grammar can help improve sentence formation and reduce errors such as addition, omission, and misformation errors in speaking.

Finally, in order to train or improve a person's Internal Grammar, there are five variables researcher discovered that can influence cognitive improvement in

Internal Grammar. First, ignorance builds incorrect understanding over time. Second, systematic method like pattern and direct examples make someone easier to distinguish between singular and plural nouns in subject-verb agreements. Third, teaching with examples is easier for someone to understand than being explained by a theory that causes them to daydream. Fourth, adding learning objective in every training can help someone to be clearer in obtaining materials and interest in learning. Fifth, forming the wrong habit in learning language is very critical because it will be difficult to change the habit.

#### 4.2 Suggestion

After the researcher found the results and conclusions of this research, the researcher would like to give advice to all readers that Internal Grammar ability is a linguistic gift given by Allah SWT to every human being according to the Quran, Surah Ar-Rum 22:

وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَالْوَلُوكُمْ ۚ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ ٢٢

(30:22) “And one of His signs is the creation of the heavens and the earth, and the diversity of your languages and colours. Surely in this are signs for those of ‘sound’ knowledge.”, (Al-Quran English, 2009).

Languages are indeed different, but the way the mind processes a language is essentially the same. Therefore, we should all be grateful and strengthen our faith in Allah SWT.

Furthermore, for future researchers, the researcher hopes they can test or make research like this using different languages. Once again, the world's languages are very diverse, there must be a language structure or language rules that are very different from the language we usually hear or read. Therefore, the researcher wants to ask future researchers to create and look for other supporting variables to help someone who wants to learn a language. Because indeed, Allah will exalt the degrees of someone who is knowledgeable and wants to share, according to Quran, Surah Al-Mujadalah 11:

يَا أَيُّهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِى الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ فَانصُرُوا فَانصُرُوا يَرْفَعِ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۗ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ۝ ١١

(58:11) “O believers! When you are told to make room in gatherings, then do so. Allah will make room for you ‘in His grace’. And if you are told to rise, then do so. Allah will elevate those of you who are faithful, and ‘raise’ those gifted with knowledge in rank. And Allah is All-Aware of what you do.”, (Al-Quran English, 2009).

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