

CAKRAWALA PENDIDIKAN

FORUM KOMUNIKASI ILMIAH DAN EKSPRESI KREATIF ILMU PENDIDIKAN

Multiple Correlation Of Reading Skill And Grammar Mastery Toward Speaking Achievement For First Year Students Of Senior High School

Profil Pertanyaan Mahasiswa Pada Materi Hakikat Profesi Kependidikan

Choral Repetition To Teach Vocabulary

Membangun Sekolah Unggul Berdaya Saing Melalui Kepemimpinan Transformatif

A Study On The Implementation Of Project Based Learning In Teaching Writing To English Education Department Students Of STKIP PGRI Blitar Academic Year 2018/2019

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Pentingnya Membangun Solidaritas Komunitas Pedagang Kaki Lima

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Analisa Dampak Metode Peta Konsep Pada Prestasi Dan Minat Belajar Siswa Dalam Pembelajaran Akuntansi

Menumbuhkembangkan Karakter Anak Melalui Model Pembiasaan Di Lingkungan Keluarga

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Pengembangan Modul Pembelajaran Berbasis Masalah Untuk Membantu Meningkatkan Berfikir Kreatif Mahasiswa

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The Influence Of Post Task Activities On Undergraduates Students At STKIP PGRI Tulungagung

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**KEEFEKTIFAN BUZZ GROUPS DENGAN IMPRESS DALAM
PENGAJARAN TATA BAHASA BAGI SISWA
SEKOLAH MENENGAH KEJURUAN**

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Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui perbedaan yang signifikan dari prestasi Grammar Bahasa Inggris Siswa SMK yang diajarkan menggunakan Metode Buzz Groups dibandingkan dengan para siswa yang diajar menggunakan Metode Terjemahan Grammar. Penelitian ini merupakan Quasi Experimental yang dilakukan di SMK Islam 1 Blitar. Penelitian dilakukan dalam dua kelas, X TL TL-2 sebagai kelompok kontrol yang diajarkan menggunakan GTM dan X TGB-1 sebagai kelompok eksperimen yang diajarkan menggunakan Buzz Groups. Hasil signifikan dari Grup * pretest adalah 0,396 yang lebih besar dari 0,05, dan dengan demikian penelitian ini signifikan. Tabel Uji Kesetaraan Variabel Kesetaraan Levene menunjukkan hasil 0,440. Ini berarti bahwa penelitian ini tidak dilanggar. Nilai signifikannya adalah 0,000 lebih kecil dari 0,05, jadi hasilnya signifikan. Skor rata-rata Metode Buzz Group adalah 80.478^a lebih besar dari 74.272^a untuk GTM. Oleh karena itu, Metode Buzz Groups lebih efektif daripada GTM dan direkomendasikan bagi para guru.

Kata Kunci: *Efektivitas, Grup Buzz, Pengajaran Grammar*

Abstract: The aim of this study is to know the significant difference from English Grammar achievement for Vocational High School Students taught using Buzz Groups Method to those taught using Grammar Translation Method. This study is a Quasi Experimental done at SMK ISLAM 1 BLITAR. This was done in two classes, X TL TL-2 as the control group taught using GTM and X TGB-1 as the experimental group taught using Buzz Groups. The significant result of Groups*pretest is 0.396 which is greater than 0.05, and so this study is significant. Table of levene's Test of Equality of Error Variances showed the result 0.440. This means that this study is not violated. The significant value is 0.000 less than 0.05, so the result is significant. The mean score of Buzz Groups Method is 80.478^a is greater than 74.272^afor GTM. Therefore, Buzz Groups Method is more effective than GTM and is recommended for teachers.

Key Words: *Effectiveness, Buzz Groups, Teaching Grammar*

INTRODUCTION

Language is important for communication. It has significant role in the human life. People use a language to express ideas or thought in their mind to develop habit and culture in every place in the world though they have different languages. One of international languages is English. In Indonesia, it is taught at schools, from elementary until university level. In vocational school, English is important skill for students to improve their knowledge. A student with better English will be more confident in seeking for a job in the global competition.

A language is considered foreign if it is learned largely in the classroom and is not spoken in the society where the teaching occurs. Study of another language allows the individual to communicate effectively and creatively and to participate in real life situations through the language of the authentic culture itself. Learning another language provides access into perspective while gaining intercultural understandings. Language is the vehicle required for effective human to human interaction and yields a better understanding of one's own language and culture. Studying a language provides a learner with the opportunity to gain linguistic, social knowledge and to know when, how, and why to say what to whom National Standards in Foreign Language Education Project. NSFLEP (2014, in Moeller and Catalano Theresa 2015).

According to Widdowson (1990:86), "Grammar is not a constraining imposition but a liberating force, it frees us from a dependency on context and a purely lexical categorization of reality". Given that many learners and teachers tend to view grammar as a set of restrictions on what is allowed and disallowed in language use 'a linguistic straitjacket' in Larsen Freeman's words (2002:103) the conception of grammar as something that liberates rather than represses in one that is worth investigating.

According to Morelli (2003), students perceived themselves as having a better attitude towards grammar instruction in context, while performing slightly better after having experienced the traditional grammar instruction. Elkilic and Akca (2008, in Al-mehlafi. Et. Al. 2011) reported generally positive attitudes of students studying English grammar at a private primary ELF classroom towards studying grammar. In particular, however, a little over 50% of their subjects claimed to enjoy grammar very much and only about 10% reported finding some difficulty in learning and remembering grammar.

Grammar still becomes difficult lesson for the students in the vocational school. They don't understand how to use grammar. The students often do mistake in make sentence so they are afraid to speak English. The problem is when we ask the students about grammar, they always get many troubles. We

haven't found out the roots of problem yet grammar in English. The teacher in the school still use traditional method which is known GTM in learning process.

Grammar is the central component of language. It mediates between the system of sound or of written symbols, on the one hand, and the system of meaning, on the other. Phonology is the usual term for the sound system in the language the distinctive sound units and the ways which they may be combined. Orthography parallels phonology in that it deals with the writing system in the language, the distinctive written symbols and their possible combinations. Semantic is concerned with the system of meaning in the language, the meanings of words and the combinatory meanings of larger units. Gerald Nelson (2001:1)

Refers to Thornbury (2002:4), Grammar is a process for making a speaker's meaning clear when contextual information is lacking. Grammar is partly the study of what forms (or structures) are possible in a language. Traditionally, grammar is a description of the rules that govern how language's sentences are formed. Grammar is conventionally seen as the study of the syntax and morphology of sentences.

Teaching Grammar

Kimble Garmezy (1963:133) defines teaching as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something,

providing with knowledge, causing to know or understand. According to Brown (2000) teaching should be defined with a term of learning, because "teaching" facilitates a learning process, gives the learner an opportunity to learn and sets the conditions essential for learning. A more extended definition of teaching always leads to many methods which the teacher can use to simplify the learning process. (Karolina Lesiak, Teaching English to adolescents).

According to Thornbury (2002:28), there are two approaches can be used in teaching grammar. Those are deductive and inductive approach. Deductive approach starts with the presentation of a rule and followed by examples in which the rule is applied. Whereas inductive approach starts with some examples from which a rule is inferred. Deductive approach is usually used in the class where the teacher uses grammar translation method. While inductive approach is usually used in the class where the teacher gives more attention to students' to activeness or student centered class.

An example of deductive learning in a country you have never been to before, you are told that as a rule people rub noses when greeting one another, and so you do exactly that. An example of inductive learning would be, on arriving in this same country, you observe several instances of people rubbing noses on meeting so you conclude that this is the custom, and proceed to do likewise. The deductive (rule-driven)

approach to language teaching is traditionally associated with Grammar Translation Method (GTM). This is unfortunate because grammar translation method has had a bad press. There are in fact many other ways of incorporating deductive learning into the language classroom (Thornbury, 2002:29).

Buzz Groups

Buzz Groups are formed by dividing large groups into small discussion groups of 2 to 15 people who meet simultaneously for a specified time to discuss a specific question, problem, or issue. Bellon, blank (1992) note that such groups allow for an environment that fosters independent, cognitive thinking among groups members with less reliance on presenter-based rote memorization.

Buzz groups encourage more efficient discussion. They can be used in many different ways and are most often used in combination with other techniques, such as a lecture. Buzz groups set the groundwork to get discussion started. They are most often used when dealing with controversial subjects or difficult questions and problems.

Implementation of Buzz Groups in Teaching and Learning Process

There are any size groups which can be divided into buzz groups if there is room available for the groups to get together. The leader begins by dividing the overall group into smaller groups of anywhere from 2 to 15 people. These smaller

buzz groups should have room to sit either facing each other or in a circle.

The leader will introduce the issue or problem to be discussed. The issue can be the same for all groups, or each group can have a different phase or subproblem to discuss. The professional Teacher Education Module Series cited in Ernest (1997 : 73) suggests narrowing the topic, allowing for participant achievement level, and having time restrictions to prevent a high frustration level among the participants.

Once the issue or problem to be discussed is clarified and understood by each group, the groups should be asked to choose their own leaders and recorders, or the presenter can appoint one for each group. The group leader makes certain that the members of the group become acquainted with each other, leads the discussion, and tries to get all the members of the group to participate. Williams (1983 cited in Ernest 1997 : 73) offers that buzz groups provide participation within a small or large group. The recorder takes note and prepares a summary to be presented when all the groups come together.

When the buzz groups are very small, with only two or three members, the formality of the selecting a group leader and recorder is not necessary. In those cases, the presenter should just ask each group to appoint a spokesperson to present their information at the end of the buzz group session.

The time allowed in the buzz groups should be specified at the beginning and can range anywhere from 2 to 20 minutes, depending on the number of people in each group, the complexity of the issue, and the purpose of the buzz group. If the buzz groups are mainly designed to help the members get acquainted, for example, then the time needs to be short. If the groups are tackling a difficult problem or subproblem, then more time will be necessary.

While the groups are meeting, the teacher can move from group to group, listening and when necessary raising questions to stimulate discussion or bring the discussion back on track. The presenter should be careful not to stay too long at any group so that the members will not direct their questions to him or her.

At the 1-or 2-minute mark, the presenter should sound a warning that time is almost up. When the time has ended, the teacher or discussion leader reconvenes the group into the large group and calls for the reports of the buzz group recorders. After each group has reported, the presenter may want to open the floor to general discussion.

Depending on the complexity of the problem and the purpose of the discussion, the group recorders may be asked to get together later to summarize their findings into a report on the topic discussed.

Buzz groups with more than three people usually involve moving

some chairs around so that each form its own circle. Circular seating enhances the discussion of each group and helps the members of the group become better acquainted with each other.

Advantages and Disadvantages of Buzz Group Method

As another method, buzz groups have some advantages. Such as: It allows everyone's ideas to be expressed. Participants learn to work in real-life situation where others' opinions are considered. It sets the groundwork to get discussion started. Because members are expressing opinion, it is good for dealing with controversial subjects.

After knowing the advantages of buzz groups method, we should know the disadvantages of this method. Those are: Effectiveness of the group may be lowered by the immature behaviour of a few. It may not be effective for younger groups or groups that know each other too well to take each other's opinions seriously. It can be time-consuming when dealing with very large groups.

Grammar Translation Method

Grammar Translation Method is traditional method for foreign language learning prosperous in western european countries in the 18th and 19th centuries in which the target language is translated into the mother tongue, that is, grammar teaching and translation exercises are mainly relied on teach a foreign language. Its core lies in that when learning a foreign language, its grammatical rule system should be

learned and memorized and used when translation literature works and sentences from the target language to the mother tongue.

The grammar-translation method is one of the key methods applied for the teaching of foreign languages. It is a derivation of the classical (sometimes called traditional) method of teaching Greek and Latin. According to this method students learn grammatical rules and then apply those rules for translating sentences between the target language and their native language. Advanced students may be required to translate whole texts word-for word.

According to Richards and Rodgers (1986), grammar translation method approaches the language first through detailed analysis of rules, followed by application of this knowledge to the task of translating sentences and texts into and out of target language.

According to Prator and Celce-Murcia (1979) in *Teaching English as a Second Foreign Language* the key features of the grammar translation method are as follows: Classes are taught in the mother tongue, with little active use of the target language. These aims are achieved in the classroom by long and elaborate grammatical explanations and demonstrations in the native language. Much vocabulary is taught in the form of lists of isolated words. A number of studies demonstrate that learning by word lists is an effective way of learning

vocabulary. Elaborate explanations of the intricacies of grammar are given.

Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words. The habit of reading difficult classical texts is begun early. Little attention is paid to the context of texts, which are treated as exercises in grammatical analysis. Often the only drills are exercises in translation disconnected sentences from the target language into the mother tongue.

Implementation of Grammar Translation Method

Penny Ur (1996) talked about teacher's role and learner's role in major teaching methods. In grammar translation method, the teacher's role is to explain grammar rules and the meaning of words in the learner's native language, organize practice (for example, the recitation of rules and translation), and correct learner's mistakes whereas learner's role is to pay careful attention to the teacher's explanations and corrections, memorize rules and vocabulary list, and carefully do the practice tasks the teacher sets.

Advantages and Disadvantages of Grammar Translation Method

The advantages of grammar translation method as the target language is quickly explained in GTM. Teacher and students are easy to communicate/ it does not need native language. The students easy to understand because of grammatical lessons. Translation helps students to

profoundly understand abstract meaning of foreign words and complex sentence structures. Systematic grammatical knowledge develops students clear grammatical concepts. Exact understanding of words and translation capacity. Extensive reading and recitation of original works cultivate students reading and writing abilities.

Disadvantages of grammar translation method are no scope for effective communication and vary tedious for learners. Ineffective method. More importance on grammar rules than on meaning. Slow learning rate and making learners think in language learning. Emphasizing written language only while lacking in oral expressive ability or even suffering from long-term deafmutism to a foreign language. Developing the habit of relying too much on translating everything into the mother language hence influencing their ability to communicating in a foreign language.

Conditional Sentence Type I

Conditional sentences are sentences expressing factual implications, or hypothetical situations and their consequences. They are so called the validity of the main clause of the sentence is conditional on the existence of certain circumstances, which may be expressed in a dependent clause or may be understood from the context. (Pramesti et al,2008:174).

Conditional sentence contains of two clauses, the main clause and

the if clause. The dependent or the if clause gives the condition to the main clause. The condition is introduced with "if" that is why it is called an if conditional clause. The condition is real in a sense that the condition may actually happen in the future. The main clause tells us the result if the condition happens. It is called a result clause.

In conditional sentence type 1, the tense in the "if" clause is the simple present tense, as in : If you pass the hall. If you go there on foot and the tense in the main clause is the simple future, as in :You will see Krida Loka conference room. You will take about five minutes

The function this type is the conditional sentence type 1 refers to a possible condition and its probable result. The if clause can be in initial or final position. When we put in the initial position, do not forget to put a comma (.). Conditional sentence type 1 is based on fact, and is used to make statements about the real world, and about particular situations. In conditional sentence type 1, the time is present or future and the situation is real.

METHOD

According to the title, the formulation of problem, and the research, this study can be classified into quasi-experimental research (quasi experimental design). This research design which used to identify the effectiveness of buzz groups method in teaching grammar

for vocational high school in SMK ISLAM 1 BLITAR.

Quasi-experimental designs similar to randomized experimental design in that they involve manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment groups. Because the quasi-experimental design does not provide full control, it is extremely important that researchers be aware of the threats to both internal and external validity and considers these factors in their interpretation Ary (2010: 316). There are two variables in quasi-experimental design. Those variables are called dependent and independent variable. The observed or measured variable is called dependent variable while the manipulated variable is called independent variable.

The goal of this study is to find out the effectiveness of two teaching methods, buzz groups method and grammar translation method in the teaching and learning process. In this study there are two tests to know the differences between before and after getting treatment (method). In this pretest-posttest control group design, there are two groups (two classes), which consist of the experimental class and control class. Both groups were given a pretest to know their different abilities between the experimental and control groups. This study applies a non-randomized control group pretest-posttest design.

Variable

Refers to Lodico et al (2014: 229), stated that variable is the variation research object or variable becomes a point of research concern. Variable is divided into the dependent variable and independent variable. The independent variable is the variable that refers to how participants are treated. Participants are usually assigned to different groups that receive treatments. In the field of education, the independent variable might be curriculum materials (e.g. Skill-based readers versus literature), instructional styles (e.g. Group learning versus individual) or specialized training (e.g., receiving training or not), to name just a few. The outcome of the study is the dependent variable, which is typically measured by a test or measuring instrument that produces quantitative data.

However, related to this study, there are only two variables observed. They are independent and dependent variables. The independent variables are the use of buzz groups method and grammar translation method to teach grammar, while the dependent variable is the students' achievements in learning conditional sentence type.

Refers to Ary (2010:148), a population is defined as all members of any well-defined class of people, events or objects. A sample is a portion of a population. The population in this study is the first year students of TGB (Teknik Gambar Bangunan) and TITL

(Teknik Instalasi Tenaga Listrik) in SMK Islam 1 Blitar. As the sample in this study, the researcher chose X TGB-1 as the experiment class and X TITL-2 as the control class. Both of those classes are homogenous which seen from their daily score gotten from the English teacher as long as they become the students.

Whereas the sampling procedure used on this study was non probability sampling procedure with purposive sampling form. The researcher used this form considering teacher's information about those two classes which have same level (English ability) and tough the same material.

The researcher did the study at SMK ISLAM 1 BLITAR which is located on Musi Street 6 Blitar. This study was done on April, 25th until May 04th 2018.

Refers to Ary (2010:275), the instrument threat to internal validity is a result of change in the instruments used during the study. The change in the way the dependent variable was measured from the first time to the second time, rather than the treatment, may bring about the observed outcome. On this study the change is the test as instrument. The test is constructed in the form of multiple choice items for it is not only easy to administer but also it is scored objectively, or it will result the same when scored by any graders.

The test is to know how far two groups understand the English grammar. The test is divided into

pretest and posttest which are given to both of control and experiment classes. The pretest is used to measure students' ability and homogeneity before the study is started. The posttest is used to measure the differences of students' ability between before getting the treatment and after getting the treatment (method) on the two classes

In this study, test is a process of knowing students' ability of grammar test, so the researcher should make a good test. A good test has to fulfill and to consider standardized of test. There are some aspects to make a good test, those are validity and reliability.

Validity

Refers to Ary (2010:224), Validity is defined as the extent to which scores on a test enable one to make meaningful and appropriate interpretations. Validity is the most important consideration in developing and evaluating measuring instruments. To measure whether the test has a good validity, the researcher should analyze the test from face validity, content validity, construct validity and predictive validity as explained by Rifa'i (2014:83).

Content validity is concerned with how well the content of the test represents the subjects matter or behavior to be tested. The procedure of determining the content validity is by comparing the content of test with the universe content of behaviors supposedly being measured.

Construct validity means wording of the test should represent the course objective. It covers the cognitive domain, which constitute knowledge, comprehension, application, analyses, synthesis, and evaluation. Face validity is the appearance of the test or the test grooming. It is the physical appearance of the test, which covers the format of presenting the test like a lay out and paragraphing. Predictive validity means the degree to which a test can predict how well an individual will do a future situation. This is extremely important for the test used to clarify or select individuals.

To know the validity of the instrument (test), the researcher should measure the test which the scores of each number are correlated with the total scores. To get good result of validity test, the researcher computed the data using SPSS for windows version 20. Pallant (2005:92) explained that to get valid test, the Corrected item-Total correlation value of each items should be above 0.3.

According to Heaton (1975: 162) on Hamidah (unpublished,2002) reliability is necessary characteristic of any good test, for it to be valid at all, a test must be first be reliable as a measuring instrument. On this study, researcher used the Cronbach's Alpha formula to count the reliability of the test. The data is computed using SPSS for windows version 20. Pallant (2005: 92) explained that to get reliable test, the Cronbach's

Alpha value of the test should be more than 0.7.

Type of data used in this study is the primary data. Primary data is data obtained directly from study subjects using a measurement or data collection tool as a source of information. Primary data in this research is data obtained from pretest and posttest to be disseminated to students, both control and experiment classes. The data was collected using grammar test.

A pretest measures whether the experimental and control groups are starting out equal. It is a check of whether there are preexisting differences between the groups in abilities or other characteristic Iodico et al (2010:236). It was conducted to know the students' score grammar. This test was given in order to know how far the students' ability in the conditional sentence type 1 and also from this pretest researcher able to know the equality of those two classes.

A posttest is a measure on some attribute or characteristic that is assessed for participant in an experiment after a treatment Crosweel on Hamidah (unpublished: 2012). The researcher conducted posttest in both experimental class and control class. It was done in order to know the students' development in the conditional sentence type 1 after having the treatment. This posttest will be used to know whether there are significant differences in posttest score between those two classes.

The effectiveness of buzz groups in teaching conditional sentence type 1, the researcher used ANCOVA in analyzing the data of the study. It was suggested by Pallant (2005, chapter 21:263) that when we try to explore differences between two groups, researcher probably suspect other variables might have influenced scores on the dependent variable. By removing the influence of these additional variables ANCOVA can increase the sensitivity of the F-test.

SPSS for windows version 20 is used to calculate the result to get accurate data of the study. If the interaction is significant at an alpha level.05, then the test violates the assumption.

Those are testing linearity to see whether there is linear relationship between the dependent variable (posttest) and covariate (pretest) and testing homogeneity.

Linearity is intended to see whether there is linear relationship between the dependent variable (posttest) and the covariate (pretest). In this test, if the general distribution of score creates a linear (straight-line) relationship and not a curvilinear, means that the assumption in not violated. This test is computed using SPSS for windows version 20.

Refers to Pallant (2005: 272), homogeneity of regression slopes concerns on the relationship between the covariate and dependent variable for each of your groups. This test is to make sure that there is no

interaction between the covariate and the result of study (posttest).

The hypothesis is significant different on grammar achievement between students taught using buzz groups method and those who are taught using grammar translation method. The hypothesis test will be done using one way Analysis of Covariance.

Test the null hypothesis that the error variance of the dependent variable is equal across groups.

A. Design: Intercept + pretest + group.

A one way between group analysis of covariance was done to compare the effectiveness of using two different methods to teach grammar conditional sentence type 1. The independent variable was method used buzz groups method and grammar translation method and the dependent variable was scores on the grammar conditional sentence type 1 posttest.

Students' score on the pretest administration were used as the covariate in this analysis. Preliminary check was conducted to ensure that there was no violation of the covariate assumptions of linearity, homogeneity of regression slopes and homogeneity of variances. After adjusting for pretest scores, researcher found that there was significant difference between the two groups' (control and experiment) posttest scores on grammar conditional sentence type 1.

The hypothesis believed that there is significant different on grammar achievement between students taught using buzz groups method and those who are taught using grammar translation method. It means that the use of buzz groups method can increase students' grammar achievement than the use of grammar translation method in teaching English Grammar.

Conclusion

The conclusion is presented in accordance with the problem objective and the hypothesis of this study stated in previous chapter. The conclusion of this study is there significant difference between the English achievement of first year students taught by using buzz groups method and those who are taught by grammar translation method. Improving of the students' achievement on material conditional sentence type 1 which has been taught by buzz groups method is more effective than has been taught by grammar translation method.

Based on the statistical analysis using ANCOVA in chapter IV, the sig. Value of posttest from both experimental and control group is 0.000. This value is smaller than 0.5 ($0.000 < 0.05$). It means that the null hypothesis of the study is rejected while the alternative hypothesis is accepted. Finally, it can be concluded that there is significant different between the learning achievement of students who are taught using buzz groups method and

those who are taught using grammar translation method on teaching grammar conditional sentence type 1.

Considering the result of the study, some suggestions are provide. Buzz groups method is one of student centered methods which has been used to teach conditional sentence type one at first years of SMK ISLAM 1 BLITAR. This is effective used because it can be implemented in present curriculum, where a teacher stands as a facilitator.

For the students, they should improve their grammar mastery. They can share their problems with friends or lecturers to learn any matter of learning together.

On the other hand, researcher can develop this work by combining learning method that has been used. The result of this research can be used as reference by other researcher in conducting their research related to teaching grammar with different variables.

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