

**CLASSROOM TECHNIQUES TO DEVELOP STUDENTS' ENGLISH
GRAMMATICAL KNOWLEDGE: A NATURALISTIC STUDY AT SMP
MUHAMMADIYAH 1 SURAKARTA.**



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by
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APPROVAL

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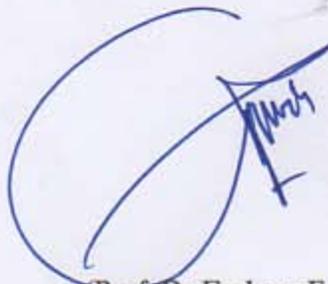
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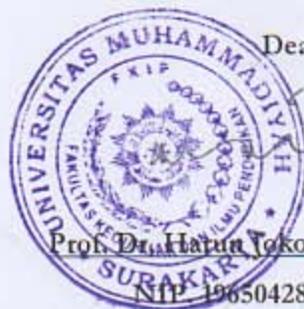
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CLASSROOM TECHNIQUES TO DEVELOP STUDENTS' ENGLISH
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ABSTRAK

TEKNIK DIKELAS UNTUK MEGEMBANGKAN KEMAMPUAN TATA BAHASA SISWA: NATURALISTIK STUDI DI SMP MUHAMMADIYAH 1 SURAKARTA. SITI NURKASANA. A320120119.

Penelitian ini bertujuan untuk mengamati proses pembelajaran bahasa Inggris di SMP Muhammadiyah 1 Surakarta. Penelitian ini mendeskripsikan tipe-tipe teknik yang digunakan oleh guru untuk mengembangkan kemampuan tata bahasa siswa di SMP Muhammadiyah 1 Surakarta, tujuan dari setiap teknik, peran guru, peran siswa dan materi pendukung. Jenis penelitian ini adalah deskriptif kualitatif khususnya Naturalistic Studi dalam menganalisis data. Metode pengumpulan data penelitian ini adalah mengamati, wawancara dan dokumentasi. Hasil dari penelitian ini menunjukkan beberapa teknik yang digunakan oleh guru untuk mengembangkan keterampilan berbahasa Inggris khususnya tata bahasa seperti mengisi kalimat yang kosong, membaca keras, menjawab pertanyaan, mendeskripsikan gambar, pengulangan dan presentasi. Peran guru dalam kelas adalah sebagai pengontrol, organisator, motivator, sumber, pembimbing, pengamat dan model. Peran siswa dalam proses pembelajaran siswa sebagai perencana, anggota, pembimbing, dan pengamat dan penilai. Ada beberapa materi pendukung yang digunakan oleh guru seperti buku pelajaran Bahasa Inggris, buku catatan dan kamus. Kesimpulan dari penelitian ini adalah guru bahasa Inggris di SMP Muhammadiyah 1 Surakarta menggunakan beberapa teknik dalam proses pembelajaran dapat mengembangkan beberapa ketrampilan berbahasa Inggris siswa khususnya ketrampilan tata bahasa. Dari beberapa teknik yang digunakan membuat siswa lebih aktif dan kreatif khususnya dalam pembelajaran tata bahasa. Berdasarkan dari hasil, teknik yang digunakan oleh guru sangat penting untuk membuat siswa antusias, tertarik, dan menikmati proses pembelajaran tata bahasa Inggris.

Kata Kunci: teknik, peran guru, peran siswa, dan materi pendukung.

ABSTRACT

This study aims at describing (1) the types of classroom technique used by the teachers in teaching English at SMP Muhammadiyah 1 Surakarta, (2) the purpose of each classroom technique, (3) the teachers' role, (4) the students' role, (5) the role of instructional material in teaching learning process. The type of the research is descriptive qualitative research. The methods of collecting data in this study are observation, interview, and documentation. The results of this study are as follows: (1) the types of classroom technique used by the teachers to develop students' English skill especially grammatical knowledge for example: filling the blank, reading aloud, answering question, picture describing, drilling and presentation (2) the purposes of classroom technique make the students interested and enjoyed in learning English language, (3) the teachers have roles as controller, organizer, prompter, resource, tutor, observer and model, (4) the students have roles as planner, group, tutor, monitor and evaluator, (5) there are some materials used by English teachers such as English textbook, workbook, and dictionary. The conclusion of this research is that the English teachers at SMP Muhammadiyah 1 Surakarta used several classroom techniques in teaching learning process to develop the students' English skill especially grammatical knowledge. These classroom techniques make the students more active and creative especially in learning grammatical knowledge. Based on the results, classroom technique used by the teachers is very important to make the students enthusiastic, interested, and enjoyed the teaching learning process of English grammatical knowledge.

Keywords: *Classroom techniques, teachers' role, students' role, instructional material.*

1. INTRODUCTION

In SMP Muhammadiyah 1 Surakarta, the teachers used the 2006 curriculum in teaching learning process. The teachers have a responsibility to give the students teaching English that make easily to transfer their knowledge to the students. In one meeting at SMP Muhammadiyah 1 Surakarta, the teachers not only focused on one aspect skill, but cover all of skills in teaching learning process.

In SMP Muhammadiyah 1 Surakarta grammar is one of important aspects in teaching English to support the other skills of English language learning, without a good knowledge of grammar, the students' will not be able to learn the material. The students of SMP Muhammadiyah 1 Surakarta less interested to learn English subject because they think the English subject is difficult especially in grammar. The students feel difficult to understanding the structure of the sentences or text. The teachers in SMP Muhammadiyah 1 Surakarta used several techniques, such as fill in the blank technique to develop students' English grammatical knowledge.

To make the students interested, more active, and enjoyed in the process of learning English, especially in grammatical knowledge. The teachers should use a various techniques to develop the teaching and learning process of the students' English language skills. In SMP Muhammadiyah 1 Surakarta, the teachers use a variety of classroom techniques to attract the attention of students in learning English especially in grammatical knowledge in teaching learning process. Based on that phenomenon, the writer interested to observe the classroom technique used by English teachers to develop students' English grammatical knowledge.

The researcher uses several theories to support the research. There are several theories her research, namely Notion of Approach, Method, and Technique, Notion of Grammar, the type of classroom techniques, notion of teachers' role, students' role and the role of instructional materials.

According to Anthony's model, approach encompasses both theories of language and language learning. Mostly all language-teaching methods operate explicitly from a theory of language and theories about how language is learned. It describes the nature of the subject matter to be taught. It states a point of view, a philosophy, an article of faith - something which one believes but cannot necessarily prove. It is often unarguable except in terms of the effectiveness of the methods which grow out of it. The illustration is worth considering for better understanding of what is meant by *approach*.

According to Anthony (1963:95)in Fauziati, (2014: 13) a technique is implementation - that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a *method*, and therefore in harmony with an

approach as well”. Richards and Rodgers (1987:146) in Fauziati (2014: 13) they defines the approach as “assumptions, beliefs and theories about the nature of language and the nature of language learning which operate as axiomatic contrasts or reference points and provide a theoretical foundation for what language teachers ultimately do with learners in classroom”.

Yule(2006:243) in Fauziati (2010:79) states that grammar is the analysis of the structure of phrases and sentences. Whereas Swan(2008:xix) in Fauziati (2010:79) defines grammar as the rules that show how words are combined, arranged or changed to show certain kinds of meaning.

Anthony (1963:95) in Fauziati (2014: 12) states that method as “an overall plan for the orderly presentation of language material, no part of which contradicts and all of which is based upon the selected approach. And approach is axiomatic whereas a method is procedural”. Method is treated at the level of design in which the roles of teachers, learners, and instructional materials are specified. Thus method is theoretically related to an approach and is organizationally determined by a design. It may be of value to compare briefly two methods which share an approach. The approach, again, is the aural-oral. The methods are frequently called *mim-mem* (mimic-memorize), and *pattern practice*. Both share the factor of goal - they aim at automatic oral production coupled with skill in understanding the stream of speech. They each function best under intensive course conditions. Each is primarily for adults, and neither *per se* assumes previous language learning experience. The order of presentation differs.

Anthony (1963:96) in Fauziati (2014: 13) defines “A technique is implementational - that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a *method*, and therefore in harmony with an *approach* as well”. According to Richards and Rodgers (1978:146) in Fauziati (2014: 13) approach as “assumptions beliefs and theories about the nature of language and the nature of language learning which operate as axiomatic contrasts or reference points and provide a theoretical foundation for what language teachers ultimately do with learners in classroom”

Harmer (2007:48) states that teacher’s Role Classification Teacher as a controller complete charge of class center of attention in front of the class uses a lot of talking introduction of new language accurate reproduction and drilling techniques. Harmer also states that some of the most common teachers’ roles are the following: Controller Prompter, Resource, Assessor, Organizer, Participant, and Tutor.

Johnson and Paulston (1976: 39-46) states that spells out learner role in individualized approach to language learning: a) the learner is planner of his or her own learning program and thus ultimately assumes responsibility for what he

or she does in the classroom; b) the learner is monitor and evaluator of his or her own progress; c) learner is a member of a group and learns by interacting with others; d) the learner is tutor of other learners; e) the learner learns from the teacher, from other students, and from other teaching sources.

Cunningsworth (1995: 7) states that the role of instructional material in language teaching namely (a) a resource for presentation materials (spoken and written), (b) a source of activities for learner practice and communicative interaction, (c) a reference source for learners on grammar, vocabulary, pronunciation, and so on, materials as the source for the teacher, (d) a source of stimulation and ideas for classroom activities. (e) a syllabus (where they are reflected) learning objective that have already been determined, (f) a support for less experienced teachers who have yet to gain in confidence.

Based on the review above, the writer wants to describe the classroom techniques to develop students' English grammatical knowledge. To show the originality of this research, the writer takes some previous study realized to teaching English grammatical knowledge.

The first previous finding was written by Susanto (2011). The results indicate that his research giving a workshop on teaching grammar using memory enhancement as another alternative teaching grammar method. This workshop would show the class that grammar can be learnt through memory enhancement process, i.e., mind map, music, memory technique and drill TQ boost up students understanding of test preparation as.

The second previous finding was written by Rezvani (2011). The results indicate that websites were as effective as textbooks in teaching grammar. It can be concluded that integration of web based materials in the EFL classrooms(at least as supplement to print based materials) can help motivate and enhance learners' mastery of English grammar.

The third previous finding was written by Jishvithaa(2013). The results indicate that his research can be used as a guide to enabling secondary school teachers to revise and be more prepared in their teaching instructions Materials and procedures. It will help teachers look into the possible remedial actions which could be taken into consideration to overcome the problems faced by Malaysian secondary school students in using the auxiliary "BE" Present tense verb.

The fourth previous finding was written by Kara (2013). The results of the test indicate that both groups were scored and compared. The group was the control group and the experimental group. The control group was taught in traditional methods without any use of audio materials. The experimental group was taught the same grammatical structure with the help of selected songs and class activities including singing with musical instruments. In order to evaluate motivation of the experimental group, a survey was conducted.

The fifth previous finding was written by Paris (2013). The results indicate that this research give some benefits of using board game are it eliminates fear in learning grammar, helps to develop self- confidence and enables the students to use new words and structures unconsciously. This research aims to help the respondents to explore a challenging and fearless learning environment.

The sixth previous finding was written by Pathan(2014). The results indicate that his research on the grammar teaching technique, which involves language learners is to maximize the learning and creative way. Language teaching and learning process is more fruitful, when motivating challenging and stimulating his/ her mental process have been done. The teacher can reduce classroom anxiety in language teaching and learning process.

The seventh previous finding was written by Alzubi (2015). The results indicate that the research of the relevant pre-tests are administer the students of both groups at each stage (university and school) to make sure that the groups are equivalent at the time of starting the experiment. The researcher designs two grammar achievement tests as the instruments of this study (one for the elementary stage and one for the university level).The study relieved that there were significant statistical differences at ($0 \leq 0.09$) among the grammar performance means of both groups at both levels due to inductive method.

Based on the reason above, the previous studies show that all of researchers conducted the research about the several of classroom technique used by teachers to develop student's English grammatical knowledge in teaching and learning process.

In conducting the study, the researcher has certain purposes or objectives as the main target to gain in this research paper. The purposes of this study are: (1) to describe the types classroom techniques used by teachers, (2) to describe the purpose of classroom techniques used by teachers, (3) to describe the teachers roles in each type of classroom techniques used by teachers, (4) to describe the students' roles in each type of classroom techniques used by teachers, (5) to describe the role of instructional material used by teachers.

2. RESEARCH METHOD

This research is descriptive qualitative especially naturalistic study to describe classroom techniques by the teachers to develop student's English grammatical knowledge at SMP Muhammadiyah 1 Surakarta. The writer gets the data from three sources such as event, informants, and document. The writer uses three methods in collecting data; they are observation, documentation, and interview. To analyze the collected data, the writer takes some steps such as reducing the data, display the data, and verifying the data. Subject of this research is the seventh, eighth, and ninth grade students, the writer take 2 classes for each

grade. Each class consists of 28 students, and there are 3 English teachers who teach the first, second, and third year students at SMP Muhammadiyah 1 Surakarta. They are Mrs. Asih Marselina S. Pd, Mr. Widodo S. Pd, and Mr. Zubaidi Arif S. Pd. The object of the study focuses on the English teaching techniques applied by English teachers to develop students' English grammatical knowledge at SMP Muhammadiyah 1 Surakarta.

3. FINDING DISCUSSION

This research focuses on the questions of problem statements, they are (1) type of classroom techniques in teaching English grammar knowledge, (2) the purpose of each technique, (3) teachers' role, (4) students' role in SMP Muhammadiyah 1 Surakarta (5) the role of instructional material.

1. Types of Classroom Techniques in Teaching English Grammatical Knowledge.

There are several techniques used by the English teachers to develop grammar skill, such as filling the blank, reading aloud, answering questions, picture describing, drilling, and presentation.

a. Filling the blank

Filling the blank technique is one of the techniques to attract students to the materials given by the teachers. By filling the blank technique, the students must complete the sentences with an incomplete sentence by selecting the words that have been provided.

The teachers provided the students' with an incomplete sentence and asked to complete the sentences by selecting the words that have been provided. After the students finished the exercise, the teachers discussed the students answer.

For example:

Teacher: OK students, after I explain you about adjective phrase. I will give you exercise and you must complete the sentences by choosing the words that have been provided. Do you understand?

Student: Miss Can I discuss with my friend?

Teacher: Sure. I'll give you 30 minutes.

Student: OK misses. (Doing their work)

(Observation on February2, 2016)

b. Reading aloud

Reading aloud is a technique in which the teachers read the words aloud. Through reading aloud we know how to read well, how to put right intonation and put right information.

The teachers act as an actor who gives information and example by reading aloud the words, sentences or text to the students.

For example:

Student: (read the slide) the generic structures of the narrative text are orientation, complication, and resolution.

Teacher: OK, good. The language features of narrative text are using processes verbs, temporal conjunction and simple past tense. (Explain the meaning of language features)

(Observation on February 19, 2016)

c. Answering Questions

Answering question can help the students in the development of their grammar mastery. Answering question is a technique to know the ability of the students after they get materials explains by the teachers.

In this technique, the teachers give an explanation about the topic lesson. The students asked to answer questions related to the material. The students answer the questions orally or write down their answer on the whiteboard.

For example:

Teacher: OK students, answer the questions. Write down on your notes. You may discuss with your partner

Student: Yes, sir. (Write down their answer in their notes)

(Observation on March 3, 2016)

d. Picture Describing

Picture describing is a technique to describe the picture. Through picture describing technique fosters the creativity and imagination of the learners.

The teachers explain the material then the students answer the question based on the picture.

For example:

Teacher: OK student, I bring you some pictures.

Student: Can I look the pictures sir?

Teacher: yes of course. Today I want all of you making group. This is pair work so your group is your chair mate. I want you to make short dialogues telling what you did yesterday based on the pictures that you got.

(Observation on March 16, 2016)

e. Drilling

Drilling is a technique that listening a model that is provided by the teachers to repeat sentences or utterances with understanding pronunciation and meaning. Through drilling can help the students to know the structure of the sentences.

The teacher drills some utterances to make the students understand what the material will be taught.

For example:

Teacher: Repeat after me.

Student: Yes, sir.

Teacher: I have finished my study.

Student: I have finished my study.

(Observation on March 28, 2016)

f. Presentation

Presentation is a technique to develop the students' grammar mastery, because from a presentation they can discuss a topic lesson with their friend.

The teachers divide the students in group or pair work. Then, the teachers ask the students to practice and present their work in front of the class.

For example:

Teacher: After I explain you about the material. I want all of you making group. Your group is your chair mate. You have to make dialogues about asking and expressing likes and dislikes. Before you do it, I give you the example about asking and expressing likes and dislikes for example do you like pizza Ana?. Have you understood?

Student: Yes sir.

(Observation on March 29, 2016)

2. Purpose in Teaching English grammatical knowledge at SMP Muhammadiyah 1 Surakarta.

There are several purposes of each technique used by the teachers to develop students' English grammatical knowledge, such as:

- a) Filling the blank is one of the techniques used by the teacher to complete the sentences with an incomplete sentence. The purpose of this technique is helping the students to understand sentences. This technique can develop student's grammar mastery.

- b) Reading aloud can help the students to develop, grammar mastery, because from reading we know how to read well, how to put right intonation and put right information. Reading aloud can develop their grammar skill mastery because from reading a text we can put right information. So the students know the structure of the sentences.
- c) Answering Question is one of the techniques to make the students in the developing grammar mastery easier. Answering the question is one technique to know the understanding of the students after they get materials explain by the teachers. Answering question technique used to make the students interesting with the material.
- d) Picture Describing is one of the techniques to help the students share their opinion and ideas related to the picture, to foster the creativity and imagination of the learners, and to interact with their friends and teacher.
- e) Drilling is one of the techniques to make the students understand how to pronounce a word well and to understand meaning the structure of the sentences. Through drilling technique can help the students to know the structure of the sentences.
- f) Presentation can help the students in the development the student's grammar mastery, because from a presentation they can discuss a topic lesson with their friend.

3. Teachers Roles in Teaching Learning Process Grammatical Knowledge.

According to Harmer (1983:57)" teachers' role may change from one activity to another, or from one stage of an activity or another. All rules, aim to facilitate the students' progress in some way or other" Based on this statement, the teacher is tools to facilitate the students in the classroom. In her observation, the writer found some teachers' role in each teaching technique. There is several teachers' role that the writer found in her observation (1) teachers as controller, (2) teachers as organizer, (3) teachers as prompter, (4) teachers as resource, (5) teachers as tutor, (6) teacher as observer, (7) teachers as model. The finding is relevance with Harmer theory.

4. Students' Roles in Teaching Learning Process Grammatical Knowledge at SMP Muhammadiyah 1 Surakarta

Johnson and Paulston(1979: 39-46) in Richard (1985:23) describe the learners' roles in an individualized approach to language learning are as follows: (1) The learner is planning of his or her own learning program and those ultimately assumes responsibility for what he or she does in the classroom. (2) The learner is a member of a group and learns by interacting with others. (3) The learner is a tutor of other learners. (4) The learner is a tutor

of other learners. (5) The learner learns from the teacher, from other student, and from the other teaching source.

In her observation, the writer found some students' role in each teaching technique. There is several students' role that the writer found in her observation such as:

- a) Students as planner means the students should make a planning of their learning program and they have responsibility for what they do in the classroom. They can build a critical thinking about the material that explained by the teachers.
- b) Students as group means that the students can share their ideas or knowledge with other students and the teacher. The students can ask and then discuss with others if they find the difficulties the material.
- c) Students as tutor means the students facilitate the teacher to learn with others so that the students can share their knowledge with others. The student who already understands with the material that has been taught to teach his friend who cannot or have not understood about the material.
- d) Students as monitor and evaluator, its means of his own learning program. They can monitor and evaluate their learning program by themselves. The students can monitor their learning progress from the result of their task, by the seeing the result can see how far they understand the material.

5. Instructional material

Cunningsworth (1995:7) states that role of instructional material in language teaching, namely (a) A resource for presentation materials (spoken and written) (b) A source of activities for learner practice and communicative interaction (c) A reference source for learners on grammar, vocabulary, pronunciation, and so on, materials as the source for the teacher. (d) A source of stimulation and ideas for classroom activities. (e) A syllabus (where they reflect learning objectives which have already been determined (f) a support for less experienced teachers who have yet to gain confidence.

The materials used by English teachers in SMP Muhammadiyah 1 Surakarta are such textbook (semester from 3 serangkai and English in focus written by Artono Wardiman for seven grades) workbook (BSE), and dictionary. These materials printed material. Sometime, the teachers take the material from the internet. The materials taken by the teachers from the internet are non-printed material.

Based on the explanation above, the researcher will show the relation between types of classroom techniques, the purposes of using each technique,

teachers' role, students; role, and role of instructional material. The relation can be seen on the following table:

Table of the relation among types of classroom techniques, purposes of classroom techniques, teachers' role, students' role and instructional material

No	Classroom techniques	Purposes	Teachers' role	Students' role	Material
1	Fill in the blank	To helps the students to understanding the sentences.	Teacher as: -Controller -Resource -Organizer -Observe	Students as: A Planner A group A tutor for another learner monitor and evaluate their own progress learning	Textbook and material from internet
2	Reading aloud	To practice the students to know how to read well, how to put right intonation and put right information.	Teacher as: -Observe -Model -Prompter -Resource	Students as: A Planner A group A tutor for another learner monitor and evaluate their own progress learning	Textbook and material from internet
3	Answering question	To make the students in the developing grammar mastery easier.	Teacher as: -Controller -Resource -Observe -Organizer	Students as: A Planner A group A tutor for another learner monitor and evaluate their own progress learning	Textbook and material from internet
4	Picture describing	a. To help the student share their opinion and ideas related to the picture.	Teacher as: -Observe	Students as: A Planner	Students' work and textbook

		<p>b. To fosters the creativity and imagination of the learners.</p> <p>c. To interact with their friends and teacher.</p>	<p>-Resource</p> <p>-controller</p> <p>-Prompter</p>	<p>A group</p> <p>A tutor for another learner monitor and evaluate their own progress learning</p>	
5	Drilling	<p>a. to make the students understand how to pronounce a word well.</p> <p>b. to understand meaning the structure of the sentences.</p>	<p>Teacher as:</p> <p>-Prompter</p> <p>-Model</p> <p>-Organizer</p> <p>-Observe</p> <p>-Tutor</p>	<p>Students as:</p> <p>A Planner</p> <p>A group</p> <p>A tutor for another learner monitor and evaluate their own progress learning</p>	Textbook and material from internet
6	Presentation	To make students understanding about the material because they interact with their friends and teacher.	<p>Teacher as:</p> <p>-Controller</p> <p>-Organizer</p> <p>-Model</p> <p>-Prompter</p> <p>-Observe</p>	<p>Students as:</p> <p>A Planner</p> <p>A group</p> <p>A tutor for another learner monitor and evaluate their own progress learning</p>	Textbook and material from internet

4. CONCLUSION

The writer draws the conclusion that the English teachers in SMP Muhammadiyah 1 Surakarta used various techniques to develop the students' English grammatical knowledge. The classroom technique has each purpose in the teaching - learning process. From the various classroom techniques make the students interested in teaching learning English language. The students become more active and enthusiastic in teaching grammar skill. Based on the observation, apparently, classroom techniques used by the teachers have an important role in teaching learning process of English grammar knowledge.

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