

**TEACHER'S TECHNIQUES FOR DEVELOPING STUDENTS'
GRAMMATICAL ABILITY AT ELEVENTH GRADE
OF SMA N 1 CEPOGO**



**Submitted as a Partial Fulfillment of the Requirement
for Getting Bachelor Degree of Education
in English Department**

by

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TEACHER'S TECHNIQUES FOR DEVELOPING STUDENTS' GRAMMATICAL ABILITY AT ELEVENTH GRADE OF SMA N 1 CEPOGO

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan teknik guru dalam mengembangkan kemampuan grammar siswa, tujuan dari teknik yang digunakan, masalah yang dihadapi guru, dan solusi yang digunakan untuk menyelesaikan masalah. Penelitian ini menggunakan metode penelitian deskriptif kualitatif. Data dari penelitian ini berupa catatan lapangan, naskah wawancara, dan dokumentasi. Sumber data penelitian ini yaitu dari proses pembelajaran Bahasa Inggris, guru Bahasa Inggris, dan murid. Teknik pengumpulan data dengan cara melakukan observasi, wawancara, dan dokumentasi. Data dianalisis melalui beberapa langkah, yaitu mengurangi data, memaparkan data dalam bentuk narasi, dan membuat kesimpulan. Hasil dari penelitian ini memaparkan bahwa guru menggunakan beberapa teknik dalam mengembangkan kemampuan grammar siswa, yaitu reading aloud, translating, shortcut, identifying part of speech, question-answer, and writing a text. Teknik yang berbeda memiliki tujuan yang berbeda pula. Reading aloud bertujuan untuk membuat siswa tahu pelafalan kata dengan benar dan menemukan ilmu dan kosakata baru dalam Bahasa Inggris. Translating bertujuan untuk membantu siswa memahami makna kata atau kalimat. Shortcut bertujuan untuk menghindari penjelasan panjang dan membuat siswa mudah untuk memahami. Identifying part of speech bertujuan untuk membuat siswa memahami susunan kalimat. Question-answer bertujuan untuk mempengaruhi siswa menjadi aktif dan mengukur pemahaman siswa tentang materi. Writing a text bertujuan untuk membuat siswa mengekspresikan idenya dalam bentuk tulisan dan mengukur kemampuan siswa. Masalah yang dihadapi guru antara lain adanya kekurangan pemahaman kosakata Bahasa Inggris siswa, teknik yang terbatas, dan manajemen kelas. Solusi yang digunakan guru antara lain lebih kreatif dalam menggunakan teknik, mengizinkan siswa membawa kamus, dan memberi lebih banyak latihan dan pekerjaan rumah.

Kata Kunci: Grammar, Teknik, Tujuan, Masalah, Solusi.

ABSTRACT

The objectives of this research are to describe the techniques used by the teacher for developing students' grammatical ability, to describe the purpose of each technique, to describe the problems faced by the teacher, and to describe the solutions used by the teacher to solve the problem. This is descriptive qualitative research. The data of this research are field note, interview transcript, and documentation. The source of the data research are English teaching learning process, English teacher, and students. The techniques for collecting data are observation, interview, and documentation. The data are analyzed by some steps, those were data reduction, data

display, and drawing conclusion. The results of this research showed that teacher used several techniques for developing students' grammatical ability, those were reading aloud, translating, shortcut, identifying part of speech, question-answer, and writing a text. Different techniques show different purposes. Reading aloud is to make students know the correct pronunciation of such word in English and to find new knowledge and new vocabulary in English. Translating is to help students to understand the meaning of the word or sentence. Shortcut is to avoid long explanation and to make students easy to understand. Identifying part of speech is to make students understand the sentence arrangement. Question-answer is to influence students being active person and to measure students' understanding about the material. Writing a text is to make students express their idea in written form and to measure the students' ability. The problems faced by the teacher were students' lack of vocabulary, limited technique, and classroom management. Solutions used by the teacher were being more creative in using techniques, allowing students to bring dictionary, and giving more practice and homework.

Keyword: Grammar, Technique, Purpose, Problem, Solution.

1. Introduction

According to Rodgers (2002) in Fauziati (2015:148), teacher, especially in the context of EFL, could benefit from learning some alternative approaches for teaching grammar so that they can integrate grammar into other language skills in such a way that the goal of learning language is ultimately achieved. English teacher should choose the best way for teaching grammar by giving balance between grammar knowledge and communication. It can cover the learner's need and interest when studying English grammar.

In SMA N 1 Cepogo teaching grammar is integrated. Grammar does not become the most essential element to be learnt. Because the teaching English is based on the genre-based approach (GBA), grammar becomes the element which support the genre taught by the teacher. Therefore that teaching grammar is not taught apart. The English teacher of SMA N 1 Cepogo used several techniques to teach English grammar well. It aims to give opportunity for the students to enjoy the class, not bored and understand what teacher explained in the class clearly. Although grammar isn't the most essential element to be learnt, but grammar is important. Because to reach the English learning objective that says learners should produce the genre text (written or oral), learners should master the use of grammatical pattern in the following context. Therefore, in accordance with the phenomenon above, the

researcher curious about the techniques used by the teacher for developing students' grammatical ability, purpose of each technique, problems faced by the teacher, and solutions used by the teacher to solve the problems. The objective of this research is to describe teacher's techniques for developing students' grammatical ability, purpose of each technique, problems faced by the teacher, and solutions used by the teacher to solve the problems.

The researcher found several previous studies which have some similarities. The first is research conducted by Ida Fitriana (2013) entitled *The Implementation of Teaching Grammar at SMA Negeri 1 Karanganyar in 2012/2013 Academic Year*. The result of her research showed that grammar is very important because it is central part of language and the teacher first teach language skill and teach grammar implicitly. The second, research conducted by Nur Aziz Asma Sangadah (2010) entitled "*The Effectiveness of Using Songs in Teaching English Articles*". She did an experimental research with the third graders of MIN Purwokerto in the Academic Year of 2010/2011. In conclusion, the process of learning English articles using songs as media is effective. The third, research conducted by Meizaliana (2009) entitled "*Teaching Structure Through Games to the Students of Madrasah Aliyah Negeri 1 Kepahing, Bengkulu*". Her research resulted the significant difference between teaching structure through game and teaching structure without game. The fourth, research conducted by Aris Jatmiko (2011) entitled "*Teaching Grammar to Young Learners: Technique and Implementation*". His research concluded that teaching of grammar of SDN 01 Kaliwuluh gained a new insight. He practices the four stages according to Ur (1988); Presentation, Isolation, Explanation, and Practice. The fifth is research conducted by Nagaratnam (2011) entitled "*Difficulties in Teaching and Learning Grammar in an EFL Context*". It shows that a less favoured method might pose fewer problems and hence be more effective, a more favoured method might be less effective owing to greater difficulties or problems in implementing it. The difficulties may also be influenced by the context in which a particular method is used.

The theory of basic principle of teaching grammar come from Thornbury (1999: 25). He defines that there are two basic principles for grammar teaching. They

are the E-Factor and the A-Factor. The E-Factor means Efficiency. The teaching grammar should have the economy, ease, and efficacy factor. Then the A-Factor means Appropriacy. Factors to consider when determining Appropriacy include the age of learners, their level, the size of the group, the constitution of the group, what their needs, learners' interest, the available materials and resources, the learners' previous learning experience and hence expectations, any cultural factors that might affect attitudes, and the educational context.

According to Anthony (1963: 96) technique is "implementation which actually takes place in a classroom. It is a particular trick, strategy, or contrivance used to accomplish an immediate objective". The use of several techniques purpose to reach the objective of teaching learning process, includes for developing students' grammar ability. There are several techniques which appropriate for teaching grammar such as ESA, and PIPT.

Jeremy Harmer (2007: 52) in Fauziati (2015: 151) proposes a different techniques for teaching grammar called ESA model: Engage, Study, and Activate. Another idea for applying teaching grammar is from Ur (1988: 6-10). There are four stages that should be applied in teaching grammar. PIPT is the acronym of these stage: *Presentation, Isolation and Explanation, Practice, and Test*.

2. Research Method

In this research the writer uses descriptive qualitative design. The object of this research is teacher's techniques for developing students' grammar ability at eleventh grade of SMA N 1 Cepogo. The subject of this study limits to the English teacher and a class, XI IPA 2 containing 28 students. The data of this study are a Field Note as the information of the activities in the teaching learning process, the interview transcript with the informant, and the documentation such as picture, document, etc. The data source of this research from the event of English teaching learning process at eleventh grade, teacher and students as the informant, and document. The researcher used some techniques to collect the data; they are observation in the English teaching learning process at eleventh grade, interview with the English teacher and students, and documentation.

The researcher used Triangulation method to check the credibility of data. To get the validity data about teacher's techniques for developing students' grammar ability, it was done by doing observation, then checked it by using another technique, namely conducting interview with the English teacher and the students, it is called technique triangulation. To get the data, it was done by observing the English teaching learning process and doing interview with the English teacher, then compare the data gotten whether it is suitable or not between the event in English teaching learning process, the teacher's information and the students' information, it is called source triangulation. In this research, the writer used the data analysis procedures according to Miles and Huberman (1992), they are: data reduction, data display, and verification and conclusion. In reducing the data, the researcher selected the certain data that relates from the title and can be used to reply the problem statements of the study. Then the data displayed in the form of words, sentence, table, and narrative. The writer analyzed the data which have been selected into sentences or narrative in the Discussion Chapter. In the last, the writer concluded the discussion that aimed to reply the problem statements of the study.

3. Research Finding and Discussion

3.1. Research Finding

Based on the data, the researcher found:

3.1.1. Teacher's techniques for developing students' grammatical ability

a) Reading aloud

Reading aloud is an activity when the students read something such a text which can help the readers to give attention, focus, engage curiosity and create a discussion. In the 1st observation, the material which discussed is Hortatory Exposition. Teacher gave a Hortatory text and asked student to read

b) Translating

Translating technique means that the teacher helps students to understand the meaning of the word. Teacher used translating technique

when they discuss about **adverb** at the 1st observation. Actually, teacher also gave opportunities for students to open the dictionary.

c) Comparing structures to be taught

Comparing structures to be taught means explaining two grammatical pattern by comparing the use of them in order to make students easy to understand. In the 1st observation, teacher used this technique to make easy when discussed about **adverb and present perfect tense**.

d) Identifying part of speech

Identifying part of speech is actual activities which can make students know about sentence arrangement. In the 1st observation, teacher asked students to underline a sentence on the Hortatory text firstly. Then in the next meeting, at 2nd observation, they discussed and identified the sentence together.

e) Question-answer

Question-answer means that teacher give a question that should be answer by the students. As teacher, they should build the situation in the class more active. In the 2nd observation, after explained the material teacher asked students to answer the question related to the explanation before.

f) Writing a text

Writing a text means that students apply the rule of grammar in English in the form of text. In the 3rd observation, teacher asked students to write a Hortatory text based on the topic chosen by them. Students should pay attention on the rule of grammar based on the context.

3.1.2. Purpose of each technique

Every techniques used by the teacher have their own purpose.(1) The purposes of reading aloud are to make students know the correct pronunciation of such word in English, to find new knowledge and new vocabulary in English, and to make the readers understand the sentence arrangement. (2) Translating technique is to help students to understand the

meaning, and to guide students to apply it by themselves. (3) The uses of comparing structures to be taught are to avoid long explanation that makes students bored and to make students easy to understand. (4) Identifying part of speech aims is to make students more concern at the sentence and to make students understand the sentence arrangement. (5) Question-answer technique is to influence students being active person and to measure students' understanding about the material. (6) Writing a text is to make students want to express their idea in written form and to measure the students' ability and competence in using the rule of grammar when they write a text.

3.1.3. Problems faced by the teacher

There are some problems faced by the teacher when handle the class. Firstly, lack of vocabulary. We can not apply grammatical rule to form a word and arrange a sentence without having any vocabulary in English. Secondly, limited technique. The teacher taught grammar to the students, when they discussed about genre text. So, teacher just have limited time for teaching grammar through limited techniques that can be used. Thirdly, classroom management. The classroom management which is meant includes situation, condition and time management in the class. Every student has different character. The situation and condition in the class may not be quite every time. Students may be bored of the activity so that they make noisy in the class.

3.1.4. Solutions used by the teacher

When the teacher faced problem, they also should have to solve it. Firstly, teacher should be more creative in using techniques. Students will understand clearly if the teacher explains clearly. But, students will be confused if the teacher gives long explanation. So, teacher should choose the best way in teaching. Secondly, teacher is allowing students to bring dictionary. The writer found the information that students are allowed to bring and open the dictionary, hand phone, or Alfa link during English class. Teacher allows them because it can make students have curiosity to find the

meaning of the word by them. Thirdly, teacher is giving more practice and homework. Giving homework is one of the teacher's way when the teaching learning process have finished. It aims to make students want to review the last material and do the practice which suitable with the material.

3.2. Discussion

This research focused on teacher's techniques for developing students' grammatical ability at eleventh grade of SMA N 1 Cepogo, the purpose of each technique, problem faced by the teacher, and the solution used by the teacher to solve the problem.

The researcher found some techniques used by the teacher for developing students' grammatical ability. There are reading aloud, translating, comparing structures to be taught, identifying part of speech, question-answer, and writing a text.

Harmer presented that there are three steps on teaching grammar such as Engage, Study, and Activate (Fauziati, 2015: 151). In the Engage stage, there are several activity that aims to arouse the students' interest and engage their emotions. Learners need to satisfy their curiosity about what is going to be taught and they pay attention. In the first observation, teacher used reading aloud technique. Students paid attention on the text, so that they would know the correct pronunciation of the word and focused on the sentence arrangement. Students are more curious about the content of the text. Then on the Study stage, Harmer said that the meaning, form, and the context of the new grammar items are explained and demonstrated or students may be asked to work out rules from examples of a new structure. The researcher found several techniques which appropriate with the activity on the Harmer's Study stage which used by the teacher for developing students' grammatical ability. They are translating, comparing structures to be taught, and identifying part of speech. Through those techniques, teacher explained the grammatical rules based on the text which discussed at that time. They also appropriate with Ur's theory in the Isolation and Explanation stage. Ur said that in this stage is aimed to make the students

understand these various aspects of the structures. Through translating, comparing structures to be taught, and identifying part of speech technique, teacher explained the use of various aspects of the structures such as adverb, adjective, and present perfect tense. Then the researcher found question-answer technique that aimed to make students being more active and to measure students' understanding about the material. Ur said that, in the Practice stage the teacher gives exercise to students both in the classroom and home in order to make the students adsorb the structures thoroughly, or to transfer what they know from short term memory to long term memory. Question-answer techniques is one of the teacher's way to give exercise to students. She asked students to change Verb II into Verb III/ verb participle that going to be used in the present perfet tense. At the last observation, teacher asked students to write a Hortatory text based on the topic. They should produce a good text in a group. It aims to make students want to express their idea. This activity similar with the last stage by Harmer, it is called Activate. During Activate, students use their full language knowledge in the selected situation or task. They try to use language as freely as possible. It also similar with the last stage by Ur, called Test. In this stage aims to know the learner's improvement skill.

Based on the interview with the English teacher, there are some problems faced by the teacher during English teaching learning process especially for developing students' grammatical ability at eleventh grade of SMA N 1 Cepogo. The problems faced by the teacher as follows: (1) students' lack of vocabulary; (2) limited technique which is used because of limited time; and (3) classroom management. These findings are different with the result of Nagaratnam (2011) that said the problem in teaching grammar is about the context in which a particular method is used. A less favored method might pose fewer problems and hence be more effective, a more favored method might be less effective owing to greater difficulties or problems in implementing it.

Learning objective in teaching learning process is not always being success because of many factors. In order to develop students' grammatical ability, teacher said that she should be more creative in using techniques. In the

observation, the researcher found such a simple technique which used to explain about two points. For the example is comparing structures to be taught technique. Teacher used this technique to avoid long explanation because she explained about the difference between adjective and adverb in a short time. Teaching grammar will be efficient when the teacher do not give long explanation that can make students bored. If the activity is interested, students will give attention to the lesson and easy to understand the material. Then students will memorize the entire of the lesson which discussed before and can apply it later. She also said that one of the solution used by her is giving more practice and homework. It aims to make students more understand about the material and ready to continue the study in the next meeting. Another solution is allowing students to bring dictionary. Students need other resources to study, one of them is dictionary. English is not our daily language. It is possible if they still have difficult to know the meaning of word in English. So, that is why teacher is allowing them to bring dictionary. It means that they just allowed bringing it when teaching learning process, not when they do examination. The researcher can conclude that to develop students' grammatical ability, teacher should have a good way and trick based which is not leave from the basic principle of teaching grammar.

4. Conclusion

From the research finding, the writer draws some conclusion as follows:

Firstly, The techniques used by the teacher for developing students' grammatical ability are reading aloud, translating, comparing structures to be taught, identifying part of speech, question-answer, and writing a text.

Secondly, the purposes of using each technique are: (1) The purposes of reading aloud are to make students know the correct pronunciation of such word in English, to find new knowledge and new vocabulary in English, and to make the readers understand the sentence arrangement. (2) Translating technique is to help students to understand the meaning, and to guide students to apply it by themselves. (3) The uses of comparing structures to be taught are to avoid long explanation that

makes students bored and to make students easy to understand. (4) Identifying part of speech is aims to make students more concern at the sentence and to make students understand the sentence arrangement. (5) Question-answer technique is to influence students being active person and to measure students' understanding about the material. (6) Writing a text is to make students want to express their idea in written form and to measure the students' ability and competence in using the rule of grammar when they write a text.

Thirdly, problems faced by the teacher during English teaching learning process especially for developing students' grammatical ability at eleventh grade of SMA N 1 Cepogo are students' lack of vocabulary, limited technique which is used because of limited time, and classroom management.

Fourthly, solutions used by the teacher to solve the problems are being creative in using techniques, allowing students to bring dictionary, and giving more practice and homework.

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