

## **ARTIKEL**

# **THE ANALYSIS OF TEACHER'S STRATEGY IN TEACHING GRAMMAR AT THE ELEVENTH GRADE STUDENTS OF SMA MUHAMMADIYAH KEDIRI IN ACADEMIC YEAR 2016/2017**



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## ABSTRAK

Grammar is one of important elements in studying English beside vocabulary. Without good grammatical mastery, the students cannot use English communicatively. The English teacher should provide material which is suitable with the students' condition and should use interesting strategy to improve students enthusiastic in learning English. This study aimed to describe the implementation of teaching grammar to the eleventh grade students which covers the material used, the technique of the teaching grammar, the assessment used. This research design is descriptive qualitative which focus on the English teacher's activities during teaching learning process. The data were gotten from observation, interview the teacher, and documentation. The materials that the teacher taught were simple past, conjunctions, and kinds of verbs. The material taken from internet and the teacher added the material by giving students' worksheet. The results of the research show that in teaching grammar, the teacher uses Grammar Translation Method. There were some kinds of assessment that the teacher used. In evaluating the students' understanding, she used kinds of tasks; filling the missing words with suitable verbs form in simple past, filling the missing words with suitable conjunctions, and identifying language features of a text. The using of the method and media made the students did not focus in teaching and learning activity, so the teacher should try other method in teaching grammar.

**KATA KUNCI:** Teaching, teaching strategy, teaching grammar

## I. BACKGROUND

Learning English is not only learning its language skills, but also learning on how to construct the sentences using those words. It means that people also need to learn grammar as one of English elements. So grammar is important for learners. According to 2006 curriculum, there is the basic competence of high school: "*Memahami makna teks fungsional pendek dan monolog berbentuk reports, narrative, dan analytical exposition dalam konteks kehidupan sehari-hari.*" (2006:13) It means that one of the purposes of teaching English to the eleventh grade students is they can understand the meaning of functional text in reports, narrative and analytical exposition text used in daily life. To understand the texts, they have to understand the construction of the grammar used. So, in those kinds of text, the students should be able to learn grammar, not only the tenses used in the text, but also some conjunctions used in every text.

Ur (2009:75) stated, "Grammar is sometimes defined as the way words are put together to make correct sentences." It means that grammar is a rule to construct the sentences in good arrangement so that

it can be understood by the listeners or readers. In addition Harmer (2011:3) stated that students need to be given details of grammar rules if they are to learn English successfully. This opinion mentions that grammar is important so that the students can be successfully learn English and they can produce their English well. By mastering grammar, the students at least, can construct good sentences in a correct form, even acceptable sentences.

Crawford et al (2005:10) state, although teaching is more than a set of strategies, there are some teaching methods that should be part of every creative teacher's repertoire. Some of these are comprehensive strategies that can shape a whole lesson. Others can be combined to make a complete lesson plan. From the statement, it is concluded that strategies play important role in teaching learning process. Strategies consist of methods and techniques or procedures that ensure the students achieve the goal. The good strategy in teaching can create motivations to the students in studying the material.

In teaching English grammar, the English teacher should apply certain strategy. Marcella (2010:48) claims that strategy is the art of applying power to achieve objectives, within the limits

imposed by policy. Through appropriate strategy, teaching process will be easier and the objective of teaching will be reached well. Strategies in teaching consist of all components of teaching materials and procedures that will be used to help students achieve certain goals.

In teaching grammar, the teacher only gives the rule and the sentence example using the tense. This kind of problem also happened in SMA Muhammadiyah Kediri. This school is known as school that has not good English achievement. It could be seen from the result of the students' National Examination done annually. The English score obtained by the students still belongs to poor capability. Meanwhile in this National Examination, the students should do some listening comprehension test, reading comprehension test, grammar and vocabulary test as well. If the students' scores are still on the poor level, it means that the process of teaching learning is poor too. It can be because of the students or the teacher's effort in teaching. So, the research tried to find the answers of the three main questions: 1) what are the materials that the teacher taught? 2) What are the techniques that the teacher used? 3) What are kinds of assessments that the teacher used?

## II. METHOD

In this part, the researcher would like to describe about the process of doing the research.

The title of this research is "The Analysis Of Teacher's Strategy In Teaching Grammar At Eleventh Grade Students of SMA Muhammadiyah Kediri in Academic Year 2016/2017". This research discussed about how the teacher teaches grammar. The design of this research is descriptive qualitative. The type of the research is case study.

This research is done at SMA Muhammadiyah Kediri. This school is located on Jl. Penanggungan 05 Kediri. Based on the title of the research, the subject of this research is English teacher and the teaching learning process of teaching grammar at eleventh grade students of SMA Muhammadiyah Kediri. Some techniques that the writer used to collect the data are observation, interview and documentation.

Based on Miles and Huberman model, the researcher did three phases of analyzing data as follows; Data reduction, Data Display, and Conclusion Drawing /Verification. In this research, the writer uses triangulation technique.



### III. FINDING AND CONCLUSION

#### A. Finding

SMA Muhammadiyah is an Islamic private school in Kediri which established in 1979. It is located in Penanggungan Street 5 Kediri. It has one located with SMP Muhammadiyah and Vocational School of Muhammadiyah 2 Kediri. SMA Muhammadiyah is located in the schools area. It is in front of SMP 8 Kediri and SMA 7 Kediri. So, it is easy to go to this school by private transportation or public transportation. The headmaster is Drs. Daro Ismadi, M.Pd.

Based on the observation in teaching and learning in class XI Science of SMA Muhammadiyah Kediri, the generic structure of the text that she taught was orientation, complication, resolution, and reorientation. The social function or the purpose of the text was to entertain the readers. Also, the language features were past tense, direct indirect speech, and conjunctions. This research focused on the language features.

The teacher presented the conjunction one by one. She wrote some examples of conjunctions. The material which is written on the lesson plan is "*teks tulis monolog/esei sederhana berbentuk narrative*". So the material of the teacher is writing narrative text. The material on

the lesson plan is based on the syllabus. The first material is narrative text, then grammar focus that consist of the using of past tense and conjunctions. In the part of past tense, there some form of the pattern, in positive, negative, and interrogative. On the lesson plan is written the function of the past tense. The teacher used white board as media, and *LKS Buku Pintar Bahasa Inggris* the handout of the students. It was published by *Penerbit dan Percetakan Putra Kertonan*.

The Teacher used Grammar Translation Method. It can be seen by the using of native language and how she explained the material. She focused on the pattern and did not focus on the pronunciation. In how to manage the class, she used some techniques. She used discussion and pair work.

The teacher was active in delivering the material. The most of the students pay attention to her in teaching and learning process. But, some students who sat in back the class did not pay attention to her.

There were some kinds of assessment that the teacher used. In evaluating the students' understanding, she used kinds of tasks; filling the missing words with suitable verbs form in simple past, filling the missing words with

suitable conjunctions, and identifying language features of a text.

### B. Conclusion

The materials of the teacher were language features of narrative text. There was difference material in teaching and learning process with the plan of the teacher. The teacher used Grammar Translation Method. Using this method made the students bored because the students were not active in teaching and learning process. For the assessment, she used filling the missing words, asking the students to make sentences, and identifying language features of a text.

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