

**ARTICLE**

**THE IMPLEMENTATION OF TEACHING GRAMMAR TO  
INTERMEDIATE LEVEL IN GENTA ENGLISH COURSE**



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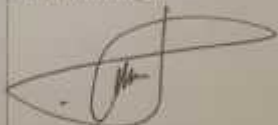
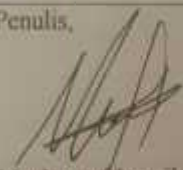
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## THE IMPLEMENTATION OF TEACHING GRAMMAR TO INTERMEDIATE LEVEL IN GENTA ENGLISH COURSE

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### ABSTRACT

The students always think that the grammar is difficult material to study. This research problem was about what methods are implemented by the teacher in teaching grammar to intermediate level in GENTA English Course Pare Kediri? And how does the teacher develop the material in teaching grammar to intermediate level in GENTA English Course Pare Kediri?. In this research, the writer used the qualitative research design with descriptive case study to attain the data. The subject of the research is the English teacher. The research was done in 3 days using observation. The findings of this research are (1) the methods that the teacher used were Grammar Translation Method GTM and Audio-Lingual Method. (2) The teacher adapted the material using 2 kinds, printed and non printed. Based on the finding, it can be concluded that (1) the teacher used GTM Method and Audio-Lingual Method. (2) The teacher printed and non printed to adapted the material in used the modifying tasks in adding content to develop the material. The writer suggest that teacher should study about other method that can be used in teaching grammar to make the students more active and easy to receive the materials and study about another ways to develop the materials.

**KEYWORDS : Method, Material, Teaching Grammar**

### I. INTRODUCTION

Grammar is very important role in English to make good phrases or sentences, because without grammar, language will be felt empty. Keck and Kim (2014:1) says that “A research domain that is concerned with how grammar can most effectively be taught and learned in the second language (L2) classroom”. And also Thornbury(2004:13) said that “A description of the rules for forming sentences, including an account of the meanings that these forms convey”.

Grammar is description of the roles to identify the sentences and aspect of language. According to Levine (2014), “Grammar is connected to learner identity just like it is connected to any other aspects of language”.

Grammar is so important to study, because grammar is one of component in learning English. Harmer (2010) says that: “Grammar is importance component in learning English in order to gain competency in using English”. Furthermore, Harmer (2001:12) also states that: “If Grammar rule is too carelessly,



violated communication may suffer”. Those statements show how importance grammar in learning a language, especially in English.

Talking about grammar is undone from teaching grammar. In teaching grammar, a teacher is expected to be able to convey learning well and easily be understood. So the results of learning are the ability to compile and analyze a sentence or text in English. Students will be able to enrich knowledge from various sources, including those available in English. From here can be known that learning grammar is very important for honing one's English skills.

The teachers hope in teaching grammar is that students can perform the language at informational level. For the output from his learning is the students are able to analysis some text or make good sentence by good structure in English. So that the function of teaching grammar is showing or helping students to learn how to make sentence, give instruction, guide in study, provide with knowledge resulting to know or understand.

However, many teachers wonder about the importance of grammar when the purpose of teaching language is changed more focused on the communication skills only, because they always find those which always focus on learning grammar only is

able to analyze a text alone, without apply in a conversation, this is also confirmed in an expression “It was even suggested that teaching grammar was not only unhelpful but might actually be detrimental” (Nassaji and Fotos 2004:126). (p. 126). Nonetheless, it is relevant to bear in mind that the teaching of explicit grammar forms has not been completely relegated and is still taking place in many EFL settings. Nowadays, some educators still believe that the formal teaching of linguistic forms is significant in the development of a foreign language and they also may implement this practice as a complement to teaching the language as a whole.

In fact often the teacher feels difficulty in teaching English and the reason is that the teacher does not understand the steps and good methods for teaching. Basically all teachers are able to teach English, but in the field there are many teachers who do not know and do not want to know about how to be a good teacher in using and managing method that are effective and able to improve students' English skills.

Some importance role in teaching grammar is student can understand how to make good sentence, how to understand the text and can speak up by good structure. According to Lin (2010:13):

“Grammar is the central heart of language, and is a tool to help learners’ comprehension of the target



language. Because grammar provides systematic rules of structure and word order, learners can create their own spoken and written discourse using these grammatical rules”.

Brown (2007) stresses that, “Without grammatical structure, the use of language could easily become chaotic and might not be understandable”. According to Lin (2008:3), “The role of grammar is to help students discover the nature of language, i.e., language consists of predictable patterns that make what we say, read, hear, and write intelligible”. As Lin (2008:3) stated, “Without grammar, people would have only individual words or sounds, pictures, and body language to communicate meaning”. Moreover, the grammar that taught well can help students use this knowledge as they write. And for the connection from oral language into written language, it can be explained by the teacher in abstract grammatical terminology to help students read and with better confidence and proficiency.

Some of the problems experienced by a student in grammar class are boring and difficult to understand and memorize when it is used in a speaking, because the student always think to have to adjust the structure. So that boring has become a big problem for a teacher in transferring material in class, moreover teacher does not have the flexibility to convey material and use the

bad method so that will be complicated to make students more bored.

So, the good solution is the teachers have to think more in improving about good method to teach grammar and make the interesting learning, the teacher can look for the method and strategy in internet, youtube or every book that talk about how to teach grammar well, until the student can receive the material easily and can practice good grammar in making sentence and speaking up.

Interesting learning is an important role in a learning to affect students' great interest in learning, because if the learning material is not interesting to the students, students will not have the attraction to learn, fell bored and pay attention to materials that have been conveyed by a teacher, so that students are reluctant to learn because students do not get satisfaction from the material. This is also confirmed in a quote:

“Teaching method of teachers which is not interesting will cause students learning become not good anyway. As a result, students are lazy or lack the spirit of learning. Although many teaching method are suggested in the past, no one can claim that one approach is better than the others”. (Siwatu, Frazier, Osaghae, & Starker, 2011).

Most of the methods taught are to focus on the entire teaching and learning process than seeing the core uses in the



teaching and learning process. From this limitation, current research investigates method should be used by teachers during teaching, so, it can improve the teacher skills in teaching and make students more interested and easy to understand the material presented.

Some importance things in teaching are to develop material and method. The teachers have to adjust the material and method to the students, because adjusting the material and method is able to make the students easily to receive the material well and feel comfortable in the class.

But Richads (2004) says: “The challenge for materials writers is to turn these principles into lesson plans and teaching materials. In a recent secondary school series I co-authored, Connect, we spell out the principles underlying the course in the teacher’s book. These are stated in the following way:

Teachers now need new creativity and innovation to make learners easy to memorize, understand and apply in their daily activities, such as using songs, games, and practicing in debates contest or walking while talking in the morning until they never feel forced and bored in learning grammar.

The research investigates in GENTA English Course in Pare Kediri is to know the method and effective of teaching when

the teacher applies material, to improve the students skill in English

GENTA English Course is the institution that teaches not only English but also other language, as like Mandarin, Japan, Arabic, Germany with many teachers and functionaries. In that place, some functionaries, namely parenting always stay in dormitory to control students for speaking English, praying together, guiding for studying when the students do not understand in the class, sharing about their problem in the life and many activities as like parents do for the children.

And the teachers also have many creative teaching for students to understand the English, so the writer think that GENTA English Course has good steps of teaching, good media and simple method to teach students about the english, because the writer knows there are many teachers who have a course in pare is graduated from GENTA English Course, not only that but also many students graduated from GENTA English Course every year is for about 1000 students.

So that’s way, the writer conductes a research entitled “The Implementation of Teaching Grammar to Intermediate Level in GENTA English Course Pare Kediri”.



## II. METHOD

In This research was using qualitative research. Qualitative research was characterized by its aims that relate to understanding some aspect of social life and its methods that generate words, rather than numbers, as the data for analyzing.

In this research the writer examined the data from video and interview about the material development, the teachers' method about teaching grammar in Intermediate Level on GENTA English Course Jl Kemuning, Tulungrejo Pare Kediri Jawa Timur. The writer chooses one grammar teacher to observe his class by taking video and an interview.

The research method was used descriptive case study to attain the data. The statement above meant that analyzing the data is the most important phase because it established the result of the research. Analyzing involved reducing and organizing the data, synthesizing, searching for significant patterns, and discovering what importance is. And the writer analyzed the data which was the most complex and mysterious phase of qualitative research. Ary, et. al. (2010:481) states: "A qualitative case study is one type of qualitative research method which provides in-depth, reach, and holistic description".

For collecting data, the writer used procedures to make the writer more practical and in turn. Aryet. al (2010:431-442) says there are three stages in collecting qualitative data, those are : Observation, interview and document. But here the writer only used the document as the additional only

## III. FINDING AND DISCUSSION

The research has been conducted at France class of GENTA English Course Pare Kediri which located at Jl. Kemuning, Tulungrejo Kampung Inggris Pare. The reason for selecting GENTA English Course Pare Kediri is because this Course has many good methods and use own material to teach grammar and make easy to understand for the students.

In GENTA English Course has many classes, and in one class there are 22 members. France class is the underclass from all of the classes in GENTA, because the students have low ability to study, so that, France class has good teacher and more creative to make the students easy to study and comfortable.

The France class is in aula of center dorm, in that place there are a lot of rooms for the girl students of GENTA, but it does not disturb them, because all of the girl students have program when the franc class study there, and in GENTA every day





has 5 program at the same time, so the dorm is empty except for who studies in aula or around dorm.

In GENTA English Course also has many teacher has already to teach in every classes, all of them are 24 teachers, all of them are also graduation from GENTA English Course. And before studied in GENTA, they are graduation from SMA, so that some of them continued to the university or took a place in GENTA as the tutor and functionaries In teaching they are divided to be 3 parts: Specialist of teaching vocabulary, Specialist of teaching speaking and Specialist of teaching grammar. after graduation from GENTA they do not teach directly, but they have duty to understand well about the all of the material that they want to teach and some method that GENTA's teacher use because it is so importance to keep from unclear teaching in class.

The teacher also used the material from GENTA and improved the material by themselves. Sometimes the teacher took reference from other book and internet.

The first finding was about method of teaching grammar to intermediate level in Genta English Course. The information is about what method the teacher used and how the teacher develops the material in his own.

### **1. Methods are Implemented by the Teacher in Teaching Grammar to Intermediate Level in GENTA English Course Pare Kediri.**

In the teaching grammar the teacher used in class only GTM According to Richard (1986:4) GTM is method that used for the purpose of helping students read and appreciate foreign language literature.

And in the second teaching the teacher in the class used the Audio-Lingual Method. According to Larsen and Freeman (1986) *The Audio-Lingual method is the method which focuses in repetition somewords to memorize.*

### **2. Developing the Material in Teaching Grammar to Intermediate Level in GENTA English Course Pare Kediri.**

The second finding, the teacher develop the material to intermediate level using printed and non printed According to Sutedjo (2008:13):

“Module is a book written with the intention that the student can learn independently without or with the guidance of the teacher. It contains at least about learning instructions (student's/teacher instruction), the competence to be achieved, the content or the content of material, supporting information, exercises, work instruction can be worksheet (LKS), evaluation and feedback on the result of the evaluation”.





#### IV. CONCLUSION

The teacher assumed by using the GTM and Audio-Lingual the student can be active in the class and can be understood easily to receive the material. This method can help the teacher to control the condition in the class and can make the student easy to receive because the teacher used the mother tongue and long explanation. Grammar is material that can be bored material, so if the teacher can not improve the method in teaching the student will be bored in the class and In teaching grammar the teacher used the own material from the module, the teacher assumed that using the module can guide the student be independently in learning grammar, and also can make the teacher easy to convey the material. Not only that, the students also can understand about the explanation because the teacher developed the material by modifying the tasks in adding the contents and taking the example from what happened in around them.

The implication is drawn from the research finding. The research came with a finding about the description of method and the material development in teaching grammar to intermediate level in GENTA English Course Pare Kediri.

In this research finding can be revealed that the teacher used the GTM and Audio-Lingual method in Teaching

Grammar to Intermediate Level in Genta English Course. Method helps the students understanding the real object of the material, because the teacher used mother language to explain the material, and also the teacher explains long material by drilling repetition.

Considering the conclusions drawn above, it implies that the teacher used in teaching grammar using his own material, because the developing material is to get the student's target that is the student can be able to understand and memorize easil

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