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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Aulia, Insantri. 2016. Methods of Teaching Grammar at Elfast course Pare *Kediri*. Thesis. English Language Education Program. Faculty of Cultural Studies. ersi Universitas Brawijaya. Supervisor: Frida Unsiah, M. Pd. as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Keyword: teaching grammar, teaching method Penelitian ini dilakukan berdasarkan permasalahan tentang grammar yang sulit dipahami dan membutuhkan metode pengajaran yang tepat untuk mengajarkannya, sehingga memudahkan siswa dalam memahaminya. Untuk mendeskripsikan semua permasalahan, termasuk penggunaan metode pengajaran semua penggunaan semua penggunaa grammar yang tepat, peneliti menggunakan metode descriptive qualitative dengan Brawijaya tujuan untuk mendeskripsikan metode—metode yang digunakan tutor dari *Main* sitas Bl Class di Basic Program I di Elfast course Pare Kediri dan bagaimana tutorsitas Bl mengaplikasikan metode—metode tersebut dalam proses pembelajaran. Untuk memperoleh data yang dibutuhkan, peneliti menggunakan tigas itas instrumen yaitu wawancara, observasi, dan video. Peneliti mewawancarai tutor dari Main class di Basic Program I untuk mengetahui metode-metode pengajaran yang digunakan dan bagaimana menengajarkan materi grammar. Disamping itu, peneliti mengobservasi kelas untuk mengetahui metode—metode pengajaran grammar yang digunakan oleh tutor dan mencocokan dengan data yang sudah diperoleh sebelumnya. Video digunakan untuk merekam semua kgiatan yang terjadi di dalam kelas. Ketiga alat ini menunjukan hasil yang sama, yaitu ditemukannya 3 metode—metode pengajaran yang digunakan oleh tutor saat mengajar struktur kalimat, yaitu metode tradisional, metode penerjemahan, dan silas bi Universit metode perkawinan silang. Universitas Br Metode tradisional adalah metode pengajaran dimana guru hanya menulis Universi materi di papan tulis, kemudian memberikan contoh, menjelaskan dan memintasi tas Universi para siswa untuk menyalin ulang materi yang sudah dijelaskan ke bukunyasitas Universi masing—masing. UKemudian, metode penerjemahan adalah metode yangsitas Br mengajarkan siswa untuk menerjemahkan suatu kalimat dari bahasa Indonesia menjadi bahasa Inggris atau sebaliknya. Terakhir adalah metode perkawinan silang. Metode ini mengajak siswa untuk menggabungkan atau mengawinkan dua tenses (lebih) yang berbeda sehingga menjadi satu rumus tenses yang tepat. Dapat disimpulkan bahwa tutor di main class dari Basic Program I di Elfast course Pare Kediri menggunakan metode yang berbeda untuk mengajar setiap materi dan menggunakan bahasa Indonesia sebagai bahasa komunikasi di dalam kelas agar siswa dapat memahami materi dengan lebih cepat. **Universitas Brawijaya** ersitas Brawijoja Universitas

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Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Brawijaya Universitas Brawijaya
INTRODUCTION rawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya This chapter presents background of the study, problems of the study, objectives of the study, significances of the study, and definition of the key terms. Universitas Br Universitas Br English is taught as a compulsory subject in junior high school and senior Universithigh school. It is stated in curriculum 2013 which is regulated by Ministry of Sitas Brawijaya Universi Education and Culture (2013). Besides, teaching English is emphasized on sitas integrated skills in the classroom, for example, the learners are expected to be able Universito represent or retell the text based on their understanding by using their ownsitas Brawijaya language. In understanding the text, the learners have to use their reading skills, University whereas for retelling the learners have to use their speaking skills. Based on the Sitas Brawijaya University activities, it can be concluded that teaching English is taught integrated. Universities Branch Based on the demands of curriculum 2013, learners are obligated to master Universitate four English skills, they are listening, speaking, reading, and writing and these sitas four skills have a correlation with grammar as one of the English components Universitas English skills and English components cannot be separated. In Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University writers with less understanding of grammar will be difficult to arrange thesitas Brawijaya sentences in a good pattern. So, writer cannot write their idea perfectly. Besides, a University good understanding of grammar will make the readers easier to understand the sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya text perfectly without any anxiety of misunderstanding the text. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Branother example is listeners with less grammar understanding also will Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universithave burden to listen and comprehend well. In other words, listeners will besit as difficult to understand what the listening material is about. Besides, speakers with Universitless understanding of grammar cannot speak fluently and cause misunderstanding sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Universit English skill and grammar, it can be concluded that grammar takes mainly a part site BI Universitin English skills because English skills and grammar as English components it as Those difficulties also happen to English learners when they had to Universi understand the sentence meaning in oral or in written communication. Therefore, teaching grammar will help the learners to process and combine the sentences Universit based on its pattern and understand the communication in speaking or writing. Assitas Ur (1999, cited in Yolageldi 2011, p. 220) has demonstrated, teaching grammar Universit centralizes on how learners apply the rules when they make sentences which are University suitable with the grammar pattern. Besides, understanding grammar also helps it as learners to be more confident to speak, to write, or to understand the literature UniversitwellBraw Grammar is a language structure which is not only about the word pattern but it has correlation with a changing of words pattern, such as the changing of Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit words pattern from verb 1 to verb 2, and verb 3 in regular or irregular verbs. The sit as Universitas Brawijaya difference between English and Indonesia grammar is in the use of tenses, dealing Universit with verb and time. In English tenses, if the use of time is different, the verb form Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya used is also different which is known as verb 1, verb 2, and verb 3 in regular or ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi irregular as well. While in Indonesian grammar, different forms of verb are not ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya used although the time used is different.
ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Based on curriculum 2013, for Junior High School, English subject issitas Brawi Universitas Brawijaya Universit High School, English subject is taught two hours in a week (45 minutes for every stass Br Universities Brawing English grammar at school is not it as Universities Brawing English grammar at school is not it as Universities Brawing English grammar at school is not it as Universities Brawing English grammar at school is not it as Universities Brawing English grammar at school is not it as Universities Brawing English grammar at school is not it as Universities Brawing English grammar at school is not it as Universities Brawing English grammar at school is not it as Universities Brawing English grammar at school is not it as Universities Brawing English grammar at school is not it as Universities Brawing English grammar at school is not it as Universities English grammar at school is not it as Universities English grammar at school is not it as Universities English grammar at school is not it as Universities English grammar at school is not it as Universities English grammar at school is not it as Universities English grammar at school is not it as Universities English grammar at school is not it as Universities English grammar at school is not it as Universities English grammar at school is not it as Universities English grammar at school is not it as Universities English grammar at school is not it as Universities English grammar at school is not it as Universities English grammar at school is not it as Universities English grammar at school is not it as Universities English grammar at school is not it as Universities English grammar at School is not it as Universities English grammar at School is not it as Universities English grammar at School is not it as Universities English grammar at School is not it as Universities English grammar at School is not it as Universities English grammar at School is not it as Universities English grammar at School is not it as Universities English grammar at School is not it as Universities English grammar at School is not it as Universities English grammar at School is not it as Universities English grammar at School is not it as Universities English grammar at Sc to join English courses to get additional or deeper understanding on a grammar Universi and one of the English courses choosen by the learners was Elfast course because it focused on the grammar. Most of the learners who learned in the courses came Universi from different levels of education, such as junior and senior high school as well assi the university student. Besides, they also came with their different background of knowledge. But, in Elfast course they gather in the same class which means that Sitas Universithey had the same level of English proficiency because when they registered to join the classes they had interviewed by the officer about their dificulties in Universi English. So, it was not a problem although they gather in the same class with their different level of education and different background of knowledge. The English teachers in the courses usually called as a teacher-tutor. They had to help the Universi learners to understand the English grammar subject by using methods which are sit as ersitas Brawijaya Universitas Brawijaya Univ help the teacher-tutor to achieve the goal of teaching and its outcomes.

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	Universitheir students' need.	niversitas Brawijay
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Brawijaya	Universi which discusses about a language structure which is related with the ch	hiversitas Brawijaya
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Brawijaya	Universword pattern based on the time occurred or also knows as tenses. The peop	
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Brawijaya	Universities. Written. Besides, having a good understanding of grammar will help the pe	ople avoid Brawijaya
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Brawijaya	Universgrammatically the sentence is wrong. Besides, the sentence can cause some questions, tas Brawijaya
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Brawijaya	Universities banana when the speaker is talking with the interlocutor, whereas a word as Brawijaya
Brawijaya	Univers" yesterday" means that the speaker was eating the banana in the previous time or in
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Brawijaya	Universitas drinks. I find many flowers on my way: there are rose, lily, and many niversitas Brawijaya
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Brawijaya	Universitas Brawijaya more. I also see a butterfly, which is flying around the flower. It is so Universitas Brawijaya
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Brawijaya	Universused to express the act that shappen jiny the previous time and it u	ses ₁ iverb ₂ itas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Grammatically, the sentence pattern of the story would be: Universitas Brawijaya	Universitas Brawijaya
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Brawijaya	Universitas was so beautiful.	Universitas Brawijaya
Brawijaya	OTHERSTER AND	Universitas Brawijaya
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Brawijaya	UniversIf the writer wrote the story by using the second form, it will be easier for	
Brawijaya	Universition to understand the writing without any difficulties to comprehend or to understand the writing without any difficulties to comprehend or to understand the writing without any difficulties to comprehend or to understand the writing without any difficulties to comprehend or to understand the writing without any difficulties to comprehend or to understand the writing without any difficulties to comprehend or to understand the writing without any difficulties to comprehend or to understand the writing without any difficulties to comprehend or to understand the writing without any difficulties to comprehend or to understand the writing without any difficulties to comprehend or to understand the writing without any difficulties to comprehend or to understand the writing without any difficulties to comprehend or to understand the writing without any difficulties to comprehend or the writing without any difficulties to comprehend or the writing without any difficulties to comprehend or the writing without any difficulties with the writing with the writing without any difficulties with the writing with the writing with the writing with the wri	erstand the
Brawijaya	Universit	hiversitas Brawijaya
Brawijaya	Universiting because every single word can be understood sufficiently.	niversitas Brawijaya
Brawijaya Brawijaya	Universita Universita In line with the sentence pattern, English has sixteen sentences p	Universitas Brawijaya attern and Brawijaya
Brawijaya		
Brawijaya	Universities Levery sentence pattern involved in the changing of verb based on the time of Universities Levery sentence pattern involved in the changing of verb based on the time of Universities Levery sentence pattern involved in the changing of verb based on the time of Universities Levery sentence pattern involved in the changing of verb based on the time of Universities Levery sentence pattern involved in the changing of verb based on the time of Universities Levery sentence pattern involved in the changing of verb based on the time of Universities Levery sentence pattern involved in the changing of verb based on the time of Universities Levery sentence pattern involved in the changing of verb based on the time of Universities Levery sentence pattern involved in the changing of verb based on the Universities Levery sentence pattern involved in the Changing Sentence pattern involved	Universitas Brawijaya
Brawijaya	Universexamples are simple present tense and past tense. Simple present tense	
Brawijaya	Universitas Braexpress the fact or the habit, an example, "I drink a cup of water every	
Brawijaya	express the fact or the habit, an example, "I <u>drink</u> a cup of water every Universities Braw	morning". Universitas Brawijaya
Brawijaya	UniversWhile past tense is to express the activity occurred in the past, an example	
Brawijaya	Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universwater this morning". From these sentences, the words change is happeni	ng _r (drink _{itas} Brawijaya
Brawijaya	drunk). It can be seen from the examples between simple present tense a	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universpast tense using different words pattern, which means that a changing verb	
Brawijaya	Universitas Brawijaya Universitas Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita	Universitas Brawijaya
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Brawijaya	universpeech. Part of speech is the basis of an English language, which discu	sses about as Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universition, pronoun, verb, adverb, preposition, conjunction, and interjection. Every part as Brawijaya
Brawijaya	has its own meaning and function. The example is verb that is showing or expressing
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universof an action, such as cut, sing, swim, eat, etc. Generally, the words that belong to verbtas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya might be switched or a word change is happening and its changing can be regular or Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universiriegular verbaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Besides, vocabulary also takes a part in grammar. Less vocabulary can cause as Brawijaya
Brawijaya	misunderstanding in comprehending the sentences. The example is "I have finished as Brawijaya
Brawijaya	Va Utiliversitas brawijaya
Brawijaya	University examination". Pretend as the reader or the hearer does not know the meaning of as Brawijaya
Brawijaya	Universitate Universitate Universitate Brawijaya Universitate Universitate Universitate Universitate Brawijaya Universitate Universitate Brawijaya Universitate Brawijaya
Brawijaya	
Brawijaya	meaning and classify parts of the word. Based on part of speech, "finished" is a verb 2 Brawljaya
Brawijaya	University hiversitas Brawijaya
Brawijaya	Universand verb 3 from finish, whereas examination is a "noun". The use of English grammartas Brawijaya
Brawijaya	University in any English skill show that they have rules which are quite different from
Brawijaya Brawijaya	Universita Universitas Brawijaya Universitad grammar that the tenses does not change based on the time occured ersitas Brawijaya
Brawijaya	Universitas Brawijava
Brawijaya	Universities The example is, word 'selalu' to show the habit, and 'sudah' to show the act as Brawijaya
Brawijaya	Universition have been done without any change on the verb. The example is (1) saya selalu as Brawijaya
Brawijaya	Universitas Bra
Brawijaya	Universminum air setiap pagi. (2) saya sudah minum air kemarin. These sentences are using tas Brawijaya
Brawijaya	
Brawijaya	Universitas Brawii, the same verb that is 'minum'. Although they drink water in the different times, tas Brawijaya
Brawijaya	University the Indonesian language used the word 'minum'. Another difference as Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universbetween English and Indonesian language is genre. English used she for women and as Brawijaya
Brawijaya	Universitas Brawijaya he for men whereas Indonesian language only used 'dia', whether it is man or women. Universitas Brawijaya universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	UniversTherefore, the researcher infers that it is not an easy task since it is a complicated, that as Brawijaya
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 2.2 Teaching English Grammar at Schools Universities A school is a formal setting, which accommodates students to learn any kinds tas Brawijaya Universitas Brawijaya Universof subjects that have been settled by the government in the curriculum and for English as Brawijava versitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawij subject, the time allocation is limited. It is only four hours in a week for junior high versitas Brawijava Universichool and two hours in a week for senior high school. It means the teacher has to use as Brawijaya Brawijaya and manage the time well by using an appropriate teaching method, so the learners **Universitas Brawijaya** will be easier to understand the teaching material. Universitas Grammar as one of the English components is taught integratedly with the as Brawijaya four English skills. When the teacher teaches the English skills, the grammar is also taught at the same time, for example, the learners are expected to be able to as Brawijaya Universunderstand and retell the text based on their understanding by using the own as Brawijava language. In understanding the text, the learners have to use their reading skill and Universgrammar mastery as well because without grammar mastery, the learners will not be as Brawijaya able to understand the meaning of the text perfectly. It also happens when the learners retell the meaning of the text, they have to use their speaking skill which is as Brawi Universaccompanied with the grammar mastery. It aims to make the other learners are easier as Brawijava to understand of what the speaker said. Based on the activites, it can be concluded Universitiat the teaching English grammar and English four skills are taught integratedly. ersitas Brawijaya Universitas Br Course is an informal educational setting which has been provided to fill the as Brawijava learner's desire in understanding or getting additional knowledge, whether they have Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya learned the subjects in the school or not. Compared to schools, course possibly has more meetings than schools and time allocation in courses is usually longer than Universchool. It means learners opportunity to learn in courses is more than in schools. This tas Brawijava versitas Brawijava Universitas Brawijava Uni UniversKediri in West Java. There are many programs can be selected based on the learner's as Brawijaya Brawijaya Universitas Brawijaya needs. One of the English programs is grammar class and it provides seven programs named Fundamental English Program focusing on reproducing or increasing the Universlearners vocabularies, learn verb, sentence pattern (tenses formulas), passive-active, las Brawijaya basic of modal auxiliary, etc., Basic Program I focuses on mastering the basic use of tenses, deepening modal auxiliary material, direct-indirect, question tag, and part of Universpeech, writing exercising, and understanding the literature. While Basic Program II as Brawijava focused on firming up or strengthen the sentence pattern in the process of combining Universand joining them in the writing. The subjects are word order, prepositions, noun as Brawijaya clause, adjective clause, comparison degree, the basic of gerund, the basic of infinitive, etc. Then, Story Writing focuses on learning more on making many stories Universand how to absorb more into the use of tenses in a good pattern. Developing and as Brawijava <u>Universitas Brawi</u>i operating vocabulary in the language structure are used by the classic simple story, University as New Concept, Naserudin, Abunawas, etc. Translation program focuses on as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya In vershow to be a good translator for English-Indonesian language, emphasizing on as Brawii Universities Brawijaya authorizing the sentence's secret, and strengthen the intuition in translation. *Grammar*Universities Brawijaya Universities Brawijaya University of focusing on completing or perfecting the learner's grammar understanding: as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya familiarizing a book as a guide to file down the learners' comprehension after Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya graduating from the program. The last is Writing Program focusing on considering deeply about the grammar problems while writing Indonesian language into English. UniversIn this research, the researcher chose Basic Program I because this program teaches as Brawijava Universitas Brawijaya Universquestion tag, and part of speech. Besides, in this program the learners are also taught as Brawijaya the writing skill and understanding the literature. Universitas Brawijaya BRAW, Univer 2.4 Challenges in Teaching Grammar English grammar tends to be a difficult material to understand when the Universlearners are learning English. It is because of the difference between English and as Brawijaya Indonesian grammar in the form of verb tenses and emphasized on the changing of verb based on the time occurs. Indirectly, its difference brings out the challenges in the Brawijaya Universteaching English grammar. The teacher-tutor has to find out an interesting method to as Brawijaya teach, so the learners can follow the teaching and learning process well. Sometimes, Universities teacher-tutor forgets to create a comfortable atmosphere in the classroom. Niversitias Brawijaya Another challenge while teaching grammar is because the teacher uses monotonous method. It makes learners get bored while learning grammar. As Eric (in las Brawijaya UniversLarsen&Diane, 1993; 1997) states that one of challenges in teaching grammar is as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya boring. This is taught derived from impression that is grammar can only be taught Universithrough repetition and drills. Actually, teaching grammar does not always mean the las Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universteacher ask the learners to repeat or memorize the rules because such activities can be as Brawijava Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya boring. The teacher may create fun activities which engage learners' motivation, so as Brawijaya the teaching process will not be monotonous. **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya 2.5 Methods in Teaching Grammar Universities B. The appropriate teaching grammar methods possibly used by the teacher-tutor as Brawijaya Universare expected to give a change to the learners. In other words, the methods used by a las Brawijaya itas Brawijay teacher-tutor will help the learners to understand the English grammar, so they can Universitas Brawijaya **Universitas Brawijaya** use it confidently. According to Brown (2004), there are several methods that can be used by a tas Brawijaya teacher in teaching grammar; Grammar Translation Method, Direct Method, and Universaudio-lingual Method. There might be some other methods find in teaching as Brawijaya grammar. The following is the explanation of each method. Univers2.5.1 Grammar Translation Method In teaching process, the teacher uses mother tongue with a little use of the target language, the vocabularies are taught in form of list and the teacher only gives Universal exercise in translating sentence from the target language into the mother tongue. Tas Brawijava Besides, GTM does not give attention to the pronunciation. Universitas B The example of the activity that is used GTM as a method in teaching process Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University the teacher teaches simple present tense by explaining it using Indonesian language as Brawijaya and providing some examples and its translation. After that, the teacher gives or Universexplains the difference between English and Indonesian grammar, especially in the as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya use of simple present tense. To check learners' understanding, the teacher gives them as Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya an exercise related to the material. The exercise is only translating the sentences into as Brawijaya Universitas Brawijaya a list of Indonesian language or the contrary. After that, the teacher gives Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universion of the learners as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya apply and know the function of the tense directly.
Universitas Brawijaya Universitas Brawijaya 2.5.2 Direct Method is different from grammar translation method. The value of the property of the control of the co Universitas B Universcharacteristics of this method are a teacher teaches in target language, so the teaching tas Brawijaya and learning process uses the target language as a language instruction. Speech and Universities comprehension are taught, correction of the pronunciation and grammar are taught, correction of the pronunciation and grammar are Universemphasizes. Besides, concrete vocabulary is taught through demonstration, objects, as Brawijava and pictures and abstract vocabulary is taught by associating of ideas. The example of the activity by using direct method in the classroom is, the as Brawijaya teacher says, "Let us start the class by question, what sports do you like to play?" The Brawijaya teacher tells/told about the sport that she or he likes first, and then the teacher tas Brawijaya Universexplains to the learners. Here, the teacher tells the story, teaches the vocabulary and as Brawijava the grammar at the same time. The example is as follows: Universitas BI like sport, especially when it relates with run activity, such as jogging. Itas Brawijaya Universitas Brawijaya glub jaya glub Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Here, when the teacher says run, she or he demonstrates the word run with its action. Universities is what the teaching method called as teaching vocabulary by demonstrating the las Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya

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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universwords. After the learners are done with his or her explanation, the teacher	
Brawijaya	learners until all the learners are getting a chance. In the same time, the te	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya After the teacher has explained the sport that she or he likes, the to Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Univer the learners the same question, that is 'what sport do you like to play?'	', Uthen the tas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universteacher point out one of the learners and ask them to tell what the spo	ortus Prawijaya
Brawijaya	University one of the learners says that he or she like badminton. After Universities By	Universitas Brawijaya
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Brawijaya	Universteacher will give the next question related with the learner's answer. The e	
Brawijaya	University 'why do you like hadminton? With whom do you play the hadminton?	Universitas Brawijaya
Brawijaya	Univers'why do you like badminton? With whom do you play the badminton?	
Brawijaya	Universusually you play the badminton? Etc. All these question and conversation	n by using tas Brawijaya
Brawijaya	University the target language without wine their mathematical	hiversitas Brawijaya
Brawijaya	Universitie target language without using their mother tongue.	hiversitas Brawijaya
Brawijaya	University If the learners do some mistakes in grammar, the teacher will con-	Iniversitas Brawijaya rrect them.
Brawijaya	Universita	Universitas Brawijaya
Brawijaya	UniversThe example is, the learners say, 'I am playing badminton every Thursday Universitas	Universitas Brawijaya
Brawijaya Brawijaya	teacher gives correction on the grammar, 'I always play badminton every'	Thursday', tag Brawijaya
Brawijaya		Universitas Brawijaya
Brawijaya	University and then the learners change it back to the correct sentences. University Bra	Universitas Brawijaya
Brawijaya	Universitas Braw	Universitas Brawijaya
Brawijaya	Universitas Braw Univer 2.5.3 The Audio-lingual Method	Universitas Brawijaya
Brawijaya	Universitas Brawija Through this method, sentence pattern or structure is taught using	
Brawijaya	Through this method, sentence pattern or structure is taught using Universitas Brawijaya Universitas Brawijaya	repetitive Universitas Brawiiava
Brawijaya	Universdrills. Repetitive means that the teacher asks the learners to repeat a sentence	
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Brawijaya	Said by the teacher without looking at their books until the learners properties.	roduce the Brawijaya
Brawijaya	univer appropriate sounds. The example is "the teacher says: I have two books	
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universlearners say: I have two books." Audio-Lingual method is much use of tapes, tas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas BThe teacher brings the learners to the language laboratory and arranges the tas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya class there. And then, the teacher plays with an audio and ask learner to listen to the Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universaudio (the material can be read by the teacher as well). After that, the learners are as Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	University repeating the sentence whereas the teacher notices learners' pronunciation, intonation, tas Brawijaya
Brawijaya	grammar and their fluency. If the learners did a mistake or an error on their
Brawijaya	oniversitas brawijaya
Brawijaya	Universpronunciation or intonation and they make mistake in grammar, the teacher directly as Brawijaya
Brawijaya	Universita Universitas Brawijaya Universitas a correction on them. The learners memorize the sentences or the dialog. After as Brawijaya
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Brawijaya	Universithat, the learners practice the dialog in front of the class. Here, reading and writing Brawijaya
Brawijaya	Universitable done after the learners can produce or pronounce every word with the tas Brawijaya
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Brawijaya	appropriate pronunciation, intonation, grammar, and fluency.
Brawijaya Brawijaya	
Brawijaya	Universitas From the explanation above, it can be concluded that the grammar translation as Brawijaya Universitas Brawijaya
Brawijaya	method is a method which uses translation as a way to teach grammar. When the as Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universtarget language, and grammar translation method does not give attention on the las Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universa language instruction in the classroom and the grammar is taught by giving a las Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universcorrection on the ungrammatical sentences. The last is audio-lingual method is a tas Brawijaya
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Brawijaya	Universtapes, language labs, visual aids, etc. there might be other methods found in teaching tas Brawijaya
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Universitas Brawijaya vers**2.6 Previous Studies** niversitas Brawijaya Universitas Brawijaya Universitas Brawijaya In this research, the researcher has three previous studies. The first study Universcomes from Yolageldi and Arikan (2010) entitled, "Effectiveness of Using Games in as Brawijaya Teaching Grammar to Young Learners". The primary aims of this study was to Universexplore the effectiveness of using games in teaching grammar from the view point of as Brawijaya s Brawijaya - Universitas Brawijaya fifteen Turkish EFL teachers working in primary school. English language teachers' opinions were collected through questionnaire and this questionnaire contains of three Universparts. The first part of the questionnaire aimed to inform the participant about the las Brawijaya purpose of taking part in the questionnaire. The second part was asked to fill the demographic information about their age, sex, and the school type at which they are Universteaching. The third part the participants were asked to fill in the option which showed as Brawijava their opinion about games and their effectiveness in teaching grammar to young britan Brawijaya Universlearners. The finding show that although a great majority of the participants favors as Brawijaya the effectiveness of using games in grammar teaching, they do not used games as frequently as expected. Universitas Br The second previous study comes from Mohammed (2013) entitled, "The las Brawijava Effectiveness of Using Subtitled Video to Teach Grammar" and the study was to Universexplored the effect of subtitled videos on grammar learning in an intermediate level as Brawijaya versitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya UniversESL grammar classroom at a large state university in the U.S.. The study looked into tas Brawijaya nine participants' attitudes and their opinions on using video to learn grammar. The Universition was collected from questionnaires and the aimed of the questionnaire was to as Brawijaya Universitas Brawijaya

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Brawijaya	Universidebriefing questionnaire was asked to the two volunteers and they were taken from as Brawijaya
Brawijaya	the students. The questions in debriefing question was to find out students
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universexperiences in learning grammar using video, students impression based on learning tas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya using video, etc. Debriefing sessions and the result show that the students had a Universitas Brawijaya
Brawijaya	Universpositive toward this grammar teaching approach while some students express some as Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universconcern. Overall, explicit and implicit instruction through watching subtitled video tas Brawijaya
Brawijaya	University helped students better understand the context that a specific grammatical structure Brawijaya
Brawijaya	Universitas brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	Universitate Universitate The third previous study comes from Sik (2014) entitled, "Using Deductive tas Brawijaya Brawijaya
Brawijaya	
Brawijaya	Universand Inductive Methods in Teaching Grammar to Adult Learners of English" and the
Brawijaya	Universitas Brawijaya
Brawijaya	Universitudy was to investigate both deductive and inductive grammar teaching to adult as Brawijaya
Brawijaya	Universit learners of English and the perceptions of the lecturers and the adult learners about Universitate
Brawijaya	
Brawijaya	Universthese methods. The study was based on quantitative design and toke nine hundred of as Brawijaya
Brawijaya	Universitas University students of various departments at Erzincan University and ten English Brawijaya
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Brawijaya	University lecturers from different educational institution as the participants. The data obtained as Brawijaya
Brawijaya	Universitas Bra Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	
Brawijaya Brawijaya	Universitas Brawijaya relaxed while learning grammar deductively and the lecturers feel better when they universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Br The current research and previous studies investigate the same thing, that is tas Brawijaya
Brawijaya	
Brawijaya	Universities Brawijaya teaching grammar, but different focuses. The first study and the second study focuses Universities Brawijaya
Brawijaya	Universon the media used in teaching grammar, whereas the third study and the current study tas Brawijaya
Brawijaya	Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava
Brawijaya	Universificuses on the same thing, that is methods of teaching grammar. Other differences are as Brawijaya
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Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universithe research desig	n. The first study used des	criptive method, the second	d one used tas Brawijaya
Brawijaya	Universitas Brawijava	Universitas Brawilaya	Universitas Brawijaya	Universitas Brawijaya quantitative
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Brawijaya	Universimethod, whereas t	he current research used de	escriptive qualitative metho	d. Besides itas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya only used Universitas Brawijaya
Brawijaya	Universitas Brawijaya	Universitas different, the	Universitas Brawijaya	Universitas Brawijaya
Brawijaya	Universquestionnaire to ga	ther the data needed, the thi	rd one used questionnaire, p	ore-test and tas Brawijaya
Brawijaya	Universitas Brawijaya			Universitas Brawijaya
Brawijaya				riew guide, tas Brawijaya
Brawijaya	Universitas Braw check	list, and video recorder. The	ne last differences are the	number of Brawijaya
Brawijaya	Universitas Br	021.	Va	Universitas Brawijaya
Brawijaya		re fifteen participants in the	first study, nine intermediat	es levels of tas Brawijaya
Brawijaya	University participants in the	second study a hundred	ninety adult learners and t	Universitas Brawijaya
Brawijaya				en English Brawijaya
Brawijaya	Universianguage lecturer	were chosen as the participa	ants in the third study, the	total is two
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Brawijaya		ts, and single participant for	the current research.	hiversitas Brawijaya
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas EHAPTER III iversitas Brawijaya RESEARCH METHOD Itas Brawijaya Universitas Brawijaya University covers the research design, data sources, research instrument, data collection, and las Brawijaya Universdata analysis. This research used descriptive qualitative as the method and it defines as a tas Brawijaya method which describes and interprets an object. Based on Anderson (2006, p3), Univers"Qualitative research is collecting, analyzing, and interpreting data by observing what las Brawijaya people do and say". Besides, Hancock, et al (2009, p6) state that Qualitative research University concerned with developing explanation of social phenomena. Then, according to Sukardi (2003, p. 162), "Descriptive Qualitative is a las Brawijava research method which is trying to draw an object with the aim at drawing the fact Universand characteristics of the object accurately in systematic way". It can be concluded as Brawijaya that Descriptive Qualitative method is a research method which is trying to illustrate an object in form of words. So, by using descriptive qualitative method, the Universitas Brawijaya Universities archer wants to describe the phenomena of what the methods of teaching as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya grammar used by the teacher-tutor in main class of Basic Program I at Elfast course University Pare Kediri and to know how the methods are applied in the teaching grammar.\Versitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 3.2 Data Source Universitas Brawijaya Universitas Brawijaya Universitas Bin this research, the researcher chose Elfast course Pare Kediri because Elfast Universitas Brawijaya Universitas Brawijaya Universis known and familiar as a good places to learn grammar and also Elfast course is as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya more focusing on teaching grammar (Suwito&Ayuni, personal communication, Universitas Brawijaya Universitas Brawijaya University 2016). The data source of this research was a teacher-tutor in Main Class of as Brawijaya as Brawijaya Universitas Brawijaya Basic Program I at Elfast Course Pare Kediri as recommended from the course's as Brawijaya Universificial. The researcher chose Basic Program I because this program teaches the Universiasic of grammar, such as basic use of tenses, modal auxiliary, direct-indirect, as Brawijaya Iniversitas Brawijaya University question tag, and part of speech, and writing skill. hiversitas Brawijaya Univers3.3 Data Collection The researcher used three instruments to collect the data, named interview Universiguide, observation checklist, and video recorder. The interview was conducted as Brawijaya Universitas Brawijaya Universoutside the classroom before having classroom observation. After that, the as Brawijaya observation was conducted in the classroom during teaching and learning process and Universithe video recorder was used to record all te activities during teaching and learning tas Brawijaya Universitas Brawijaya process. The details of each instrument are explained below. **Universitas Brawijaya** Univers3.3.1 Interview Guide Versitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BInterview is asking question and getting answer from the informants in a as Brawijaya research. Creswell (1994, p.150) states that interviews is a way to find out the Brawijaya Universitas Brawijaya Universinformation which can be done by face-to-face, one on one or by telephone. Besides, as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Robert Wood Johnson Foundation or RWJF (2008, para.1) state, "Interviewing has Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya

Univerzitas Brawijaya Universitas Brawijaya University of form, including individual, face-to-face interviews and face-to-face group as Brawijaya interviewing. RWJF (2008, para. 1) also states that interview can be structured or Universunstructured ava Universitas Brawijaya RWJF (2008, para.1) states that in structure interview, the informants were Universasked the same questions and the questions were created prior or the researcher had as Brawijaya s Brawijaya - Universitas Brawijaya prepared the questions before. Whereas in unstructured interview, the interviewer did not have an interview guide but the interviewer build a rapport or a good relation with Universthe informant in order to make the informant to open-up and express themselves in tas Brawijaya their own way. It can be concluded that structure interview used an interview guide Univers (formal setting) whereas unstructured interview did not need it (informal setting). Praying a Brawijaya In this study, the researcher had the structured interview with an English as Brawijava teacher-tutor of Basic Program I Pare, Kediri. There were 14 questions that were Universasked to the teacher-tutor. These questions were about teacher's experiences in as Brawijaya teaching, especially in teaching grammar, methods used by the teacher-tutors, as Brawijaya teacher-tutor's problems while teaching and teacher-tutor's solution to solve the as Brawijaya Universproblems, etc. the interview guide was adapted from Putra (2015) and the detailed as Brawijava questions can be seen in appendix 1. **Universitas Brawijaya** Univers3.3.2 Observation Checklistitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Observation is "A systematic data collection", RWJF (2008, para 1). There are University workinds of observation; participant observation or non-participants observation. Las Brawijaya Universitas Brawijaya Universitas Brawijaya UniversParticipants' observation was a qualitative method to examine in detail about as Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya population's perspective. As Bernard (cited in RWJS 2008, para 6), he suggests that the participant observation must be learned in the field. In other words, the researcher Universidirectly participates in a population. Whereas non-participant observation is the as Brawijava researcher does not need to participate directly in the population. Here, the researcher does not need to participate directly in the population. Here, the researcher directly in the population of the properties brawing a conversitas Brawij Universians be an audience. Based on Yudishwara (2011, para 11), "non-participant as Brawijaya s Brawijaya Universitas Brawijaya observation is not interacting directly in the field". In this research, the researcher became non-participant observer, so the Universities and the total of some important points in the classroom activities as Brawijaya Therefore, the researcher was also able to make the natural description of everything that heppened in the classroom. The aim of this observation was to support the data as Brawijaya Universion from the other instruments and the clarity of the data which is needed to be as Brawijava reported. The researcher did the observation four times in a class of Basic Program I, Universuntil the data were showing the same results (data saturated). The researcher had as Brawijaya observed what methods were used by the teacher-tutors while teaching grammar. To make it clear, the researcher used teaching grammar method by Brown (2004) as a last Brawi Universauide or a basis in teaching grammar and some statements related to teacher-tutor as Brawii activities in the classroom and this observation checklist was adapted from Putra Brawijaya Universitas Brawijaya Univers(2015), rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 3.3.3 Video Recorder versitas Brawijaya Universitas Brawijaya Universitas B_{Most} of the activities in the classroom were recorded and became one of data as Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universidocumentation used in this research. The recording recorded everything that as Brawijava Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Univerzitas Brawijaya Universitas Brawijaya happened inside the classroom by using video recorder and the researcher was able to Brawijaya see it repetitively. So, the researcher can be sure that there were no missing activities Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitat are unobservant. Iniversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BThis part became a difficult process of the research because the researcher as Brawijaya faced massive amounts of interview transcript and audio recording, in which all of available of the strawing and audio recording, in which all of available of the strawing and audio recording, in which all of available of the strawing area. Universities should be examined and interpreted. In order to analyze the data, the researcher las Brawijaya Universused Miles and Huberman (1992) method, as follows: Iniversitas Brawijaya Univers₁. Data Reduction In this step, the researcher focused on selecting or simplifying the data from as Brawijaya interview guide and observation checklist by choosing and taking the data needed and Universomitting unused data. The interview guide covered the teacher-tutor's experiences in las Brawijaya teaching, especially in teaching grammar, the difficulties faced by the teacher-tutor as Brawijaya and how he or she solves the problems, the methods used by the teacher-tutor in the Brawijaya Universteaching, etc. and the esult of this interview was selected and if it is needed, it was as Brawijava Universitas Brawija, saved and if it is unused thr data will be omitted. Another instrument is the Universitas Brawijaya Universobservation checklist covered the methods by Brown and its principles or as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univer characteristics. The researcher used those methods as the basis to analyze the as Brawijaya University Brawliaya grammar teaching method used by the teacher-tutors. The result of this observation University Brawliaya Univer checklist was selected and if it is needed, it will be saved and if it is unused, then it as Brawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universwill be omitted. This simplifyed data helped the researcher in understanding the result as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya of this first step. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 2. Data Display Universitas BAfter choosing and simplifying the data, the researcher organized and grouped as Brawijaya Universithe data based on data reduction. The data from observation checklist, interview as Brawijaya guide, and video recorder were displayed in the form of paragraph. In other words, all of the results of the instruments used were displayed in form of narration. 3. Drawing Conclusion/Verification This is the last step in analyzing the data. Here, the researcher tried to as Brawijaya Universconclude and verify the data and its consistent, means that the data has credibility. To tas Brawijava know the credibility of the data, the teacher verified the data, so the teacher knew Universible the data was consistent or not. If the data were consistent, means that the las Brawijaya data's were credible. In other words, the verification has (had) done to know whether the data was credible or not. Universitas Brawijaya 3.5 Data Triangulation Data triangulation is a group of various instruments which was used to gain Universitas Brawijaya University data needed and to validate the obtained data. Based on Rahardjo (2010, para. 2) as Brawijaya Universities Brawijaya Universitas Brawijaya information gained from different aspects by decrease diverge or bias that is as Brawijaya Universitas Brawijaya Universitas Brawijaya Univershappening while collecting and analyzing the data".versitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya

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Brawijaya				re that the tas Brawijaya
Brawijaya	University Brawijaya in findings and the ir	terpretation were accurate.	Through the triangulation r	Universitas Brawijaya process, the
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Brawijaya	Universitas Bladder to	get the validity of the data,	the researcher was examini	ng the data tas Brawijaya
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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya UnifINDING AND DISCUSSION Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brathis chapter presents two sections. The first section focuses on presenting sitas Brawijava the research based on the result of data analysis and the second focuses on the Universit discussing the research that are elaborated from the literature. rawijaya Universitas Brawijaya
Universitas Brawijaya
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Universitas Brawijaya Universi course Pare Kediri. It was based on the recommendation from elfast's course sitas Brawijaya officer because she has been teaching for nine years. Besides, she mastered Universit grammar material well. In other words, the teacher-tutor recomended because of sitas Brawijaya rawijaya their seniority. The researcher observed and recorded the methods that were used University the teacher-tutor through video recorder while teaching grammar. The sitas Brawijaya rawijaya Universitinterview was conducted only once before the researcher did the observation insitas Brawijaya the classroom. Observation and documentation were conducted four times in four Universit meetings. The result of the interview, observation, and the documentation covered sitas Brawijaya the teaching grammar methods used by the teacher-tutor and the methods applied Brawijay Universitas Brawijaya and learning process in Basic Program I at Elfast Course Pare Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit Kediri. The following is the explanation of the findings: as Brawijaya Universitas Br The interview was held on April, 12th 2016 on the first day in the first sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit meeting. Basic Program I (BP I) splits up into three classes, namely part of sites Brawijaya Universitas Brawijaya rawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** speech class, main class, and study club class. In part of speech class the learners rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi would be taught about noun, pronoun, verb, adverb, etc. main class and study clubsites ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas class were having a relation. All the materials would be taught in main class, ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya University whereas study club was examination or test class. Thus, all the materials would be sit as B Universitas Brawijaya Universityerb by directing or guiding the learners with active and passive voice, Universitas Brawijaya
Universitas Brawijaya Universitutor only discussed the material generally. In the second week, the learners would sin be taught about the difference among tenses. In the third week, the learners would Universibe taught about the use of tenses, and the fourth week, the learners would be taught about modal. Therefore, during the first two weeks, the learners would be taught about tenses formula, question tag, direct-indirect sentences, and Brawijaya Universi conditional sentences, while in the third week the learners would be taught about functions of tenses, and the fourth week the learners would be taught about modal. Universit According to the interview with the teacher-tutor in Main Class of Basic Programsitas Bra I, there was no special reason for the materials distribution to each tutor because the materials was decided by the owner of Elfast course. Universities Br The researcher found out there were three kinds of teaching methods used it as by the teacher-tutor while teaching grammar. Based on the result of the interview that was conducted on April 12th, the teacher-tutor used traditional method, translation method, and perkawinan silang method. Traditional method was

Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya University mostly explaining all of the materials, whereas translation method was used to ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universiteach tenses function, and pekawinan silang was used to teach tenses formulas sitas Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Traditional method was used by writing the materials on the white board, Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas University explaining the materials, and asking the learners to transcribe the materials into sitas Brawijaya Universitas Brawijaya Universit giving the Indonesian language sentences and asking the learners to translate the Sitas Brawijaya las Brawijaya Universitas Br Universitsentences into English language. And then, perkawinan silang method was used it as to teach tenses formula by combining two or more tenses formulas became Universitianother tenses formula. From all those methods, translation method was the most Universi suitable method based on the learners' capability. The used of these three methods obtained a good response from the Universitlearners, because while the teacher-tutor explained the materials, the learners itas enjoyed and followed the learning process pleasantly. But sometimes, it depended Universition the learners themselves. If the learners had high attractiveness, they would brawliay Universi produce a result. If learners' with low atractiveness, they would show up their progress slowly. Universit 4.1.2 Findings from the Observation The following are the explanation about how the methods were applied in University teaching English grammar at Elfast course Pare Kediri based on the observation in Sitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitauxiliary and ordinary verb. Next, she reviewed the materials and finally, she ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitasked the learners to write the materials on their own note. Brawijava Universitas Brawijaya Universi language. She used Bahasa Indonesia as the language conveyor during the itas Brawijaya Universitas Brawijaya Universithe learners' daily activity because the teacher-tutor only gave the example of the Universit materials in the form of word, not in the form of sentences. However, the teacher-sitas tutor did not encourage the learners to be active and the learners received the materials from the teacher-tutor only. In other words, this teaching and learning Universi process was a teacher centered because all of the materials came from their itas teacher-tutor. Moreover, the teacher also did not give any correction to organize Universithe English grammar because the teacher-tutor gave the material only withoutsitas asking the learners to make or to give the examples of the related materials. Next, to check the learners' comprehension, the teacher-tutor gave some sites Universi questions to the learners, such as "do you understand? Any problems?" If the learners still had a problem with the materials, the teacher-tutor explained them Universitagain. Sometimes, the teacher-tutor came to the learners who did not understands it as Bi and re-explained the materials. On that day, the learners were fully focus and pay attention to the teacher-tutor's explanation only. It means that, the learners were Universitas Brawijaya Universitas Brawijaya Universifully participated in teaching and learning process. The specific result of the first sit as Brawijaya observation can be shown in the appendix 2a. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universi The sentence that could be classified as transitive verb consist of subject and ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas University object signed by the to-infinitive. Next, the teacher-tutor gave some sentences and signs ersitas Brawijaya Universitas Brawijaya Univ Universiteaches the way how to differentiate between transitive and intransitive verb bysitas Brawij Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Universitientences, whether it was transitive or intransitive by looking at the next word and sitas Universities Brawley Universit preposition means that the sentence belonged to intransitive. The example of Universitäs

Universitäi intransitive verb is "makan dengan ibuku". Makan is a subject, but dengan ibuku_{sitäs} is not an object because the existence of "dengan" as the preposition was caused Universithe sentence "makan dengan ibuku" became an intransitive. In other words, the sites word belonged to intransitive was a sentence that had a preposition. The next material was tenses formula. Here, the teacher-tutor taught only Brawijaya Universi eight from sixteen tenses formula and it was taught by using perkawinan silang method. This method was applied by the two combinations of two tenses Universit formulas. The examples were future continuous tense. The formula for future issitas Bi Universitas Brawit Universitas future continuous tenses, there will be perkawinan silang between future and Universi continuous, this *perkawinan silang* would be happening between Verb bares tas infinitive and be. Verb bare infinitive of be is be. From its perkawinan silang, there would be a formula for future continuous tense, it is $S + will + be + V_{ing}$. Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya University Therefore, here was what the teacher-tutor called as perkawinan silang between Universit future and continuous. To make it clear, look at the figure below: wijava rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya continuous_ will+Vbitasbe+ing/ijayas+lwill+be+aVingrawijaya rawijaya **Universitas Brawijaya** rawijaya Universitas Brawijava Universitas Brawijaya ersitas Brawijaya Universitas Brawijaya Figure 4.1 Perkawinan Silang of Future Continuous tense jaya Universitas Brawijaya Another example was about future perfect continuous tense and the Universit formula for future is will + V_{bi} , for perfect is: have + V_3 , and continuous is be + sitas Brawijaya Universi V_{ing} . To be the future perfect continuous tenses, there would be perkawinan silang twice between V_{bi} of future tense with have of the perfect tense and V_3 of the Brawijaya rawijaya University perfect tense with be of the continuous tense. V_{bi} of have is have and V_3 of be issitted Brawijaya rawijaya been. From its perkawinan silang there would be a formula for future perfect rawijaya Universit continuous tense, $S + will + have + been + V_{ing}$. To make it clear, look at the Sitas Brawijaya rawijaya Universit figure below: Future perfect Universitas Braw **Universitas Brawijaya** Universitas Brawij Figure 4.2 Perkawinan Silang of Future Perfect Continuous tense Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya After the eight tenses formula was taught, the rest of it becomes a task or rawijaya rawijaya Universi homework with the expectation that the learners were able to use perkawinan sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi silang as the method to determine tenses formulas. But if the learners could not sit as Brawijava rawijaya **Universitas Brawijaya** Universitas Brawijaya rawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawiiava** use the method, the teacher-tutor gave suggestion to them to use other method, ersitas Brawijaya – Universitas Brawijaya Universitas Brawijaya Universi Universitike memorizing the formulas. Then, in the last meeting of the day, the teacher-sit tas Brawijaya Universitas Brawijaya Universitas Brawijaya Univertutor explained the material briefly or made a conclusion and gave the reminder to tas Brawijaya Universitas Brawijaya Universithe learners to do their task. All the materials were taught clearly by using *Bahasa* it as Br Universitas Brawijaya Universi the researcher wrote before. Moreover, the example of the materials were not University related with learners' daily activity. During teaching and learning process, the sites teacher-tutor used white board and board marker only as the media to support her teaching. Moreover, she did not give any correction to ungrammatical sentences Universi because the activities were not made some sentences related to the materials were taught (not well-arranged). In other words, the learners activity listening to the Universi teacher-tutor's explanations only and writing the material into their own note. Moreover, the teacher-tutor also did not ask the learners to ask question and answer to her question by using English grammatically and according to the three Universi methods which had been stated by Brown, no one method suitable to the method used by the teacher-tutor. Universitas Br From all the activity and the observation on that day, it could be concluded that in this second meeting, the tutor used two methods while teaching English grammar, namely traditional method and *perkawinan silang*. But for the learners University participation were not drastically different with the first observation which were sites less participating in the learning process. It means that the learners' only listening to the teacher-tutor's explanation with a little respons to what the teacher-tutor's said. The specific result of this observation could be shown in the appendix 2b. Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BraThe third meeting was conducted on April 15th 2016. On that meeting, the teacher-tutor asked the learners to submit their homework. The teacher-tutor ersitas Brawijaya Universitas Bra Universicalled the learners one by one to give the correction on their task. And then, the Sitas Brawi Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br UniversitAs usual, the teacher-tutor used traditional method and perkawinan silang method BI Universit while teaching and explaining the tenses formulas. It was done to clarify learners's itas Universitas Braw' Universitas Braw' Universitas Braw' After the teacher-tutor ensured that each learner has already understood Universi and made correction over their homework, the teacher-tutor came up with the next activity that was about translating the sentences with the tenses determined by the Universiteacher-tutor. Here, the learners were given two sentences with two differentsitas tenses. The first sentence was 'wanita tua itu menyirami bunga-bunga di Universit kebunnya' and the second sentence was 'dua orang lelaki telah menjalankan sitas Brawijaya sebuah misi rahasia.' The learners had to translate the sentences by using present continuous tense for the first sentence and used present perfect tense to translate Universithe second sentence. Need to be remembered that, the translation method here issitas B used when the teacher-tutor teaches the function of tenses and the tenses formulas, whereas for communication, the teacher-tutor used Indonesian language, hence ersitas Brawijaya - Universitas Brawijaya - Universitas Brawijaya Universithe learners would understand the materials easier, ersitas Brawijaya Universitas Brawijaya into discussion. Here, the teacher-tutor did not translate the sentence directly, but Universithe teacher-tutor encouraged the learners to apply perkawinan silang between Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya**

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Present tense and Continuo us tense. Present tense uses V_1 and Continuous tense Universituses $be+V_{ing}$ Perkawinan silang was happening between V_I and be. V_I of be is it as rersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita am/is/are. It aims to remind the learners on how to apply *perkawinan silang* rersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita University method in combining the two different tenses. After that, the teacher-tutors less Br Universitas Brawijaya Universithe teacher-tutor asked them to point out where the sentence's subject, verb, Universitobject, etc. Such as the first sentence, 'wanita tua itu menyirami bunga—bunga disitas kebunnya' became wanita tua itu as the sentence's subjet, menyirami as the verb, bunga—bunga as the object, and di kebunnya as the adverb of place. Then, the Universi translation became "that old woman is watering the flowers in her garden." The detailed for the first sentence can be seen in figure 4.3. For the second sentence, the learners had to translate the second sentence by using present perfect tense. Present tense uses V_I and perfect tense uses University have $+V_3$. Perkawinan silang was happening between V_1 and have $+V_3$. V_1 of have sitas Brawijaya Universitis have/has. After that, the teacher-tutor translates the sentences into English based on the determined tenses. And then, the teacher-tutor asked them to point Universitout where the sentence's subject, verb, object, etc. The second sentence was 'duasitas Braw tas Brawii orang lelaki telah menjalankan sebuah misi rahasia' became dua orang lelaki as_{sitas} Br the sentence's subject, telah menjalankan as the verb, and sebuah misi rahasia as ersitas Brawijava Universitas Brawijava Universitas Brawijava Universithe object. Then, the translation became, 'two men have undertaken a secretsitas Brawijaya mission'. The detailed explanation can be seen in figure 4.4. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya Brawijaya	Figure 4.3 Present Continuous tense in the sentence	Universitas Brawijay
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	Universita Present Perfect	Universitas Brawijay
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rawijaya	University have/has +V3	iversitas Brawijay
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rawijaya	Universit Figure 4.4 Present Perfect tense in the sentence	niversitas Brawijay
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rawijaya	Universita After the material explained by the teacher-tutor, she gave time the state of the st	ne to the Brawijay
rawijaya		Tolliversitas brawijay
rawijaya	Universities to write down the materials in their note. After that, the teach	
rawijaya	Universities distributed worksheets for each learner. They would be used for exercise Universities B	Universitas Brawijay
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rawijaya	Universities to the material which had been explained by the teacher-tutor. There were	
rawijaya	Universitas Braw Liniversit questions read by the teacher-tutor. The questions were:	Universitas Brawijay
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rawijaya		Universitas Brawijay
rawijaya	Universit2.s <i>Ibumu membeli 2 tas baru</i> (simple present)Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	3. Teman—teman lamaku bekerja di kantor itu selama 1 bulan (presen	t perfect
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Aku akan mengunjungi mereka (past future perfect continuous) ijaya	Universitas Brawijay
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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Here, the teacher-tutor gave two vocabularies which were asked by the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi learner's. The vocabularies were keputusan (decision) and mengunjungi (to visit). sitas Persitas Brawijaya Universitas Brawijaya Universi learners to do the exercises at home or the exercises became their homework and sitas Brawijaya Universitas Brawijaya Universithe class by saying salam and in this meeting, the teacher-tutor used traditional Sitas Brawijaya as Brawijaya Universitas Brawi University method, translating the sentences from Bahasa Indonesia into English, and itas perkawinan silang method. Unfortunately, during the teaching and learning process, the teacher-tutor did not relate the material with the learners' daily Universi activity. Besides the teacher-tutor did not ask the learners to use the target language to answer her question. In other word, the teacher-tutor and the learners Universit were used Bahasa Indonesia as a tool to communicate or did the learning activitysitas in the classroom. The specific result of this observation can be shown in the Universitäppendix 3b. 4. Fourth Observation Universitas BroThe fourth meeting was conducted on April 16th 2016 and the activity was Universit discussing the homework given in the previous meeting. Here, the teacher-tutor used *perkawinan silang* as a method. After that, the teacher-tutor came up with the next activity that explained about the tenses formula using traditional method. Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya So, the teacher-tutor only explained it by writing them on the white board. In sites B other words, the teacher-tutor only emphasized on the use of tense for each tense Universit briefly without explaining them deeply, such as on the figure below: available of the state of the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universitas Brawijaya Universitas	
rawijaya	Universitas Bradfer that, the teacher-tutor was explaining the example of some tenses by	
rawijaya	Universitas Brawi	Brawijay
rawijaya	Universitusing translation method. Such as the sentence "Murid-murid baru itu akansitas	Brawijay
rawijaya	Universitas	Brawijay
rawijaya	Universit menerima keputusanmu" with the simple future. The teacher-tutor translated the situation of the simple future is the simple future.	Brawijay
rawijaya	Universi sentence into English and it became "that new students will receive your sitas	Brawijay
rawijaya	Universit	s Brawijay
rawijaya	Universi decision", and so on. On that meeting, the researcher can conclude that the results it as	Brawijay
rawijaya	Universit of the fourth observation showed the same result with the previous observation	s Brawijay
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rawijaya	Universithat preset the same method in teaching. They were traditional method/insitas	Brawijay
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rawijaya	Universit learners' daily activity and only used Bahasa Indonesia as a communication tool sites	
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rawijaya	Universitas Braw the teacher did a correction on the learners grammar, especially when the learners Universitas Brawija	Brawijay
rawijaya rawijaya	Universitas Brawija Universitas Universita	s Brawijay S Brawijay
rawijaya	Universitate in arranges the tenses rules or formula. Universitate Brawijaya Universitate	
rawijaya	Universitias Br In addition, the researcher found a technique which was used by the	Rrawijay
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rawijaya	teacher-tutor in teaching the materials, the technique was using Indonesian	. Brawijay s Brawijay
rawijaya	Universi language during teaching and learning process, it means that the teacher-tutors it as	
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Universitas Brawijaya Universit bilingual languages. It aimed to help the learners easier to understand the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit materials which were taught in the classroom. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita Brawijaya Universitas BraThe researcher used three instruments to get the data, namely interviewsitas Brawijava guide, observation checklist, and video recorder and these three instruments were ersitused to obtain the data related to the research problems, what the methods were sitas Brawijaya used in teaching grammar and in what way or how the methods used in teaching Related to the research problems about what the methods were used by the sitas Brawijaya teacher-tutors and how the methods were applied, the interview showed that there were three methods, namely traditional method, translation method, and ital Brawijaya hiversitas Brawijaya hiversitas Brawijaya hiversitas Brawijaya hiversitas Brawijaya hiversitas Brawijaya hiversitas Brawijaya English grammar. It has the same result with the observation that traditional Universitmethod used to teach almost in every material, such as auxiliary and ordinarysitas Brawijaya Universities Brawijaya formula. These ensured that the data obtained by the researcher were accurate because the researcher had examined the data by using the three instruments, ersi namely interview guide, observation checklist, and video recorder. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya 4.3 Discussion Universitas Brawijaya Universitas Brawijaya Universitas Br Findings of the research showed that the methods used by the teacher-tutor Brawijaya in teaching grammar at Elfast course Pare Kediri in Basic Program I were Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya traditional method, translation, and perkawinan silang method. These three ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi methods were applied by the teacher-tutor in order to explain the materials or sites tas Brawijaya Universitas Brawijaya Universithe materials easily. Iniversitas Brawijaya Universitas Brawijaya Universitas Br Universitas Brawijaya Universit method is an overall plan for systematic presentation of language based upon Sitas Universit selected approach. It means that method explained as a tactic or plan which was it used by the teacher or the teacher-tutor in teaching the subjects as what the teacher tutor used in Basic Program at Elfast course and the method found by the Universi researcher was totally different with the method proposed Brown (2004). In other words, the researcher did not find any similar methods in the related literature Universit compared with the research findings. The methods used by the teacher-tutor at Elfast course Pare Kediri in Basic Program 1 (BP 1) were traditional method, Universition method, and perkawinan silang. Traditional method was a teaching method which the teacher is being an instructor and the teacher-tutor did not encourage the learners to be active. The Universitionly thing that the learners did is listening and trying to understand the material that is taught by the teacher. This teaching method did not involve the learners to have creative thinking. So, the learners only deserved the materials based on the resitas Brawijaya Universitas Brawijaya Universiteacher's explanation. It is supported by the International Journal of Humanities it as and Science (2012, p. 170) entitled Constructive vs Traditional: Effective Instructional Approach in Teacher Education stated that Traditional method ... Universi did not involve the students in creative thinking and participation. This traditional

Universitas Brawijaya **Universitas Brawijava Universitas Brawiiava** Universities and also used by the teacher-tutor in Basic Program I (BP I) which the Universities Brawijaya Universities Brawijaya Universities Brawijaya Universities Brawijaya Universities Universiteaching and learning process is based on the teacher centered, which means that sites rersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita all the materials deserved by the learners were from the teacher-tutor and the rersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita Universi learners did not participate in the activity and were not accustomed to be active or sites Br Universitas Brawijaya Universities (BP I) used traditional method in teaching and learning process. Besides, the Universiteacher-tutor also used a white board and board marker as a medium to teach thesital materials. After the teacher-tutor wrote the subject, then she explained it to the learners. Then the teacher-tutor asked the learner if there were unclear explanation Universi or came to question and answer session among the teacher-tutor and the learners. If the learners did not have any obstacles in understanding the materials, the Universiteacher-tutor asked the learners to write the subjects in their note. Almost every material was taught using this traditional method. It is based on the interview with Universit Miss Santi as the teacher-tutor at Elfast Course Pare Kediri in Basic Program Isitas Universit(*BP 1*). The next method which was used by the teacher-tutor is translation method University which was used to teach the function of tenses and tenses formula only by givingsitas Brawij some sentences and asked the learner to translate them into the target language. Here, the mother tongue was Bahasa Indonesia and the target language was Universi English. In this case, the teacher-tutor gave some *Bahasa Indonesia* sentences that would be translated into English as the target language by the learners. This method was to help the learners to apply directly to the use of tenses. It was Universitas Brawijaya Universitas Brawijaya Universi difference with the grammar translation method provided by Brown (2004). The Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya difference between translation method used by the teacher-tutor in Basic Program Universit I at Elfast course Pare Kediri and grammar translation method was in the use of sitas rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita language to communicate during the teaching and learning process. Grammar rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi Translation Method or also known as GTM is a method with much use of mother sitas B Universitas Brawijaya Universit Bahasa Indonesia and the target language was English. Whereas during the Universities Brawi Universities Brawi Universities as the language to communicate and to teach the materials to the universities Univer learners. In other words, translation method which was meant by the teacher-tutor Universi in main class of Basic Program I was only translating Bahasa Indonesia sentences into English as the target language or the contrary and it can be said that the Universi methods used to teach the materials only without changing the language use to sitas comunicate during the teaching and learning process. So, translation method used University the teacher-tutor in main class of Basic Program I was not the same assitas Br Universi grammar translation method provided by Brown (2004). According to the result of the interview with miss Santi as the teacher-tutor in main class of Basic Program Universi I, the translation method used based on the expectation of Mr. Andre as the ownersitas of the course that the learners are expected to be able to write English as the goal of Basic Program I as well as the other methods used in teaching grammar. sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universities Br Based on the result of observation, the last method used by the teacher-sites tutor was perkawinan silang and this method was used to teach the tenses formulas by combining two or three different tenses to get or to produce the new Injury tenses formula. This method was the teacher-tutor creativity as another way to Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** University teach the tenses formulas, except the use of memorizing and drilling or repeating Universitas Brawijaya Universitas Brawijaya Universitmethods of teaching iversitas Brawijaya Universitas Brawijaya Universitatmosphere because the teaching methods were not monotonous. As Eric (insitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br University impression about the grammar can only be taught through repeat and drill, and it stass Br Universi makes teaching grammar monotonous. Every method which was used by the teacher-tutor modified with the expectation of Mr. Andre as the owner of the course, that is the learners wished to Universi have a good writing skill after they learned and graduated from the course (Miss Santi April, 12nd 2016). Besides, every method modified based on the subjects that Universit would be taught in the classroom. The example, the teacher-tutor used traditional sitas method almost in every material that were taught, because one meeting the Universitieacher-tutor taught not only a single material but multiple materials and all the Sitas Brawijaya Universi materials were taught briefly by using this traditional method. Translation method was used to teach the function of tenses, and perkawinan silang was used to teach Universitienses formulas. Universitas Br Except the three methods, the researcher found the use of Indonesian language as a technique which was used by the teacher-tutor to teach the materials ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universiting the classroom. Ur (1996, p. 121) states that the teacher should use easystas ersitas Brawijaya Universitas Brawijaya Univ teacher had explained. The easy language used by the teacher-tutor was Bahasa Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi Indonesia and it aims to help the learners in understanding the material easily. Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya rawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Bramilaya The three methods used by the teacher-tutor were appropriate because each Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi method could attract the learners' attention. It could be seen from the learningsitas Brawijava rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya process which the learners fully focused on the teacher-tutor explanations. So, it Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya rawijaya Universi could be said that, the methods were able to attract the learners' attention. Sitas Brawijaya Universitas Brawijaya rawijaya tas Brawijaya rawijaya rawijaya Universit do jokes in order not to make the learning atmosphere boring. rawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universit Iniversitas Brawijaya rawijaya rawijaya rawijaya rawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Brawijaya

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rawijaya	Universitas Braw' Universitas in the main class of Basic Program 1 at Pare Kediri used three methods in Universitas Braw' Universitas Braw	s Brawijay
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rawijaya	Universities teaching grammar. The methods are traditional method, translation method, and sital	s Brawijay
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rawijaya	Universities method are auxiliary-ordinary verb, nominal-verbal sentence, transitive verb, and Universitas	s Brawijay
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rawijaya	way how to apply the tenses of formula into sentences. This translation method Universitas Bra	s Brawijay
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		Dalam seminggu, berapa kali bapak/ibu melakukan tatap muka dengan murid?sitas Brawija
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rawijaya		Apakah setiap materi yang bapak/ibu ajarkan menggunakan metode yang sitas Brawija
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rawijaya	Universit	TT: belum ada hiversitas Bra	
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rawijaya	Universita	vang bapak/ibu ajarkan di kelas Basic Program 1 ini?	
rawijaya	Universita	TT: khusus RP 1 ada, kelas yang mencakun Part of speech, main class, dan	awijay
rawijaya 	Universitas	study also part of march granishastan managenai naun adiactiva dil	awijaya
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rawijaya	Universitas	Bra saling berhubungan atau berkesinambungan. Saya yang memberikan Bra	awijay
rawijaya	universitas	Braw materi dan study club yang menguji (memberikan soal) kemampuan Brawii	
rawijaya rawijaya		Brawija Brawnurid. Tetapi intinya di BP1 Elfast membahasa Verb yang diarahkan sitas Bra	awijay
rawijaya Brawijaya		Bra dengan active voice secara fisiknya denganmembedakan kalimat verbalsitas Bra	
rawijaya		Bra dan nominal, verb mana saja yang tidak bisa di Ving kan, kemudian saja yang tidak bisa di Ving kan, kemudian	
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rawijaya	Universitas	Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bra	awiiav
rawijaya	Universitas	(perubahan). Pada minggu pertama hanya diperkenalkan atau dibahas Bra	awiiav
rawijaya		Bra secara umum. 1 minggu berikutnya baru diajarkan tentang perbedaan sitas Bra	
rawijaya		Brasetiapa tenses, e kemudianavlijaminggu i berikutnya r diajarkan tentangsitas Bra	
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rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Bravdiajarkan tentang modal. Dengan kata lain, 2minggu pertama rumus tenses, question tag, direct-indirect, dan conditional tenses sedangkan rawijaya Universitas Brayminggu ke tiga mulai membahas tentang fungsi dan di minggu ke empat rawijaya Universitas Bradiajarkan tentang modal rawijaya Universitas Brawijaya rawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universit5. R : adakah alasan atau ketentuan khusus yang mendasari pembagian materi ersitas Brawijaya atau bahan ajar?, mungkin seperti lebih kepada penguasaan materi. TT: tidak ada alasan khusus pada pembagian materi atau bahan ajar, Universitas Braymelainkan sudah di atur oleh Mr. Andre sebagai pemilik dari lembagasitas Universitas Bravelfast. Universitas Brawijaya Universit 6. R: dalam seminggu, berapa kali bapak/ibu melakukan tatap muka dengan murid? Berdasarkan pembagian materi atau bahan ajar yang sudah ditentukan. TT: jika tidak terpaut dengan BP 1 makan saya mengajar 6 kelas, namun jika Sitas Brawijaya Universit di BP1 hanya 1 sehari, jadi dalam seminggu ada 5 kali pertemuan khusus di BP1. R : metode apa yang bapak/ibu gunakan saat mengajarkan materi grammar? rsitas Brawijaya Universitas TT: saya melihat tujuan akhir dari BP 1 yang diinginkan oleh Mr. Andre, sitas Brawijaya yaitu siswa mampu menulis menggunakan bahasa Inggris dan metode Brawijaya yang saya gunakan pun mengartikan (translate) bahasa Inggris, membiasakan siswa untuk menulis sehingga dapat dikatakan bahwa saya Bra menggunakan metode tradisional. Selain translation, vada jugas tas Brawijaya Universitas Braypenggunaan metode "mengawinkan" dan hafalan (jika murid tidaksitas Brawijaya yang khusus diterapkan saat Brawijaya perkawinan) yang khusus diterapkan saat Brawijaya Universitas Brawijaya Universitas Brawijaya memahami metode mengajarkan rumus tenses. Wilaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universit 8. **R** : apakah setiap materi yang bapak/ibu ajarkan menggunakan metode yang sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya rawijava

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rawijaya	Universitao.	R : diantara metode metode tersebut, apakah ada metode yang menurutsitas Brawijay
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rawijaya		R : bagaimana respon murid dengan metode yang bapak/ibu gunakan saat versitas Brawijay
rawijaya	Universitas	Bravmengajar? Universitas Brawijay
rawijaya 	Universitas	11: tergantung dari siswa sendiri, iika orangnya memiliki ketertarikan tinggi
rawijaya 	Universitas	maka akan manunjukkan hacil. Pagi gigwa yang talatan, magkinun nalan
rawijaya 	Universita	
Irawijaya	Universi	tapi prograsnya bisa keliatan. Jika siswa yang tergolong instan, makasitas Brawijay
rawijaya	Universi	hasilnya agak sedikit mengecewaan. Tapi sejauh ini, mereka senangsitas Brawijay
rawijaya rawijaya	Universit Universit	dengan metode yang saya gunakan. hiversitas Brawijay niversitas Brawijay
rawijaya Irawijaya	Universit	niversitas Brawijay
rawijaya Brawijaya	Universita.	R: bagaimana hasil yang dapat disimpulkan terhadap nilai siswa sehubungan Brawijay
rawijaya Brawijaya	Universitas	dengan metode mengajar yang bapak/ibu gunakan? Universitas Brawijay
rawijaya Brawijaya		TT: metode yang digunakan berkaitan erat dengan siswa. Jika siswa mausitas Brawijay
rawijaya	Universitas	DEN THE TABLE
rawijaya	Universitas	telaten mengikuti maka dampak kedepannya akan sangat bagus untuk
rawijaya	Universitas	siswa, misalnya untuk TOEFL atau untuk mengikuti program berikutnya
rawijaya	Universitas	maka akan mamudahkan hagi dia tani jika cicyya yang maunya inetan
rawijaya	Universitas	
rawijaya	Universitas	Bravtrasnlation, verb nya masih kurang. Jadi ada kesinambungan antara siswa sitas Brawijay
rawijaya		dan metode yang kita gunakan. Tugas kita kan membuat siswa tertarik,
rawijaya	Universitas	Brawijaya Universitas Brawijaya Universitas Brawijaya usaha saya untuk membuat siswa tertarik adalah dengan meminta mereka Brawijay
rawijaya	Universitas	Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas	Brauntuk menerjemah dari bahasa indonesia ke bahasa Inggris. Sedangkansitas Brawijay
rawijaya		Brauntuk Bahasa Inggris ke Indonesia akan lebih dipelajari pada programsitas Brawijay
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rawijaya	**	sitas Brawijaya sitas Brawijay X a	
rawijaya	1. Tutor mengucapkan salam dan berdo'a di awal pelajaran	as Brawijava	Universitas Brawijaya
rawijaya	2. Tutor menggunakan bahasa Inggris dan bahasa Indonesia materi.	a saat menjelaskan	Universitas Brawijaya
rawijaya	Universit 3. Tutor mengajarkan materi dengan jelas.	ijaya	Universitas Brawijaya
rawijaya	4. Tutor mengaitkan materi dengan kehidupan sehari—hari		Universitas Brawijaya
rawijaya	5. Tutor mengajarkan materi menggunakan alat peraga/med6. Tutor mengajak siswa untuk aktif.	lia.	Universitas Brawijaya
rawijaya	Universit 7. Tutor memberikan pembenaran/mengoreksi jika terjadi	kesalahan dalam	Universitas Brawijaya
rawijaya	penyusunan grammar.		iversitas Brawijaya
rawijaya	8. Tutor mendorong siswa untuk bertanya dan menj menggunakan grammar yang tepat.	awab pertanyaan	niversitas Brawijaya
rawijaya	9. Tutor menggunakan metode—metode mengajar gram	nmar berdasarkan	niversitas Brawijaya
rawijaya	metode dari teoori Brown (2004) Grammar Translation Method (GTM):		niversitas Brawijaya
	• Guru megajarkan grammar menggunakan mothe.	r tongue dengan	niversitas Brawijaya
rawijaya	sedikit penggunaan <i>target language</i> • Guru mengajarkan kosakata dalam bentuk list		Iniversitas Brawijaya
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rawijaya	grammar Universit as Era • Guru mengajarkan kosakata yang konkrit dan abstrak		Universitas Brawijaya
rawijaya	Universities By-Audio-lingual Method:	//jaya	Universitas Brawijaya
rawijaya	• Guru menyajikan materi menggunakan audio Guru mengajarkan pola kalimat dengan <i>drilling</i> /men		Universitas Brawijaya
rawijaya	Universit as Era• Guru lebih sering menggunakan tape, lab. Bahasa, da	an visual aids Wija ya	Universitas Brawijaya
rawijaya	10. Metode mengajar lain yang digunakan tutor saat mengaja	ar gramar, yaitu:	Universitas Brawijaya
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E-mail: fib_ub@ub.ac.id - http://www.fib.ub.ac.id rawijaya Universitas Brawijaya Malang, 28 MAR 2016 aya Universitas Brawijaya RAW : 0680 /UN10.12/AK/2016 **Universit** Nomorra : 1 (satu) lembar Lampiran Universitas Brawijaya Permohonan Ijin Penelitian Perihal Universitas Brawijaya Yth. Pimpinan Lembaga Elfast Kampung Inggris Kediri Jalan Kemuninng, Tulungrejo, Pare Kediri, Jawa Timur Iniversitas Brawijaya Dalam rangka penyelesaian tugas akhir mahasiswa Program Sarjana (S1) Fakultas Ilmu Budaya Universitas Brawijaya, kami mohon dengan hormat agar Saudara: Nama : Insantri Aulia rawijaya : 125110501111014 niversitas Brawijaya Semester : VIII (Delapan) rawijaya : S1 Pendidikan Bahasa Inggris Universita Program Studi Universita diberikan ijin untuk melaksanakan kegiatan penelitian dan memperoleh data pendukung Universit berkaitan dengan usulan skripsi berjudul: rawijaya Universita METHODS OF TEACHING GRAMMAR AT ELFAST COURSE PARE KEDIRI Universit Selanjutnya kami sampaikan bahwa data yang diperoleh akan dijaga kerahasiannya dan Universitas Brawijaya hanya digunakan untuk penelitian (terlampir). Universitas Brawijaya Demikian atas bantuan dan kerjasama yang baik ini, diucapkan terimakasih. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya mersitas Brawijaya Amphyersitas Brawijaya Universitas Brawijaya Universitas E Nip 1980 198601 1 001 Brawiiava Universitas Brawijaya rawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya

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E-mail: fib_ub@ub.ac.id - http://www.fib,ub.ac.id Universitas Brawijaya rawijaya Universitas l Universitas Brawijaya rawijaya Universitas I rawijaya Universitas Brawijaya Universitas Universitas Brawijaya Universitas Brawijaya Universi Surat Pernyataan iversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Saya, yang bertandatangan di bawah ini: Universitas Brawijaya Universitas Nama : Insantri Aulia Universitas Brawijaya Universitas 125110501111014 Universitas Brawijaya Universitas Semester : VIII (Delapan) Universitas Brawijaya Universitas : S1 Pendidikan Bahasa Inggris Program Studi dengan ini menyatakan bahwa berkaitan dengan penyusunan skripsi Program S1 saya yang Universitas Brawijaya Universitas berjudul: Iniversitas Brawijaya "METHODS OF TEACHING GRAMMAR AT ELFAST COURSE PARE KEDIRI" hiversitas Brawijaya Univers akan menjaga kerahasiaan data yang saya peroleh dan jika terjadi penyalahgunaan terhadap data tersebut, saya bersedia untuk ditindak sesuai dengan hukum yang berlaku di Indonesia. rawijaya hiversitas Brawijaya Univers Pernyataan ini saya buat atas kesadaran saya akan etika penelitian yang berlaku. Univers hiversitas Brawijaya rawijaya Universit hiversitas Brawijaya Tanggal pernyataan: 23 Maret 2016 Universit Iniversitas Brawijaya Yang membuat pernyataan; rawijaya Iniversitas Brawijaya Universita METERAL TEMPEL Universita! Universitas Brawijaya Mat Rp. 6 Universitas Brawijaya **Univers**itas Universitas Universitas Brawijaya Insantri Aulia Universitas B Universitas Brawijaya 125110501111014 Universitas Brawijaya Universitas Bra Universitas B Mengetahui: Universitas Brawijaya Universitas Brawijaya Universitas B Dekan Ketua Program Studi S1 Pendidikan Bahasa Inggris Universitas Brawijaya Universitas Brawijaya Universitas Universitas Brawijaya Universitas Dr. Est/Junining NIP. 19720604 200212 2 001 Prof. Ir. Ratya Anindita, M.S., Ph.D% NIP. 19610908 198601 1 001 Universitas Brawijaya Universitas rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya

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