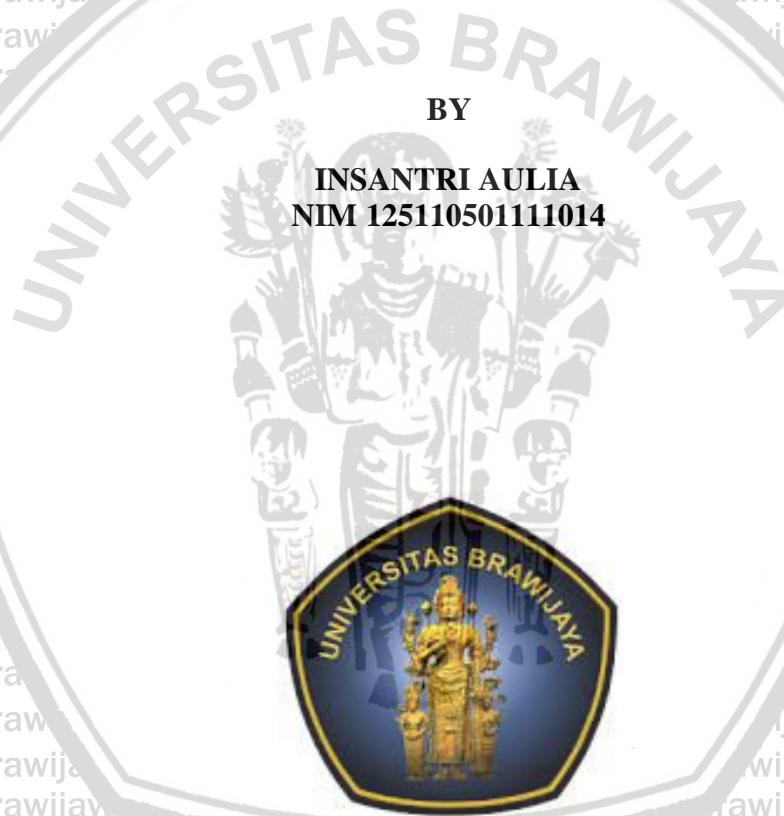


**METHODS OF TEACHING GRAMMAR AT ELFAST COURSE  
PARE KEDIRI**

**UNDERGRADUATE THESIS**

**BY**

**INSANTRI AULIA  
NIM 125110501111014**



**ENGLISH LANGUAGE EDUCATION PROGRAM  
FACULTY OF CULTURAL STUDIES  
UNIVERSITAS BRAWIJAYA  
2016**

**METHODS OF TEACHING GRAMMAR AT ELFAST  
COURSE PARE KEDIRI**

**UNDERGRADUATE THESIS**

**Presented to  
Universitas Brawijaya  
in partial fulfillment of the requirements  
for the degree of Sarjana**

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**ENGLISH LANGUAGE EDUCATION PROGRAM  
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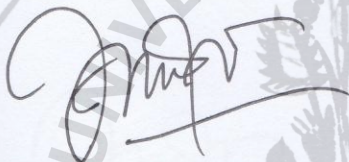
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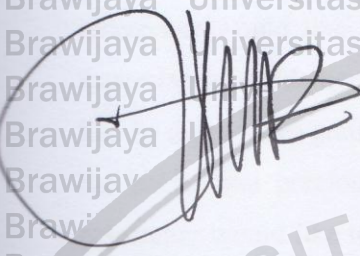


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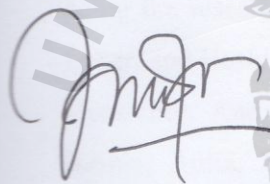




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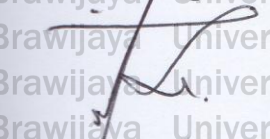
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Malang, 25<sup>th</sup> July 2016

Insantri Aulia

## ABSTRACT

Aulia, Insantri. 2016. *Methods of Teaching Grammar at Elfast course Pare Kediri*. Thesis. English Language Education Program. Faculty of Cultural Studies. Universitas Brawijaya. Supervisor: Frida Unsiyah, M.Pd.

Keywords: teaching grammar, teaching method

The consideration of investigating the study was based on the phenomena about grammar as one of the English language components which is difficult to be understood and needs appropriate methods to teach it. Appropriate methods will help learners in understanding grammar materials easily. To describe all phenomena, including the appropriate methods of teaching grammar, the researcher used descriptive qualitative as the research method. This research has been conducted in *Main Class of Basic Program I at Elfast course Pare Kediri* with the aim is to know the methods of teaching grammar used by the teacher-tutor and how the methods are applied in the teaching and learning process.

To obtain the data needed, the researcher used three instruments, namely interview guide, observation checklist, and video recorder. Interview guide was used to interview the teacher-tutor in *Main Class of Basic Program I* related with the methods used and how the method were applied in teaching and learning process. Besides, observation checklist was used to observe what methods were used by the teacher-tutors while teaching grammar and to support the data obtained. Video recorder was used to record all the activities happened inside the classroom. These three instruments indicated the same result on the methods used by the teacher-tutor, namely traditional method, translation method, and *perkawinan silang* method.

Traditional method is a method which the teacher-tutor writes the material on the white board, gives the examples on the related materials, explains them, and then asks the learners to transcribe the materials into their own note. Furthermore, the teacher-tutor also uses translation method to teach the use of tenses in the sentences. In other words, translation method is a method to teach the learners to translate Indonesian language sentences into English based on the English sentence pattern. The last is *perkawinan silang* method which is a method that the learners are encouraged to combine or *mengawinkan* the two (more) tenses formula to be a new tense formula. This method is used to teach tense of English formula. It can be concluded that the teacher-tutor in *Main Class of Basic Program I* at *Elfast course Pare Kediri* uses different methods to teach different materials and uses *Bahasa Indonesia* as a communication language in the classroom in order to help the learners in understanding the materials more easily.



## ABSTRAK

Aulia, Insantri. 2016. *Methods of Teaching Grammar at Elfast course Pare Kediri*. Thesis. English Language Education Program. Faculty of Cultural Studies. Universitas Brawijaya. Supervisor: Frida Unsiyah, M. Pd.

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 *grammar* yang tepat, peneliti menggunakan metode *descriptive qualitative* dengan tujuan untuk mendeskripsikan metode—metode yang digunakan tutor dari *Main Class* di *Basic Program I* di Elfast course Pare Kediri dan bagaimana tutor mengaplikasikan metode—metode tersebut dalam proses pembelajaran.

Untuk memperoleh data yang dibutuhkan, peneliti menggunakan tiga 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 mencocokkan dengan data yang sudah diperoleh sebelumnya. Video digunakan untuk merekam semua kegiatan yang terjadi di dalam kelas. Ketiga alat ini menunjukkan hasil yang sama, yaitu ditemukannya 3 metode—metode pengajaran yang digunakan oleh tutor saat mengajar struktur kalimat, yaitu metode tradisional, metode penerjemahan, dan metode perkawinan silang.

Metode tradisional adalah metode pengajaran dimana guru hanya menulis materi di papan tulis, kemudian memberikan contoh, menjelaskan dan meminta para siswa untuk menyalin ulang materi yang sudah dijelaskan ke bukunya masing—masing. Kemudian, metode penerjemahan adalah metode yang 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.



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## CHAPTER I

### INTRODUCTION

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.

#### 1.1 Background of the Study

English is taught as a compulsory subject in junior high school and senior high school. It is stated in curriculum 2013 which is regulated by Ministry of Education and Culture (2013). Besides, teaching English is emphasized on integrated skills in the classroom, for example, the learners are expected to be able to represent or retell the text based on their understanding by using their own language. In understanding the text, the learners have to use their reading skills, whereas for retelling the learners have to use their speaking skills. Based on the activities, it can be concluded that teaching English is taught integrated.

Based on the demands of curriculum 2013, learners are obligated to master the four English skills, they are listening, speaking, reading, and writing and these four skills have a correlation with grammar as one of the English components because English skills and English components cannot be separated. In writing, writers with less understanding of grammar will be difficult to arrange the sentences in a good pattern. So, writer cannot write their idea perfectly. Besides, a good understanding of grammar will make the readers easier to understand the text perfectly without any anxiety of misunderstanding the text.



Another example is listeners with less grammar understanding also will have burden to listen and comprehend well. In other words, listeners will be difficult to understand what the listening material is about. Besides, speakers with less understanding of grammar cannot speak fluently and cause misunderstanding between the interlocutor or speaker and listener. From all those correlation among English skill and grammar, it can be concluded that grammar takes mainly a part in English skills because English skills and grammar as English component cannot be separated.

Those difficulties also happen to English learners when they had to understand the sentence meaning in oral or in written communication. Therefore, teaching grammar will help the learners to process and combine the sentences based on its pattern and understand the communication in speaking or writing. As Ur (1999, cited in Yolageldi 2011, p. 220) has demonstrated, teaching grammar centralizes on how learners apply the rules when they make sentences which are suitable with the grammar pattern. Besides, understanding grammar also help learners to be more confident to speak, to write, or to understand the literature well.

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 words pattern from verb 1 to verb 2, and verb 3 in regular or irregular verbs. The changing of words pattern is also known as tenses, whereas the significant difference between English and Indonesia grammar is in the use of tenses, dealing with verb and time. In English tenses, if the use of time is different, the verb form

used is also different which is known as verb 1, verb 2, and verb 3 in regular or irregular as well. While in Indonesian grammar, different forms of verb are not used although the time used is different.

Based on curriculum 2013, for Junior High School, English subject is taught four hours in a week (40 minutes for every meeting), whereas for Senior High School, English subject is taught two hours in a week (45 minutes for every meeting). Based on the time allocated, learning English grammar at school is not enough because the portion is less or limited. That is why some learners decided to join English courses to get additional or deeper understanding on a grammar and one of the English courses chosen by the learners was Elfast course because it focused on the grammar. Most of the learners who learned in the courses came from different levels of education, such as junior and senior high school as well as 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 they had the same level of English proficiency because when they registered to join the classes they had interviewed by the officer about their difficulties in 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 learners to understand the English grammar subject by using methods which are suitable to the learners. The appropriate teaching English grammar method will help the teacher-tutor to achieve the goal of teaching and its outcomes.



To avoid misunderstanding and ambiguous meaning of method, Brown(2004, p. 14) stated that method as an overall plan for systematic presentation of language based upon selected approach. In other words, method is a tactic or a plan which is used to do something. According to Brown (2004), there are some methods that can be used in teaching grammar, named Grammar Translation Method, Direct Method, and Audio-lingual Method. The further explanation about those three methods is elaborated in chapter 2.

Dealing with the limitation of time, the importance of learning grammar, and demands on understanding grammar as a language of communication, English courses are widely opened to provide a place for learners who want to learn more about grammar which has been already taught in the school. And then, getting more information about the teaching method of grammar in English courses need to be done and the research has been conducted in Elfast course Pare Kediri which would be focus on the methods of teaching grammar used by the teacher-tutor and the methods applied while teaching grammar in the classroom.

## 1.2 Problems of the Study

This research merely focuses on the following question.

1. What are the methods of teaching grammar used by the teacher-tutor in teaching grammar at Elfast course Pare Kediri?
2. How are the methods applied by the teacher-tutor in teaching grammar at Elfast course Pare Kediri?

### 1.3 Objectives of the Study

The objectives of this research are as follows:

1. The researcher wants to find out the teaching grammar methods used by the teacher-tutor at Elfast course Pare Kediri.
2. How the methods are applied in teaching grammar at Elfast course Pare Kediri.

### 1.4 Significances of the Study

The study is expected to give contribution as a feedback to:

1. The teacher-tutors at Elfast Pare

He or she can develop their teaching method and find out the solutions if their students are still having difficulties in learning grammar without neglected their students' need.

2. The teacher-tutors in general

The other teacher-tutors can apply and improve the methods in their teaching grammar activities.

3. Further researchers

Further researcher can improve this research by using different research object or different problems.

### 1.5 Definition of the Key Terms

In order to avoid the ambiguity and miss understanding of the key terms used in this study, some definitions are stated as follows.



1. Teaching grammar is a process of sentence's structure learning in the classroom, including language skills and language components.
2. Teaching method is a procedure in learning which focused on teaching purposes.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents the nature of grammar, teaching English grammar at schools, teaching English grammar at English courses, challenges in teaching grammar, methods in teaching grammar, and previous studies.

#### **2.1 Nature of Grammar**

Grammar is one of the English components and it is also a language core which discusses about a language structure which is related with the changing of word pattern based on the time occurred or also knows as tenses. The people who are good at grammar will be easier to communicate in English, whether it is spoken or written. Besides, having a good understanding of grammar will help the people avoid misunderstanding of what they heard or even read. Basically, English skills and grammar as one of the aspects that cannot be separated because they are connected each other. Imagine, if the writer wants to write an English sentence without knowing the sentence pattern, the writing will be difficult to understand and the writer's idea cannot be written perfectly, because every single phenomenon, which was occurred in different time, the verb used, will be different as well.

One of the examples is in speaking. Although grammar is not always recognized when speaking, but ideally ungrammatical sentence can cause



misunderstanding between the interlocutors. The example is **I am eating banana yesterday**, the interlocutor might be understood what the speaker said, but grammatically the sentence is wrong. Besides, the sentence can cause some questions, like *when do the "I" actually eat the banana? Now or yesterday?* Because grammatically, when the speaker say "I am eating" means that the speaker is eating the banana when the speaker is talking with the interlocutor, whereas a word "yesterday" means that the speaker was eating the banana in the previous time or in the past time. Thus, ungrammatical sentence can cause misunderstanding between the speaker and the interlocutor and automatically, the message of what the speaker said cannot be understood perfectly. Grammatically, the speaker should say **I was eating banana yesterday** to avoid misunderstanding and the message can be conveyed perfectly.

Another example is in writing. The writer wants to write a story experienced by his or her own and his or her friend will read this story. Because the writer did not have a good understanding at grammar, his or her friends cannot understand his or her writing. Automatically, the writer cannot write his or her idea perfectly. The example is in the paragraph below:

*Yesterday, I go to Yanik's house and I bring her some cookies and drinks. I find many flowers on my way: there are rose, lily, and many more. I also see a butterfly, which is flying around the flower. It is so beautiful.*

Grammatically, the sentence pattern of the story should be simple past, because it happens in the previous time indicated by 'yesterday'. Simple past tense is used to express the act that happen in the previous time and it uses verb2.

Grammatically, the sentence pattern of the story would be:

*Yesterday, I went to Yanik's house and I brought her some cookies and drinks. I found many flowers on my way: there were rose, lily, and many more. I also saw a butterfly, which is flying around the flower. It was so beautiful.*

If the writer wrote the story by using the second form, it will be easier for the reader to understand the writing without any difficulties to comprehend or to understand the writing because every single word can be understood sufficiently.

In line with the sentence pattern, English has sixteen sentences pattern and every sentence pattern involved in the changing of verb based on the time occurs. The examples are simple present tense and past tense. Simple present tense is used to express the fact or the habit, an example, "I drink a cup of water every morning".

While past tense is to express the activity occurred in the past, an example, "I drunk water this morning". From these sentences, the words change is happening (drink-drunk). It can be seen from the examples between simple present tense and simple past tense using different words pattern, which means that a changing verb occurred.

Another thing about grammar is question tag, modal auxiliary, and part of speech. Part of speech is the basis of an English language, which discusses about



noun, pronoun, verb, adverb, preposition, conjunction, and interjection. Every part has its own meaning and function. The example is verb that is showing or expressing of an action, such as cut, sing, swim, eat, etc. Generally, the words that belong to verb might be switched or a word change is happening and its changing can be regular or irregular verb.

Besides, vocabulary also takes a part in grammar. Less vocabulary can cause misunderstanding in comprehending the sentences. The example is “I have finished my examination”. Pretend as the reader or the hearer does not know the meaning of word “finished” and “examination”, they will be difficult to understand the sentence meaning and classify parts of the word. Based on part of speech, “finished” is a verb 2 and verb 3 from finish, whereas examination is a “noun”. The use of English grammar in any English skill show that they have rules which are quite different from Indonesian grammar that the tenses does not change based on the time occurred.

The example is, word ‘selalu’ to show the habit, and ‘sudah’ to show the act which have been done without any change on the verb. The example is (1) saya selalu minum air setiap pagi. (2) saya sudah minum air kemarin. These sentences are using the same verb that is ‘minum’. Although they drink water in the different times, definitely the Indonesian language used the word ‘minum’. Another difference between English and Indonesian language is genre. English used *she* for women and *he* for men whereas Indonesian language only used ‘dia’, whether it is man or women.

Therefore, the researcher infers that it is not an easy task since it is a complicated, that the teacher s should provide appropriate methods.

## 2.2 Teaching English Grammar at Schools

A school is a formal setting, which accommodates students to learn any kinds of subjects that have been settled by the government in the curriculum and for English subject, the time allocation is limited. It is only four hours in a week for junior high school and two hours in a week for senior high school. It means the teacher has to use and manage the time well by using an appropriate teaching method, so the learners will be easier to understand the teaching material.

Grammar as one of the English components is taught integrately with the 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 understand and retell the text based on their understanding by using their own language. In understanding the text, the learners have to use their reading skill and grammar mastery as well because without grammar mastery, the learners will not be 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 accompanied with the grammar mastery. It aims to make the other learners are easier to understand of what the speaker said. Based on the activities, it can be concluded that the teaching English grammar and English four skills are taught integrately.

## 2.3 Teaching Grammar at English Courses

Course is an informal educational setting which has been provided to fill the learner's desire in understanding or getting additional knowledge, whether they have



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 school. It means learners opportunity to learn in courses is more than in schools. This phenomenon also happens in *Elfast* course as one of the language courses at Pare, Kediri in West Java. There are many programs can be selected based on the learner's needs. One of the English programs is grammar class and it provides seven programs named *Fundamental English Program* focusing on reproducing or increasing the learners vocabularies, learn verb, sentence pattern (tenses formulas), passive-active, 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 speech, writing exercising, and understanding the literature. While *Basic Program II* focused on firming up or strengthen the sentence pattern in the process of combining and joining them in the writing. The subjects are word order, prepositions, noun 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 and how to absorb more into the use of tenses in a good pattern. Developing and operating vocabulary in the language structure are used by the classic simple story, such as *New Concept*, *Naserudin*, *Abunawas*, etc. *Translation program* focuses on how to be a good translator for English-Indonesian language, emphasizing on authorizing the sentence's secret, and strengthen the intuition in translation. *Grammar school* focusing on completing or perfecting the learner's grammar understanding: familiarizing a book as a guide to file down the learners' comprehension after

graduating from the program. The last is *Writing Program* focusing on considering deeply about the grammar problems while writing Indonesian language into English.

In this research, the researcher chose *Basic Program I* because this program teaches the basic grammar, such as basic use of tenses, modal auxiliary, direct-indirect, question tag, and part of speech. Besides, in this program the learners are also taught the writing skill and understanding the literature.

## 2.4 Challenges in Teaching Grammar

English grammar tends to be a difficult material to understand when the learners are learning English. It is because of the difference between English and 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 teaching English grammar. The teacher-tutor has to find out an interesting method to teach, so the learners can follow the teaching and learning process well. Sometimes, the teacher-tutor forgets to create a comfortable atmosphere in the classroom.

Another challenge while teaching grammar is because the teacher uses monotonous method. It makes learners get bored while learning grammar. As Eric (in Larsen&Diane, 1993; 1997) states that one of challenges in teaching grammar is boring. This is taught derived from impression that is grammar can only be taught through repetition and drills. Actually, teaching grammar does not always mean the teacher ask the learners to repeat or memorize the rules because such activities can be



boring. The teacher may create fun activities which engage learners' motivation, so the teaching process will not be monotonous.

## **2.5 Methods in Teaching Grammar**

The appropriate teaching grammar methods possibly used by the teacher-tutor are expected to give a change to the learners. In other words, the methods used by a teacher-tutor will help the learners to understand the English grammar, so they can use it confidently.

According to Brown (2004), there are several methods that can be used by a teacher in teaching grammar; Grammar Translation Method, Direct Method, and Audio-lingual Method. There might be some other methods find in teaching grammar. The following is the explanation of each method.

### **2.5.1 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 an exercise in translating sentence from the target language into the mother tongue.

Besides, GTM does not give attention to the pronunciation.

The example of the activity that is used GTM as a method in teaching process is the teacher teaches simple present tense by explaining it using Indonesian language and providing some examples and its translation. After that, the teacher gives or explains the difference between English and Indonesian grammar, especially in the use of simple present tense. To check learners' understanding, the teacher gives them

an exercise related to the material. The exercise is only translating the sentences into Indonesian language or the contrary. After that, the teacher gives a list of vocabularies that have to be known by the learners. This activity will help the learners apply and know the function of the tense directly.

### 2.5.2 Direct Method

Direct method is different from grammar translation method. The characteristics of this method are a teacher teaches in target language, so the teaching and learning process uses the target language as a language instruction. Speech and listening comprehension are taught, correction of the pronunciation and grammar are emphasizes. Besides, concrete vocabulary is taught through demonstration, objects, 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 teacher says, “Let us start the class by question, what sports do you like to play?” The teacher tells/told about the sport that she or he likes first, and then the teacher explains to the learners. Here, the teacher tells the story, teaches the vocabulary and the grammar at the same time. The example is as follows:

I like sport, especially when it relates with *run* activity, such as jogging. I always jogging every morning at 05:30 am, alone, etc.

Here, when the teacher says run, she or he demonstrates the word *run* with its action. This is what the teaching method called as teaching vocabulary by demonstrating the



words. After the learners are done with his or her explanation, the teacher asks other learners until all the learners are getting a chance. In the same time, the teacher also teach the grammar.

After the teacher has explained the sport that she or he likes, the teacher ask the learners the same question, that is ‘what sport do you like to play?’, then the teacher point out one of the learners and ask them to tell what the sport is. The example is, one of the learners says that he or she like badminton. After that, the teacher will give the next question related with the learner’s answer. The example is, ‘*why do you like badminton? With whom do you play the badminton? What do usually you play the badminton?*’ Etc. All these question and conversation by using the target language without using their mother tongue.

If the learners do some mistakes in grammar, the teacher will correct them. The example is, the learners say, ‘I am playing badminton every Thursday’, then the teacher gives correction on the grammar, ‘I always play badminton every Thursday’, and then the learners change it back to the correct sentences.

### **2.5.3 The Audio-lingual Method**

Through this method, sentence pattern or structure is taught using repetitive drills. Repetitive means that the teacher asks the learners to repeat a sentence which is said by the teacher without looking at their books until the learners produce the appropriate sounds. The example is “the teacher says: I have two books, then the

learners say: "I have two books." Audio-Lingual method is much use of tapes, language labs, and visual aids, etc.

The teacher brings the learners to the language laboratory and arranges the class there. And then, the teacher plays with an audio and ask learner to listen to the audio (the material can be read by the teacher as well). After that, the learners are repeating the sentence whereas the teacher notices learners' pronunciation, intonation, grammar and their fluency. If the learners did a mistake or an error on their pronunciation or intonation and they make mistake in grammar, the teacher directly gives a correction on them. The learners memorize the sentences or the dialog. After that, the learners practice the dialog in front of the class. Here, reading and writing can be done after the learners can produce or pronounce every word with the appropriate pronunciation, intonation, grammar, and fluency.

From the explanation above, it can be concluded that the grammar translation method is a method which uses translation as a way to teach grammar. When the teacher teaches the material, he or she uses mother tongue with a little use of the target language, and grammar translation method does not give attention on the pronunciation. And then, direct method is a method which uses the target language as a language instruction in the classroom and the grammar is taught by giving a correction on the ungrammatical sentences. The last is audio-lingual method is a method which teaches the grammar by using repetitive drills and frequently use of tapes, language labs, visual aids, etc. there might be other methods found in teaching grammar.



## 2.6 Previous Studies

In this research, the researcher has three previous studies. The first study comes from Yolageldi and Arikan (2010) entitled, *“Effectiveness of Using Games in Teaching Grammar to Young Learners”*. The primary aims of this study was to explore the effectiveness of using games in teaching grammar from the view point of fifteen Turkish EFL teachers working in primary school. English language teachers’ opinions were collected through questionnaire and this questionnaire contains of three parts. The first part of the questionnaire aimed to inform the participant about the 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 teaching. The third part the participants were asked to fill in the option which showed their opinion about games and their effectiveness in teaching grammar to young learners. The finding show that although a great majority of the participants favors the effectiveness of using games in grammar teaching, they do not used games as frequently as expected.

The second previous study comes from Mohammed (2013) entitled, *“The Effectiveness of Using Subtitled Video to Teach Grammar”* and the study was to explored the effect of subtitled videos on grammar learning in an intermediate level ESL grammar classroom at a large state university in the U.S.. The study looked into nine participants’ attitudes and their opinions on using video to learn grammar. The opinion was collected from questionnaires and the aimed of the questionnaire was to find out students’ perceptions toward the use of video in teaching grammar. The

debriefing questionnaire was asked to the two volunteers and they were taken from the students. The questions in debriefing question was to find out students experiences in learning grammar using video, students impression based on learning using video, etc. Debriefing sessions and the result show that the students had a positive toward this grammar teaching approach while some students express some concern. Overall, explicit and implicit instruction through watching subtitled video helped students better understand the context that a specific grammatical structure was used.

The third previous study comes from Sik (2014) entitled, *“Using Deductive and Inductive Methods in Teaching Grammar to Adult Learners of English”* and the study was to investigate both deductive and inductive grammar teaching to adult learners of English and the perceptions of the lecturers and the adult learners about these methods. The study was based on quantitative design and took nine hundred of university students of various departments at Erzincan University and ten English lecturers from different educational institution as the participants. The data obtained through the test and the questionnaire. The findings show that adult learners feel more relaxed while learning grammar deductively and the lecturers feel better when they teach grammar deductively.

The current research and previous studies investigate the same thing, that is teaching grammar, but different focuses. The first study and the second study focuses on the media used in teaching grammar, whereas the third study and the current study focuses on the same thing, that is methods of teaching grammar. Other differences are



the research design. The first study used descriptive method, the second one used classroom action research, and the third one used experimental or quantitative method, whereas the current research used descriptive qualitative method. Besides, the instruments used are also different, the first and the second study only used questionnaire to gather the data needed, the third one used questionnaire, pre-test and post-test, and the current research used three instruments named interview guide, observation checklist, and video recorder. The last differences are the number of participants, they are fifteen participants in the first study, nine intermediates levels of participants in the second study, a hundred ninety adult learners and ten English language lecturer were chosen as the participants in the third study, the total is two hundred participants, and single participant for the current research.

## CHAPTER III

### RESEARCH METHOD

This chapter presents the procedures that are used in conducting the research.

It covers the research design, data sources, research instrument, data collection, and data analysis.

#### 3.1 Research Design

This research used descriptive qualitative as the method and it defines as a method which describes and interprets an object. Based on Anderson (2006, p3), “Qualitative research is collecting, analyzing, and interpreting data by observing what people do and say”. Besides, Hancock, et al (2009, p6) state that Qualitative research is concerned with developing explanation of social phenomena.

Then, according to Sukardi (2003, p. 162), “Descriptive Qualitative is a research method which is trying to draw an object with the aim at drawing the fact and characteristics of the object accurately in systematic way”. It can be concluded 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 researcher wants to describe the phenomena of what the methods of teaching grammar used by the teacher-tutor in main class of *Basic Program I* at Elfast course Pare Kediri and to know how the methods are applied in the teaching grammar.



### 3.2 Data Source

In this research, the researcher chose Elfast course Pare Kediri because Elfast is known and familiar as a good places to learn grammar and also Elfast course is more focusing on teaching grammar (Suwito&Ayuni, personal communication, February 2016). The data source of this research was a teacher-tutor in Main Class of *Basic Program I at Elfast Course Pare Kediri* as recommended from the course's official. The researcher chose *Basic Program I* because this program teaches the basic of grammar, such as basic use of tenses, modal auxiliary, direct-indirect, question tag, and part of speech, and writing skill.

### 3.3 Data Collection

The researcher used three instruments to collect the data, named interview guide, observation checklist, and video recorder. The interview was conducted outside the classroom before having classroom observation. After that, the observation was conducted in the classroom during teaching and learning process and the video recorder was used to record all the activities during teaching and learning process. The details of each instrument are explained below.

#### 3.3.1 Interview Guide

Interview is asking question and getting answer from the informants in a research. Creswell (1994, p.150) states that interviews is a way to find out the information which can be done by face-to-face, one on one or by telephone. Besides, Robert Wood Johnson Foundation or RWJF (2008, para.1) state, "Interviewing has

variety of form, including individual, face-to-face interviews and face-to-face group interviewing. RWJF (2008, para. 1) also states that interview can be structured or unstructured.

RWJF (2008, para.1) states that in structure interview, the informants were asked the same questions and the questions were created prior or the researcher had 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 the informant in order to make the informant to open-up and express themselves in their own way. It can be concluded that structure interview used an interview guide (formal setting) whereas unstructured interview did not need it (informal setting).

In this study, the researcher had the structured interview with an English teacher-tutor of *Basic Program I* Pare, Kediri. There were 14 questions that were asked to the teacher-tutor. These questions were about teacher's experiences in teaching, especially in teaching grammar, methods used by the teacher-tutors, teacher-tutor's problems while teaching and teacher-tutor's solution to solve the problems, etc. the interview guide was adapted from Putra (2015) and the detailed questions can be seen in appendix 1.

### 3.3.2 Observation Checklist

Observation is "A systematic data collection", RWJF (2008, para 1). There are two kinds of observation; participant observation or non-participants observation.

Participants' observation was a qualitative method to examine in detail about



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 directly participates in a population. Whereas non-participant observation is the researcher does not need to participate directly in the population. Here, the researcher can be an audience. Based on Yudishwara (2011, para 11), "non-participant observation is not interacting directly in the field".

In this research, the researcher became non-participant observer, so the researcher was able to take notes of some important points in the classroom activities. Therefore, the researcher was also able to make the natural description of everything that happened in the classroom. The aim of this observation was to support the data found from the other instruments and the clarity of the data which is needed to be reported. The researcher did the observation four times in a *class of Basic Program I*, until the data were showing the same results (data saturated). The researcher had 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 guide or a basis in teaching grammar and some statements related to teacher-tutor activities in the classroom and this observation checklist was adapted from Putra (2015).

### 3.3.3 Video Recorder

Most of the activities in the classroom were recorded and became one of data documentation used in this research. The recording recorded everything that

happened inside the classroom by using video recorder and the researcher was able to see it repetitively. So, the researcher can be sure that there were no missing activities that are unobservant.

### 3.4 Data Analysis

This part became a difficult process of the research because the researcher faced massive amounts of interview transcript and audio recording, in which all of them should be examined and interpreted. In order to analyze the data, the researcher used Miles and Huberman (1992) method, as follows:

#### 1. Data Reduction

In this step, the researcher focused on selecting or simplifying the data from interview guide and observation checklist by choosing and taking the data needed and omitting unused data. The interview guide covered the teacher-tutor's experiences in teaching, especially in teaching grammar, the difficulties faced by the teacher-tutor and how he or she solves the problems, the methods used by the teacher-tutor in teaching, etc. and the result of this interview was selected and if it is needed, it was saved and if it is unused the data will be omitted. Another instrument is the observation checklist covered the methods by Brown and its principles or characteristics. The researcher used those methods as the basis to analyze the grammar teaching method used by the teacher-tutors. The result of this observation checklist was selected and if it is needed, it will be saved and if it is unused, then it



will be omitted. This simplified data helped the researcher in understanding the result of this first step.

## 2. Data Display

After choosing and simplifying the data, the researcher organized and grouped the data based on data reduction. The data from observation checklist, interview 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 conclude and verify the data and its consistent, means that the data has credibility. To know the credibility of the data, the teacher verified the data, so the teacher knew whether the data was consistent or not. If the data were consistent, means that the data's were credible. In other words, the verification has (had) done to know whether the data was credible or not.

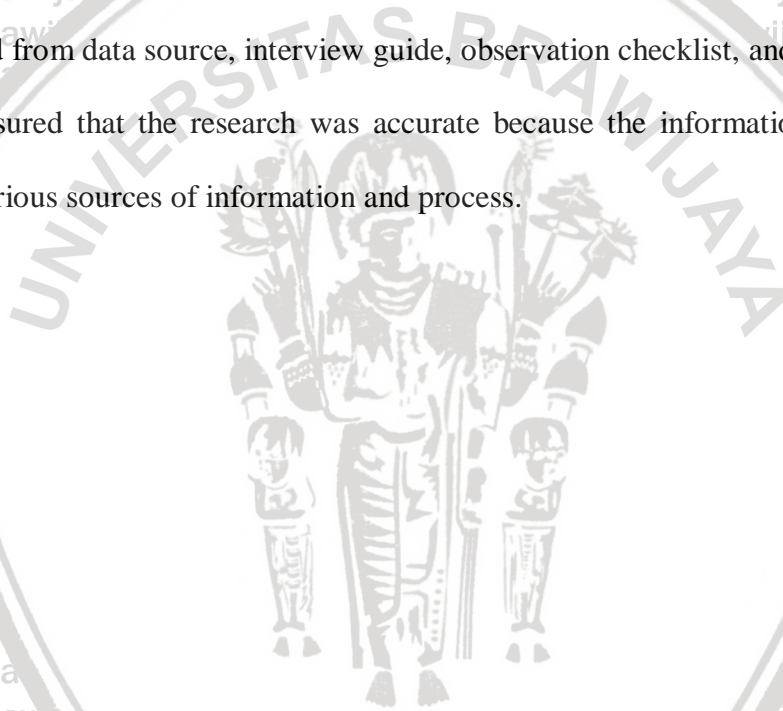
## 3.5 Data Triangulation

Data triangulation is a group of various instruments which was used to gain the data needed and to validate the obtained data. Based on Rahardjo (2010, para. 2) "Triangulation is an effort of the researcher to check the validation of the data or the information gained from different aspects by decrease diverge or bias that is happening while collecting and analyzing the data"

In this research, the researcher used data triangulation to make sure that the findings and the interpretation were accurate. Through the triangulation process, the data were collaborating from data source and various data instruments. The data source was the teacher-tutor from *Basic Program I*, while the data instruments were interview guide, observation checklist, and documentation.

In order to get the validity of the data, the researcher was examining the data obtained from data source, interview guide, observation checklist, and video recorder.

This ensured that the research was accurate because the information was obtained from various sources of information and process.





## CHAPTER IV

### FINDING AND DISCUSSION

This chapter presents two sections. The first section focuses on presenting the research based on the result of data analysis and the second focuses on the discussing the research that are elaborated from the literature.

#### 4.1 Research Finding

In this study, the researcher investigated one of the teacher-tutors of Elfast course Pare Kediri. It was based on the recommendation from elfast's course officer because she has been teaching for nine years. Besides, she mastered grammar material well. In other words, the teacher-tutor recommended because of their seniority. The researcher observed and recorded the methods that were used by the teacher-tutor through video recorder while teaching grammar. The interview was conducted only once before the researcher did the observation in the classroom. Observation and documentation were conducted four times in four meetings. The result of the interview, observation, and the documentation covered the teaching grammar methods used by the teacher-tutor and the methods applied in the teaching and learning process in Basic Program I at Elfast Course Pare Kediri. The following is the explanation of the findings.

##### 4.1.1 Finding from the Interview

The interview was held on April, 12<sup>th</sup> 2016 on the first day in the first meeting. *Basic Program I* (BP I) splits up into three classes, namely *part of*

*speech class, main class, and study club class.* In *part of speech class* the learners would be taught about noun, pronoun, verb, adverb, etc. *main class* and *study club class* were having a relation. All the materials would be taught in main class, whereas study club was examination or test class. Thus, all the materials would be examined in study club class. Basically, BP I was a program that discussed about verb by directing or guiding the learners with active and passive voice, differentiating nominal and verbal sentence, verb which cannot be changed into  $V_{ing}$ . Furthermore, the learners would be introduced about question tag, conditional sentence, and direct-indirect sentences. In the first week, the teacher-tutor only discussed the material generally. In the second week, the learners would be taught about the difference among tenses. In the third week, the learners would be 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 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.

According to the interview with the teacher-tutor in *Main Class of Basic Program I*, there was no special reason for the materials distribution to each tutor because the materials was decided by the owner of Elfast course.

The researcher found out there were three kinds of teaching methods used by the teacher-tutor while teaching grammar. Based on the result of the interview that was conducted on April 12<sup>th</sup>, the teacher-tutor used traditional method, translation method, and *perkawinan silang* method. Traditional method was



mostly explaining all of the materials, whereas translation method was used to teach tenses function, and *pekawinan silang* was used to teach tenses formulas.

Traditional method was used by writing the materials on the white board, explaining the materials, and asking the learners to transcribe the materials into their own note. Translation method was used to teach the function of tenses by giving the Indonesian language sentences and asking the learners to translate the sentences into English language. And then, *perkawinan silang* method was used to teach tenses formula by combining two or more tenses formulas became another tenses formula. From all those methods, translation method was the most suitable method based on the learners' capability.

The used of these three methods obtained a good response from the learners, because while the teacher-tutor explained the materials, the learners enjoyed and followed the learning process pleasantly. But sometimes, it depended on the learners themselves. If the learners had high attractiveness, they would produce a result. If learners' with low attractiveness, they would show up their progress slowly.

#### **4.1.2 Findings from the Observation**

The following are the explanation about how the methods were applied in teaching English grammar at Elfast course Pare Kediri based on the observation in *Basic Program I* that were conducted on April 12<sup>th</sup>, 13<sup>th</sup>, 15<sup>th</sup>, and 16<sup>th</sup> 2016:

## 1. First Observation

The first observation was conducted on April 12<sup>th</sup>. In this meeting, the teacher-tutor generally explained the materials that would be learned in a month and the focuses on that day were only on auxiliary and ordinary verb. During the teaching process, the teacher-tutor only used *Bahasa Indonesia* to explain the materials. Each of the materials was taught used traditional method only. It can be seen from the activities that the teacher-tutor did, she wrote the materials on the white board and explained it. Then the teacher-tutor asked the learners to transcribe the materials into their own note.

The materials that were taught on the first observation were auxiliary verb and nominal verb. The materials were taught by giving the meaning or the characteristics of the sentence first and then the teacher-tutor explained what the auxiliary verb was by giving the meaning or the definition of the auxiliary verb. Then, the teacher-tutor gave some examples of auxiliary verbs. After that, the teacher-tutor asked the learners to write the materials into their own note. The second material was about nominal verb. The teacher-tutor wrote the material on the white board as well, and then explained it. After that, the teacher tutor gave some examples of nominal verb. At the end, the teacher-tutor asked the learners to write the materials into their own note. From the explanation above, it could be concluded that traditional method was a method that the teacher-tutor only used.

The teacher-tutor wrote the materials on the white board as the only media used, explained the material by giving the examples of which words belonging to



auxiliary and ordinary verb. Next, she reviewed the materials and finally, she asked the learners to write the materials on their own note.

The materials were taught clearly because the teacher used an easy language. She used *Bahasa Indonesia* as the language conveyor during the learning process in the classroom. The materials taught were not associated with the learners' daily activity because the teacher-tutor only gave the example of the materials in the form of word, not in the form of sentences. However, the teacher-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 process was a teacher centered because all of the materials came from their teacher-tutor. Moreover, the teacher also did not give any correction to organize the English grammar because the teacher-tutor gave the material only without 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 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 again. Sometimes, the teacher-tutor came to the learners who did not understand 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 fully participated in teaching and learning process. The specific result of the first observation can be shown in the appendix 2a.

## 2. Second Observation

The second observation was conducted on April 13<sup>th</sup> 2016. The materials discussed on that day were nominal and verbal sentences, transitive verb, and tenses formula. The teacher-tutor asked the learners to review the subject or the materials which had been taught in the previous meeting. In this time, the teacher-tutor was asking the learners to explain it.

Then, the tutor came up with the new materials about nominal and verbal sentence. The explanation also included how to differentiate them and how to use them in a sentence. The materials were explained briefly because the materials were explained in the previous meeting.

On that meeting, the teaching method used was traditional method. It could be shown that the teacher-tutor only wrote the materials on the white board, explained and asked the learners to transcribe the material into their own note.

The materials on that day were transitive and intransitive verb by explaining that transitive and intransitive verb is the kinds of verbal sentence. After that, the teacher-tutor explained that the transitive verb had an object as one of its characteristics by giving the example in form of the sentence. Then, the teacher-tutor also explained what the object was and how to make a word became an object by giving the example in form of sentence as well. By using the sentence, the teacher-tutor had explained the material clearly. The example was *I want to eat. I as the subject and to eat as an object, because to eat is a combination and as a model or formula of to infinitive, that is verb + to infinitive. In other words, the verb position can be changed into an object because the influence of to infinitive.*



The sentence that could be classified as transitive verb consist of subject and object signed by the *to-infinitive*. Next, the teacher-tutor gave some sentences and asked the learners to point out where the verb was. And then, the teacher-tutor teaches the way how to differentiate between transitive and intransitive verb by using those sentences. Then the teacher-tutor summed up on how to decide the sentences, whether it was transitive or intransitive by looking at the next word and if the next word was noun, pronoun, or non phrase means that it was transitive, but if the sentence did not have an object or the word after (the next word) was preposition means that the sentence belonged to intransitive. The example of intransitive verb is “*makan dengan ibuku*”. *Makan* is a subject, but *dengan ibuku* is not an object because the existence of “*dengan*” as the preposition was caused the sentence “*makan dengan ibuku*” became an intransitive. In other words, the word belonged to intransitive was a sentence that had a preposition.

The next material was tenses formula. Here, the teacher-tutor taught only 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 formulas. The examples were future continuous tense. The formula for future is *will + V<sub>bi</sub>* (Verb bare infinitive) and the formula for continuous is *be + V<sub>ing</sub>*. To be future continuous tenses, there will be *perkawinan silang* between future and continuous, this *perkawinan silang* would be happening between Verb bare 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<sub>ing</sub>*.

Therefore, here was what the teacher-tutor called as *perkawinan silang* between future and continuous. To make it clear, look at the figure below:

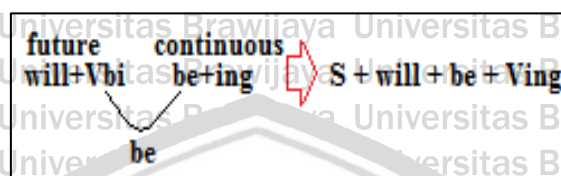


Figure 4.1 *Perkawinan Silang* of Future Continuous tense

Another example was about future perfect continuous tense and the formula for future is *will* + *V<sub>bi</sub>*, for perfect is: *have* + *V<sub>3</sub>*, and continuous is *be* + *V<sub>ing</sub>*. To be the future perfect continuous tenses, there would be *perkawinan silang* twice between *V<sub>bi</sub>* of future tense with *have* of the perfect tense and *V<sub>3</sub>* of the perfect tense with *be* of the continuous tense. *V<sub>bi</sub>* of *have* is *have* and *V<sub>3</sub>* of *be* is *been*. From its *perkawinan silang* there would be a formula for future perfect continuous tense, *S + will + have + been + V<sub>ing</sub>*. To make it clear, look at the figure below:

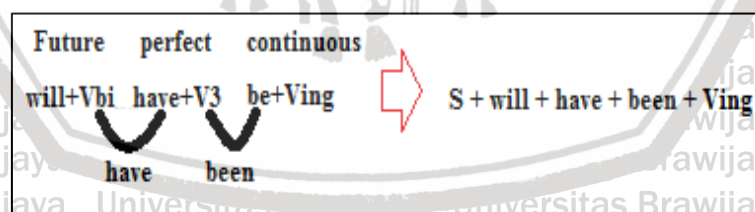


Figure 4.2 *Perkawinan Silang* of Future Perfect Continuous tense

After the eight tenses formula was taught, the rest of it becomes a task or homework with the expectation that the learners were able to use *perkawinan silang* as the method to determine tenses formulas. But if the learners could not



use the method, the teacher-tutor gave suggestion to them to use other method, like memorizing the formulas. Then, in the last meeting of the day, the teacher-tutor explained the material briefly or made a conclusion and gave the reminder to the learners to do their task. All the materials were taught clearly by using *Bahasa Indonesia* and directly given the example to the learners about the material like the researcher wrote before. Moreover, the example of the materials were not related with learners' daily activity. During teaching and learning process, the 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 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 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 methods which had been stated by Brown, no one method suitable to the method used by the teacher-tutor.

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' participation were not drastically different with the first observation which were 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.

### 3. Third Observation

The third meeting was conducted on April 15<sup>th</sup> 2016. On that meeting, the teacher-tutor asked the learners to submit their homework. The teacher-tutor called the learners one by one to give the correction on their task. And then, the teacher-tutor explained and asked the learners to discuss their homework together.

As usual, the teacher-tutor used traditional method and *perkawinan silang* method while teaching and explaining the tenses formulas. It was done to clarify learners' understanding on the materials.

After the teacher-tutor ensured that each learner has already understood 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 teacher-tutor. Here, the learners were given two sentences with two different tenses. The first sentence was '*wanita tua itu menyirami bunga—bunga di kebunnya*' and the second sentence was '*dua orang lelaki telah menjalankan 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 the second sentence. Need to be remembered that, the translation method here is used when the teacher-tutor teaches the function of tenses and the tenses formulas, whereas for communication, the teacher-tutor used Indonesian language, hence the learners would understand the materials easier.

After the learners did their translation, the teacher-tutor brought the class into discussion. Here, the teacher-tutor did not translate the sentence directly, but the teacher-tutor encouraged the learners to apply *perkawinan silang* between



Present tense and Continuous tense. Present tense uses  $V_1$  and Continuous tense uses  $be+V_{ing}$ . *Perkawinan silang* was happening between  $V_1$  and  $be$ .  $V_1$  of  $be$  is *am/is/are*. It aims to remind the learners on how to apply *perkawinan silang* method in combining the two different tenses. After that, the teacher-tutor translated the sentences into English based on the determined tenses. And then, the teacher-tutor asked them to point out where the sentence's subject, verb, object, etc. Such as the first sentence, '*wanita tua itu menyirami bunga—bunga di kebunnya*' became *wanita tua itu* as the sentence's subject, *menyirami* as the verb, *bunga—bunga* as the object, and *di kebunnya* as the adverb of place. Then, the 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  $V_1$  and perfect tense uses  $have+V_3$ . *Perkawinan silang* was happening between  $V_1$  and  $have+V_3$ .  $V_1$  of *have* is *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 out where the sentence's subject, verb, object, etc. The second sentence was '*dua orang lelaki telah menjalankan sebuah misi rahasia*' became *dua orang lelaki* as the sentence's subject, *telah menjalankan* as the verb, and *sebuah misi rahasia* as the object. Then, the translation became, '**two men have undertaken a secret mission**'. The detailed explanation can be seen in figure 4.4.

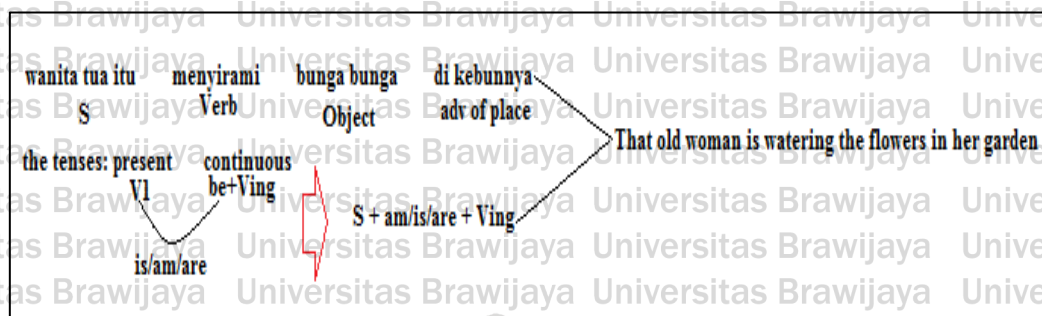


Figure 4.3 Present Continuous tense in the sentence

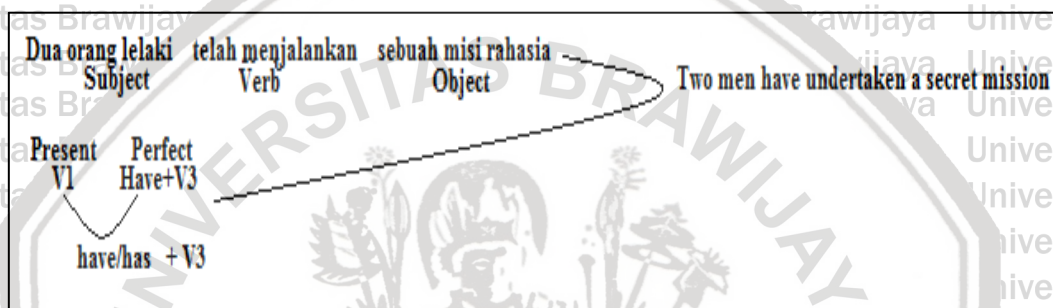


Figure 4.4 Present Perfect tense in the sentence

After the material explained by the teacher-tutor, she gave time to the learners to write down the materials in their note. After that, the teacher-tutor distributed worksheets for each learner. They would be used for exercises related to the material which had been explained by the teacher-tutor. There were four questions read by the teacher-tutor. The questions were:

1. *Murid—murid baru itu akan menerima keputusanmu (simple future)*
2. *Ibumu membeli 2 tas baru (simple present)*
3. *Teman—teman lamaku bekerja di kantor itu selama 1 bulan (present perfect continuous)*
4. *Aku akan mengunjungi mereka (past future perfect continuous)*



Here, the teacher-tutor gave two vocabularies which were asked by the learner's. The vocabularies were *keputusan* (decision) and *mengunjungi* (to visit).

Because the learners had not finished the exercises yet, the teacher-tutor asked the learners to do the exercises at home or the exercises became their homework and it will be checked and corrected in the next meeting. Then, the teacher-tutor ended the class by saying *salam* and in this meeting, the teacher-tutor used traditional method, translating the sentences from *Bahasa Indonesia* into English, and *perkawinan silang* method. Unfortunately, during the teaching and learning process, the teacher-tutor did not relate the material with the learners' daily 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 were used *Bahasa Indonesia* as a tool to communicate or did the learning activity in the classroom. The specific result of this observation can be shown in the appendix 3b.

#### 4. Fourth Observation

The fourth meeting was conducted on April 16<sup>th</sup> 2016 and the activity was 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. So, the teacher-tutor only explained it by writing them on the white board. In other words, the teacher-tutor only emphasized on the use of tense for each tense briefly without explaining them deeply, such as on the figure below:

Verb Bare Infinitive (Vbi)	
present : V1	be — verb 1 : is/am/are
past : V2	have — Verb 1 : have/has
perfect : have + V3	— verb 2 : was/were
future : will + Vbi	— verb 3 : been
continuous : be + Ving	— Verb ing : being
	will — verb 2 : would
	— verb 3 : had
	— verb ing : having

Figure 4.5 Verb of each tense

After that, the teacher-tutor was explaining the example of some tenses by using translation method. Such as the sentence “*Murid—murid baru itu akan menerima keputusanmu*” with the simple future. The teacher-tutor translated the sentence into English and it became “that new students will receive your decision”, and so on. On that meeting, the researcher can conclude that the results of the fourth observation showed the same result with the previous observation that preset the same method in teaching. They were traditional method in translation method. On that meeting, the teacher did not relate the materials with learners’ daily activity and only used *Bahasa Indonesia* as a communication tool in the classroom. The teacher-tutor did not encourage the learners to be active and the teacher did a correction on the learners grammar, especially when the learners did mistake in arranges the tenses rules or formula.

In addition, the researcher found a technique which was used by the teacher-tutor in teaching the materials, the technique was using Indonesian language during teaching and learning process, it means that the teacher-tutor delivered the material by using *Bahasa Indonesia* without mixing or using



bilingual languages. It aimed to help the learners easier to understand the materials which were taught in the classroom.

#### 4.2 Data Triangulation

The researcher used three instruments to get the data, namely interview guide, observation checklist, and video recorder and these three instruments were used to obtain the data related to the research problems, what the methods were used in teaching grammar and in what way or how the methods used in teaching process.

Related to the research problems about what the methods were used by the teacher-tutors and how the methods were applied, the interview showed that there were three methods, namely traditional method, translation method, and *perkawinan silang* method which were used by the teacher-tutor in teaching English grammar. It has the same result with the observation that traditional method used to teach almost in every material, such as auxiliary and ordinary verb, nominal and verbal sentence, etc., translation method used to teach the function of tenses, and *perkawinan silang* method was used to teach tenses formula. These ensured that the data obtained by the researcher were accurate because the researcher had examined the data by using the three instruments, namely interview guide, observation checklist, and video recorder.

#### 4.3 Discussion

Findings of the research showed that the methods used by the teacher-tutor in teaching grammar at Elfast course Pare Kediri in Basic Program I were

traditional method, translation, and *perkawinan silang* method. These three methods were applied by the teacher-tutor in order to explain the materials or subjects simply with the expectation that the learners were able to understand all the materials easily.

As explained and written in chapter II, Brown (2004, p. 14) states that method is an overall plan for systematic presentation of language based upon selected approach. It means that method explained as a tactic or plan which was 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 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 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, translation 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 only 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 teacher's explanation. It is supported by the International Journal of Humanities and Science (2012, p. 170) entitled *Constructive vs Traditional: Effective Instructional Approach in Teacher Education* stated that Traditional method ... did not involve the students in creative thinking and participation. This traditional



method also used by the teacher-tutor in *Basic Program I (BP I)* which the teaching and learning process is based on the teacher centered, which means that all the materials deserved by the learners were from the teacher-tutor and the learners did not participate in the activity and were not accustomed to be active or creative learners as well. It can be said that the teacher-tutor in *Basic Program I (BP I)* used traditional method in teaching and learning process. Besides, the teacher-tutor also used a white board and board marker as a medium to teach the 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 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 teacher-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 Miss Santi as the teacher-tutor at Elfast Course Pare Kediri in *Basic Program I (BP I)*.

The next method which was used by the teacher-tutor is translation method which was used to teach the function of tenses and tenses formula only by giving 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 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 difference with the grammar translation method provided by Brown (2004). The

difference between translation method used by the teacher-tutor in Basic Program

I at Elfast course Pare Kediri and grammar translation method was in the use of language to communicate during the teaching and learning process. Grammar

Translation Method or also known as GTM is a method with much use of mother tongue with a little use of the target language. In this case, the mother tongue was

*Bahasa Indonesia* and the target language was English. Whereas during the

teaching and learning process in *Main Class of Basic Program I*, she used *Bahasa*

*Indonesia* as the language to communicate and to teach the materials to the

learners. In other words, translation method which was meant by the teacher-tutor

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

methods used to teach the materials only without changing the language use to

communicate during the teaching and learning process. So, translation method used

by the teacher-tutor in *main class of Basic Program I* was not the same as

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

I, the translation method used based on the expectation of Mr. Andre as the owner

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.

Based on the result of observation, the last method used by the teacher-

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

tenses formula. This method was the teacher-tutor creativity as another way to



teach the tenses formulas, except the use of memorizing and drilling or repeating methods of teaching.

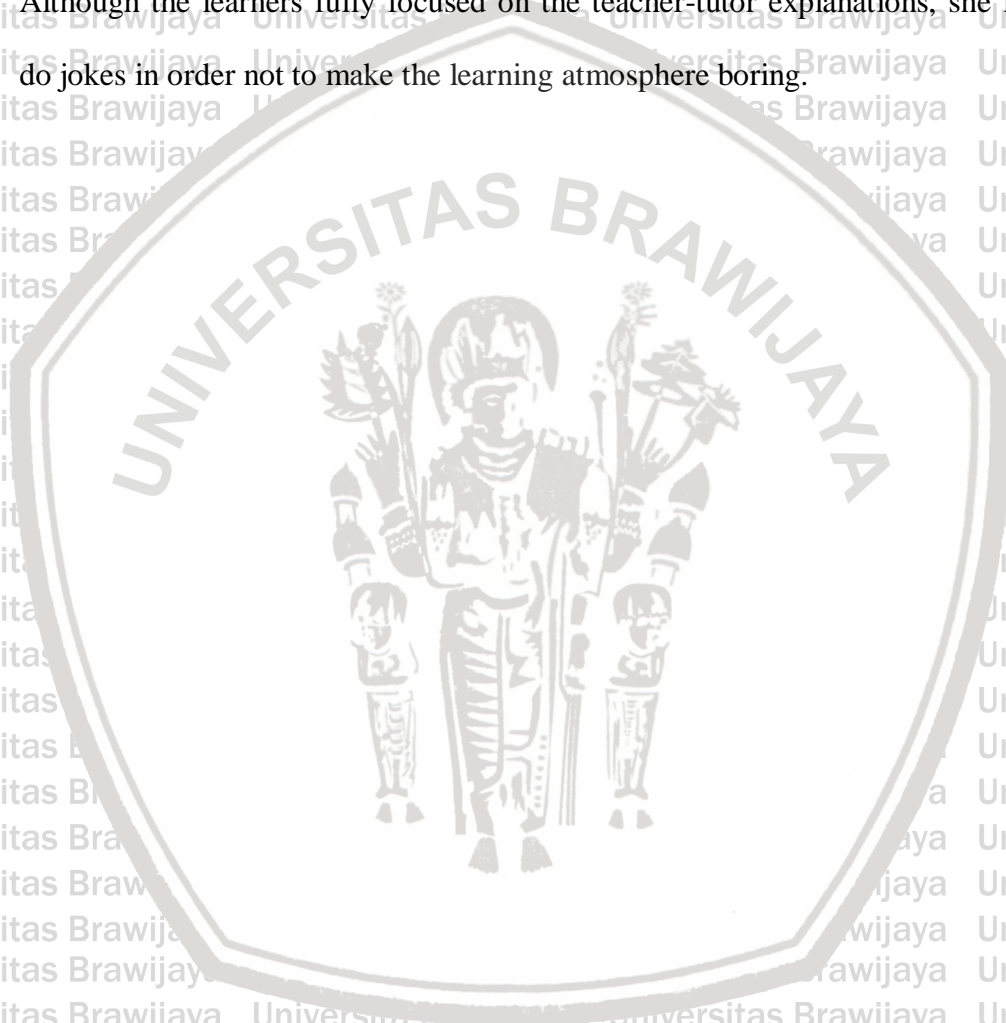
These variations of method helped the teacher to avoid such boring atmosphere because the teaching methods were not monotonous. As Eric (in Larsen&Diane, 1993; 1997) states that teaching grammar is boring because the impression about the grammar can only be taught through repeat and drill, and it makes 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 have a good writing skill after they learned and graduated from the course (Miss Santi April, 12<sup>nd</sup> 2016). Besides, every method modified based on the subjects that would be taught in the classroom. The example, the teacher-tutor used traditional method almost in every material that were taught, because one meeting the teacher-tutor taught not only a single material but multiple materials and all the 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 tenses formulas.

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 in the classroom. Ur (1996, p. 121) states that the teacher should use easy language to convey the materials, so the learners would understand what the teacher had explained. The easy language used by the teacher-tutor was *Bahasa Indonesia* and it aims to help the learners in understanding the material easily.

The three methods used by the teacher-tutor were appropriate because each method could attract the learners' attention. It could be seen from the learning process which the learners fully focused on the teacher-tutor explanations. So, it could be said that, the methods were able to attract the learners' attention.

Although the learners fully focused on the teacher-tutor explanations, she might do jokes in order not to make the learning atmosphere boring.





## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusions of the research and the suggestions.

#### 5.1 Conclusion

Based on the research findings, it can be concluded that the teacher-tutor in the main class of Basic Program 1 at Pare Kediri used three methods in teaching grammar. The methods are traditional method, translation method, and *perkawinan silang* method. Each of method is used to teach different materials.

Traditional method is a method where the teacher-tutor only writes the materials on the whiteboard, explain the materials, and ask the learners to write the material on their own note. The materials which are taught by using this method are auxiliary-ordinary verb, nominal-verbal sentence, transitive verb, and verb of each tense. Next method is translation method which is used to teach the way how to apply the tenses of formula into sentences. This translation method only translates some Indonesian language sentences into English. The last method is *Perkawinan silang* method which is used by the teacher-tutor to teach the tenses formulas by *mengawinkan* or combining two different tenses.

## 5.2 Suggestions

The study is expected to give contribution as a feedback to:

### 1. The teacher-tutors at Elfast Pare

He or she can develop their teaching method and find out the solutions if their students are still having difficulties in learning grammar without neglecting their students' needs.

### 2. The teacher-tutors in general

The other teacher-tutors can use the methods as references to be applied in their teaching grammar activities.

### 3. Further researchers

Further researcher can use this research as their references in conducting their research or develop this research by investigating the learners' perception towards the methods used by teacher-tutors.



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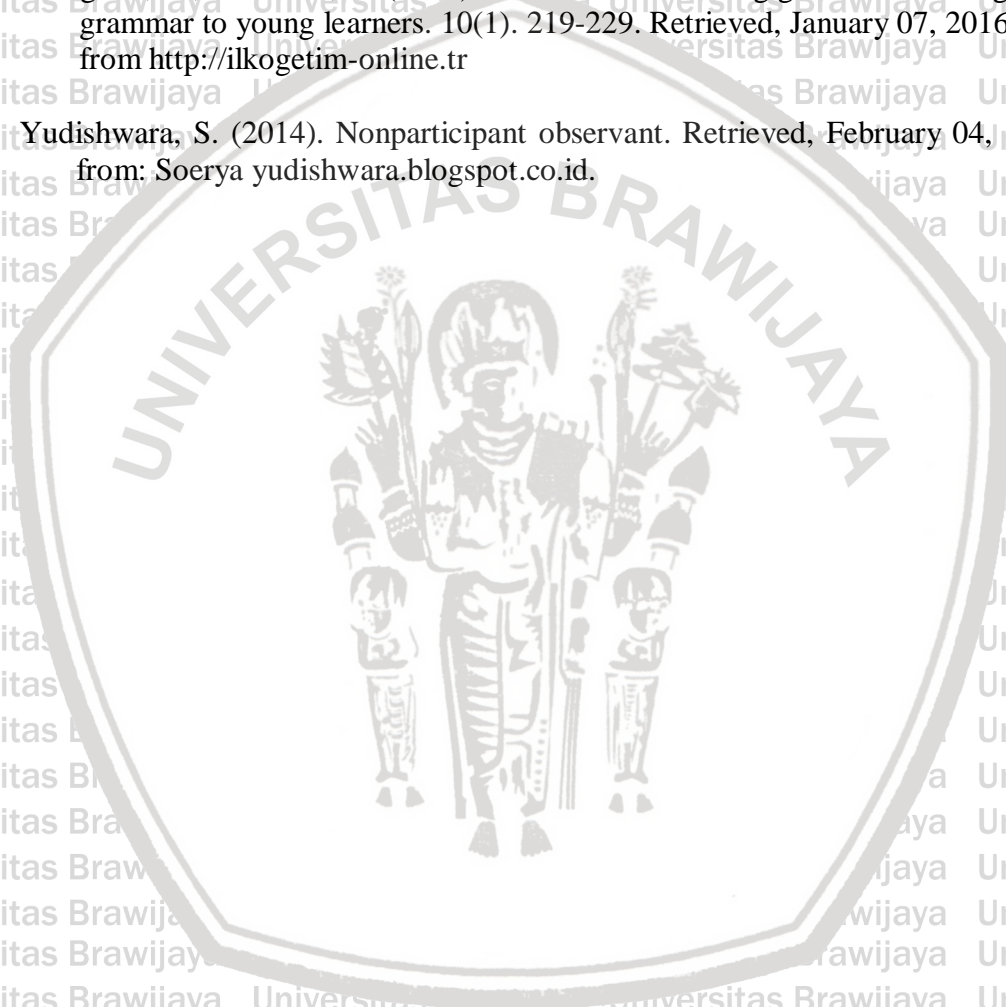
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# APPENDICES

## Appendix 1

**Interview Guide**

1. Nama lengkap bapak/ibu?
2. Sudah berapa lama bapak/ibu bekerja sebagai tutor bahasa Inggris di Elfast Pare?
3. Bapak/ibu menjadi tutor di Basic Program 1, apakah bapak/ibu memiliki pengalaman mengajar atau menjadi tutor sebelumnya?
4. Setiap materi diajarkan oleh tutor yang berbeda, materi apa saja yang bapak/ibu ajarkan di kelas Basic Program 1 ini?
5. Adakah alasan atau ketentuan khusus yang mendasari pembagian materi atau bahan ajar?, mungkin seperti lebih kepada penguasaan materi.
6. Dalam seminggu, berapa kali bapak/ibu melakukan tatap muka dengan murid?  
Berdasarkan pembagian materi atau bahan ajar yang sudah ditentukan.
7. Metode apa yang bapak/ibu gunakan saat mengajarkan materi grammar?
8. Apakah setiap materi yang bapak/ibu ajarkan menggunakan metode yang berbeda?
9. Bagaimanakah bapak/ibu mengaplikasikan metode—metode tersebut saat mengajarkan materi tentang grammar?
10. Diantara metode—metode tersebut, apakah ada metode yang menurut bapak/ibu paling sesuai dengan kemampuan murid?
11. Bagaimana respon murid dengan metode yang bapak/ibu gunakan saat mengajar?



12. Bagaimana hasil yang dapat disimpulkan terhadap nilai siswa sehubungan dengan metode mengajar yang bapak/ibu gunakan?
13. Apakah bapak/ibu pernah mengalami atau menghadapi kesulitan saat mengajarkan materi tentang grammar?
14. Apa saja yang bapak/ibu lakukan untuk meningkatkan motivasi siswa dalam belajar, khususnya pembelajaran grammar?

*Adopted from Putra (2015)*



## Appendix 1a

**RESULT OF THE INTERVIEW**

1. **R** : Nama lengkap bapak/ibu?

**TT**: Santi Rahayu Ningtyas

2. **R** : sudah berapa lama bapak/ibu bekerja sebagai tutor bahasa Inggris di Elfast Pare?

**TT**: dari 2007 sampai sekarang

3. **R** : bapak/ibu menjadi tutor di Basic Program 1, apakah bapak/ibu memiliki pengalaman mengajar atau menjadi tutor sebelumnya?

**TT**: belum ada

4. **R** : setiap materi diajarkan oleh tutor yang berbeda, materi apa saja yang bapak/ibu ajarkan di kelas Basic Program 1 ini?

**TT**: khusus BP 1 ada kelas yang mencakup Part of speech, main class, dan study club. part of speech menjelaskan mengenai noun, adjective dll. dengan *teacher* nya. Main class dan study club adalah dua kelas yang saling berhubungan atau berkesinambungan. Saya yang memberikan materi dan study club yang menguji (memberikan soal) kemampuan murid. Tetapi intinya di BP1 Elfast membahasa Verb yang diarahkan dengan active voice secara fisiknya dengan membedakan kalimat verbal dan nominal, verb mana saja yang tidak bisa di Ving kan, kemudian diperkenalkan tentang question tag, conditional sentence, direct-indirect (perubahan). Pada minggu pertama hanya diperkenalkan atau dibahas secara umum. 1 minggu berikutnya baru diajarkan tentang perbedaan setiap tenses, kemudian 1 minggu berikutnya diajarkan tentang penggunaan tenses. Pada 1 minggu berikutnya murid—murid baru



diajarkan tentang modal. Dengan kata lain, 2minggu pertama rumus tenses, question tag, direct-indirect, dan conditional tenses sedangkan minggu ke tiga mulai membahas tentang fungsi dan di minggu ke empat diajarkan tentang modal.

5. **R** : adakah alasan atau ketentuan khusus yang mendasari pembagian materi atau bahan ajar?, mungkin seperti lebih kepada penguasaan materi.

**TT**: tidak ada alasan khusus pada pembagian materi atau bahan ajar, melainkan sudah di atur oleh Mr. Andre sebagai pemilik dari lembaga Elfast.

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 di BP1 hanya 1 sehari, jadi dalam seminggu ada 5 kali pertemuan khusus di BP1.

7. **R** : metode apa yang bapak/ibu gunakan saat mengajarkan materi grammar?

**TT**: saya melihat tujuan akhir dari BP 1 yang diinginkan oleh Mr. Andre, yaitu siswa mampu menulis menggunakan bahasa Inggris dan metode yang saya gunakan pun mengartikan (translate) bahasa Inggris, membiasakan siswa untuk menulis sehingga dapat dikatakan bahwa saya menggunakan metode tradisional. Selain translation, ada juga penggunaan metode “mengawinkan” dan hafalan (jika murid tidak memahami metode perkawinan) yang khusus diterapkan saat mengajarkan rumus tenses.

8. **R** : apakah setiap materi yang bapak/ibu ajarkan menggunakan metode yang berbeda?

**TT** : iya.

9. **R** : bagaimanakah bapak/ibu mengaplikasikan metode—metode tersebut saat mengajarkan materi tentang grammar?

**TT** : menerjemahkan tulisan bahasa Inggris ke bahasa Indonesia.

10. **R** : diantara metode—metode tersebut, apakah ada metode yang menurut bapak/ibu paling sesuai dengan kemampuan murid?

**TT** : translation

11. **R** : bagaimana respon murid dengan metode yang bapak/ibu gunakan saat mengajar?

**TT** : tergantung dari siswa sendiri. jika orangnya memiliki ketertarikan tinggi maka akan menunjukkan hasil. Bagi siswa yang telaten, meskipun pelan tapi progresnya bisa kelihatan. Jika siswa yang tergolong instan, maka hasilnya agak sedikit mengecewaan. Tapi sejauh ini, mereka senang dengan metode yang saya gunakan.

12. **R** : bagaimana hasil yang dapat disimpulkan terhadap nilai siswa sehubungan dengan metode mengajar yang bapak/ibu gunakan?

**TT** : metode yang digunakan berkaitan erat dengan siswa. Jika siswa mau telaten mengikuti maka dampak kedepannya akan sangat bagus untuk siswa, misalnya untuk TOEFL atau untuk mengikuti program berikutnya maka akan memudahkan bagi dia, tapi jika siswa yang maunya instan maka akan membuat dia kesulitan kedepannya. Sampai ikut ke bp 2 dan translation, *verb* nya masih kurang. Jadi ada kesinambungan antara siswa dan metode yang kita gunakan. Tugas kita kan membuat siswa tertarik, usaha saya untuk membuat siswa tertarik adalah dengan meminta mereka untuk menerjemah dari bahasa indonesia ke bahasa Inggris. Sedangkan untuk Bahasa Inggris ke Indonesia akan lebih dipelajari pada program translation.



13. **R** : apakah bapak/ibu pernah mengalami atau menghadapi kesulitan saat mengajarkan materi tentang grammar?

**TT**: fungsi tenses tidak bisa diabaikan karena terkadang susah untuk mengajak orang ke logika. Dan mengajarkan tenses bisa memakan waktu sampai 1 minggu.

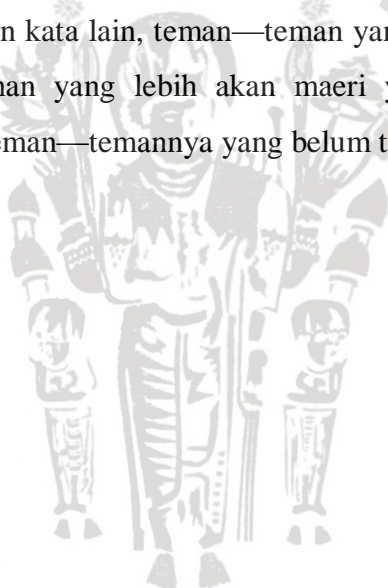
14. **R** : apa saja yang bapak/ibu lakukan untuk meningkatkan motivasi siswa dalam belajar, khususnya pembelajaran grammar?

**TT**: setiap kelas saya usahakan mereka saling mengenall dan akrab satu sama lain karena meskipun mereka tidak bisa atau belum terlalu paham dengan materi, setidaknya rasa untuk ketemu teman di tempat kursus itu ada. Dengan kata lain, teman—teman yang memiliki high motivation atau pemahaman yang lebih akan maeri yang sudah dijelaskan bisa menjelaskan teman—temannya yang belum terlalu paham (sharing).

\*Keterangan:

R= researcher

TT= Teacher-tutor



## Appendix 2

## Observation Checklist

Nama tutor :

Materi/Pertemuan :

Tanggal :

No.	Pernyataan	Ya	Tidak
1.	Tutor mengucapkan salam dan berdo'a di awal pelajaran.		
2.	Tutor menggunakan bahasa Inggris dan bahasa Indonesia saat menjelaskan materi.		
3.	Tutor mengajarkan materi dengan jelas.		
4.	Tutor mengaitkan materi dengan kehidupan sehari—hari.		
5.	Tutor mengajarkan materi menggunakan alat peraga/media.		
6.	Tutor mengajak siswa untuk aktif.		
7.	Tutor memberikan pembenaran/mengoreksi jika terjadi kesalahan dalam penyusunan grammar.		
8.	Tutor mendorong siswa untuk bertanya dan menjawab pertanyaan menggunakan grammar yang tepat.		
9.	Tutor menggunakan metode—metode mengajar grammar berdasarkan metode dari teori Brown (2004). - Grammar Translation Method (GTM): • Guru megajarkan grammar menggunakan <i>mother tongue</i> dengan sedikit penggunaan <i>target language</i> • Guru mengajarkan kosakata dalam bentuk list • Guru melatih siswa menerjemahkan kalimat dari <i>mother tongue</i> ke <i>target language</i> - Direct Method: • Guru menggunakan target language saat mengajar • Guru menekankan pada pengucapan dan pembenaran/koreksi pada grammar • Guru mengajarkan kosakata yang konkrit dan abstrak - Audio-lingual Method: • Guru menyajikan materi menggunakan audio • Guru mengajarkan pola kalimat dengan <i>drilling</i> /mengulang—ulang • Guru lebih sering menggunakan <i>tape</i> , lab. Bahasa, dan <i>visual aids</i>		
10.	Metode mengajar lain yang digunakan tutor saat mengajar gramar, yaitu: a. _____ b. _____ c. _____ d. _____		

Adopted from Putra (2015) &amp; adapted from Brown (2004)



## Appendix 2a

## Result of the Observation Checklist

Nama tutor : Miss Santi

Materi/Pertemuan : Auxiliary and Ordinary verb/ 1

Tanggal : 12 April 2016

No.	Pernyataan	Ya	Tidak
1.	Tutor mengucapkan salam dan berdo'a di awal pelajaran.		✓
2.	Tutor menggunakan bahasa Inggris dan bahasa Indonesia saat menjelaskan materi.		✓
3.	Tutor mengajarkan materi dengan jelas.	✓	
4.	Tutor mengaitkan materi dengan kehidupan sehari—hari.		✓
5.	Tutor mengajarkan materi menggunakan alat peraga/media.	✓	
6.	Tutor mengajak siswa untuk aktif.		
7.	Tutor memberikan pembenaran/mengoreksi jika terjadi kesalahan dalam penyusunan grammar.		✓
8.	Tutor mendorong siswa untuk bertanya dan menjawab pertanyaan menggunakan grammar yang tepat.		✓
9.	Tutor menggunakan metode—metode mengajar grammar berdasarkan metode dari teori Brown (2004). - Grammar Translation Method (GTM): • Guru megajarkan grammar menggunakan <i>mother tongue</i> dengan sedikit penggunaan <i>target language</i> • Guru mengajarkan kosakata dalam bentuk list • Guru melatih siswa menerjemahkan kalimat dari <i>mother tongue</i> ke <i>target language</i>		✓
	- Direct Method: • Guru menggunakan target language saat mengajar • Guru menekankan pada pengucapan dan pembenaran/koreksi pada grammar • Guru mengajarkan kosakata yang konkrit dan abstrak		✓
	- Audio-lingual Method: • Guru menyajikan materi menggunakan audio • Guru mengajarkan pola kalimat dengan <i>drilling</i> /mengulang—ulang • Guru lebih sering menggunakan <i>tape</i> , lab. Bahasa, dan <i>visual aids</i>		✓
10.	Metode mengajar lain yang digunakan tutor saat mengajar gramar, yaitu: a. Traditional method b. _____ c. _____ d. _____		

Adopted from Putra (2015) &amp; adapted from Brown (2004)

## Appendix 2b

## Result of the Observation Checklist

Nama tutor : Miss Santi

Materi/Pertemuan : Transitive and intransitive verb, tenses formula / 2

Tanggal : 13 April 2016

No.	Pernyataan	Ya	Tidak
1.	Tutor mengucapkan salam dan berdo'a di awal pelajaran.		✓
2.	Tutor menggunakan bahasa Inggris dan bahasa Indonesia saat menjelaskan materi.		✓
3.	Tutor mengajarkan materi dengan jelas.	✓	
4.	Tutor mengaitkan materi dengan kehidupan sehari—hari.		✓
5.	Tutor mengajarkan materi menggunakan alat peraga/media.	✓	
6.	Tutor mengajak siswa untuk aktif.		✓
7.	Tutor memberikan pembenaran/mengoreksi jika terjadi kesalahan dalam penyusunan grammar.		✓
8.	Tutor mendorong siswa untuk bertanya dan menjawab pertanyaan menggunakan grammar yang tepat.		✓
9.	Tutor menggunakan metode—metode mengajar grammar berdasarkan metode dari teori Brown (2004). - Grammar Translation Method (GTM): • Guru megajarkan grammar menggunakan <i>mother tongue</i> dengan sedikit penggunaan <i>target language</i> • Guru mengajarkan kosakata dalam bentuk list • Guru melatih siswa menerjemahkan kalimat dari <i>mother tongue</i> ke <i>target language</i>		✓
	- Direct Method: • Guru menggunakan target language saat mengajar • Guru menekankan pada pengucapan dan pembenaran/koreksi pada grammar • Guru mengajarkan kosakata yang konkrit dan abstrak		✓
	- Audio-lingual Method: • Guru menyajikan materi menggunakan audio • Guru mengajarkan pola kalimat dengan <i>drilling</i> /mengulang—ulang • Guru lebih sering menggunakan <i>tape</i> , lab. Bahasa, dan <i>visual aids</i>		✓
10.	Metode mengajar lain yang digunakan tutor saat mengajar gramar, yaitu: a. <u>Traditional method</u> b. <u>Perkawinan silang</u> c. _____ d. _____		

Adopted from Putra (2015) &amp; adapted from Brown (2004)



## Appendix 2c

## Result of the Observation Checklist

Nama tutor : Miss Santi

Materi/Pertemuan : Tenses formula and the use of tense/ 3

Tanggal : 15 April 2016

No.	Pernyataan	Ya	Tidak
1.	Tutor mengucapkan salam dan berdo'a di awal pelajaran.		✓
2.	Tutor menggunakan bahasa Inggris dan bahasa Indonesia saat menjelaskan materi.		✓
3.	Tutor mengajarkan materi dengan jelas.	✓	
4.	Tutor mengaitkan materi dengan kehidupan sehari—hari.		✓
5.	Tutor mengajarkan materi menggunakan alat peraga/media.	✓	
6.	Tutor mengajak siswa untuk aktif.		✓
7.	Tutor memberikan pembenaran/mengoreksi jika terjadi kesalahan dalam penyusunan grammar.		✓
8.	Tutor mendorong siswa untuk bertanya dan menjawab pertanyaan menggunakan grammar yang tepat.		✓
9.	Tutor menggunakan metode—metode mengajar grammar berdasarkan metode dari teori Brown (2004). - Grammar Translation Method (GTM): • Guru megajarkan grammar menggunakan <i>mother tongue</i> dengan sedikit penggunaan <i>target language</i> • Guru mengajarkan kosakata dalam bentuk list • Guru melatih siswa menerjemahkan kalimat dari <i>mother tongue</i> ke <i>target language</i>		✓
	- Direct Method: • Guru menggunakan target language saat mengajar • Guru menekankan pada pengucapan dan pembenaran/koreksi pada grammar • Guru mengajarkan kosakata yang konkrit dan abstrak		✓
	- Audio-lingual Method: • Guru menyajikan materi menggunakan audio • Guru mengajarkan pola kalimat dengan <i>drilling</i> /mengulang—ulang • Guru lebih sering menggunakan <i>tape</i> , lab. Bahasa, dan <i>visual aids</i>		✓
10.	Metode mengajar lain yang digunakan tutor saat mengajar gramar, yaitu: a. <u>Tradirional method</u> b. <u>Translation method</u> c. <u>Perkawinan silang</u> d. _____		

Adopted from Putra (2015) &amp; adapted from Brown (2004)

## Appendix 2d

## Result of the Observation Checklist

Nama tutor : Miss Santi

Materi/Pertemuan : Tenses formula (verb of each tense)

Tanggal : 16 April 2016

No.	Pernyataan	Ya	Tidak
1.	Tutor mengucapkan salam dan berdo'a di awal pelajaran.		✓
2.	Tutor menggunakan bahasa Inggris dan bahasa Indonesia saat menjelaskan materi.		✓
3.	Tutor mengajarkan materi dengan jelas.	✓	
4.	Tutor mengaitkan materi dengan kehidupan sehari—hari.		✓
5.	Tutor mengajarkan materi menggunakan alat peraga/media.	✓	
6.	Tutor mengajak siswa untuk aktif.	✓	
7.	Tutor memberikan pembenaran/mengoreksi jika terjadi kesalahan dalam penyusunan grammar.	✓	
8.	Tutor mendorong siswa untuk bertanya dan menjawab pertanyaan menggunakan grammar yang tepat.		✓
9.	Tutor menggunakan metode—metode mengajar grammar berdasarkan metode dari teori Brown (2004). - Grammar Translation Method (GTM): • Guru megajarkan grammar menggunakan <i>mother tongue</i> dengan sedikit penggunaan <i>target language</i> • Guru mengajarkan kosakata dalam bentuk list • Guru melatih siswa menerjemahkan kalimat dari <i>mother tongue</i> ke <i>target language</i>		✓
	- Direct Method: • Guru menggunakan target language saat mengajar • Guru menekankan pada pengucapan dan pembenaran/koreksi pada grammar • Guru mengajarkan kosakata yang konkrit dan abstrak		✓
	- Audio-lingual Method: • Guru menyajikan materi menggunakan audio • Guru mengajarkan pola kalimat dengan <i>drilling</i> /mengulang—ulang • Guru lebih sering menggunakan <i>tape</i> , lab. Bahasa, dan <i>visual aids</i>		✓
10.	Metode mengajar lain yang digunakan tutor saat mengajar gramar, yaitu: a. <u>Traditiona method</u> b. <u>Translation method</u> c. <u>Perkawinan silang</u> d. _____		

Adopted from Putra (2015) &amp; adapted from Brown (2004)



## Appendix 3

## Documentation



1. The teacher-tutor is checking the learners's Attendance



2. The teacher-tutor is teaching Auxiliary and Ordinary verb



3. The learners are reading their modul



4. The teacher-tutor is distributing the worksheet



5. The teacher-tutor is writing the materials (transitive and intransitive verb)



6. The teacher-tutor is explaining the material while she is writing on the White board too

Appendix 4

Recommendation Letter From Faculty



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI  
UNIVERSITAS BRAWIJAYA  
FAKULTAS ILMU BUDAYA  
Jalan Veteran Malang 65145, Indonesia, Telp. +62341- 575875, Fax. +62341- 575822  
E-mail : [fib\\_ub@ub.ac.id](mailto:fib_ub@ub.ac.id) - <http://www.fib.ub.ac.id>

Malang, 28 MAR 2016

Nomor : 0680 /UN10.12/AK/2016  
Lampiran : 1 (satu) lembar  
Perihal : Permohonan Ijin Penelitian

Yth. Pimpinan Lembaga Elfast Kampung Inggris Kediri  
Jalan Kemuning, Tulungrejo, Pare  
Kediri, Jawa Timur

Dalam rangka penyelesaian tugas akhir mahasiswa Program Sarjana (S1) Fakultas Ilmu Budaya Universitas Brawijaya, kami mohon dengan hormat agar Saudara:

Nama : Insantri Aulia  
NIM : 125110501111014  
Semester : VIII (Delapan)  
Program Studi : S1 Pendidikan Bahasa Inggris

diberikan ijin untuk melaksanakan kegiatan penelitian dan memperoleh data pendukung berkaitan dengan usulan skripsi berjudul:

"METHODS OF TEACHING GRAMMAR AT ELFAST COURSE PARE KEDIRI"

Selanjutnya kami sampaikan bahwa data yang diperoleh akan dijaga kerahasiannya dan hanya digunakan untuk penelitian (terlampir).

Demikian atas bantuan dan kerjasama yang baik ini, diucapkan terimakasih.

Bekn,  
  
Prof. Iq. Ratya Anindita, M.S., Ph.D.  
NIP. 19610908 198601 1 001





KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI  
UNIVERSITAS BRAWIJAYA

**FAKULTAS ILMU BUDAYA**

Jalan Veteran Malang 65145, Indonesia, Telp. +62341- 575875, Fax. +62341- 575822  
E-mail : fib\_ub@ub.ac.id - http://www.fib\_ub.ac.id

**Surat Pernyataan**

Saya, yang bertandatangan di bawah ini:

Nama : Insantri Aulia  
NIM : 125110501111014  
Semester : VIII (Delapan)  
Program Studi : S1 Pendidikan Bahasa Inggris

dengan ini menyatakan bahwa berkaitan dengan penyusunan skripsi Program S1 saya yang berjudul:

"METHODS OF TEACHING GRAMMAR AT ELFAST COURSE PARE KEDIRI"

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.

Pernyataan ini saya buat atas kesadaran saya akan etika penelitian yang berlaku.

Tanggal pernyataan: 23 Maret 2016

Yang membuat pernyataan;

Mat. 0004ADF881409257  
Rp. 6.000  
Insantri Aulia  
125110501111014

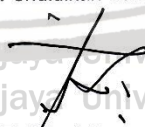
Mengetahui:

Dekan,



Prof. Ir. Ratya Anindita, M.S., Ph.D.  
NIP. 19610908 198601 1 001

Ketua Program Studi  
S1 Pendidikan Bahasa Inggris

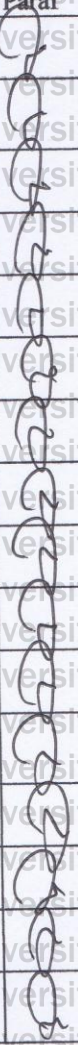


Dr. Esti Junining  
NIP. 19720604 200212 2 001



### BERITA ACARA BIMBINGAN SKRIPSI

- |                           |  |
|---------------------------|--|
| 1. Nama                   | : Insantri Aulia   |
| 2. NIM                    | : 125110501111014  |
| 3. Program Studi          | : Pendidikan Bahasa Inggris                                |
| 4. Topik Skripsi          | : Penelitian Deskriptif Kualitatif                         |
| 5. Judul Skripsi          | : Methods of Teaching Grammar at Elfast Course Pare Kediri |
| 6. Tanggal Mengajukan     | : 09 November 2015   |
| 7. Tanggal Selesai Revisi | : 25 Juli 2016   |
| 8. Nama Pembimbing        | : Frida Unsiyah, M.Pd                                      |
| 9. Keterangan Konsultasi  | :  |

No	Tanggal	Materi	Pembimbing	Paraf
1.	28-12-2015	Pengajuan judul skripsi	Frida Unsiyah, M.Pd	
2.	30-12-2015	Persetujuan judul skripsi	Frida Unsiyah, M.Pd	
3.	08-01-2016	Konsultasi draft skripsi	Frida Unsiyah, M.Pd	
4.	12-01-2015	Konsultasi bab 1	Frida Unsiyah, M.Pd	
5.	15-01-2016	Revisi bab 1	Frida Unsiyah, M.Pd	
6.	19-01-2016	Konsultasi bab 1	Frida Unsiyah, M.Pd	
7.	25-01-2015	Revisi bab 1	Frida Unsiyah, M.Pd	
8.	29-01-2016	Konsultasi bab 1 dan 3	Frida Unsiyah, M.Pd	
9.	12-02-2016	Revisi bab 1 dan 3	Frida Unsiyah, M.Pd	
10.	16-02-2016	Konsultasi bab 1 dan 3	Frida Unsiyah, M.Pd	
11.	19-02-2016	Revisi bab 1 dan 3	Frida Unsiyah, M.Pd	
12.	23-02-2016	Konsultasi bab 1, 2, dan 3	Frida Unsiyah, M.Pd	
13.	29-02-2016	Revisi bab 1, 2, dan 3	Frida Unsiyah, M.Pd	
14.	08-03-2016	Acc SEMPRO	Frida Unsiyah, M.Pd	
15.	15-03-2016	Pelaksanaan SEMPRO	Frida Unsiyah, M.Pd	
16.	10-05-2016	Konsultasi bab 2 dan 3 (pasca penelitian)	Frida Unsiyah, M.Pd	



17.	13-05-2016	Konsultasi bab 3 dan 4	Frida Unsiah, M.Pd
18.	23-05-2016	Konsultasi bab 4	Frida Unsiah, M.Pd
19.	25-05-2016	Revisi bab 4	Frida Unsiah, M.Pd
20.	31-05-2016	Konsultasi bab 4 dan 5	Frida Unsiah, M.Pd
21.	07-06-2016	Revisi bab 4 dan 5	Frida Unsiah, M.Pd
22.	10-06-2016	Acc SEMHAS	Frida Unsiah, M.Pd
23.	15-06-2016	Pelaksanaan SEMHAS	Frida Unsiah, M.Pd
24.	24-06-2016	Acc ujian skripsi	Frida Unsiah, M.Pd
25.	12-06-2016	Pelaksanaan ujian skripsi	Frida Unsiah, M.Pd
26.	21-06-2016	Acc jilid	Frida Unsiah, M.Pd

10. Telah dievaluasi dan diuji dengan nilai:

B+

Malang, 21 Juni 2016

Dosen Pembimbing

Mengetahui Pembantu Dekan 1  
Bagian Akademik

Syahrul Muttaqin, M.A

NIP. 197511012003121001

Frida Unsiah, M.Pd

NIK. 2012018102212001