THE METHODS USED IN TEACHING GRAMMAR AT NINTH GRADE STUDENTS OF ARRISALAH ISLAMIC BOARDING SCHOOL IN ACADEMIC 2016/2017

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ABSTRACT

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Key Words: **the method and teaching grammar.**

Teaching grammar has been one of the most controversial and least of understood of language teaching, few teachers remain indifferent in grammar and many teachers become obsessed by it.

The objectives of the research are: (1) To know the learning method used in teaching grammar at ninth grade students of Arrisalah Islamic Boarding School In Academy Year 2016/2017. (2) To know the most dominant learning method used in teaching grammar at ninth grade students of Arrisalah Islamic Boarding School in Academy Year 2016/2017. (3) To know the implementation of the most dominant learning method use in teaching grammar at ninth grade students of Arrisalah Islamic Boarding School in Academic year 2016/2017.

The researh methodology are the reasearcher observed the location, and take the instrument data. Data collection consist of observation, documentation and interview.

This study took at the ninth grade students of Arrisalah Islamic boarding School in academy year 2016/2017 as the subject of the study. This study was descriptive qualitative. The kind of learning method used in teaching grammar at ninth grade students of Arrisalah Islamic Boarding School are Inductive teaching method, Deductive teaching method, , Teaching grammar through song and ryhmes. The most dominant method used was the deductive method. The implementation of the most dominant method in teaching grammar: The teacher gave an example and then identifies the rule of it. He asked students to notice how the example works and practice with different examples.

CHAPTER I

INTRODUCTION

A. Background of the Study

In term of globalization, it is necessary to learn foreign languages and therefore they are taught on the school curriculum. Generally, foreign language are taught at the basic schools although there are some kindergartens where pre-school are introduce to a foreign language. When the students first acquire the new foreign language, their reaction to the encounter is various, mainly, because it is more or less unlike their native language. The foreign language has different structures, rules, systems, etc. What happens is that some students easily cope with the language, some need time to do so and some struggle with it from the beginning. Those who start to have difficulties with the foreign language can be either students who have a learning disability or those who do not have any disability but still show learning difficulties in the foreign language[1].

The central aim of English teaching is at one level very straightforward and uncontroversial. At its simplest, the purpose of teaching English is developing pupil abilities to use English language effectively.[2]English language promotes some skills. People must learn to achieve integrated language skills. In common, they identified as receptive skills and productive skills. Receptive skills concern

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[1] Holesinska, *Teaching English as a foreign language to studens with learning difficulties*(bachelor tesis: Masaryk University) 5.
[2] Michael Flamming and David Stevens,*English Teaching in Secondary School*(London:David Fulton Publishers Ltd) 2004,1

with the ability to encode others' messages; reading and grammar. Productive skills deal with the ability to decode messages to others; grammar and writing. All of the language skills support each other.

Teaching English in countries where the English language is not a mother tongue has been long part of the fabric society. Englsih is still considered one of the most important school subject and therefore beginning teachers can find the responsibility of teaching it both exciting and challenging[3].

Among the teaching English language,grammar is a focus in this study for teach the students. Grammar is partly the study of what form or structure in a language. Grammar is a process of making a speaker's or writer's meaning clear when contextual information is lacking[4]. In linguitics, grammar is set of structural rules governing the composition of clauses, phrases, and words in any given natural language. The term refers also to the study such rules and this field includes phonology, morphology, and syntax, often complemented by phonetics, semantics, and pragmatics. For lingiusts, grammar refers to cognitive information underlying language use. The term grammar can also be used to describe the rules that govern the linguitic behaviour of a group of speakers.

Depend on Merriam webster, the grammar is a set of rules that explain how words are used in a language[5]. The writer conclude that the definition of grammar is the whole system of a language or of language in generally, usually taken as consisting of syntax and morphology (including inflections) and

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[3] Andrew Goodwyn and Jane Branson, *Teaching English.*(Routledge;taylor and francis group) 4.
[4] Scoot Thornburry, *Teach Grammar* (New York: Longman, 1999).5
[5] An Encyclopedia Britania Company, Merriam Webster. 20:56, 31/05/17.

sometimes also phonology and semantics. Grammar is (the study or use of) the rules about how words change their form and combine with other words to make sentences. Grammar is the most important part of language that we need to master.

The other reason why grammar so important when teaching and learning is while focusing on using grammar, it promotes to develop of all language skills (speaking, writing, reading and listening) in a variety of ways[6]. But, it is important to establish that "teaching grammar" can mean different things to some people. There are two concepts of sense revival when we are learning grammar : focus on form and consiousness raising[7]. When we are teaching grammar in the classroom, it is only part of teacher's activities with limit time to develop grammar skill. It would seem imperative that whatever time given in teaching, it must as efficient as possible.

In other hand, teaching grammar has been one of the most controversial and least of understood of language teaching, few teachers remain indifferent in grammar and many teachers become obsessed by it.[8] There are some preparations of grammar lesson plan such as material, media learning, method, and teacher assessment. The aim of lesson plan is to help the students in learning grammar to be easier. All of the strategy and method is adapted with the material that will teach. Therefore, the students learning process will be more effective and interesting. By use a good method in teaching process the interaction between teacher and students' will be active and understandable.

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[6] Betty Schrampfer, Azar, *english Grammar*(New Jersey: Upper Saddle River, 1989) 65.
[7] Scoot Thornburry, *Teach Grammar* (New York: Longman, 1999) 24
[8] Scott thornburry, *How to Teach Grammar*(NewYork:Longman, 1999) 26.

Teaching grammar is an essential part of school education or adult learning. Without good grammar, spoken or written words lose much of their meaning and most of their value. Grammar is very important thing to get right, and teachers should take extra care to import proper grammar to all their students. Sadly, grammar is often seen as a difficult and boring subject and the popular method of teaching is just repeat the correct grammar for certain situation over and over untill its memorised and able to be repeated, like a parrot[9].

English grammar is very complex, and all its intricacies cannot truly be learned wrote. They must understand. The understanding is most easily achieved when the students are engaged, interested, and having fun during a lesson. To makes sure the teachers are covering all the necessary topics with your students, the teachers could check out the grammar lesson plan10. In addition, the teacher should have a good method during the class.

Method is a particular of procedure for accomplishing or approaching something, especially a systematic or established one. Method for teacher is a way of doing something or an organized plan that controls the way something done. The method is a strategy in learning and teaching process to make success the teacher to teach a subject. It is also a way using by teacher to make a connection with students in direct learning process.

In other hand, method is a way use to approaching personally between teacher and students to make the material of the subject (teacher subject) interesting. A subject is not successful when the level of student's enthusiasm. In

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[9] https//blog.udemy.com/how-to-teach-grammar/?_e_pi_=7%2cpag1024857363. 20:13, 01/06/17.
   [10]*ibid*

purpose of teaching and learning, the teacher should choose a good method depend on students' situation. Method also a particular trick, strategy of contrivance use to accomplish an immediate subject[11]. The teacher must have a good method how to be a good teacher. The teacher needs a good method to teaching in the classroom. There are many types of method to support it, but every class has no same method applied in teaching English to create effective classroom. The best teaching method is a method that can increase students learning activity.

Arrisalah is an Islamic educational institute, based on document story of Arrisalah Islamic boarding school, Arrisalah is fully adopts the curriculum of Gontor Islamic boarding school, its discipline, method of teaching, and management of education. Historically, it established by Drs. KH. Muhammad Ma'shum Yusuf, and was opened by KH Imam Zarkasyi (the founder of Gontor Islamic boarding school) and his son KH. Abdullah SyukriZarkasyi MA on February 26th, 1985, named by MadinatuthThulab (student city).

It is located at Gundik Slahung Ponorogo East Java, 15 KM from Ponorogo to the South. Its' campus is about 10 Ha. It has various facilities of education, such as sport, praying, shops, cafeteria, telecommunication, internet network, office etc. Students of Arrisalah are 1.050 persons, came from all over Indonesia such as Java, Bali, Kalimantan, Maluku,Irian Jaya, and etc. The members of teachers are 184 persons. The teachers graduated from Arrisalah

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[11] M.F. Patel, *English language teaching*(Jaipur :Sunrise Publisher and Distributors), 2008, 73.

Islamic boarding school, Gontor Islamic boarding school and other universities outside Arrisalah Islamic boarding school.

At Arrisalah, the teacher always try to use the variation methods of teaching grammar, so that the students more easily to understand the subject and do not feel bored in classroom. To determine the level of student's understand, teacher always evaluate at the end of each lesson. Teacher always ask the students about what they have learned that day. The teacher can realize that the students have not understood the lesson. The teacher givesa assignment to the students, so the students are interested in learning at home.

Based on description above, the writer is interested to conduct research on "The Learning Method Used in Teaching Grammar at Ninth Grade Students of Arrisalah Islamic Boarding School In Academy Year 2016/201**7**".

B. Research Focus

This study just focuses in the learning method used in teaching grammar at ninth grade students of Arrisalah Islamic Bording School in Academic Year 2016/2017.

C. Statements of the Problem

Based on the scope of the study, the problems of the study stated as follows:

1. What are the learning methods used in teaching grammar at ninth grade students of Arrisalah Islamic Boarding School In Academy Year 2016/2017?

2. What is the most dominant method used in teaching grammar at ninth grade students of Arrisalah Islamic Boarding School In Academy Year 2016/2017?

3. How does the implementation of the most dominant method used in teaching grammar at ninth grade students of Arrisalah Islamic Boarding School in Academy year 2016/2017?

D. Obejctives of the Study

Concerning with the statements of the problem, this study has some objectives described as follows:

1. To describe the kinds of methods uses in teaching English at ninth grade students of Arrisalah Islamic Boarding School in Academy year 2016/2017.

2. To describe the most dominant method use in teaching English at ninth grade students of Arrisalah Islamic Boarding School in Academy year 2016/2017.

3. To describe the implementation of the most dominant method use in teaching grammar at ninth grade students of Arrisalah Islamic Boarding School in Academy year 2016/2017.

E. Significances of the Study

The result of the study is expected to be used theoretically and practically:

1. Theoretically significances

a. The result of this study is expected to be able to widen the skill of teachers in using method of teaching grammar in order to improve student's grammar ability.

b. As a reference to other researchers who want to study the methods used in teaching grammar.

2. Practically signicances

Result of this research is expected to be beneficial for:

a. For the English teacher.

1. Help teacher to find the good method in building students' grammar ability.

2. Giving the inspiration of good method in teaching grammar.

3. It help teacher to make learning process more meaningfull with the various methods.

b. For the Students.

1. Increasing students' grammar ability.

2. It makes the students more motived in learning English language.

3. It makes the students easier in learning grammar.

c. For the Readers.

1. Used as a reference for the readers.

2. As the reference for the readers in building students' grammar ability.

F. Research Methodology

1. Research Design

Research design is purpose to guide the researcher conducting the research activities. It is also because research design is a plan of gathering and analyzing data in order to fit with the research objectives.[12] This study applies a descriptive qualitative research. A qualitative research also takes into account the process rather than the outcomes or the product.[13]

Steven J.And Robert Bogdan Taylor explain thatdescriptive qualitative research is one of the research procedures which produce of descriptive data in form of speech and the behavior of those being observed.[14]For this case, bogdan and biklen recommendeds, the characteristic of qualitative research has the natural setting as the direct source of data and researcher is the key of instrument. The researcher use the qualitative research to describe the method used in teaching grammar at ninth grade students at Arrisalah Islamic Boarding School Gundik Slahung Ponorogo in academy year 2016/2017.

2. Researcher's Role

According to Lexy Moleong, the characteristic of descriptive qualitative reserach is the researcher as a key instrument, because the researcher divided all of scenarios.[15]It means that the researcher as actor to collect the data. So, the researcher puts all of the activities of the research.

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[12] S. Nasution, *Metode Research*(Jakarta: PT Bumi Aksara), 23.
[13] Sugiyono, *Memahami Penelitian Kualitatif* (Bandung: CV Alfabeta, 2005), 9.
[14]http://fatonipgsd071644221.wordpress.com/2009/12/20/penelitian-kualitatif/. Accessed at 25, nov 2016.
[15]Moleong, Lexy, *Metodologi Penelitian Kualitatif* (Bandung: PT rosda Karya, 2005)117.

Moreover, Matthew B. Miles and Michael Huberman stated that characteristic of qualitative research are: intense and prolonged researcher contact with a field or situation, its role or purpose to obtain a systematic and integrated overview of the data under study,

Its researcher functions as the key research instrument and its analyses that are in form of words.[16]

In this research, the writer has a role as passive participant. It means that the researcher presents at the scene of action but does not interact or participate.

3. **Research Location**

The research will be conducted at ninth grade students of Arrisalah Islamic boarding school in academic year 2015/2016. The researcher chooses this school because some reason.

a. The teachers has fun methods to increase their students grammar skill.

b. The school is reachable. It enables the researcher to conduct the research more effectively.

4. **Data Source**

The data source is the information that is said by people who are the subject of research, observations and document facts in accordance with the focus of research.[17] Suharsimi in *Procedur Penelitian* states that data source in a research is a subject the obtained of data from data that have been

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[16] Matthew B. Miles and Michael Huberman, *An Expanded Sourcebook Qualitative Data Analysis* (California: Sage Publication, 1994) 6.
[17]http://www.majalahpendidikan.com/2011/04/data-dan-sumber-data-penelitian.html. Assessed on 26november 2016.

gotten.[18] From this statement, we know that source of data as a statement from the result of interview with English teacher and students. Moreover, the source of data from documentation as a lesson plan. The data collected is form of words and pictures rather than number. Then, the action is collecting data from observation and documentation of teaching and learning process.

5. **Technique of Data Collection**

Data refers to the rough materials research collect from the world they are studying. The data collection steps include setting, the boundaries for the study, collecting information through unstructured or semi structured observations and interviews, documents, and visual materials, as well as establishing the protocol for recording information.[19] There were three data collection techniques used in this study; observation, interview and documentary. Each of the stage is presented in the following:

1. Observation

Observation is a process of observing and recording in a systematic, logical, objectives and rationale of the various phenomena, both in the actual situation and in artificial situations to achieve certain goals. Observation not only used in the evaluation, but also in the field of research, especially qualitative research.

Some informations can be gotten from the result of observation, likes: place, object, time, condition etc. The reseacher's reasons to do the

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[18] Suharsimi, Arikunto, *Prosedur Peneltian* (Jakarta: Rineka Cipta, 2002), 107.
[19] Creswell, *Research Design Qualitative,Quantitative,and Mixed Method*(USA: SAGE Publications, Inc, 2009), 178

observation are to get realistic picture of behaviour or situation to answer the question or to help understanding human behaviour or to evaluate certain aspect.

David Ratcliff (2001:75) said'' the observation form that can used in qualitatif research is descriptive qualitative. The main purposes of observation are[20]:

1. To collect data and information about a phenomenon, either in the form of events or actions, either in a real or artificial.

2. To measure the behavior of the class (both teacher and student behavior), the interraction between students and teacher, and the factors that can be observed other especially social skill.

2. Documentation

Documentation is a method to get data in the form of note, transcript, book, magazine, agenda, etc. in the other word documentation is used to get the students list in order to know the number of sample.[21] The researcher got some notes of interview in his research,soft file of the school profile, some pictures that took when he made research in the classroom.

3. Interview

In general, the interview is how to collect information of materials carried by oral questioning unilaterally, face to face, and with the direction

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[20] Arifin, Zainal, *Jurnal Penelitian Kualitatif* (Bandung: PT. Remaja Rosda Karya: 2011) 5-6.

[21] Sugiyono, *Metode Penelitian Pendidikan*(Bandung, CV. ALFABETA,2011)329.

and goals that have been set. Interview can also be equipped with tools such as the type recorder, so that the answers to these questions can fully record.

Interview is a rechecking tool of information that it gets before the interview are doing. Interview technique that used in qualitatif is the in-depth interview. It is a process to get the information for research purpose by question-anwer with face-to-face between the researcher and the informan. There are some important point that should be attent for reseacher when doing it such as: voice intonation, speech speed, eyes contact[22].

According to Syamsuddin and Damaianti, there are two kinds of interviews that can be applied in qualitative research. They are closed interview and opened interview. In the closed interview, the questions focus on particular topics. The questions are used to guide the interview process have been prepared before. In the opened interview, the interviewer gives respondents the freedom of speech without using the list of questions.

The researcher is using the in-depth interview, because the researcher gives some question intensively about focus of the research that has been prepared. There are some informant's interviewed in this research consist of Imam Gozali S.Pd as the Headmaster of the school, Ridwan Cahyadi as

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[22]*Ibid* 7.

the English teacher and Debi Yoga Saputra, Muhammad Rifai as the students to know the teaching and learning grammar process.

6. **Data Analysis**

Data analysis is the process of systematically searching and arranging the interview transcript, field notes, and others materials that accumulate to increase your own understanding of them and to enable you to present what you have discovered to others.

The stages of interactive analysis applied in this researcher aredata reduction, data display, and conclusion drawing/verification.[23]Each of the stages is presented in the following.

a.   Data reduction

Data reduction is a stage of summarizing, classifying, and focusing on essentials things. In this stage, the researcher needs to separate the accurate data from the accurate ones. Through data reduction, the researcher may focus on the data that will be analyzed. Data that is reduced is the result of interviews, observation, and documentation that has been done by the researcher.

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[23] Mattew B. miles, A Michael Huberman, *An Erpanded Sowrce bookQualitative Data* (California; Sage Publication, 1994). 10

b.   Data display

Display data is a stage of organization in to pattern of relationship. Display data can make the collected data are easier to understand.

c.   Conclusion drawing/verification

In this stage, the researcher is making conclusion. The conclusion can be in be a form of thick description. The conclusion is the answers of the researcher problems that have been formulated.

7. **Verification of Data Validity**

To get the valid and credible data, researcher use triangulation technique.Validity data is updated concept of the concept validity. According to Moleong, "data validity is the importance concept that updated from validity concept and reliability".[24]

According to William Wiersma, "Triangulation is qualitative cross-validation it assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures."[25]

This research uses triangulation technique as a source. It means the researcher uses the way: (a) the comparation between result of observation and result of interview, (b) the comparation between public opinion and individual opinion, (c) the comparation between the opinion of public about research situation and the

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[24]Lexy J. Moleong. *Metodologi Penelitian Kualitatif, PT Remaja Rosdakarya* (Bandung, 2009) 321

[25] Sugiyono, *METODE PENELITIAN PENDIDIKAN Pendekatan Kwantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2011) 372

opinion of a long time, (d) the comparation between result of interview and related document.

8. **Research procedure**

There are three steps in the research, and adding with final step, namely, writing the result of research. The steps presented in the following:[26]

1. Pre-field step, including organizing research, choosing the research field, conducting permission, observing and estimating the field situation, choosing and using information, preparing instrument, and something that relates research ethic.

2. Research step, this step is exploration focus that suitable with mind of problems which is chosen as research focus. This step is the work field where the researcher enters the field and takes a part in looking activities doing interview, observing and collecting data, document. Than the gotten data is written down accurately, writing down the observed-events and then analyzing the field data intensively that is done after the research finished.

3. Data analyzing step. This step is done by the researcher in rows with the field work, in this step; the researcher organizes observation, interview, and written data result, than the researcher analysis data distributive soon, and then explained in narrative form.

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[26]Ibid, hal 17

9. **Organization of the Thesis**

The organization of thesis gives to make the readers understand the content of the thesis. This research report will be organized in five chapter interact one each other. They are:

CHAPTER I : Introduction. This chapter introduces the whole of the research that involve background of study, research focus, statements of problem, objectives of the study, significances of the study, and the organization of the thesis.

CHAPTER II: Review of related literatures. This chapter applies the use theory or the framework of conducting the research, it involves the theory and the methods that uses in teaching grammar.

CHAPTER III : Research findings. This chapter contains with research data methodology, research design, research role, place and time of the research, data source, technique of data collection, data analysis and data credibilitation.

CHAPTER IV : Discussion. This chapter, the researcher analyzing data of the most method use in teaching grammar.

CHAPTER V : Conclusion. This chapter consist of the conclusion of the research discussion and about the recommendation.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Teaching

a. The Definition of Teaching

In modern usage, the word "teaching'' and "teacher" are wrapped up with schooling and school. When we search for both the historical meanings of the term and how it is used in everyday langauge, this brings us to definition like: import knowledge to or instruct (someone) as to how to do something, or cause (someone) to learn or understand something byexample or experience[27].

Scoot Thornburry in his book "How to teach grammar" said "setting out the intention of someone learning something and considering people's feeling, experiences, and needs. Teaching is only teaching if people can take on what is taught"[28].

The writer begin to weave these definition above into highlight and definition like this: "teaching is the process of attending to people's needs, experiences, and feelings, and making specific interventions to help them learn particular things. Interventions commonly take the form of questioning, listening, giving information, explaining some phenomenon, demonstrating a skill or process, testing understanding and capacity, and faciliting learning activities (such as note taking, discussion, simulation and practice).

[27] www.merriam-webster.com/what-is-teaching/. 20;04. 01/06/17.
[28] Scoot Thornburry, How to teach grammar (Longman, Edinburg) 34.

B. Grammar

a. The Definition of Grammar

Grammar is the description of rules for forming sentences including an account of the meanings that these form convey, and also said that " grammar adds meaning are not inferable from the immediate context.[29]

Grammar is the language user's subconscious system. it is the linguits' attempt to codify or describe that system : sound of language, structure and form of words, meanings of language, function of language anf its use in context. It is the system of a language, but sometimes people describe grammar as the "rule" of a language, but in fact no language has rule. If we use the word "rules" we suggest that somebody created the rules first and then spoke the language. but language did not start like that. Language strated by people making sounds which evolved into words, phrases, and sentences. no body commonly spooken language is fixed. all language change over time. Grammar is the mental system of rules and categories that allows humans to form and interpet the words and sentences of their language[30].

Grammar is partly the study of what form(or structure) are possible in language. Traditionally, grammar has been concerned almost excusively with analysis at the level of the sentence. Thus, grammar is a description of rules that govern how the language's sentence are formed[31].

Grammar refers to a level of structural organization which can be studied independently of phonology and semantics, and generally divide into the

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[29] Scott thrunburry, How to Teach Grammar (New York: Longman. 1999).
[30] Scoot Thornburry, Grammar (New York:Longman)1999.2.
[31] Scoot Thornburry, *How to teach Grammar* (Longman: Edinburg) 2.

branches of syntax and morphology. In this sense, grammar is the study of the way words and their components parts, combine to form sentences[32].

The bit longer of its definition that the grammar is a central term in linguistics, but one which covers a wide range of phenomenon, being used both in mass noun and count noun sense (as grammar in general and a grammar in particular). Several types of grammar can be distingished.

1. A descriptive grammar is in the firtst instance, a systematic description of a language as found in a simple of specch of writing. Depending on one's theoritical background, it may go beyond this and make statements about the language as a whole, and in so far as these statements are explicit and predictive of the speaker's competence the grammar can be said to be descriptively adequate and generative. In the older tradition, descriptive is in contrast to the prescriptive or normative approach of grammarians who attempted to establish rules for the socially or stylistically correct use of language. Comprehensive descriptions of the syntax and porphology of a language are known as reference grammars or grammatical handbooks[33].

2. Theoretical grammar goes beyond the study of individual languages, using linguistic data as a means of developing theoretical insights into the natur of language as such, and into the categories and processes needed for successfull linguistic analysis[34].

3. Function of grammar is to arrange the correct meaning of sentences based on the context. According to Harmer james (2001,12) "The grammar of a

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[32] David Crystal, A Dictionary of Lingusitic and phonetics, (New York: Longman) 23

[33] *Ibid.*

[34] *Ibid*.

language is the description of the ways in which words can change their forms and can be combined into sentences in that language".[35] Moreover, Nelson states that grammar is the study of how words combine to form sentences it is used to avoid misunderstanding in each communicator.[36] Thus from statement above can be concluded that grammar is a rule that is needed for the students to combine correct sentences in conversation both in written and oral forms. Grammar refers to the fundamental principles and structure of the language, including clear and correct sentence construction and the proper forms of words.

C. Teaching Grammar

a. The Definition of Teaching Grammar

Grammar is central to the teaching and learning of languages. It is also one of the more difficult aspects of language to teach well. Language teachers, hear the word "grammar" and think of a fixed set of word forms and rules of usage. They assosiate "good" grammar with the prestige forms of the language, such as those used in writing and in formal oral presentations, and "bad" or "no" grammar with the language used in everyday conversation or used by speaker of nonprestige forms. Language teacher who adopt this definition focus on grammar as a set of form and rules. They teachs grammar by explaining the form and rules and then drilling the students on them. When it's results is bore,it makes disaffected to the students to produce correct form on exercises and tests, but consistently makes errors when they try to use the

[35] J. Harmer, The Practice of English Language Teaching: Third Edition. Completely Revised and Updated. Cambridge, UK: Longman. 2001,12.

[36] Nelson, G. English an Essential Grammar. London and New York:Routledge. 2001,1.

language in context. Other language teacher, influenced by recent theoretical work on the difference between language learning and language acquisition, tend not to teach grammar at all. Believing that children acquire their first language without overt grammar instruction, they expert students to learn their second language the same way. They assume that the students will absorb grammar rules as they hear, read, and use the language in coomunication activities. This approach does not allow students to use one of major tools they have as learners[37].

Grammar of language is the description of the way words change in their forms and combined it into a language. If the grammar rule are too carelessly, then the communication may suffer, although, making good rule of grammar is difficult.[38]

Grammar is a description of the rules for forming sentences including an account of the meanings that these form convey, and also said that " grammar adds meaning are not inferable from the immediate context.[39]

b. The Objectives of Teaching Grammar

The objectives of teaching grammar is to enable the students to carry out their lesson plan. There are many objectives for putting grammar in the second language teaching. Here are six of them[40]:

a. As the sentence-machine argument.

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[37] Hermer jeremy, how to teach grammar,(oxfordshire: UK)1992,7

[38] Jeremy,harmer, practice of english language teaching 3rd Ed, (New York: Longman,2001).

[39] Scott thrunburry, *How to Teach Grammar,* (New York: Longman. 1999).

[40] David Crystal, Grammar, (New York: Longman.2001),4.

Part of the process of lamguage learning must be called item learning. That is the memorisation of individual item such as words and phrases. However, there is a limit to the number of items a person can both retain and retrieve. It enable us to generate new sentencees and it follows that the teaching grammar offers the students the mains for petientally limitless linguitics creativity.

b. As the fine-tune argument.

Grammar allows for greater subtlely of meaning and serves us as corrective againts ambiguities.

c. As the advance-organiser.

Grammar acts as a kind of advance organiser for later acquisstion.

d. As the discrete item.

Grammar consists of an apparently finite set of rules, it can help to reduce the apparent enormity of the language learning task both teachers and students. By tidying language up and organising it into neat categories, grammar make language digestible.

e. As the rule of law.

Since grammar is a system of learnable rules, it lends itself to a view of teaching and learning known as transmission. In this short of situation, grammar offers the teachers a structured system taht can be taught and tested inmethodical steps.

f. The students expectations

The students expectations that the teaching will be grammar focused may stem from frustration experience at trying to pick up a secod language in a non-classroom setting, such as through self-study, or through immeersion in the target language culture. Such students may have enrolled in language classes specifically to encure that the learning experience is made more efficient and systematic. The teacher who ignores this expectation ny encouraging learners simply to expeerience language is likely to frustrate and alienate them.

D. The Method

a. The Definition of Method

Method is a generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be concerned primarily with teacher and student roles and behaviors and secondarily with such features as linguistic and subject matter objectives, sequencing, and materials. Usually they are thinking of being broadly applicable to a variety of audiences in a variety of contexts.[41]

Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which based upon, the selected approach.[42]

Method is a way of teaching a language which is based on systematic principles and procedures, i.e. which is an application of views on how a

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[41]H. Douglas Brown, *Teaching by Principle* (San Francisco California, 2000), 16.

[42] Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching* (United Kingdom: Cambridge University Press. 2002), 19.

language is best taught and learned and a particular theory of language and of language learning.[43]

b. **Types of Method in Teaching Grammar**

a. **Inductive teaching method**

The inductive method of teaching grammar involves presenting several examples that ilustrate a specific concept and expecting the students to notice how the concept works from these examples. No explanation of the concept is given beforehead, and the expectation is the students learn to organize the rules of grammar in a more natural way during their own reading and writing. Discovering grammar and visualizing how these work in a sentence allow for easier retention of the concept than if the students were given an explanation that was disconnected from examples of the concept. The main goal of the inductive teaching method is the retention of grammar concept, with teacher using techniques that are known to work cognitively and make an impression on students' contextual memory[44].

The advantages includes:

a. Rules learners discover for themselves are more likely to fit their existin mental structures than rules they have been prsented with. This in turn will make the rules more meaningful,memorable, and serviceable.

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[43]Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics* (Great Britain, 2010), 363.
[44] Scoot thornburry, how to teach grammar (longman:1999) 69.

b. The mental effort involved ensures a greater degree of cognitive depth which, again, ensures greater memorability.

c. Students are more actively involved in the learning process, rather than being simply passive recipients: they are therefore likely to be more attentive and more motivated.

d. It is an method which favour pattern-recognition and problem-solving abilities which suggest that it is particulary suitable for learners who like this kind of challenge.

e. If the problem-solving is done collaboratively, and in the target language, learners get the opportunity for extra language pracitce.

f. Working things out for themselves prepares students for greater self-reliance and is therefore conductive to student autonomy.

The disadvantages of it include:

a. The time and energy spent in working out rules many mislead students into believing that rules are the objectives of language learning, rather than means.

b. The time taken to work out rule may be at expense of time spent in puttin the rule to som sort of productive practice.

c. Students may hypnothesise wrong rule, or their version of the rule may be either too broad or too narrow in its application. It is especially a danger where there is no overt testing of their hypotheses, either through pracitce examples, or by elicting an explicit statement of the rule.

d. It can place heavy demands on teachers in planning lesson. They need to select and organize data carefully so as the guide learners to an accurate formulation of the rule, while also ensuring the data is intelligible.

e. However carefully the data is, many language areas such as aspects and modality resist easy rule formulation.

f. An inductive method frustates the students who, by dint of their personal learning style or their past learning experience (or both), would prefer to be told the rule.

b. Deductive teaching method

The deductive teaching method of teaching grammar is a method that focused on istruction before practice. A teacher gives students an in-depth explanation of a grammatical concept before they encounter the same grammatical concept in their own writing. After the lesson the students are expected tp practice what thay have just been show in mechanical way, through worksheet and exercises. Deductive teaching method dirves many students away from writing because of the tediousness of rote learning and teacher centered approaches[45].

The advantages of this method include:

a. It gets straight to the point, and can therefore be time-saving, many rules-especially rule of form- can be more simply and quikcly explained than elixcited form.

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[45] *Ibid* 69

b. It respects of the intellegince and maturity of many-especially-adult students and acknowledge the role of cognitive processes in language acquistion.

c. It confirm students' expectations about classroom learning, particulary from those learners who have an analytical learning style.

d. It allows the teacher to deal with language points as they come up, rather than having to anticipate then and prepare for them in advance.

The disadvantages of a deductive method:

a. Starting the lesson with a grammar presentation may be off-putting for some students, especially younger ones. They may not have sufficient metalanguage (language used to talk about language such as grammar terminology). Or they may not able to understand the concepts involved.

b. Grammar explanation encourages a teacher-fronted, transmission-style classroom; teacher explanation is often an expense of the students involvement and interaction.

c. Explanation is seldom as memorable as other forms of presentation, such as demonstration.

d. Such as method encourages the belief that the learning language is simply case of knowing the rules.

c. **Teaching grammar through song and rhymes.**

1. **Song**

Since the meaning is an important device in teaching grammar, it is important to contextualize any grammar points. Songs are one of the most enchating and culturally rich resources that can easily be used in language calssrooms. Songs offer a change from routine classroom activites. They are precious resources to develop the students abiliities in listening, speaking, reading, and writing. They can also be used to teach a variety of language items such as sentence patterns, vocabulary, pronounciation, rhytm, adjective and adverb. Learning english trhough song also provides a non-threating atmosphere for students, who usually tense when speaking english in fosrmal classroom setting.songs also give new insights into target culture. They are the means through which cultural themes are presented effectively. Since they provide authentic texts, they are motivating. Prosodic features nof the language such as stress, rythm, intonation are presented trough songs, thus through using them the language which is cut up into a series of sctuctural points become a whole again. There are many advantages using song in classroom. Through using contemporary popular songs, which are already familliar to teenagers. The teacher can meet the challenges of the teenage needs in classroom. Since songs are highly memorable and motivating, in many forms they may constitue a powerful subculture

with their own rituals. Furthermore, through using traditional folk songs the base of the students knowledge of the target culture can be broadened. In consequence, if selected and adopted carefully, a teacher should benefit from songs in all phrase of teaching grammar. Songs may both be used for the presentation or the practice phase of the grammar lesson. They may encourage extensive and intensive listening and inspire creativity and use of imagination in a relaxed classroom atmosphere. While selecting a song the teacher should take the age, interets of the students and the language being used in the song into consideration. To enhance student commitment, it is also beneficial to allow students to take part in the selection of the songs.

There are various ways of using songs in classroom. The level of the students, the interest and the age of the students, the grammar points to be studied, and the songs itself have determinent roles on the procedure. Apart from them, it mainly depends on the creativity of the teacher. At the primary level of singing the song, the prosodic features of the language is emphasized. At the higer levels, where the practice of grammar points is at the foreground, songs can be used with several techniques.

Some examples of the eachniques are:

a. Gap fills or clase texts

b. Focus questions

c. True-false statements

d. Put these lines into the correct sequence

e. Dictation

f. Add final verse

g. Circle the antonyms/synonyms of the given words

h. discuss

A teacher's selection of a technique or a set of techniques should be based on his objectives for the classroom. After deciding the grammar point to be studied, and the song and the technique to be used, the teacher should prepare an effective lesson plan. Since songs are listening activities, it is advisable to present them as a listening lesson, but of course it is necessary to integrate all the skill in the processin order to achieve succesfull teaching.

When regarding a lesson plan, as a pre-listening activity, the theme, the title or history of the song can be discussed. By directing the students toward specific areas, problem vocabulary items can be picked up in advance. Before listening to the song, it is also beneficial to let the students know which grammar points should be studied. At this stage, pictures may also be used to introduce the theme of song. In the lsitening stage, some of techniques listed above can be used, but among them gap filling is the most widely used technique. Through such gaps, the vocabulary, grammar or pronunciation are highlighted. This stage can be developed bt the

teacher according to the needs of the students and the grammar point to be studied. In the follow up, integrated skills can be used to complete the overall course structure. Since many songs are on themes for which it is easy to find related reading texts, it may lead the students to read a text about the singer or theme. Besides, many songs give a chance for a written reaction of some kind. Opinion question may lead the students to write about his own thoughts or reflections. Some songs deal with a theme that can be re-exploited through role play. Acting may add enthusiasm to the learning process. Finally, some songs deal with theme, which can lead to guide discussion. By leading the students into a discussion, the grammar point could be practiced orally and in a way, naturally. Exploitation of songs for grammaticall structures can be illustrated through several examples.

E. Previous Study

This research started from previous research finding that is conducted by Agung Ginanjar Anjani Putra, the students of English education study program of Indonesia University by the title "Teacher Strategies in Teaching Grammar to The Students at Secondary Level". The result of this research is showed that the strategies used by the teacher were cooperative activities, role play, creative task, and drilling recognizing students' response toward the strategies resulted in positive attitude as they responded that the strategies helped them to understand the grammar points.

The weakness in this research is, the writer not explain clearly the definition of strategy, not focus to one strategy and not show the previous study. And the strength of this research, it explain clearly the four strategies in detail. It also explained positive response of the students about the teachers' strategies toward grammar ability.

The next previous research is conducted by Vero Vauzia, the students of STKIP Siliwangi Bandung with the title improving students' understanding on simple past tense through song at seventh class students of MTs AL-luthfah Cililin. From the result of earlier research, the researcher concludes that the result of teacher's strategies in achieved better and more effectively toward grammar ability of the students. The result of this research is cooperative strategy CLL can help students to understand the lesson, especially in grammar. Cooperative strategy is the effective strategy to make students more confidence and responsible with the material. The students become easier to master grammar points especially simple past tense.

The strength of this research is showing the data clearly that cooperative strategy can improve the students grammar ability. The weakness of this research is, the little explanation about cooperative strategy and there is no example of cooperative strategy.

The last previous research is conducted by faridul mustofa, the students of STKIP Ponorogo with the title teaching presents continuous tense through picture at ninth grade students of mts Jalen Balong Ponorogo. From the result of

earlier research, the researcher concludes that the result of teacher's strategies in achieved better and more effectively toward grammar ability of the students.

The strength of this research is showing the data clearly that the strategies can improves the students grammar ability. The weakness of this research is, the little explanation about cooperative strategy and there is no example of cooperative strategy.

These previous study help the researcher to understand the related study. It can help researcher to understand that the method in teaching language, especially in teaching grammar, and inspired the researcher to make a research under the title Teaching Grammar at ninth grade students of Arrisalah Islamic Borading School in academic year 2016/2017.
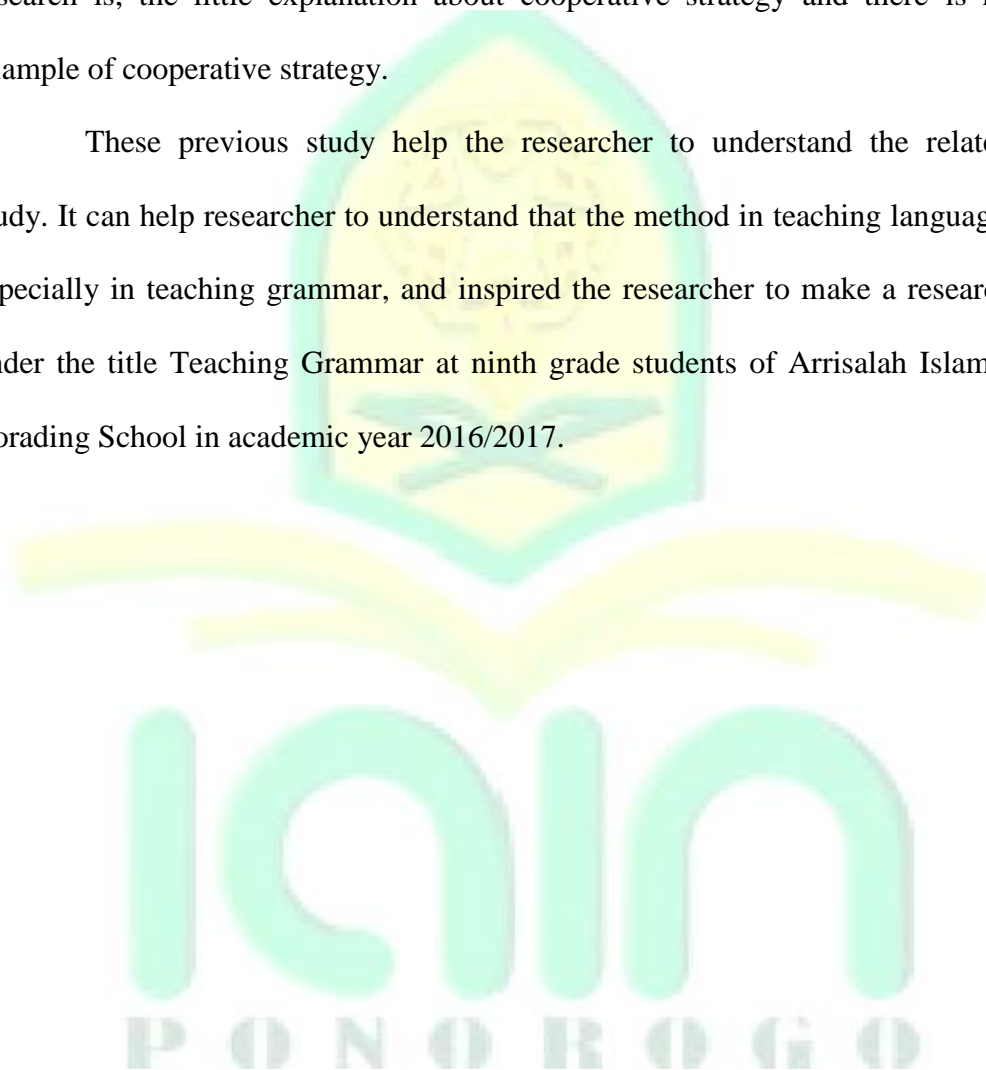
CHAPTER III

DATA DESCRIPTION

The 3rd chapter contained by data description and research findings that have been collected by the researcher. In this chapter, the researcher conducted the data collection through interview, observation, and documentation. The interview is conduct to the secretary, English teacher, and the students of nin[th] grade students of Arrisalah Islamic boarding school. The observation is about the method used in teaching grammar of ninth grade students of Arrisalah Islamic Boarding School In Academic Year 2015-2016. The documentation conducted by searching the data profile of research location dealing with Arrisalah Islamic boarding school. All of data collection explained as follows:

A. General Data

1. The History of Arrisalah Islamic Boarding School

Arrisalah is an Islamic educational institute based on the document story of Arrisalah Islamic boarding school. Arrisalah is fully adopts the curriculum of Gontor Islamic boarding school, its discipline, method of teaching the students, and management. Historically, it established by Drs. KH. Muhammad Ma'shum Yusuf, and was opened by KH Imam Zarkasyi (the founder of Gontor Islamic boarding school) and his son KH. Abdullah Syukri Zarkasyi MA on February 26, 1985, named by Madinatuth Thulab (the student city).

Since its establishment, Arrisalah Islamic boarding school had carried out the mixed educational system of salafiyah and Modern program, with considering importance of both balancing. In case, the graduations had to be balance between good aqidah and ethic.

"Modern boarding school as the unifier cities" this motto has been formed by students who comes from all over Indonesian province, certainly obliged to take out racial, groups, ideology, as mission "rahmatan lil'alamien". To increase educational system, Arrisalah Islamic boarding school opened to foreign student for seeking science at Arrisalah Islamic boarding school, for increasing International program.

2. **Geographical Location of Arrisalah Islamic Boarding School**

The condition of place where the students can support the process of learning can be seen from geography of the school location. Ponorogo city where Pondok Modern Arrisalah stand is located on $111^O17 - 111^O52$ East longitude and $7^O 49-8 20^O$ South latitude in the next section Southwestern region of East Java Province. It has altitude between 98 - 113 above sea level with temperatures ranging between $31^OC - 18^OC$. Ponorogo is bordered north by Madiun Regency, south by Pacitan Regency, east by Trenggalek regency, and west by the district of Wonogiri Central Java Province.

More precisely, Arrisalah located in Gundik village Slahung Subdistcrict about 14 KM to the west from Ponorogo city. The wide of this boarding school is up to 10 hectares and stand on three villages, they are :

1.   West side, Nailan village.

2.   North side, Gundik village.

3.   East and south, Crabak village.

Geographically, Arrisalah Islamic Boarding School located in strategic area, because the transportation to this boarding school is easy to be accessed. However, this school is not too near with the noisy road. So that, the students can learns comfortably. The environment of this boarding school is very good and conducive to support learning process.

3. **The Characteristic of Arrisalah Islamic Boarding School**

The characteristics of school is one of important aspect to introduce the school to the public. It makes the public knew what are the goals or targets of education. Especially for the parents who want to get good education for their children. Arrisalah has many characteristics in education to guide the students for better future. There are the characteristics of Arrisalah Islamic Boarding School:

a. On international programmed.

b. Applying a modern and salafiyyah system.

c. Maintaining the balance between common science and religion.

d. Standing on and for all (rohmatan lil 'alamiin).

e. Using International language (Arabic and English language).

f. Discipline, and the whole activities based on Islamic Law.

g. The students get the certificate of senior high school of Arrsalah it self and the certificate of senior high school of governmental school.

h. The basic of Arrisalah is Ahlul Sunnah Waljama'ah.

Arrisalah is free from syirik, drugs, smoking, pornography, freedom brotherhood and all kinds of chaos.

4. The Five Souls of Arrisalah Islamic Boarding School

As stated in the book of (Kepondok Modern nan) to get a prosperous life in the world and in the hereafter, the five soul of modern boarding school must be owned by all inhabitant of Islamic boarding school. Those souls are:

a. Sincerity

Sincerity is not hoping the praises from the people or it is not to get the material profit but only because of Allah and worship to Him.

b. Simplicity

Simplicity means, ca measure the strength. Simple does not meaning destitute or poor, but instead train themselves to face the adversity or struggle of life. The core of simplicity is to train, drive and control the life to be brave to move forward.

c. Independent

This means, to practice independently, do not rely on the help and the mercy of others. The core of independent soul is brave to be autonomous, belief to the ability of self and expect only in the help of Allah.

d. Muslim Brotherhood

Muslim Brotherhood means brotherhood based on the same religion, Islamic religion. The core of muslim brotherhood is strengthen the brotherhood in one belief and one religion.

e. Free

The meaning of free is not bounding either by other person or by his opinion that is not necessarily true. Therefore, it is not free (liberal), who lose direction and purpose or principle even no bond or discipline.

The essence of free is free in thinking, doing and in determine the way of live and struggle, according to the guidance of Allah and the guidance of the Prophet Muhammad (PBUH).

5. **Basic Education in Arrisalah Islamic Boarding School**

There are four basics education of Arrisalah Islamic Boarding School. There are:

a. The comprehensive Islamic knowledge (kaffah).

b. The common science and technology.

c. Arabic and English language used actively in daily activities likes it used in classroom.

d. Memorizing Al-Qur'an and Al-Hadith, and understanding its maximally.

In Arrisalah, all religious subject using Arabic language, and all general subject using english language. This rules (use Arabic and English language in subjects of lesson) used after the students understood the basic of each

language. All lesson strarted from the beginning (basic language). There is the easier way to the students and the teacher will guide them.

6. **Motto, Vision and Mission**

   a. **Motto**

   "LILLAHI ARRISALAH WA-R-RISALAH LILLAH" is the motto of Arrisalah Islamic Boarding School. The meaning of it is everything in Arrisalah belong to ALLOH SWT. Arrisalah with all it's mission are only for upholding the word ALLOH, and only hope the reward to Alloh SWT.

   b. **Vision**

   Getting a comprehensive and useful knowledge from anywhere. It can be used for the advancement and walfare of people throughout the world.

   c. **Mission**

   The best result from now untill to the future is the mission of Arrisalah. It has two kinds missions there are:

   a) In the Long Term

   According to the instruction of Alloh SWT, all students must emulate the prophet Muhammad PBUH.

   a. Follow the leadership of Prophet Muhammad PBUH (Imaman lil muttaqien, kholifatan 'alal ardli, rahmatan lil 'alamien, and defender in Allah's way).

   b. Produce the leader who set example to Prophet Muhammad PBUH.

 b) In the Short Term

  In short term, Arrisalah hopes to the students can be:

  a. Strong devout, true workship, noble morality, wide knowledge, much experience, and good attitude.

  b. To continue the study in various universities in or out of country. The general or religion, formal or informal aspects. After graduate, the students hoped to struggle everywhere with any professions based ALLOH SWT and his messenger guidance. To reach the happiness in the world and hereafter.

7. Facilities and Infrastructure of Arrisalah Islamic Boarding School

  Facilities and infrastructure are the component that also determines the success of the learning process. Education process that supported by sufficient infrastructure, the learning process can run smoothly. In addition, educational purpose can be maximal achieved as expected. The infrastructures in Arrisalah Islamic boarding school and it condition are:

No	Building	The amount	Size	The condition
1	Library	1	7 x 12	Good
2	Meeting hall	2	18 x 25	Good
3	Art room	2	5 x 10	Good
4	Language center	2	4 x 6	Good

5	Mosque	8.	1	20 x 23	Good
6	Security center	9. E	2	4 x 6	Good
7	Kitchen	x	1	10 x 12	Good
8	Computer laboratory	t	2	6 x 10	Good
9	Offices	r	4	6 x 10	Good
		a			

8. Extracurricular of Arrisalah Islamic Boarding School

Arrisalah Islamic boarding school has a lot of extracurriculars. The activities practiced in the student organization of Islamic boarding school by routine activities and organized, such as : public speaking and discussion in three languages (Indonesian, Arabic, and English), scouting, martial arts (tapak suci), various sports (foot ball, badminton, futsal, basketball, etc), arts and skills, calligraphy, and music.

9. The Activities of Language Center

The language center has function to maintain and develop the language education in Arrisalah. By the motto " Languge is our crown". It becomes a motivation to build the students abilities to master the Arabic and English language.

Out of classroom, the students have the activities routinely to develop their language ability in learning the language.

There are four activities based on the language center to develop the students in master the Arabic and English language. Here four of them:

a. Daily Activities

In daily activities, the students use the Arabic and English language to communicate with others. Even outside classroom. This activitiy improve the students to master the Arabic and English language.

To maintain and to guide the students in this activities, Arrisalah has the programs for the students. Here three of them:

a) Language Court

The function of language court is to judge the offender of language. In boarding school, the students obligated to speak English and Arabic language, so the students that not use English or Arabic language in their conversation will judged by language court officer.

b) Giving Vocabulary

Every afternoon at 05:00 PM all students of Arrisalah are given the vocabulary to be memorized. Everyday students gave 3 vocabularies. The purpose of this activity is to increase the students' vocabulary that very useful to improve their speaking.

c) Language Course

Language course held to improve students' language skill. The main purpose of language course is to make students be able to speak English and Arabic properly.

b. Weekly Activities

In weekly activities, there are two wisdoms in it. There are:

a) Conversational Arabic and English

Arabic Conversational and English conversation is the activity to build speaking skill of the students. On this occasion, the students forced to use Arabic and English language properly in the dialog or discuss something. In this activity, the students divided in groups.

b)　　Listening the recording of Arabic and English Video

In this activity, the students should bring the paper to write the content of the video. The purpose of this activity is to know the ability of students in listening and writing.

c. **Monthly Activities**

Wacthing cinema is an activity in monthly activity. It using Arabic or English's videos to increase the students' interest. The language center held wacthing cinema to teach the students' responsive skill and understanding in language. And also increase their listening and speaking skill.

d. **Annual Activities**

There are three main activities in Arrisalah which be held in annual activities. Every students should join in each activity. The goal of its are to knew the progress of the students. And also to consider what are the goals of the language center can be done or not yet.

Here three of them:

a)   Language Skill Competition

The competition held by language movement section. There are many kinds of competitions like storytelling, speed reading, breaking news, Fathur-Rohman, Fathul Mu'jam, debate contest, just guest who am I. The purpose of this competition is to stimulate students' creativity in using foreign language.

b)   Drama Contest

On this occasion the students are develop in a groups and shown the theme of the story and then they develop it into a drama. The drama is using Arabic and English language. For that, students can learn and practice to speak English and Arabic properly.

c)   Language Game

This quiz is like a quiz that we often watch it on TV, but this quiz is using Arabic and English language. The purpose of this quiz is to motivate students in using and learning Arabic and English language.

10. **The Students' Name of Ninth Grade Students of Arrisalah Islamic Boarding School**

There are two classes in 9th grade students in Arrisalah Islamic Boarding School. There are 36 students in 9th grade students which divided into 2 classes by two differents the tutor classes. Here two of them:

a) Class 9A

The Tutor of Class: Mr. Adi Setiawan

Reg.Number	Name	Class
10934	Moh. Rifa'i	9A
10957	Imam Mohroji	9A
11005	Mustika Mohammad Kholil Muzakky	9A
10938	Wangsit Pambudhi	9A
10948	Farid Tamimi	9A
0910	Irfan Nur Aziz	9A
11009	Azlan Hadi	9A
11001	Ilham Ihlatsul Amal	9A
10967	Ma'ruf Muclissun	9A
10909	Muhammad Brilian Shalahuddin	9A
10953	Khoirul Umam	9A
10976	Cungia Ken	9A
10944	Muhammad Ikbal Ramadhan	9A
11011	Ikhsanudin Anwar	9A
11159	Ilham Maulana Yusup	9A
11018	Firmansyah Arif Muhammad Al Amin	9A

10918	Adam Nashirulloh	9A

a) Class 9B

The Tutor of class: Mr. Andre Setiawan

Reg.Number	Name	Class
11014	Muhammad Iqbal Fajriansyah	9B
10979	Rexi Gunawan	9B
10946	Sudrajat	9B
11080	Wahyu Setiawan	9B
10956	Alfim Miftahul Mubarok	9B
10933	Ma'ruf Syahroni Aliantoro	9B
11155	Fadli Febriansyah	9B
11010	Ahmad Fauzan	9B
11017	Wildan Abi Hayyi	9B
11288	Iqbal Zainullah	9B
10917	Muhammad Irfan Fauzi	9B
11002	Diki Ramadhan Alfarisi	9B
10987	Arif Saputra	9B
10990	Rhamadani Alfino Hardiansyah	9B
11000	Ikhsan Muttaqin	9B
10995	Khairul Ihsan	9B

10954	Khusheini	9B
10894	Muhammad Nizar Khariri	9B

B. **Specific Data**

1. **The Data about The Kinds of Method used in Teaching Grammar at The Ninth Grade students of Arrisalah Islamic Boarding School in Academy Year 2016/2017.**

   This research uses the interview and observation in collecting data and searching information about the kind of methods uses in teaching grammar at the ninth grade students of Arrisalah Islamic Boarding School in Academy year 2016/2017. It focused to describe the observation about the kind of methods used in teaching Grammar at ninth grade students of Arrisalah Islamic Boarding School.

   During the observation, the writer found there are methods used in teaching grammar. The variety methods are commonly used in this school to present the ability of grammar especially for first grade and second grade students. These methods applied in order to reach the goal in this school.

   Mr. Ridwan Cahyadi said:

   > "I am applying some methods to increase the grammar ability of my students especially in ninth grade. With the good method, I believe that the students can improve their grammar ability better. There are: Inductive teaching method, Deductive teaching method, Teaching Grammar through text method, Teaching grammar through stories method, Teaching Grammar through song and ryhmes."[46]

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   [46] Look at interview transcript number 02/w/17-III/2016

When the teacher teach grammar in the 9th class. He had various problems in it. The several students looks like pasif and none of interest. The teacher use some approaches and some methods to increase the students' motivation and interest. The good class environment is when the teacher be able to makes the students for high motivation or interest to the lesson. So, the teacher use these various methods to reach this goals. However, there is one method which the most dominant he use in teaching grammar.

Here are the explain of them:

1) Inductive Teaching Method

When the teacher uses this method, the teacher gives one example. Usually, the teacher gives a sentence that he write on the board. And then he explain how the concept of a grammar work. the grammar he used depend on what is the subject he teach. For example, when the researcher did research in his class. He is teaching a grammar about simple past tense. For the beginning, he gives example and then he makes stimulation to the students' respond. He ask some students about what are the rules of the example and ask to them to describe it orally.

After the teacher feel enough to show the students about how the tense works. He ask to students to write the example on their paper. Then he explain what are the rules of it and what is its' function.

This method makes the student noticing the concept of the example. In addition, the teacher gives students the examples of how a grammar work and then ask them to figure out the rule based on the

examples they have seen. In other words, the teacher attempt to teach students about grammar without directly explaining the rules in the beginning of the lesson. To build on the engagement phase, the teacher need to continue with the topic and giving the students exposure to the target grammar. To draw some attention to the grammatical structure, the teachers might use italic or bold face during the input stage of inductive lesson.[47]

> Deby yoga saputra, he is one of the students in ninth grade said:
> "English class is a lesson that I did not enjoy while in elementary school, because this language is difficult to be understood. As I entered junior high school, I begin to understand this language. Perhaps the teacher way to explain English language lesson is fun and enjoyable. It makes me start to like this lesson."[48]
> The teacher used inductive method to help the students'

understanding. The teacher presents many examples to showing how the grammar concept is used. The intent is for the students to "notice" by the way of the examples, and how the concept works.

The teacher would present the students with variety examples to build a concept. As the students see how the concept is used, it is hope that they will notice how the concept is to be use and determine the grammar rules. As the conclusion to the activity, the teacher can ask the students to explain the grammar rules as a final check that they understand the concept.

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[47] Widodo p. Handoyono, *approaches and prosedure for teaching grammar* (jember, state polythecnic of jember) 2006,3.
[48] Look at tinterview transcript number 6/W/16-IV/2016

Mr. Ridwan Cahyadi said:

> "By the time the students first study the lesson, they are very minimal in mastery of the concept of grammar tenses. The implementation of inductive teaching method makes the students to notice the concept of the grammar from the examples that explained in the lesson."[49]

In applying this method, the students asked to read the material such as the texts or sentences and they trying to understand the concept that has been understand. After they immediately look for the concept. They will be understand and noticing the concept that teach by the teacher.

The teacher greatly gets benefits in applying this method. Due to the students were lacking in term of the concept of tenses, this method may speed up the learning process. The students find it is easy to understand the lesson described by the teacher. However, weakness in apply this methods are also felt by the teacher. The students are not familiar with English class environment.

2) Deductive Teaching Method

In this method, the instruction in classroom is more teacher-centerd approach. It means, the teacher gives the students a new concept, explain it and then has the students practice using the concept. The teacher will introduce the concept, explain the rules related to its use, and finally the students will practice using the concept in variety of different ways.

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[49] Look at interview transcript number 03/W/17-III/2016

Mr.Ridwan cahyadi said:

"I often use the deductive method, because when I use this method can save my time in class and be more efficient. The student also can reach my explanation maximal. And the students be more familiar with English classroom environment."[50]

Mohammad Rifai, the student of class 9a said:

"when teacher teach the subject. I was familliar with English class, so I can understand what he teach. When I did not understood what the subject he explained. I often ask him and he answered with simply description that I can understand it easily. And when my friends did not get what he explained, he always repeated it untill my friend can make at least one example of the subject"[51]

The teacher writes the sentence on board "*hamdan phoned sukron*". And than he ask the students to indentify the verb in the sentence. He then ask them to identify the subject in the sentence, and finally, the object. He reminds the student the English word order typically follows pattern subject-verb-obejct (SVO).

The teacher erase *hamdan* and subtitutes *someone, (someone phoned sukron).* He ask to students (*who phoned sukron?*). He writes this question and the answer in board.

-*Hamdan phoned Sukron*

-*Someone phoned Sukron*

-*Who phoned Sukron?* The answer is *Hamdan.*

-*Hamdan phoned someone*

-*Who did hamdan phoned?* The answer is *Sukron.*

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[50] Look at transcript interview number 03/W/17-III/2016
[51] Look at transcript interview number 03/w/17-III/2016

The teacher asked the student to study two questions and to think about the difference between the subject question –*who phoned Sukron?* and –*who did Hamdan phoned?*

The teacher explain the difference, pointing out to that form about the subject of the question requires.

S	V	O
someone	phoned	Sukron
who	phoned	Sukron?

And than, the teacher writes on board:

Who phoned you yesterday/this morning/last weekend?

Who did you phone yesterday/this morning/last weekend?

He asked the students to answer the question in pairs. As the students doing this, the teacher successively erases the question on the board. He then asked individual student to reported what they have found out in front of the class.

The efficient of this method depend on the kind of rule being explained, and also the teacher monitoring the learner degree of comprehension at every stage of explanation, and responding immediately to any problem they might have.

The teacher gives the students a new concept, explains it and then asks the students to practice it in a sentence using the concept. This method requires the students to speak fluently. Because this method rely on proficiency of teacher in presenting material. Teacher should not use

their mother tongue to explain the concept. The reasons of the teacher use the deductive method are:

a) It straight to the point, and can, therefore be time-saving. Many rules (especially rule of form) can be more simple and quickly explained than elicited from examples. This will allow more practice and application.

b) It confirms many students' expectation about classroom learning and acknowledge the role of cognitive processes in language acquisition.

c) It allows the teacher to deal with language point as they come up rather than having to anticipate them and prepare them in advice.

Among the advantages of using this method are these : it is a direct, no-nonsense, and can be very efficient. It respects students' intellegence, expectation, and learning style. This method can, however, be a viable option in certain situations : for example, when dealing with highly motivated students, teaching a particulary difficult concept, or for preparing students to write exams.

3) Teaching Grammar Through Song and Ryhmes

One of the big problems the teacher faces, whether teaching the students, is maintaining the students' interest throughout our lessons. Consquently,the teacher often have to be very creative in the method to use. The song is a great teaching tool to connect all cultures and languages. This makes it one of the best and motivating resources in the classroom. The process of selecting a song is one of the most difficult aspects of using song in a lesson. The teacher need to think carefully to

ensure the student get the right song. The teacher must be careful examine what the teacher want in the classroom to learn in the lesson, the teacher also must think about the language level of the class, how old the students are, what kind of access do teacher have to the song.

Mr. Ridwan cahyadi said:

> "teaching grammar through song and ryhmes is also applied to determine the levelof students' understanding of the lesson. It makes classroom environment better and the students' interest be higher."[52]

2. **The Data about The Most dominant Method used in Teaching Grammar at Ninth Grade Students of Arrisalah Islamic Boarding School in Academy Year 2016/2017.**

The teacher uses several methods to teach grammar in the ninth grade students, but, there is only one which dominant of all. It is the deductive method. The teacher find out that this method is very useful to influence the students in master the English grammar. The students will be familiar with the English. After the teacher tried some methods of teaching, the deductive teaching method is the best way to increase the students' ability to master the English grammar. So, the teacher often apply the deductive teaching method when teaching in the calssroom.

As Mr. Ridwan Cahyadi said:

> "This method trains the students to practice immediately the tenses in certain sentences, even in spoken or writen text. The students understands the formula of the tense that they learned

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[52] Look at interview transcript number 03/17-III/2016

even in the low level of master. But for sure, they can understand the grammar tense concept when they face it in the classroom".

This method is major in teaching foreign language. Through this method, the students can train proficiency directly without using the mother tongue (English environment). Although initially seem difficult the students to imitate.

3. **The Data about The Implementation of The Most Dominant Method used in Teaching Grammar at Ninth Grade Students of Arrislah Islamic Boarding School**.

During the observation, the writer knows about the teacher how to implement the deductive teaching method in the English grammar lesson process at the ninth grade students of Arrisalah Islamic Boarding School. Before the teacher begin the lesson, he prepared the media that will be used during learning process.

According to the writer's observation, there are some steps to implement the deductive method:

In the presentation the teacher used an example to highlight a feature of English Syntax (word)

Step 1

The teacher wrotes on board a sentence: *Hamdan phoned Sukron*

He asked the student to identify the verb in the sentence (*phoned*).

He then asked them to identify the subject of the sentence (*Hamdan*), and

finally, the object(*Sukron*). He reminds the student that English Syntax typically follows a subject-verb-object.

Step 2

The teacher erased *Hamdan* and subtitutes *someone*.

Someone phoned Sukron.

He provided the quetion : *who phoned Sukron?*

Then he wrote on board this question and the answer

-Someone phoned Sukron.
-who phoned Sukron?
    -Hamdan.
He return to the original sentence: *Hamdan phoned Sukron.*

He rubs out *Sukron*, subtituting *someone*.

-someone phoned Sukron?
-who phoned Sukron?
        -Hamdan
-Hamdan phoned someone.
He model the question and its answer:

-someone phoned Sukron?
1. Who phoned Sukron?
            -Hamdan
-Hamdan phoned someone.

2. Who did Hamdan phone?

        -Sukron.

He asked the student to study the two question and to think about the difference between subject question 1 and question 2.

1. *Who phoned Sukron?*

2. *Who did Hamdan phone?*

Step 3

The teacher explained the difference, pointing out that two form questions about the subject sentence requires no change in Syntax:

S	V	O
Someone	*phoned*	*Sukron*
Who	*phoned*	*Sukron?*

Step 4

The teacher explained that concept and how the verb use in these sentences. He then wrote the other sentence on board and ask the student to answer the question in pairs. As the student doing this, the teacher succesively erase the question on the board in order to wean them off dependence on the written form. He then asks individual student to report what they have found out to the whole class.

Who phoned you yesterday/this morning/last weekend?

Who did you phone yesterday/this morning/last weekend?

The succes of good explanation depend in part of the student' understanding of metalanguage. The principal operating here it is often easier to establish language rule in student by contrasting two form that are different in only one respect. The efficiency of this method depend on the kind of rule being explained, and also the teacher monitoring the student'

degree of comprehension at every stage of the explanation, and responding immediately to any problems they might have.

In addition, the writer also interview with some students by names Debi Yoga Saputra, Mohammad Rifai, Khoirul Umam, Muhammad iqbal Fajriyansyah. The result of interviews with them: The teacher usually makes a sentence then the students imitate together. It done several times until the students know how the construction a grammar, and how it works. then the teacher explain the subject with support media by text or short story. The teacher asks the student in indiviual, pair or small group.[53]

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[53] Look at transcript interview number 06/w/16-IV/2016.

CHAPTER IV

DISCUSSION

In this chapter the researcher discusses the result of the research about the method used in teaching grammar at ninth grade students of Arrisalah Islamic Boarding School in Academic year 2016/2017. The discussion gives explanation for the research problem which has been stated in chapter as follow:

A. The analysis of the kinds of methods used in teaching English at the ninth grade students of Arrisalah Islamic Boarding School in Academic year 2016/2017.

All of the method used in teaching Grammar in Arrisalah Islamic Boarding School are explained as follows:

The teacher use inductive method to help the students's understanding. The teacher presented variety examples to showing how the the grammar concept is used. The teacher hoped that the students can "notice" how the concept works.

The teacher presented the students with variety examples of a given concept without giving any preamble about how the the concept used. As the students seen how the concept used, it hoped that they will notice how the concept is to be used and determine the grammar rule . as a conclusion to the activity, the teacher can asked the students to explained the grammar rules as a final check that they understand the concept.

In applying this method, the teacher hoped that the students notice about how the concept works from these examples. No explanation of the concept is given

beforehead, and the expectation is the students learn to organize the rules of grammar in a more natural way during their own reading and writing. Discovering grammar and visualizing about how these works in a sentence allow for easier retention of the concept than if the students gave an explanation, which disconnected from examples of the concept.

The steps of this method suitable with Scout Thornburry's Theory about the inductive method to teach grammar[54]. They are: presenting several examples, no explanation of the concept given, discovering grammar and visualizing how these work in a sentence.

The deductive teaching method of teaching grammar is a method that focused on istruction before practice. A teacher gives students an in-depth explanation of a grammatical concept before they encounter the same grammatical concept in their own writing. After the lesson, the students are expected to practice what they have just been show in mechanical way, through worksheet and exercises. Deductive teaching method drives many students away from writing because of the tediousness of rote learning and teacher centered approaches[55]. By giving students rules, then examples, then practice. It is a teacher-centered approach to presenting new content. This is compared with an inductive approach, which begin with examples and asked the students and hence is more students-centered. The teacher introduced new grammar concept, explained the rules related of its use, and finally the students practiced the concept in a variety of different ways[56].

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[54] Scoot thornburry, how to teach grammar.(longman:1999) 69.
[55] Ibid, 57
[56] Ibid, 46

The steps of this method suitable with Scout Thornburry's theory about deductive method to teach grammar.[57] They are: the teacher gives the students an in-depth explanation of a grammatical concept, the students practice what they have been show in mechanical way.

One of the big problems the teacher faces, whether teaching the students, is maintaining the students' interest throughout our lessons. Consquently,the teacher often have to be very creative in the method to use. The song is one of teaching tool to connect all cultures and languages. This makes one of all the motivating resources in the classroom. The process of selecting a song is one of the most difficult aspects of using song in a lesson. The teacher probably need to think about to ensure teacher get the right song. Must be carefully examine what teacher want in the classroom to learn in the lesson, the teacher also must think about the language level of the class, how old the students are, what kind of access do teacher have to the song. The teacher played a song with short lyric in front of the class. And than he asked the students to listen it carefully. After that, he gave the students text. He asked the student to fill the empty words in the text. After the student finish their works, both the teacher and the students discuss about the right word to fills each empty word. He explained the point of grammar that he teach after the students finish with the right word to fill the empty word.

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[57] Ibid ,46

B. The analysis of the most dominant method used in teaching Grammar at the ninth grade students of Arrisalah Islamic Boarding School in Academy year 2016/2017.

There are several methods used by teacher to teach english in the ninth grade students, but there is only one dominant. It is the deductive method. Teacher feels that this method is useful and can speed up students's understanding and can get target of teaching goal. So, the teacher often applied the deductive method when teaching in the classroom.

By applying this method, the teacher expected students can master the concept and know how it works. Represents a more traditional style of teaching in that the grammatical structure or rules are dictated to students first, a more effective and time saving way under certain circumstances. Thus, the students learn the rule and apply it only after they have been introduced to the rule. It encourages memory as the students have to memories a considerable number of formulae. The advantages of this method is at the "practice and revision" stage. The method can speed and efficiency in solving problem for the students and its help the teacher gets the goal of teaching grammar. Even the several students very difficult to understand and abstract the formulae in first. And also demand blind memorization of a large number of formulae. And this will cause an unnecessary and heavyburden on the brain of the students.

In this method, memory becomes more important than understanding and intelligence and that is educationally unsound.

C. The analysis of the implementation of the most dominant method used in teaching Grammar at ninth grade students of Arrisalah Islamic Boarding School in Academy year 2016/2017.

During the observation, the writer knows how the teacher implements the deductive method in English teaching process at ninth grade students of Arrisalah Islamic Boarding School. There are some steps to implement the deductive method:

The teacher began oral presentation of a grammar concept, by giving a sentense. Students listen it carefully and trying to understand with translate it by their own way. After the students memorise the concept, the teacher explain the rule of concept and how it works.

In the form of question-answer with question word, according to the difficulty level of the subject. The interaction model sometimes begin with classical or individual and group discussion both the techer and the student.

Once the teacher has been sure that the students master the material presented, both the concept and the rule of how it work, the teacher asked the student to open a textbook. The teacher asked the student to practice and made the different sentences.

The next activity, the students explained the formula of their sentence in front of the class and the others wrote the example in their own textbook.

In applying the deductive method teacher used several techniques, such as: question-answer, write sentence in front of the class, etc.

CHAPTER V

CLOSING

A. Conclusion

Referring to the finding and discussion in the previous study, it can be concluded that: The method used in teaching grammar at ninth grade students of Arrisalah in academic year 2016/2017 are inductive method, deductive method, teaching grammar through song and ryhmes method. The most dominant method used in teaching grammar at ninth grade students of Arrisalah islamic boarding school is deductive method. The implementation of the most method in teaching grammar at ninth grade students of Arrisalah islamic boarding school in academic yer 2016/2017:

In the presentation the teacher used an example to highlight a feature of English Syntax (word). The teacher explained that concept and how the verb used in the sentence. He then wrote other sentence on board and asked the student to answer the question in pairs. As the student doing this, the teacher succesively erased the question on the board. He then asked individual the student to reported what they found out their work to the whole class.

The succes of an explanation depend on part of the students' understanding of metalanguage. The principal operating here it is often easier to establish language rule in student by contrasting two form that are different in only one respect. The efficiency of this method depend on the kind of rule being explained, and also the teacher monitoring the student' degree of comprehension

at every stage of the explanation, and responding immediately to any problems they might have.

B. Recommendation

Based on the conclusion, the researcher would like to give some suggestions dealing with teaching grammar. Hopefully, these suggestions will be useful for those who are willing to improve the mastery of the grammar. The suggestions are as follows:

1. For English teacher

   The writer hoped that the thesis can help teacher to find the good method in building students' grammar ability. Giving the inspiration of good method in teaching grammar.It help teacher to make learning process more meaningfull with the various methods.

2. For the students

   By read the result of this thesis, the writer hoped to the students to increasing students' grammar ability. And also it made the students more motived in learning English language, and made the students easier in learning grammar.

3. For the readers

   The writer hoped that can help the readers by the this thesis. And can used it as a reference for the readers, as the reference for the readers in building students' grammar ability.

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