

**ANALYSIS OF CLASSROOM ACTIVITIES IN TEACHING GRAMMAR
IN SMAN CURUP IN THE ACADEMIC YEAR OF 2016/2017**

THESIS

**This thesis is submitted to fulfill the requirement
for “Sarjana” degree in English Language Education**



By

**SINTA APRIANI
NIM. 11551111**

**ENGLISH TADRIS STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
INSTITUTE COLLEGE FOR ISLAMIC STUDIES
(IAIN) CURUP**

2019

STATEMENT OF OWNERSHIP

The writer who sign below:

Nama : Sinta Apriani
NIM : 11551111
Jurusan : Tarbiyah
Prodi : PBI (Pendidikan Bahasa Inggris)

State the thesis under the title is "Analysis of Classroom Activities in Teaching Grammar in SMA N 1 Rejang Lebong Academic Year Of 2016/2017". This statement is made truly, if in the next day there any mistake the writer ready to accept the punishment or the other criticism from STAIN suitable with its regulation.

Curup, 2017
Researcher



Sinta Apriani
11551111



KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP
Jalan Dr. AK Gani, No 01 Kotak Pos 108 Telp (0732) 21010-21759 fax 21010 Curup
39119 Bengkulu
Email staincurup@telkom.net homepage : www.staincurup.Ac.co.id

Hal : Pengajuan Skripsi
Kepada
Yth Bapak Ketua Jurusan Tarbiyah STAIN Curup
Di –
Curup

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Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat skripsi atas nama :**Sinta Apriani, NIM. 11551111** mahasiswa STAIN Curup Prodi Pendidikan Bahasa Inggris, yang berjudul “Analysis of Classroom Activities in Teaching Grammar in SMA N I Rejang Lebong Academic Year Of 2016/2017” sudah dapat diajukan dalam sidang munaqasah Sekolah Tinggi Agama Islam Negeri Curup.

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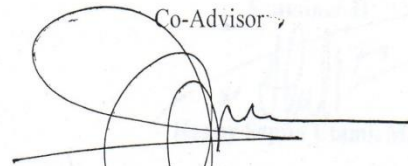
Wasaalam mu`alaikum, wr.wb

Curup, 2017

Advisor


Leffi Noviyenti, M.Pd
NIP. 19761106 200312 2 004

Co-Advisor


Sarwo Edi, M. Pd
ST. 25308145009



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) CURUP
FAKULTAS TARBIYAH**

Jalan: Dr. AK Gani No. 01 PO 108 Tlp (0732) 21010 -21759 Fax 21010
Hoepage: <http://www.Iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

APPROVAL

Nomor: 757 /In.34/FT/PP.00.9/05/2019

Name : **SINTA APRIANI**
NIM : **11551111**
Departement : **English Study Program**
Title : **Analysis Of Classroom Activities In Teaching Grammar In
SMAN 1 Curup In the Academic Year Of 2016/2017**

Has been examined by examining board of the English Study Program of Institut Agama Islam
Negeri (IAIN) Curup, on :

Day / Date : **Monday, June 12th 2017**

Time : **08.00 a.m – 10.30 a.m**

At : **Munaqasyah Room 1 IAIN Curup**

Has been received to fulfil partial requirements for the degree of Strata 1 in English Study
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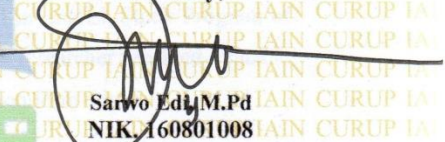
Curup, Mei 2019

Examiners :

Head,


Leffi Noviyenti, M.Pd
NIP. 19761106 2003 12 2004

Secretary,


Sarwo Edi, M.Pd
NIK. 160801008

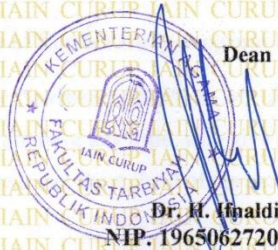
Examiner I


Jumatul Hidayah, M.Pd
NIP. 19780224 200212 2 002

Examiner II


Henny Septia Utami, M.Pd

Dean


Dr. H. Hinaldi, M.Pd
NIP. 19650627200003 1 002

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The researcher finished this thesis entitled *ANALYSIS OF CLASSROOM ACTIVITIES IN TEACHING GRAMMAR IN SMAN 1 REJANG LEBONG IN THE ACADEMIC YEAR OF 2016/2017*. This thesis is obtainable in partial fulfillment of the requirement for the degree of strata I in English Study Program of Tarbiyah of IAIN Curup. In conducting this thesis, the researcher received valuable contribution, guidance, assistance, support and motivation from others.

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10. Everyone who I have, that I cannot write the name, I remember every single thing we have.

Finally, the writer hopes this thesis can help the English teacher and Students' who want to learn this subject. The writer realized that this thesis still far from being perfect. Therefore, any suggestion and comment always welcomed.

Wassalamu'alaikum. Wr. Wb

Curup, June 2017

Writer,

Sinta Apriani

NIM. 11551111

MOTTO

*“Do the best and pray to ALLAH SWT will take care of
the rest”*

*“The things that you do should be things that you love,
and things that you love should be things that you do”*

*“Believing in Miracles make the miracle always given to
you”*

Dedication

Thanks for Allah with all my love, I dedicate this thesis to:

ﷻ Allah SWT who always given me healthy and mercy

ﷻ My great thanks and big hug to My Beloved Parents Mr. Ramadan (Father), Mrs. Sutarmi (Mother). They always gave spirit, materials, encouragement and their enthusiastic. I couldn't return all you have given to me. For My Beloved Young Sister and Youngest Brothers (Selvi Ramayani & Rahmad Febri Syahputra) who always support me to accomplish this thesis.

ﷻ My Big Family to My Grandmother, My Uncle (Nurgiono) , My Aunt (Suparsini) who helped my parents when got trouble.

ﷻ My Beloved Brother "Andri Hardiansyah S.Pd".

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*♪ My ASSAY “Trisna Kesuma W, Dona Damayanti, Peni Pebriani,
Riska SH, Dona Ulfarana”.*

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Saddam, Ferzi”.*

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Fanida, Aef”.*

*This thesis could not have been finished without your helping. You
helped to correct my thesis. For all of my friends in FBI D 2011 who
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♪ My participants who gave some information for this theses

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♪ Everyone who have motivated me that i cannot mention one by one

ABSTRACT

Sinta Apriani (2017) : ANALYSIS OF CLASSROOM ACTIVITIES IN TEACHING GRAMMAR IN SMAN CURUP IN THE ACADEMIC YEAR OF 2016/2017

Advisor : Leffy Noviyenty, M.Pd

Co-Advisor : Sarwo Edy, S.Pd.I., M.Pd

There some activities in teaching grammar at SMAN 1 Rejang Lebong. The objectives of this research are investigate: 1) activities in teaching grammar at SMAN 1 Rejang Lebong. 2) The teachers' problem in the activities in teaching grammar at SMAN 1 Rejang Lebong. This research the researcher used descriptive qualitative method. there are 3 of English teachers or total sampling at SMAN 1 Rejang Lebong. In this research, there are two techniques to collect the data, they are observation and interview, type instruments for getting the data by Observation Checklist and interview guideline and techniques for nalyzing the data was following: Organize and prepare the data for analysis, Read the data, Coding, Decription and Interpretation. The result show that: 1) there were some activities in teaching grammar at SMAN 1 Rejang Lebong, They were: Error correction, over grammar instruction, teaching grammar using communicative activities what say and do, integrated grammar were folowing pre grammar , while grammar, post grammar, teaching grammar with game and teaching grammar through text/ 2) First, Error correction, the problem were: Difficult using worksheet some students were not forget to bring it, monitoring the works, Students did not focus, some of them nothing to say and giving correction . second. Over Grammar Instruction, the problem was following: some students shy, some students can not speech english, matching the words, did not focus, drawing attention. Third, Teaching grammar using communicative activities what say and do The problem were following: using the grammar, giving comments, using suffix es/s and control utterances. Fourth, Integrated grammar the problem were folowing: The students did not focus for learning process, discussion the topic, using tenses formula and appropriate sentences, fifth, Teaching grammar with game, the problem were following: dividing students in groups, completing the sentences, Students' attention in learning. Sixth, Teaching grammar through text, the problems were folowing: in reading the text, discussing the answers, establishing the conversation, writing the pattern of tenses, finishing the exercises and writing paragraph

Keyword: Analysis, Classroom Activities and Teaching Grammar

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CHAPTER I

INTRODUCTION

A. Background of The Study

Teaching English is a process of giving knowledge and guidance the students through method, media and facility¹. That means, teaching is transferring information or knowledge on learning process. The teacher guide the students by using method, media and facilities are as element in teaching process. All of them as a supporting of teaching activities in classroom. Then teacher used, method, media and facility based on the condition and context of teaching. For example used some method, media and facility suitable based on the material will be taught at classroom.

In additionally, according to Wilkins, Davis 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 a very important thing to get right, and teachers should take extra care to impart proper grammar to all their students.² So, teaching in all education depends on a foundation of good grammar. If students cannot

¹ Slameto, *Belajar Dan Faktor-Faktor Yang Mempengaruhinya*, (Jakarta. Rineka Cipta, 2003), p. 30.

² Davis Wilkins, *Linguistics In Language Teaching*, (Cambridge, MA: MIT Press, 1979), p.111

understand grammar, students will struggle to read, write or speak clearly in any other area of education.

According to Penny Ur “Grammar is defined as words are put together to make correct sentences. it does not only affect how the units of words are combined in order to make sentences but also affects their meaning”.³ That means grammar is one of English component that must be learnt and understood by the students. It is basic knowledge and an important tool for the students to master English. Grammar is an essential part to be learnt in process of acquiring a language. It is a skill that must be mastered to use the language accurately and meaningfully.

According to Jana Johnson Grammar are useful in every aspect of life from education to leadership, and social life to employment opportunities. They are equally important at home where children learn their grammatical patterns from their parents and family. This puts the next generation at an immediate disadvantage if learning incorrectly.⁴ That means, grammar is important in human communication . It is how people ensure that they are understood properly, and it is also the most effective way to express any thought and concepts that they want to share. If speaking or writing in incorrect grammatical can make confusing or misunderstanding a foreign language, but if speaking or writing in correct

³Penny Ur, *A Course in Language Teaching Practice and Theory*,(London,1999),p.75.

⁴Jana Johnson, *DailyGrammar*, (New Nork: Word Place, Press, 2014), p. 67 .

grammatical, for example : choosing words, using punctuation, using tenses and others. Knowing basic grammar rules is the first step in improving communication and writing skill. Grammar becomes backbone of any languages and must be understood for people to communicate effectively.

According to Tamara Jones Based on the theories there were some activities in teaching grammar. Teaching grammar with game such as The Relay Game, The Word Game, Shoot for Points, Board Game, Snakes and Ladders. Then in Integrating Grammar for Communicative Language Teaching there is sub indicators: Pre-grammar, While-grammar, and Post-grammar Brainstorming, next, Overt Grammar Instruction activities. In spite of, Teaching Grammar Using communicative activities: What teachers' students say and do, What are the different steps, How to achieve the aim?⁵From the quotation above so there some activities in teaching grammar first, teach grammar from the rule, the activities of presentation for teaching and learning grammar at classroom

The above theory as regards teaching grammar as proposed by Tamara Jones seems to have been aligned with the phenomena encountered in SMAN 1 Rejang Lebong. In this school grammatical teaching was enacted on the basis of communicative function which was realized into the use of four English skills (listening, speaking, reading, and writing). The teachers were always active in teaching grammar. As emphasized in the interview undertaken as the preliminary

⁵Tamara Jones, *Approach And Steps In Teaching Grammar And Practice* ,(Howard Community College, 2014), p. 2.

study, in SMAN 1 Rejang Lebong, there were various learning activities in teaching grammar inserted in the process of teaching English skills. The teachers at some point gave students some games to teach grammar while learning reading and writing. The teachers also frequently applied grammatical teaching communicatively as they were teaching the speaking skill to students. For a few specific examples, while teaching reading, the teachers usually used the reading comprehension activity in order to also teach grammar to students at once. In addition, while dealing with teaching writing skill, the teachers led students to learn about the types of text genres alongside inserting grammatical teaching as well. While teaching speaking, the teachers at some point also engaged students into debating activities wherein near the end of debating activities the teachers embedded grammatical teaching.

The above mentioned phenomena seem unique since the teachers have applied the practice of teaching grammar differently if compared to teaching grammar as commonly enacted in a single set of English grammar subject. The teachers seem to have understood that the common theories of teaching a single set grammatical subject do not do justice to the situational and contextual system of teaching integrated English skills as recommended by the Indonesian educational curriculum. That is why the teachers at this school practice English grammatical teaching activities within the implementation of teaching the four English skills, and the grammatical teaching activities they provide represent communicative and

unique ways such as by serving students with games, communicative activities, and other activities with respect to the English skills being taught.

Based on the detailed background above, the researcher is interested in observing the activities used by English teachers in SMAN 1 Rejang Lebong. In this regard, the researcher conducts a research entitled “*Analysis Of classroom activities in Teaching Grammar in SMAN 1 Rejang Lebong in The Academic Year Of 2016/2017*”. This research is expected to manage to give contribution to all English teachers in Indonesia about the detailed activities which are ideal to be enacted while teaching English grammar within the implementation of teaching the four English skills.

B. The research Question

1. What are the activities in teaching grammar at SMAN 1 Rejang Lebong?
2. What are the problems in the activities in teaching grammar at SMAN 1 Rejang Lebong.?

C. Objective of The Research

The objectives of this research were:

1. To investigate the activities in teaching grammar at SMAN 1 Rejang Lebong.
2. To find out the problems in the activities in teaching grammar at SMAN 1 Rejang Lebong.

D. The Significances of the Study

According to the focus of the study, this study is expected to give some benefits theoretically and practically:

1. Theoretical

- a. The finding of the study can give contribution as an input in English teaching learning process.
- b. The finding of the study can be used as a reference for other following studies conducted on the grammar teaching

2. Practical

a. For the writer

The writer can make identification on pedagogical item of English teachers in teaching process. At the main point, it focuses in the term of their activities they have in grammar teaching

b. For English Teachers

The finding of the study can help English teachers in doing self-development on their teaching method and practices, especially in grammar teaching. It also can help teachers to understand more in their instruction on grammar teaching. Finally, the finding will give contribution and lead teachers to develop better and more effective practices in teaching. Finally, it will bring more comprehensive teaching activities that impact on students' achievement in English learning.

c. For the School

The study can help the school in preparing their English teachers in order to develop an effective curriculum and composing an effective teaching learning design that can be applied in the school.

d. Educational Department

This study can be a source that sets aside any information for educational department in providing a better and more effective teacher training session and course especially for English teachers.

E. Definition of Key Terms

1. English Teacher

Teacher is one of the main factors for the creation of the next generation of quality, not only in terms but also from the procedures behave in society. The presence of the teacher in the learning process is an important role, the role of the teacher cannot be replaced by technology such as radio, the internet and the most modern computers. Many human elements such as attitude, system of values, feelings, motivations, habits and ideals that are expected from the results of the learning process, which can not be achieved except through educators.

2. Grammar

Grammar is a branch of linguistic study that deals with the classes of words, their inflections or other means of indication relation to each other, and their functions and relations in the sentence as employed according to established

usage and that is sometimes extended to include related matter such as phonology, prosody, language history, orthography, orthoephy, etymology, or semantics.” Grammar is a set of rules which determine the way in which units such as words and phrases can be combined in a language and the kind of information which has to be made regularly explicit in utterances.

3. Classroom activities

Classroom activities is activity on classroom in a school which a class of students is taught.⁶ The classroom activities in this case means, the activities in teaching and learning process in grammar

⁶Martin H Manser, *Oxford Learner Dictionary*, (Oxford : Oxford Press: 1995), p. 70.

CHAPTER II

REVIEW OF LITERATURE THEORIES

A. Review of related theory

1. Classroom activities

This shift calls for a rethinking of the traditional classroom, replacing the standard learning with a blend of pedagogical approaches that more regularly involve the student in the learning process. Under a learning-centered approach, the instructor retains “control” of the classroom, but thought is regularly given to: (a) how well students will learn the material presented, and (b) the variety of pedagogically sound methods that may be employed to help the students better understand the core information to be learned.⁷

There is now strong empirical evidence that active involvement in the learning process is vitally important in two areas: (a) for the mastery of skills, such as critical thinking and problem-solving and (b) for contributing to the student’s likelihood of persisting to program completion

For well over a decade, the focus of the university classroom has steadily shifted from a teaching-centric approach to a learning-centric approach. This shift calls for a rethinking of the traditional classroom, replacing the standard learning with a blend of pedagogical approaches that more regularly involve the student in the learning process. Under a learning-

⁷Barr R. B., & Tagg, J, *From Teaching to Learning: A New Paradigm for Undergraduate Education*, (Change, 1995), p. 12–25.

centered approach, the instructor retains “control” of the classroom, but thought is regularly given to: (a) how well students will learn the material presented, and (b) the variety of pedagogically sound methods that may be employed to help the students better understand the core information to be learned.⁸

2. Grammar

a. Definition of Grammar

According to Ellis, grammar teaching involves any instructional techniques that direct learners’ notice to some particular grammatical form in a way that can help them metalinguistically know and/or form it in comprehension and/or production so finally they got to internalize it.⁹ While Thornbury explain two types of how people take meaning of grammar teaching.¹⁰ First, grammar teaching can be seen as “simply teaching to a grammar syllabus but otherwise not making any reference to grammar in the classroom at all as was the case with Audiolingualism”. It is also can be named overt grammar teaching. Or in other way, people can define grammar teaching as “teaching to a communicative syllabus (e.g. of functions or of tasks) but dealing with grammar questions that arise in the course of doing communicative activities”. This is sometimes called covert grammar teaching

⁸ibid

⁹ Ellis Rod, *Current Issues in the Teaching of Grammar: An SLA Perspective*, (Journal of TESOL Quarterly, 2006), p. 83-107

¹⁰ Scott Thornbury, *How To Teach Grammar*, (UK: Bluestone Press, 2004), p. 124.

According to Nassaji and Fotos cited in Aljohani grammar teaching has passed three stages that are different.¹¹ First, it exclusively concerns on the grammatical form. The next, the focus moves to the meaningful input and the last, the grammatical form and the meaningful communication become its focus. Another expert calls them by, focus on forms, focus on meaning and the last is focus on form. This is also revealed by Long cited in Aljohani.¹²

“ Long distinguished between three types which are: 1) focus-on-form, 2) focus on-forms, and 3) focus-on-meaning. Focus on forms assumes that language consists of grammatical forms that can be acquired “sequentially and additively”. The focus-on-meaning proposes that learners inductively learn language, and understand its grammar. Focus-on-form brings students’ attention to the linguistic form that is put in a meaningful context. Long, assumes that it is the most effective of all. Long said: “ Focus-on-Form overtly draws students attention to linguistic elements as they arise incidentally in lesson whose overriding focus is on meaning or communication.” Grammar is an aspect that cover a set of language that principally ties together to form a sentence.¹³ Grammar is a set of rules which determine the way in which units such as words and phrases can be combined in a language and the kind of information which has to be made

¹¹ Hossein Nassaji, *Correcting Students' Written Grammatical Errors: The Effects of Negotiated Versus Non Negotiated Feedback*, (Journal of Studies in Second Language Learning and Teaching, 2011), p. 315-334.

¹² *Ibid*, Page 100

¹³ Nunan, David, *Teaching English Grammar*, (NewYork: Longman, 2001), P.3.

regularly explicit in utterances.¹⁴ Grammar is partly the study of what forms which are possible in a language. It is a description of the rules that govern how sentences of a language are formed.¹⁵

b. The Importance of Grammar in Learning English

If it related with English , English grammar means as the form of English words, phrases even sentences which are sequenced based on the knowledge and characteristics of the three aspects. It is typically for phrases and sentences, they actually influence the meaning of grammar is very significant to help students cultivating words to convey the idea orally or written. Somebody's utterance will be difficult to understand by the interlocutor if they do not speak by using correct utterances.¹⁶

Grammar in learning English places the first position because the first focus on this process is to make students recognizing the rule, function and usage of words or sentences before they process those elements while communicating. There is no doubt that a knowledge-implicit or explicit of grammatical rules is essential for mastery of a language. Someone cannot use words unless knows how they should be put together. It is suitable to what

¹⁴ Baker Mona, *In other words: A Coursebook on Translation*, (London: Routledge, 1992), p. 78.

¹⁵ Thornbury. Op.Cit., p. 2.

¹⁶ Sheena Gardner, *Changing Approaches to Teaching Grammar*, (*Journal of Elted*, 1999), p. 39-44.

grammar means. Penny Ur states that grammar may be roughly defined as the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning. This indicates the importance of studying the grammar. The importance of grammar is clearly seen based on what is mentioned by Hakim that there will be described simply about the major principles of conversation that can be made as a consideration to assess the importance of understanding grammar in learning English conversation:

1. Basically, talking is making sentences
2. To able to make a correct sentence and understandable one, it is certain that the learners understand several kinds of sentence form used in conversation
3. One of way to comprehend several kinds of sentences used in conversation is by understanding 16 English tenses in verbal or non verbal sentences.
4. For practical needs in mastering conversation fast, the learners can focus on the learning process about kinds of English tenses that are more frequently used in conversation.¹⁷

The eplanation above shows the importance of grammar and typically grammar will influence the quality of somebody's spoken utterances even

¹⁷Ibid

grammar is the basic point to cultivate listening, speaking, reading and writing skills in learning English, both in written and spoken utterances.

In this research, researcher takes the research in grammar understanding by considering and calculating the importance of grammar understanding and grammar achievement.

3. Activities in teaching Grammar

Pertinent to the activities in teaching English grammar, there are a number of activities provided in a variety of literature and previous study findings. Some of them are oriented towards the approach underlying the grammatical teaching applied by the teachers. Those approaches entail deductive teaching, inductive teaching, deductive-inductive teaching, functional teaching, and incidental teaching. However, the activities which go along with the aforementioned approaches as such incline to mainly focus on a single set of grammatical teaching. Thus, the activities suggested by those approaches cannot be contextually ideal to be used in this study if grounded in the encountered phenomena in the field of this research.

As revealed, from the phenomena found in the field, the event of teaching and learning English grammar taking place in one of the schools in RejangLebong regency is pursuant to the general national syllabus, wherein the system of grammatical teaching for English as a foreign language subject is enacted in an

integrated way. It implies that there is not any single set of grammatical material inserted in the integrated English teaching. The width of English teaching at school extends to teaching the four skills of English comprised of listening, speaking, reading, and writing. Even, based on the conceptual foundation suggested in the curriculum of Indonesian school, reading skill becomes the major dominance and priority. Hence, the activities of teaching grammar are viewed resting upon the acts of teaching grammar within the teaching implementation of English four skills.

Concerning with the above paradigmatic rationale, in this research, the researcher selects the theories of grammatical teaching activities based on the standpoint of grammatical teaching as inserted in the teaching enactment of English four skills as aligned with the commonality which takes place at schools as guided in Indonesian educational curriculum. The following details provision the theories or concepts *vis-a-vis* grammatical teaching whose extension subsumes teaching grammar with game, integrating grammar for communicative language teaching, overt grammar instruction, and teaching grammar using communicative activities.

a. Teaching grammar with game

2) The Relay Game

- a) Materials needed: copies of the worksheet with 10–15 sentences for each group.

- b) Divide the class into groups of 4 or 5 and ask them to line their desks / seats up.
- c) Give the first person in each row a handout.
- d) Each first student must complete one sentence or find one error and then pass the paper back to the next person.
- e) The second person must do the second sentence, but he / she can also check the first person's work for errors before passing the paper back to the third person.
- f) The first team to finish is the winner.
- g) This game can be used:
 - a. To complete handouts or book work.
 - b. To work on error location activities.
 - c. To practice spelling.
 - d. To identify parts of an essay or paragraph.
 - e. To practice reading strategies.¹⁸

2) The Word Game

- a. Materials needed: none.
- b. Divide the class into 2 or 3 equal groups.

¹⁸Tamara Jones, *Approach And Steps In Teaching Grammar And Practice* , (Howard Community College, 2014), p. 2.

- c. Ask one player from the first group to come to the front of the class and sit facing his/her team with his/her back to the board.
- d. Write a word on the board.
- e. Tell the team that they can give the player hints about the word.
- f. Give the player a point if he/she can guess the word within one minute (longer or shorter depending on the class level).
- g. Additional rules:
 - a. The team must not say any part of the word that is written on the board.
 - b. The team cannot use actions.
- h) This game can be used:
 - a. To reinforce vocabulary.
 - b. To practice word stress.
 - c. To practice grammar forms.
 - d. To practice idioms¹⁹

3) Shoot for Points

People often need to review things that are no fun, things like the past simple or past participle of irregular verbs. Instead of the classic Q & A, try this. Use a large container or trash can as teachers' "basket", give teachers' students a ball and have them shoot for points. But here's the catch: you'll

¹⁹ Ibid., p. 3

ask them a question in past simple, and they'll have to remember the past correctly in order to earn the chance to shoot. They can get 10 points for scoring or five if they miss (because at least they answered the question correctly). You can try any variety of this type of game, whether you use large balls or small ones, or even a wadded up piece of paper. A word search sheet with the most common irregular past participles. For pre-intermediate learners of English as a foreign or second language. Students have to find all the participles in the grid and can then add the infinitives and simple past forms.²⁰

4) Board Game

Everyone loves a board game, and teachers' ESL students will particularly appreciate one if it's not only loads of fun, but also a helpful way to review essential grammar. Teacher can design own to include the tenses and structures teachers' students have learned. With the board game, it would be easier for you and teachers' students to find out which grammar item you would need to work on in future. Teacher needs to prepare the dice though.

5) Snakes and Ladders

To play this classic game in teachers' grammar review lesson, Teacher 'll first need to prepare some cards: they may have verb tenses written on them,

²⁰ Ibid., p. 4

questions teachers' students must answer or prompts from which to say a complete sentence. The rules are simple, but the game is so much fun! Students must first choose a token to move around the board (a different colored button for each will do nicely!) Then they take turns rolling the dice to move across the board. They must take a card and answer correctly to remain on that spot, or move back two places if they are incorrect. If they land at the bottom of a ladder, and they answer correctly, they get to move up the ladder, but if they land on a snake's head they automatically move down to where its tail is. A blank snakes and ladders game-board. You can print it out and use it for any grammar game/vocabulary game you want. or laminate it - the kids could write on it with non-permanent markers :)if the kids come to a ladder and do the demanded task correctly, they can go up the ladder - if not, they stay.if the kids come to a snakes head and do the tast correctly, they can stay, otherwise they have to go down to the tail. Teacher need: game board, dice and token and additional material (e.g. question cards, vocabulary cards)²¹

²¹ Ibid., p. 6-7

b. Integrating Grammar for Communicative Language Teaching

1). Pre-grammar

- a) The teacher discusses the topic

- b) The teacher shows two pictures . The teacher then asks them to compare the two pictures.

2). While-grammar

This stage provides a context for input generation and an opportunity to notice the new grammatical structure. The teacher tells them they are going to learn a new structure (for the purpose of noticing) but does not mention the name of structure (for motivational purposes).

- a) The teacher makes a transition from the context created in 1b to the grammatical point by showing the same pictures and telling the picture differences with "used to" and "simple present tense" (i.e. "She used to play the guitar as a hobby, but now she doesn't, she paints pictures as a hobby now", and etc).

- b) The teacher creates other contexts for the teaching of grammatical point through some other picture comparisons, discussions, stories, or reading/listening texts.

- c) The teacher asks some clarification check questions to ensure that the meaning is clear. Some examples:²²

Did she often play the guitar in the past?/Does she play the guitar now?

Did she often paint pictures in the past?/Does she paint pictures now?

Did she have long hair in the past?/Does she have long hair now?

- d) The teacher asks the students to formulate the rule on the board for the given sentence providing help if needed.

She used to play the guitar.

S + Used to + V 1 ...

(Note: The while-stage may involve production of the new structure through some questions about the pictures. In this case, however, the purpose is to confirm whether the meaning has been clarified.)

3) *Post-grammar Brainstorming*

The teacher asks students to think back to when they were a child and asks the following questions: "What are the differences and similarities between teachers' life then and now? Think about where you lived, teachers' likes/dislikes, teachers' holidays and teachers' family, and fill in the following lines with appropriate sentences".

Teachers' life as a child...

²² Ibid., p. 8-9

Teachers' present life...

c. Overt Grammar Instruction

Adult students appreciate and benefit from direct instruction that allows them to apply critical thinking skills to language learning. Instructors can take advantage of this by providing explanations that give students a descriptive understanding (declarative knowledge) of each point of grammar.

- a) Teach the grammar point in the target language or the students' first language or both. The goal is to facilitate understanding.
- b) Limit the time you devote to grammar explanations to 10 minutes, especially for lower level students whose ability to sustain attention can be limited.
- c) Present grammar points in written and oral ways to address the needs of students with different learning styles.²³

An important part of grammar instruction is providing examples. Teachers need to plan their examples carefully around two basic principles:

²³ Ibid., p. 9

- a) Be sure the examples are accurate and appropriate. They must present the language appropriately, be culturally appropriate for the setting in which they are used, and be to the point of the lesson.
- b) Use the examples as teaching tools. Focus examples on a particular theme or topic so that students have more contact with specific information and vocabulary. In the communicative competence model, the purpose of learning grammar is to learn the language of which the grammar is a part. Instructors therefore teach grammar forms and structures in relation to meaning and use for the specific communication tasks that students need to complete. Compare the traditional model and the communicative competence model for teaching the English past tense:

- a) Teach the regular *-ed* form with its two pronunciation variants
- b) Teach the doubling rule for verbs that end in *d* (for example, *wed-wedded*)
- c) Hand out a list of irregular verbs that students must memorize
- d) Do pattern practice drills for *-ed*
- e) Do substitution drills for irregular verbs²⁴

Communicative competence: grammar for communication's sake

- a) Distribute two short narratives about recent experiences or events, each one to half of the class

²⁴ Ibid., p. 10-11

- b) Teach the regular *-ed* form, using verbs that occur in the texts as examples.
Teach the pronunciation and doubling rules if those forms occur in the texts.
- c) Teach the irregular verbs that occur in the texts.
- d) Students read the narratives, ask questions about points they don't understand.
- e) Students work in pairs in which one member has read Story A and the other Story B. Students interview one another; using the information from the interview, they then write up or orally repeat the story they have not read
- d. Error Correction

At all proficiency levels, learners produce language that is not exactly the language used by native speakers. Some of the differences are grammatical, while others involve vocabulary selection and mistakes in the selection of language appropriate for different contexts.

In responding to student communication, teachers need to be careful not to focus on error correction to the detriment of communication and confidence building. Teachers need to let students know when they are making errors so that they can work on improving. Teachers also need to build students' confidence in their ability to use the language by focusing on the content of their communication rather than the grammatical form. Teachers can use error correction to support language acquisition, and avoid using it in ways that undermine students' desire to communicate in the language, by taking cues from context. When students are doing structured output activities

that focus on development of new language skills, use error correction to guide them.²⁵

Example:

Student (*in class*): I buy a new car yesterday.

Teacher: You *bought* a new car yesterday. Remember, the past tense of buy is bought.

- When students are engaged in communicative activities, correct errors only if they interfere with comprehensibility. Respond using correct forms, but without stressing them.

Example:

Student (*greeting teacher*): I buy a new car yesterday!

Teacher: You bought a new car? That's exciting! What kind?

e. Teaching Grammar Using communicative activities:

1) What teachers' students say and do

Students often complain that they know all the grammar, but they are still incorrect when they speak

- a) Students often don't see the relevance of learning grammar.

²⁵ Ibid., p. 12-13

- b) Students say they want more feedback on the language they produce.
 - c) Students say they want to do more speaking in teachers' classes.
 - d) Students can often do very controlled oral practice activities correctly. However, when they are given a freer practice activity, they will often get the target grammar wrong.²⁶
- a. What are the different steps?

Letters a to e outline key stages in a lesson that teaches grammar by means of a communicative activity. Numbers i to v are aims that match each stage. Put the steps in their correct order in the table below, then match the correct aim to each step

- 1) Teacher-led error correction of student language.
- 2) Students do a second communication activity.
- 3) Teacher evaluation of student language.
- 4) Students do a communication activity that requires use of a specific grammar point.
- 5) Checking of meaning and form by teacher.

²⁶ Auckland & Christchurch, *ESOL Teaching Skills TaskBook*. Languages International New Zealand www.languages.ac.nz

b. How to achieve the aim

- 1) The teacher writes up the collected errors on the white board. Corrections can either be elicited from learners, or students can be put in pairs or small groups to correct the language and conduct feedback
- 2) The teacher gives students another communication activity that practises the target language point and asks them to do this activity and concentrate on using the target grammar point correctly. Alternatively, students could re-do the original activity
- 3) Having elicited corrections of student language, the teacher uses oral concept questions to check the meaning of the target grammar point, afterwards checking the form by eliciting it and then writing it up on the white board
- 4) The teacher monitors and listens carefully to the language that students are producing, particularly for the target grammar point, or its absence and finds out what incorrect forms students are using in its place. The teacher also notes other examples of incorrect language, noting these down on a piece of paper.²⁷
- 5) The teacher sets up the communication activity, but makes a point of not mentioning the target grammar point nor asking that students use it.

²⁷ Ibid.

c. Strengths and challenges

The following statements are about different aspects of lessons that teach grammar from a communicative activity. Some of them indicate strengths of this approach, while others describe challenges. Sort them into the appropriate categories below.

- a) This approach heightens the relevance of the target grammar point during the meaning and form stages. If students have had problems with the point, they can see the need to clarify it. They are less likely to complain about having studied the point already.
- b) It creates a very natural connection between speaking and communication and grammar, rather than viewing these as separate entities.
- c) The teacher needs to listen very carefully when monitoring. This may be a little difficult because of the noise level in the classroom and quietly spoken students may be harder to hear.
- d) The teacher needs to be able to respond to unexpected language issues that can arise. These issues may not be connected with the target language point.
- e) There is the opportunity to cover more grammar in a lesson. Apart from the target grammar point, the teacher can also deal with other points that arise during the correction stage.

- f) If the students do the first activity well and produce the target language, the teacher needs to have an alternative activity ready to use in place of the meaning and form stages.
- g) Because the lesson involves a lot of speaking, some students may not feel they are learning grammar in a concrete and tangible way. The teacher may need to point out to them that the error feedback and meaning and form stages do involve an explicit focus on grammar.
- h) This approach means that students are getting consistent feedback on the language that they produce. This is likely to appeal to learners who want more error correction from their teacher.²⁸

4. Review Of related Finding

Classroom activities involved the active Learning Tenses like the method were used in Learning Tenses process on the mastering the skills. The problem in this research was the motivating classroom activities in Learning Tenses English in English study program in SMKN 1 MANNA and The students reason for preferring the activities. This research was concluded in the form of quantitative method. this research just take 10% is 29 students. Techniques of collecting data by using interview and questionnaire. Techniques of analysis data used percentage formula. Based on finding showed that From the finding there are In whole class involvement has three types and it will be described: 1), questioning techniques where there is 11 or 1,98% in strongly

²⁸ Ibid.

agree and 7 or 12,06% on agree category 2) In Whole Class Involvement there are 13 students or 22,41% in strongly agree and in agree category there are 5 students or 8,62%. 3) Reading and Writing Exercise 10 or 17,24% students on strongly agree, on agree category there is 1 students or 1,72%. 4) in Small Group so there 3 students or 15,17% on strongly agree and 8 students or 13,79% agree. The reason by probing question will get clarification to make certainly there is 7 or 13,72% students motivating this reason in strongly and 10 or 19,60% on agree motivating the probing question. Reason for preferring leading question is no 1: this techniques can change students way in someone's thinking power there is 3 or 11,53 students on strongly agree for this reason and 5 or 19,23 % in agree statement for this reason, No 2: this technique is interest because it make us get new knowledge there is 5 or 19,23% students on agree statement. No 3: this techniques can shift form of thinking there 3 or 11,53% in strongly agree for this reason then in agree statement there is 6 or 23,07%.²⁹

²⁹Mila angraini, An Analysis Of Motivating Classroom Activities In Learning Tenses At SMKN 1 MANNA, Bengkulu:UMB

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

There are many types of research, which can be used appropriately. In this research the researcher used descriptive qualitative method. Descriptive method means a research focused in describing any situation or condition in population, systematically, factually and accurately.³⁰ It means that the situation in field research will be important aspects as the data which will be collected in this research. This research descriptive means describe the teaching activities in teaching grammar at SMAN 1 Rejang Lebong. It covers the activities from the opening, while and closing the lesson when the teacher teaches grammar material to students. It describes the situation and condition of the classroom when teaching English grammar there. It also reports the activities in teaching English grammar at SMAN 1 Curup in detail and concrete activities while learning and teaching process of the grammar.

Researcher chose the descriptive because wanted to explain the activities in teaching grammar at SMAN 1 Rejang Lebong. Because there are several activities which indicate the teachers' way in teaching. It also explains all activities based on the phenomenon in classroom learning mainly in teaching grammar.

³⁰ Nurul Zuriyah, *Metodologi Penelitian Sosial dan Pendidikan: Teori Aplikasi*, (Bumi Aksara, Jakarta: 2007), p. 47.

B. Subject of Research

According to Subana subject was someone or something that hits the wish obtained information.³¹ The term respondent or subject called the informant, the person that gives information about the desired data researchers concerned with research that is being implemented. Whereas in determining the informants, can use models total sampling to expand the research subjects. According to Kendra sample is a subject of population that is used to represent the entire group as a whole. If population consist of less than 100 persons, it is better to take all of them.³² Therefore, in this research, there are 3 of English teachers or total sampling at SMAN 1 Rejang Lebong. The basically, there were 4 teachers of English at SMAN 1 Rejang Lebong, because one of them was not following this research or as a respondents. Because she wanted to focus for UN preparation. So, her time was not disturbed

C. Techniques of Data Collection

In this research, there are two techniques to collect the data, they are observation and interview.

1. Observation

Observation is observing some phenomenon or situation.³³ For example, would examine the behavior or activities in classroom learning.

³¹ Jack Francklin and Narmalle Wallen, *How Design and Evaluate Research in Education*. (Graw Hill, international Eddition, 1998), p. 78

³² *Ibid.*, p. 112

³³ Nurul Zuriah, Loc.Cit

Catherine Dawson was two main ways in which researchers observe direct observation and participant observation.³⁴ In this research researcher used direct observation was distinguished from participant observation in a number of ways. The aiming of observation was observing the situation and condition taken place. Direct observation refers to sampling behaviors as they naturally occur. In this research, the researcher would use observation to give code what are the phenomenon in the research, researcher more easily to indicate the or activities in teaching grammar. The researcher does participate totally to the subjects' activities. The researcher only watches independently teaching methods of English teacher.

2. Interview

Interview was the communication through dialogue (question and answer) orally, either directly or indirectly.³⁵ In this research, the researcher used to interview the teacher. Interview was conversation between two sides, interviewer and interviewee, for particular aim. It used structure interview. According to Catherine Dawson Structured, interviews are used frequently in market research. The interviewer asks respondent a series of questions and ticks boxes with respondents' response. This

³⁴Catherine Dawson, *Practical Research Methods*, (United Kingdom: Oxford OX4 1RE, 2002), p 32.

³⁵ *Ibid.*, p. 23

research method is highly structured hence the name. ³⁶ It aims to interview for getting same information (crosscheck of onservation result) about what the case would be investigated from informant (subject) of the research. These interviews involve generally open-ended questions that are few in number and intended to elicit views and opinions from the participants. It ask about the activities of teaching grammar

D. Instrument of the research

In this research, resecher use two type instruments for geting the data or information in the research such as :

1. Observation Checklist

Observation ways of the researcher to access the subject and record what they observe in an unobtrusive manner. One major disadvantage of taking Checklist Observation is that they are recorded by an observer and are thus subject to (a) memoryand (b) possibly, the conscious or unconscious of the observer. It is best to record Checklist Observation immediately after leaving the site to avoid forgetting important details. Checklist Observation were the observer's notes of what he had seen, heard, experienced, and thought about during an observation session. wrote down or notes the entire the technique in³⁷Observation Checklistwas thedata will be analyzed to provide the description and

³⁶Ibid., p. 35

³⁷Toha Anggoro, *Metgodologi Penelitian*, (Universitas Terbuka., 2007), p. 5.19

understanding of the research setting and participants. In this research, the observation Checklist are aimed to find out if there some activities based on some theories and and real finding. It helps researcher indicate the finding in research. Then researcher just wrote check (√) that balance in each subject that was observed. The checklist would be given when observer get the indicators in activities in teaching grammar.

The researcher would use observation to the activities in teaching grammar at SMAN 1 RejangLebong . In this research, researcher also used checklist format type of observation. In the research, in filling the enclosed checklist questionnaire respondents were given the ease in giving answer. In other places, it is in the general description of the instrument is indicated that the list of matches is in filling a questionnaire respondents live provides a check mark (√). With that description seems closed questionnaire can be categorized as a checklist. A list of matches has its own understanding. Such as below :

Table 1
Observationchecklist

No	Activities	Steps	Category		note
			Yes	No	
1	Teaching grammar with game 6) The Relay	h) Materials needed: copes of the worksheet with 10–15 sentences for each group. i) Divide the class into groups of 4 or 5 and ask them to line their desks / seats up.			

	<p>Game</p>	<ul style="list-style-type: none"> j) Give the first person in each row a handout. k) Each first student must complete one sentence or find one error and then pass the paper back to the next person. l) The second person must do the second sentence, but he / she can also check the first person's work for errors before passing the paper back to the third person. m) The first team to finish is the winner. n) This game can be used: <ul style="list-style-type: none"> a. To complete handouts or book work. b. To work on error location activities. c. To practice spelling. d. To identify parts of an essay or paragraph. e. To practice reading strategies 			
	<p>7) The Word Game</p>	<ul style="list-style-type: none"> i. Materials needed j. Divide the class into 2 or 3 equal groups. k. Ask one player from the first group to come to the front of the class and sit facing his/her team with his/her back to the board. l. Write a word on the board. m. Tell the team that they can give the player hints about the word. n. Give the player a point if he/she can guess the word within one minute (longer or shorter depending on the class level). o. Additional rules: <ul style="list-style-type: none"> a. The team must not say any part of the word that is written on the 			

		<p>board.</p> <p>b. The team cannot use actions.</p> <p>16) This game can be used:</p> <p>a. To reinforce vocabulary.</p> <p>b. To practice word stress.</p> <p>c. To practice grammar forms.</p> <p>d. To practice idioms</p>			
	8) Shoot for Points	<p>1. Use a large container or trash can as the “basket”</p> <p>2. Give the students a ball and have them shoot for points. But here’s the catch: teacher’ll ask them a question in past simple, and they’ll have to remember the past correctly in order to earn the chance to shoot</p> <p>3. They can get 10 points for scoring or five if they miss (because at least they answered the question correctly). You can try any variety of this type of game, whether you use large balls or small ones, or even a wadded up piece of paper.</p>			
	d. Board Game	<p>1) Teacher can design own to include the tenses and structures the students have learned,</p> <p>2) This is a fun way for you to do revision on basic tenses, articles, pronouns and parts of speech with the student.</p> <p>3) With the board game, it would be easier for you and the students to find out which grammar item you would need to work on in future.</p> <p>4) Teacher need to prepare the dice though.</p>			
	e. Snakes and Ladders	<p>1) students must first choose a token to move around the board (a different colored button for each will do</p>			

		<p>nicely!)</p> <ol style="list-style-type: none"> 2) they take turns rolling the dice to move across the board. 3) They must take a card and answer correctly to remain on that spot, or move back two place if they are incorrect. If they land at the bottom of a ladder, and they answer correctly, they get to move up the ladder, but if they land on a snake's head they automatically move down to where its tail is. 4) A blank snakes and ladders game-board 			
	<p>Integrating Grammar</p> <p>a. Pre-grammar</p>	<ol style="list-style-type: none"> 1)The teacher discusses the topic 2) The teacher shows two pictures . 3)The teacher then asks them to compare the two pictures 			
	<p>b. While-grammar</p>	<ol style="list-style-type: none"> a) This stage provides a context for input generation and an opportunity to notice the new grammatical structure. b) The teacher makes a transition from the context created in 1b to the grammatical point by showing the same pictures and telling the picture differences c) The teacher creates other contexts for the teaching of grammatical point through some other picture comparisons, discussions, stories, or reading/listening texts. d) The teacher asks some clarification check questions to ensure that the meaning is clear. e) The teacher asks the students to formulate the rule on the board for the given sentence providing help if needed. 			
	<p>c. Post-grammarBrainstorming</p>	<ol style="list-style-type: none"> 1) The teacher asks students to think back to when they were a child and asks the following questions: "What 			

		<p>are the differences and similarities between teacher/students life then and now? Think about where teacher lived, teacher likes/dislikes, teacher holidays and teacher family,</p> <p>2) fill in the following lines with appropriate sentences".</p>			
3	Overt Grammar Instruction	<p>3) Teach the grammar point in the target language or the students' first language or both. The goal is to facilitate understanding.</p> <p>4) Limit the time teacher devote to grammar explanations to 10 minutes, especially for lower level students whose ability to sustain attention can be limited.</p> <p>5) Present grammar points in written and oral ways to address the needs of students with different learning styles</p> <p>6) teachers need to plan their examples carefully around two basic principles:</p> <ol style="list-style-type: none"> 1. Be sure the examples are accurate and appropriate. They must present the language appropriately, be culturally appropriate for the setting in which they are used, and be to the point of the lesson. 2. Use the examples as teaching tools. 			
4	Error Correction	<p>1) , teachers need to be careful not to focus on error correction to the detriment of communication and confidence building.</p> <p>2) Teachers need to let students know when they are making errors so that they can work on improving.</p> <p>3) Teachers also need to build students' confidence in their ability to use the language by focusing on the content of their communication rather than the</p>			

		<p>grammatical form.</p> <p>4) Teachers can use error correction to support language acquisition, and avoid using it in ways that undermine students' desire to communicate in the language, by taking cues from context.</p> <p>5) When students are doing structured output activities that focus on development of new language skills, use error correction to guide them</p>			
5	<p>Teaching Grammar Using communicative activities:</p> <p>a. What say and do</p>	<p>1) Students often complain that they know all the grammar, but they are still incorrect when they speak.</p> <p>2) Students often don't see the relevance of learning grammar.</p> <p>3) Students say they want more feedback on the language they produce.</p> <p>4) Students say they want to do more speaking in teachers classes.</p> <p>5) Students can often do very controlled oral practice activities correctly. However, when they are given a freer practice activity, they will often get the target grammar wrong</p>			
	b. What are the different steps?	<p>1) Teacher-led error correction of student language.</p> <p>2) Students do a second communication activity.</p> <p>3) Teacher evaluation of student language.</p> <p>4) Students do a communication activity that requires use of a specific grammar point.</p> <p>5) Checking of meaning and form by teacher.</p>			
	c. How to achieve the aims	<p>1) The teacher writes up the collected errors on the white board..</p> <p>2) The teacher gives students another communication activity that</p>			

	<p>practices the target language point and asks them to do this activity and concentrate on using the target grammar point correctly.</p> <p>3) Having elicited corrections of student language, the teacher uses oral concept questions to check the meaning of the target grammar point, afterwards checking the form by eliciting it and then writing it up on the white board.</p> <p>4) The teacher monitors and listens carefully to the language that students are producing, particularly for the target grammar point,</p> <p>5) The teacher sets up the communication activity, but makes a point of not mentioning the target grammar point or asking that students use it.</p>			
d.Strengths and challenges	<p>i) This approach heightens the relevance of the target grammar point during the meaning and form stages.</p> <p>j) It creates a very natural connection between speaking and communication and grammar, rather than viewing these as separate entities</p> <p>k) The teacher needs to listen very carefully when monitoring.</p> <p>l) The teacher needs to be able to respond to unexpected language issues that can arise.</p> <p>m) There is the opportunity to cover more grammar in a lesson..</p> <p>n) The teacher may need to point out to them that the error feedback and meaning and form stages do involve an explicit focus on grammar</p>			

2. Interview Guidelines

The researcher might have interview guidance to indicate what questions were asked, in what order and how much additional prompting or probably was permitted.³⁸ That means interview guidelines consist of some questions about aspect of variations in teaching style, such as teacher voice, focusing, teacher silence, eye contact, mimic and gesture, and also teacher's movement. All the respondents in the same strata will be given the same questions, even though there will be additional questions based on the situation.

In designing interview guidelines researcher have prepare that construction of interview. The first time, researcher determine the variable of the research based on the research question, then variables were related to the theories as a 'indicators', next make question or item based on the indicator.

Researcher design the blueprint and the written interview. Interview would be validated by expert validation. The researcher chose the other lecturer at STAIN Curup teacher as expert validation. The researcher gave the interview to her to get the comment and feedbacks about the interview which had been made. First revision was to evaluate interview whether there were ainterview or some points that should be revised. The

³⁸ Catherine Dawson, *Loc.Cit.*, p. 14.

researcher would revise the interview based on the expert validation suggestions.

Table 2
Interview guideline of teaching grammar activities

No	Activities	Items of interview	Answers
1	Teaching grammar with game 9) The Relay Game	1) How did you give Materials needed? 2) How did you Divide the class into groups ? 3) How did you Give the first person in each row a handout? 4) How did you complete one sentence ? 5) How dis you make the second person must do the second sentence? 6) How did you make team to finish is the winner. 7) How did you complete that game?	
	10) The Word Game	1) How did you determined the Materials needed? 2) How did you divide the class into equal groups? 3) How did you ask one player from the first group to come to the front of the class and sit facing his/her team with his/her back to the board.? 4) What did you write a word on the board? 5) How did you tell the team that they can give the player hints about the word.? 6) How did you give the player a point if he/she can guess the word within one minute (longer	

		<p>or shorter depending on the class level).</p> <p>7) How did you add Additional rules?</p> <p>8) How did you usedthis game ?</p>	
	<p>11) Shoot for Points</p> <p>.....</p>	<p>1) How did you use a large container or trash can as the “basket”?</p> <p>2) How did you give the students a ball and have them shoot for points. ?</p> <p>3) Hoe did they can get points for scoring ?</p>	
	<p>d. Board Game</p> <p>_____</p>	<p>1) How did you design own to include the tenses and structures the students have learned in this game?</p> <p>2) How did you combine this game on basic tenses, articles, pronouns and parts of speech with the student?</p> <p>3) How did you let students in finding and the students to find out which grammar item?.</p> <p>4) How did you need to prepare the dice though?</p>	
	<p>e.Snakes and Ladders</p> <p>_____</p>	<p>1) How did you make students must first choose a token to move around the board ?</p> <p>2) How did they take turns rolling the dice to move across the board.?</p> <p>3) How did you make syudentsmust take a card and answer correctly to remain on that spot, or move back two place if they are incorrect. ?</p> <p>4) How did you make a blank snakes and ladders game-boar?</p>	

2	<i>Integrating Grammar</i> a. Pre-grammar	1) How did you discuss the topic when teaching grammar? 2) How did you show two pictures? 3) How did you ask them to compare the two pictures?	
	b. While-grammar	1) How did you provide a context for input generation and an opportunity to notice the new grammatical structure? 2) How did you make a transition from the context created? 3) How did you create other contexts for the teaching of grammatical points through some other picture comparisons, discussions, stories, or reading/listening texts? 4) How did you ask some clarification check questions to ensure that the meaning is clear? 5) The teacher asks the students to formulate the rule on the board for the given sentence providing help if needed.	
	c. Post-grammar Brainstorming	1) How did you ask students to think back to when they were a child and ask? 2) How did you make students fill in the following lines with appropriate sentences?	
3	Overt Grammar Instruction	1) How did you teach the grammar point in the target language or the students' first language or both? 2) How did you limit the time devoted to grammar explanations? 3) How did you present grammar points in written and oral ways to address the needs of students with different learning styles? 4) How did you need to plan their examples carefully	

4	<p>Error Correction</p> <hr/>	<ol style="list-style-type: none"> 1) How did you need to be careful not to focus on error correction to the detriment of communication and confidence building? 2) How did you need to let students know when they are making errors so that they can work on improving? 3) How did you need to build students' confidence in their ability to use the language by focusing on the content of their communication rather than the grammatical form? 4) How did you can use error correction to support language acquisition? 5) How did you do structured output activities that focus on development of new language skills, use error correction to guide them? 	
5	<p>Teaching Grammar Using communicative activities:</p> <p>b. What say and do</p> <hr/>	<ol style="list-style-type: none"> 1) How did you make Students often complain that they know all the grammar, but they are still incorrect when they speak.? 2) How did you let students often don't see the relevance of learning grammar.? 3) How did you let students to say they want more feedback on the language they produce.? 4) How did you let students to say they want to do more speaking in teachers classes.? 5) How did you Students can often do very controlled oral practice activities correctly? 	
	<p>c. What are the</p>	<ol style="list-style-type: none"> 1) How did you led error correction of student language.? 	

	different steps?	<p>2) How did you make students do a second communication activity.?</p> <p>3) How did you evaluate the student language?</p> <p>4) How did you let Students to do a communication activity that requires use of a specific grammar point.?</p> <p>5) How did you Check of meaning and form by teacher.?</p>	
	d. How to achieve the aims	<p>1) How did you write up the collected errors on the white board.?</p> <p>2) How did you give students another communication activity that practices the target language point and asks them to do this activity and concentrate on using the target grammar point correctly?</p> <p>3) How did you elicit corrections of student language, the teacher uses oral concept questions to check the meaning of the target grammar point, afterwards checking the form by eliciting it and then writing it up on the white board.?</p> <p>4) How did you monitor and listen carefully to the language that students are producing, particularly for the target grammar point?</p> <p>5) How did you set up the communication activity, but make a point of not mentioning the target grammar point or asking that students use it.?</p>	

	e. Strengths and challenges	<p>1) How did you make this approach heightens the relevance of the target grammar point during the meaning and form stages.?</p> <p>2) How did you creates a very natural connection between speaking and communication and grammar, rather than viewing these as separate entities?</p> <p>3) How did you needs to listen very carefully when monitoring.</p> <p>4) How did you needs to be able to respond to unexpected language issues that can arise. ?</p> <p>5) How did yougive the opportunity to cover more grammar in a lesson.?</p> <p>6) How did you need to point out to them that the error feedback and meaning and form stages do involve an explicit focus on grammar?</p>	
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Table 2
Interview guideline of problem in teaching grammar activities

No	Activities	Items of interview	Answers
1	<p>Teaching grammar with game</p> <p>12) The Relay Game</p>	<p>8) What are the problem in Materials needed?</p> <p>9) What are the problem in divide group?</p> <p>10) What are the problem in giving the first person in each row a handout?</p> <p>11) What are the students problem complete one sentence or find one error and then pass the paper back</p>	

	<p>to the next person?</p> <p>12) What are the problem in second person must do the second sentence, check the first person's work for errors before passing the paper have problem?</p> <p>13) What are the problem in complete this game, what are they?</p> <p>14) What are that problem implement the relay game in teaching grammar?</p>	
13) The Word Game	<p>9) What are the problem in finding material to applied word game?</p> <p>10) Do you have problem to ask the layer on the group?</p> <p>11) What are the problem to tell the team that they can give the player hints about the word.?</p> <p>12) What are the problem to give the player a point if he/she can guess the word within one minute (longer or shorter depending on the class level).</p> <p>13) What are the problem to add Additional rules?</p> <p>14) What are the problem use this game ? what are they?</p>	
14) Shoot for Points	<p>4) What are the problem to use a large container or trash can as the "basket"?</p> <p>5) What are the problem to give the students a ball and have them shoot for points. ?</p> <p>6) What are the problem to get points for scoring ?</p>	

		7) What are the problem use this game ? what are they?	
	d. Board Game	<p>5) What are the problem to design own to include the tenses and structures the students have learned in this game?</p> <p>6) What are the problem to combine this game on basic tenses, articles, pronouns and parts of speech with the student?</p> <p>7) What are the problem to let students in finding and the students to find out which grammar item?.</p> <p>8) What are the problem to prepare the dice though?</p>	
	e. Snakes and Ladders	<p>5) What are the problem to make students must first choose a token to move around the board ?</p> <p>6) What are the problem to take turns rolling the dice to move across the board.?</p> <p>7) What are the problem to make students must take a card and answer correctly to remain on that spot, or move back two place if they are incorrect. ?</p> <p>8) What are the problem to make a blank snakes and ladders game-board?</p>	
2	<i>Integrating Grammar</i> a. Pre-grammar	<p>4) What are the problem to discusses the topic when teach grammar ?</p> <p>5) What are the problem to shows two pictures ?</p>	

		6) What are the problem to ask them to compare the two pictures?	
	b. While-grammar	<p>6) What are the problem to provide a context for input generation and an opportunity to notice the new grammatical structure?</p> <p>7) What are the problem to make a transition from the context created?</p> <p>8) What are the problem to create other contexts for the teaching of grammatical point through some other picture comparisons, discussions, stories, or reading/listening texts?</p> <p>9) What are the problem to ask some clarification check questions to ensure that the meaning is clear?</p> <p>10) What are the problem to ask the students to formulate the rule on the board for the given sentence providing help if needed?</p>	
	c. Post-grammar Brainstorming	<p>3) What are the problem to ask students to think back to when they were a child and asks ?</p> <p>4) What are the problem to make students fill in the following lines with appropriate sentences?</p>	
3	Overt Grammar Instruction	<p>5) What are the problem to teach the grammar point in the target language or the students' first language or both?</p> <p>6) What are the problem to limit the time devote to grammar</p>	

		<p>explanations ?</p> <p>7) What are the problem to present grammar points in written and oral ways to address the needs of students with different learning styles?</p> <p>8) What are the problem to plan their examples carefully 1.</p>	
4	<p>Error Correction</p> <p>.....</p>	<p>6) What are the problem to need to be careful not to focus on error correction to the detriment of communication and confidence building?</p> <p>7) What are the problem to let students know when they are making errors so that they can work on improving?</p> <p>8) What are the problem to build students' confidence in their ability to use the language by focusing on the content of their communication rather than the grammatical form?</p> <p>9) What are the problem to use error correction to support language acquisition?</p> <p>10) What are the problem to structure output activities that focus on development of new language skills, use error correction to guide them?</p>	
5	<p>Teaching Grammar Using communicative activities:</p> <p>f. What say and do</p> <p>.....</p>	<p>6) What are the problem to make Students often complain that they know all the grammar, but they are still incorrect when they speak.?</p> <p>7) What are the problem to let students often don't see the relevance of learning</p>	

	<p>grammar.?</p> <p>8) What are the problem to let sstudents to say they want more feedback on the language they produce.?</p> <p>9) What are the problem to let sstudentsto say they want to do more speaking in teachers classes.?</p> <p>10) How did you Students can often do very controlled oral practice activities correctly?</p>	
g. What are the different steps?	<p>6) What are the problem to led error correction of student language.?</p> <p>7) What are the problem to make students do a second communication activity.?</p> <p>8) What are the problem to evaluate the student language?</p> <p>9) What are the problem to let Students to do a communication activity that requires use of a specific grammar point.?</p> <p>10) What are the problem to Check of meaning and form by teacher.?</p>	
h. How to achieve the aims	<p>6) What are the problem to write up the collected errors on the white board.?</p> <p>7) What are the problem to give students another communication activity that practices the target language point and asks them to do this activity and concentrate on using the target grammar</p>	

	<p>point correctl?</p> <p>8) What are the problem to elicited corrections of student language, the teacher uses oral concept questions to check the meaning of the target grammar point, afterwards checking the form by eliciting it and then writing it up on the white board.?</p> <p>9) What are the problem to monitor and listens carefully to the language that students are producing, particularly for the target grammar point?</p> <p>10) What are the problem to set up the communication activity, but makes a point of not mentioning the target grammar point or asking that students use it.?</p>	
i. Strengths and challenges	<p>7) What are the problem to make this approach heightens the relevance of the target grammar point during the meaning and form stages.?</p> <p>8) What are the problem to create a very natural connection between speaking and communication and grammar, rather than viewing these as separate entities?</p> <p>9) What are the problem to listen very carefully when</p>	

	<p>monitoring.</p> <p>10) What are the problem to respond to unexpected language issues that can arise. ?</p> <p>11) What are the problem to give the opportunity to cover more grammar in a lesson.?</p> <p>12) What are the problem to point out to them that the error feedback and meaning and form stages do involve an explicit focus on grammar?</p>	
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E. Data Analysis

Data analysis is integral and pivotal in the qualitative study. The aim is to organize the data. It is done by arranging, putting the data in the right order, agglomerating, coding, and categorizing the data. That organization and management of the data is for discover theme and hypothesis that are finally promoted as substantial theory.

1. Organize and prepare the data for analysis. This involves transcribing interviews.³⁹ In this research researcher do someorganize and preparation for analyzingdata from interview and observation which covers activities of teaching grammar at SMAN 1 Curup

³⁹John W. Creswell, *Research, Design, Qualitative, Quantitative, And Mixed Methods Approaches*, (Los Angeles University Of Nebraska-Lincoln, 2009), p. 185

2. Read the data. A first step is to obtain a general sense of the information and to reflect on its overall meaning. What general ideas are participants saying? What is the tone of the ideas? What is the impression of the overall depth, credibility, and use of the information? Sometimes qualitative researchers write notes in margins or start recording general thoughts about the data at this stage.
3. Coding is the process of organizing the material into chunks or segments of text before bringing meaning to information. It involves taking text data or pictures gathered during data collection, segmenting sentences (or paragraphs) or images into categories, and labeling those categories with a term.⁴⁰
4. Description

Advance how the description and themes will be represented in the qualitative narrative. The most popular approach is to use a narrative passage to convey the findings of the analysis. This might be a discussion that mentions a chronology of events, the detailed discussion of several themes (complete with subthemes, specific illustrations, multiple perspectives from individuals, and quotations) or a discussion with interconnecting themes.

⁴⁰ Ibid., p. 185-186

5. Interpretation

A final step in data analysis involves making an interpretation or meaning of the data. These lessons could be the researcher's personal interpretation, couched in the understanding that the inquirer brings to the study from her or his own culture, history, and experiences. It could also be a meaning derived from a comparison of the findings with information gleaned from the literature or theories.⁴¹

⁴¹ Ibid., p. 187-189

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

In SMAN 1 RejangLebong there are three of English teacher as respondents in this research. The activities in teaching grammar at classroom, then the data had been gotten by using observation before and after that cross check the Observation by using interview guideline. In finding on the research field, there some activities were used by the teacher at SMAN 1 RejangLebong. However in implementation some activities between all of the teachers there is suitable on the theories and sometime parts of them used same types activities but had different activities such as teacher A, B and C used error correction but they have different activities, it is on integrated grammar too.

1. The activities in teaching grammar at SMAN 1 RejangLebong

Based on pre observation which was explained on the Chapter III, before researcher did checklist observation there were three English teachers have different activities when teaching grammar. Teachers had to sure to select resources and support materials that not only aid them in teaching how to teach grammar, but that will also be the most effective in helping their students learn to wrote. Below are some activities both of English teachers in teaching grammar at classroom. For ensuring the activities the researcher did 8 times observation before. For giving how intensive course about the

activities used by the teachers. Both of the teachers had different activities in teaching grammar at classroom. In this semesters English subject had 17 meeting.

Table 1
Observation of activities in teaching grammar

No	Activities	Performance from observation	
		Frequence (17 Meeting)	%
1	Error correction	8	100%
2	Over Grammar Instruction	6	75%
3	Teaching grammar using communicative activities what say and do	5	62,5%
4	Integrated grammar a. Pre Gammar b. While grammar c. Post Grammar	4	50%
5	Teaching grammar with game	2	25%
6	Teaching grammar through text	2	25%

The researcher just used 8 meeting for investigating from 17 meeting for one semesters. Because as long as the research, researcher permit just for 8 times, then the next meeting should be tough by students teaching practice (PPL) from STAIN Curup. So, just for 8 meeting teachers as respondent teaching on classroom. So, researcher included the investigation for 8 meeting. Next, those meeting were not on ordering times. Therefore, there were not special schedule for teachers and students on teaching practice at SMAN 1 Rejanglombong. Additionally, the data was also collected by interview to make sure that the other activities were not performed

2. The problem in the activities in teaching grammar at SMAN 1 RejangLebong.

This finding was not used observation to complete the information about the teacher problem in teaching grammar. So for ensuring the complete information, researcher just did the interview to the teachers both of teacher A, teacher B and teacher C In teaching grammar automatically teachers have problems. Based on the finding below are the problem:

Table 2
Problem in the activities in teaching grammar

No	Activities	Problems
1	Error correction	<ol style="list-style-type: none"> 1. Difficult using worksheet some students were not forget to bring it. 2. Problem in monitoring the works, some students make busy 3. Students did not focus on two sentences 4. Difficult for allowing students to discuss the answers, some of them nothing to say 5. Problem in giving correction of the task
2	Over Grammar Instruction	<ol style="list-style-type: none"> 1. Problem for letting students come on front of class (shy) 2. Difficult for demonstrating the meaning of story, some students can not speech english 3. Difficulties for matching the words 4. Students did not focus on three sentences 5. Students can not drawing students

		<p>attention</p> <p>6. Some students can not apply oral conversation</p>
3	Teaching grammar using communicative activities what say and do	<p>1. Problem for using the grammar</p> <p>2. Problem for giving comments</p> <p>3. Problem for using suffix es/s</p> <p>4. Problem to control oral sentences or utterances</p>
4	Integrated grammar	<p>1. The students did not focus for learning process</p> <p>2. Problem for discussion the topic</p> <p>3. Problem for using tenses formula</p> <p>4. Problem for using appropriate sentences</p>
5	Teaching grammar with game	<p>1. Problem for dividing students in groups</p> <p>2. Problem for completing the sentences</p> <p>3. Problem for Students' attention in learning</p>
6	Teaching grammar through text	<p>1. Problem for reading the text</p> <p>2. Problem for discussing the answers</p> <p>3. Problem for establishing the conversation</p> <p>4. Problem for writing the pattern of tenses</p> <p>5. Problem for finishing the exercises</p> <p>6. Problem for writing paragraph</p>

B. Discussion

1. The activities in teaching grammar at SMAN 1 RejangLebong

The researcher found some activities in teaching grammar at SMAN 1 RejangLebong. Both of the teachers have some different activities in teaching grammar. Such as on the description bellow:

a. Integrating grammar

Integrating grammar just one respondent or teacher used it. This is a teacher A. In this stage the teacher used 3 aspect such as pre-grammar, while grammar and post grammar brainstorming. It was explained bellow:

1) pre-grammar

“teacher discusses topic before such when we teach about the analytical text. In that text provide some grammar aspect such on tenses form, or syntax aspect.”⁴²

From the interview above, the teacher promotes the topic before enter and produce the material of teaching to students. Afterthat, the teacher promotes the topic by the picture about news items theme. It was design bellow:

“I provided two pictures to students it aimed to make students easy to write and swill discuss some grammar aspect both of writing and speaking skill at classroom. The writing when they write a paragraph, then in speaking when the students try to talk orally about the pictures. They automatically give some comment about the pictures”⁴³

⁴²Teacher A, interview result of teacher at SMAN 1 Curup at 06/03/2017

⁴³Teacher A, interview result of teacher at SMAN 1 Curup at 06/03/2017

So, the teacher show the pictures to students the first time teacher let students confirm and give information about the pictures orally and then the teacher correct some grammar and let students used good grammar and in writing teacher discuss about language features or grammatical aspect of students' writing. For make clear beloware the teachers' instruments or pictures used:

Picture A
(Raining Process)



Picture B (thunderbolt)



2) While grammar activities

In this section teacher discusses grammar fully. By doing some activities bellow:

“I provide a context by producing about grammatical in analytical text. It has generic structure and its language features.”⁴⁴

From the interview above so, the teacher produce and promote a genericstructure and language features of language features of that text. Then also teacher maketransition and telling about two pictures. It was explained bellow:

“I telling more information about the pictures and some differences about it such as by using this picture it aimed to make students more clear.”⁴⁵

In short, the students told about both picture. The teacher want to students now about the information from the pictures. Then students can implement in oral and writing practices. Then teacher creates other contexts for the teaching of grammatical point through some other picture comparisons, discussions, stories, or reading/listening texts. It was explained below:

“From those pictures I discusses about grammatical side and applied it on writing, reading/listening texts at classroom.”⁴⁶

⁴⁴Teacher A, interview result of teacher at SMAN 1 Curup at 06/03/2017

⁴⁵Teacher A, interview result of teacher at SMAN 1 Curup at 06/03/2017

⁴⁶Teacher A, interview result of teacher at SMAN 1 Curup at 06/03/2017

That means teacher grammar aspect of analytical text in will integrated skill of English writing, reading/listening texts. Then, teacher asked some clarification check questions to ensure that the meaning is clear. It was below:

“I asked them about my explanation, understanding or not”⁴⁷

From that answers, it concluded teacher asked students’ respond about the material problem. So if the students still not understanding yet so the teacher give more explanation too. Next, teacher asked the students to formulate the rule on the board for the given sentence providing help if needed.

“I let students used formula on using tenses which the learning about”

That means, the teacher let students to write down about the formulation and how to use of the sentences by using S+V+ O..... and determining which one of them on their text or oral sentences

3) Post grammar Brainstorming

The teacher asked students to think back to when they differences. It was explained bellow:

“In this section I let students to do some exercise both of oral and written. I will give evaluation about the material have been thought”⁴⁸

Therefore, the teacher give students exercise such as on orally and written but it was still discusses about grammatical aspect on analytical text. In the other word, the teacher did evaluation of material. It aimed to ensuring the

⁴⁷Teacher A, interview result of teacher at SMAN 1 Curup at 06/03/2017

⁴⁸Teacher A, interview result of teacher at SMAN 1 Curup at 06/03/2017

students ability and understanding. Then, teacher can did reflection toward the learning process and material of teaching and learning.

b. Overt grammar instruction

Overt grammar instruction was activities for grammar learning and teaching at classroom cover the instruction clues from the teacher to students. this activities teacher let students to do some instruction when from the instruction have the some grammatical problem. For this activities bot of the teacher A and teacher B applied it was below:

“I let students to come to the front of the class, where there are three chairs place in row, facing the rest of class. The teacher sit in the middle of chair and two students sit either side. The students follow the my instruction.⁴⁹

From the interview result above, teacher give induction to some students such as let them come to front of class. Then they following the teachers’ instruction at classroom. Then the teacher did next steps. It was following:

“ I let students to perform the action while the rest of the class watch, Such as I let them to produces a sentences for example as you see, I let one students do something. Then I discusses about grammar aspect.⁵⁰

So, the researcher let students to produce some sentences and discusses together about the tenses and grammar aspect ofthe students sentence and utterances from the students action model. Such in teaching present tense

⁴⁹Teacher A, interview result of teacher at SMAN 1 Curup at 06/03/2017

⁵⁰Teacher A, interview result of teacher at SMAN 1 Curup at 06/03/2017

students let the model (students as a volunteers at classroom) do something, then they activities should form on sentences for example: :” Riki opens the door” from that sentence discusses about using ES and s. for indicate the number of thing usually used article a or an for indicate is singular. In using Indefinite Articles: a and an "A" and "an" signal that the noun modified is indefinite, for example a glass water. Remember, using a or an depends on the sound that begins the next word.

In spite of, teacher also let other students to demonstrate the meaning of word by doing the some other activities. It was below:

“I let the students return to do some otheractivities and let say what the students’ action”,⁵¹

In this case the teacher lets one students (male) to give a flower for the other friend (female). The teacher let other students at class say what the students activities. Then the other students said “ Dika gives flower to Tania” and the students should change that sentences in passive form. Then there were discussion activities for changing active to passive and passive to active sentences.

In spite of, teacher write on the white board about the passive changed to active and passive to active. It was on interview below;

“ I write the discussion result of passive and active sentences from the instruction before. It aim to make the other students know about the how the correct form of active and passive form”,⁵²

⁵¹Teacher A, interview result of teacher at SMAN 1 Curup at 06/03/2017

From the interview result above, so the teacher used white board as instrument to complete the over grammar instruction application. From that, teacher hope students more understand and can compare about the passive and active form of sentences.

Then the teacher present grammar points in written and oral ways to address the needed of students with different learning styles. It was following:

“Yes, we should choose that grammar (passive and active voice) to the different styles. Because it should use to make classroom on some activities and method for avoiding the students boring”⁵³

So, the teacher used some style in teaching grammar or have some activities in one meeting. It has supposed by the observation the activities not monotone or have various in one material for the class.

The application the teacher B in application of overt grammar instruction was different from the teacher A. For make it seen it was following below:

“I tell two let students on pair to do the conversation at classroom. The other students attending about that activities.”⁵⁴

So, The teacher tell the class that she is going to play a conversation between two friends. She asked the students to close their books and listen to this parts of conversation and answer the question. :*what are they talking about: last weekend, next weekend?* teacher allow the students discuses to friend the answer of question and offers to replay the section to the tape it they

⁵²Teacher B, interview result of teacher at SMAN 1 Curup at 06/03/2017

⁵³Teacher B, interview result of teacher at SMAN 1 Curup at 06/03/2017

⁵⁴Teacher B, interview result of teacher at SMAN 1 Curup at 06/03/2017

wish. Then teacher monitoring the other conversations. It was following below:

“I asked them to listen whole conversation and but these word in their own⁵⁵

Once teacher establish that the conversation it in every weekend. Than teacher asked the students to listen whole conversation and but these word in their own. For this time teacher teach about some tenses used in the past and present form. Then teacher asked students to tell her which of the activities.

“ I let students to use some criteria about present tenses such as using usually, always and the other..”

So, The teacher then asked learners to listen for the following words and to match the world in the list of board: *usually, always and soon*. In spite of the teacher asked students to focus their attention on two and three sentences.

“I let them focused on the structure and give example in sentences about *usually, always and soon*”⁵⁶

From the interview above, the teacher give the three example in using about *usually, always and, sometimes*. It aimed to make students more clear about the different used based on the real context about *usually, always and sometimes*.

⁵⁵Teacher B, interview result of teacher at SMAN 1 Curup at 06/03/2017

⁵⁶Teacher B, interview result of teacher at SMAN 1 Curup at 06/03/2017

Additionally, The teacher draws the students attention to the structure form. It was following:

“I draw the students attention about structure format of the sentences of using *usually, always and sometimes*⁵⁷.”

In this section it full discusses about grammar mainly about structure (present tense a classroom. This activities discuss how to use intensive course in present tense. The also the teacher tell about how to use the structure in sentences. It was explained bellow:

“ I teach the students about the pattern of present. What are the elements of that sentences.”⁵⁸

In this case, Like students write two or three more sentences. Using the pattern for example: *Subject+ adverb+ verb+....* Asked the class to open the books and replay the conversation. Teacher invite the students write four or five original sentences about themselves.

c. Error correction.

Error correction is one of type activities in teaching grammar at SMAN 1 RejangLebong. Three of teachers used error correction in teaching grammar but they have different ways. It also different from the theory were provided. Bellow the researcher will described about their differences. It was from the teacher A description activities were following:

“For finding the students error, the first time I let them to do some exercise or worksheet where in that exercise have grammatical or structure aspect”⁵⁹

⁵⁷Teacher B, interview result of teacher at SMAN 1 Curup at 06/03/2017

⁵⁸Teacher B, interview result of teacher at SMAN 1 Curup at 06/03/2017

“I gave students worksheet which consist of a number of sentence or passage then it had training of structure (grammatical)”⁶⁰

The teacher hand out a worksheet which consist of a number of sentences she has collected from their previous written work. Teacher let students correct it first. It aim to make students know about the correct form.

Then, the teacher control or monitor about the students' activities. It was proven below:

“I let them to d something but I should monitor their activities if they have problem or not, they have finished or not”⁶¹

“I monitored the exercise helping students sort out some o problem in learning”⁶²

So, in this section teacher monitors the work helping learner sort out some of peripheral problem. It aimed to know about the students problem in finishing about the works at class. The next step, teacher let students be careful and attending when they write a sentence or do the tasked. It was proven bellow:

“ I let students check after they collect or finished their work before. If it still have wrong and problem”⁶³

In short, the teacher distributed a handout which teacher asked learners to study before returning to the sentences correction tasked. It

⁵⁹Teacher A, interview result of teacher at SMAN 1 Curup at 06/03/2017

⁶⁰Teacher C, interview result of teacher at SMAN 1 Curup at 15/03/2017

⁶¹Teacher A, interview result of teacher at SMAN 1 Curup at 06/03/2017

⁶²Teacher C, interview result of teacher at SMAN 1 Curup at 15/03/2017

⁶³Teacher A, interview result of teacher at SMAN 1 Curup at 06/03/2017

aimed to make students fully understand about what they do. After that teacher correct about the task. It was proven below:

“I start discuss and check they work by checking the students’ error, then that error written on the board. It also as an object learning. In order the students can know about it.”⁶⁴

So, teacher then elicited to corrected version of the sentences in open class writing these on the board and drawing the attention to the liking devices by underlining them and asked individual to explain their used. Then from that correction. It was proven below:

“I let students hand out the exercise and give the students about the correct form of the answers”⁶⁵

The teacher then hand out an exercise required the students to make the correct choice of liking advice. It aimed to make students know what are the right form from the wrong answers. So, from the error correction teacher and students about using of sentences.

As a researcher explained before, so the teacher B has different activities in error correction activities. It will discuss below:

“First time I let students to do the exercise on reading comprehension form or about text, from that I show that their error”⁶⁶

“I corrected of the sentences (grammar) in discussion about the error at class”⁶⁷

⁶⁴Teacher B, interview result of teacher at SMAN 1 Curup at 06/03/2017

⁶⁵Teacher A, interview result of teacher at SMAN 1 Curup at 06/03/2017

⁶⁶Teacher B, interview result of teacher at SMAN 1 Curup at 06/03/2017

⁶⁷Teacher C, interview result of teacher at SMAN 1 Curup at 1/03/2017

Teachers needed to let students know when they are making errors. It aimed to make students know their mistake in finishing and tasked. From this section the teacher and students discuss the students mistake of the students in determining parts of speech of the text “hortatory text”. In this way teacher let students to find out the subject, verb, object, article and adverb phrase from the text. From the correction but the teacher still engage the students confidence at classroom. It was proven below:

“ I know sometime the students feel shy and fright when make mistake. But I make them fellstress free when they do mistake., I never angry when they make mistake or error but I always give advice to them”⁶⁸

Therefore, teachers also needed to build students' confidence in their ability to use the language by focusing on the content of their communication rather than the grammatical form. For this section teacher suggest the students in learning although they have made some mistakes or error. But their error or mistake as a model and example for learning grammar at class. Teachers can use error correction to support language acquisition, and avoid using it in ways that undermine students' desire to communicate in the language, by taking cues from context. From that error teacher also developing new skill such as guide them . it was following:

“I guide the students to speak up, it exactly can improve the students speaking and writing skill, they can speak English gradually.”⁶⁹

⁶⁸Teacher B, interview result of teacher at SMAN 1 Curup at 06/03/2017

⁶⁹Teacher B, interview result of teacher at SMAN 1 Curup at 06/03/2017

So, when students are doing structured output activities that focus on development of new language skills, use error correction to guide them. From this process teacher can engage the students writing skill and speaking skill of the students at class. They feel confidence at class to produce the skill of English (productive skill). The next, they discuss about the error grammar of the text model. It was proven following:

“From the item of reading comprehension sometime students have problem in finding and answering the question under the text. We will discuss it together”⁷⁰

From the interview above, teacher and students did correction activities about grammar on the text. The text have some element such from the grammatical aspect and generic structure. But the teacher and students will discuss from their mistake or error answers. Because the teacher think that error or mistake as a students problem in understanding the grammar.

d. Teaching Grammar Using communicative activities

In this part there some sub activities, but there one of teacher used 1 of activities (teacher A) and (teacher B)

b) What say and do

What say and do is one of parts of the teaching Grammar Using communicative activities at classroom. But both of them use and applied by different activities. Below are the finding and description of activities what say and do of the teacher A. It was described below:

⁷⁰Teacher B, interview result of teacher at SMAN 1 Curup at 06/03/2017

“I let students know the grammar aspect from the other students speaking and what will they say and do. Then teacher discusses about the tenses from that sentences or utterances”⁷¹

So, teacher students often complain that they know all the grammar, but they are still incorrect when they speak. The students said “ this wrongbut if in singular form so the verb should add es or s” (for that time in classroom while learning simple present.

“Then I let students to give some comment from the other students sentences and utterances”⁷²

In this section, teacher and students give some comments. From this activities the teacher and students have the feedback one and else, such as the students canlearn grammar from daily activities. So, the learning based on context and real situation it can make students more understand and more interesting from the daily live example in learning grammar. Students say they want more feedback on the language they produce. By know about using es and

“ I let time more speaking at classroom by engage them to speak up more and more”⁷³

So, want to do more speaking in teachers classes. Because they want to talk about what the activities at classroom. the teachers can create the good interaction for students in classroom. Then students have good enthusiastic for learning English subject, it also can be show that the

⁷¹Teacher A, interview result of teacher at SMAN 1 Curup at 06/03/2017

⁷²Teacher A, interview result of teacher at SMAN 1 Curup at 06/03/2017

⁷³Teacher A, interview result of teacher at SMAN 1 Curup at 06/03/2017

students can follow some classroom activities well. That means, first, students have good communicatively at classroom, as students show the interaction such as students to students and students to teacher. Second, students have good enthusiastic, it means students have good interesting for learning English subject. Such as the students find out the references about the material before learning taken place. Then students lazy early, and then show good participation in learning English. In classroom students have good spirit, students always finish when they give the tasked or exercise in the school and homework.

“Then I can control he students activities and classroom activities at this school, there is interesting most of students stated that the pleasure classroom activity is the individual tasked given by English teacher.”⁷⁴

That means, some students tried to be active in classroom. They showed high spirit in learning English. Students can often do very controlled oral practice activities correctly. For example: students have fighting in speaking and then can speaking well after teacher manage the classroom learning. By the positive learning environment, students have braveness for showing the ability and disability in learning English. If it seen from the students aspect, give some influences for students, such as students can communicate and do conversation or interaction in classroom

“From the speaking their sentences or utterances become a target grammar mistake”⁷⁵

⁷⁴Teacher A, interview result of teacher at SMAN 1 Curup at 06/03/2017

Therefore, they will often get the target grammar wrong. Here some students have wrong or mistake in writing and spoken. Even though there are some of them cannot arrange the sentence or utterances so it will a case to discuss at classroom. The contrast, most of students have problem in using grammatical. Most of them sometime have difficulties in arranging the sentence.

Furthermore the teacher B also have some activities in application what say and do activities. It was described below:

“I teacher about conditional sentences and I give card to students where there is a sentence about dream or conditional situation”⁷⁶

Teacher teach about the conditional sentence. The teacher distributed card to students on which are written and asked them to stick them on board sentences. From that activities teacher let students to told about their dream for the future and for unforgettable memories. So, from that teacher let students made some conditional sentence types.

“After I give they card, I let students to write down sentences (conditional sentences) it also can be applied at classroom as a various activities”⁷⁷

So, teacher let students write down the sentences. Then that sentences as a model of learning. So the students can found it own their daily live. The teacher assumed that this activities a various classroom and as a technique for engage and make students more interesting in learning

⁷⁵Teacher A, interview result of teacher at SMAN 1 Curup at 06/03/2017

⁷⁶Teacher B, interview result of teacher at SMAN 1 Curup at 06/03/2017

⁷⁷Teacher B, interview result of teacher at SMAN 1 Curup at 06/03/2017

process. This activities are success to be applied. It was proven by the all of students active at classroom. In order to make a classroom creative, a teacher too has to be creative, to some extent. Creative teaching can only be a part of a classroom if the teacher presiding over is an ingenious individual. A teacher who is creative enough to be part of the innovative classroom can design exciting new lessons, motivate the right classroom environment required for students to display their innovative minds. Often, it has been seen that creative teaching hardly stimulates any kind of innovative ideas in students and thus, the entire idea of a creative classroom.

“ I let students to produces the sentence and I let them to explore about the dream and so on. “⁷⁸

So, teacher lets students produce the sentences bout conditional sentences. From that activities teacher encourage students understanding and creativities in learning grammar mainly about the conditional sentences. The activities designing reinforces and helps learners to retain information taught in the classroom as well as increasing their communicative and understanding about the teaching material.

“I explain the clues or situation in using conditional sentences”⁷⁹

In this section teacher explain the clues or situation (using some tenses). Because based on the observation there some students have

⁷⁸Teacher B, interview result of teacher at SMAN 1 Curup at 06/03/2017

⁷⁹Teacher B, interview result of teacher at SMAN 1 Curup at 06/03/2017

shown their participant in write and used conditional sentences. It also used on various tenses. So the teacher take some different sentences about the Conditional sentence. It aim to make the other students also know about the other students format of conditional sentences.

“Then I write it on the whiteboard about some sentences”⁸⁰

Teacher draws the following grid on the board. It aimed to make the material of discussion cover the whole class teaching. Then the students directly write down on their books. Then also, teacher write the formula of that sentences in using verb, writes the following table in the board.

“ I divided them into groups for discussion about the conditional sentences then the next I will monitor them. I create debate section from the students by giving the *motion* as a clues, so all of students write down their opinion by the *motion* today “*If the singaret create were Rp. 50.000/packs, If the world without a music*” I divide it prom the negative and affirmative team”

The teacher put class in to groups they should produce some true sentences and the teacher monitoring the activities. The teacher brings the class as students more interesting spoken person. In this section for learning conditional sentences the teacher design it more interesting and applied it in daily live or practice the conditional sentence orally. This situation make the entire group speak up and the classroom will be active and creative.

⁸⁰Teacher B, interview result of teacher at SMAN 1 Curup at 06/03/2017

15) Teaching grammar with game

Teacher grammar with game more interesting than else. Based on the finding just one teacher (teacher B) used game in teaching grammar. The activities were explained below:

“The first time I make some copies about the material of teaching. It consist of 10-15 sentences”⁸¹

Teacher copies of the worksheet with 10–15 sentences for each group. It aimed to ensuring all of the team or groups have material. That sentences consist of about the reported speech theme. The next steps the teacher make them or determined the group. It was below:

“I divided them in to groups 4-5 students”⁸²

So, teacher divide the class into groups of 4 or 5 students and asked them to line their desks / seats up. It also can make teacher easily to monitor the students. So, if the number of groups too much the teacher has difficulties to monitor them.

“I give the students sentences to the first students or group”⁸³

So, the teacher give the first person the sentence on reported speech sentences form. Each first student must complete one sentence or find one error and then pass the paper back to the next person. The second person must do the second sentence, but he / she can also check the first person's

⁸¹Teacher B, interview result of teacher at SMAN 1 Curup at 06/03/2017

⁸²Teacher B, interview result of teacher at SMAN 1 Curup at 06/03/2017

⁸³Teacher B, interview result of teacher at SMAN 1 Curup at 06/03/2017

work for errors before passing the paper back to the third person. T “I will discuss about the content of this (material)”⁸⁴

After the first, second and the third person repaid and said about the result of them so teacher will discuss it. It can be used: To complete handouts or book work on reported speech sentences, to work on error location activities on reported speech sentences. And to practice spelling on reported speech sentences

e. Teaching grammar with text

It is should true in word on the sentences context. It is also true of the sentences taken out of the context of text. It was following:

“I give students the text (narrative text) and discuss to friend the answer of question. From the text about narrative I teach about some structure such as pronoun and past tense to students”⁸⁵

From the in interview above so, the teacher teaching grammar with text, in this time teacher teaches about pronoun and the using of simple past when the talk about stories. It was following other activities such as:

“I and students discussed about the pattern of past tense and let students applied in in writing a story and so on forms”⁸⁶

So, the teacher and students discuss and the teacher give some exercise about using simple past in text form to students. it can train the students in using simple past tense for daily life.

⁸⁴Teacher B, interview result of teacher at SMAN 1 Curup at 06/03/2017

⁸⁵Teacher C, interview result of teacher at SMAN 1 Curup at 15/03/2017

⁸⁶Teacher C interview result of teacher at SMAN 1 Curup at 15/03/2017

Description of teacher A the activities were Integrating Grammar for Pre-grammar 1) The teacher discusses the topic 2) The teacher shows two pictures about natural phenomenon, 3) The teacher then asked them to compare the two pictures. In While-grammar, 1) This stage provides a context for input generation and an opportunity to notice the new grammatical structure. Let other students practice it out the oral sentences. 2) The teacher makes a transition from the context created in 1b to the grammatical point by showing the same pictures and telling the picture differences. 3) The teacher creates other contexts for the teaching of grammatical point through some other picture comparisons, discussions, stories, or reading/listening texts. 4) The teacher asked some clarification check questions to ensure that the meaning is clear. 5) The teacher asked the students to formulate the rule on the board for the given sentence providing help if needed. In Post-grammar Brainstorming: 1) The teacher asked students to think back to when they were a child and asked the following questions: "What are the differences and similarities between pictures, 2) Fill in the following lines with appropriate sentences.

Overt Grammar Instruction: 1) The teacher asked two students to come to the front of the class, where there are three chairs place in row, facing the rest of class. The teacher sit in the middle of chair and two students sit either side. Two the students says stand up and in the same time stand up himself indicating with a gesture that the students should do the same. The students

follow the teacher's instruction. 2) The teachers name various features of the classroom such as board, table window and soon. The students perform the action while the rest of the class watch. 3) The other students and teacher then demonstrated the meaning of telling to students. 4) The teacher writes the following table on the board. The teacher read loudly and the students repeat it before writing to their books. 5) Present grammar points in written and oral ways to address the needed of students with different learning styles.

Error Correction: 1) The teacher hand out a worksheet which consist of a number of sentences she has collected from their previous written work. Teacher let students correct it first. 2) Teacher monitors the pair work helping learner sort out some of peripheral problem. 3) The teacher than distributed a handout which teacher asked learners to study before returning to the sentences correction tasked. 4) Teacher then elicited corrected version of the sentences in open class writing these on the board and drawing the attention to the liking devices by underlying them and asked individual to explain their used. 5) The teacher then hand out an exercise required the students to make the correct choice of liking advice.

Teaching Grammar Using communicative activities: What say and do
 1) Students often complain that they know all the grammar, but they are still incorrect when they speak. The students said " this wrong but if in singular form so the verb should add es or s" (for that time in classroom while learning

simple present. 2) Students give some comment. 3) Students say they want more feedback on the language they produce. By know about using es and s. 4) Students say they want to do more speaking in teachers classes. 5) Students can often do very controlled oral practice activities correctly. 6) they will often get the target grammar wrong.

Additionally, teaching grammar with game by The Relay Game teacher B was following: 1) Materials needed: copies of the worksheet with 10–15 sentences for each group. 2) Divide the class into groups of 4 or 5 students and asked them to line their desks / seats up. 3) Give the first person it the sentence on reported speech sentences form. 4) Each first student must complete one sentence or find one error and then pass the paper back to the next person. 5) The second person must do the second sentence, but he / she can also check the first person's work for errors before passing the paper back to the third person. 6) The first team to finish is the winner. This game can be used: To complete handouts or book work on reported speech sentences, To work on error location activities on reported speech sentences, To practice spelling on reported speech sentences produced by students

Then, in Overt Grammar Instruction: 1) The teacher tell the class that she is going to play a conversation between two friends. She asked the students to close their books and listen to this parts of conversation and answer the question. :*what are they talking about: last weekend, next weekend?* teacher allow the

students discuss to find the answer of question and offers to replay the section to the tape if they wish. 2) Once teacher establish that the conversation is in every weekend. Then teacher asked the students to listen whole conversation and use these words in their own 3) Teacher asked students to tell her which of the activities 4) The students then asked learners to listen for the following words and to match the words in the list of board: *usually, always and soon* 5) Asked students to focus their attention on two and three sentences 6) The teacher draws the students attention to the structure form 7) Like students write two or three more sentences. Using the pattern I.e Subject+ adverb+ verb+.... 8) Asked the class to open the books and replay the conversation 9) Teacher invite the students write four or five original sentences about themselves

Additionally, Error Correction the activities following: 1) Teachers needed to let students know when they are making errors 2) Teachers also needed to build students' confidence in their ability to use the language by focusing on the content of their communication rather than the grammatical form, 3) Teachers can use error correction to support language acquisition, and avoid using it in ways that undermine students' desire to communicate in the language, by taking cues from context. 4) When students are doing structured output activities that focus on development of new language skills, use error correction to guide them 5) Teacher and students did correction activities about grammar on the text

Up next, Teaching Grammar Using communicative activities: Teacher teach about the conditional sentence: 1) The teacher distributed card to students on which are written and asked them to stick them on board sentences, 2) Teacher let students write down the sentences, 3) Teacher lets students produce the sentences about conditional sentences, 4) Teacher explain the clues or situation (using some tenses) 5) Teacher draws the following grid on the board 6) Teacher write the formula of that sentences in using verb 7) Teacher writes the following table in the board 8) The teacher put class in to groups they should produce some true sentences and the teacher monitoring the activities 9)The teacher brings the class as students more interesting spoken person. 10) Individual students write sentence about dreams in the future. And how to used it in some tenses.

Next, the activities in Teaching grammar through text : 1) The teacher tell the class that she is going to read the text (narrative text) 2) Teacher allow the students discuss to find the answer of question and offers to replay the section to the tape if they wish. 3) Once teacher establish that the conversation is in every weekend. Then teacher asked the students to listen whole conversation and but these word in their own. 4) Teacher asked students to tell her which of the activities or stories 5) Like students write two or three more sentences. Using the pattern I.e Subject+ adverb+ verb+.... 6) Asked the class to open the books and finished the exercise. 7) Teacher invite the students write a paragraph about their stories.

Error correction : 1) The teacher hand out a worksheet which consist of a number of sentences she has collected from their previous written work. Teacher let students correct it first, 2) Teacher monitors the work helping learner sort out some of peripheral problem. 3) The teacher than distributed a handout which teacher asked learners to study before returning to the sentences correction tasked. 3) Teacher corrected version of the sentences in open class discussion about the error

2. The problem in the activities in teaching grammar at SMAN 1 RejangLebong

In designing and application about the activities in teaching grammar at classroom, both of them have some problem. Because both teacher have differentactivities so they also have some problem both of teacher A and teacher B. For make clear, the researcher was described the teacher A before. It was following:

a. Integrating Grammar

Based on thefinding just one teacher used integrated grammar (teacher A), from the indicators of integrated grammar not all of parts become a problem. Such as bellow:

1) Pre-grammar

In teaching grammar by using integrated Grammar the teacher A just has one problem to applied it. It was explained below:

“Sometimes students still not focus, but it just few students.”⁸⁷

So, the teacher has problem in discusses the topic sometimes the students still not focus on the topic. the students still like about their own activities when the teacher teaches about pre-grammar.

2) While-grammar

While grammar was full discusses about the grammar aspect.

But the teacher has problem such as:

“I have problem when let students in practicing, for discussing grammatical context of the text”⁸⁸

So, teacher sometime have problem to Let other students practice (there is a students on passive students). The teacher rarely have problem creates other contexts for the teaching of grammatical point through some other picture comparisons, discussions, stories, or reading/listening texts. Teaching grammar by practicing is used some criteria such as practice, accuracy, fluency, reconstruction. his is a way of practicing grammar, but with any skill simply knowing to do is no graduate that will be able to do it. Teacher will be familiar with learner who is fast and fluent speakers. Additionally, for application the while grammar, the teacher has other problem such as:

“I have problem to checking and understanding about their meaning, so I let them to translate to Indonesia for make clear their point, but it was rarely.”⁸⁹

⁸⁷Teacher B, interview result of teacher at SMAN 1 Curup at 06/03/2017

⁸⁸Teacher B, interview result of teacher at SMAN 1 Curup at 06/03/2017

Teacher rarely have problem asked some clarification check questions to ensure that the meaning is clear. Then the teacher also let students explain about the point of sentences were produced.

Then the teacher also have other problem. It was following:

“When I let students to make formulate of the sentences, so the students have mistake but just view students”⁹⁰

So, teacher rarely asked the students to formulate the rule on the board for the given sentence providing help if needed. This problem was just for few students at classroom, but the teacher check and correct it more and give explanation to students.

3) Post-grammar Brainstorming

Post grammar activities, teacher ensuring the students to understanding about the grammar were thought. It was flowing:

“Sometime I have problem to let students write appropriate sentences”⁹¹

So, there some students use inappropriate sentences although the teacher have teacher it some formulation and explanation to produced good sentences so, there some of students still have problem. In short, teacher sometimes have problem fill in the following lines with appropriate sentences..

⁸⁹Teacher A, interview result of teacher at SMAN 1 Curup at 06/03/2017

⁹⁰Teacher A, interview result of teacher at SMAN 1 Curup at 06/03/2017

⁹¹Teacher A, interview result of teacher at SMAN 1 Curup at 06/03/2017

b. Overt Grammar Instruction

Teachers have different activities and problem for application this activities classroom. Both of teacher A and teacher B. Below is the description of teacher A:

“Sometimes I have problem let students some front of class mainly forasked two students to come to the front of the class (just passive students)”⁹²

Teacher sometimes have problem to asked two students to come to the front of the class, where there are three chairs place in row, facing the rest of class. The teacher sit in the middle of chair and two students sit either side. Two the students says stand up and in the same time stand up himself indicating with a gesture that the students should do the same. The students follow the teacher’s instruction. Additionally, teacher rarely have problem to let other students demonstrated the meaning.

As researcher explained before the teacher B also has difficulties for his activities for make seen, it was explained below:

“Sometime I have problem to let the passive students to participate at classroom. Then, I also have problem to raise students attention in one sentence (two or three sentence) it is rarely problem at classroom, but it was exist.”⁹³

Teacher sometimes have problem when asked students (passive students) to tell her which of the activities. They still choose

⁹²Teacher A, interview result of teacher at SMAN 1 Curup at 06/03/2017

⁹³Teacher B, interview result of teacher at SMAN 1 Curup at 06/03/2017

silence and shy when let them to do something or speak up. Additionally, teacher rarely have problem when a teacher asked students to focus their attention on two and three sentences

c. Error Correction

Both teachers have different activities and problem for application this activities classroom. Both of teacher A and teacher B. Below are the description of teacher A:

“Problem hand out a worksheet which consist of a number of sentences but it was rarely. Then sometimes I have problem to monitor all of students because there is a students with over activities”⁹⁴

Teacher rarely has problem hand out a worksheet, which consist of a number of sentences she has collected from their previous written work. Teacher let students correct it first. Teacher sometimes monitors the pair work helping learner sort out some of peripheral problem because all of students over active.

As researcher explained before the teacher B also have difficulties for his activities for make seen, it was explained below:

“Sometimes I have problem to know their error, especially for the passive students”⁹⁵

In short, teachers sometimes have problem to let students know when they are making errors. It has happened for the passive students so the teacher cannot what their problem and in what way they can

⁹⁴Teacher A, interview result of teacher at SMAN 1 Curup at 06/03/2017

⁹⁵Teacher B, interview result of teacher at SMAN 1 Curup at 06/03/2017

understand. Additionally, teacher also have problem to build the students confidence. It was proven below:

“The first, I have problem to build their confidence, because we asked them to explore the error most of them still shy and felt stress when they know their statements were wrong, the second, there are some students sometime cannot develop their skill in speaking and writing too.”⁹⁶

That means, teachers sometimes have problem to build students' confidence in their ability to use the language by focusing on the content of their communication rather than the grammatical form. Additionally, teacher have problem when students are doing structured output activities that focus on development of new language skills, use error correction to guide them

d. Teaching Grammar Using communicative activities: *What say and do*

Teachers have different activities and problem for application teaching Grammar Using communicative activities: *What say and do* at classroom.

Both of teacher A and teacher B. Below are the description of teacher A:

“Sometime there is some students still not understand about using Es and S”⁹⁷

Just some students often complain that they know all the grammar, but they are still incorrect when they speak. The students said “ this wrong but if in singular form so the verb should add es or s” (for that time in

⁹⁶Teacher B, interview result of teacher at SMAN 1 Curup at 06/03/2017

⁹⁷Teacher A, interview result of teacher at SMAN 1 Curup at 06/03/2017

classroom while learning simple present. Next, the teacher A have the other problem, it was below:

“Sometimes I have problem to let students comment, and it caused make me cannot give more feedback to students at classroom”⁹⁸

Teacher sometimes have problem for letting students to give some comment. Then, Students say they want more feedback on the language they produce. By know about using es and s.

Then, I have problem to let them communicate one and else, but it was rarely, sometime they just make noise but just few students”⁹⁹

Teacher rarely have problem students do a second communication activity. By using group or discussion some of them make noise. As researcher explained before the teacher B also have difficulties for his activities for make seen, teacher B teaches about the conditional sentence. It was explained below:

“I have problem to let students produce about conditional sentences just for passive students, then also there just few students not interesting in try speaking up but those were rarely”¹⁰⁰

So, Teacher rarely have problem lets students produce the sentences about conditional sentences. The teacher rarely have problem brings the class as students more interesting spoken person.

Then, teacher sometimes have problem when let individual students

⁹⁸Teacher A, interview result of teacher at SMAN 1 Curup at 06/03/2017

⁹⁹Teacher A, interview result of teacher at SMAN 1 Curup at 06/03/2017

¹⁰⁰Teacher B, interview result of teacher at SMAN 1 Curup at 06/03/2017

write sentence about dreams in the future and how to use it in some tenses.

e. Teaching grammar with game.

In SMAN 1 Rejang Lebong just one teacher applied game in teaching grammar. It is as activities on the teaching grammar at classroom. The problem was following:

“Sometimes, I have problem divided them to group, sometime they have comment and disagree and give some comment”¹⁰¹

Teacher sometimes have problem to divide the class. Because some student want to be on one group with their close friend. Additionally the teacher also have problem, such as:

“Sometime I have problem to change and replay that sentences in good form the next students, one until third person have different versions”¹⁰²

Some students sometime have problem in giving the first person it was sentence on reported speech sentences form. Some students often have problem when Each first student must complete one sentence or find one error and then pass the paper back to the next person. Some students often have problem when the second person must do the second sentence. But the first sentences given have three version such as version of the first students, second students and the third students are very different.

¹⁰¹Teacher B, interview result of teacher at SMAN 1 Curup at 06/03/2017

¹⁰²Teacher B, interview result of teacher at SMAN 1 Curup at 06/03/2017

f. Teaching grammar with text.

In teacher teach grammar through text has few problems. It was following:

“Sometime I had problem allow the students discuss to find the answer. It make class become crowded, and I had problem to monitor because the large number of the class”¹⁰³

That means, the teacher had some problems in discussing the answer based on the text, some students had different answers and opinion about the text. So, the discussion would be taken place in a crowded situation. Because the number of students is too much so the teachers sometime have problem to monitor some students.

In short, the problems of Teacher A were following: 1) The teacher have problem in discussing the topic sometimes the students still not focus on the topic 2) Teacher sometime have problem to let other students practice (there is a students on passive students. 3) The teacher rarely have problem creates other contexts for the teaching of grammatical point through some other picture comparisons, discussions, stories, or reading/listening texts. 4) The teacher rarely have problem asked some clarification check questions to ensure that the meaning is clear. 5) The teacher rarely asked the students to formulate the rule on the board for the

¹⁰³Teacher C, interview result of teacher at SMAN 1 Curup at 15/03/2017

given sentence providing help if needed. Teacher sometimes have problem fill in the following lines with appropriate sentences.

Overt Grammar Instruction following: 1) Teacher sometimes have problem to asked two students to come to the front of the class, where there are three chairs place in row, facing the rest of class. The teacher sit in the middle of chair and two students sit either side. Two the students say stand up and in the same time stand up himself indicating with a gesture that the students should do the same. The students follow the teacher's instruction. 2) Teacher rarely have problem to let other students demonstrated the meaning of telling to students.

Error Correction was following: 1)Teacher rarely have problem hand out a worksheet which consist of a number of sentences she has collected from their previous written work. Teacher let students correct it first. 2) Teacher sometimes monitors the pair work helping learner sort out some of peripheral problem because all of students over active

The problem of teacher B for example: in teaching grammar with game (The Relay Game) was following: 1) Teacher sometimes have problem to divide the class into groups of 4 or 5 students and asked them to line their desks / seats up. Because some student want to on one groups on their close friend. 2) Some students sometime have problem in Give the first person it was sentence on reported speech sentences form. 3) Some students often have problem when Each first student must complete one sentence or find one error and then pass the

paper back to the next person. 4) Some students often have problem when the second person must do the second sentence, but he / she can also check the first person's work for errors before passing the paper back to the third person.

Overt Grammar Instruction the problems were following: 1) Teacher sometimes have problem when asked students (passive students) to tell her which of the activities. 2) Teacher rarely have problem when a teacher asked students to focus their attention on two and three sentences

Next, in Error Correction the problems were following: 1) Teachers sometimes have problem to let students know when they are making errors 2) Teachers sometimes have problem to build students' confidence in their ability to use the language by focusing on the content of their communication rather than the grammatical form. Additionally in Teaching Grammar Using communicative activities: What say and do, teacher teach about the conditional sentence by following the activities: 1) Teacher rarely have problem lets students produce the sentences bout conditional sentences 2) The teacher rarely have problem brings the class as students more interesting spoken person 3) Teacher sometimes have problem when let individual students write sentence about dreams in the future and how to used it in some tenses

Additionally, teacher C had problem in teaching grammar through text such as Teacher have problem allow the students discuss to find the answer of question and offers to replay the section to the tape if they wish. In Error correction teacher rarely have problem to monitor the work helping learner sort out some of peripheral problem.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. The activities in teaching grammar at SMAN 1 RejangLebong

The teacher A applied pre-grammar by discussing topic before such when we teach about the analytical text and using pictures, in While grammar activities the teacher produce and promote a generic structure and language features of language features of that text. In Post grammar Brainstorming teacher give exercise and evaluation, second, Overt grammar instruction, teacher give induction to some students and discusses together. Then teacher B to play a conversation between two friends. She asked the students to close their books and listen to this parts of conversation and answer the question, give example, discusses grammar. The third, Error correction, teacher A and B used error correction but they have different activities. Fourth, Teaching Grammar Using communicative activities teachers also used this type but different implementation. The fifth, Teaching grammar with game: prepare the material, divided groups and then give the tasked and activities, then the last teaching grammar trough text.

2. The problem in the activities in teaching grammar at SMAN 1 RejangLebong

First, in Integrating Grammar: teacher has problem in discusses the topic and let students in practicing, for discussing grammatical context of the text, then

problem to let students write appropriate sentences. Second, Overt Grammar Instruction: problem let students participation, to raise students attention, the third, Error Correction: rarely has problem hand out a worksheet, to know their error, especially for the passive students, build their confidence, the fourth, Teaching Grammar Using communicative activities: *What say and do: there were some* students still not understand about using Es and S, let students comment.

B. Suggestion

1. For teacher

Teacher should give more opportunities in teaching language aspect of the grammar mainly in teaching grammar. So in the grammar have some aspect such as generic structure and language features.

2. For students

Students should study more about grammar, study about teaching grammar, study about when they will use true grammatical in writing or speaking skill. Especially using good generic structure and language features in teaching grammar and students should increase the vocabulary mastery because the debility of students grammar elements

3. Other researchers

It is suggested to other researchers can continue the other researchers on a problem of students' in learning and teaching other grammar.

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APPENDIXES

Table 1
Checklist observation

No	Activities	Steps	Category		Field note
			Yes	No	
1	Teaching grammar with game	<ul style="list-style-type: none"> o) Materials needed: copies of the worksheet with 10–15 sentences for each group. p) Divide the class into groups of 4 or 5 and ask them to line their desks / seats up. q) Give the first person in each row a handout. r) Each first student must complete one sentence or find one error and then pass the paper back to the next person. s) The second person must do the second sentence, but he / she can also check the first person’s work for errors before passing the paper back to the third person. t) The first team to finish is the winner. u) This game can be used: <ul style="list-style-type: none"> a. To complete handouts or book work. b. To work on error location activities. c. To practice spelling. d. To identify parts of an essay or paragraph. e. To practice reading strategies 			
	16) The Relay Game		<ul style="list-style-type: none"> q. Materials needed r. Divide the class into 2 or 3 equal groups. s. Ask one player from the first group to come to the front of the class and sit facing his/her team with his/her back to the board. t. Write a word on the board. u. Tell the team that they can give the player hints about the word. v. Give the player a point if he/she can guess the word within one minute (longer or shorter depending on the class level). 		

		<p>w. Additional rules:</p> <ol style="list-style-type: none"> a. The team must not say any part of the word that is written on the board. b. The team cannot use actions. <p>24) This game can be used:</p> <ol style="list-style-type: none"> a. To reinforce vocabulary. b. To practice word stress. c. To practice grammar forms. d. To practice idioms 			
	18) Shoot for Points	<ol style="list-style-type: none"> 1. Use a large container or trash can as the “basket” 2. Give the students a ball and have them shoot for points. But here’s the catch: teacher’ll ask them a question in past simple, and they’ll have to remember the past correctly in order to earn the chance to shoot 3. They can get 10 points for scoring or five if they miss (because at least they answered the question correctly). You can try any variety of this type of game, whether you use large balls or small ones, or even a wadded up piece of paper. 			
	d. Board Game	<ol style="list-style-type: none"> 5) Teacher can design own to include the tenses and structures the students have learned, 6) This is a fun way for you to do revision on basic tenses, articles, pronouns and parts of speech with the student. 7) With the board game, it would be easier for you and the students to find out which grammar item you would need to work on in future. 8) Teacher need to prepare the dice though. 			
	e. Snakes and Ladders	<ol style="list-style-type: none"> 5) students must first choose a token to move around the board (a different colored button for each will do nicely!) 6) they take turns rolling the dice to move across the board. 7) They must take a card and answer correctly to remain on that spot, or move back two place if they are incorrect. If they land 			

		<p>at the bottom of a ladder, and they answer correctly, they get to move up the ladder, but if they land on a snake's head they automatically move down to where its tail is.</p> <p>8) A blank snakes and ladders game-board</p>			
	<p>Integrating Grammar</p> <p>a. Pre-grammar</p>	<p>1)The teacher discusses the topic</p> <p>2) The teacher shows two pictures .</p> <p>3)The teacher then asks them to compare the two pictures</p>			
	b. While-grammar	<p>a) This stage provides a context for input generation and an opportunity to notice the new grammatical structure.</p> <p>b) The teacher makes a transition from the context created in 1b to the grammatical point by showing the same pictures and telling the picture differences</p> <p>c) The teacher creates other contexts for the teaching of grammatical point through some other picture comparisons, discussions, stories, or reading/listening texts.</p> <p>d) The teacher asks some clarification check questions to ensure that the meaning is clear.</p> <p>e) The teacher asks the students to formulate the rule on the board for the given sentence providing help if needed.</p>			
	c. Post-grammar Brainstorming	<p>7) The teacher asks students to think back to when they were a child and asks the following questions: "What are the differences and similarities between teacher/students life then and now? Think about where teacher lived, teacher likes/dislikes, teacher holidays and teacher family,</p> <p>8) fill in the following lines with appropriate sentences".</p>			
3	Overt Grammar Instruction	<p>9) Teach the grammar point in the target language or the students' first language or both. The goal is to facilitate understanding.</p> <p>10) Limit the time teacher devote to grammar explanations to 10 minutes, especially for lower level students whose ability to</p>			

		<p>sustain attention can be limited.</p> <p>11) Present grammar points in written and oral ways to address the needs of students with different learning styles</p> <p>12) teachers need to plan their examples carefully around two basic principles:</p> <ol style="list-style-type: none"> 1. Be sure the examples are accurate and appropriate. They must present the language appropriately, be culturally appropriate for the setting in which they are used, and be to the point of the lesson. 2. Use the examples as teaching tools. 			
4	Error Correction	<p>6) , teachers need to be careful not to focus on error correction to the detriment of communication and confidence building.</p> <p>7) Teachers need to let students know when they are making errors so that they can work on improving.</p> <p>8) Teachers also need to build students' confidence in their ability to use the language by focusing on the content of their communication rather than the grammatical form.</p> <p>9) Teachers can use error correction to support language acquisition, and avoid using it in ways that undermine students' desire to communicate in the language, by taking cues from context.</p> <p>10) When students are doing structured output activities that focus on development of new language skills, use error correction to guide them</p>			
5	Teaching Grammar Using communicative activities: j. What say and do	<p>6) Students often complain that they know all the grammar, but they are still incorrect when they speak.</p> <p>7) Students often don't see the relevance of learning grammar.</p> <p>8) Students say they want more feedback on the language they produce.</p> <p>9) Students say they want to do more speaking in teachers classes.</p> <p>10) Students can often do very controlled oral practice activities correctly. However, when they are given a freer practice activity,</p>			

		they will often get the target grammar wrong			
b. What are the different steps?		6) Teacher-led error correction of student language. 7) Students do a second communication activity. 8) Teacher evaluation of student language. 9) Students do a communication activity that requires use of a specific grammar point. 10) Checking of meaning and form by teacher.			
c. How to achieve the aims		6) The teacher writes up the collected errors on the white board.. 7) The teacher gives students another communication activity that practices the target language point and asks them to do this activity and concentrate on using the target grammar point correctly. 8) Having elicited corrections of student language, the teacher uses oral concept questions to check the meaning of the target grammar point, afterwards checking the form by eliciting it and then writing it up on the white board. 9) The teacher monitors and listens carefully to the language that students are producing, particularly for the target grammar point, 10) The teacher sets up the communication activity, but makes a point of not mentioning the target grammar point or asking that students use it.			
d. Strengths and challenges		o) This approach heightens the relevance of the target grammar point during the meaning and form stages. p) It creates a very natural connection between speaking and communication and grammar, rather than viewing these as separate entities q) The teacher needs to listen very carefully when monitoring. r) The teacher needs to be able to respond to unexpected language issues that can arise.			

	s) There is the opportunity to cover more grammar in a lesson.. t) The teacher may need to point out to them that the error feedback and meaning and form stages do involve an explicit focus on grammar			
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Curup, Desember, 2016

Validator

Melli Kusmaningrum, M.Pd

Table 1
Checklist observation

No	Activities	Steps	Category		Field note
			Yes	No	
	Integrating Grammar a. Pre-grammar	1)The teacher discusses the topic	√		Discuse about hartatory (
		2) The teacher shows two pictures .	√		
		3)The teacher then asks them to compare the two pictures	√		
	b. While-grammar	f) This stage provides a context for input generation and an opportunity to notice the new grammatical structure.			
		g) The teacher makes a transition from the context created in 1b to the grammatical point by showing the same pictures and telling the picture differences			
		h) The teacher creates other contexts for the teaching of grammatical point through some other picture comparisons, discussions, stories, or reading/listening texts.			
		i) The teacher asks some clarification check questions to ensure that the meaning is clear.			
		j) The teacher asks the students to formulate the rule on the board for the given sentence providing help if needed.			
	c. Post-	13)The teacher asks students to think back to when they			

	grammarBrainstorming	were a child and asks the following questions: "What are the differences and similarities between teacher/students life then and now? Think about where teacher lived, teacher likes/dislikes, teacher holidays and teacher family, 14) fill in the following lines with appropriate sentences".			
3	Overt Grammar Instruction	15) Teach the grammar point in the target language or the students' first language or both. The goal is to facilitate understanding.			
		16) Limit the time teacher devote to grammar explanations to 10 minutes, especially for lower level students whose ability to sustain attention can be limited.			
	17) Present grammar points in written and oral ways to address the needs of students with different learning styles				
	18) teachers need to plan their examples carefully around two basic principles: 1. Be sure the examples are accurate and appropriate. They must present the language appropriately, be culturally appropriate for the setting in which they are used, and be to the point of the lesson. 2. Use the examples as teaching tools.				
4	Error Correction	11), teachers need to be careful not to focus on error correction to the detriment of communication and confidence building.			
		12) Teachers need to let students know when they are making errors so that they can work on improving.			

		13) Teachers also need to build students' confidence in their ability to use the language by focusing on the content of their communication rather than the grammatical form.			
		14) Teachers can use error correction to support language acquisition, and avoid using it in ways that undermine students' desire to communicate in the language, by taking cues from context.			
		15) When students are doing structured output activities that focus on development of new language skills, use error correction to guide of them			
5	Teaching Grammar Using communicative activities: k. What say and do	11) Students often complain that they know all the grammar, but they are still incorrect when they speak			
		12) Students often don't see the relevance of learning grammar.			
		13) Students say they want more feedback on the language they produce.			
		14) Students say they want to do more speaking in teachers classes.			
		15) Students can often do very controlled oral practice activities correctly. However, when they are given a			

		freer practice activity,			
		16) they will often get the target grammar wrong			
b. What are the different steps?		11) Teacher-led error correction of student language.			
		12) Students do a second communication activity.			
		13) Teacher evaluation of student language.			
		14) Students do a communication activity that requires use of a specific grammar point.			
		15) Checking of meaning and form by teacher.			
c. How to achieve the aims		11) The teacher writes up the collected errors on the white board..			
		12) The teacher gives students another communication activity that practices the target language point and asks them to do this activity and concentrate on using the target grammar point correctly.			
		13) Having elicited corrections of student language, the teacher uses oral concept questions to check the meaning of the target grammar point, afterwards checking the form by eliciting it and then writing it up on the white board.			
		14) The teacher monitors and listens carefully to the language that students are producing, particularly for the target grammar point,			
		15) The teacher sets up the communication activity, but makes a point of not mentioning the target grammar point or asking that students use it.			

d.Strengths and challenges	u)	This approach heightens the relevance of the target grammar point during the meaning and form stages.			
	v)	It creates a very natural connection between speaking and communication and grammar, rather than viewing these as separate entities			
	w)	The teacher needs to listen very carefully when monitoring.			
	x)	The teacher needs to be able to respond to unexpected language issues that can arise.			
	y)	There is the opportunity to cover more grammar in a lesson..			
	z)	The teacher may need to point out to them that the error feedback and meaning and form stages do involve an explicit focus on grammar			



KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN CURUP)

Jln. Dr. AK. Gani Kotak Pos 108 Tlp. 0732 21010 – 21759 Fax 21010 Curup 3919 Email:staincurup@telkom.net

KEPUTUSAN
KETUA SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP
Nomor : 34/Sti.02/I/PP.00.9/02 / 2017

Tentang
REVISI PERUBAHAN JUDUL DALAM PENULISAN SKRIPSI
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
Keputusan Menteri Agama RI Nomor 406 Tahun 2000 tentang Pembukaan Jurusan / Program Studi Baru Pada Perguruan Tinggi di Lingkungan Departemen Agama RI ;
2. Keputusan Menteri Agama RI Nomor I Tahun 2001 tentang Kedudukan, Tugas, Fungsi, Kewenangan, Satuan Organisasi, dan Tata Kerja Kementerian Agama RI ;
3. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
4. Keputusan Menteri Agama RI Nomor 175 Tahun 2008 tentang STATUTA STAIN Curup ;
5. Surat Keputusan Menteri Agama RI Nomor B. 11/3/08207/2016 tentang Pengangkatan Ketua STAIN Curup Periode 2016 - 2020 ;
6. Berdasarkan Surat Keputusan Ketua STAIN Curup Nomor :Sti.06/I/PP.00.9/624 / 2015

MEMUTUSKAN :

- Menetapkan** Saudara :
Pertama : 1. **Leffi Noviyenti, M.Pd** 19761106 200312 2 004
2. **Sarwo Edi, S.Pd.I.,M.Pd**

Dosen Sekolah Tinggi Agama Islam Negeri (STAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Sinta Apriani**

N I M : **11551111**

JUDUL SKRIPSI : *Analysis of Classroom Activities in Teaching Grammar in SMA Negeri 01 Rejang Lebong in The Academic Year of 2016/2017*

- Kedua** : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh STAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,

Pada tanggal , 16 Februari 2017

a.n. Ketua STAIN Curup

Wakil Ketua I,



Hendra Harmi, M.Pd.

NIP. 19751108 200312 1 001

Tembusan :

- 1 Pembimbing I dan II;
- 2 Bendahara STAIN Curup;
- 3 Kasubbag AK;
- 4 Kepala Perpustakaan STAIN;
- 5 Mahasiswa yang bersangkutan;



**PEMERINTAH KABUPATEN REJANG LEBONG
DINAS PENDIDIKAN DAN KEBUDAYAAN**

Jalan S.Sukowati No.55 Curup Kode Pos 39114
Telp.(0732) 21457 Fax.(0732) 23942
Email : Dikbud.Rejang.Lebong@gmail.com

REKOMENDASI

Nomor : 800/38 /Set.3.Dikbud/2017

**TENTANG
PELAKSANAAN PENELITIAN**

Berdasarkan Peraturan Menteri Dalam Negeri Republik Indonesia Nomor : 64 Tahun 2011 Tentang Pedoman Penerbitan Rekomendasi Penelitian dan menindaklanjuti Surat dari Sekolah Tinggi Agama Islam Negeri Curup (STAIN) Nomor : 490/Sti.02/1/PP.00.9/02/2017 tanggal 16 Februari 2017 hal Rekomendasi Tentang Pelaksanaan Penelitian atas nama :

Nama : **Sinta Apriani**
NIM : 11551111
Jurusan / Prodi : Tarbiyah/Pendidikan Bahasa Inggris
Tempat Penelitian : SMA Negeri 01 Rejang Lebong
Waktu Penelitian : 16 Februari 2017 s.d 16 Mei 2017
Judul Skripsi : **Analysis of Classroom Activities in Teaching Grammar
In SMA Negeri 01 Rejang Lebong in The Academic
Yaer of 2016/2017**

Pada prinsipnya kami tidak keberatan diadakannya penelitian yang dimaksud dengan catatan / ketentuan sebagai berikut :

1. Sebelum melakukan penelitian harus melapor kepada Kepala Sekolah ditempat yang dimaksud
2. Penelitian tidak boleh menyimpang dari proposal penelitian
3. Harus mentaati semua ketentuan peraturan dan perundang-undangan yang berlaku
4. Selesai melakukan penelitian agar melaporkan hasil kegiatan kepada Kepala Dinas Pendidikan dan Kebudayaan Kabupaten Rejang Lebong
5. Rekomendasi ini akan dicabut dan dinyatakan tidak berlaku, apabila pemegang surat rekomendasi ini tidak mentaati ketentuan sebagaimana tersebut diatas
6. Rekomendasi ini untuk dipergunakan sebagaimana mestinya.

Demikian Surat Rekomendasi/Persetujuan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Curup, 23 Februari 2017

Kepala Dinas Pendidikan dan Kebudayaan
Kabupaten Rejang Lebong


NAHDESA TUL HUKMI, M.Pd
Pembina
NIP.19601010 198403 1 013

Tembusan disampaikan kepada :

1. Yth.Bupati Rejang Lebong
2. Yth.Ketua STAIN Curup
3. Arsip



KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI CURUP
Jln. Dr. AK. Gani Kotak Pos 108 Tlp. 0732 21010 – 21759 Fax 21010 Curup 3919
Email:staincurup@telkom.net

Nomor : 490 /Sti.02/1/PP.00.9/02/2017 Curup, 16 Februari 2017
Lampiran : Proposal dan Instrumen
Perihal : Rekomendasi Izin Penelitian

Kepada
Yth. Kepala Dinas Diknas
Kab Rejang Lebong

di -
Tempat

Assalamu'alaikum, Wr.Wb.

Dalam rangka penyusunan skripsi S.1 pada Sekolah Tinggi Agama Islam Negeri (STAIN) Curup:

Nama : **Sinta Apriani**
NIM : **11551111**
Jurusan/Prodi : Tarbiyah/Pendidikan Bahasa Inggris
Judul Skripsi : *Analysis of Classroom Activities in Teaching Grammar in SMA Negeri 01 Rejang Lebong in The Academic Year of 2016/2017*
Waktu Penelitian : 16 Februari 2017 s.d 16 Mei 2017
Tempat Penelitian : SMA Negeri 01 Rejang Lebong

Mohon kiranya Bapak berkenan memberi izin penelitian kepada mahasiswa yang bersangkutan.

Demikianlah atas kerjasama dan izinnya diucapkan terima kasih.

a.n Ketua
Wakil Ketua I
Bidang Akademik, *h*



Hendra Harmi, M.Pd.
NIP. 19781108 200312 1 001 *h*



**PEMERINTAH PROVINSI BENGKULU
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 REJANG LEBONG**

ALAMAT : Jln. Basuki Rachmat 1 Tlp. (0732) 21512 Kotak Pos 123 CURUP 39112
Website : smansacrp.cjb.net email : @smansarejanglebong.sch.id

SURAT KETERANGAN PENELITIAN

Nomor: 421.3/04/PL/ SMAN.1/ 2017

Yang bertanda tangan dibawah ini :

Nama : RUSLI, S.Pd
NIP : 19600311 198103 1 012
Pangkat Gol/ Ruang : PEMBINA (IV.a)
Jabatan : Wakil Humas

Dengan ini menerangkan bahwa :

Nama : SINTA APRIANI
NIM : 11551111
Waktu Penelitian : 16 Februari 2017 s/d 16 Mei 2017
Alamat : STAIN Curup

Benar telah melakukan penelitian di SMAN 1 Rejang Lebong , Dengan Judul “ **Analysis of Classroom Activities in Teaching Grammar In SMA N 1 Rejang Lebong in The Academic Year of 2016/2017** “.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Curup, 07 Maret 2017
An. Kepala SMAN 1 Rejang Lebong
Wakil Kepala Sekolah



RUSLI, S.Pd
Pembina/ IV.a
NIP. 19600311 19810 1 012



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Sinta Apriani
 NIM : 11551111
 JURUSAN/ PRODI : Tarbiyah / PBI (Pendidikan Bahasa Inggris)
 PEMBIMBING I : Leffi Noviyenti, M. Pd
 PEMBIMBING II : Sarwo Edi, S. Pd. i., M. Pd
 JUDUL SKRIPSI : Analysis of Classroom Activities in
 Teaching Grammar in SMA Negeri
 01 Rejang Lebong in the Academic
 Year of 2016 /2017

* Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing 1 atau pembimbing 2;

* Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;

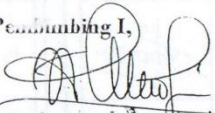
* Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan di harapkan agar konsultasi terakhir dengan pembimbing di lakukan paling lambat sebelum ujian skripsi



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Sinta Apriani
 NIM : 11551111
 JURUSAN/ PRODI : Tarbiyah / PBI (Pendidikan Bahasa Inggris)
 PEMBIMBING I : Leffi Noviyenti, M. Pd
 PEMBIMBING II : Sarwo Edi, S. Pd. i., M. Pd
 JUDUL SKRIPSI : Analysis of classroom Activities in
 Teaching Grammar in SMA Negeri
 01 Rejang Lebong in The Academic
 Year of 2016 /2017

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi STAIN Curup.

Pembimbing I,

 (Leffi Noviyenti, M. Pd)
 NIP. 19761106 2003 12 2004

Pembimbing II,
 (Sarwo Edi, s. pd., M. pd)
 NIP.



No.	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1.		Consult about chapter I (Background of the Research)		
2.		Consut about chapter II (Review of the Literature)		
3.		Consult about Chapter III (Instrument of the Research)		
4.		Consult about chapter IV (Finding)		
5.		Consult about chapter IV (Discussion).		
6.		Consult about all Chapter (chapter I, II, III, IV, V)		
7.		Acc		
8.				



No.	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1.		Background of the Research		
2.		Consult about Instrument of the Research		
3.		Consult about the test of Interview		
4.		Consult about Chapter IV (Finding and Discussion)		
5.		Consult about chapter IV (Table of finding)		
6.		Consut about all Chapter (chapter I, II, III, IV, V)		
7.		Acc		
8.				

BIOGRAPHY

Sinta Apriani was born in Curup on April 12th 1993. She is a daughter of Mr. Ramadan Candra and Mrs. Sutarmi. She has one young sister and one youngest brothers. She is the oldest one. She finished her elementary school at SDN 6 Banyumas Curup in 2005. Then, she continued her study to Junior High School at SMPN 2 Sukawati Curup in 2006. Subsequent, in 2009 she sustained to Senior High School in SMK N 1 Curup and graduated in 2011. After that, she decided entering state college for Islamic studies (IAIN) Curup and chose English Study Program as her faculty.