

## **AN ANALYSIS CLASSROOM TECHNIQUES ON TEACHING GRAMMAR AT THE ELEVENTH GRADE STUDENTS OF SMK N 3 OKU**

**Mila Arizah dan Tika Wilya Andesta**

Fakultas Keguruan Ilmu Pendidikan Universitas Baturaja

Email: milaarizah1984@gmail.com, dan misswily98@yahoo.com

### **Abstrac**

*The objectives of the research were to know the classroom techniques on teaching grammar at the eleventh grade students of SMK N 3 OKU that English teacher used. The population of this research were 5 English teachers. The researcher took 2 English teachers as the sample by applying total sampling. The data were collected through observation, interview and documentation. The researcher used descriptive qualitative approach to analyzing the data. The result of this research showed that all of the teachers used the classroom techniques of translation, drilling, brainstorming, and teacher-students exchange. The researcher concluded that English teachers at SMK N 3 OKU applied some classroom techniques on teaching grammar.*

**Key Words:** *Classroom, Grammar, Technique*

### **Introduct**

Language is a system of communication to express someone thoughts, feelings, and others by using the spoken sounds, or symbols that agreed upon among speakers of the language. According to Ihsan (2011, p. 8), language is very important in human life and includes that elements of sounds, vocabulary, sentence, pragmatic and discoure. It means that, to communicate with other, the human must have many vocabularies, known about pragmatic and discoure. So, the language could be used by human for communicating.

English language, which is mostly used in international communication, is the most important language in the world. In many countries, there are many EFL students who have never had the opportunity to converse with any native speakers even though they have access to different types of materials written in the English language.

The grammatical function is the syntactic role played by a word or phrase in the context of a particular clause or sentence. Sometimes called simply function. According to Garot and Wignell (1994) grammar is a theory of a language, of how language is put together and how it works. Grammar is the important because grammar is a set of rules that explores the forms and structures of sentences that can be used in a language many students still spend the majority of class time.

Classroom management is a term teachers use to describe the process of ensuring that classroom lessons run smoothly without disruptive behavior from students compromising the delivery of instruction. The term also implies the prevention of disruptive behavior preemptively, as well as effectively responding to it after it happens.

According to Moskowitz & Hayman (1976), once a teacher loses control of their classroom, it becomes increasingly more difficult for them to regain that control. One of the biggest challenges many teachers face is ensuring that their classroom is focused and free of distractions. Technique must be consistent with a method, and therefore in harmony with an approach as well". (Anthony, 1963:36). Classroom techniques play the important role.

Teaching is important skill in learning English as a foreign language beside speaking, listening and writing. All of students must learn this skill well. In English teaching and learning process sometimes the students have difficulties in mastering grammar, because the students have not enough of vocabulary. The students also have difficulty mastering in future tense and auxiliary verb. The students still confused how to change from positive sentence into negative sentences and how to use auxiliary verb in sentence. Based on the explanation above the researcher is attempting to find out "what were the types of classroom techniques on teaching grammar at the eleventh grade students of SMK N 3 OKU that English teacher used".

Analysis is very important in qualitative research. According to (Allott, 2010), analysis or the study of talk in interaction is one approach to the study of conversation. It involves detail examination of naturally procedure samples of language in use.

Anthony (1963:96) in (Fauziati, 2014) defines "A technique is implementational - that which actually takes place in a classroom. It is a particular trick, strategy, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well". According to

(Richards & Schmidt, 2013) in (Fauziati, 2014) approach as “assumptions beliefs and theories about the nature of language and the nature of language learning which operate as axiomatic contrastor reference points and provide a theoretical foundation for what language teachers ultimately do with learners in classroom”. Technique is a classroom practice used by teacher or the implementation of approach and method. Technique must be consisten with a method, and therefore in harmony with an approach as well”. (Anthony, 1963:36). Technique is something that actually takes place in language teaching or learning in the classroom.

There are several techniques that used by the English teacher to improving students grammar skill. According to (Thornbury, 2006) and (Lau et al., 2007) Classroom techniques in teaching grammar, there are some classroom techniques in teaching grammar :

The first technique to teach grammar is translation. The aim of this technique to translate the grammar taught form the source language into target language (Thornbury, 2006).

The second technique of teaching grammar is drilling. According to (Larsen-Freeman, 2000) said that students are ask to repeat the teacher model as accurately and as quickly as possible.

The third technique is brainstorming where the studentsare given a single stimulus which serves as the cue for large number of respons (Lau et al., 2007). In brainstorming, the stimulus may be a question with plenty of possible answers.

The fourth technique is reception with no overt response which is initial presentation of grammar is often done through slowing learners the structure within a written or spoken context, without demading form them any immediate response bayond general comperhension (Lau et al., 2007).

The fifth technique is reception with minimal response. According to (Lau et al., 2007) said that the learners are given a written or spoken text- which may be an isolated sentence or a longer passage of discore- and asked to react to somes aspect of it by physical gesture, brief answer, or written symbol.

The sixth technique is about teacher-student exchange which is the most common kind of verbal interaction in the classroom. According to (Lau et al., 2007)

stated that this technique involves teacher-student 'ping-pong' exchange: the teacher asks a question or elicits responses in some other way, a student responds, so on.

The seventh technique is students-teacher exchange where the student in a task asks the question and the teacher responds although there is also the possibility of a reverse 'ping-pong'.

The eighth technique is chain where the instruction and initial cue are given by the teacher, resulting in a large number of responses by the students.

The ninth technique is transformation which is the teacher asks the students to transform the positive sentence into negative and interrogative ones according to (Larsen-Freeman, 2000).

The concept Grammar usually brings a notion of certain areas of language, mainly parts of speech into the mind of ESL learners. There are several definitions of grammar. First, according to (Richards & Schmidt, 2013) grammar is a description of the structure of a language and how language units such as words and phrases are formed into sentences. The next definition, grammar is a set of rules or principles of the working of a language, its system or structure (Brinton, 2000).

## **Methodology**

This research was classified as a case study using a descriptive qualitative method. Case study research as a strategy for methodological exploration, according to (Flyvbjerg, 2011) "has been around as long as recorded history" (p.302). Descriptive method involves the collection of data aimed to describe existing conditions (Hastuti, 2005: 5). Qualitative descriptive research design was also suitable for this study since qualitative descriptive research is aimed at "describing, summarizing various conditions, situations, or phenomena of social reality that exists in the society" (Bungin, 2008). Observation, interview, and documentation are used as the data collection means.

Based on the result of observation the researcher found out that teacher AW just used drilling to teach grammar. Teacher LM used drilling, brainstorming, translation, and teacher-students exchange to teach grammar. So, the teacher used four techniques to teach grammar at the eleventh grade students of SMK N 3 OKU.

Based on the interview results the researcher found teacher A and teacher B used curriculum 2013. Then teacher AW used brainstorming, drilling and translation to taught grammar and teacher LM used drilling, brainstorming and translation techniques to teach grammar at the eleventh grade students of SMK N 3 OKU.

Based on the result of documentation the researcher found that the both of teachers used curriculum 2013 to taught English in the classroom. Then the teacher used lesson plan to teach the students and teach their students based on the condition of the students. Then the teacher AW used scientific approach, discussion method and discovery learning model. Teacher LM used scientific approach, mind mapping method and discovery learning model to taught at the eleventh grade students of SMK N 3 OKU.

Based on the results of observation, interview, and documentation the researcher found out from the nine classroom techniques of the literature review. Both of the teacher just used four classroom techniques to taught grammar of the eleventh grade students of SMK N 3 OKU. The classroom techniques were consist of translation, drilling, brainstorming, and teacher-students exchange to teaching grammar at the eleventh grade students of SMK N 3 OKU.

### **Intpretation of the Research**

Based on the result of data analysis and findings in the previous chapter. It is not easy to teach grammar, because the students had many kinds of characteristics with variant of ability and background knowledge. After analyzing the data the researcher could found out the answer research question related to the main problem in teaching and learning grammar at the eleventh grade students of SMK N 3 OKU.

Based on the result of observation above the researcher found out the teacher AW just used drilling to teaching grammar. Teacher LM used drilling, brainstorming, translation, and teacher - students exchange to teaching grammar. So, the teacher used four techniques to teaching grammar at the eleventh grade students of SMK N 3 OKU.

Based on the interview result so the researcher found teacher AW and teacher LM used curriculum 2013. Then teacher AW used brainstorming, drilling and translation to taught grammar and teacher B used drilling, brainstorming and translation techniques to teach grammar at the eleventh grade students of SMK N 3 OKU.

Based on the result of documentation the researcher found that the both of teachers used curriculum 2013 to taught English in the classroom. Then the teacher used lesson plan to teach the students and teach their students based on the condition of the students. Then the teacher AW used scientific approach, discussion method and discovery learning model. Teacher LM used scientific approach, mind mapping method and discovery learning model to taught at the eleventh grade students of SMK N 3 OKU.

The teacher had reasons why the teacher used the techniques. Because to improved students knowledge and how to made the students interested to learnt English. Then the teacher used mother tongue when they were teach the student to made the students easier to understood the material and made the students enjoyed to joined the class.

Based on the results of observation, interview, and documentation the researcher found out from the nine classroom techniques of the literature review. Both of the teacher just used four classroom techniques to taught grammar of the eleventh grade students of SMK N 3 OKU. The classroom techniques were consist of translation, drilling, brainstorming, and teacher-students exchange to teaching grammar at the eleventh grade students of SMK N 3 OKU.

## **Conclusions**

From the findings of the research. It is not easy to teach grammar, because the students had many kinds of characteristics with variant of ability and background knowledge. After analyzing the data the researcher could found out the answer research question related to the main problem in teaching and learning grammar at the eleventh grade students of SMK N 3 OKU. The researcher found out from the nine classroom techniques of the literature review. Both of the teacher just used four classroom techniques to taught grammar of the eleventh grade students of SMK N 3 OKU. The classroom techniques were consist of translation, drilling, brainstorming, and teacher-students exchange to teaching grammar at the eleventh grade students of SMK N 3 OKU.

## REFERENCES

- Allott, N. (2010). *Key terms in pragmatics*. Bloomsbury Publishing.
- Anthony, Edward M. 1963. "Approach, Method, and Technique". Ann Arbor: University of Michigan Press.
- Brinton, L. J. (2000). *The structure of modern English: A linguistic introduction*. John Benjamins Publishing.
- Bungin, B. (2008). Metodologi Penelitian Kualitatif: Aktualisasi Metodologis ke Arah Ragam Varian Kontemporer, PT Raja Grafindo Persada. *Jakarta. Hal, 25*.
- Fauziati, E. (2014). Methods of Teaching English as a Foreign Language (TEFL): Traditional Method, Designer Method, Communicative Approach, Scientific Approach. *Surakarta: Era Pustaka Utama*.
- Flyvbjerg, B. (2011). Case study. Retrieved from [https://www.researchgate.net/profile/Bent\\_Flyvbjerg/publication/235953309\\_Case\\_Study/links/00463514b20a55cf69000000/Case-Study.pdf](https://www.researchgate.net/profile/Bent_Flyvbjerg/publication/235953309_Case_Study/links/00463514b20a55cf69000000/Case-Study.pdf)
- Gerot and Wignell (1994) Making Sense of Functional Grammar: Sydney. An Introductory Workbook.
- Hastuti, D. (2005). *Students' perception regarding the use of humour in english language classroom (Paper)*. Bandung: Universitas Pendidikan Indonesia. [http://repository.upi.edu/26896/6/T\\_BING\\_1202213\\_Chapter3.pdf](http://repository.upi.edu/26896/6/T_BING_1202213_Chapter3.pdf)
- Ihsan, D. (2011). Pragmatik, analisiswacana, dan guru bahasa.Sriwijaya University, Palembang, South Sumatera, Indonesia.
- Larsen-Freeman, D. (2000). *Techniques and principles in language teaching*. Oxford University.
- Lau, D. C. W., Douketis, J. D., Morrison, K. M., Hramiak, I. M., Sharma, A. M., & Ur, E. (2007). 2006 Canadian clinical practice guidelines on the management and prevention of obesity in adults and children [summary]. *Cmaj, 176(8)*, S1–S13.
- Moskowitz, G., & Hayman Jr, J. L. (1976). Success strategies of inner-city teachers: A year-long study. *The Journal of Educational Research*.
- Richards, J. C., & Schmidt, R. W. (2013). *Longman dictionary of language teaching and applied linguistics*. Routledge.
- Thornbury, S. (2006). *How to teach vocabulary*. Pearson Education India.