

**TECHNIQUES USED BY ENGLISH TUTORS IN TEACHING
GRAMMAR IN ENGLISH CLASSES AT GLOBAL LEARNING
CENTER ENGLISH COURSE OF PALANGKA RAYA**

THESIS

Presented to
State Islamic Institute of Palangka Raya
in partial fulfillment of the requirements
for the degree of *Sarjana* in English Education



BY

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2020 M / 1441 H**

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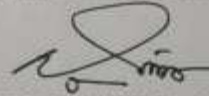
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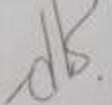
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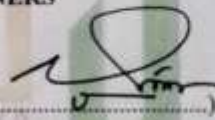
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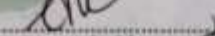
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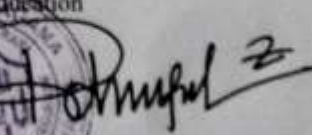
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MOTTO AND DEDICATION

“For indeed, with hardship [will be] ease. Indeed, with hardship [will be] ease.”

(QS. Al-Insyirah: 5-6)



This Thesis is dedicated to:

My beloved Father Jumali Yusuf and Mother Yeni Pujiati for their valuable endless love, prayer, patience, sacrifice, and support. My brother Puguh Santoso, and all of my family.

DECLARATION OF AUTHORSHIP

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ABSTRACT

Sabilla, Elsa Nur. 2020. *Techniques Used by English Tutors in Teaching Grammar in English Classes at Global Learning Center English Course of Palangka Raya*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Aris Sugianto, M.Pd, (II) Zaitun Qamariah, M.Pd.

Key words: grammar, English teaching, approach, method, technique, grammar-translation method, audio-lingual method, communicative language teaching.

This study was aimed at investigating: (1) what technique used by the tutor in teaching grammar at GLC, (2) how the tutor used the technique in teaching grammar, (3) what problem faced by the tutor, (4) how the tutors solve the problem, and (5) the students' perception of the technique used by the tutor.

The study was case study with qualitative approach. For the data collection, it used observation, interview and documentation. English tutors who teach grammar and the students taught by them were the subjects of this study. Then, the object of this study was the technique used by tutors in teaching grammar. They were determined by purposive sampling technique. To analyze the data, it was through these techniques; collecting the data, redacting the data, displaying the data, and concluding the data. For the data endorsement; credibility was used to test the data validity.

The result showed that; (1) In teaching grammar, the tutors used both deductive and inductive approaches in the instructional process, (2) The methods were Audio-Lingual Method, Grammar-Translation Method, and Communicative Language Teaching Method, and (3) The techniques were question-answer drill, transformation drill, single-slot substitution drill, self-correction, memorization, group discussion, and picture series. In teaching-learning activity, the tutor not only use one technique in a meeting, but also combine some techniques from two or more methods. During the instructional process, there were several problems faced by the tutor. The problems were as follows: (1) students' pronunciation; (2) monotonous learning process; (3) lack of creativity in making sentences; (4) students were tired to talk; and (5) students' lack of vocabulary and understanding of tenses. The tutors described that exploring the new vocabularies, changing the subject of sentence interestingly and giving the translation directly were the solution of those problems. The drilling techniques of Audio Lingual Method were most preferred by the students.

ABSTRAK

Sabilla, Elsa Nur. 2020. *Teknik Yang Digunakan Oleh Tutor Bahasa Inggris Dalam Mengajar Grammar di Kelas Bahasa Inggris di Lembaga Kursus Bahasa Inggris Global Learning Center Palangka Raya*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Aris Sugianto, M.Pd, (II) Zaitun Qamariah, M.Pd.

Kata kunci: tata bahasa, pengajaran bahasa Inggris, pendekatan, metode, teknik, metode grammar-translation, metode audio-lingual, metode communicative language teaching.

Penelitian ini bertujuan untuk menginvestigasi: (1) teknik apa yang digunakan oleh tutor dalam mengajar tata bahasa di GLC, (2) bagaimana tutor menggunakan teknik tersebut dalam mengajar grammar, (3) kendala apa yang dihadapi oleh tutor, (4) bagaimana tutor memecahkan masalah tersebut, dan (5) pendapat siswa mengenai teknik yang digunakan oleh tutor.

Penelitian ini adalah studi kasus dengan pendekatan kualitatif. Observasi, interview dan dokumentasi digunakan untuk mengumpulkan data. Tutor bahasa Inggris dan siswa adalah subjek dalam penelitian ini. Kemudian, objeknya adalah teknik yang digunakan dalam mengajar grammar. Subjek penelitian tersebut ditentukan dengan menggunakan teknik pengambilan sampel *puposive*. Untuk menganalisa data, digunakan teknik sebagai berikut; mengumpulkan, meredaksi, menampilkan dan menyimpulkan data. Untuk pengabsahan data, uji kredibilitas digunakan untuk menguji validitas data.

Hasil penelitian ini menunjukkan bahwa; (1) dalam mengajar tata bahasa, tutor menggunakan baik pendekatan deduktif maupun induktif, (2) metode yang digunakan adalah metode grammar-translation, audio-lingual, dan communicative language teaching, (3) teknik yang digunakan adalah latihan tanya-jawab, transformasi, celah-tunggal, koreksi-diri, hafalan, diskusi kelompok dan rangkaian gambar. Dalam aktivitas belajar-mengajar, tutor tidak hanya menggunakan satu teknik didalam sekali pertemuan, tetapi juga mengkombinasikan beberapa teknik dari dua metode atau lebih. Selama proses pembelajaran, ada beberapa kendala yang dihadapi oleh tutor, yaitu; (1) pengucapan siswa, (2) proses belajar yang monoton, (3) kurangnya kreatifitas dalam membuat kalimat, (4) siswa lelah untuk berbicara, dan (5) kurangnya kosakata dan pemahaman tenses oleh siswa. Tutor menjelaskan bahwa mengeksplorasi kosakata baru, mengubah subjek kalimat dengan menarik serta memberi terjemahan secara langsung adalah solusi dari permasalahan tersebut. Teknik drilling dari metode Audio Lingual sangat disukai siswa.

ACKNOWLEDGEMENT

The writer would like to express her sincere gratitude to Allah SWT., for the blessing bestowed in her whole life, particularly during the thesis writing without which this thesis would not have come to its final form. *Sholawat* and *salam* always be bestowed to the last prophet Muhammad SAW., having shown us the role of life to make our life true. Her appreciation is addressed to:

1. Dean of Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya, Dr. Hj. Rodhatul Jennah, M.Pd., for her invaluable assistance both in academic and administrative matters.
2. Vice Dean in Academic Affairs, Dr. Nurul Wahdah, M.Pd., for her invaluable assistance both in academic and administrative matters.
3. Secretary of Department of Language Education, Akhmad Ali Mirza, M.Pd., for his invaluable assistance both in academic and administrative matters.
4. Chair of Study Program of English Education, Zaitun Qamariah, M.Pd., for her invaluable assistance both in academic and administrative matters.
5. Aris Sugianto, M.Pd as the first advisor, and Zaitun Qamariah, M.Pd as the second advisor, for their valuable guidance, suggestion, and encouragement.
6. Both the members of the board of examiners, for their corrections, comments, and suggestions which are profitable to accomplish this thesis.
7. All English lecturers and staff of State Islamic Institute of Palangka Raya for their help and support.

8. Her beloved parents, Jumali Yusuf and Yeni Pujiati. Her beloved brother Puguh Santoso and all of her family, for their moral support and endless prayer so that she is able to finish her study. May Allah SWT bless them all.
Aamiin.
9. Her teacher, Mr. Mumun and Mrs. Asmi.
10. All co-workers at Global Learning Center.
11. All friends in English Education Study Program of 2016.
12. Her best friends, Mariatul Fitriah, Levika Egita Sulistiyana, Nur Azzahro, Istighfarina Inggitha Roeldi, Rahmawati Dewi, Dian Asih Lestari, Rahma Syafitri, Hikmah Fitriani, and all members of WAWAWAT (Yunita Sari, Miftakhul Rosyidah, and Khairunnisa).

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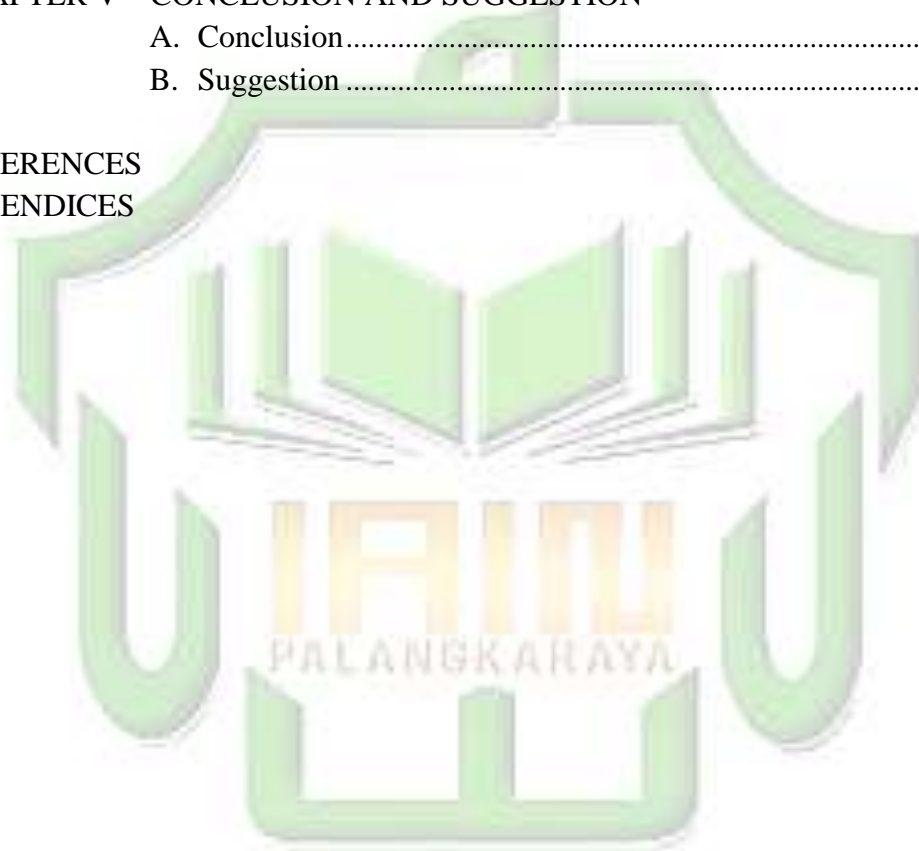


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LIST OF ABBREVIATIONS

1. GLC : Global Learning Center
2. GT : Global Teens
3. GA : Global Adult
4. EFL : English as a Foreign Language
5. GTM : Grammar Translation Method
6. CLT : Communicative Language Teaching
7. SMA : Sekolah Menengah Atas
8. TOEFL : Test of English as a Foreign Language
9. YO : Yosi Oktavia
10. NADP : Nindy Ayu Diah Prastica
11. AR : Arlin
12. AU : Aurora
13. SN : Stella Nathania
14. VM : Vivik Margareth



LIST OF APPENDICES

1. Observation Checklist
2. Interview Guideline
3. The Tutors' Interview
4. The Students' Interview
5. Interview Photos
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7. Learning Outcomes
8. Biodata of the Tutors
9. Curriculum Vitae
10. Letter



CHAPTER I

INTRODUCTION

This chapter consists of background of the study, problem of the study, objectives of the study, scope and limitation, significance of the study, and definition of the key term.

A. Background of the Study

Studying a language relates to communicating in two manners; oral and written. Muhsin (2016, p. 83) explained that the oral form consists of listening and speaking, while the written form consists of reading and writing. They are called language skills. Besides, English has some language aspects which can be studied. Those aspects are vocabulary, pronunciation, and grammar. To learn English properly, both language skills and aspects need to consider equally (Aydogan and Akbarov, 2014, p. 673).

Fiftinova (2018, p. 1) stated that language skills and aspects link to each other. Language aspects and vice versa can complete language skills. For instance, to write a text, the students have to utilize their ability to use vocabulary and grammar so they can create proper writing. Furthermore, grammar is an essential aspect of forming words and building English sentences. Grammar is the study of what forms (or structure) are possible in a language (Tandikombong, 2016, p. 5). It describes how words can change their forms and can combine into sentences in the language and consist of phonological (sound), morphology (word composition), and syntax (sentene

composition). Mastering grammar helps students to understand every word when reading, as well as speaking, listening, and writing. Because grammar is important in communication, the students should master it.

In fact, many students face difficulties in learning grammar. They are usually confused about rules and structure in making a correct sentence. In teaching-learning activity, sometimes it makes them get bored because of the manner applied by the teacher in teaching grammar. Teachers often teach in a stodgy way, writing too much, deliver complicated formulas, and not creative. Consequently, the students fear of grammar and neglect it. As a result, lots of students have low scores in English due to the failure in mastering grammar.

In this case, the teaching technique has a significant impact on students' mastery of instructional material included grammar. Teachers' teaching preference is a crucial concern to encourage the students to reach better accomplishment (Suresh, 2014, p. 20). If the teachers apply suitable techniques, the students will excite to provide more effort into it. The teachers should consider knowledge and skill on how to manage the exciting instructional process so that the students can get high success in their learning of grammar.

Regarding the importance of mastering English, many students opt to increase their ability in another institution besides formal school like English courses. It based on Law Number 20 in the year of 2003 about the Indonesian

national education system. It said that there are three kinds of education institution such as:

1. Informal education: the first education given in family surroundings.
2. Formal education: secondary education learned in the official department, such as school and university.
3. Non-formal education: the third education obtained by course institution. Its purpose is usually to provide skill and ability.

Although English has taught since elementary school on formal education, there are still many people who think that their proficiency in English is still lack. Therefore, the English course, which aimed at providing people an additional choice to learn English, becomes the alternative for the students in increasing their competence. Because of this reason, it concluded that they might not only learn English officially in formal education but also informal education. It means the students can improve their skills and ability by joining an English course. Hence, there are lots of English courses established in Indonesia, including Global Learning Center (GLC). It is one of the famous English course institutions in Palangka Raya. Based on the investigation, the writer found that Global Learning Center utilizes various techniques in teaching grammar to their students so that the students will not be bored and understand what the teacher explains.

Regarding the reasons above, the writer is interested in conducting a research entitled **“Techniques Used by English Tutors in Teaching**

Grammar in English Classes at Global Learning Center English Course of Palangka Raya.”

B. Problem of the Study

The problem of this study addressed five questions as follows:

1. What are the techniques used by the English tutors in teaching grammar at GLC?
2. How do the techniques used by the English tutors in teaching grammar at GLC?
3. What are the problems faced by the English tutors in using the technique of teaching grammar at GLC?
4. How do the English tutors solve the problem in using the techniques of teaching grammar at GLC?
5. How is the students' perception of the techniques used by the English tutors in teaching grammar at GLC?

C. Objectives of the Study

Based on the problems of the study above, the writer concluded five objectives as follows:

1. To describe what kind of techniques used by the English tutors in teaching grammar at GLC.
2. To describe how the English tutors use the techniques in teaching grammar at GLC.

3. To describe the problems faced by the English tutors in using the techniques of teaching grammar at GLC.
4. To describe how the English tutors solve the problems in using the techniques of teaching grammar at GLC.
5. To describe the students' perception of what technique used by the English tutors in teaching grammar at GLC.

D. Scope and Limitation

The study is limited to the tutors who teach Global Teens program at GLC. It used qualitative study and described the what and how of the English teaching technique used, its problem in teaching grammar of Global Teens program, and the students' perception of the technique used by the tutors.

Two tutors teach Global Teens at GLC. They are undergraduate and graduate students of the English Education Department who recruited after passing a series of tests given. There are four kinds of test; they are written tests, microteaching, interviews, and observation. After passing the tests, training for a year would be given to the tutor, so they would be permitted to teach the higher grade of students such as junior and senior high school students, they are called Global Teens' students.

E. Significance of the Study

The study has theoretical and practical significance. Theoretically, it expected that the result of the study could support the theories in teaching

grammar. Practically, this study expected to give contributions not only for teachers but also tutors about teaching techniques by using it in teaching grammar as a way of increasing the effectiveness of English language teaching and learning. Thus, for the undergraduate students who will carry out microteaching, it expected to support them in selecting appropriate teaching technique. Furthermore, for the other writer who will conduct a study about teaching English technique, this study may be useful for them to collect information.

F. Definition of Key Terms

1. English Teaching

Teaching is a process of transferring knowledge from teacher to student. A teacher must know about teaching activity and the behavior of students (Liyaningsih, 2017, p. 19). Therefore, English teaching means the theoretical and practical of teaching and learning English for people whose first language is not English.

2. Teaching Technique

It is well-defined as the teaching skill acquired with experience, the skill that a teacher is using while teaching in the class, and applying it as per requirement (Drown, 2000, p. 34). Teaching techniques are personalized, it cannot be taught, but it develops with age and experience.

3. Tutor

Chan (2019, p. 45) said that a tutor is a person who assists a small group of people in specific subjects' areas or skills. Tutoring can take place in different settings, such as classrooms, a formal tutoring center, or the home of tutor/student.

4. English Grammar

The term grammar derives from the Greek word *grammatikē*, where *gram* meant something written. The part *tikē* derives from *technē* and meant art. Hence, *grammatikē* is the art of writing (Tandikombong, 2016, p. 5). Grammar is the rules about how words change their form and combine with other words to make sentences.

5. Writing Skill

Brown (1994, p. 336) described that writing is a thinking process. Furthermore, writing can be planned and given with an unlimited number of revisions before its release.

6. Speaking Skill

Speaking is a skill in using a language appropriately to express someone's ideas, opinions, or feelings in order to give or get information and knowledge from other persons.

7. Global Learning Center

It is a non-formal education institution, which is the course organized in a short time and only to learn English. It locates at Jl. Kapuas Palangkaraya.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of the related studies, English teaching technique, the definition and the importance of grammar, teaching English as a foreign language in Indonesia, and the profile of Global Learning Center.

A. Related Studies

Pathan and Aldersi (2014, p. 221-227) conducted a study about the use of games in two primary schools to identify whether the game specified has a good impact on grammar teaching or not. This study aimed to overcome the situation in learning English because for many students, learning grammar is a boring and hard job. As a result, different activities like games should be used as one of the ways. The game used by the writer was The Alien and Spelling the Plurals. The experience from the relevant research reveals that teaching grammar through different activities like games is better than teaching grammar as a formal system. The preparation for teaching grammar using games can be a little bit time-consuming, which requires much thinking and creative approach from the teacher. Still, it is worth as it can help in achieving the real aims and objectives of EFL teaching and learning in general and grammar in particular by making the process student-centered.

Sapriusman (2014, p. 430) investigated the teaching method and technique preference of the teacher in English language teaching. The writer aimed to know what kind of method and technique of teaching English that

make students succeed in learning English as a foreign language. This paper is intended to describe grammar, some variables that determine the importance of grammar, parts of speech, and how English teachers teach their students in English language teaching. Several methods found in this study were deductive, inductive, and PPP (Presentation, Practice, and Production). Besides, the techniques perceived in this study were *what would you do if*, *Simon says*, and *I love my game*. The writer stated that teachers should use the appropriate methods and techniques, various exercises, activities, and games in teaching English to train and improve students' abilities.

Setiyani (2013, p. 19-20) held research in SMA Negeri 1 Beringin to explore the technique applied by the teacher in teaching English. She argued that teaching technique became a vital element in teaching a language because it is the way how a subject delivered to students. In this study, the writer found some methods of teaching grammar. The first was the Grammar-Translation Method. In this method, there were some techniques included Translating Literature Passage, Reading Comprehension Question, Antonym and Synonym in a Passage, Fill in the Blank and Memorization. The second was the Direct Method. There were some techniques, such as Reading Aloud, Question and Answer, and Dictation. The last method was the Audio-Lingual Method. There were several techniques associated with this method, such as Dialog Memorization, Repetition Drill, Question and Answer Drill and Complete the Dialog. The teacher in this study used five techniques in the teaching and learning process; they were Repetition Drill, Translating a

Literature Passage, Question and Answer Drill, Memorization, and Use Words in Sentences. The writer found that those techniques made the students easy to understand the lesson and enjoy the teaching process without feeling bored.

Uibu (2015, p. 82-84) investigated the mistakes caused by students in learning grammar and how to overcome it by delivering some teaching strategies. The writer aimed to find out what are the causes of grammar mistakes, what practices teachers use to correct students' mistakes, and which strategies considered to be the most effective to prevent students' mistakes. The mistakes that usually students made in learning grammar were orthography, syntax, and determination of the sentence's purpose. The writer also stated that there were two teaching strategies in grammar; inductive and deductive. In this study, the inductive method was the most effective means of prevention of all types of grammar mistakes. The writer argued that the strategies in teaching grammar could be improved because so far, the inductive and deductive approaches have been mainly studied in the context of teaching foreign languages.

Shukurova (2017, p. 146-147) delivered some useful strategies for English language classes to help the teacher in teaching grammar. In this study, the writer considered that the best way to present a language is in context. A good context can be motivating for students to study a new language. Thus, the writer obtained several strategies that can be applied in grammar class; they were Grammar-Translation Method, Direct Method, and

Audio-Lingual Method. The writer concluded that the Grammar-Translation Method was not an effective way of teaching grammar even though it was often used. Instead of that, the writer suggested the teachers use other tasks to teach grammar effectively. They were Matching, Filling in the Gaps, and finding the correct version of the verb. They can help to learn the language easily.

This study is similar like those previous studies, it concerns in English teaching grammar, but the writer will concern in the teaching technique. Technique is a result of implementation of the findings, experiences and tricks used by the teacher aimed at achieving good learning outcomes. The approach and method of teaching English grammar will be briefly explained in this study, but not very emphasized. Furthermore, the place where the writer conducts this study is not in a formal educational institute, but in a non-formal educational institute that is an English Course. Which means, the number of students and surrounding are different. At GLC, the maximum amount of students is ten. Fadhilaturrehmi (2018, p. 64) claimed that the number of students would have a big impact on class management. Fewer students, the less problem will happen. Therefore, the writer is interested in conducting this study to find out whether the technique used by the tutors is effective or not.

B. English Teaching Technique

1. English Teaching

According to Drown (2000, p. 7), teaching is guiding and facilitating learning, enabling the student to learn, setting the conditions for learning. Freeman (1990, p. 242) argued that teaching is cognitive as well as a behavioral activity, theories, and beliefs about teaching, teachers, and students guide their practice of knowledge classroom actions. Furthermore, Liyaningsih (2017, p. 19) stated that teaching is a process of transferring knowledge from teacher to student. A teacher must know about teaching activity and the behavior of students.

Sapriusman (2014, p. 429) also demonstrated that teaching is the process of guiding and facilitating learning, enabling the student to learn, and setting the condition for learning. It explained how students learn is determined by the teacher's teaching styles, approaches, methods, and classroom techniques. Based on the statement above, it can be concluded that teaching provides assistance facilities for transferring knowledge from the teacher to the student.

2. Approach, Method, and Technique

Anthony (1963, p. 63) said that the arrangement of approach, method, and technique is hierarchical. The organizational key is that techniques carry out a method which is consistent with an approach. According to Anthony, an approach is a set of correlative assumptions dealing with the nature of language teaching and learning. It is axiomatic.

Then, a method is an overall plan for the presentation of language material. An approach is axiomatic, but the method is procedural. In one approach, there can be many methods. The choice of teaching method, which is the general principles, pedagogy, and management strategies used for classroom instruction, is crucial to the degree of assimilation by the recipient of teaching (Duruji, 2014, p. 5116). Next, a technique is implementational, which takes place in a classroom. It is the level in which classroom procedures are described.

Richard and Rodgers reformulate the concept of the term approach, method, and technique. They transform to approach, design, and procedure with methods as a superordinate term. The method is an umbrella.

Furthermore, Richard and Rodgers (1986, p. 154) described that the first level, approach, is an assumption, beliefs, and theories about the nature of language which operate as axiomatic constructs or reference points and provide a theoretical foundation for what language teachers ultimately do with students in the classrooms. The second level in the system, design, specifies the relationship of theories of language and learning to both the form and function of instructional materials and activities in instructional settings. The third level, procedure, comprises the classroom techniques and practices, which are consequences of particular approaches and designs.

Thus, a technique is implementational that takes place in a classroom. It is a particular trick, stratagem, or contrivance used to

accomplish an immediate objective. The technique must be consistent with a method, and therefore in harmony with an approach as well (Richards and Rodgers 1999, p. 15). Another definition of technique can be found in Oxford Advanced Learner's Dictionary of Current English, which states that technique is a method of doing something expertly. Furthermore, Brown (1994, p. 348) said that technique is a variety of exercises, activities, or devices used in the language classroom for realizing the lesson objectives. In the learning and teaching process, the teacher must be master some teaching techniques. A variety of teaching techniques will at least partially ensure that a maximum of the students will be reached (Brown, 1994, p. 484). Thus, a teaching technique concerns the relationship between the teacher and the student. It is likely to be a crucial factor in the teaching and learning process. Therefore it is necessary to use an appropriate teaching technique (Celce-Murcia, 1991, p. 73).

The technique also determines whether or not the process of transferring knowledge is effective and efficient. The techniques used must be suitable for the material to be taught to get a good result. There are techniques delivered by some methods that will be explained in this research:

1. Grammar-Translation Method

The language teachers had used the Grammar-Translation Method for many years. It was also recognized as the classical method as it used to teach classical Latin and Greek literature. It believed that

this method would help students to read and appreciate foreign literature. It also thought that by studying the grammar of the target language, students would be able to understand the structure of their native language and learn to speak and write the native language in a much better way. Though students may not develop communicative fluency in the target language but would become mentally sharp in the process of using the target language to understand the native language through some similarities between the two (Shaikh, 2013, p. 979).

According to the teachers who apply the Grammar-Translation Method, a fundamental purpose of learning a language is to be able to read literature written in the target language (Elmayantie, 2015, p. 126). To do this, students need to learn about the grammar rules and vocabulary of the target language. Also, it believed that studying another language provides students with good mental exercise, which helps develop student minds. The roles are very traditional. The teacher is the authority in the classroom. Students taught to translate from one language into another. Often what students translate are readings in the target language about some aspect of the culture of the target language community.

Richards and Rodgers (1986, p. 3-4) described the principal characteristics of Grammar-Translation Method:

- a. The purpose of a foreign language study is to learn a language to read its literature or to benefit from the mental discipline and

intellectual development that result from the foreign-language study. Grammar-Translation is a way of studying a language that approaches the language first through a detailed analysis of its grammar rules, followed by the application of this knowledge to the task of translating sentences and texts into and out of the target language. It hence views language learning as consisting of little more than memorizing rules and facts to understand and manipulate the morphology and syntax of the foreign language. “The first language is maintained as the reference system in the acquisition of the second language.”

- b. Reading and writing are the major focus; little or no systematic attention is paid to speaking or listening.
- c. Vocabulary selection is based solely on the reading texts used, and words are taught through bilingual word lists, dictionary study, and memorization. In a typical Grammar-Translation text, the grammar rules are presented and illustrated, a list of vocabulary items are presented with their translation equivalents, and translation exercises are prescribed.
- d. The sentence is the basic unit of teaching and language practice. Much of the lesson is devoted to translating sentences into and out of the target language, and it is focusing on the sentence that is a distinctive feature of the method. Earlier approaches to foreign language study used grammar as an aid to the study of texts in a

foreign language. But this was thought to be too difficult for students in secondary schools, and the focus on the sentence was an attempt to make language learning easier.

- e. Accuracy is emphasized. Students are expected to attain high standards in translation, because of “the high priority attached to meticulous standards of accuracy which, as well as having an intrinsic moral value, was a pre-requisite for passing the increasing number of formal written examinations that grew up during the century.”
- f. Grammar is taught deductively – that is, by presentation and study of grammar rules, which practiced through translation exercises. In most Grammar-Translation texts, a syllabus was followed for the sequencing of grammar points throughout a text, and there was an attempt to teach grammar in an organized and systematic way.
- g. The student’s native language is the medium of instruction. It used to explain new items and to enable comparisons to be made between the foreign language and the student’s native language.

Furthermore, Prator and Celce-Murcia (as cited in Hilmiah, 2016, p. 43-44) also listed these following major characteristics of the Grammar-Translation Method:

- a. Classes taught in the mother tongue, with little active use of the target language.
- b. Much vocabulary taught in the form of lists of isolated words.

- c. Long elaborate explanations of the intricacies of grammar are given.
- d. Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
- e. Reading of difficult classical texts is begun early.
- f. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.
- g. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.
- h. Little or no attention is given to pronunciation.

According to Freeman and Anderson (2011, p. 41), teachers may adopt these following techniques in language learning classroom related to the Grammar-Translation Method:

- a. Translation of a Literary Passage

Students translate a reading passage from the target language into their native language. The reading passage provides the focus for vocabulary and grammatical structures in the passage. The passage may be cited from some work from the target language literature, or the teacher may write a passage carefully designed to include particular grammar rules and vocabulary. The translation may be written or spoken or both. Students should not translate idioms but only shows the understanding of meaning.

b. Reading Comprehension Questions

Students answer questions in the target language based on their understanding of the reading passage. The questions are sequenced so that the questions ask for the information contained within the reading passage. To answer the questions, students will have to make inferences based on their understanding of the passage. It means students will have to answer questions about the passage even though the answers are not in the passage itself.

c. Antonyms/Synonyms

Students are given one set of words and asked to find antonyms in the reading passage. A similar exercise could be done by asking students to find synonyms for a particular set of words. Then, the students might be asked to define a set of words based on their understanding that occurs in the reading passage.

d. Fill-in-the-blanks Exercises

Students are given a series of sentences with words missing, then fill in the blanks with the appropriate vocabulary. Space represents a word, number, symbol, or maybe a phrase. This technique can be applied to know how much the students can remember the words given during the lesson.

e. Memorization

Memorization is the process of committing something to memory. The brain naturally wants to gather, store, sort,

manipulate, and retrieve information. The students are given lists of target language vocabulary words. Then the teacher asks the students to memorize the words repeatedly to amass a piece of information in long-term memory. Students are also required to memorize grammatical rules of the target language.

f. Use Words in Sentences

To show that students understand the meaning and use of a new vocabulary item, students make up sentences in the new words. It used to prove that the students have memorized the vocabulary lists and grammatical rules of the target language given by the teacher.

g. Composition

The teacher gives the students a topic in the target language. The question is based on some aspects of the reading passage of the lesson. Students are asked to prepare a summary of the reading passage instead of creating a composition. This technique aims to confirm that the students comprehend the reading passage by concluding the essential points of each passage.

h. Self-Correction

According to Salma (2016, p. 29), it is a technique that guides students to correct their work. It helps the students take responsibility for their learning and gain a better awareness of the

language. Self-correction involves the students in the learning process directly. It can be seen from their activity to gather ideas and correct their draft using their knowledge.

2. Audio-Lingual Method

Carroll (as cited in Mart, 2013, p. 63) stated that one of the critical principles of the Audio-Lingual method is a language is, first of all, a system of sounds for social communication; writing is a secondary derivative system for the recording of spoken language. Thus, Freeman and Anderson (2011, p. 68) showed that the purpose of the Audio-Lingual method is to use the target language communicatively. According to this method, speech is given priority in foreign language teaching. The teacher should provide students with a native speaker like a model. By listening, students are expected to be able to mimic the model. It based upon the contrastive analysis. Students drilled in the pronunciation of words that are most dissimilar between the target language and the first language. Grammar is not taught directly by the rule memorization but by examples. The method presumes that second language learning is very much like first language learning. Mart (2013, p. 63) summed that the Audio-Lingual method mainly consists of the following features:

- a. The teacher reads a dialogue by modeling it. It has always been motivating to put the subject matter in context, and students stand a better chance of retaining what they have learned. Students learn the

target language within a concrete setting that will enable them to relate what they learn to real-life learning environments. Teachers as a role model will encourage and inspire the students to strive for learning the target language.

- b. Students repeat the dialogue. Through repetition, students can use the target language automatically and fluently as well. In this method, students should form a habit formation to use the target language with ease; therefore, the more they repeat, the more comfortable they will speak the target language without thinking.

According to the explanation above, teachers may adopt these following techniques in language learning classroom related to the Audio-Lingual Method:

- a. Dialogue Memorization

Dialogues or short conversations between two people are accustomed to begin a new lesson. Students memorize the dialogue through mimicry; students take the role of one person within the dialogue, and the teacher takes the opposite. After the students have learned the first person's lines, the characters switched by students and memorize the other person's part. Another way of practicing the two roles is for half of the class to take one role and the other half to take the other. When the dialogue has been memorized, pairs of individual students might perform the dialogue for the rest of the class. In the Audio-

Lingual Method, specific sentence patterns and grammar points are included within the dialogue. These patterns and points are later practiced in drills based on the lines of the dialogue.

b. **Backward Build-up (Expansion) Drill**

This drill is used when a long line of dialogue is giving students trouble. The teacher breaks down the line into several parts. The students repeat a part of the sentence, for example, the last phrase of the line. Then, following the teacher's cue, the students expand what they are repeating part by part until they can repeat the entire line. The teacher begins with the part at the end of the sentence to keep the intonation of the line as natural as possible. It directs more student attention to the end of the sentence, where new information typically occurs.

c. **Repetition Drill**

It is a technique that has been used in foreign language classrooms for many years. It was a key feature of audio-lingual approaches to language teaching, which emphasized repeating structural patterns through oral practice. In this technique, students are asked to repeat the teacher's model as accurately and as quickly as possible. This drill is often used to teach the lines of the dialogue.

d. Chain Drill

A chain drill gets its name from the chain of conversation that forms around the room when students ask and answer questions of each other. The teacher begins the chain by greeting or giving a question to a particular student. The student responds, then turns to the next student. The first student greets or asks a question of the second student, and the chain continues. A chain drill allows some controlled communication, even though it is limited. A chain drill also enables the teacher to check each student's speech.

e. Single-slot Substitution Drill

For the first, the teacher says a line, for example, from the dialog. Next, the teacher says a word or a phrase called the cue. The students repeat the line the teacher has given them, substituting the cue into the line in its proper place. This drilling gives the students practice in finding and filling in the slots of a sentence.

f. Multiple-slot Substitution Drill

It is similar to the single-slot substitution drill. The difference is that the teacher gives cue phrases, one at a time, that fit into different slots in the dialogue line. The students must recognize what part of speech each cue is, or where it fits into the sentence, and make any other changes, such as subject-verb

agreement. Then the students say the line, matching the cue phrase into the line where it belongs.

g. Transformation Drill

In this technique, the teacher gives students a certain kind of sentence pattern, for example, an affirmative sentence. Students are asked to transform the sentence into a negative sentence. Other examples of transformations are: changing a statement into a question, an active sentence into a passive one, or direct speech into reported speech.

h. Question-and-answer Drill

It gives students practice with answering questions. The students should answer the teacher's questions quickly. It is also possible for the teacher to cue the students to ask questions as well. It gives students practice with the question pattern.

i. Complete the Dialog

Selected words are erased from a dialogue. Students have learned to know how much the students can remember the words given during the dialog. Students complete the dialog by filling the blanks with the missing words.

j. Grammar Game

The term "game" is used whenever there is an element of competition between individual students or teams in a language activity. Games are designed to get students to practice a

grammar point within a context. Students can express themselves, although in a limited way (Freeman and Anderson, 2011, p. 73).

3. Communicative Language Teaching

Communicative Language Teaching (CLT) is an approach to the teaching of second and foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language. CLT considered as an approach rather than a method (Wahyudi, 2015, p. 37). According to Rahmatuzzaman (2018, p. 24), the essence of CLT is based on the consideration of students as communicators who are endowed with the ability to learn language naturally. It views language as a tool for communication. Both functional and structural aspects of language should be integrated to achieve this communicative view.

Richard and Rodgers (2006, p. 66), stated as language is acquired through communication, many positive impacts that are believed to obtain by using CLT in teaching-learning compared to other approaches. Through CLT, the teacher helps to motivate students to work with the language through trial and error. The students are expected to interact with each other; in pairs, the group works or individually.

Suemith (2011, p. 5) summed up eight principles of the Communicative Language Teaching; they are:

- a. Language teaching is based on a view of language as communication. Through it, speakers make meaning and communicate for a specific purpose, whether orally or in writing
- b. Diversity is part of language development and use
- c. Competence is relative, not absolute
- d. Varieties of language can be used as models for learning and teaching
- e. Culture is a means for shaping the speaker's communicative competence, both in the first and in subsequent languages
- f. Various techniques are allowed
- g. Language use serves to express ideas, interact with others, and understand and produce texts, and it is related to the progress of competence in each.
- h. Students should use the language in performing tasks for a variety of purposes throughout the learning process.

Richard and Rodgers (2006, p. 83) concluded four basic characteristics and teaching procedures of CLT.

- a. The primary characteristics of CLT are:
 - 1) Emphasis on communication and interaction in the target language
 - 2) Introduction to authentic texts in the learning situation
 - 3) Focus on learning and the process of learning
 - 4) Links between language in and outside of the classroom

b. The teaching procedures of CLT are:

- 1) Practicing dialog to show the functional use of language with a motivational presentation
- 2) Discussion based on questions and answers, along with the pattern exercise
- 3) Structure of language teaching through dialogs
- 4) Oral recognition and interpretive activities
- 5) Oral production and communication, freely ignoring accuracy

c. The teachers may adopt these following techniques in language learning classroom related to the CLT:

1) Information Gap Activities

It refers to activities where the students use, seek, or find missing vocabulary and grammar to complete a task.

2) Jigsaw Activities

In these activities, the class is divided into groups, and each group or person has part of the information needed to complete an activity. When doing these activities, the students must use their own words to communicate meaningfully.

3) Picture Series

These are activities where a student or a group of students tell a story based on a sequential series of pictures; the pictures may need to be sorted into order first.

4) Story Telling

It is the art of sharing aloud mythology, legends, fables, folk or fairy tales, and original stories orally.

5) Information-Transfer Activities

The students are required to take information that is presented in one form and present it differently.

6) Debates and Group Discussions

These activities involve deriving new information from given information through the process of inference, practical reasoning, etc. In this activity, the students can give their opinions to others and compare their or others' values, opinions, or beliefs.

7) Role Plays or Mini Dramas

The students are assigned roles and improvise a scene based on given information or clues (Jannah, 2017, p. 325).

3. Grammar

a. The Definition of Grammar

The word grammar has some meanings, and many people attempt to explain grammar. Different experts define the term grammar differently. Brown (1994, p. 430) revealed that grammar as the system of rules governing the conventional arrangement and relationship of words in sentences. Wilcox (as cited in Albay 2017, p. 181) defines grammar as

a system of rules which allows the users of the language in question to create meaning by building both meaningful words and more significant constructions of sentences of a language. Grammar is a system of meaningful structures and patterns that are governed by particular pragmatic constraints. In another definition of grammar by Thornbury (1999, p. 1), grammar is a description of the rules for forming sentences, including an account of the meanings that these forms convey.

Swan (as cited in Maghfirah, 2015, p. 60) defines grammar as the rules that show how words are combined, arranged, or changed to show specific kinds of meaning. Harmer (2001, p. 12) explained grammar as the description of how the word can change its forms and can be combined into sentences in the language. It is also defined by Lado (1977, p. 141) as the study of rules that are claimed to describe the students what should and should not say to speak the language of the classes of words, their inflections, functions, and relations in the sentence of the language. Based on the experts' definitions of grammar above, learning grammar means the study, how words are constructed in a sentence well when the pattern of grammar is used appropriately, and how the sentence will be interpreted properly. It assumed which it is not only how language is put together and how it works but also it tells about the system and pattern in selecting and combining word. It also tells about the construction of a sentence.

b. The Importance of Grammar

It is not difficult to be understood why grammar is useful and essential by knowing the definition of grammar. Without knowing the grammar or structure of a language, the students cannot comprehend the essence of the text when reading. In this case, an excellent grammar acquisition will help them in it. Mastering grammar helps students to understand every word when reading, as well as speaking, listening, and writing.

A student can be said as mastering a language (having competences) if the student fulfills two main requirements, namely accuracy (correctness), which refers to the mastery of grammatical structures, and fluency, which indicates that the student can use the target language. Moreover, the importance of grammar mastery is to support the good use of language. Besides, grammatical knowledge is essential for students who want to have communicative competence. With a good understanding of grammatical concepts, students can avoid the use of incorrect structures (Maghfirah, 2017, p. 62-63).

C. Teaching English as a Foreign Language in Indonesia

In Indonesia, English is more likely to be taught and learned only as a foreign language. Unlike other countries such as Singapore, Hongkong, and Malaysia, where English is widely spoken as a second language. It means that learning and teaching English occur mostly in the classroom, rather than during daily communication (Sulistiyo, 2016, p. 396). English learners in

Indonesia do not have ready access to use English as a tool of communication during their daily activities outside the classroom. As stated by Rini (2014, p. 23), a foreign language in this context is a language learned only during formal education.

According to Sulistiyo (2016, p. 397), there are several factors creating difficulties for teaching EFL in Indonesia. *First*, EFL teachers must teach students in large classes, often with more than fifty students. Although the definition of a “large” class in language learning varies (Yulia, 2013, p. 2), this number is not ideal for a language classroom. *Second*, not all students who attend English classes are motivated (Bahous, 2011, p. 39). English is a compulsory subject, which means that students must learn the language for examination purposes; however, their exposure to English occurs for only approximately two hours per week. Students’ low motivation and minimal English learning hours are obstacles not only for teachers but also for students as learners. *Third*, Sulistiyo stated that at both school and university, the English teaching focus is mainly on reading skills, with less emphasis on English grammar and vocabulary. This teaching emphasis based on the assumption that students will understand an English text correctly if they know the structure or grammar of English and have the proper vocabulary. One sequence of this is that the teaching of other skills, such as speaking, writing, and listening, is relatively ignored. Kusuma et al. (2017, p. 69) also explained that English is a compulsory subject taught during junior and senior secondary schools and at tertiary levels of education in Indonesia. The

teaching and learning activities conducted in these classrooms mostly involve memorizing vocabulary, studying grammar, and reading English texts. It tends to focus on learning the rules of the English language rather than using English for communication (Al Hosni, 2014, p. 23).

Yulianto (2014, p. 4) argued that in the learning process, generally, teaching is a method arranged based on teachers' expectations. The object of the study is students because the aspect relates to the learning process is determined by the teacher. As a result, there could be a mismatch between students' and teachers' expectations. Contextual values that characterize language learning could be far from expectation.

The use of textbooks as the source of activities, the traditional teaching praxis, lack of media, lack of strategies, and traditional classroom management found in the Indonesian classroom (Kusuma et al., 2017, p. 70). Furthermore, Panggabean (2018, p. 30) argued that the monotonous learning model causes boredom for the students. Every day, the students filled with the same ways, which are less varied. The students are demanded to accomplish the task assigned. The process of learning takes place with pressures. The teachers must understand the characteristics of the students so that the students can determine what learning model will be appropriate to use.

Mbato (2013, p. 2) observed the reasons for the limited effectiveness of EFL learning and teaching in Indonesia. First, the lack of students' motivation to put more effort into learning English as a communicative purpose. Second, the material or the source only from the teacher, which

means the process of the learning is monotonous. Third, the students learn English because it is a compulsory part of the school curriculum, and subsequently may not be motivated to learn.

In summary, Sulistiyo (2016, p. 398) concluded that several factors strongly influence the success of teaching and learning EFL in Indonesia. Teachers' qualifications and low English proficiency, classroom size, students' motivation, classroom-oriented learning, and limited sources of learning.

D. Global Learning Center



1. The Profile of GLC

GLC is a course institution and English training that adopts the system of Kampung Inggris, Pare, Kediri, Jawa Timur. It was found in 2004, which was previously called Prima Learning Center. For more than ten years, GLC has specialized in providing the best English course to many participants and institutions. It makes GLC increasingly recognized

and trusted by a lot of people. GLC is the only guaranteed course institution, “TIDAK BISA, kami GRATISKAN,” and the only course institution where the ability of participants is tested directly in front of parents after training.

Some programs are offered at Global Learning Center; they are Global Kids, Global Teens, Global Adult, Private, Holiday Program, Intensive Course, Corporate Training, and TOEFL Preparation.

In this study, the writer focused on Global Teens program. Because in this program, grammar teaching is more emphasized. In Global Teens, there are four programs. They are Global Teens (GT) 1 until Global Teens (GT) 4.

Each level carries out twenty-two meetings for three months. The students have two meetings in a week, which every meeting is 90 minutes. In the first meeting of the week, the students will be given structure or grammar lessons. It is presented in writing. Therefore, it is called grammar class, which means studying structure in written form. Next, the second meeting of the week is speaking class. There are eight classes of Teens program, and the maximum amount of students in each class is ten.

Before starting the teaching-learning activity, the tutor is responsible for making a lesson plan from the syllabus as a guide. The lesson plan contains the name of the tutor, the name of the student, the room, the purpose, subject matter, tutor's activity, students' activity, evaluation, and remark.

2. The Lesson Plan

By Miss YO

- A. The student is able to
 - 1. Know the pattern of the sentences
 - 2. Use simple future in WH question words form written and orally
- B. Subject matter
Question word of simple future
- C. Teacher's activity
 - 1. Review the last material
 - 2. Write the material
 - 3. Give the students questions based on the material orally
- D. Student's activity
 - 1. Review the last material
 - 2. Translate orally together
 - 3. Translate one by one orally
- E. Evaluation and Remark

By Miss NADP

- A. The student is able to
 - 1. Use the positive, negative and interrogative form of past continuous correctly
 - 2. Answer the questions orally

B. Subject matter

Past Continuous

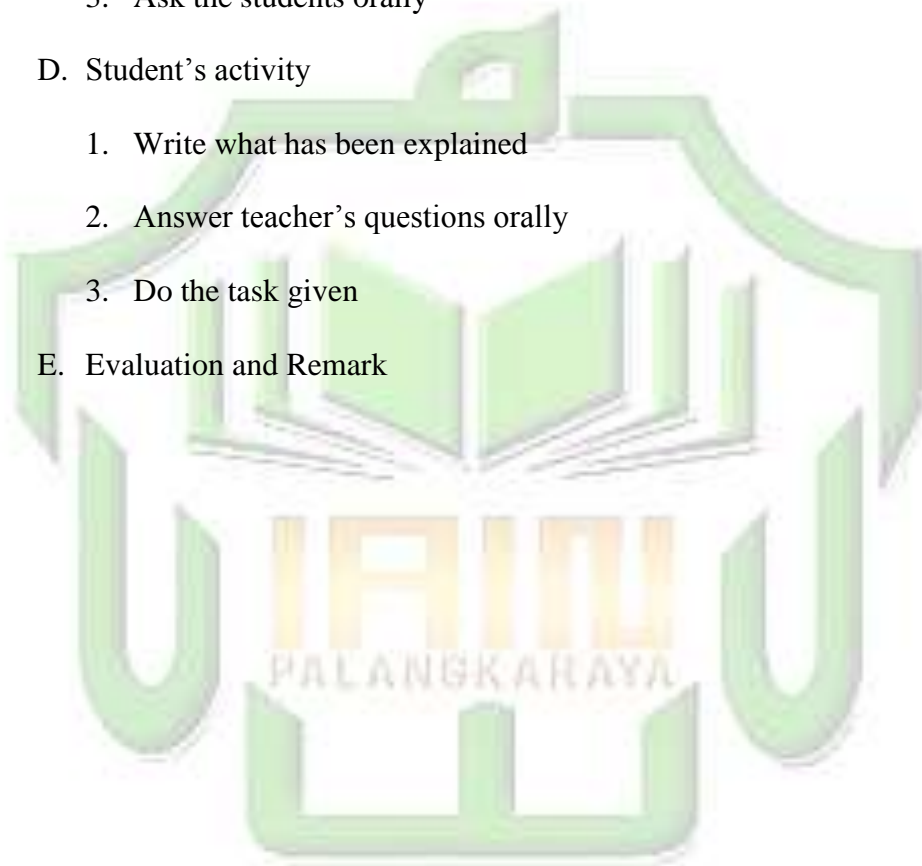
C. Teacher's activity

1. Review the lesson studied
2. Teach the students about past continuous
3. Ask the students orally

D. Student's activity

1. Write what has been explained
2. Answer teacher's questions orally
3. Do the task given

E. Evaluation and Remark



CHAPTER III

RESEARCH METHODOLOGY

This chapter consists of research design, subject of the study, source of data, research instrument, data collection procedure, data analysis procedure, and data endorsement.

A. Research Design

The design of this research was qualitative. This study was focused on tutors' techniques in teaching grammar. According to Cresswell (1994, p. 1), a qualitative study is defined as an inquiry process of understanding and studying a social, or human problem, based on building a complex, holistic picture, formed with words, reporting detailed view of informants and conducted in a natural setting. The previous explanation is in line with Fraenkel and Wallen (2012, p. 426) that qualitative is a study that investigates the quality of relationships, activities, situations, or materials infrequently refer to qualitative research. It is in line with Sugiyono (2013. p. 1), who argued that the qualitative method is focused on a natural object. That is, the main instrument is the writer, the data are inductive, and the result focuses on the meaning rather than generalization.

The research type of this study was a case study. Ary (2010, p. 454) said that a case study is a focus on a single unit to produce an in-depth description that is rich and holistic. As indicated, the case study provides an in-depth description of a single unit. The "unit" can be an individual, a group,

a site a class, a policy, a program, a process, an instruction, or a community. The case study can answer the descriptive question (what happened) or attempt to describe the subject's entire range of behavior and relationship of the behavior to the subject's history and environment. In a case study, the writer attempts to examine an individual or unit in-depth.

Next, Munfaridah (2017, p. 61) said that the approach of qualitative is a research technique that produces data to describe the phenomenon that occurs in the study either orally, writing, or observed behavior as a whole. In this research, the approach of the study was qualitative descriptive. It was collecting data in the form of words written or spoken of people and observed behavior, especially regarding the use of the technique in teaching grammar at GLC.

B. Subject and Object of the Study

The subject of the study is also called as a research participant. A research participant or subject is a person who participates in research by being the target of observation. English tutors who teach grammar and the students taught by them were the subjects of this study. The tutors are undergraduate and graduate students of the English Education Department who were recruited after passing a series of tests given. For gaining permission to teach the Global Teens program, they must accomplish a-year-training. The tutors who joined at GLC for at least two years were chosen by the writer. The writer believed that within the period, the tutors have a lot of experiences in teaching English grammar. The students of Global Teens come

from various junior and senior high schools in Palangka Raya. In this study, the writer considered for choosing the students who are diligent, active and have good results in grammar from every class that had observed. Then, the object of this study were the techniques used by tutors in teaching grammar. The sampling technique used by the writer was purposive. According to Creswell (1994, p. 87), in purposeful sampling, the writer intentionally selects individuals and sites to learn or understand the central phenomenon.

Based on Ary et al. (2010, p.245) qualitative studies more typically use non-random or purposive selection techniques based on particular criteria. The standard used in choosing participants and sites is whether they are “information-rich.” Sugiyono (2010, p. 70) said that purposive is a technique for determining research samples with certain considerations so that the data obtained can be more representative. Semiawan (2010, p. 54) mentioned that sampling in qualitative research tends to purposive, which means suitable for its purpose.

The sample of the qualitative method is not emphasizing the number or representation but for information quality, credibility, and wealth of information given by the informant or participant. Sample, which in large quantities, will have no meaning if they are not qualified or the information is not credible. The sample must be compatible with the context.

C. Data and Source of Data

The data used in this study were the tutors’ comprehension, thoughts, and experiences regarding the techniques used by them in teaching grammar.

Moreover, the data obtained also by the students' perception of the technique used by the tutors.

D. Research Instrument

The writer used four types of instruments in this research included observation, interview, and documentation.

1. Observation

According to Ary (2002, p. 426), observation is a basic method for obtaining data in qualitative research. Qualitative observations rely on narrative or word to describe the setting, the behaviors, and the interactions. The goal is to understand complex interactions in a natural setting.

2. Interview

The interview is a conversation with a particular purpose. The conversation is between two persons. The interview is a technique of collecting data through the interview process that goes in one direction; that is the question that came from the interview and answer given by those interviewed. Frankle (as cited in Siti Nurul Huda 2010, p. 73) said the purpose of interviewing people is to find out their minds, what they think or how they feel about something. The interview has a variety of forms, including individual, face-to-face interviews, and face-to-face group interviewing (Hilmiah, 2016, p. 62).

3. Documentation

Hilmiah (2016, p. 63) said by using documentation research; will support the data that will found in the field. Documentation is searching for the data about things or variables, through notes, transcripts, books, newspapers, magazines, and others (Arikunto as cited in Sumbogo, 2018, p. 21). The writer used a camera for taking pictures or videos that show the real conditions of the English teaching process in the classroom.

E. Data Collection Procedure

The writer carried out an observation, interview, and documentation to collect data.

1. Observation

The observation was started by general observation. It aimed to get specific data which covers the study, they were:

- a. The location of the GLC.
- b. The condition of GLC itself, including the profile of the organization, tutors, students, and time of the study.
- c. Talking to the tutors who teach in grammar class.
- d. Attending the class and observe what happened throughout the instructional process.

2. Interview

The purpose of the interview in this research was to get the data about English teaching at GLC. The interview covered:

a. The description of English teaching method, technique, and problem in teaching grammar at GLC English course. There were the interview guidelines for the tutors:

- 1) In your opinion, how important is grammar in teaching English?
- 2) In teaching grammar, what kind of technique do you use? Why?
- 3) When you use that technique, what problem do you face?
- 4) How do you solve that problem?
- 5) By using that technique, how is the learning outcome of your students?

b. The students' response to the English teaching technique used by the tutors. There were the interview guidelines for the students:

- 1) What kind of learning process do you like?
- 2) In your opinion, how is the process of learning grammar at GLC?

3. Documentation

It was used to collect written and recorded data related to this research. The data required were:

- a. English teaching-learning activity in the classroom.
- b. Lesson plan proposed by tutors.
- c. The material of English has been taught, and the students practice outcomes.

F. Data Analysis Procedure

1. Collecting the Data

In collecting the data, the writer studied all of the data gotten in the field and concluded the data that can be understood. In this case, the data collected were from tutors.

2. Redacting the Data

In the redaction process, the writer selected and chose the data that relevant to the study, focused on the data that directed to solve the problems, or to answer the research problems.

3. Displaying the Data

In data display, the result of the data redaction was systematically reported, which can be understood and reasonable of the data that were gotten in the field by the writer.

4. Concluding the Data

In this case, the writer concluded all of the data to make it clear and understandable for the reader.

G. Data Endorsement

Throughout the process of data collection analysis, the writer needed to confirm the findings and interpretation were accurate. According to Ary (2009, p. 498), to determine the accuracy or credibility of the data, it required techniques.

1. Credibility

Credibility in qualitative research concerned the truthfulness of the inquiry's finding. Credibility or truth value involved how well the writer has established confidence in the finding was based on the research design, participants, and context. Based on Sugiyono (2013, p. 270), triangulation is one of several ways in testing credibility.

a. Triangulation

Triangulation refers to the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena. Triangulation also has been viewed as a qualitative research strategy to test validity through the convergence of information from different sources (Carter, 2014. P. 545). There are four types of triangulation: (a) method triangulation, (b) investigator triangulation, (c) theory triangulation, and (d) data source triangulation.

In this study, the writer utilized the method triangulation. It is the use of multiple methods to study a situation or phenomenon. The intention is to decrease the deficiencies and biases that come from any single method. In other words, the strengths of one method may compensate for the weaknesses of another (Denzin, 2010, p. 15).

During the process of study, the writer collected the data by using observation, interview and documentation. It can be concluded that the purpose of data triangulation is to check the truth of the data

and compare it with data obtained from other sources. Triangulation in this study was carried out by comparing the results of observations, interviews and documentation.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Data Presentation

The research began on 1st March 2020 at GLC. The writer collected the data by doing observation, interview, and documentation. The class observation was fulfilled six times to two tutors. The details of the teaching process were written on the observation checklists, while the details of the interview with the tutors and the students were recorded. The data obtained by the writer from documentation were the tutors' lesson plans, the photos and videos of classroom activities, and learning outcomes by some of the students. The research ended on 10th April 2020.

B. Research Findings

This section contains what techniques used by the English tutors in teaching Grammar at GLC, how the techniques used by the English tutors, what problems faced by the English tutors in using the techniques, how the English tutors solve the problems, and the students' perception of the techniques used by the English tutors.

1. Techniques Used by the English Tutors in Teaching Grammar in English Classes at GLC

Table 4.1

	Approach	Method	Technique
1st Observation	Deductive	Grammar Translation Method	1. Self-Correction
		Audio Lingual Method	1. Question and Answer 2. Transformation Drill
2nd Observation	Deductive	Communicative Language Teaching	1. Group Discussion Technique
3rd Observation	Deductive	Audio Lingual Method	1. Transformation Drill
		Grammar Translation Method	1. Memorization 2. Self-Correction
4th Observation	Deductive	Audio Lingual Method	1. Question and Answer
5th Observation	Deductive	Audio Lingual Method	1. Question and Answer
		Communicative Language Teaching	2. Explaining the Series of Picture
6th Observation	Inductive	Audio Lingual Method	1. Single-Slot Substitution Drill

2. How the Techniques Used by the English Tutors in Teaching Grammar in English Classes at GLC

Based on the observation result, the writer will display the lesson plan, observation checklist, and transcript during the teaching process.

a) The First Observation

Lesson Plan

1. The student is able to
 - a. Know the pattern of the sentences
 - b. Know how to use time sequences
2. Subject matter
Time Sequences
3. Teacher's activity
 - a. Review the last material
 - b. Explain the material
4. Student's activity
 - a. Pay attention to the teacher's explanation
 - b. Do the task
5. Evaluation and Remark

Table 4.2

OBSERVATION CHECKLIST

Date : Wednesday, 4th March 2020

Class : GT 3

Room : 4

Topic : Time Sequences (When and While)

Tutor's Name : Miss YO

No.	Criteria	Yes	No	Description
1	The tutor uses the deductive approach.	✓		The tutor explained the patterns of how to make a sentence using time sequences (when and while) first, then gave some examples regarding the topic.
2	The tutor uses the inductive approach.			
3	The tutor uses the technique of the Grammar Translation Method (GTM).			
	<i>Techniques derive from GTM:</i>			
	a. Translation of a Literary Passage			
	b. Reading Comprehension Question			
	c. Antonyms/Synonyms			
	d.Fill-in-the-blanks Exercises			
	e. Memorization			
	f. Use Words in Sentences			
	g. Composition			
	h. Self-Correction	✓		The tutor also used the Self-Correction Technique. After asking the students to do the task given, she encircled the wrong answer on the students' book, then gave it back to the students, and asked them to correct the answer. It aimed to make them more careful in

				translating a sentence.
4	The tutor uses the technique of Audio Lingual Method.			
	<i>Techniques derive from Audio Lingual Method:</i>			
	a. Dialog Memorization			
	b. Backward Build-up Drill			
	c. Repetition Drill			
	d. Chain Drill			
	e. Single-Slot Substitution Drill			
	f. Multiple-Slot Substitution Drill			
	g. Transformation Drill	✓		After giving the patterns of time sequences that contain simple past, past continuous and past perfect tense, the tutor ensured the students remembering those three tenses by asking the student to translate a sentence in Indonesian into English orally. If the tutor gives a positive sentence, she will ask the student to transform it into a negative and interrogative form.
	h. Question and Answer Drill	✓		The tutor reviewed the previous lesson (time sequences using before and after) by giving the students orally drilling one-by-one. The students must translate

				the tutor's question quickly.
	i. Complete the Dialog			
	j. Grammar Game			
5	The tutor uses other techniques.			

Before the tutor had taught about time sequences (when and while), she reviewed the previous study. It was about time sequences (before and after). She pointed a student first, then had her translate the sentence into English orally. She used the Question and Answer Drill technique which derived from the Audio Lingual Method. Freeman and Anderson (2011, p. 71) stated that this drill gives students practice with answering questions and practicing the pattern. The following observation transcript will show the use of Question and Answer Drill technique:

- Tutor : Coba deh, Miss Bahasa Indonesianya, kamu Bahasa Inggrisnya. Sebelum saya tidur, saya telah menutup pintu.
- Student A : Before ... hmm I sleep ...
- Tutor : Hayo, kan pake kata kerja kedua, Simple Past. Kata kerja kedua dari sleep apa?
- All students : Slept.
- Tutor : Terus gimana?
- Student A : Before I slept ...
- Tutor : Terus.. saya telah menutup pintu.
- Student A : Before I slept I had closed the door.
- Tutor : Okee.. After nya didepan, pola nya gimana? (The tutor pointed Student B)
- Student B : Past Perfect + After ... After + Past Perfect + Simple Past.
- Tutor : Coba jawab pertanyaan Miss ya. Setelah saya bangun, saya main hp.

- Student B : After I ... wake up ...
- Tutor : Hayo, kan Past Perfect. After + 7 + 5. After I ? Hayo, masih inget Perfect? Past Perfect itu apa? Buka pengertian nya.
- All Students : Kejadian yang sudah terjadi dimasa lampau.
- Tutor : Terus itu auxiliarynya ada apa?
- All Students : Had.
- Tutor : Okee.. Setelah saya bangun, saya main HP. Ayo gimana? (The tutor pointed Student C)
- Student C : After I had got up, I played phone.

After she had reviewed the previous study, she explained about time sequences using when and while. Then, she ensured that the students remember the tenses by asking them to translate the sentences given orally. She asked the students one-by-one by using the Transformation Drill technique.

- Tutor : Oke (the tutor mentioned student A), Miss Bahasa Indonesianya, kamu Bahasa Inggrisnya ya. Saya membaca buku dua hari yang lalu.
- Student A : I read a book two days ago.
- Tutor : Dia perempuan membaca buku dua hari yang lalu.
- Student A : She read a book two days ago.
- Tutor : Diubah ke negatif.
- Student A : She did not read a book two days ago.
- Tutor : Interrogative.
- Student A : Did she read a book two days ago?
- Tutor : Oke, diubah ke tenses nomor enam negatif.
- Student A : She was not reading a book two days ago.

The last technique used by the tutor was self-correction. It helps the students take responsibility for their learning and obtain a better awareness of the language (Salma, 2016, p. 29). Some sentences were given to the students. The book would be given back to the students if there were any wrong

answers. Then, the tutor got them to do self-correction by circling the wrong answers.

It is also in line with the opinion of the tutor during the interview. Miss YO said *“Ketika saya mengajar grammar, saya menggunakan teknik drilling. Menurut saya teknik drilling ini sangat bagus untuk diterapkan untuk mengajar grammar, karena drilling itu kan diulang-ulang, belajar bahasa itu kuncinya adalah diulang-ulang, karena kita suka lupa kan kalau belajar bahasa asing terutama tanpa drilling. Contohnya saya Bahasa Indonesianya mereka Bahasa Inggrisnya langsung, mereka langsung bisa jawab dan bisa ngomong dan kalau ada salah nanti muridnya bisa self-correction sendiri. Selain itu saya juga menggunakan teknik yang tadi saya bilang, self-correction. Jadi ketika anak-anak sudah mengerjakan soal grammar tertulis yang saya kasih itu, saya cuma mengkoreksi atau membulatkan bagian yang salah kemudian mereka membenarkan sendiri. Misalnya ada possessive pronounnya yang salah atau verb atau tenses nya seperti itu. Jadi mereka bisa tahu salahnya dimana dan mereka bisa belajar lagi, buka buku lagi seperti itu.”* (Interview with Miss Yosi Oktavia, on 10th April 2020)

(When I teach grammar, I use the drilling technique. I think drilling is perfect to apply in teaching grammar, because drilling is repeatedly, the key to studying a language is repeating because we used to forget when studying a foreign language without drilling. For example, I am in Indonesian, and they are in English, they can answer directly, can speak, and if there is any wrong answer, the students can do self-correction themselves. Besides, I also use the

technique I said before, that is self-correction. So, when the students have done the questions of grammar written that I give, I only correct or circle the wrong part of the answer, and then they correct it by themselves. For example, if there is any fault of the possessive pronoun, the verb, or the tenses. So, they know where the wrong answer, then study more like that).

b) The Second Observation

Lesson Plan

1. The student is able to
 - a. Understand the material
 - b. Tell about their opinion clearly and effectively
2. Subject matter
Agree or Disagree
3. Teacher's activity
 - a. Tell the meaning
 - b. Guide students expressing their opinion
 - c. Have students prepare for the answer to the questions
4. Student's activity
 - a. Listen to the explanation
 - b. Present their answer to the class
5. Evaluation and Remark

Table 4.3

OBSERVATION CHECKLIST

Date : Tuesday, 10th March 2020

Class : GA 3

Room : 2

Topic : Agree or Disagree if the Teacher Should Assign
Homework to Students Every Day

Tutor's Name : Miss NADP

No.	Criteria	Yes	No	Description
1	The tutor uses the deductive approach.	✓		The tutor explained how to answer the question first, including the tenses used and some vocabulary that might appear in the topic, then she got the students to arrange their answer.
2	The tutor uses the inductive approach.			
3	The tutor uses the technique of the Grammar Translation Method (GTM).			
	<i>Techniques derive from GTM:</i>			
	a. Translation of a Literary Passage			
	b. Reading Comprehension Question			

	c. Antonyms/Synonyms			
	d.Fill-in-the-blanks Exercises			
	e. Memorization			
	f. Use Words in Sentences			
	g. Composition			
	h. Self-Correction			
4	The tutor uses the technique of Audio Lingual Method.			
	<i>Techniques derive from Audio Lingual Method:</i>			
	a. Dialog Memorization			
	b. Backward Build-up Drill			
	c. Repetition Drill			
	d. Chain Drill			
	e. Single-Slot Substitution Drill			
	f. Multiple-Slot Substitution Drill			
	g. Transformation Drill			
	h. Question and Answer Drill			
	i. Complete the Dialog			
	j. Grammar Game			
5	The tutor uses other techniques.	✓		The tutor used the Communicative Language Teaching approach because the students were given a topic and they were asked to deliver their opinion orally. Group Discussion Technique was used by the tutor. By using this

				technique, the students can give their opinions to others and compare their or others' values, opinions, or beliefs.
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The tutor carried out a topic entitled “Agree or disagree if the teacher should assign homework to students every day?”. In this meeting, the tutor got the students to deliver their opinion about it in front of the class one-by-one. The following observation transcript will show the tutor instruction:

- Tutor : Oke, kalo minggu kemarin kan kita udah belajar tentang My Exciting Trip tuh, nah itu kemarin pake tenses apa?
- Students : Simple past...
- Tutor : Oke, betul. Karena kita hari ini akan menyampaikan pendapat, kita-kira pake tenses apa?
- Students A : Simple present, Miss?
- Tutor : That's right! Oke, sekarang Miss tulis beberapa vocabulary yang mungkin akan kalian gunakan ya.

Before asking the students to come forward, the tutor provided some vocabulary that might appear in this topic, such as *curriculum*, *syllabus*, *constitution*, *right*, *obligation*, *responsibility*, *ability*, etc. The students may arrange their opinion first before performing, but it cannot be brought when going forward. The tutor randomly chose each student.

- Tutor : Okay (the tutor mentioned student B), please come forward and give your opinion regarding today's topic.
- Student B : Good evening everyone. According to me, I disagree with this statement because we have, all of us, we need to underline the word “every day”. My first arguments for this statement is because we know there are so many changes in this curriculum for this globalization era, and there are... there is a curriculum

called curriculum two thousand and thirteen, in this curriculum, the students will be more active than the teachers and also there are requirements say that homework will be an optional, so the teachers should not give the students a homework. And also my second opinion for this statement is, there is a part of this curriculum two thousand and thirteen, there is, it is called full-day. We know that the students that have a full-day, they will be stay and also study until afternoon. We know that if we are study until afternoon, our body and also our mind will be very exhausted, and also if the teacher give us a homework then it will be make us lose our quality time with friends and also with family. And also my third argument for this statement is we know that teachers should assign homework to students every day, but we know that we are have so many subjects in school. What if the every teachers from each subject give us a homework? It will be danger for our health, and also for our mental because it will be very exhausted and tired, and we can be, we can't concentrate in our school and also it can be make us health. I think that's all. Thank you.

c) The Third Observation

Lesson Plan

1. Student is able to
 - a. Know the pattern of the sentences
 - b. Know how to make a nominal sentence of simple present
2. Subject matter

Nominal Sentence of Simple Present
3. Teacher's activity
 - a. Explain the material
 - b. Give questions regarding the topic

4. Student's activity
 - a. Pay attention to the teacher's explanation
 - b. Write down the lesson
 - c. Do the task
5. Evaluation and Remark

Table 4.4

OBSERVATION CHECKLIST

Date : Wednesday, 11th March 2020

Class : GT 3

Room : 4

Topic : Nominal Sentence of Simple Present

Tutor's Name : Miss YO

No.	Criteria	Yes	No	Description
1	The tutor uses deductive approach.	✓		The tutor explained the patterns of how to make a nominal sentence using simple present tense first, then gave some examples regarding the topic.
2	The tutor uses inductive approach.			
3	The tutor uses the technique of Grammar Translation Method (GTM).			

	<i>Techniques derive from GTM:</i>			
	a. Translation of a Literary Passage			
	b. Reading Comprehension Question			
	c. Antonyms/Synonyms			
	d.Fill-in-the-blanks Exercises			
	e. Memorization	✓		After explaining the pattern of the nominal sentences to the students, the tutor wrote some vocabularies about adjectives, nouns, and adverbs. Then, the students were asked to memorize them for a while, so it made the tutor and the students easier to do the drilling.
	f. Use Words in Sentences			
	g. Composition			
	h. Self-Correction	✓		The tutor also used the Self-Correction Technique. After asking the students to do the task given, she encircled the wrong answer on the students' book, then gave it back to the students, and asked them to correct the answer. It aimed to make them more careful in translating a sentence.
4	The tutor uses the technique of Audio Lingual Method.			

	<i>Techniques derive from Audio Lingual Method:</i>			
	a. Dialog Memorization			
	b. Backward Build-up Drill			
	c. Repetition Drill			
	d. Chain Drill			
	e. Single-Slot Substitution Drill			
	f. Multiple-Slot Substitution Drill			
	g. Transformation Drill			.
	h. Question and Answer Drill	✓		The tutor reviewed the previous lesson (time sequences) by giving the students orally drilling one-by-one. Moreover, after the students were given an explanation about nominal sentences in the simple present tense, the tutor provided them exercise one-by-one orally using this technique.
	i. Complete the Dialog			
	j. Grammar Game			
5	The tutor uses other techniques.			

First, the students were drilled by using the Question and Answer technique. It was the previous lesson about time sequences. The tutor reviewed

the pattern of the previous lesson. The following observation transcript will show the use of Question and Answer Drill technique:

- Tutor : While gimana polanya? (the tutor mentioned student A)
 Student A : Enam, eh.. Past Perfect, eh.. Simple Past, eh.. Past Perfect..
 Tutor : Past Continuous...
 Student A : Past Continuous + while + Past Continuous
 Tutor : Oke, kalau beforenya ditengah gimana? (the tutor mentioned student B)
 Student B : Past Perfect + before + Simple Past

Second, the tutor tried to provide more insight into the vocabulary. Because of that, the students were provided vocabulary lists about adjectives, nouns, and adverbs. The vocabularies were written on the whiteboard based on the type. Then, the tutor explained the meaning and got the students to memorize them for a while before drilling. Next, the tutor asked the students to come forward one-by-one. The tutor called the first student.

- Tutor : (The tutor mentioned student A) silakan maju. Oke, Miss mulai ya. Dia perempuan tidak cantik.
 Student A : She is not beautiful.
 Tutor : Apakah dia perempuan cantik?
 Student A : Is she beautiful?
 Tutor : Rumah ini murah.
 Student A : This house is cheap.

The last technique used by the tutor was self-correction. The writer found that the tutor carried out this technique on the first observation. Salma (2016, p. 29) stated that the Self-Correction technique helps the students take responsibility for their learning and obtain a better awareness of the language. Some sentences were given to the students. The book would be given back to

the students if there were any wrong answers. Then, the tutor got them to do self-correction by circling the wrong answers.

d) The Fourth Observation

Lesson Plan

1. Student is able to
 - a. Know the meaning
 - b. Translate the sentences given
2. Subject matter
Time Sequences Review
3. Teacher's activity
 - a. Review the last material
 - b. Give some vocabularies
 - c. Drill the students orally
 - d. Guide students to translate
 - e. Check students one by one
4. Student's activity
 - a. Review
 - b. Make sentence
 - c. Translate the sentences spoken and written
5. Evaluation and Remark

Table 4.5

OBSERVATION CHECKLIST

Date : Thursday, 14th March 2020

Class : GT 3

Room : 2

Topic : Time Sequences Review

Tutor's Name : Miss NADP

No.	Criteria	Yes	No	Description
1	The tutor uses deductive approach.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The tutor re-explained the tenses and the patterns of how to create time sequences at first.
2	The tutor uses inductive approach.	<input type="checkbox"/>	<input type="checkbox"/>	
3	The tutor uses the technique of Grammar Translation Method (GTM).	<input type="checkbox"/>	<input type="checkbox"/>	
	<i>Techniques derive from GTM:</i>			
	a. Translation of a Literary Passage	<input type="checkbox"/>	<input type="checkbox"/>	
	b. Reading Comprehension Question	<input type="checkbox"/>	<input type="checkbox"/>	
	c. Antonyms/Synonyms	<input type="checkbox"/>	<input type="checkbox"/>	
	d.Fill-in-the-blanks Exercises	<input type="checkbox"/>	<input type="checkbox"/>	
	e. Memorization	<input type="checkbox"/>	<input type="checkbox"/>	
	f. Use Words in Sentences	<input type="checkbox"/>	<input type="checkbox"/>	
	g. Composition	<input type="checkbox"/>	<input type="checkbox"/>	

	h. Self-Correction			
4	The tutor uses the technique of Audio Lingual Method.			
	<i>Techniques derive from Audio Lingual Method:</i>			
	a. Dialog Memorization			
	b. Backward Build-up Drill			
	c. Repetition Drill			
	d. Chain Drill			
	e. Single-Slot Substitution Drill			
	f. Multiple-Slot Substitution Drill			
	g. Transformation Drill			
	h. Question and Answer Drill	✓		The tutor asked each student to create a sentence using time sequences that had been determined.
	i. Complete the Dialog			
	j. Grammar Game			
5	The tutor uses other techniques.			

At the beginning of the class, the tutor re-explained the tenses used in time sequences. Because it will make the students remember easily about the patterns of how to make a sentence using time sequences. The students were asked together at first, and then one-by-one. The following observation transcript will show the use of Question and Answer Drill technique:

Tutor : Oke, tenses nomor tiga?
 All Students : Present perfect
 Tutor : Verbnya selalu verb?
 All Students : Tiga
 Tutor : Tenses lima?
 All Students : Simple past
 Tutor : Verbnya selalu verb?
 All students : Lima
 Tutor : Verb dua

After the tutor reviewed the tenses, the students were given sentences to translate using some tenses in time sequences.

Tutor : Kemarin Icha sedang bernyanyi.
 All Students : Yesterday, Icha was singing.
 Tutor : Tadi malam, Icha sudah bernyanyi.
 All Students : Last night, Icha had sung.
 Tutor : Tadi malam, apakah Gilbert bernyanyi?
 All Students : Last night, did Gilbert sing?
 Tutor : Guru kami sedang berbicara Bahasa Inggris dengan lancar tadi malam.
 All Students : Our teacher was speaking English fluently last night.
 Tutor : Okay, melompat?
 All Students : Jump
 Tutor : Mendengarkan?
 All Students : Listen
 Tutor : Bercerita verb tiganya?
 All Students : Told
 Tutor : Pamanku?
 All Students : My uncle
 Tutor : Pamannya (dia perempuan)?
 All Students : Her uncle
 Tutor : Pamannya (dia laki-laki)?
 All Students : His uncle
 Tutor : Pamannya sudah bercerita cerita seram tadi malam.
 All Students : Her uncle had told a horror story last night.

The tutor had ensured that all students remember the tenses. So, the next process is reviewing the time sequences. The tutor allowed each student to make a sentence in English.

- Tutor : Nah yuk (the tutor mentioned student A). 7 + Before + 5.
 Student A : Gilbert had eaten before he brought food.
 Tutor : (The tutor mentioned student B) 6 + When + 5.
 Student B : I was watering the flower when my mother called me.
 Tutor : (The tutor mentioned student C) After + 7 + 5.
 Student C : After he had told her about that, she began crying.

It is also in line with the opinion of the tutor during the interview. Miss NADP said, *“Teknik yang biasanya saya gunakan adalah Grammar Translation Method. Teknik ini saya pakai dalam bentuk written ataupun orally spoken. Jadi, kenapa saya menggunakan teknik ini? Yang pertama karena sejauh ini peserta didik lebih mudah untuk memahaminya. Contoh, “Saya sudah makan” yaitu “I have eaten” dan mereka langsung men-translate itu kebahasanya. Jadi mereka tau bahwa bahasa Indonesianya begini, bahasa Inggrisnya begini. Sejauh ini, Grammar Translation Method efektif untuk disegala jenjang, makanya saya menggunakan teknik tersebut.”* (Interview with Miss Nindy Ayu Diah Prastica, on 10th April 2020)

(The technique that I usually use is Grammar Translation Method. I use this technique in written or orally spoken. Why did I use this technique? Because it has been easier for students to understand. For example, "Saya sudah makan" is "I have eaten" and they immediately translate to Indonesian. So, they know that in Indonesian is like this, the English is like this. So far, Grammar Translation Method is effective for all levels, so I use this technique).

e) The Fifth Observation

Lesson Plan

1. Student is able to
 - a. Describe the pictures
 - b. Pronounce correctly
2. Subject matter
Buying Flower for Charity
3. Teacher's activity
 - a. Deliver and translate some vocabularies
 - b. Guide the students to describe the picture
4. Student's activity
 - a. Write down the meaning of vocabularies
 - b. Make story based on the picture
5. Evaluation and Remark

Table 4.6

OBSERVATION CHECKLIST

Date : Monday, 16th March 2020

Class : GT 4

Room : 7

Topic : Buying Flower for Charity

Tutor's Name : Miss NADP

No.	Criteria	Yes	No	Description
1	The tutor uses deductive approach.	✓		The tutor reviewed the previous lesson about tenses and re-explained them at first.
2	The tutor uses inductive approach.			
3	The tutor uses the technique of Grammar Translation Method (GTM).			
	<i>Techniques derive from GTM:</i>			
	a. Translation of a Literary Passage			
	b. Reading Comprehension Question			
	c. Antonyms/Synonyms			
	d. Fill-in-the-blanks Exercises			
	e. Memorization			
	f. Use Words in Sentences			
	g. Composition			
	h. Self-Correction			
4	The tutor uses the technique of Audio Lingual Method.			
	<i>Techniques derive from Audio Lingual Method:</i>			
	a. Dialog Memorization			
	b. Backward Build-up Drill			
	c. Repetition Drill			
	d. Chain Drill			
	e. Single-Slot Substitution Drill			

	f. Multiple-Slot Substitution Drill			
	g. Transformation Drill			.
	h. Question and Answer Drill	✓		The tutor reviewed the previous lesson about tenses. The students were asked to translate the sentences given orally.
	i. Complete the Dialog			
	j. Grammar Game			
5	The tutor uses other techniques.	✓		The tutor used the Communicative Language Teaching approach because the students were given a topic, and they were asked to deliver their opinion orally. The students were given a series of pictures, then make a story about them. By using this technique, the students can give their opinions to others and compare their or others' values, opinions, or beliefs.

The topic of this class was Buying Flower for Charity. At the beginning of the class, the tutor provided vocabulary lists that might appear in this topic, such as *charity, orphan, orphanage, car park, offer, aid, donate, the daily need, thankful, etc.* The tutor pronounced the vocabularies, told the meaning, and got the students to repeat. However, the students were not immediately asked to

come forward because the tutor would review the previous lesson. The following observation transcript will show the tutor instruction:

- Tutor : Tadi malam mereka memberiku hadiah.
 All students : Last night, they are giving me, emm had give me reward.
 Tutor : Hmm, no. Tenses lima.
 Student A : Verb dua?
 Tutor : Yes. Last night...
 All students : Last night, they gave me reward.
 Tutor : Okay, so.. Polisi lalu lintas sedang melewati jalan itu tadi malam.
 All students : Last night, the police traffic was passing by the street.
 Tutor : Selanjutnya.. Apakah kamu membeli kebutuhan sehari-hari?
 All students : Do you buy daily needs?
 Tutor : Aku merasa sangat berterima kasih kepadamu.
 All students : I feel very thankful for you.

After the students finished the drilling, they are asked to arrange the story before coming forward in front of the class. However, it could not be brought.

The tutor randomly chose each student.

- Tutor : Okay (the tutor mentioned student A), you will be the first, ya.
 Student A : Okay, Miss.
 Tutor : So, please come forward.
 Student A : Hello, good evening everyone. I want to describe these pictures. The lesson forty about Buying Flower for Charity. They are the siblings. They are see the police in the car park and then they meet the police, and then in the second picture, they offer about the selling to the police, and the police accept it. And then after that, they see the orphanage beside the police office and they offer about they help. And after they accept, the police feel very thankful to the siblings and the siblings are start about their help and after they wait in the car park, the police give the money and then after they get the money, they get the things if they want to donate their money to the orphanage and the give the money to orphan and they

went to the orphanage. That's all about buying flower for charity. Thank you.
Tutor : Okay, good job.

f) The Sixth Observation

Lesson Plan

1. Student is able to
 - a. Know the nominal of simple past
 - b. Make nominal sentence using simple past
2. Subject matter
Nominal Sentence of Simple Past
3. Teacher's activity
 - a. Explain the material
 - b. Guide students to make the sentences
 - c. Guide students to translate orally
 - d. Give questions
4. Student's activity
 - a. Write the material
 - b. Make some sentences
 - c. Translate the sentences
5. Evaluation and Remark

Table 4.7**OBSERVATION CHECKLIST**

Date : Wednesday, 18th March 2020

Class : GT 3

Room : 4

Topic : Nominal Sentence of Simple Past

Tutor's Name : Miss YO

No.	Criteria	Yes	No	Description
1	The tutor uses deductive approach.			
2	The tutor uses inductive approach.	✓		The tutor delivered some nominal sentences using simple past without providing the pattern at first.
3	The tutor uses the technique of Grammar Translation Method (GTM).			
	<i>Techniques derive from GTM:</i>			
	a. Translation of a Literary Passage			
	b. Reading Comprehension Question			
	c. Antonyms/Synonyms			
	d.Fill-in-the-blanks Exercises			
	e. Memorization			
	f. Use Words in Sentences			

	g. Composition			
	h. Self-Correction			
4	The tutor uses the technique of Audio Lingual Method.			
	<i>Techniques derive from Audio Lingual Method:</i>			
	a. Dialog Memorization			
	b. Backward Build-up Drill			
	c. Repetition Drill			
	d. Chain Drill			
	e. Single-Slot Substitution Drill	✓		The students were grouped in pairs, and then the tutor asked them to drill independently. The vocabulary lists were written on the whiteboard. The vocabulary lists consist of the subjects, the auxiliary verbs, the adjectives, the nouns, and the adverbs.
	f. Multiple-Slot Substitution Drill			
	g. Transformation Drill			
	h. Question and Answer Drill			
	i. Complete the Dialog			
	j. Grammar Game			
5	The tutor uses other techniques.			

In today's meeting, the tutor did not take excessive part. The students did the drilling independently by looking at the vocabularies listed on the whiteboard. The tutor asked the students to ask their pair alternately by saying

a sentence at first, then only a letter in Bahasa Indonesia. The sentence must be spoken quickly.

Student A : Aku senang
Student B : I was happy
Student A : Kamu
Student B : You were happy
Student A : Mereka
Student B : They were happy
Student A : Kita
Student B : We were happy
Student A : Dia perempuan
Student B : She was happy
Student A : Dia laki-laki
Student B : He was happy

From the result of the observation, the writer concluded that the tutors used Self-Correction and Memorization techniques of Grammar Translation Method; Question and Answer Drill, Transformation Drill, and Single-Slot Substitution Drill of Audio Lingual Method; and Group Discussion and Explaining the Series of Picture of Communicative Language Teaching. However, during the teaching learning activity, the techniques of Audio Lingual Method such as Question and Answer, Transformation, and Single-Slot Substitution Drill were emphasized.

By giving drilling orally, the students were accustomed to form the sentences according to the patterns of each lesson, and they could be more confident to speak English. However, it cannot be denied that the students often get bored to do oral exercise. Therefore, the tutors usually combined some techniques in a meeting.

3. Problem Faced by the English Tutors in Using the Technique of Teaching Grammar in English Classes at GLC

During the instructional process took place in the classroom, there were several problems that can be concluded by interviewing the tutor.

Miss YO said, *“Mengajar dengan teknik tersebut, tentunya saya menemukan beberapa kendala. Yang pertama itu adalah pronunciation. Banyak siswa yang dia adalah beginner, baru belajar Bahasa Inggris dan belum tahu mengucapkan sebuah kata dengan benar. Di drilling khususnya drilling orally, ketika saya mengucapkan Bahasa Indonesia dan siswa mengucapkan Bahasa Inggris, siswa itu bingung cara ngucapinnya gimana dan dia belum bisa mengucapkan dengan benar sehingga ada kendala disitu.*

Kendala yang kedua menurut saya adalah monoton. Kenapa monoton? Karena drilling ini sifatnya adalah diulang-ulang. Jadi untuk sebagian siswa itu sangat membosankan. Karena sebelumnya sudah dikasih soal, dan soalnya nggak jauh dari itu. Jadi mereka tuh bosan gitu diulang-ulang terus.

Yang ketiga adalah siswa lelah berbicara. Ini tergantung siswanya, jadi ada beberapa siswa yang nggak suka ngomong atau diem, ketika saya memberikan soal kepada siswa tersebut, siswa tersebut terlihat malas untuk menjawab, maka saya juga memotivasi supaya semangat.

Kendala selanjutnya yang saya temukan adalah kurangnya kreativitas siswa dalam membuat kalimat. Karena memakai teknik drilling itu diulang-ulang, jadi biasanya soalnya itu dari saya, dan mereka translate ke Bahasa Inggrisnya. Ketika saya meminta siswa membuat kalimat dalam Bahasa

Inggris, mereka itu kurang kreatif. mereka tidak bisa mengeksplor kata-kata. Mereka hanya meniru apa yang pernah saya bilang atau mereka menggunakan common verb seperti makan dan sebagainya.

Kendala selanjutnya yang saya temui dalam menggunakan teknik tersebut adalah, siswa sering lupa dalam penggunaan tenses dan bentuk kata kerja. Solusi dari saya adalah, saya memotivasi mereka untuk rajin membaca buku catatan mereka agar mereka tidak malas lagi untuk belajar.” (Interview with Miss Yosi Oktavia, on 10th April 2020)

(Teaching using these techniques, of course I have several problems. The first is pronunciation. Many students are beginner and they do not know to pronounce a word correctly. In drilling, especially in orally drilling, when I say a word in Indonesian and they are in English, those students are confused about how to say it correctly.

In my opinion, the second problem is monotonous. Why does it monotonous? Because this drilling is repetitive. Some students feel that it is really boring. Because they are previously given questions, and the questions for drilling are almost similar. So, they get bored when drilling.

The third, students are tired of talking. But, it depends on the students. There are some students who do not like talking or keeping quiet, when I give questions to that student, he seems lazy to answer. So, I motivate him to be enthusiastic.

The next problem that I found was the lack of student creativity in making sentences. Because using the drilling technique is repeated, usually the

question is given by me, and they translate it into English. When I ask the students to make sentences in English, they are less creative. They cannot explore vocabularies. They only repeat what I have said or they use common verbs like eat and so on.

The next problems that I found in using the technique, students are forgot about the use of tenses and verb forms).

Miss NADP said, *“Kendalanya sih yang pertama di vocabulary. Murid-murid saya itu vocabulary masih kurang, jadi ketika membuat kalimat, biasanya saya berikan terjemahannya langsung saat itu juga. Kemudian yang paling sering terjadi dan masih kesusahan dalam penerapan GTM ini adalah ketika siswa-siswa itu susah memahami konsep. Karena kalo grammar kan harus paham konsep ya. Terutama kalo tenses, misalnya kalo “sudah” pakai “have” dan verb tiga, kalo “sedang” pakai “is, am, are” dan verb –ing. Untuk anak-anak yang mudah untuk memahami konsep ya mudah untuk mereka, cuma kalo ada siswa yang sulit untuk memahami perubahan seperti itu, kapan harus pakai “is, am, have, are, dan verb –ing” misalnya, nah itu bagi mereka susah, dan harus dijelaskan berkali-kali dulu baru dapat dipahami.”*

(Interview with Miss Nindy Ayu Diah Prastica, on 10th April 2020)

(The first problem is vocabulary. My students are still lacking of vocabulary, so when they are making sentences, I usually give the translation directly. Then the difficulty in implementing GTM is understanding the concepts. In grammar, we must understand the concept. Especially in tenses, for example "sudah" uses "have" and verb three, "sedang" uses "is, am, are"

and verb -ing. For the students who are easy to understand the concept, it is easy for them, if there are students who are difficult to understand the changes like that, for example when they have to use "is, am, have, are, and verb -ing", it is difficult for them, and must be explained many times before it can be understood).

Based on the observation, the writer found that the students have difficulties in remembering the pattern of grammar and verb form. For example, in making a sentence in English, it required the understanding of concept. When the students faced the confusion about the pattern, verb, or time signal, the tutor needed to re-explain more from the beginning.

Those findings might occur in language students' production in their process of acquiring a new language where the problems are mostly influenced by their mother tongue (L1). From the problems found, it can be said that those problems are affected by the Indonesian grammar which all the participants had already acquired since they started to learn Bahasa Indonesia. In Indonesian Grammar, there are no different tenses in different ranges of time. In order to express idea in different time frame, Indonesian needs to add time signals, such as "tomorrow, yesterday, and this morning."

That is why, most of students still have difficulties when they have to construct and combine any kinds of English outputs with combination of correct tenses.

4. The Problem Solving Used by the English Tutors on the Problems Found in Teaching Grammar in English Classes at GLC

Miss YO said, *“Solusi dari saya, ketika anak tersebut masih beginner, dan saya menggunakan teknik drilling untuk dia, menurut saya itu apa ya, suatu motivasi bagi anak tersebut, karena mereka belum tahu Bahasa Inggrisnya, belum tahu mengucapkannya. Dengan drilling itu, mereka belajar gimana cara mengucapkan Bahasa Inggris itu dengan benar, jadi saya disitu membimbing mereka untuk mengucapkan suatu kata dengan benar, dan bisa memotivasi jika mereka merasa down dikelas, karena contohnya di kelas itu cuma satu orang dari sepuluh yang tidak bisa mengucapkan Bahasa Inggris dengan benar atau logat daerahnya itu sangat kental, ada beberapa huruf yang tidak bisa diucapkan, contohnya ketika mengucapkan p jadi f dan sebaliknya, disitu saya memotivasi anak tersebut memotivasinya seperti "ini nggak papa", belajar Bahasa Inggris itu memang butuh waktu, kita kan belajar bahasa asing nggak langsung bisa seperti itu, kita juga perlu latihan dan sebagainya. Saya membimbing anak tersebut supaya bisa berbicara Bahasa Inggris atau melafalkannya dengan benar.*

Solusi dari saya karena monoton itu, saya mencoba membuat soal drilling orally itu dengan menarik. Contoh dengan subjeknya saya ganti. Misalnya jadi Naruto atau tokoh-tokoh yang yang terkenal dianak muda sekarang atau dianak sekolah kayak artis Korea, nah ketika saya memberikan soal tersebut misalnya "Jungkook pergi ke sekolah", mereka langsung semangat seperti itu, jadi kelas itu tidak terkesan bosan.

Saya juga memotivasi kalau males ngomong nanti susah ngomong Bahasa Inggrisnya, sayang orang tuanya udah bayar mahal-mahal, saya mengingatkan lagi tentang perjuangan orang tua mereka untuk les di GLC. Selain itu saya juga di kelas itu aktif ngomong sama anak yang pendiam, saya jadi menstimulasi anak pendiam itu untuk berbicara, mengekspresikan perasaannya, dan sebagainya.

Ketika saya memberikan soal orally drilling, saya harus explore kata kerja, explore kata baru, sehingga siswa-siswa tersebut dapat mengetahui kata baru dan kosa katanya bertambah.

(My solution, when the student is still a beginner, and I use drilling techniques for him, I think it is a motivation for that student, because he did not know the English, did not know how to say it. With that drilling, they learned how to pronounce English correctly, so I was there to guide them to pronounce a word correctly, and be motivated if they felt down in class, because in class there was only one person out of ten who could not pronounce English correctly or the dialect of the area is very thick, there are some letters that cannot be pronounced, for example when saying p, then it becomes f and vice versa, I motivate the student, like "it is okay", learning English takes time, we cannot learn foreign languages like that, we also need practice and so on. I guide the student so that he can speak English or pronounce it correctly.

My solution, I tried to make the drilling orally question interestingly. I replace the subject. For example, Naruto or famous figures who are well-known by adolescents or students like Korean artists, when I give the question,

for example "Jungkook goes to school", they are immediately excited, so the class does not seem bored.

I also motivate them that if they are lazy to talk, it will be difficult to speak English. I remind them to think about the struggle of their parents for paying the course payment at GLC. Besides, I also actively talked to the quiet student in the class, so I stimulated him to talk, express his feelings, and so on.

When I give an orally drilling question, I have to explore verbs, explore new words, so that the students can find new words and increase their vocabulary.

I motivate them to be diligent in reading their notebooks so that they are not lazy to study).

Miss NADP said, *"Murid-murid saya itu vocabulary masih kurang, jadi ketika membuat kalimat, biasanya saya berikan terjemahannya langsung saat itu juga. Kemudian yang paling sering terjadi dan masih kesusahan dalam penerapan GTM ini adalah ketika siswa-siswa itu susah memahami konsep. Karena kalo grammar kan harus paham konsep ya. Terutama kalo tenses, misalnya kalo "sudah" pakai "have" dan verb tiga, kalo "sedang" pakai "is, am, are" dan verb -ing. Untuk anak-anak yang mudah untuk memahami konsep ya mudah untuk mereka, cuma kalo ada siswa yang sulit untuk memahami perubahan seperti itu, kapan harus pakai "is, am, have, are, dan verb -ing" misalnya, nah itu bagi mereka susah, dan harus dijelaskan berkali-kali dulu baru dapat dipahami."*

(My students are still lacking of vocabulary, so when they are making sentences, I usually give the translation directly. Then the difficulty in implementing GTM is understanding the concepts. In grammar, we must understand the concept. Especially in tenses, for example "sudah" uses "have" and verb three, "sedang" uses "is, am, are" and verb -ing. For the students who are easy to understand the concept, it is easy for them, if there are students who are difficult to understand the changes like that, for example when they have to use "is, am, have, are, and verb -ing", it is difficult for them, and must be explained many times before it can be understood).

Based on the observation and interview, the writer suggests some problems solvings regarding to the students' difficulties in learning grammar. The first thing is to reinforce guidance on learning strategies for students. One of English courses' important tasks is to ensure that the students develop some good writing habits. Teacher should consciously strengthen the guidance of learning strategies for students.

The second is to strengthen the comparison and analysis of both the native language and target language, pay attention in guiding students to think in English, make practice as many times as possible for key sentence patterns, tenses, voices and other major language. This will constantly stimulate the brain of students to use English.

5. The Students' Perception of the Technique Used by the Tutors in Teaching Grammar at GLC

All individuals learn differently. That is, the consideration of learning styles can assist students in learning more effectively. Students often have specific preferences in the way they obtain and process information obtained. Therefore, instructional procedures can accommodate students' individual learning preferences to enable them to achieve learning outcomes more effectively (Fidalgo, 2017, p. 1). Because of that, the writer attempted to find out their learning preferences and their perceptions of the technique used by the tutors in teaching grammar at GLC.

Table 4.8
Students' Learning Preferences

Student	Learning Preferences
VM	Drilling and Playing Game
SN	Drilling
AU	Drilling and Exercise
AR	Drilling and Exercise

VM said, *“Kalau aku lebih suka di drilling dan juga main game. Karena kalo drilling otaknya jadi mikir, nggak monoton kaya guru nerangin dikelas. Kalo game, jadi lebih terpacu buat menjawabnya dan lebih bikin semangat. Kalau di GLC, proses belajarnya asyik, nggak membosankan. Jadi belajarnya juga lebih semangat.”* (Interview with Vivik Margareth, on 15th March 2020).

(I prefer drilling and playing a game. Because drilling makes the brain to think, not monotonous like the teacher in class. Game drives me to answer the questions and makes me more spirit. At GLC, the instructional process is fun, not boring. So, I feel spirit when studying).

SN said, *“Aku lebih suka drilling, Miss. Karena lebih mudah untuk mengingatnya dan selalu diulang-ulang. Di GLC itu, menurut aku rame sih Miss, karena cara mengajarnya kreatif, dan ada games, ada juga drillingnya, pokoknya beda-beda setiap harinya.”* (Interview with Stella Nathania, on 15th March 2020).

(I prefer drilling, Miss. Because it is easier for me to remember because it always repeated. At GLC, it is fun Miss, because the teaching is creative; there are games and drilling. Basically, the teaching is different every day).

AU said, *“Yang aku suka itu sebelum dikasih soal, dijelaskan dulu. Terus ditanya-tanya sebentar, kemudian baru kami dikasih soal. Belajar di GLC itu asyik, mudah, apalagi kalo diajarin sama Miss YO. Karena dijelaskan dulu, ditanya-tanya sedikit baru dikasih soal”* (Interview with Aurora, on 17th March 2020).

(What I like is before giving a question, I am explained. Next, the tutor does the drilling for a while; then, we are given the question. Studying at GLC is fun, easy, especially if Miss YO teaches it. Because it is explained first, drilled, and given questions).

AR said *“Kalau grammar, dikasih materinya, dijelaskan, terus diulang-ulang sampai bisa, dites, dicoba, terus kalau sudah paham dikasih soal kaya*

Miss YO. Dikasih soal banyak-banyak jadi karena soalnya banyak, lama-kelamaan bisa lebih paham lagi dari apa yang dijelaskan. Kalo di GLC sendiri Miss, pertama kali agak susah. Soalnya baru penyesuaian. Tapi lama-lama jadi mudah karena sudah terbiasa. Tapi tergantung orangnya juga, kalau mereka memperhatikan, itu akan lebih mudah.” (Interview with Arlin, on 17th March 2020).

(In grammar, I prefer to be given the material, explained, repeated, tested, tried, then given many questions if I have understood as Miss YO did. Because it makes me more understand. At GLC itself Miss, for the first time, it was rather difficult. The problem is the adjustment. After a long time, it is easy because I am used to it. But it depends on the person; if they pay attention, it will be easier).

Based on the interview, drilling techniques of Audio-Lingual Method were most preferred by the students. Because it was comprehensible for them in remembering the lesson. During the observation in the classroom, the writer found that the drilling techniques made the students to memorize the English grammar pattern indirectly. It would be different if the students were only asked to write, because it would not improve the students' fluency in speaking English. Then, all of the students agree that taking course at GLC is fun and easy.

C. Discussion

This research focused on the what and how of teaching techniques used by English tutors in teaching grammar in English classes at GLC, the problems faced by the tutors, how the tutors solve those problems, and the students' perception of the techniques used by the tutors.

During the observation, each tutor used different techniques from three methods, such as Grammar-Translation Method, Audio-Lingual Method, and Communicative Language Teaching. There are memorization, self-correction, question-answer drill, single-slot substitution drill, transformation drill, group discussion, and explaining the series of pictures.

The writer found that the tutor not only used a single technique in a meeting but also combined it. Drilling techniques were used in each meeting. After opening the class by greeting and praying, the tutor always began the class by reviewing the previous lesson. It was aimed to check out the students' remembrance of the lesson given. It was done by giving the students orally drilling. According to Lamsal (2011, p. 23), drilling trains the students to talk using particular patterns of structures. It is used to teach sentence pronunciation, stress, and intonation. Correct pronunciation requires imitation and repetition, and this is done by using drilling.

The instructional process at GLC was appropriate with the stages of teaching grammar stated by Ur. There are Isolation and Explanation, Practice, and Test. The first stage is Isolation and Explanation. It focused on the grammatical items, including the meaning and the function. The students

should understand the various aspects of the structure. It can be seen by the tutor in using the deductive and inductive approach. Based on Lamsal (2011, p. 20), the deductive approach is famous in the field of language teaching, especially in the teaching of grammar. It is also called the explicit instruction of grammar. This approach has been used in the field of teaching grammar for a long time. This approach aims to develop linguistic competence on the part of students. It believes that language teaching should be based on the principle from general to particular. It views language learning to be an intellectual activity and grammar learning to be rules. It also believes in the logical institution as the device of deducing rules. While the inductive approach of teaching grammar is new scientific and innovative as well. It is also called implicit instruction. The main aim of teaching grammar, according to this approach, is to develop in student's linguistic competence, which refers to the ability to construct and compared grammatically correct and acceptable sentences of the language being learned. The approach follows the principle of particular to the general. This approach views language to be generalization through observation and experience. It is based on the belief that language learning is an innovative task of the discovery of new patterns and structures (Nesic, 2015, p. 201).

The second stage is practice. It consists of a series of exercises given to the students, which aim to cause them to absorb the structure thoroughly, to transfer what the students know from short-term to long-term memory. Some kinds of drilling used, such as transformation, question-answer, and single-slot

substitution were the way to give exercise to the students. Through using these techniques, the students could be more active in communicating, both with the tutors and classmates.

The last stage is testing. The students do the test in order to demonstrate how the lesson has been mastered. The main objective of tests within a course is to provide feedback. In the first and the third observation, the writer found that the tutor used self-correction technique when testing. The students are expected to translate the sentences carefully. The tutor would not inform the students about the wrong answer. The students themselves would realize it. It was aimed to make the students extend their comprehension. In the second observation, the tutor used a group discussion technique. It was aimed to increase students' confidence in speaking. Furthermore, this technique also trained the students to deliver their opinion well. In the fifth observation, explaining the series of pictures were used. The students were asked to make their own story by sequencing the pictures given. This technique showed how the students expressed their imagination, creativity, and intellect guesses in making a storyline with an oral presentation.

Overall, drilling techniques were very emphasized. Repetition helps to fix things in the mind. In other words, if students see or hear some language once, they might, even when they notice it, forget it quickly. But the more they come across this language, the more repeated encounters they have with it, the better chance they can remember (and be able to use) it (Harmer, 1998, p. 82).

Based on the interview with the tutors, there were several problems faced by the tutor during English teaching activity, especially in teaching grammar. The problems were as follows: (1) students' pronunciation; (2) monotonous learning process; (3) lack of creativity in making sentences; (4) students were tired to talk; and (5) students' lack of vocabulary and understanding of tenses. To overcome those problems, Nagaratnam (2011, p. 14) opined that language instructors have to do their best to make grammar teaching as "non-threatening, imaginative, and useful activity within the English curriculum." In this case, the tutor used to try in motivating the students who were still lacking in several aspects that the writer mentioned above. In her opinion, motivation was essential to encourage students' confidence as learners of a foreign language. It means the tutor is not only a teacher who assists the students in the instructional process but also as an encouragement so that the students can achieve success in learning.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the study, the tutors believed that grammar is essential. Grammar helps the students to present English accurately both in writing and speaking. In teaching grammar, the tutors used both deductive and inductive approaches in the instructional process. The methods were Audio-Lingual Method, Grammar-Translation Method, and Communicative Language Teaching Method. The techniques were a question-answer drill, transformation drill, single-slot substitution drill, self-correction, memorization, group discussion, and picture series.

The problems were as follows : (1) the pronunciation of the students; (2) the monotonous learning process; (3) the lack of creativity in making sentences; (4) the tiredness of talking; and (5) the lack of vocabulary and understanding of tense among the students. The tutors described that the solution to those problems were to explore new vocabulary, to change the subject of the sentence in an interesting way and to give the translation directly.

B. Suggestion

Based on the research findings, these following suggestions are recommended, such as:

1. For the Tutors

The teaching technique has a significant impact on students' mastery of instructional material included grammar. Teachers/Tutors' teaching preference is a crucial concern to encourage the students to reach better accomplishment. If the teachers/tutors apply suitable techniques, the students will excite to provide more effort into it. The teachers/tutors should consider knowledge and skill on how to manage the exciting instructional process so that the students can get high success in their learning of grammar.

2. For the Further Researcher

For other researchers who plan research regarding the techniques used by the teacher or tutor, especially in teaching grammar, the findings are expected to be a consideration to continue this research in the future.

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