THE APPROACH AND TECHNIQUES USED BY THE TEACHER IN TEACHING GRAMMAR IN THE TENTH GRADE

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ABSTRACT

This thesis aimed to find out the approach and techniques used by the teacher in teaching in the tenth grade of Senior High School in Grammar class. The participants in this study were one English teacher and seventeen students in the tenth grade. The theory applied was the theory of Approach in teaching grammar by Thornburry (1999) and the techniques in teaching grammar by Thornburry (2002). The approach used is qualitative approach. The source of data was collected by video recording. The data were the teacher's utterances in the classroom which are related to the topics discussed in the class which is simple past tense. The finding revealed that the teacher used deductive approach. There were five techniques used by the teacher, namely providing input, facilitating interaction, providing output opportunities, providing feedback and motivating learners. However, there was one technique that was not used, namely facilitating item learning.

Keyword: approach, techniques, grammar

INTRODUCTION

In learning English, grammar has long been the centre of language teaching and learning activity. Grammar is important because it provides the basic skill in writing, speaking, reading, and listening. Doff (2000) says that by learning grammar, students can produce and express their thought in the form of phrases, clauses, and sentences. Long and Richards (1987) also say that it cannot be ignored that grammar has an important role in the four language skills. Grammar in EFL teaching and learning is "the way in which words change themselves and group together to make sentences" (Nunan, 2005, p.2). According to Thornburry (1999, p. 4), "grammar is a process for making a speaker's or writer's meaning clear when contextual information is lacking, and learners need to learn not only what forms are possible, but what particular forms will express their particular meaning". From this statement it can be stated that grammar is a tool for making a sentence's meaning become clear. Futhermore, grammar is a part of language that helps the learners express themselves by various ways in English. Grammar cannot be separated from language; grammar is important to be taught to the learner. In the teaching activities, the important point for the teacher is to know the most appropriate approach and techniques in teaching grammar.

There are two approaches that can be used by the teacher to teach grammar, namely inductive and deductive approach. In inductive approach, the teacher starts by giving the examples of language use, engaging the students to use the target language, and then encouraging students to generalize the rules (Thornburry, 1999). Whereas, deductive approach is started by the explanation of the rule presented by the teacher, then the teacher provides examples, and students are asked to practice to apply the new rule (Thornburry, 1999).

These two approaches can be summarized in the following table as a guideline for teaching grammar.

Table 2.1 Summary of approach in teaching grammar

No	Approach	Guidelines
1.	Deductive Approach: Teacher explaines the grammar rule with the presentation, then the teacher provides the example.	Activity: 1. The teacher explains **the rule** 2. The teacher gives **the example**

2.	Inductive Approach: Teacher shows the example of the rule, and the students should generalize the rule or the teacher provide the rule.	Activity: 1. The teacher shows the **example** of language use 2. The teacher asks the student to **generalize the rule** 3. The teacher provides the **grammar rule** to the students

In line with the approach, the writer also needs to know the techniques. In English Language Teaching, technique refers to the classroom activity used by the teacher in teaching grammar. According to Ellis (2006), grammar teaching involves some techniques that can draw student's attention to some specific grammatical form in such a way that helps them to understand

Aditionally, according to Thornburry (2001), teacher should know the learning process of grammar because teacher should know how student learn grammar. Then, after the teacher knows the learning process, then teacher should apply those learning processes by using appropriate techniques.

According to Thornburry (2001, pp. 35-47), there are two learning process to consider in teaching grammar. The first is noticing in the learning process. Noticing is an active process through which learners can become more aware of the structure, and notice the connections between form and meaning of the words (Cameron, 2005).

The second is restructuring in the learning process. According to Cameron (2001, p. 109), "restructuring involves bringing the new grammar pattern into the leaner's internal grammar and, if necessary, reorganising the internal grammar". Restructuring usually need to controlled practice between form and meanings and learner must be active in making the sentences so that it carries a correct meaning. According to Cameron (2001), there are some example of restructuring techniques namely grammar exercise quizzes, asks the student to repeat, uses single words or pictures for the learners to produce a sentence, and etc.

After the teacher knows the learning process, the teacher should apply that process by using appropriate techniques, consisting of six techniques (Thornburry, 2001). The first is providing input techniques. This techniques can be done by the teacher to make the student notice about grammar and language structure. The teacher can do several ways, for example pre-settings a tasks that can help students to pay attention, repeating, providing translation, and providing transcript. The second is facilitating interaction technique. This technique can be done by the teacher to give support and clue to the student in the learning process while teaching grammar. These activities are related to noticing in the learning process.The third is facilitating item learning technique. According to Thornburry (2001), this techniques is related to the principle of noticing learning process. In English language, there are a lot of words. Learners need a lot of items before they encounter and start to combine the words into a patterns ". According to Thornburry (2001, p. 64), there are two effective ways of memorizing vocabulary namely keyword techniques and word cards. The fourth is providing output opportunities. According to Thornburry (2001), this techniques is related to restructuring learning process. There are some activities that can be done by the teacher to generate learner output, for example teacher asks to make a sentence, and group discussion. The fifth is providing feedback technique. According to Thornburry (2001, p. 73), "learners can access their own feedback through text comparison activities such as retranslation". Feedback is related to the noticing learning process. Feedback is important because feedback can make the student notice the language structure. The six is motivating learners technique. This technique is related to noticing learning process (Thornburry, 2001). *Communicative effectiveness* is needed to motivate the learners (Thornburry, 2001). Teacher can provide positive feedback if the learner's output was communicatively succesful, even if it wasn't fully accurate.

The writer provided summary related to the learning process and the techniques in teaching grammar to make it easier to follow.

Table 2.2 Summary of techniques in teaching grammar

No	Grammar learning process	Techniques in teaching grammar
1.	Noticing: A process which helps learners become more aware of the language structure and notice the connections between form and meaning of the words.	Providing Input (PI): 1. The teacher **provides translation** 2. The teacher pre-sets a task that helps focus **students' attention** 3. The teacher does a **repetition** 4. The teacher **explaines using actions** which relate with grammar form. Facilitating Interaction (FI) 1. The teacher **gives support** to the student 2. The teacher **gives a clue** to the student Facilitating Item Learning (FIL) 1. The teacher does a **wordcards** 2. The teacher does **keyword techniques** Providing Feedback (PF) 1. The teacher **gives feedback** on the student's output 2. The teacher asks to **translate from L1 to L2** Motivating Learners (ML) 1. The teacher **motivates the student** by giving a feedback
2.	Restructuring: A phase of helping the learners produce the correct form, bring the new grammar pattern into the learners, and the way of the mental grammar reorganizes itself to accommodate new data.	Providing Output Opportunities (POO) 1. The teacher asks the student to **make a sentence** 2. The teacher **uses single words / pictures** as prompts for learner to produce a sentence 3. The teacher **asks to make a story** 4. The teacher **asks to repeat** 5. The teacher gives **grammar exercise** 6. The teacher asks to do **group discussion**

METHODS

This study used qualitative approach to get information about the values, opinion, behaviours, and social context of particular populations (Mack et al., 2011). The key instrument of this research was the writer herself. She was the one who collected and analyzed the data. To collect the data for this study, the writer used video recordings. The source of the data was the overall class activities consisting of the teacher's and students'utterances in the English classroom of the tenth grade in S High School. In addition, the data in this study were the teacher's utterances towards the students in the classroom which are related to the topics discussed in the class which was about simple past tense. The video recording was held for two meetings in an English class of tenth grade of S High School. This class consisted of seventeen students who were fifteen to sixteen years old.

In getting the data, the writer contacted the school and made an appointment to meet the school principal and the teacher. Then, after the principal and the teacher agreed, the writer submitted a request letter to the school principal to officially ask for his permission. Finally, the writer met the teacher to plan the video recording schedule. The writer started to record the class through video recording for two meetings. In the classroom, the writer stood at the back so she could record the teaching and the whole classroom. She did not participate in the class activities. The recording focused on the activities in the class between teacher and the students. Then, the writer transcribed the recording.

For the transcription of the video recording, the writer used clean transcription, which only focused on the content of the data and did not provide any extra information. (Elliot, 2005). The writer used some symbols in the transcript of the video recordings, I means meeting one, II means meeting two, T for teacher, S for student, and AS for all students. She gave number in every utterance to indicate who was talking, such as S1.1. This code means that it was uttered by the first students who uttered the first utterance. The writer gave codes based on the sequence of student who was talking.

In the transcription, the writer underlined the teacher's utterances which were related to the topics discussed to identify the approach and techniques in teaching grammar. After that, the writer put the teacher's utterances in the utterances column. The writer used table 2.1 and table 2.2 as a guideline to analyze the data in order to identify the approach and techniques used by the teacher.

The teacher's utterances related to the approach of teaching grammar were classified into the types of approach, whether it was deductive or inductive approach based on Thornburry's (1991) theory. The writer started to put those utterances in the utterances column of the table 3.1 and started to analyze by using the guidelines of approach. The writer analyzed those utterances by using two keywords from the guidelines to find out the approach whether the teacher started from rules or example. If the teacher started from the rule followed by giving the example, it means that the teacher used deductive approach. If the teacher started by giving the examples and guiding the student to suggest the rule, it means that the teacher used inductive approach.

Futhermore, the second research question is related to the techniques in teaching grammar used in the class, which were classified into six techniques, namely providing input, facilitating interaction, facilitating item learning, providing feedback, providing output opportunities and motivating learners, from Thornburry (2001). The summary of techniques in teaching grammar is shown in table 2.2 The analysis of the techniques in teaching grammar is based on the topic. A brief explanation related to the analysis was written in the note column.

FINDINGS AND DISCUSSION

The result of the analysis revealed that the teacher used deductive approach. In meeting one, it showed that the teacher started to teach new grammar rule, which was simple past tense. The teacher explained the rule of simple past tense one by one to the students, starting from positive sentence form, followed by the negative form. Then, she gave the examples of simple past tense sentences using the form already explained before. After giving the example for positive sentence, the teacher gave the example for negative sentence. The teacher also provided translation. After that, she continued to present interogative form followed by the example. She also explained the time signal of simple past tense form. Therefore in meeting two, because the student already understood the rule of simple past tense, she asked the student the rule of simple past tense starting from positive sentence to make sure that all students still remembered. The teacher asked the student one by one to mention the rule of simple past tense. Then, she gave some exercises to the student so that the student could apply the new grammar rule, and get opportunities to have more practice.

For the techniques in teaching grammar, it was found out that the teacher used five techniques out of six techniques in teaching grammar, namely Providing Input, Facilitating Interaction, Providing Output Opportunities, Providing Feedback, Motivating Learners.

Example 1 below showed the teacher used providing input technique to make the student pay attention.

Example 1:
I.T.3   : Okay, last week we already learned about present tense. Now, today we will learn about past tense, right.
I.S1.1   : Yes, miss.

It showed that the teacher pre-setting a task learning simple past tense by asked "now today we will learn about past tense, right".

In example 2, it showed the teacher gave the clue and support to the student. The teacher used facilitating interaction technique.

Example 2:
I. T.48   : What subject do you use?

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S4.4            : I ....
I. T.49         : I....(write on the board) Then what happened?
S3.4            : spew
I. T.50         : Verb two verb two
S3.5            : spewed
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The teacher knew that the student was confused to make simple past tense sentence, then the teacher gave her support by giving a clue to make the students produce the sentence correctly and participate in class. Then the teacher started by asking "what subject do you use?" that was to give a clue to the student so that she could start the sentence. After she knew the subject, then the teacher asked again "then what happened?". When the students's verb was incorrect, the teacher gave a clue again to make the student know that she was wrong by saying "verb two verb two".

Example 3 showed the teacher used providing output opportunities technique.

Example 3:
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I. T.85         : Okey so I want you to make into negative.
S10.2           : I didn't wash my face last night.
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From the example above, the teacher showed that she gave opportunities to the student to produce a negative sentence using the new grammatical rules which was simple past tense to make sure that the student already understood how to use the form of simple past tense in the sentence.

Example 4 showed the teacher used providing feedback technique. The teacher gave feedback related to the student's output.

Example 4:
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II.T.27         : Okey, so verb two nya buy adalah bought.(verb two from buy is bought)
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The teacher provided feedback related to the student's output by saying "*verb two nya buy adalah bought*" so that the student could know that she was correct and to emphasize the irregular verb of a word "buy".

Example 5 showed that the teacher used motivating learners technique. In the class, the teacher gave some motivation to the students by saying "good" or "great" if the student's output was correct and also gave feedback if the student's output was incorrect.

Example 5:
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S2.3            : A: did you fix your bicycle? B: No, I didn't
II. T.108       : Good.
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From the example, the teacher also gave feedback related to the student's output by saying "Good" so that he knew that his output was correct and to make the student more aware of the language structure.

For the techniques in teaching grammar, meeting one showed that "providing input technique" was the most dominant technique used by the teacher in teaching grammar. The teacher began the class by using "providing input technique" to draw the students attention and end the class using providing input also because the teacher wanted to make the students notice what they already learned that day before she ended the class. In addition, the finding also showed that motivating learners was the least technique that the teacher did in class because the teacher thought that all of the students were already active in the learning process. In meeting two, the teacher also started the class by using "providing input technique" to draw the student's attention about what they had learned, and ended the class by using "providing input" also.

There were differences between meeting one and meeting two. First, in meeting two, providing input and providing output opportunities were the most dominant used by the teacher in teaching grammar because the teacher already explained the rule of simple past tense, and she wanted to give opportunities to the student to produce sentences by using the new grammar rule which is simple past tense so that she knew whether the student already understood or not. The least technique used by the teacher in class was facilitating interaction. However in meeting one, only providing input was the most dominant technique and motivating learners was the least techniques used by the teacher.

From the findings, it could be seen that the teacher used deductive approach in teaching new grammatical rule. The teacher used deductive approach rather than inductive approach may due to some reasons. First, the teacher wanted to make everything really clear for the students from the beginning. Second, the teacher could have more time to give opportunities to the student to practice

more and apply the new grammatical rule. This is in line with Thornburry's (1999) statement related to the advantages of deductive approach.

Based on the findings, providing input technique was the most dominant used by the teacher in meeting one. It could be assumed that providing input that the teacher did in the classroom was to make the students notice more and to become more aware about the language structure, and to make the student more understand about the use of simple past tense because the student learned new grammatical rule. However, in meeting two, providing input and providing output opportunities were more dominant techniques used by the teacher because in meeting two, the teacher gave many exercises to the student so that they could produce correct sentences and applied the new grammatical form they had already learned before. The teacher gave opportunities to practice using the new grammatical rule.

CONCLUSION

This study was conducted in the tenth grade Senior High School to know the approach and techniques used by the teacher in teaching grammar. The class consisting of seventeen students. The writer used one English teacher as the subject because this teacher has good experience in teaching grammar. The source of data was the overall class activities consisting of the teacher's and students'utterances in the English classroom of the tenth grade in S High School. The data in this study were the teacher's utterances towards the students in the classroom which are related to the topics discussed in the class which was about simple past tense.

In conclusion, the finding showed that the teacher applied deductive approach in teaching grammar because the teacher wanted to make the rule really clear from the beginning. The teacher did several steps in explaning the grammar rule. The teacher began by presenting the rule of simple past tense in positive, negative and interogative forms. After that the teacher continued by giving examples of past tense sentences, and the teacher gave opportunities to the student to produce sentences using the simple past tense which had already been explained.

In the techniques of teaching grammar, the writer also found out that the teacher applied five techniques out of the six techniques proposed by Thornburry (2001), namely providing input, facilitating interaction, providing output opportunities, providing feedback, and motivating learners. One technique that she did not apply was facilitating item learning.

However, this study was a small scale study based only on one teacher, one class, and two meetings. Further study on similar topics could be done with more participants. Hopefully, this study could be useful for other researchers by giving some inputs about the approach and techniques in teaching grammar in the classroom.

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