

**A CASE STUDY ON TEACHING AND LEARNING GRAMMAR IN THE
EIGHTH YEAR STUDENTS OF SMP N 2 DELANGGU KLATEN IN THE
ACADEMIC YEAR 2014/2015**

S-1 THESIS

The Thesis is Presented as a Partial Fulfillment of the Requirement for Graduate
Degree of Education in English Education Study Program



BY

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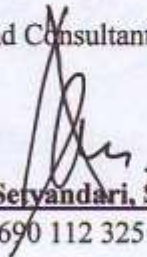
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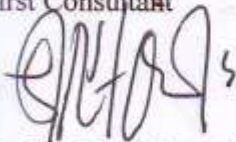
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PRONOUNCEMENT

This is to certify that I myself write this Thesis entitled “A Case Study on Teaching and Learning Grammar in the Eighth Year Students of SMP Negeri 2 Delanggu Klaten in the Academic Year 2014/2015”.

It is not plagiarism or made by others. Anything related to other’s work is written in quotation, the source of which is listed on bibliography.

If then this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten, March 2015



Binandono Ahmadi
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PRESENTATION

This thesis is presented to:

- ❖ My beloved parents, may God's grace always be with you.
- ❖ My beloved friends.
- ❖ My beloved teachers from SMP Negeri 2Delanggu Klaten, especially my teachers in arms for those who involved in English S1 thesis, thank you very much for your support and help.

MOTTO

- ❖ Appear strong when you are weak, and appear weak when you are strong.

(The Writer)

- ❖ A word of encouragement during a failure is worth more than an hour of praise after success.

(Anonymous)

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The writer would receive correction, suggestion, criticism and advice from the readers to make this writing better.

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The Writer

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THE LIST OF ABBREVIATION

1. Code (Obs/ FN.1/ 01) this is read:

Obs : Observation.

FN.1 : Field Note 1.

01 : The number of the data of observation in field note.

2. Code (I.A.01) this is read:

I : Interview.

A : Teacher.

01 : The number of the data of interview in field note.

3. Code (Doc/ LP.1/ 01) this is read:

Doc : Document.

LP.1 : Lesson Plan 1.

01 : The number of the data from lesson plan.

ABSTRACT

BINANDONO AHMADI, No. 1011202576, English Education Study Program, The Faculty of Teacher Training and Education. Widya Dharma University Klaten, 2015. Thesis: *A Case Study on Teaching and Learning Grammar in the Eighth Year Studentsof SMP Negeri 2 Delanggu Klaten in the Academic Year 2014/2015.*

The researcher's aims of this study are: describing about the process of teaching and learning grammar of the Eighth year students of SMP Negeri 2 Delanggu Klaten in the Academic Year 2014/ 2015, describing the obstacles found in teaching and learning grammar of the Eighth year students of SMP Negeri 2 Delanggu Klaten in the Academic Year 2014/ 2015 and describing the solution to solve the problems in teaching and learning grammar of the Eighth year students of SMP Negeri 2 Delanggu Klaten in the Academic Year 2014/ 2015.

In this study, the researcher conducts the research by using qualitative case study research in the teaching and learning grammar of the Eighth year students of SMP Negeri 2 Delanggu Klaten in the Academic Year 2014/ 2015. The sources the data are event, informants, and the documents. The researcher collects the data by using observation, interview, and documentation technique. After collecting the data, the researcher analyzes the data by using flows model, namely: data reduction, data display, and drawing conclusion. This study also displays the data and puts the data code then discusses them by describing in theoritical-based analysis.

After analyzing the data taken from observation of teaching and learning grammar of the Eighth year students of SMP Negeri 2 Delanggu Klaten in the Academic Year 2014/ 2015 and the interview with the informants, the researcher finds out some facts of the teaching and learning grammar of the Eighth year students of SMP Negeri 2 Delanggu Klaten: 1) The teacher prepared the lesson plan and the material before teaching the students in the classroom, the teacher uses Three Phase Technique and grouping as the methodologies and gives evaluation for the students in the end of the lesson, 2) The obstacles found are crowded students and uncooperative students in learning grammar in the classroom, and 3) The solutions are the teacher communicates to the students, uses the variety of classroom activities and uses media in conducting the teaching and learning grammar in the classroom.

Key words: Case Study, Teaching and Learning, Grammar

CHAPTER I

INTRODUCTION

A. The Background of the Study

English is one of the international languages used as a means of communication among nations in the world. According to Ramelan (1992: 3) out of the following foreign languages like Russian, French, German, English, and Chinese, we have opted for English, since it is the most widely used language in politics, business, trade, and diplomatic circle. English is a means of communication, spoken or written. The notion of communication is how to understand and express information, opinion, feeling, and to develop science and technology, culture, by using that language.

The nations need a language to have communication to understand each other. The most popular language in the world right now is English. Almost all countries learn English as second language. So they can understand each other if they can speak English well.

As a substantial means of communication, language is used to accomplish idea, thinking, opinion and feeling, to and from other whether in written or spoken form, formal or informal situation. English is the first foreign language for Indonesian rather than Netherlands, Japan, Portugese or Spain. In the conference or meeting by many countries, English is always used as the official language for communication. English is also as an instrumental role in the world, that is as a means to develop science, technology, and arts and to maintain the relation with other nations.

In Indonesia, English as a second language has a big role toward the progress and development of some aspects. Therefore, as the governments who have the responsibility to improve the quality of human source can be started by adding English as the subject in Junior High School. Learning English needs long process because students need many time and sources of knowledge to learn it. According to Mitchell and Myles (2004: 6) state that we need to understand Second Language Learning better than we do, for two basic reason, such as: (1) because improved knowledge in this particular domain is interesting in itself, and can also contribute to more general understanding about the nature of language, of human learning and of intercultural communication, and thus about the human mind itself, as well as how all these are interrelated and affect each other; (2) because the knowledge will be useful. If we become better at explaining the learning process, and are better able to account for both success and failure in SLL, there will be a payoff for millions of teachers, and tens of millions of students and other learners, who are struggling with the task. Because of the important role of English in teaching and learning process and English become the second language that must be learnt by the students especially in Indonesia. Referring to Lado's opinion as quoted by Wilkins (1972: 197) when someone learns English as a foreign language, he often faces interferences. The structure of the foreign language is different from his native language.

In Permendiknas *No 22 tahun 2006*, the objectives of teaching English as foreign language in Junior High School are that the students can have skills of listening, speaking, reading, and writing in a simple English with the stress on communicative skill and to develop and receive the knowledge of technology, art,

and culture and to develop the relation with other countries. To reach these objectives, the Indonesian government has planned English curriculum for Junior High Schools.

In the teaching and learning of grammar, it can be focused on the rules for forming sentences, including an account of the meanings that these forms convey and grammar adds meanings that are not easily inferable from the immediate context (Thornbury in Harmer, 1999:13).

The material of English lesson in Junior High School includes four language skills, they are listening, speaking, reading, and writing. The teaching materials for the Eight grade students of Junior High School are given in two semesters. Grammar is an important thing involved in those aspects. The teaching materials of grammar in the first semester are simple present tense and comparative degree, while the materials in the second semester are simple past tense and past continuous tense. The students must master the English materials which have been taught by their teacher.

Based on the fact above, the writer holds the case study. Case study means a research study for investigating a phenomenon. In this study the phenomenon is the process of teaching and learning grammar in the Eighth year students of SMP Negeri 2 Delanggu Klaten in 2015. In this case the researcher analyzes the teaching and learning grammar in the Eighth year students of SMP Negeri 2 Delanggu Klaten in 2015. The researcher understand the teaching and learning problems and gives some contribution to teaching and learning English in the class and hopes the teaching and learning grammar in the Eighth year students of SMP Negeri 2 Delanggu Klaten in 2015 can be successful and makes the students who have best quality and large knowledge.

Based on the explanation above, the researcher is interested in conducting a case study on teaching and learning grammar in SMP Negeri 2 Delanggu Klaten. Therefore, this research is entitled “A Case Study on Teaching and Learning Grammar in the Eighth Year Students of SMP N 2 Delanggu Klaten in the Academic Year 2014/2015”.

B. The Reason of Choosing the Topic

The reason of the writer to choose the topic is that teaching and learning grammar in the Eighth year students of SMP Negeri 2 Delanggu Klaten uses a certain language teaching model that can improve the student's quality in grammar.

C. The Problem of the Study

The research would like to observe the problems on the case study in teaching grammar at SMP Negeri 2 Delanggu Klaten.

In this case, the researcher wants to formulate the problems of the study as follows:

1. How is the process of teaching and learning grammar of the Eighth year students of SMP Negeri 2 Delanggu Klaten?
2. What are the teacher's problems in teaching and learning grammar of the Eighth year students of SMP Negeri 2 Delanggu Klaten?
3. What are the student's problems in teaching and learning grammar of the Eighth year students of SMP Negeri 2 Delanggu Klaten?
4. What are the solutions in teaching and learning grammar of the Eighth year students of SMP Negeri 2 Delanggu Klaten?

D. The Limitation of the Study

The writer wants to limit his study in order to make understanding between reader and the writer. The limitations of this study are follows:

1. The object of the study is limited to the teaching grammar in the Eighth year students of SMP Negeri 2 Delanggu Klaten.
2. The subject of the research is the Eighth year students of SMP Negeri 2 Delanggu Klaten.

E. The Aim of the Study

In this study, the aims of the research are as follows:

1. To give a description of the process of teaching and learning grammar of the Eighth year students of SMP Negeri 2 Delanggu Klaten.
2. To identify the teacher's problems in teaching and learning grammar of the Eighth year students of SMP Negeri 2 Delanggu Klaten.
3. To identify the student's problems in teaching and learning grammar of the Eighth year students of SMP Negeri 2 Delanggu Klaten.
4. To find out the solutions in teaching and learning grammar of the Eighth year students of SMP Negeri 2 Delanggu Klaten.

F. The Use of the Study

The use of this study are classified into the practical use and the theoretical one.

1. The Practical use

The result of this study can be as a model of teaching and learning grammar in other school, and can be useful for those who are in the field of

developing the process in teaching and learning grammar in Junior High School. Beside that, this study also gives the description about the process which involves the preparation, teacher and student's activity, materials, teaching media, classroom atmosphere, and evaluation which is useful for the researcher, in order to know what he should do as an English teacher in future.

2. The theoretical use

The result of this study can be used to enrich the repertoire of teaching and learning English. For the teacher, the study can be used to find the evaluation of the obstacles found in teaching and learning grammar of the Eighth year students of SMP Negeri 2 Delanggu Klaten. While for the students, the study can be used to find the evaluation of the obstacles found in learning grammar by paying attention in the teacher's way to evaluate their activities in teaching and learning process.

G. The Clarification of the Key Terms

To avoid misunderstanding and overlapping, the writer will clarify the meaning of the terms used in this research. The clarification of the key terms is as follows:

1. Case Study

Yin (2009: 1) stated that case study is one of the research methods of socials. Commonly, case study is a proper strategy in a research related to the question of how or why, if the researcher just has a little chance to control the researched events, and when the research lied in the contemporary phenomenon in the real life.

In the social sciences and life sciences, a case study is a research method involving an up-close, in-depth, and detailed examination of a subject of study (the case), as well as its related contextual conditions. Case study also can be defined as a research strategy, an empirical inquiry that investigates a phenomenon within its real-life context.

Case study can be divided into two based on the level of the research they are as follows:

a. Embedded case study research

According to Sutopo (2006: 137) embedded case study is a study, which is giving description about the condition of case with the reality of the situation in the field of the case study). As a result, in embedded case study research, the writer gives only description about real situation in the research.

b. Grounded case study research

According to Sutopo (2006: 138) grounded research is a specialized nature of research by using case studies form the activities that are explorers). It means that in grounded research, the writer must do specific research by using explorative activity.

2. Teaching and Learning

According to Hornby (1987: 886) teaching caused someone to know or be able to do something, giving someone knowledge and skill, giving lesson at school, etc. While learning is gaining the knowledge or skill in, by studying, practicing or being taught, having or showing much knowledge (Hornby, 1987: 481). Teaching and Learning in this study means the teacher

gives students knowledge and skill and the students gain them by studying, practicing or being taught, later they have or show much knowledge.

3. Grammar

Yule in Fauziati remarks that grammar refers to the analysis of the structure of phrases and sentences (2010: 79). In this study, grammar means the way words are put together to make correct sentences, while a specific instance of grammar is usually called a 'structure'.

H. The Organization of the Study

It is important to present the organization of the thesis in order to be easily understood. In this thesis, the writer divides the content of this thesis into five chapters as follows:

Chapter I is introduction. It consists of the background of the study, the reason of choosing the topic, the problem of the study, the limitation of the study, the aim of the study, the use of the study, and the clarification of the key terms, and the organization of the study.

Chapter II is review of related literature. It consists of general view of case study, general view of teaching and learning grammar in Junior High School, general view of English material in the eighth year students in Junior High School.

Chapter III is the research method. It consists of the meaning of research method, the strategy of the research, the data and source of the data, the technique of collecting the data, the validity of the data, and the technique of analyzing the data.

Chapter IV is the result of the study. It consists of the analysis of the data and the discussion of the finding.

Chapter V is conclusion and suggestion. It consists of conclusion and suggestion.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher draws the conclusion, and the suggestion of teaching grammar in the Eighth year students of SMP Negeri 2 Delanggu Klaten. The further explanation is as follows:

A. Conclusion

After the researcher analyzing all of the data taken from the observation, interview with the informants, and see the documents of teaching and learning grammar in the Eighth year students of SMP Negeri 2 Delanggu Klaten in 2015, the researcher can draw the conclusion about the teaching grammar, as follows:

1. The Process of Teaching and Learning Grammar

In the preparation, the teacher prepared the lesson plan. He used to prepare and make lesson plan before teaching. Lesson plan was arranged based on syllabus. He used the lesson plan as a plan and guideline. When the teacher taught grammar in the Eighth year students, he knew that lesson plan was extremely useful. Further, he also modified the lesson plan in teaching grammar. In time allocation, the teaching and learning English was 2 x 40 minutes every meeting. The time allocation was appropriate with the curriculum. The situation of the classroom when teaching and learning grammar was often crowded. The students were silent when the teacher came to the class and greeted them, but the students often made noisy in the classroom during the lesson was going on. The media which used by the teacher in teaching and learning grammar there are *English on Focus VIII*,

LKS Bhs. Inggris Kelas 8 MGMP, and *English textbook*. In the evaluation, the teacher evaluates the students by giving the group and individual assignment after finishing explaining the material.

2. The Teacher's Problem in Teaching and Learning Grammar

In teaching and learning grammar of the Eighth year students, the researcher discussed about problems in the classroom which faced by the teacher as follows:

- a. In SMP Negeri 2 Delanggu Klaten, the problem was the number of the students. Class 8E consisted of 24 students. It was too difficult for the teacher to manage the class. Because, there are too many students in it.
- b. There were some students who did not pay attention to what the teacher taught. It made the teacher felt difficult to handle the class.
- c. There were some students who had lower ability than others.
- d. The teacher just delivered the too simple material because of the facility in teaching and learning grammar was not completed yet.

3. The Students' Problem in Teaching and Learning Grammar

In teaching and learning grammar of the Eighth year students, the researcher discussed about problems in the classroom which faced by the students as follows:

- a. Students' boredom in learning grammar was classical problem in a class. Here, the students wanted to get the learning process enjoyable.
- b. The students were hard to write the word that they wished.
- c. It was difficult for the students to differentiate infinitive and past participle.

d. The students had difficulties in using tenses.

4. The Teacher's solution in Teaching and Learning Grammar

The teacher's solution to solve the problem in teaching and learning writing of the Eighth year students is by giving motivation and advising their students, he uses the variety of classroom activities and media. So, he can create a good atmosphere in the teaching and learning especially by grouping. Grouping is a good way to reduce the individuality and it can develop the students' self confidence and responsibility.

B. Suggestion

Based on the research result of teaching grammar of the Eighth year students of SMP Negeri 2 Delanggu Klaten, the researcher would like to present some suggestions as follows:

1. For English teacher

- a. The teacher should apply the various teaching skill, either teaching media or teaching method. It will be useful to make the students are interested in learning grammar.
- b. Classroom management must be improved in order the students did not make noisy in the classroom.
- c. The teacher should warn the students who make noisy or do not do what the teacher's instruction.
- d. The teacher should not only use worksheet, but also authentic sources of the material, such as: internet, magazine and newspaper.

- e. The teacher has to give the material of grammar more and more, so that the students can improve their grammar well.
2. For the students
- a. The students should take a part in the process of teaching and learning in the classroom, for example the students do the exercises, answer when the teacher gives question, give opinion and ask to the teacher when the explanation of the teacher is not clear enough.
 - b. The students should practice grammar both at school and at home, especially studying more about the material of grammar that was given by the teacher.

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