

**TEACHING GRAMMAR IN INTENSIVE PROGRAM
AT LANGUAGE DEVELOPMENT CENTER
UIN SYAHADA PADANGSIDIMPUAN**



A THESIS

Submitted to State Islamic University Syekh Ali Hasan Ahmad
Addary Padangsidimpuan as Partial Fulfilment of the Requirement
for the Graduate Degree of Education S.Pd. in English

Written By:

NURSAADAH PASARIBU
Reg. Number. 19 203 00016

ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2023

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ADVISOR I

Dr. Eka Sustris Harida, M.Pd
NIP. 19750917 200312 2 002

ADVISOR II

Sri Rahmadhiani Siregar, M.Pd
NIDN. 2006058602

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2023**

LETTER AGREEMENT

Term : Munaqosyah

Padangsidempuan, 04th July 2023

a.n. **Nursaadah Pasaribu**

To: **Dean**

Tarbiyah and Teacher Training Faculty

In-

Padangsidempuan


Assalamu 'alaikumwarohmatullahwabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Nursaadah Pasaribu**, entitled "**Teaching Grammar in Intensive Program at Language Development Center State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

Wassalamu 'alaikumwarohmatullahwabarakatuh.

Advisor I



Dr. Eka Sustris Harida, M.Pd.
NIP. 19750917 200312 2 002

Advisor II



Sri Rahmadhani Siregar, M.Pd.
NIDN.2006058002

DECLARATION OF SELF THESIS COMPLETION

The name who signed here:

Name : Nursaadah Pasaribu
Registration Number : 19 203 00016
Faculty/Department : Tarbiyah and Teacher Training Faculty/English Department
The Title of the Thesis : **Teaching Grammar in Intensive Program at Language Development Center State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.**

I hereby declare that I have arranged and written the thesis by myself, without asking illegal help from others, except the guidance from advisors, and without plagiarism along with the ethical code of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan in article 12 verses 2.

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Nursaadah Pasaribu
Reg. No. 1920300016

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As academic cavity of The State University for Islamic Studies Padangsidimpuan, the name who signed here;

Name : Nursaadah Pasaribu
Registration Number : 19 203 00016
Faculty Department : Tarbiyah and Teacher Training Faculty
Kind : Thesis

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Reg. No. 1920300016

EXAMINERS
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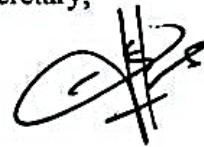
Name : Nursaadah Pasaribu
Registration Number : 19 203000 16
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI
The Title of Thesis : **TEACHING GRAMMAR IN INTENSIVE PROGRAM
AT LANGUAGE DEVELOPMENT CENTER STATE
ISLAMIC UNIVERSITY OF SYEKH ALI HASAN
AHMAD ADDARY PADANGSIDIMPUAN**

Chief,



Dr. Lis Yulianti Syafrida Siregar. S.Psi, M.A.
NIP. 198012242 00604 2 001

Secretary,



Dr. Eka Sustri Harida, M.Pd
NIP. 19750917 200312 2 002

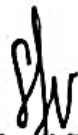
Members,



Dr. Lis Yulianti Syafrida Siregar. S.Psi, M.A.
NIP. 198012242 00604 2 001



Dr. Eka Sustri Harida, M. Pd
NIP. 19750917 200312 2 002



Sri Rahmadhani Siregar, M.Pd
NIDN. 2006058102



Sri Minda, M. Hum
NIDN. 2018018801

Proposed:

Place : Padangsidimpuan
Date : November, 03rd 2023
Time : 08:00 WIB until finish
Result/Mark : 87.00 (A)
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UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Alamat: Jl. H.T. Rizal Nurdin Km. 4,5 Telp. (0634) 22080
Sihitang 22733 Padangsidempuan

LEGALIZATION

Thesis : Teaching Grammar in Intensive Program at Language Development
Center State Islamic University of Syekh Ali Hasan Ahmad Addary
Padangsidempuan

Written By : Nursaadah Pasaribu

Reg.No : 19 203 00016

Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI

The Thesis had been accepted as a partial fulfillment of the Requirement
For Graduate Degree of Education (S.Pd.)

Padangsidempuan, 04th July 2023
Dean of Tarbiyah and Teacher Faculty



Dr. Lely Hilda, M.Si.
NIP. 19710920 200003 2 002

ABSTRACT

Name : Nursaadah Pasaribu
NIM : 19 203 00016
Fakulty : Tarbiyah and Teacher Training Faculty
Department : English Department
Title of thesis : Teaching Grammar in Intensive Program at the Language Development Center State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan

There are some problems identified from the students of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan. The problems are: Students are lack of motivation in learning grammar, students are afraid of making mistakes in writing sentences, students are lack of confidence in making sentences and students do not focus on learning grammar because students have many activities in the dormitory. This study aims to find out what strategies or methods are used when teaching grammar, how teachers teach grammar and why teachers use the methods in teaching grammar in Intensive Program Language Development Center State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan. This research used descriptive qualitative methods. The instrument of this research are observation and interviews. The subjects in this study were 3 classrooms of English in intensive class, with 3 teachers and 80 students. Technique of data analysis are data reduction, data display and drawing conclusion. The results of the study showed that teachers used several strategies when teaching grammar in class, namely jigsaw activities, pictures series and group discussions. Discussion groups are a suitable strategy to use when teaching grammar because students can work together with a team. With it, the process of learning grammar in the Language Development Center is more active with the strategy used by the teacher makes students exited to learn. Then by using jigsaw activities can train students' memorization and memory. Then picture series in this way student are trained to be able to express the latest ideas and thoughts so as to increase self-confidence when learning in class, from the three methods used by the teachers, activities in group form more effective because with this method students more enthusiastic in learning.

Keywords: *teaching, grammar, Language Development Center.*

ABSTRAK

Nama : Nursaadah Pasaribu
NIM : 19 203 00016
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul skripsi : Mengajar Tata Bahasa dalam Program Intensif di Pusat Pengembangan Bahasa Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan

Ada beberapa masalah yang diidentifikasi dari mahasiswa Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan permasalahannya adalah: Siswa kurang motivasi dalam belajar tata bahasa, siswa takut membuat kesalahan dalam menulis kalimat, siswa kurang percaya diri dalam membuat kalimat dan siswa tidak fokus belajar tata bahasa karena siswa memiliki banyak kegiatan di asrama. Penelitian ini bertujuan untuk mengetahui strategi atau metode apa saja yang digunakan ketika mengajar tata bahasa, bagaimana guru mengajarkan tata bahasa dan mengapa guru menggunakan metode tersebut dalam pengajaran tata bahasa di Pusat Pengembangan Bahasa Program Intensif Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan.. Penelitian ini menggunakan metode kualitatif deskriptif. Instrumen penelitian ini adalah observasi dan wawancara. Subjek dalam penelitian ini adalah 3 ruang kelas bahasa Inggris di kelas intensif, dengan 3 guru dan 80 siswa. Teknik analisis data adalah reduksi data, tampilan data dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa guru menggunakan beberapa strategi ketika mengajar tata bahasa di kelas, yaitu kegiatan jigsaw, gambar seri dan diskusi kelompok. Kelompok diskusi adalah strategi yang cocok untuk digunakan ketika mengajar tata bahasa karena siswa dapat bekerja sama dengan tim. Dengan itu, proses pembelajaran tata bahasa di Pusat Pengembangan Bahasa lebih aktif dengan strategi yang digunakan guru membuat siswa keluar untuk belajar. Kemudian dengan menggunakan kegiatan jigsaw dapat melatih hafalan dan daya ingat siswa. Kemudian seri gambar dengan cara ini siswa dilatih untuk dapat mengekspresikan ide dan pemikiran terbaru sehingga dapat meningkatkan rasa percaya diri ketika belajar di kelas, dari ketiga metode yang digunakan oleh guru, kegiatan dalam bentuk kelompok lebih efektif karena dengan metode ini siswa lebih semangat dalam belajar.

Kata kunci: *pengajaran, tata bahasa, Pusat Pengembangan Bahasa*

ملخص البحث

الاسم : نور السعادة باساريبو

رقم تسجيل الطالب: ١٩٢٠٣٠٠٠١٦

الكلية : كلية التربية وعلوم التدريس

القسم : تدريس اللغة الانجليزية

الموضوع : تعليم التراكيب في البرنامج المكثفي في مركز تطوير اللغات بجامعة الشيخ علي حسن أحمد الداري الإسلامية الحكومية بادنج سيدمبوان

هناك بعض المشكلات تمت تحديدها من الطلاب بجامعة الشيخ علي حسن أحمد الداري الإسلامية الحكومية بادنج سيدمبوان منها : نقصان تشجيع الطلاب في تعلم اللغة، وخفية الطلاب من الخطاء عند كتابة الجملة، و عدم ثقة الطلاب في وضع الجملة ، و عدم تركيز الطلاب في تعلم التراكيب بوجود الأنشطة الكثيرة في المعهد. يهدف هذا البحث لمعرفة الأستراتيجية أو المنهج المستخدم في تعليم اللغة، وكيف طريقة المدرس في تعليم اللغة، ولماذا يستخدم المدرس تلك الطريقة في تعليم التراكيب في البرنامج المكثفي في مركز تطوير اللغات بجامعة الشيخ علي حسن أحمد الداري الإسلامية الحكومية بادنج سيدمبوان. و هذا البحث بطريقة الوصفية، وأدوات هذا البحث هي الملاحظة والمقابلة. و عينات هذا البحث هي ثلاثة فصول اللغة الانجليزية المكثفة تحتوى بثلاثة مدرسين وثمانين طالبا. طريقة تحليل البيانات وهي تقليل البيانات وظهور البيانات والخالصة. ونتيجة هذا البحث أن المدرس يستخدم بعض الأستراتيجيات عند تعليم التراكيب في الفصل منها : الأنشطة جيكساو والصورة المسلسلة والمناقشة الفريقية. والمناقشة الفريقية هي الأستراتيجية المناسبة المستخدمة عند تعليم التراكيب لأن الطلاب يتعاونون بعضهم بعضا. وبذلك، أن عملية التعليم التراكيب في مركز التطوير اللغات انشط بالآستراتيجية التى يستخدمها المدرس يجعل الطلاب ناشطين في التعلم. وبالأنشطة جيكساو تدرّب حفظ الطلاب و ذاكراتهم. وبطريقة الصورة المسلسلة تدرّب الطلاب بتعبير الفكرة والتفكير الجديد لترقية ثقة نفس الطلاب عند التعلم في الفصل، ومن تلك الطريقة الثلاثة التي يستخدمها المدرس أن الأنشطة الفريقية هي اشد فعال، لأن بهذه الطريقة يجعل الطلاب انشط في التعلم.

الكلمات الرئيسية، : التعليم، التراكيب، مركز التطوير اللغات

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Padangsidimpuan, 04th Auguts 2023
Researcher

Nursaadah Pasaribu
Reg. No. 1920300016

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CHAPTER I

INTRODUCTION

A. Background of the problem

English is one of the foreign languages learned by Indonesian students. It is important to learn English in the era of globalization because competition between countries is fierce. For this reason, English plays an important role in supporting Indonesia's human resources. English is an essential international language, so it can also be said that English is the minimum requirement to cope with the era of globalization. This ability includes four skills that must be acquired in English, which are: Listening, speaking, reading and writing.

English learning in intensive programs is a compulsory program that must be studied by every student who studies at State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan. This program has been going on for the last 7 years (2017 until now) this program is valid for semesters one and two only. One of the topics is about grammar learning. Students learn from Monday to Friday which each day learns less than two hours per day for English and other times are used for other courses such as Arabic and general courses. In this study, researchers focused when students learn grammar the following grammar material was taught at the Language Development Center in accordance with the curriculum in the Intensive Program such as¹; Phrasal verbs, Modals of obligation, permission and prohibition (present tense) and so on.

¹ Curriculum in Language Development center at State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan, on March 13rd 2023, at 10:38 p.m

Grammar is a term used to mean many different things. When teachers and administrations grow frustrated over errors in student writing, they often call for a return to the basics, which they define as grammar.² Grammar is very important in English. Proficiency in grammar is considered to be an important skill for student and is a major means of independent language learning as an adjunct. Grammar can also be used by students in learning. On the other hand, most students think that grammar is the most difficult skill when they learn English as a foreign language. Grammar is the formal study of the structure of a language and describes how words fit together in meaningful constructions.

Motivation also has a great influence on developing students' interest in learning, especially learning grammar, because grammar is very important in English and motivation can also directly affect strategies. In fact, every student has different motivations for learning grammar. Some of them are very motivated students. Students who are highly motivated to learn grammar will push themselves to learn grammar. They will overcome obstacles coming from within with great strength. Additionally, motivated students often perform best because motivation improves their performance. They will become the most successful students. On the other hand, students who are less motivated will have less interest in the subject and tend to have difficulty learning. In fact, most of students have low motivation in learning grammar.

² William, *Teacher's Grammar Book*. Second Edi. London: Soka University, 2019.
<https://www.pdfdrive.com/>

So, that made them difficult to learn grammar and always think that grammar is difficult and boring.

Based on the discussions with several lecturer of language development center (P2B). There are some problems identified from Nasution's statement, the problems in teaching grammar are students lack of motivation, students are afraid to make sentences, to create sentences, especially when they speak and students are afraid to make mistake³. Then, she said there are lots of strategies in teaching grammar. The strategy that she mentioned are using realia to the class, bringing objects into the classroom or using objects and role play.

Then, according to Yanti, the problems in teaching grammar are that students are not confident in writing sentences, students are not focused on learning because there are many activities in the dormitory. Then he said there is a strategy in teaching grammar which is highlighting, formulating and drawing timelines. She also said that there are many strategies that can be applied by teachers in teaching grammar such as drawing pictures and miming. Each strategy has its own advantages and disadvantages and if the strategy used is suitable then it will be easier to understand grammar.⁴ Students find more difficulty in learning grammar.

³ Akmal Hairani Nasution, lecturer in Language Development center at State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan, Private interview, on January 11st 2023, at 12:04 p.m

⁴ Ade Yanti, lecturer at the Language Development Center of Sheikh Ali Hasan Ahmad Addary State Islamic University Padangsidempuan, Personal interview, on January 13, 2023, at 17.33 WIB

Then, according to Sitompul, there are several problems she faces, first is the ability of students in class, students have different variations and even considered students have been assessed according to their respective levels. This may happen because they have different backgrounds/schools, some students have studied the topic and some students have not or different motivations. Students are often tired of going to class because they are catching up on time in ma'had and other activities and she said many students appear lethargic and wilted before class starts. Especially teaching grammar that makes them have to focus even though there is a game being played. Then students are less focused if they study more than an hour in class because there are many things they have to learn outside of the English course.

There is another problem is that students lack practice to speak English outside of class which causes students to quickly forget and get carried away in class even though they are always reminded.⁵ There are many strategies that can be used it depends on the material and the ability of the student such as pictures, paragraphs, songs and the following forms. (different levels and different strategies).

After knowing the problems faced by students based on interviews, the researcher wants to know the strategies used by the teachers in teaching grammar. Researcher interested in raising the title: "Teaching Grammar in

⁵ Dewi Fatimah Sitompul, lecturer at the Language Development Center of Sheikh Ali Hasan Ahmad Addary State Islamic University Padangsidempuan, Personal interview, on January 24, 2023, at 22.3 WIB

Intensive Program at Language Development Center State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan”

B. Focus of the research

The focus of this research is focus on the teacher’s thought grammar , what are the strategies that used by the teacher in teaching grammar, how to implement the strategy and why the teachers used that strategy. Therefore the researcher summarizes the research on Teaching Grammar in Intensive Program at Language Development Center State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

C. Formulation of the Problem

In conducting the research, researcher describes the formulation of the Problems as follows:

1. What are the strategies used by the teachers in teaching grammar at Language Development Center?
2. How do the teachers apply strategies in teaching grammar at Language Development Center?
3. Why do the teachers used the strategies in teaching grammar at Language Development Center?

D. Objectives of the Research

The objectives of the research are :

1. To describe the teachers’ strategies in teaching grammar at Language Development Center

2. To describe the strategies that often used of teaching grammar at Language Development Center
3. To know the reason why the teachers used the strategy in teaching grammar at Language Development Center

E. Significance of the Study

The results of this study provide benefits for the following categories:

1. Lecturers, to develop their skills in teaching grammar, make it more fun and interesting and to find out the strategies in teaching grammar.
2. Students, to broaden their knowledge of grammar and to make them like to study grammar.
3. Researchers, to provide additional information for other researchers to conduct further research

F. Definition of Key Terms

To avoid misunderstanding and vagueness between the researcher and the readers. The researcher would like to clarify the used terms as follows:

1. Teaching grammar

The Teaching grammar at the language development center is one of the most important things for first semester students at Ma'had Al Jamiah at the Language Development Center State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan for activities in the classroom, especially strategy in teaching grammar.

2. Intensive Program

Intensive programs are courses that require a specific time for individualized study courses in maximum learning in a fairly minimum time. Intensive program focuses on language development specifically for students in semesters 1st and 2nd that supports students proficient in Arabic and English and also there are in various faculties, namely the faculty of FTIK, FDIK, FEBI and the faculty of DAKWAH.

3. Language Development Center

Language development center is an institution that focuses on language development that aims to improve language skills and the main target is students in semesters one and two who are required to take part. So, the Language development center focuses on new students who have just studied at the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan and the Language development center also focuses on mastering two languages, namely Arabic and English which must be mastered in 2 semesters.

The Teaching grammar at the language development center is one of the most important things for first semester and second semester in intensive programs are courses that require a specific time for individualized study courses in maximum learning in a fairly minimum time. Language development center is an institution that focuses on language development that aims to improve language skills and the main target is students in semesters one and two who are required to take part.

G. Outline of the Thesis

In this research, the researcher organized the systematic of the research into five chapters. Each chapter consist of sub chapters which detailed as follow in chapter one, it is concists of background of the problem, identification of the problem, limitation of the problem, formulation of the problem,objectives of the research, significances of the research, defenition of operational variabels and outline of the thesis.

In the second chapter it is consists of theoritical description of method strategy in teaching grammar, review of related findings, conceptual framework. In the third chapter it is consist of reseacrh method, which consist of time and place of the research technique of the data analysis. In fourth chapter it will be the result of the research, the forth chapter will talk about the data analysis, description of the data, discussion of the research.

Finally, in the fifth chapter will consist of the conclusion that is giving conclusion about the the result of the research, suggestion the given uggestion to the student and teachers by researcher and the implication to implicate the findings of the research in the future.

CHAPTER II

LITERATURE REVIEW

A. Review of Literature

1. Teaching Grammar

One of the aspects learned in language is grammar. Grammar is truly the lifeblood of literacy. It is the structure of a language that we must understand to use it effectively. Its correct use is essential for people to express themselves in a way that others can understand. Language evolves to meet the ever-changing needs of society, and each generation invents new words and expressions to describe their own way of life.

These changes need to be assimilated into the basic language structure, otherwise communication between generations can break down and there may be an unbridgeable gap. It is now being recognized that knowledge of grammar is important for each generation and that it is essential that this knowledge should be acquired in school.⁶ Grammar is an important role in learning English due to its necessity to master through good communication orally or written. The written productive language skill is called writing.⁷ It is the skill of a writer to communicate information readers.

⁶ Pollock and Waller, "English Grammar and Teaching Strategies: Lifeline to Literacy." Vol 1 2018 p.102 <https://www.pdfdrive.com/search?journal>

⁷ R. Lubis, "The Comparative Study of Grammar Translation Method (Gtm), Task Based Language Teaching (Tbtl) and Contextual Learning Teaching (Clt) in Writing Sentences at Smp Swasta Nurul Ilmi." 2016 Tazkir Vol. 02 No. 1 Januari – Juni 2016, <http://jurnal.iain-padangsidempuan.ac.id/index.php/TZ/article/view/408/383>

According to Moshinsky and Marcos⁸, the act of assisting others in learning what you already know is the definition of teaching. Here is a brief explanation of what teaching is: helping students acquire new knowledge or skills is what teaching is all about. Telling, showing, directing the learner through performance activities, and testing the outcomes are the main components of teaching. Teaching grammar entails educating students on the English language's grammatical structure.

The function of the grammar according to Borjars⁹, there are various reasons to study a language's grammar, including the desire to codify the grammar of that language—such as English—so that anybody can use it to learn the language. For several reasons, this work is very challenging. It must first be written in a way that makes learning English simple for the student; in other words, it must be suitable from an educational standpoint. Which structures you would include as proper English structures versus which structures you would eliminate or flag as grammatically incorrect is a more pertinent question for linguists.

I would like to propose a procedure for teaching grammar in which the activities involve five steps: 1. building up students' knowledge of the rule or rule initiation; 2. eliciting functions of the rule or rule elicitation; 3. familiarising students with the rule in use through exercises

⁸ Moshinsky and Marcos, "Teaching to Learn, Learning to Teach." *Nucl. Phys.* 13, no. 1 (2003): 104–16. <https://www.pdfdrive.com/search?>

⁹ Borjars, Kersti, *Introducing English Grammar*. Edited by an hachette uk Company. Second edi. london: hodder eucation, 2016. <https://www.pdfdrive.com/>

or rule practice; 4. checking students' comprehension or rule activation; and 5. expanding students' knowledge or rule enrichment¹⁰

The proposed procedure starts with teaching grammar by some leading questions and providing model sentences in which the grammatical item to be taught is underlined. Such activities are geared to build up learners' knowledge of the grammatical items taught. At this stage, a teacher is required to ask students to respond to the questions orally. Then step 2 aimed to elicit the functions of the grammatical item taught accompanied with examples. This step furnishes the students with clear descriptions of the language focus uses so that students can apply the language focus appropriately in communicative settings. Step 3 focuses upon familiarizing the students with the grammatical item in use. The process followed in this step is that the teacher presents some exercises, checks for students' comprehension, and encourages active student involvement.

This step is geared to check students' comprehension of the grammatical item being taught. At this stage, the teacher provides an assessment of student comprehension to gauge whether the students completely grasp what they have been taught. The form of the evaluation can be in the form of sentence construction. This is used in order to have the students apply the concept of the grammatical item learned productively, not receptively. The last step is focused on expanding

¹⁰ Widodo, "Approaches and Procedures for Teaching Grammar," 131.

students' comprehension of the grammatical item being taught. In this phase, the teacher employs other activities to reinforce some concepts and even to relate new ones. S/he gives the students opportunities to do independent work and can set certain activities or tasks from the lesson as homework or an assignment.

2. Teaching Grammar in Language Development Center

Language Development Center at State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan was established in the 2000s, with a focus on English and Arabic. The Language Development Center is an institution to train the use of English and Arabic, especially for first and second semester students through dormitories, namely the Ma'had Al Jamiah Program. This unit is one of the most important units whose role is as an organizer of language learning where language is an important icon at the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan. The establishment of English and Arabic matriculation was based on concerns about the lack of English and Arabic speaking skills in Islamic college environment. The mastery ability English And Arabic was considered a necessary trait for any student of this institution who at the time was a stain on the tale. The aim of the program is to create knowledgeable students so that they can compete in the era of globalization.

The language center of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan has a curriculum that is consists of sets

plan such as linguistics, material and so on. In this curriculum, there are many competences such as speaking, grammar, listening, writing and vocabulary. Each competences has different indicators of the lesson but in this research the researcher just focus about grammar.

Besides that there are many topics on grammar skill that should be learned by the students at the Language Development Center State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan such as¹¹:

- a. Stative and dynamic verbs
- b. Present simple and present continuous
- c. Verbs with two meanings
- d. Subject and object question
- e. Phrasal verbs
- f. Modals of obligation
- g. permission and prohibition (present tense)
- h. Make, let, allow
- i. Modals of obligation, permission and prohibition
- j. Time linkers
- k. Comparative 1
- l. Adjective negative prefixes
- m. Comparing nouns

¹¹ Curriculum in Language Development center at State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan, n March 13rd 2023, at 10:38 p.m
<https://www.uinsyahada.ac.id/tag/kurikulum/>

- n. Quantifiers
- o. Unreal conditions 2

In briefly, all the topics above are prepared by the teachers at language center development State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Therefore, it is essential that language teachers pay attention to teaching grammar. There are several methods used in teaching grammar based on the grammar mentioned before, namely Board Race game, Stop the Bus, Puzzle, Jumbled Words, Prompts, Papers in The Bag, Chinese Whisper, Through Moving, Translation Game, Throwing Ball and Quiz and Game. The media used to teach grammar by P2B lecturers are as follows Whiteboard, Board marker, Cards, Pictures, Ball and dicee.

There are many method that can be used by the teacher to help learner develop their knowledge of grammar. According to Ansori there are 5 strategies:¹²

a. Grammar Based **teaching**

1) Definition of Grammar based Teaching

The conceptual nature of grammar teaching is a fundamental part of GBT; However, it seems to me that this is often overlooked in discussions about the value of teaching grammar. GBT teaches grammar conceptually although the focus is on specific morphology. In other words, students learn the

¹² Ansori, "Strategies in Teaching English Grammar."

concept of number, that is, how English expresses singular and plural numbers, or the concept of how to use verbs to express time. Students learn the concepts of dependence and coordination, even though these terms may not be used. Students learn the concepts behind basic grammatical terms such as nouns, verbs, phrases, and prepositions without having to define these terms.

Teachers can assist pupils in using the language effectively and accurately by teaching grammar. The instructor is responsible for assisting the students in comprehending and applying the various tenses. The teacher should establish a list of all the exceptions and keep reminding the pupils to conjugate verbs correctly.

So, grammar-based teaching is the teacher teaching students through the basics of grammar from the easiest by using the right language selection to make students easier to understand and understand.

2) Types of Grammar based Teaching

- a) There are GBT materials that are complete lessons organized around grammar areas; They are essentially basic series with a grammar program. These materials use a four-skills approach (i.e., include reading and essay writing instruction alongside listening and speaking practice) and, like the core series, have a full range of materials, including aid, so other

texts are unlikely to be required for a course foreign language course. The first type is grammar-based teaching focus on reading, listening and practice speaking where student is directed how to practice speaking.

- b) Then there are GBT materials such as mine, which do not attempt to be all-in-one texts.¹³ Instead, these materials focus on providing a grammar component directed at skills development and are intended to support other approaches and materials within a balanced program of second-language instruction. The second type is grammar-based teaching, student focus on writing skill in the grammar text. Student are trained to be able to write and analyze text based on grammar.

b. Learning through Writing

The writing-based learning approach encourages students to read, write, and use the language creatively while learning proper grammar usage. Language acquisition is prioritized above language learning since memorization-only grammar instruction is ineffective and more interactive session's help pupils know and comprehend grammatical principles.

So with this method learning trough writing, students are trained to learn grammar by writing because by writing students can

¹³ Daigger, "Decentralization : A Practitioner ' s Perspective."

pour out the contents of their thoughts in the form of writing and are more able to master the use of grammar and can explore new ideas.

c. Inductive Teaching

The inductive method of teaching grammar involves presenting several examples that illustrate a specific concept and expecting students to notice how the concept works from these examples. The inductive teaching approach is a sort of discovery learning that focuses on the student.¹⁴ For example, an instructor might use or show a few examples of a grammar point in English and then ask students what they notice. In many cases, the grammar point might be introduced by simply engaging the students in a directed conversation to slowly introduce it. The teacher guides the students to noticing the grammar pattern, and finally explicitly exposes them to it.

Grammar points were explained in class and students were allowed to ask questions; In addition, learners also receive direct feedback by pointing out errors related to grammar rules. Grammar teaching activities in this group include completing exercises, writing sentences on the board to explain grammatical patterns, reading and writing paragraphs, and giving students exercises using the grammar

¹⁴ Vinet and Zhedanov, "A 'missing' Family of Classical Orthogonal Polynomials." " *Journal of Physics A: Mathematical and Theoretical* 44, no. 8 (2011): 1–13. <https://doi.org/10.1088/1751-8113/44/8/085201>.

structures that have been taught.¹⁵ In an inductive classroom, however, the teacher makes use of a strategy known as “noticing”. That is, learners are given the chance to derive the rule from the examples provided to them. Moreover, research supports that the main difference between these two methods lies in the direction of information flow.¹⁶ While the direction of information flow in inductive teaching is from specific to general, the direction of information flow in inductive teaching is from general to specific.

So this method is a method that uses learning from examples given by the teacher and this method focuses on students. This method also leads students to learn to write based on grammar. And the direction of the current in this method is from the general then proceed to the specific one

d. Deductive Teaching

Deductive teaching is a traditional method in which information about the target language and its rules are given at the beginning of the lesson and accompanied by examples. The principles of this method are often used in classrooms where the primary goal is to teach grammatical structures.¹⁷ Deductive teaching is a traditional approach in which information about target language and rules are driven at the beginning of the class and continued with

¹⁵ Vinet and Zhedanov.

¹⁶ Yulianti and Sulistyawati, “Online Focus Group Discussion (OFGD) Model Design in Learning.”

¹⁷ Benitez-Correa et al., “A Comparison between Deductive and Inductive Approaches for Teaching EFL Grammar to High School Students.”

examples. The principles of this approach are generally used in the classes where the main target is to teach grammar structures. For instance, these principles are convenient for the classes that grammar translation method is applied.¹⁸ A deductive approach is based on the top-down theory which the presentation and explanation of grammar rules take the precedence over teaching. A teacher gives students an in-depth explanation of a grammatical concept before they encounter the same grammatical concept in their own writing. After the lesson, students are expected to practice what they have just been shown in a mechanical way through worksheets and exercises. In a deductive classroom, the teacher gives lessons by introducing and explaining concepts to students, who are expected then to complete exercises or tasks to practice these concepts.¹⁹ This means that the deductive method is a teacher-centered approach.

So this method is a simple and traditional grammar teaching method, all activities are carried out by the teacher and provide material and examples directly to students. Then the teacher assigns tasks to practice.

e. Interactive Teaching

1) Definition of Interactive Teaching

Another method of teaching grammar is to incorporate interactivity into lessons by using games to teach grammar, which

¹⁸ Vinet and Zhedanov, "A 'missing' Family of Classical Orthogonal Polynomials."

¹⁹ Yulianti and Sulistyawati, "Online Focus Group Discussion (OFGD) Model Design in Learning."

not only attracts students but also helps them remember what they have learned. This method allows teachers to prepare lessons that suit students' different learning styles. For example, each student might be given a large flashcard with a word on it and have to arrange it into a suitable sentence. Strategies are indicated in bold text in the learning activities. Teachers should refer to this section of the resource for an explanation of the purpose.

Interactive methods in multicultural education allow students to have not only knowledge and compassion for others but also be able to make rational decisions in any situation in order to develop the most acceptable models of thinking, action, and communication²⁰. Interactive instructions enhance the learning process. Interactive teaching styles are designed around a simple principle: without practical application, students often fail to comprehend the depths of the study material. Interactive teaching is also beneficial for you as the teacher in a number of ways.²¹ So interactive teaching as part of the global strategy of the system of operation of the teaching methods is an active model of learning in the contemporary school that has support in the process of development of the problem of learning with research elements.

²⁰ Senthamarai, "Interactive Teaching Strategies."

²¹ Senthamarai.

So this method is a method where the teacher teaches grammar by game , but the game used is a game that can develop students' thinking. This method must be designed by the teacher before it is carried out in class. Can make student more active in every activities.

2) Interactive of teaching styles

There are 5 styles of interactive teaching such as:

a) Brainstorming:

Interactive brainstorming is typically performed in group sessions. The process is useful for generating creative thoughts and ideas. Brainstorming helps students learn to pull together. Brainstorming is one of the things that is done before starting learning with the aim of making students more enthusiastic and thinking for the material to be learned with the condition that Brainstorming must be in accordance with the learning topic to be studied. Brainstorming is thr same as inviting students to think and find new ideas from each learning topic in class which is done before leraning.

b) Think, pair, and share:

Establish a problem or a question, then pair your students. Pose a problem or question, then get students involved. Give each pair enough time to reach a

conclusion and allow each participant to identify that conclusion in his or her own voice. You can also ask one student to explain a concept while the other student evaluates what is being learned. Apply variations of the process: your students will engage, communicate, and retain more information right before your eyes.

c) Buzz session

Participants come together in session groups that focus on a single topic. Within each group, every student contributes thoughts and ideas. Encourage discussion and collaboration among the students within each group; everyone should learn from one another's input and experiences.

d) Incident process

This style of teaching includes a case study format, but the process is not as rigid as a full case study training session. The focus is on learning to solve real-world problems involving real people, preparing your students for life beyond the classroom. Provide small groups of students with detailed information about real-life problems and then ask them to develop a possible solution.

e) Q&A sessions

On the heels of every topic introduction, but prior to formal lecturing, ask your students to jot down questions pertaining to the subject matter on 3×5 index cards. After you collect the cards, mix them up and read and answer the student-generated questions.

So, these 5 styles of interactive learning are very useful in learning because each step can stimulate students' thinking before learning and can make student more enthusiastic in learning.

3. Strategies in teaching grammar

There are 4 strategies in teaching grammar such as:

a. Mind mapping

1. Definition of mind mapping

Mind mapping is when an idea, word, or concept is explored through a diagram.²² Mind Mapping is a strategy for assisting students order and structures their thinking through mentally mapping words or notions. Mind Mappings contain visual frameworks like figures, diagrams, or charts utilized to display structural knowledge.

They are influential in that they assist students communicate information because they can explain complex notions in simple, meaningful representations so that learners

²² Mapman, "Learn With MindMaps How To Enhance Your Memory, Take Better Notes, Boost Your Creativity, And Gain An Edge In Work Or School — Easily."

can expand a comprehensive comprehension of the content to be learnt.²³ Mind-mapping is one of the most effective ways to create and expand on your ideas.²⁴ A Mind Map is a revolutionary thinking tool that, when mastered, will transform your life. It will help you process information, come up with new ideas, strengthen your memory, get the most out of your leisure time and improve the way you work.²⁵

The use of Mind Mapping technique was as a help to give an overview the grammar material. In fact, students were easy to understand the concept of the grammar material and helped them to understand the material rapidly and easily.²⁶ The Lecturer gave the material using Mind Mapping to give a brief overview for the student. It is necessary for English lecturer to make grammar material interested so that the students can improve their grammatical structure.

The lecturer also asked some questions in the main activity. Those made the students active and he would know well how far the students understood the material. If students are confused, the lecturer explained in details about the material started from the definition, characteristic, etc. So

²³ Malekzadeh and Bayat, "The Effect of Mind Mapping Strategy on Comprehending Implicit Information in EFL Reading Texts."

²⁴ Lobos, *The Ultimate Vocabulary Mind Map*.

²⁵ Lobos.

²⁶ Wibowo, "A Strategy to Enhance Students' English Grammatical Structure."

mind mapping is a strategy used to make a material simpler like a concept map and made in the form of a diagram.

So mind mapping is a strategy used to make a material simpler and easier to understand such as the form of a concept map and can also be made into the form of diagrams. The purpose of mind mapping is to make it easier for students to understand the material to be learned by looking at the mind mapping that has been assembled in such a way and as good as possible.

2. Procedure of mind mapping

There are 5 procedures of mind mapping such as:

a) Start with a central concept

You want to make sure that you have a firm concept that you will be analyzing with the mind map. Make sure the concept is broad enough that you can flesh out the mind map in a way that is beneficial. However you want to make sure the concept is narrow enough not to cause you to end up with multiple mind maps. You want to dive into one topic and go as deep as you can go without it being muddled with another topic.

b) Write down the different ideas related to the concept

Write down the words that come to mind as they relate to the central concept. As you think of terms to describe the main idea, jot them down. Underline the words and draw lines connecting them to the main idea. Use only single words and as few as possible. To accentuate certain points, use capital and lowercase letters. Make the most of those key words because most mind maps are about key words rather than phrases or sentences. There are a few exceptions to this rule, which I will go into later, but for now, try to concentrate on your key words.

c) Use images and symbols in place of words

Whenever possible, use images and symbols instead of words. It's ok if you don't draw. You can use very basic stick figure images or simple symbols. The point is for you to add a visual element to the mind map to communicate a point.

d) Use shapes to group sets of words or images

When you create a set of words or images, shapes can be used to illustrate a connection between a group of text or images. You may group all of those phrases and images into squares, for instance, if you're

focusing on a certain aspect of the main theme. You may then arrange all of those phrases and images in circles if you're looking at another region. The main objective is to give your mind map an interesting appearance, but if you're feeling very inventive, you may utilize less conventional forms like stars.

e) Incorporate colors to show relationships

It's crucial to incorporate a variety of colors in your mind map. utilize at least three colors, but try to utilize more if you can. Shapes, symbols, and images should be used in conjunction with colors, not in place of them. Be imaginative in how you use color.²⁷ Draw a picture in the centre of the paper, representing your subject, using at least three colours.²⁸ Use of more than one colours when draw a picture in the paper.

So, the use of these 5 procedures is very effective to facilitate the use of mind mapping strategies in accordance with the sequence and procedure. Then with the use of this strategy, students are more creative in developing ideas in structuring mind mapping

²⁷ Mapman, "Learn With MindMaps How To Enhance Your Memory, Take Better Notes, Boost Your Creativity, And Gain An Edge In Work Or School — Easily."

²⁸ Buzan, "Mind Map Mastery by Tony Buzan (z-Lib.Org)."

b. Jigsaw Activities

1. Definition of jigsaw

Jigsaw includes a procedure whereby students share information they have gathered with their group mates and with the other group mate in the class. Students are quizzed on all topics and the quiz scores are averaged to form team scores. Therefore, if the team wants to be successful, the students member must understanding about the material and also do a good job of sharing information with their teammates.²⁹ In these activites, the class is divided into groups, and each group or individual has a portion of the knowledge required to finish an exercise. The children must speak their own words to communicate effectively while engaging in these activities.

The jigsaw method allows for the creation of an atmosphere where the student actively participate more in the course and takes ownership over their learning³⁰. Jigsaw is a cooperative learning method that helps students learn more effectively while also enhancing their motivation and enjoyment of the learning process.

²⁹ Ulla, Training, and Faculty, “the use of jigsaw method to improve the students’ reading comprehension of narrative text of the eighth grade students of mts tarqiatul himmah pabelan semarang district in the academic year 2016 / 2017.”

³⁰ Garcia et al., “Using the Jigsaw Method for Meaningful Learning to Enhance Learning and Rentention in an Educational Leadership Graduate School Course.”

So Jigsaw activities are learning activities where learning focuses on more interaction with students than teachers this is usually in the form of groups. Jigsaw activities is a method that student divided into group, each group consist 4 until 6 student. The student must work together to finished the task that given by teacher.

2. Procedure of jigsaw technique

Below are some procedures of using jigsaw activities such as:

- a) Forming jigsaw groups of 5 or 6 learners. The groups should be varied in terms of gender, ethnicity, race, and ability.
- b) Selecting one learner from each group as the leader. At first, this person should be the most mature learner in the group.
- c) Dividing the lesson into 5 or 6 segments taking as a reference the relevant issues inside the lesson.
- d) Giving each learner to prepare and learn one segment, making sure learners have direct access only to the segment assigned.
- e) Giving learners enough time to read their segment at least twice and familiarize with it. It is not necessary to memorize it.

- f) Bringing the learners back into their jigsaw groups.
- g) Asking each learner to present her/his segment to the group. For clarification to encourage the other member in the group to ask questions.
- h) Teacher passes from group to group, observing the process. He makes an appropriate intervention if any jigsaw group has a trouble. Also, it is better for the group leader to handle this task since leaders can be trained by teacher to know how to intervene, until the leader could do it by self.
- i) At the end of the session, teacher provides a quiz about the material in order to learners realize that these sessions are not only fun because these also count as a part of assessment.³¹ This session is the session where the assessment session is after all the steps have been completed.

So, the use of jigsaw activities has 9 procedures. Starting with forming student into several group until the quiz section and assessment carried by the teacher after all steps have been carried out.

b. Picture Series

³¹ Ulla, Training, and Faculty, “the use of jigsaw method to improve the students’ reading comprehension of narrative text of the eighth grade students of mts tarqiatul himmah pabelan semarang district in the academic year 2016 / 2017.”

Picture series is a kind of media which belongs to picture category. the pictures series are pictures, which show some actions or events in chronological order. The students will be engaged and appreciate the teaching and learning process by employing picture series. The images encourage the students to concentrate solely on the words.³² that the use of picture series gives positive effects such as motivation, enthusiasm, understanding about ideas generation, independence in constructing sentences, high sentence production and cooperative learning.

In these exercises, a student or group of students tells a tale based on a succession of images; the images may need to be arranged first.³³ Self-guided students and classroom learners alike will be delighted by the way they are helped to progress easily from one unit to the next, using the combinations of pictures and text to discover for themselves how English works.

So picture series is a method where students are invited to think creatively. Able to provide new ideas for images given by related teachers about a material. Students are required to be able to express these new ideas in front of the class so that students can be confident in the results of their own thoughts.

c. Group Discussions

³² Crichton and Koster, *English Made Easy : Learning English Through Pictures*. Edited by HK) Ltd. *Periplus Editions*. Third edit. Vol. 51. tokyo: Tuttle Publishing, 2015.

³³ Crichton and Koster.

Discussion is the most interpersonal of all teaching methods.³⁴ Discussion is easier when all the students can see each other and the instructor. It's a mistake to set your room up in rows of chairs facing one direction when your goal is discussion. Through the use of inference, practical reasoning, and other techniques, new knowledge is derived from the available data in these operations.³⁵ The students can share their thoughts with others in this activity and contrast their own values, opinions, and beliefs with those of others.

So the discussion group method is a learning method carried out by students in the form of groups. Each teacher has 4 to 6 people in a group. Then each group works together for discussion. Each student in the group is responsible for the tasks assigned by the teacher

4. Review of Related Findings

From this title, the researcher raised many research titles that have similarities. As for several studies to strengthen researchers in making research, the researcher looks previous studies. The following are some research titles that are appropriate or similar to the research titles raised by the research from many of the same titles.

The first is research from Afandi,³⁶ this study aims to describe the teachers' activities of teaching grammar at MTs Al Muhajirin Sukamulya.

³⁴ Mccallum and Leaders, "Teaching Through Guided Discussion Handbook."

³⁵ Sabilla, "Techniques Used By English Tutors in Teaching Grammar in English Classes At Global Learning Center English Course of Palangka Raya."

³⁶ Idrus Idrus, "The Activities of Teaching Grammar By Novice." 2019, 100.

Data were collected using non-participant observations and semi structured interviews with teachers and students. Observation is carried out in two classes with two grammar materials, namely past tense and modal auxiliary. Then, interviews are used to support observation. The results of this study indicate that there were four activities used by the novice teacher in teaching grammar. The activities were structured input in pre-teaching, explicit instruction and production practice in whilst-teaching then production practice and corrective feedback in post-teaching.

The second is from Syahputra and Faris,³⁷ the teacher is one of the big influences on the success of students because in the learning process the teacher has responsibilities which include understanding the character of students, understanding the material well, and conditioning an interesting situation and atmosphere. This study used a qualitative research approach and methods and data collection techniques used through interviews, observation, and documentation. There were several things that the teacher does before the learning process begins. The existence of several strategies and media and the rules from the teacher used during the learning process, make it easier for students to catch and understand the material presented easily. The findings of this study indicated that. First, the instructions used were the delivery of learning objectives, providing motivation, and good communication or interaction. The instructions were used to increase students' interest in learning. There were several things that

³⁷ Nizar Syahputra and Faris, "teachers' reported accounts on teaching grammar at kresna institute in faculty of teacher training and education."

the teacher does before the learning process begins. These were the delivery of learning objectives, providing motivation, and good communication. Second, the strategies used were the tutorial program, mapping and stepping, and weekly exams. Third, the media used were whiteboard and three-color markers. Fourth, the Way of teacher organizes and guides. The teacher gave some rules and gave practice questions for each meeting.

The third is from Nurliana,³⁸ One of the key steps to speaking English clearly, properly, and fluently is learning grammar. The aim of this study is to describe how EFL students used grammar learning techniques at IAIN Palangka Raya during the Covid 19 Pandemic and to look at the different kinds of grammar learning strategies employed by EFL. Ninety students who were enrolled in the Pre-Secondary Grammar course for the 2020–2021 academic year as part of the State Islamic Institute of Palangka Raya's English Language Education Study Program served as the study's subjects. The initial survey that was used in the study was changed by Kemp and Bayou after being adopted from Oxford. The study's findings showed that the metacognitive method was used the most frequently.

The forth is from Magfirah,³⁹ the study aimed at investigating about the teaching of grammar in context through writing activities at MTs.N Model Makassar. The instrument of this research involved observation, in-depth interview and documentation. The subject of this research consisted of one English teacher and ten students. The result of this study showed that the

³⁸ Nurliana, *Grammar Learning Strategies Used by EFL Students during the Covid 19 Pandemic at IAIN Palangkaraya*.

³⁹ Fadhilah Magfirah, "The Teaching of Grammar in Context Through Writing."

implementation of teaching grammar in context through writing activities at MTs.N Model Makassar consisted of warming up the students, explaining how to make a sentence, explaining how to make a paragraph, asking students to write, asking students to submit their writing, collecting students' writing and writing down some sentences on the whiteboard, and explaining the form of the sentences.

The fifth is from Sabilla⁴⁰, The first question this study aims to answer is: What methods do tutors at GLC use to teach grammar? The second question is: How do tutors use those methods? The third question is: What problems do tutors face? The fourth question is: How do tutors solve those problems? The fifth and final question is: How do students perceive the methods used by tutors? This study uses a qualitative case study methodology. using observation, interviews, and documentation to obtain data. This investigation focuses on grammar-teaching English tutors and the students they instruct. The methods tutors employ to teach grammar are the subject of this study. The following are some findings from this study: In the process of teaching grammar, tutors use deductive and inductive methods. The second is the Audio-Lingual Method, Grammar-Translation Method, and Communicative Language Teaching Method. The last method uses the technique of question-and-answer exercises, transformation exercises, and single-slot substitution exercises.

⁴⁰ Sabilla, "Techniques Used By English Tutors in Teaching Grammar in English Classes At Global Learning Center English Course of Palangka Raya."

From the review of the previous findings, there are many similarities in this study such as used qualitative method but has different result, where researchers investigate the strategies used in teaching grammar while learning. Researchers plan to apply or develop the strategy used through the program provided at the Language Development Center State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan. This can be used as an evaluation in making teaching methods more creative and more efficient in the future.

CHAPTER III

RESEARCH METHODOLOGY

A. The place and time of the research

The researcher did the thesis at the Language Development Center State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan. It is located at Jl,Teungku Rizal Nurdin K.M 4.5 Sihitang, Padangsidempuan, Norh Sumatera, and Indonesia. The time of doing this research is from November 2022 up to October 2023.

B. Research Design

In this research, the researcher used the qualitative method. Qualitative research is a positioned movement that finds the spectator in the world. It includes of a quality of explanatory material is applying that makes the creation evident. The researcher used descriptive method to explore the phenomenon it was about strategies used by English teachers in teaching grammar at the Language Development Center State University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

C. Source of the Data

The main data of this research is the strategies used by lecturer in teaching grammar at the Languag Development Center State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan in academic year 2023/2024.

The source of this reseach was collected from the teachers at the Language Development Center State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan. The respondent in this research are three English teachers: AK (FASIH), MU (FTIK) and DF (FTIK). The reseacher wanted to know strategies used by the teachers at the Language Development Center State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Table.III.1

Table of Lecturers at the Language Development Center State Islamic Univesrity of Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

No.	Teacher	Room	Total Student
1.	AK	Fasih	28
2.	MU	Ftik	26
3.	DF	Ftik	26

D. Instrument of the research

The researcher has taken the data from the teachers to collect the valid data by using as follow:

1. Observation

Researchers conducted research by observing the teaching grammar process it was by observation guidelines to find out the initial conditions at English Development Center State Islamic University

syahada Psadangsidimpuan. This observation was to know how the teachers' strategy in teaching grammar, using medias and facilities in English learning process at The Language Development Center State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Table.III.2

Observation sheet in teaching grammar

Teachers :

Class :

Time :

Strategy :

No	Teachers' activity	Students' activity	Application strategy
1.	Pre – activity		
2.	While activity –		
3.	Post – activity		

2. Interview

Here, researcher conducted face-to-face in person interview with participants, reserchers interview by phone. The Researchers conduct research by using semi-structured clouds with the help of interview guidelines or interview instruments that have been prepared by the

researcher to know the initial conditions before the study is carried out to see how the benefits of this study are.

To obtain data on how teachers teach grammar at language development centers, researchers used interviews as an instrument for data collection and used the following guidelines:

Table III.3

Interview guideline

No	Indicator of interview	Number of Item	Total
1	The teachers' strategies used by the teachers in teaching grammar at Development Center	1, 4, 5.	3
2	The applies strategies in teaching grammar at Development Center	2, 3	2

E. Technique of Data Collection

The collecting data using observasi and interview guidelines which was contained several question related to the objective of the study.

1. Observation

- a) Preparing the object of observation.
- b) Creating observation guidelines or research frameworks.
- c) Determining the observation location.
- d) Doing the observation
- e) Checklist the guideline

2. Interview

- a) Preparing a list of questions
- b) Compiling a list or outline of question to be asked to the resource person (5W+1H)
- c) Making appointments with resource persons.
- d) Making a meet
- e) Doing interview

F. Technique of Data Analysis

Data analysis is the process of reducing, transcribing, and grouping data. Data were collected through interview. Interview analysis employs three models or three steps in the data analysis process: data reduction, data presentation, and drawing conclusions.

The analysis is divided into three simultaneous streams of activity. The three methods are (1) data reduction; (2) data display; and (3) drawing conclusions⁴¹.

1. Data reduction

From the title of this study there are several grammar teaching strategies used by teachers when teaching grammar. With these various strategies, followed by research and tracking, of course, data obtained using instruments based on various categories obtained and related to various questions regarding the teaching strategies used. The data that has been taken has reduced according to the needs of the researcher or

⁴¹ W.Creswell, *Research Design*.

the needs of this research, the reduction data steps that has used are by using observation and also by listening to interview, then the researcher has reduced the data needed and what is not needed

2. Data display

After the data is reduced, the next step is to display the data. Through the presentation of the data, the data in this study the data has been displayed using narrative text or using field notes and also by using tables, and the data is arranged systematically and easily understood, thus providing the possibility of generating conclusions

3. Drawing conclusion

After the data is clearly collected through reduction and display of data in accordance with the needs and objectives of this study, the researcher has drawn the conclusions. This conclusion has been answered the research question, according to the data that has been collected and analyzed.

G. Checking Data Trustworthiness

Every research requires a standard to see the degree of trust or truth in the results of the study. In qualitative research, these standards are often referred to as data validity (trustworthiness). Checking the validity of data (trustworthiness) is a step to reduce errors in the process of obtaining research data which certainly has an effect on the validity of the final results of a study. This data trustworthiness check is carried out by researchers aiming to

produce data that can be scientifically accounted for and trusted and meets a high level of credibility

The criteria used for qualitative research are that the results of the research conducted must meet four criteria, namely: (1) credibility; (2) transferability; (3) dependability; and (4) confirmability. The four criteria meet the four standards of "disciplined inquiry", namely: truth value, applicability, consistency, and neutrality.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the results of a research entitled teaching grammar in an intensive program at the Language Development Center of Sheikh Ali Hasan Ahmad Addary State Islamic University Padangsidempuan. Data were collected through observation and interviews. To collect the data, researchers held the observation twice in class while the teacher teaching. From the first observation, the researchers did not find that the teacher was not teaching grammar. In the second observation, researchers found 3 strategies used in teaching grammar, namely jigsaw activities, group discussion and picture series. The English teacher who became a respondent in this research was as english teacher who tought english lesson at The Language Development Center State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan. The teachers are Mrs. Akmal Khairani (AK) Nasution, M.Pd. Mrs, Dewi Fatimah(DF) Sitompul, S.Pd. and Mrs. Maria Ulfah (MU), S.Pd.

A. Findings

1. Strategies Used in Teaching Grammar in Intensive Program

The researcher did the observation on 21st of Juny 2023 for the first and second English teacher (AK) and (DF) and 23th of Juny 2023 for the third English teacher (MU). Based on observations in learning and teaching activities in class, teachers used several strategies used in class when teaching grammar, namely jigsaw activities, pictures series and

group discussions⁴². The following is an explanation of the strategies used by teachers in teaching grammar

a. Jigsaw activities

Based on the results of observations, it is shown the first teacher (MU) used the jigsaw activities method in teaching grammar in FEBI class⁴³, it is known that she uses jigsaw activities in teaching grammar in a structured way. In this teaching grammar strategy, only one teacher that uses this strategy, namely (MU) class. Here's an explanation of how teachers use this strategy. Jigsaw activities are a learning activity in class using groups of students divided into several groups. Then divided the tasks according to the material learned at that time and shared opinions with other groups. Students cooperate with each other and are positively interdependent and independently responsible. In this activity, students are presented to be able to provide many opinions and can improve communication. All group members are responsible for the success of their group and the completeness of the part of the material learned and can convey it to other groups.

The purpose of this activity is to have a cognitive purpose, i.e. academic factual knowledge and a social purpose i.e. cooperation in

⁴² Lecture language development center at State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan, result of observation, on June 2023, at 16:00 p.m

⁴³ Maria Ulfa, lecture in language development center at State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan, result of observation, on June 23th 2023, at 16:00 p.m

groups. Train students to be trained to discuss and be responsible and be able to work together in a team. And the other goal is to understand about a material to his classmates.

From three teachers that researchers examined and observed, there was only one teacher who used this method or strategy. Teacher uses this method because with this method students can work together in teams and to increase students' sense of responsibility.

b. Group Discussion

Based on the results of observations made by researchers that the second teacher (DF) used the group discussion method in teaching grammar in FTIK class⁴⁴, it is known that the second teacher uses discussion groups in teaching grammar. The following is an explanation of how to use this strategy. A discussion group is where all students are formed into several groups. In discussion groups students can be divided into 4 to 6 groups where each group has at least 4 members in one group. discussion groups are carried out to discuss a material and each side sits together with the group or team to answer questions or do assignments given by the teacher and all students work together in one group as a team and try to be compact with all activities carried out in one team. This method can also increase the responsibility and social spirit of students because students can share knowledge and share knowledge in the group.

⁴⁴ Dewi Fatimah, lecture in language development center at State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan, result of observation, on Juny 21th 2023, at 16:00 p.m

Among the three teachers that the researchers studied, there were two teachers who used this method because with discussion all students can think independently, can discuss with one student to another. The discussion group also aims to equalize all perceptions or ideas that eventually give birth to an agreement and also a new understanding related to the issue or material studied.

c. Picture series

Based on the results of observations made by researchers that the third teacher (AK) used picture series method in teaching grammar in FTIK class⁴⁵, that the third teacher uses picture series strategies in teaching grammar and the following is an explanation of the picture series.

Picture series is an activity where the teacher shows a picture to students. The student begins to float his thoughts about the gambar, begins to describe the image, the student is able to give an idea of the image seen by the student. This activity aims to develop students' way of thinking creatively. Able to find new ideas and able to express their opinions in front of the class.

This activity can be done with groups or individuals. Because this activity is where students are able to describe a picture contained in the picture given by the teacher in class. Based on the results of his

⁴⁵ Akmal Hairani Nasution, lecture in language development center at State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan, result of observation, on June 21st 2023, at 16:00 p.m

own thoughts and joint thoughts with the group or team. Among the three teachers the researchers examined, only one teacher used this method. Because in this way students are able to think creatively and are able to provide new ideas.

Table. IV.1

The result of the research

No	Teachers	Strategies
1.	Teacher 1 (MU)	Jigsaw activities
2.	Teacher 2 (AK)	Picture series
3.	Teacher 3 (DF)	Group discussion

2. The Ways of the Teachers Applied the Strategies

After making observations, researchers continued to interview English teachers at the Language Development Center At State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan. The results of the observation and interview with the teacher provide a fairly in-depth explanation. Based on the results of observation and interviews with three predetermined teachers, researchers found that there were several kinds of opinions and explanations given by the 3 teachers in the observation and interview section

a. Jigsaw Activities

When pre-teaching the teacher starts the class by starting with a greeting and greeting the students with 'good afternoon' and all the students answer 'good evening' then the teacher checks the absences of all students then starts the lesson by reading a prayer. Then the teacher told the students to open the book page 75 then divide all students into 2 groups, namely groups A and B. This activity is to read the text about Journey group A read the first paragraph and then group B continues to read paragraph 2 aloud.

The teacher introduces the material to be learned to students by telling students to read the text in their textbooks in group form. The topic they studied was about Journeys " Lawyer gives up job to cycle around South America" The teacher give an example of the material until finish Based on the topic above, the teacher gives examples of the material learned and the teacher tells the class to mention the new vocabulary from the text then sound the vocabulary properly and correctly. Some of the students find it difficult to practice the vocabulary and then the teacher explains or repeats the pronunciation once again so that students can pronounce the vocabulary perfectly.

While teaching, the teacher begins to introduce the material to be presented. The teacher explains the procedure of grammar, namely simple past tense and simple perfect tense by giving some examples of these tenses. The teacher make a group of student in grammar activities.

The teacher conducts a jigsaw activities when answering the practice questions given by the teacher students are formed into 6 groups then the teacher distributes several blank papers, this activity is to arrange random sentences into sentences arranged correctly according to the text that has been read before by not looking at the book, the first group to deliver paper to the teacher will get the highest score ranging from 6 points to 2 points, 2 points is the lowest point for the group that last delivered or answered the question. At the end of the game or at the end of the activity, the group that gets the most scores will be the winner of the game. The teacher do not use Indonesian language in class, starting from greeting teachers using English, all activities in class are carried out using English.

Teachers always use English in every activity either by giving questions, instruction and all the activities, telling students to answer questions and all activities are carried out using English. The teacher invites students to always be active in asking and answering questions given by appointing students in turn to answer questions. Teachers use media when teaching grammar, namely by distributing students papers that have previously been formed into several groups, the media used is image media, showing pictures to students.

Post teaching Jigsaw activities students in groups, answering or matching vocabulary are in what paragraph and working together in groups, all group members try to find answers and answer the same.

Teacher give enough time the student in every segment. This activity teacher also given a score for the group that is most correct in answering will get points, and at the end of class all points will be counted and the group that is the most many get points will be winners. Then jigsaw activities of this activity are carried out in a group way, all groups try to answer all questions given by the teacher and each group can exchange ideas about the questions given by the teacher. The teacher gives examples of questions about past tenses and perfect tenses. Then all groups of discussion to answer that sentences past tenses or perfect tense.

b. Picture series

When teaching pre teaching, the first thing done by the teacher is to greet and greet students in class with good morning / afternoon expressions. The teacher checks the absence of students, who is present in class and who is absent. After that, the teacher starts learning with ice breaking to make students more enthusiastic and not bored. After that the teacher asked about the previous lesson that had been learned and all students were enthusiastic to answer and very enthusiastic in repeating the lesson. The teacher asks the students of the past lesson in turn and points to the side to answer and asks the students who wants to answer the question. All activities that take place in class are carried out using English and the teacher always tries and invites students to ask questions given by the teacher in class actively.

The teacher introduce the new material that to be continue in the class, the teacher introduce the material with English language and some times use Indonesian langugae if it is the students not understand then teacher explain the procedure of the grammar material and give an example about the material. Teacher use media while teaching grammar like showing a pictures and use some technique in teaching.

While teaching The teacher introduces the material that will be presented in class before starting teaching by giving students questions about famous people in Australia, famous animals in Australia and the most famous places in Australia. The teacher show the student a picture that will be learn and show the picture of the material talk about. Then giving questions to students and answering the same One of the students answered that the famous animal in Australia is the kangaroo, the famous person from Australia is John Howard and the famous place in Australia is Sydney. The teacher gives examples of the material taught by writing it on the blackboard, after all students understand the examples given, then the teacher tells students to make their own examples and the teacher while writing them on the blackboard, then checks whether the examples are based on the tenses learned.

The teacher explains the procedure for using simple past tense and simple perfect tense, how to use it, and how to make sentences with both tences. The teacher told the students to analyze the sentence about past tene that the teacher had written before on the board. The teacher

makes students do the task in group because if it is made in groups the student can work as a team and work together.

The teacher always use english to explain the material and every activity in the class will use english language from class start to class end. Answer questions, discussions, quizzes and others all using English. The teacher supports students to dare to answer every question given by the teacher, although sometimes students answer incorrectly, but the teacher always supports students to always dare to answer and give questions about the material taught. The teacher gives questions about the material to students alternately and some students are active in answering questions. The teachers use media when teaching, namely image media. The teacher shows the picture to the students and the teacher asks questions about the picture and then the students try to answer the questions given by the teacher.

Post teaching, the teacher distributes students pictures from the material and students are told to describe the pictures using simple past tense and simple perfect tense then the teacher corrects the tense used by the student whether it is true or not and the teacher assesses understanding of the grammar that has been learned. The teacher provides explanations and provides conclusions about the material studied, namely about past tense and simple perfect tense. The teacher gives an assessment to the group that can answer and the group that is active in the class and the group will give points and the group that is

most active and the most likely to answer correctly will be the leader in that segment.

c. Group discussion

Free teaching in prison, using this method, the teacher opens the classroom by greeting and greeting the students, such as greeting the students well in the afternoon, and greeting the students. Then the teacher checks the roll roll and calls one by one the students in the class. After that, the teacher asks or repeats the lessons that have been learned before. All activities carried out in the teacher's class use two languages, namely English and Indonesian. Indonesian language is used by the teacher when siswa does not mean what the teacher means and at that time the teacher explains using language to make students understand and understand. The teacher introduces the material or topic to be studied before teaching begins.

The teacher brainstorms, namely the teacher forms students into 5 groups. then students are given instructions to be carried out. Students who are formed into the previous group are told to line up and the student at the front will write the second form verb on the board along with the other groups and then continue with the second student and continue until the fifth side and the teacher gives 5 minutes of time to each group. At the end of the activity, students and teachers check whether the verbs that have been written are correct. And the teacher

gave grades to the fastest group and a lot of right. The group will be fastest and correct will get points and will be the winner.

The teacher introduces the material that will be presented in class before learning begins by providing several clues to build students' creativity in thinking and help students to be able to convey ideas or ideas that are in their minds, the teacher allows students to exchange ideas and discuss with each other about the material to be learned. After the teacher presents the material to be learned, the teacher explains the material briefly and clearly and then tells students to ask questions about the material that is not understood, after explaining the material then the teacher gives an example related to the material to help increase students' understanding of the material that has been given and to test how deep students' understanding of the material is. The teacher explains the procedure of grammar namely past tense and perfect tense while giving examples of the two tenses, explaining the differences between the two and giving examples.

The teacher invites students to always ask questions and actively answer questions from the teacher about the lesson in class and the teacher always tells students to release their ideas when learning in class, after the teacher delivers the material the teacher gives questions to challenge the material so that students better understand and then students are given tasks for practice.

That is a discussion group where students are formed into several groups. Then she said that afterwards he gave some instructions such as thinking about past simple. Students are invited to think before the teacher gives new material in class. Strategies the teacher apply in the class. She said that she used several games when teaching grammar such as rice ball, group discussion. She also said that she uses a different strategy every day so that students don't get bored and the class is more active while studying. She said that there are also different subjects when learning, so different strategies are used. If she teaches about reading she usually uses jigsaw activities and if the material is grammar sometimes she used ricing words and touch the whiteboard.

Firstly, made students into several groups of 3 to 4 people in one group. Then each group is named, sometimes it uses the name of the fruit and sometimes also with the name alphabet. Next, teacher counted numbers 1 until 4, next the teacher distributed a marker to one of the students from each group. Then students are told to look at the sentence posted on the wall that is ready to be pasted before by the teacher and remember the sentence. After that the student is told to write the sentence on the board.

Post teaching the fastest and correct group will be awarded points. And at the end of the activity the teacher will calculate the most scores from all groups. And the group that gets the high score will be the winner and get the reward. And the lost group will get punishment. The

end of the activity the teacher concludes or summarizes about the material learned by asking students about what students have understood about past tense and simple perfect tense then the teacher gives the task to be royal at home.

3. The Reasons of using the strategies in Teaching Grammar at Intensive Program.

1. Jigsaw activities

The reason why teachers 1 use jigsaw activities⁴⁶ in teaching grammar at language development centers is because using jigsaw activities can train students in the process of memorization and memory. This method can develop students' self-confidence and make students who are able to share each other. Using this strategy is to make it more fun and more challenging for you to think while studying. Train students to remember/memorize. Make students more confident in themselves. The Teachers found students lacking confidences. Sometimes she gets one of them less confidence with smarter students. She said that underprivileged student will become followres in every activity and not participat too much, just keep quite and follow their friends who are smarter than him.

⁴⁶ Maria Ulfa, lecture in language development center at State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan, result of observation, on Juny 23th 2023, at 16:00 p.m

2. Pictures series

The reason why teachers⁴⁷ used picture series⁴⁸ in teaching grammar. The teacher said that discussion group in picture series method made students work together as a team. With this method the weak students can learn together with other students. respondents did not has problems in teaching, everything runs very well as she has given the instructions clearly. This is because images can translate an idea from an abstract picture into a tangible and more understandable form. Student infer something or opinion not only from hearing or reading, but also from what we see around us or from what we remember from being seen. Image media is not only an aspect of a method / technique but also represents a picture of an object, place or person that is an important part of the student experience that teachers must know.

3. Group discussion

The reason why the tacher 3 used group discussion⁴⁹ in teaching grammar because this strategy is to make the class fun and not boring. The more fun the class the easier students to receive the lesson. They will practice the language enthusiastically. Some problems that

⁴⁷ Akmal Hairani Nasution, lecture in language development center at State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan, result of observation, on Juny 21st 2023, at 16:00 p.m

⁴⁸ Akmal Hairani Nasution, lecture in language development center at State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan, result of observation, on Juny 21st 2023, at 16:00 p.m

⁴⁹ Dewi Fatimah, lecture in language development center at State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan, result of observation, on Juny 21th 2023, at 16:00 p.m

teacher's gets while the teacher teaching are such as Students' different abilities in receiving the message or lesson, some are fast and others are slow. So, she sometime gets to explain it twice, three or more times.

Then using this strategy is to make it more fun and more challenging for you to think while studying. To train students to remember/memorize. Make students more confident in themselves. The teacher get a little problem such as students lacking confidences. Sometimes she gets ome of them less confidence with smarter students. Teacher said that underprivileged student will become followres in every activity and not participat too much, just keep quite and follow their friends who are smarter than him. The teacher said that why she chose this strategy was to give a lot of explanation about the material. Then make students who are able to share with each other

The teacher said other problem is students sometimes get too tired to do the activity cause students have a lot of things to do in dormitory. So, it really influences the class activity, the students should be excited but students become so unexcited cause of tired and needing some rest. Then teacher said sometimes in her class activity students need dictionary because they have limited vocabularies to do grammar translation. But, only some of them have it. They have to ask their friends many times and it disturbs the class activity.

B. Discussion

Based on the results of research, about teaching grammar at Padangsidempuan State Islamic University in the process of teaching English shows that activities or programs carried out by the language development center using three teaching methods, namely: jigsaw activities, picture aeries and group discussion, can make students comfortable when learning grammar. The method used by teachers in learning English, especially grammar learning, uses the interesting method. Based on the results shown from respondents' answers to each question, the interview results showed that respondents used discussion groups when teaching grammar. The interview results also showed that respondents tried to make an interesting method every meeting and tried to replace it with a variety of methods so that the method used was not monotonous. Respondents said each method needs to be developed and also needs to be improved in order to get maximum results when teaching. Such as jigsaw activities, picture series and group discussions.

The three strategies above can provide more effective learning in class because with these strategies students can understand the material happily and more enthusiastically. In addition, teachers also use various methods or methods so that the teaching process is not monotonous.

Furthermore, based on the results of interviews, then respondent said with this method students can work together between weak students and smarter students so that all students become active while learning. However,

there are several other strategies carried out by teachers in addition to discussion groups, but these strategies are only used on certain topics, for example, if the material is reading, the method used is jigsaw activities.

Teachers also use several ways to teach grammar in addition to what researchers found, namely shout and write games, run and slap games and there are also 3 ways used by one of the respondents and the following explanation: Task-Based Learning (TBL), the way or technique in using this strategy is as explained by the respondent that she gives students grammar-related activities as a warm-up. In this warm-up, student is trained to think before learning, before the teacher explains the material that will be presented that day. Then the teacher said he gave the main points of grammar (before highlighting). Furthermore he said that he gave assignments related to the main points of grammar. Then Presentation, Practice, Production (PPP), Respondent said that the second way is presentation, practice and production (PPP) she said the first step in this way is presentation (highlighting the grammar point). Then she said that he told the students to practice it with grammar exercises she gave him. Furthermore, she said, she also told students to practice writing or speaking (like they create the similar sentences like the examples). The last is Test - Teach - Test (TTT), For this approach, she said that she usually give a test to the students she said that sometimes it applies in a game without explaining the grammar point, due to see the students' background knowled about the grammar point. Then the teacher will explain it like highlighting the grammar point. Last student will do a test again which

relates to the grammar point that has been taught. Then she said, she actually do not only use these three approaches, and she said also do situational presentation, lexical approach, grammar translation method and other approaches or methods.

In this study there are also research that same method it is qualitative method but has different result, with Sabilla⁵⁰ on her findings, she said that the result of his findings in his thesis is that tutors or teachers are not tutors not only use one technique in meetings but also combine them. She claimed that every meeting involved drilling methods. She claimed that after greeting everyone and leading a prayer, the teacher always begins class by going over the previous teachings. in order to assess interest in the lessons offered. Sentence pronunciation, stress, and intonation are taught using it.

The next research similar to this study is from Afandi⁵¹, on his findings, he said that the results showed, actions for teaching grammar were divided into three phases: pre-teaching, teaching, and post-teaching. He claimed that the teacher provided structured advice throughout the pre-teaching phase. Where the instructor guides the class through the new structure while providing several examples in the target language. He spoke while instructing, instructors give clear directions. Grammar is taught by the teacher utilizing a hands-on method, in which the forms or rules are provided first and the examples are provided subsequently. The instructor also gives the pupils production exercises during this stage. The final step is post-

⁵⁰ Sabilla, "Techniques Used By English Tutors in Teaching Grammar in English Classes At Global Learning Center English Course of Palangka Raya."

⁵¹ Idrus Affandi, "The Activities of Teaching Grammar By Novice."

teaching, which involves the teacher testing the student. Instead of pointing out errors, the teacher provides some hints to the class. The results of the interview showed that using an interesting way of teaching in class is very important to make students excited about the teaching and learning process. Using interesting and fun ways makes students feel that learning grammar is not difficult.

There are many different strategies that can be used to teach grammar, including pre-, during-, and post-teaching. Additionally, results from other methods of grammar instruction, including deductive and inductive approaches, the audio-lingual technique, the grammar translation method, the communicative language teaching method, and the final exercise with questions and answers, support this.

C. Checking of Trustworthiness

Researcher took the data from 3 teachers and showed the result. In the process researchers show observation sheets by matching what has been observed in the field, and explain about their learning activities in class. After doing so, the researchers asked teachers whether all respondents' answers really matched the actual situation at the language development center to clarify the findings. Finally, the researcher concluded that all answers and observations were really appropriate and relevant to the reality in the field.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of research conducted by researchers to explore the ways or strategies used by teachers in teaching grammar at the language development center of Syekh Ali Hasan Ahmad Addary State Islamic University Padangsidempuan. Researchers have concluded that teachers use several strategies in teaching grammar, such as jigsaw activities, picture series and group discussion. Here is the conclusion of the three strategies

1. Strategies Used in Teaching Grammar at Intensive Program.

The strategy used by teachers in teaching grammar at the Language Development Center State Islamic University of Syekh Ali Hasan Ahmad Addary University Padangsidempuan is the jigsaw activities method then pictures series method, and the last is the discussion group.

2. The ways of the teachers applied the strategies

Teachers apply strategy with teaching procedures, namely pre teaching, while teaching and post teaching. So, the way for teachers to apply these strategies is by using good and correct teaching procedures, namely with three procedures, the first is pre teaching, then while teaching, and the last is post teaching. The teacher uses this procedure from the beginning of learning to the end of learning. Starting from the introduction of the material to the end of the class, drawing conclusions from each material studied.

3. The Reasons of Using the Strategies in Teaching Grammar at Intensive Program.

The reason why teachers used jigsaw activities in teaching grammar at language development centers is because: can train students in the process of memorization and memory, can develop students' self-confidence and make students who are able to share each other, make it more fun and more challenging for you to think while studying. Then others reason is because that strategies can made students work together as a team, the student can practice the language enthusiastically, more fun and more challenging for you to think while studying.

B. Implication

Implication is a consequence or direct result of the findings of a scientific study. The results of this study are about the strategies used by teachers in teaching grammar at the language development center State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Based on the results of the study, it is known that teaching by using strategies such as discussion groups, pictures series and jigsaw activities can make students more enthusiastic about learning grammar. A study that has been carried out in an educational environment, the conclusions drawn certainly have implications in the field of education and also subsequent research. In connection with this, the implications are as follows:

1. Based on the results of research that the strategy used by teachers is very meaningful to the enthusiasm of student learning when learning grammar

in class. Therefore, teachers try to provide more interesting learning methods in each lesson so that the methods used are not monotonous and varied.

2. Based on the theory that has been formulated by researchers, it can be seen that the selection of grammar learning methods using discussion groups has a significant influence on the enthusiasm of students when learning grammar. Because by using discussion groups when studying, all students can work together as a team and can help weak students learn the same as stronger or smarter student

C. Suggestions

Based on the result, the researcher would like to give some suggestion as followed:

1. For readers, researchers suggest providing more interesting grammar teaching methods and providing new insights that can be reused in the future. So that students do not find it difficult to learn grammar. The reason is, sometimes many students do not understand grammar because the learning method is not appropriate and not interesting.
2. For students, interest in learning English must be further improved, especially learning grammar because grammar is very important to learn and master.
3. To future researchers, researchers hope that this research can be a reference material for future researchers who want to research the same case.

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Affendix I

OBSERVATION SHEET

No		Yes	No
1	The teacher introduce the topic before start to teaching		
2	The teacher give an example the material until finish		
3	The teacher tell the procedure of grammar material		
4	The teachers make a group of student in grammar activities		
5	The teacher use indonesian language to explain the materials		
6	The teacher always use english in teaching grammar		
7	The teachers' endorse the student to be active in asking answering question		
8	The teacher use media in teaching grammar		
9	The teacher use the technique of grammar are: a. Mind mapping b. Jigsaw activities c. Picture series d. Group discussion		

Appendix II

INTERVIEW GUIDELINE

List of the question interview for teacher

1. How do you teach grammar in class ?
2. What strategies do you apply in the class ?
3. How do you apply the strategies in the class?
4. Why do you use this strategy in class?
5. What problem do you often face ?

AFFENDIX III

RESULT OF OBSERVATION SHEET

TEACHER 1

No		Yes	No
1	The teacher introduce the topic before start to teaching		
2	The teacher give an example the material until finish		
3	The teacher tell the procedure of grammar material		
4	The teachers make a group of student in grammar activities		
5	The teacher use indonesian language to explain the materials		
6	The teacher always use english in teaching grammar		
7	The teachers' endorse the student to be active in asking answering question		
8	The teacher use media in teaching grammar		
9	The teacher use the technique of grammar are: <ul style="list-style-type: none"> a. Mind mapping b. Jigsaw activities c. Picture series d. Group discussion 		

TEACHER 2

No		Yes	No
1	The teacher introduce the topic before start to teaching		
2	The teacher give an example the material until finish		
3	The teacher tell the procedure of grammar material		
4	The teachers make a group of student in grammar activities		
5	The teacher use indonesian language to explain the materials		
6	The teacher always use english in teaching grammar		
7	The teachers' endorse the student to be active in asking answering question		
8	The teacher use media in teaching grammar		
9	The teacher use the technique of grammar are: a. Mind mapping b. Jigsaw activities c. Picture series d. Group discussion		

TEACHER 3

No		Yes	No
1	The teacher introduce the topic before start to teaching		
2	The teacher give an example the material until finish		
3	The teacher tell the procedure of grammar material		
4	The teachers make a group of student in grammar activities		
5	The teacher use indonesian language to explain the materials		
6	The teacher always use english in teaching grammar		
7	The teachers' endorse the student to be active in asking answering question		
8	The teacher use media in teaching grammar		
9	The teacher use the technique of grammar are: a. Mind mapping b. Jigsaw activities c. Picture series d. Group discussion		

AFFENDIX IV

RESULT OF INTERVIEW

TEACHER 1

Interview with Mrs. Akmal

1. How do you teach grammar in class ?

I teach grammar by using some strategies like jumble words, group discussion, and many activities or games that I use, such as shout and write game run and slap game and many more.

2. What strategies do you apply in the class ?

I apply many strategies and activities. I use one or two every day.

making the students into group and ask them to arrange the words to make good sentences with their friends in group. then, I will correct it. to make it exciting, I will give a point for the fastest group that can finish correctly.

3. How do you apply the strategies in class ?

I always divide the class into group then make them discuss the lesson or sometimes the questions that I give. then do them together then I always modify each lesson with different strategies.

4. Why do you use this strategy ?

Because group discussion make them work as a team. so that the weak people can learn with other people.

5. What problem do you often face ?

I have no problems when I am teaching. everything runs very well as I have given the instructions clearly.

TEACHER 2

Interview with Mrs. Dewi Fatimah

1. How do you teach grammar in class ?

In my grammar class activities, I do some different approaches, methods and strategies to make my grammar teaching is interesting and not monotonous.

2. What strategies do you apply in the class ?

I usually teach grammar in class with 3 common ways but I always try to make different activities. They are:

- a. TASK-BASED LEARNING (TBL) which firstly, I give ss an activity which relates to the grammar as warming up. Secondly, Elicit the main point of the grammar (before highlighting it). lastly, I do some tasks which relate to the main point of the grammar
- b. PRESENTATION, PRACTICE, PRODUCTION (PPP)

Sometimes, I presentate it first (highlight the grammar point). Then, ask ss to Practice it by grammar exercise. Last, the ss will do written task or spoken task (like they create the similar sentences like the examples)

- c. TEST - TEACH - TEST

For this approach, I usually give ss a test (sometimes it applies in a game) without explaining the grammar point, due to to see the ss' background knowled about the grammar point. Then, I will explain it like highlighting the grammar point. N last, ss will do a test again which relates to the grammar point that has been taught.

But, I actually don't only use these three approaches, I also do SITUATIONAL PRESENTATION, LEXICAL APPROACH, GRAMMAR TRANSLATION METHOD and other approaches or methods.

3. How do you apply the strategies in class ?

I apply them based on what ss' need in class. If, the class atmosphere is good and exciting. I'll make 2/3 games in a meeting which relate to the grammar point. If the class atmosphere is a bit strange and ss need more sit because they have struggled in dormitory's schedule. I usually, make a 1/2 games that ss do not really need to move from their chair yet the activity is still fun.

4. Why do you use this strategy ?

ofcourse to make the class fun and not boring. The more fun the class the easier ss to receive the lesson. And they will practice the language enthusiastically.

5. What problem do you often face ?

Some problems that I get while I teach are such as Ss' different abilities in receiving the message or lesson, some are fast and others are slow. So, I sometime get to explain it twice, three or more times.

Other problem is ss sometimes get too tired to do the activity cause they have a lot of things to do in dormitory. So, it really influences the class activity, the ss should be excited but they become so unexcited cause of tired and needing some rest. And sometimes in my class activity ss need dictionary because they have limited vocabularies to do grammar translation. But, only some of them have it. They have to ask their friends many times and it distrubs the class activity.

TEACHER 3

Interview with Mrs. Maria Ulfah,

1. How do you teach grammar in class ?

yes i teach grammar in class easily by using some methods as usual i divide them into groups and then i give some instructions for example when i thought them about past simple, so i give them i mean i get to each -each grouping different text or different paragraphs, and after that i ask them to underline which one a simple past sentence by identifying verb II

2. What strategies do you apply in the class

Well, I use some strategies, such as by using some games, such as ricing ball, setiap hari berganti ganti dengan game strategis yang lain. beda subjek beda strategies nya jika materi nya adalah reading guru biasanya menggunakan jigsaw strategies. If it isn't grammar the teacher usually sing ricing words and touch the white board

3. How do you apply the strategies in class ?

example ricing words. Firstly i speak some sentences outside the class, next i divided them into small group as usually 3 or 4 students each group, next i level the group for example by using alphabet or number or names of fruits and many else, and after that i ask them to sit on the floor and sometime stand in line or sit inline. And after that i ask them to count number for example each group consist of first student. I ask them to count number 1 2 3 and number 4. After that i ask them to look at the sentences outside the class that i already tick on the wall. For example the sentence number 1. I and my mom go to the market to buy some vegetables and fruits. So i give the instructions to them by seeing like this. Alright student now there are some sentences i have already tick outside now you have to look that sentences and try to remember it after that i give them marker each student and then after looking at the sentences student rewrite the sentences on the white board who gonna the fastest and finish the sentences and correctly write the sentences so she or he is going to get a point such as like that. And the end of activity. I gonna count the score. Who group get more they be a winner who get the low score they gonna be the loser. As usually i give the reward to the winner and punishment to the loser.

4. Why do you use this strategy ?

I use this strategy in the class firstly, without giving a lot explanation to the students so they can effort by looking at the text or paragraph that i have told before so they share each other can talk with their group, they talk with their friend, they discuss for example past simple it gonna be student center so i always effort my ss can share with their friends and then more interesting than i explain the grammar on the whiteboard so if they we put in the small group i think it will run well and then more interesting and also challenging. We can do some strategies i told before so they effort their self to be the best group. So they can effort to be the winner. They can

remember about the last grammar about simple present. Exercises for tracing and exercises for remembering.

5. What problem do you often face ?

Sometimes I get a little problem. Because I find ss lacks confidence. Sometimes I get some of them confident with a smarter ss. Therefore, who does not trust each group. He will always be a follower only.

Affendix V Research Documentation

Observation in Mrs. Akmal's Class







Observation Mrs.Dewi's clas



Observation Mrs. Maria Ulfa's Class







Interview with Mrs. Akmal



Interview with Mrs. Dewi



Interview with Mrs Maria Ulfa



CURRICULUM VITAE



A. Identity

1. Name : Nursaadah Pasaribu
2. Reg.No. : 19 203 00016
3. Place/Birth : Batanggarut, 20 November 2000
4. Gender : Female
5. Religion : Islam
6. Adress : Batangparsuluman Kec.Saipar Dolok Hole, Tapsel

B. Parents

1. Father's Name : Alm, Mahdi Pasaribu
2. Mother's Name : Donna L. Tobing

C. Educational Backgrounds

1. Elementary School : SD N 101011 Batanggarut
2. Junior High School : MTs N, Sipagimbar
3. Senior High School : MAN Sipagimbar
4. Institute : UIN Syekh Ali Hasan Ahmad Addary Psp



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733 Telephone (0634) 22080 Faximile (0634) 24022

Nomor : B 3015/Un.28/E.1/PP.00.9/10/2022
Lamp : -
Perihal : Pengesahan Judul dan Penunjukan
Pembimbing Skripsi

06 Oktober 2022

Yth.

1. Dr. Eka Sustris Harida, M.Pd. (Pembimbing I)
2. Sri Rahmadhani Siregar, M.Pd. (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama : Nursaadah Pasaribu
NIM : 19 203 00016
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : Teaching Grammar in Intensive Program at Language Development Center State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
an. Dekan
Wakil Dekan Bidang Akademik

Ketua Program Studi
Tadris Bahasa Inggris


Dr. Lis Yulianti Syafrida, S.Psi., M.A
NIP 19801224 200604 2 001


Fitri Rayani Siregar, M.Hum.
NIP 19820731 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Sititang 22733
Telepon (0634) 22080 Faximile (0634) 24022

Nomor : B - 2656 /Un.28/E.1/TL.00/06/2023 15 Juni 2023
Lampiran :
Hal : Izin Penelitian
Penyelesaian Skripsi.

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan
University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Nursaadah Pasaribu
Nim : 1920300016
Fakultas : Tarbiyah Dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Batang Parsuluman Kec. Saipar Dolok Hole TAPSEL

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan UIN Syahada Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "Teaching Grammar Strategies at the Languange Development Center State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan"

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n Dekan
Wakil Dekan Bidang Akademik



Dr. Lis Yulianti Syafrida Siregar, S.Psi., MA
NIP 19801224 200604 2 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
PUSAT PENGEMBANGAN BAHASA
Jalan T. Rizal Nurdin Km.4.5 Sihitang Kode Pos 22733
Telepon. 0634.22080 Faximile 0634 24022
Website : <https://www.uinsyahada.ac.id>

Nomor : B-~~50~~Un.28/J.2/PP.00.9/06/20223 06 Juli 2023
Sifat : Penting
Lampiran : -
Hal : Pemberian Izin Penelitian Penyelesaian Skripsi

Sesuai dengan surat Dekan Fakultas Tarbiyah dan Ilmu Keguruan Nomor : B-2656/Un.28/E.1/TL.00/06/2023 Tanggal 19 Juni 2023 tentang Izin Penelitian Penyelesaian Skripsi maka bersama ini kami memberikan izin melakukan penelitian kepada:

Nama : Nursaadah Pasaribu
NIM : 1920300016
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Judul : "Teaching Grammer Strategies at the Language Development Center State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan".

Demikian surat izin ini diberikan supaya dipergunakan sebagaimana mestinya

UPT. Bahasa,
Kepala

Dr. Eka Sustris Harida, M.Pd
NIP : 19750917 200312 2 002