



**TEACHERS' TEACHING GRAMMAR STRATEGIES  
AT THE SEVENTH GRADE STUDENTS  
OF SMP N 1 BATANG TORU  
TAPANULI SELATAN**

**A THESIS**

*Submitted to State Institute for Islamic Studies (IAIN)  
Padangsidimpuan as a Partial Fullfilment of the Requirement for the  
Graduate Degree of Education (S.Pd) in English*

Written By:

WINNI MURRU MORA HRP

Reg. Numb: 17 203 00002

**ENGLISH EDUCATIONAL DEPARTMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY**

**INSTITUTE FOR ISLAMIC STUDIES**

**PADANGSIDIMPUAN**

2021



**TEACHERS' TEACHING GRAMMAR STRATEGIES  
AT THE SEVENTH GRADE STUDENTS  
OF SMP N 1 BATANG TORU  
TAPANULI SELATAN**

**A THESIS**

*Submitted to State Institute for Islamic Studies (IAIN)  
Padangsidimpuan as a Partial Fullfilment of the Requirement for the  
Seminar Proposal of Degree of Education (S.Pd) in English*

Written By:

WINNI MURRU MORA HRP  
Reg. Numb: 17 203 00002



**ENGLISH EDUCATIONAL DEPARTMENT**

Advisor I

Dr. Fitriadi Lubis, M.Pd.  
NIP. 19620917 199203 1 002

Advisor II

Sokhira Linda Vinde Rambe, M.Pd.  
NIP. 19851010 201903 2 007

**TARBIYAH AND TEACHER TRAINING FACULTY  
INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

2022

## LETTER AGREEMENT

Term : Munaqosyah  
Item : 7 (seven) exemplars

Padangsidempuan, 21 Maret 2022  
a.n. Winni Murru Mora Hrp  
To: Dean  
Tarbiyah and Teacher Training Faculty  
In-  
Padangsidempuan

Assalamu 'alaikumwarohmatullah wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to Winni Murru Mora Hrp, entitled "Teachers' Teaching Grammar Strategies at The Seventh Grade Students of SMP N 1 Batang Toru Tapanuli Selatan". 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 IAIN 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 IAIN Padangsidempuan. Thank you.

Wassalamu 'alaikumwarohmatullah wabarakatuh

Advisor I



Dr. H. Fitriadi Lubis, M. Pd  
NIP. 19620917 199203 1 002

Advisor II



Sokhira Linda Vinde Rambe, M.Pd.  
NIP. 19851010 201903 2 007

## DECLARATION LETTER OF WRITING OWN THESIS

The name who signed here:

Name : WINNI MURRU MORA HRP  
Reg. Number : 17 203 00002  
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI-1  
The title of the Thesis : **Teachers' Teaching Grammar Strategies at The Seventh Grade Students of SMP N 1 Batang Toru Tapanuli Selatan**

I hereby declare that I have arranged and written the Thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of IAIN Padangsidempuan in article 14 verse 2.

I do this declaration truthfully, if there is deceitfulness and incorrectness regarding to this declaration in the future, I will be willing to get the punishment as it is required in students' ethic code of IAIN Padangsidempuan, article 19 verse 4, that is to cancel academic degree disrespectfully and other punishment regarding norms and legal law.

Padangsidempuan, 24 March 2022  
Declaration Maker



WINNI MURRU MORA HRP

Reg. Number 17 203 00002

**AGREEMENT PUBLICATION OF FINAL TASK  
FOR ACADEMY CIVITY**

---

As academic civity of the State Institute for Islamic Studies Padangsidempuan, the name who signed here:

Name : Winni Murru Mora Hrp  
Registration Number : 17 203 00002  
Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-1  
Kind : Thesis

To develop of science and knowledge, I hereby declare that I present to the State Institute for Islamic Studies Padangsidempuan Non Exclusive Royalty Right on my thesis with entitled: “ **Teachers’ Teaching Grammar Strategies at The Seventh Grade Students of SMPN 1 Batang Toru Tapanuli Selatan**” With all the sets of equipment (if needed). Based on the this Non-Exclusive Royalty Right, the State Institute for Islamic Studies Padangsidempuan has the right to save, to format, to organize in data base form, keep and publish my thesis as far as I am determined as writer and own of its creative right.

Based on the statement above all, this statement is made truthfully to be used properly.

Padangsidempuan, 24 March 2022  
The Signed



**Winni Murru Mora Hrp**  
Reg. Num. 17 203 00002

**EXAMINERS  
SCHOLAR MUNAQOSYAH EXAMINATION**

Name : WINNI MURRU MORA IIRP  
Reg No : 17 203 00002  
Faculty/ Department : Tarbiyah and Teacher Training Faculty/ English  
Education Department  
Thesis : "Teachers' Teaching Grammar Strategies at The  
Seventh Grade Students of SMP N 1 Batang Toru  
Tapanuli Selatan"

Chief,

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

Secretary,

Sokhira Linda Vinde Rambe, M.Pd.  
NIP. 19851010 201903 200 7

Members,

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

Sokhira Linda Vinde Rambe, M.Pd.  
NIP. 19851010 201903 200 7

Dr. Fitriadi Lubis, M.Pd.  
NIP. 19620917 199203 1 002

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

Proposed:

Place : Padangsidempuan  
Date : April, 12<sup>th</sup> 2022  
Time : 08.30 WIB until finish  
Result/Mark : 78,75 (B)  
IPK : 3,48  
Predicate : Sangat Memuaskan



**RELIGION MINISTRY  
THE STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN  
TARBIYAH AND TEACHER TRAINING  
FACULTY**

Jl. T. Rizal Nurdin, Km. 4.5 Sihitang, Telp. (0634) 22080 Sihitang  
22733 Padangsidimpuan

**LEGALIZATION**

**Thesis : Teachers' Teaching Grammar Strategies at The  
Seventh Grade Students of SMP N 1 Batang Toru  
Tapanuli Selatan**

**Name : Winni Murru Mora Hrp**

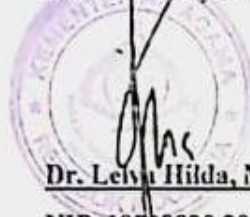
**Reg. Num : 17 203 00002**

**Faculty/ Department : Tarbiyah and Teacher Training Faculty/ TBI**

→ The thesis has been accepted as a partial fulfillment of the requirement for  
degree of graduate of Education (S.Pd) in English.

Padangsidimpuan, March 2022

Dean of Tarbiyah and Teacher Faculty



**Dr. Levia Hilda, M.Si.**

**NIP. 19720920 200003 2 002**

**Name** : Winni Murru Mora Hrp  
**Reg. No** : 17 203 00002  
**Faculty** : Tarbiyah and Teacher Training Faculty  
**Department** : English Education (TBI 1)  
**Title of Thesis** : Teachers' Teaching Grammar Strategies at The Seventh Grade Students of SMP N 1 Batang Toru Tapanuli Selatan.

### **ABTRACT**

This research intended to investigate teachers' teaching grammar strategies at the seventh grade students of SMP N 1 Batang Toru Tapanuli Selatan. The problems faced by teacher in teaching grammar were: 1) Students difficult in understanding grammar, 2) Students were lack focus and easily feel bored during learning grammar.

This research had three formulations of the problem, they were strategies do teachers use in teaching grammar, the teachers' reasons for using strategies in teaching grammar, and implementation strategies in teaching grammar at the seventh grade students of SMP N 1 Batang Toru Tapanuli Selatan. The purposes of this research were to describe strategies used by teachers in teaching grammar, to describe the teachers' reason in teaching grammar, and describe implementation of strategies in teaching grammar.

This research used qualitative descriptive method. The researcher subjects are two English teachers of the seventh grade students of SMP N 1 Batang Toru Tapanuli Selatan. The object of research is teachers' teaching grammar strategies. The data collection of this research are observation and interview. The technique of data analysis used was data reduction, data display, and conclusion drawing.

The research findings are the various strategies that teacher used in teaching grammar: metacognitive strategy, cognitive strategy, memory strategy, compensation strategy, interpersonal strategy, affective strategy, management and planning strategy, and communicative-experiential strategy. Those strategies are appropriate in teaching grammar.

***Key words: Teaching Strategies.***



**Nama** : Winni Murru Mora Hrp  
**No. registrasi** : 17 203 00002  
**Fakultas** : Tarbiyah dan Ilmu Keguruan  
**Department** : Tadris Bahasa Inggris (TBI 1)  
**Title of Thesis** : Strategi Guru Mengajar Grammar di kelas tujuh siswa SMP N 1 Batang Toru Tapanuli Selatan.

### **ABSTRAK**

Penelitian ini bertujuan untuk mengetahui strategi guru mengajar tata bahasa pada siswa kelas tujuh SMP N 1 Batang Toru Tapanuli Selatan. Masalah yang dihadapi guru dalam mengajar tata bahasa adalah: 1) Siswa sulit memahami grammar, 2) Siswa kurang fokus dan mudah merasa bosan selama pembelajaran grammar.

Penelitian ini memiliki tiga rumusan masalah, yaitu strategi apa yang digunakan guru dalam mengajar tata bahasa, mengapa guru menggunakan strategi dalam mengajar tata bahasa, dan bagaimana penerapan strategi dalam mengajar tata bahasa pada siswa kelas tujuh SMP N 1 Batang Toru Tapanuli Selatan. Tujuan penelitian ini adalah untuk mendeskripsikan strategi yang digunakan guru dalam mengajar tata bahasa, mendeskripsikan alasan guru menggunakan strategi dalam mengajar tata bahasa, dan mendeskripsikan pengimplementasian strategi dalam mengajar tata bahasa.

Penelitian ini menggunakan metode deskriptif kualitatif. Subjek penelitian adalah dua guru bahasa inggris kelas tujuh SMP N 1 Batang Toru Tapanuli Selatan. Objek penelitian adalah strategi guru mengajar tata bahasa. Pengumpulan data dalam penelitian ini adalah observasi dan wawancara. Teknik analisis data yang di gunakan adalah reduksi data, peyajian data, dan penarikan kesimpulan.

Hasil penelitian adalah berbagai strategi yang digunakan guru dalam mengajar tata bahasa: strategi metakognitif, strategi kognitif, strategi memori, strategi kompensasi, strategi interpersonal, strategi afektif, strategi manajemen dan perencanaan, dan strategi komunikatif- eksperimental. Strategi-strategi itu adalah tepat dalam mengajar tata bahasa.

***Kata kunci: Strategi pengajaran.***

## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First of all, let the researcher says a lot of praise and Alhamdulillah to Allah SWT, as the best Creator of everything in the world, and as the most Merciful who has given to the researcher the health, time, knowledge, chance and spirit so the researcher can accomplish her thesis entitled “Teachers’ Teaching Grammar Strategies at The Seventh Grade Students of SMP N 1 Batang Toru Tapanuli Selatan”. The Second, shalawat and salaam upon to the prophet Muhammad SAW that had guided the human beings from **the dark era to the bright era.**

In finishing this thesis, the researcher faced many troubles and difficulties. It is a pleasure to acknowledge the help and contribution to all of lecturers, institution, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. I got a lot of guidance, inspiration and motivation during writing this thesis. Although, in this opportunity I would like to express my deepest gratitude to the following people:

1. Mr. Dr. Fitriadi Lubis, M.Pd., as my first and academic advisor and Mrs. Sokhira Linda Vinde Rambe, M.Pd., as my second advisor who have guided me for finishing this thesis, who have been the great advisors and gave me much knowledge, idea and suggestion sincerely and patiently during the progress of writing this thesis.
2. Mr. Prof. Dr. H. Muhammad Darwis Dasopang, M.Ag., as the Rector of IAIN Padangsidimpuan.

3. Thanks to Dean of Tarbiyah and Teacher Training Faculty Mrs. Dr. Lelya Hilda, M.Si.
4. Special thanks to the of Chief English Education Department, Mrs. Fitri Rayani Siregar, M. Hum. who supported every requirements of finishing my thesis.
5. All lecturers and all the cavities academic of IAIN Padangsidempuan who had given so much knowledge and helped during I studied in this institute.
6. Dr. Eka Sustri Harida, M.Pd., Mrs. Rayendriani Fahmei Lubis, M.Ag., Mrs. Yusni Sinaga, M.Hum., Mrs. Sri Rahmadhani Siregar, M.Pd., Mr. Zainuddin, M.Hum., Mr. Sojuangon Rambe, S.S., Mrs. Sri Minda, M.Hum., Mrs. Ida Royani, M.Hum., Mrs. Marwah, M.Pd., and all of lectures in IAIN Padangsidempuan, who have given me much knowledge.
7. My beloved parents Hamonangan Harahap and Nursailan Hasibuan and my brother and sisters Muflih Akbar Harahap, Aisyah Milayah Harahap and Salsabilah Harahap who always give me a lot of love, affection, attention, prayers and big spirit how to be patient and survive in any condition by my own self, who always give me motivation to achieve my dream, and who have been my inspiration.
8. Mr. Untung Pardamean M.Pd., as Headmaster of SMP N 1 Batang Toru, Mrs. Hartini Harahap, M.Pd., and Mrs. Melinawati Siregar, S.Pd., as my Co-teacher who helps me to do the research.
9. My greatest friends Winda Rahmadani, Tika Afrilla, Muhibbah Nasution, Kiki Andriati, And Nelma Wati, who help me much as long as we were

together also in writing this thesis. All my Friends in TBI-1 and others who always made my life be colorful and helpful each other. Thank you for all the things done to everyone who gave helps whether mention or not to finish the thesis.

I realize this thesis cannot be considered perfect without critiques. I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidempuan, 24 Maret 2022

Researcher

**WINNI MURRU MORA HRP**

**Reg. No. 17 203 00002**

## TABLE OF CONTENTS

Page

<b>TITLE PAGE</b>	
<b>LEGALIZATION ADVISOR SHEET</b>	
<b>AGGREEMENT ADVISOR SHEET</b>	
<b>DECLARATION OF SHEET THESIS COMPLICATION</b>	
<b>AGREEMENT PUBLICATION OF FINAL TASK FOR ACADEMY CIVITY</b>	
<b>ABSTRAK FOR ACADEMY CIVITY</b>	
<b>SCHOOLAR MUNAQOSAH EXAMINATION</b>	
<b>LEGALIZATION OF DECAN OF TARBIYAH AND TEACHER TRAINING FACULTY</b>	
<b>ABSTRACT .....</b>	<b>i</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>iii</b>
<b>TABLE OF CONTENT .....</b>	<b>vi</b>

### CHAPTER I : INTRODUCTION

A. Background of the Problem .....	1
B. Focus of the Problem.....	3
C. Definition of Key Term .....	4
D. Formulation of the Problem .....	4
E. Objective of the Research.....	4
F. Significances of the Problem .....	5
G. Outline of the Thesis .....	5

### CHAPTER II : LITERATURE REVIEW

A. Theoretical Description.....	7
Teaching Grammar Strategies	
1. Teaching Strategy .....	7
2. Purpose of Teaching Strategy.....	9
3. Principles of Teaching Strategy.....	10
4. Factors of Using Teaching Strategy .....	12
5. Kinds of Teaching Grammar Strategies.....	13
6. The Material of Teaching Grammar .....	20
B. Review of Related Findings.....	25

### CHAPTER III : METHODOLOGY

A. Place and Time of the Reseach.....	28
B. Method of the Research.....	28
C. Respondents .....	28
D. Instruments of Data Collection .....	29
E. Techniques to Maintain Data Trustworhtiness .....	30
F. Technique of Data Analysis.....	34

**CHAPTER IV : THE RESULT OF RESEARCH**

A. General Description.....	36
B. Findings .....	37
C. Discussion.....	53

**CHAPTER V : CONCLUTIONS AND SUGGESTIONS**

A. Conclusions.....	57
B. Suggestions .....	58

**REFERENCES**

**CURRICULUM VITAE**

**APPENDIXES**

# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Nowdays, English is getting more and more of its importance as an international language. One of the language component that must be known by English learners is grammar. Grammar plays an important role in understanding English. By mastering grammar, the students will be able do develop their listening, speaking, reading, and writing. Grammar includes a teaching center and language learning which also one of the more difficult aspects of language to teach and learn. Grammar includes phonological, morphology, and syntax. Jeffry Coghill defines “grammar is a set of rules that govern its structure. Grammar determines how words are arranged to form meaningful units”.<sup>1</sup> In addition conclude, Grammar is the study of make sentences, forming words, arrange words that have concrete meaning based on correct structure. Grammar also explains the forms and structure of words. By using the correct structure, a sentence will be perfect. With grammar we can communicate easier with others.

Grammar has some purposes. One of the purposes of grammar is to consjuct the structure of the sentence to build good sentences. It does not just make sentence good but will also refer to the meaning. Grammar can also make it easier for others to communicate both orally and writing. Without grammar, clear communication is impossible. Then, Grammar also help us to easier to comminicate. It means that, grammar has purpose to help understanding the

---

<sup>1</sup> Jeffry Coghill, *English Grammar*, (New York: Wiley Publishing, 2003), p. 1.

structure or rules of a good sentence both in oral and written. Then, grammar also can show our meaning in communication so that other people can understand our message.

Various kinds of efforts have done by government to improve the quality of teaching English include teaching grammar. Such as provide books for teaching English. Institution also made an effort to improve students' abilities, institutions provide equipment and facilities to support student activities in learning. Teacher is one important person in the teaching grammar. Teacher made a grammar lesson plan, use the appropriate strategy in teach grammar to increase poor of teaching grammar.

In learning grammar, many students at the seventh grade in SMP N 1 Batang Toru Tapanuli Selatan are confused. So, they are very difficult to understand the materials that the teacher explained. Based on the interview with the English teacher of SMP N 1 Batang Toru Tapanuli Selatan.

In the process of learning English especially grammar. Students find difficult to understand grammar. In the learning process students also pay less attention, too quickly bored in learning, and students think grammar is difficult subject. English teacher uses several strategies in learning to attract students' attentions, students can understand and master learning. The use of strategies also can reduce students boredom, and make learning more interesting. So, the strategy used in teaching grammar to increase the learning process of learning grammar that is still not perfect.<sup>2</sup>

In the learning process the teacher must have teaching strategy. Teaching use to support their students through the learning process. Teaching strategy has important role to aid students to learn. The teacher will choose the teaching

---

<sup>2</sup> Hartini Harahap, "*Private Interview to Teacher of SMP N 1 Batang Toru Tapanuli Selatan*" (Jalan Merdeka Barat: SMP N 1, 2021).



strategy most suitable to the topic being studied. It means that, teaching strategy also efforts and the way in the teaching learning process to achieve goals in education.

Teachers have responsibility in the use of strategies in learning process. Teachers must be able to develop the abilities of students with the strategies used in the learning process. Because every learning strategies has advantages and disadvantages. The teacher must also consider the strategy used whether the teacher can apply and use the strategy well in the learning process. It means that, the teacher has responsibility in using strategies because the use of appropriate strategies can affect the quality and learning outcomes.

The use of many strategies in the learning process especially in teaching grammar has impact in the learning process. The use of inappropriate strategies in learning can make students difficult to learn grammar. In addition, the lack of mastery in the use of strategies in learning can make the learning process monotonous. So the learning process is less effective.

Based on the explanation above, it is essential to do a research entitled "Teacher's Teaching Grammar Strategies at VII Grade of SMP N 1 Batang Toru Tapanuli Selatan".

## **B. Focus of the Problem**

The focus of teaching grammar strategies in this research consists of present tense in verbal and nominal, and present continuous tense.

### **C. Definition of Key Terms**

#### 1. Teachers Teaching Strategies

Teachers teaching strategies are strategies that teacher use to deliver subject matter and use strategies according to the unit topic, grade level, class size to achieve teaching and learning goals.

#### 2. Grammar

Grammar is the rules that show how words are combined, arranged or changed to show certain kinds of meaning. In this research, the material will be focused in teaching grammar is tenses.

### **D. Formulation of the Problem**

Based on the background of the problem, the researcher formulates some problems as follow:

1. What kinds of strategies are the teachers used in teaching grammar at The Seventh Grade Students of SMP N 1 Batang Toru Tapanuli Selatan?
2. What are the teachers' reasons in using strategies in teaching grammar at The Seventh Grade Students of SMP N 1 Batang Toru Tapanuli Selatan?
3. How do the teachers implement the strategies in teaching grammar at The Seventh Grade Students of SMP N 1 Batang Toru Tapanuli Selatan?

### **E. Objectives of the Research**

Based on the formulation of the problem the researcher has the objectives of the research which are described as follows:

1. To find strategies the teachers use in teaching grammar at The Seventh Grade Students of SMP N 1 Batang Toru Tapanuli Selatan.

2. To find the teachers' reasons use strategies in teaching grammar at The Seventh Grade Students of SMP N 1 Batang Toru Tapanuli Selatan.
3. To find implementation strategies in teaching grammar at The Seventh Grade Students of SMP N 1 Batang Toru Tapanuli Selatan.

#### **F. Significances of the Problem**

##### 1. Teacher

This research hopes that the result of this research will be useful to the other teacher in teaching grammar.

##### 2. Head Master

The result of this research is expected to be useful as a guidelines for school principles in managing institutionalized learning the education he leads.

##### 3. Researchers

This research hopefully gives and adss the research knowledge especially as the candidate of the teacher so that the teacher is ready to enter the education world.

#### **G. Outline of the thesis**

This research organized into five chapters. Every chapter is divided into subtopics to elaborate the given issues. Chapter one consist of introduction, they are: the background of the problem, focus of the problem, definiton of key term, formulatio of the pronlem, objective of the research and significances of the research.

Chapter two consist of the theoritical description . It is divided into sub chapters which consist of teaching strategy, purpose of teaching strategy,

principles of teaching strategy, factors using teaching strategy,, kinds of teaching grammar strategies, material of teaching strategy, and related findings.

Chapter three consists of methodology of the research which is divided into sub chapters: place and time research, method of the research, respondents, technique of collecting data, technique to maintain data trustworthiness, and technique analysis data.

Chapter four consist of general description, data description, and discussion.

Chapter five consist of conclusion and suggestion.

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Description

##### 1. Definition of Teaching Strategy

Definition of teaching strategy can be studied from two words its constituents, namely strategy and teaching. The word “teaching” means a process in which one individual teaches or instruct another individual. The word “strategy” comes from the ancient Greek term “strategia” meaning generalship of the art of the war. Based on Brown, “strategy was a specific method in approaching a problem or manipulating information to achieve the goals”.<sup>3</sup> Strategy can be aimed as a tool to achieve teaching and learning outcomes as desired by the teacher.

Strategy is an activity chosen by the teacher in the learning process that can provide easy facilities to students towards the achievement of learning objectives .According to David “strategy is a plan or series activities designed to achieve a particular education goal”.<sup>4</sup> In addition Rahmadi stated that the term strategy was widely used in diciplines including languages. He concluded that teaching strategies refer to steps, actions, procedures techniques that the students do when they deal with

---

<sup>3</sup>H. Douglas Brown, *Teaching By Principles*, The Third (New York: Logman, 2007), P. 258.

<sup>4</sup>David, *Language Teaching Methodology: A Text Book For Teacher* (Cambridge: Patience Hall, 1991), P. 80.

second/foreign language.<sup>5</sup> Strategy it is also used by the teacher to make plans about materials success in the teaching and learning process.

According to Lawton in Ravindra, teaching strategy is “generalized plan for a lesson which includes structure desired learner behavior in terms of goal instructional and an outline of planned tactics, necessary to implement the strategies”.<sup>6</sup> English grammar and teaching strategy is a practical aid for teachers, many of whom are now faced with teaching grammar without the benefit of having been taught it in their own schools.<sup>7</sup>

In the world of education, teaching strategy can be interpreted as planning which contains a series of activities designed to achieve goals certain. According to Kamp in Ali Asrun, a teaching strategy is learning activities that must be carried out by teachers and students so that the objectives learning can be achieved effectively and efficiently.<sup>8</sup> Teacher would choose the teaching strategy most suitable to the topic being studied.

Based on the statement above, it can be concluded that teaching strategy is the teachers’ action or teachers’ efforts in implementing the teaching plan, meaning the teachers’ efforts in using teaching variable in order to influence students to achieve the goals that have been set. Teaching strategy is used to support the students through the learning process. The

---

<sup>5</sup>Rahmadi Nirwanto, “The Language Learning Strategies as Employed by the Successful Students of the English Education Study Program of Stain Palangka Raya In Writing Course,” *Jurnal Kependidikan Al-Riwayah* 3, No. 2 (2010): P.25-42.

<sup>6</sup>Ravindra D Sarode, “Teaching Strategies, Style And Qualifies Of A Teacher” Vol 5, No. 5 (2018): P.58.

<sup>7</sup> David Fulton, *English Grammar and Teaching Strategies* (New york: British Library, 1999) p.1.

<sup>8</sup>Ali Asrun Lubis, “Konsep Strategi Belajar Mengajar Bahasa Arab,” *Jurnal Darul Ilmi* 01, No. 02 (2013): 202.

teacher will choose the teacher strategy most suitable to the topic being studied, the level of expertise of the learner, and the stage in their learning journey.

## 2. Purposes of Teaching Strategy

Strategy in the teaching and learning processes certainly have purposes. Gagne stated that there are several purposes of teaching strategy, they are:

- a) Optimize Learning on Affective Aspects  
Affective related with value which in context is a different concept in the human mind which is hidden, not in the empirical world. Optimizing the affective aspect will help shape students who are smart as well as having a positive attitude and are motorly skilled. This is expected to result from the active use of teaching strategies.
- b) Activating Students in Learning Process  
In the learning process, sometimes students are passive, so it only gets ability intellectual only. Ideally, a learning process want results that is balance between aspects cognitive, affective and psychomotor. When actively participant in learning, students will look for alone the definition and shape of their own understanding in their minds. New knowledge what is conveyed by the teacher can be interpreted in learning activities.<sup>9</sup>

Rebecca also stated purpose of teaching strategy “make learning easier, faster, more enjoyable, more self-directed, more effective, and transferable to new situations”.<sup>10</sup> Teaching Strategy has a central function in a learning as a tool and a way to achieve learning objective.

From the explanation above, it can be concluded that teaching strategy has purpose of making the learning process more active, shaping

---

<sup>9</sup>Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan* (Jakarta: Kencana Prenada Media Group, 2006): P. 133.

<sup>10</sup>Marcia Delvin And Gayani Samarawickrema, “The Criteria Of Effective Teaching In Changing Higher Education Context” Volume 29, No. 2 (2010): P. 113–14.

students abilities, and optimizing the learning process with teaching strategy to make the students become positive attitude.

### 3. Principles of Teaching Strategy

There are several principles of teaching strategy. Sanjaya stated four principles of teaching strategy, they are:

- a) Goal Oriented  
In learning system, goals are components main. All teacher and student activities should strive to achieve the stated goals. This is very important, because teaching is a process, therefore the success of a learning strategy can be determined from the success of achieving learning objectives.
- b) Activities  
Learn to remember a number of facts or information. Study is do, the experience of obtaining certain according to the purpose expect. Therefore, teaching strategies must be able to encourage students activity.
- c) Individuality  
Teaching is an effort to develop each individual student, although we teach to a group of students but in essence what we achieve is a change in the behavior of each student.
- d) Integration  
Teaching should be seen as an effort to develop all student personality. Teaching is not just about developing skills only cognitive but also includes the development of affective aspects pricomotor. Therefore, teaching strategies can develop all aspects of the student's personality in an intergrated manner.<sup>11</sup>

In addition, there are principles of teachig strategy:

- a) Teaching and curriculum designed need to be focused on meeting students' future needs, implying the development in students of generic capatibilities such as critical thinking, communication skills, among others.
- b) Students must have a through understanding of fundamental concepts even if that means less content is covered.
- c) The relevance of what is taught must be established by using real-life and relating theory to practice.
- d) Students beliefs must be challenged to deal with misconceptions.

---

<sup>11</sup> Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*, (Jakarta:Kencana Prenada Media Group, 2006), p.133.



- e) A variety of learning tasks that engage students, including student discussion, need to occur in order that meaningful learning takes place.
- f) Empathetic relationships with individual students should be established so that interaction can take place.
- g) Teachers should motivate students through displaying their own enthusiasm, encouraging students and providing interesting, enjoyable, and active classes.
- h) Curriculum design should ensure that aims, concepts, learning activities and assessment are consistent with achieving learning outcomes related to future students needs.
- i) Each lesson must be thoroughly planned but flexible so that necessary adaptations may be made based on feedback during the class.
- j) Assessment must be consistent with the desired learning outcomes and should be authentic tasks for the discipline.<sup>12</sup>

The teacher can follow the principles to make the students more active in learning process to achieve the goal of learning. All teachers and student activities should strive to achieve the stated goals. Study is do the experience of obtaining certain according to the purpose expect. Therefore, teaching strategies must be able to encourage students' activity. Teaching should be seen as an effort to develop all student personality. Teaching and curriculum designed need to be focused on meeting students' future needs, implying the development in students of generic capabilities such as critical thinking, communication skills, among others. Teachers should motivate students through displaying their own enthusiasm, encouraging students and providing interesting, enjoyable, and active classes. Assessment must be consistent with the desired learning outcomes and should be authentic tasks for the discipline.

---

<sup>12</sup>Marcia Delvin and Gayani Samarawickrema, "The Criteria of Effective teaching in a changing higher education context," volume 29, No. 2, April 2010, p. 113-114.

#### 4. Factors of Using Teaching Grammar Strategy

Many factors affect the choice of strategies: degree of awareness, stage of learning, task requirements, teacher expectations, age, sex, nationality/ ethnicity, general learning style, personality traits, motivation level, and purpose for learning the language.<sup>13</sup> Therefore, in selecting and using learning strategies, components of objectives, lesson materials, strategies, tools, students, and teachers are mutually influencing factors.

- a. Components of objectives or learning objectives  
Learning objectives are one of factor that must be considered in choosing a teaching strategy. Learning objectives are the behavior of learning outcomes that are expected to occur, be owned, or controlled by students after participating in certain learning activities.
- b. Lesson materials  
Lesson materials are all forms of materials used to assist teacher/ instructor in carrying out teaching and learning activities in classroom. The material in question can be in the form of written material or unwritten material.
- c. Students  
The most interested in the learning process are students. Considering the goal to be achieved from the process is change students behavior. Therefore, in choosing and using a teaching or learning strategy, the students' factor should not be ignored. After we set the chosen learning strategy should use choices based on consideration of the objectives and material or learning materials so that, in determining how the technique uses the teaching strategy, the students factor is one of our consideration.
- d. Teachers  
Every teacher has advantages and limitations. The advantages and limitations will attract students' attention.
- e. Tools  
The tools become our consideration in choosing and using teaching strategies are teaching aids, such as maps, globes, pictures, photos, charts, graphs, and so on; as well as learning tools, such as tools for

---

<sup>13</sup>Rebecca L. Oxford, *Language Learning Strategies: What Every Teacher Should Know* (Boston: Heinle & Heinle Publisher, 1990): P.13.

practice. The number and characteristics of these tools can be used as materials our consideration in choosing and using teaching strategy.<sup>14</sup>

Based on factors influencing strategy choice above, it can be concluded that using the teaching strategy according to the learning objectives and others. It is hoped that teacher will not make mistake in choosing teaching strategies.

## 5. Kinds of Teaching Grammar Strategies

There are three kinds of grammar strategy according to O'Malley and Chamot in Muthiya, Baso and Basri:

### a. Metacognitive

O'Malley and Chamot divided metacognitive strategies into three sets of strategies that they are centering the learning, arranging and planning. The aim of centering is to give focus to the learner so that the attention could be directed toward certain language activities or skills. Arranging and planning learning help learners to organize so they may get maximum benefit from their energy and effort. Evaluating learning helps learners with problem like monitoring errors and valuation of progress.

### b. Cognitive

Cognitive strategies are divided into four sets are practicing, receiving and sending messages, analyzing and reasoning, creating structure for input and output. Practicing is the most important in this group which can be achieved by repeating, working with sound and using patterns. The tools of receiving and sending messages are used when learners try to find the main idea through skimming and scanning. The adult's learners commonly use analyzing and reasoning strategies. These are used to understand the meaning and expression of the target language.

### c. Socio-affective Strategies

Social strategies represent a board grouping that involves either interaction with another person or ideational control over affect. Generally, they are considered applicable to a wide variety of tasks. Social affective strategies are very important in learning a language

---

<sup>14</sup>Asep Herry Hermawan, "Hakikat Strategi Pembelajaran," in *Modul 1*, n.d., 1.31-1.39.

because language is used in communication and communication occurs between people.<sup>15</sup>

Teaching strategies have been classified into five groups by Stern's in Zare. They are as follows:

- a. Management and planning strategies  
These strategies are actually connected with the learner's purpose to control his own learning. A learner has the capability to take responsibility for the improvement of his own planning when the language instructor supports him only as an adviser or a resource person. In other words the learner must:
  1. Decide what dedications to make to language learning
  2. Set reasonable objectives
  3. Decide on a suitable methodology, select proper resources, monitor progress and
  4. Evaluate his success based on previously determined objectives and expectations
- b. Cognitive strategies  
These strategies refer to procedure and activities which learners apply to improve their ability to learn or remember the materials, and solve the problems, especially those actions which learners use with the specific classroom tasks. The cognitive strategies include, clarification/verification, guessing/ inductive inferencing, deductive reasoning, practice, memorization and monitoring.
- c. Communicative – Experiential Strategies  
Communication strategies, such as gesturing, paraphrasing, or asking for repetition and explanation are methods employed by learners to keep the conversation going. In other words, communication strategies involve the use of verbal and nonverbal instrument for the useful transfer of knowledge. The purpose is to avoid interrupting the course of communication.
- d. Interpersonal Strategies  
Interpersonal strategies monitor the learners' development and evaluate their performance. Learners need to have communication with native speakers and cooperate with them. Learners need to get familiar with culture of the target language.
- e. Affective Strategies  
Evidently, in the process of language learning, good language learners use various kinds of affective strategies. Sometimes, it can be frustrating to learn another language. It can arouse feeling of unfamiliarity and confusion. In some other cases, learners might

---

<sup>15</sup>Muhammad Basri, Muthiya Mahdin, And Baso Jabu, "English Grammar Learning Strategies Applied By A Successful Student At Midwifery Academic Of Bataritoja," N.D., 3–4.

not have positive perspective towards native speakers. On the other hand, good language learners are relatively aware these emotions and they try to build positive feelings towards the foreign language and its speakers as well as the learning activities. To a great deal, training can be assistance to the students to face these controversial feelings and to overcome them by drawing attention to the possible frustrations or mentioning them as they come up.

Another opinion was based on Oxford in Gita, Purnama, and Dedi who divided strategies into direct and indirect strategies. Direct strategies can be categorized into: memory, cognitive, and compensation. On the other hand, indirect strategies involve metacognitive, affective and social strategies.<sup>16</sup> Here the explanation:

a. Direct strategy

Direct strategy is when you are straight forward with a message.

Direct strategies can be classified into:

1. Memory strategy

Memory strategies are techniques that facilitate learners' recall of new input.<sup>17</sup> Memory strategy is used by the learner by utilizing knowledge and learning experience previously. So, memory strategy is to help students store and retrieve new information. There are steps of memory strategies as follows:

a) Creating mental linkages

Creating mental linkages is the things like grouping language into meaningful units, elaborating involves associating new language

---

<sup>16</sup>Gita Mutiara Hati, Purnama Yulian Sari, And Dedi Sofyan, "Language Learning Strategies Used By Successful Students Of The English Education Study Program At University Of Bengkulu," *Journal Of English Education And Teaching (JEET)* Vol 2 No.4 (2018): P. 70.

<sup>17</sup> Abdullah Hasan, *Language Learning & Teaching Strategies For Young Learners* (Pekan Abru: Cahaya Firdaus, 2018): P.18.

information with concepts already memorized, and placing the new words and language became a sentences, stories or conversations.

b) Applying images and sound

Applying images and sound strategies help to relate new language knowledge and to remember what has been heard by using imagery, to be easily remember what has been hear and read by using keywords with combine sounds and images and representing sounds in memory.

c) Reviewing well

It means using to review the materials of language periodically for the purpose of making them into automatic and natural.

d) Employing Action

Employing action strategies use mechanical techniques to remember what has been read and heard, use physical response or sensation may involve physically acting out a new expression what has been heard.<sup>18</sup>

From the explanation above, it can be concluded memory strategy can help students remember, master the subject matter that has been studied or taught by the teacher by reading the material or listening to the teacher's explanation.

## 2. Cognitive Strategies

Cognitive strategies enable learners to understand and produce by many different means. Cognitive strategies are built up with four sets of learning strategies:

a) Practicing

- 1) Repeating- repeatedly listening to native speakers of the language on a tape or record, with or without silent rehearsal (repeated the words to oneself mentally)
- 2) Formally practicing with sound and writing system – in listening, this strategy is often focused on perceptions of sounds (pronunciation and intonation) rather than comprehension of meaning.
- 3) Recognizing and using formulas and patterns – this strategy greatly enhances the learner's comprehension and production.

---

<sup>18</sup>Hasan, *Language Learning & Teaching Strategies for Young Learners*, p. 18-19 .

- 4) Recombining- this strategy involves constructing a meaningful sentence or longer expression by putting together know element in new ways.
- 5) Practicing naturalistically- this strategy centers on using the language communication.
- b) Receiving and sending messages divided into
  - 1) Getting the idea quickly
  - 2) Using resources for receiving and sending messages
- c) Analyzing and reasoning
  - 1) Reasoning deductively
  - 2) Analyzing expressions
  - 3) Analyzing contrastively (across languages)
  - 4) Translating
  - 5) Transferring
- d) Creating structure for input and output
  - 1) Taking notes
  - 2) Summarizing
  - 3) highlighting<sup>19</sup>

It can be concluded cognitive strategy use to ensure that the teaching and learning process is more varied or not monotonous. This can make students and the learning more relaxed and students easier to understand the material.

### 3. Compensations strategies

Compensations strategies allow learners to use the language despite their often large gaps in knowledge.

- a) guessing intelligently
  - 1) using linguistic
  - 2) using other clues
- b) overcoming limitations in speaking and writing
  - 1) switching to the mother tongue
  - 2) getting help
  - 3) using mime or gesture
  - 4) avoiding communication partially or totally
  - 5) selecting the topic
  - 6) adjusting or approximating the message
  - 7) coining words

---

<sup>19</sup> Hasan, *Language Learning & Teaching Strategies for Young Learners*, p. 19-20 .

8) using a circumlocution or synonym.<sup>20</sup>

From the explanation above, it can be concluded that compensation strategy can make it easier for students to learn or find out material that is difficult for students to learn. This strategy also make the learning process more relaxed and interesting.

#### b. Indirect Strategies

Indirect strategy is when you are straight forward with a message.

Indirect strategies can be classified into:

##### 1. Metacognitive Strategies

The behaviors that involve to think about learning process is called as metacognitive strategies. Metacognitive strategies which allow learners to control their own cognition, that is to coordinate the learning process with using functions such as:

- a) Centering the learning
- b) Arranging and planning the learning
- c) Monitoring the learning task
- d) Evaluating how well one has learned.<sup>21</sup>

It can be concluded metacognitive strategy can test or explore students' knowledge about the learning material that has been taught or studied to find out the extent to which students understand the material being studied.

---

<sup>20</sup>Rebecca I. Oxford, *Language Learning Strategies: What Every Teacher Should Know* (New York: newbury house publisher,)p. 18.

<sup>21</sup>Hasan, *Language Learning & Teaching Strategies for Young Learners*,p.21-22.



## 2. Affective Strategies

Those used for controlling emotions, attitudes, motivations that influence the success or failure of language learning is named as affective strategies. Three groups of learning strategies included in affective strategies are:

- a) Lowering anxiety- the way to make the learning process of situation and condition to be relaxed
- b) Encouraging strategies- leading the learners to be more confident and taking risks in the language learning process
- c) Taking emotional temperature strategies- discerning the negative attitudes and emotion.<sup>22</sup>

From the explanation above, it can be concluded this strategy can control attitudes during learning process. Then, with this strategy teacher can reduce students boredom during learning, convince students that they are able to do or answer question by providing sentences of support.

## 3. Social Strategies

The strategies that involve other people in the language learning are called as social strategies. Social strategies help students learn through interaction with others. Social strategies have three sets of learning strategies as follow:

- a) Asking questions- to clarify materials that they do not understand
- b) Cooperating with others- to learn the target language in peers or groups cooperatively
- c) Empathizing with others- to increase the ability by developing and understanding and becoming aware thoughts and feelings.<sup>23</sup>

---

<sup>22</sup>Hasan, *Language Learning & Teaching Strategies for Young Learners*,p.23-24.

<sup>23</sup>Hasan, *Language Learning & Teaching Strategies for Young Learners*,p.24-25.

It can be concluded, this strategy students can exchange ideas, communicate in a group.

Based on the explanation about kinds of teaching strategies about, it can be conclude that there are nine kinds of teaching grammar strategies. They are cognitive strategies, metacognitive strategies, and social/affective strategies, management and planning strategies, communicative – experiential strategies, interpersonal strategies, memory strategies and compensations strategies. In this research, grammar strategies refer to various strategies to make grammar learning more effective, including not micro strategies that only students use to complete learning specific grammar items to be a better degree, but there are also macro strategies students begin to plan, regulate, evaluate and other goals, processes and the result of grammar learning, even the learner's knowledge of grammar learn. Grammar strategies can be divided into kinds of grammar strategies above.

## **6. The Material in Teaching Grammar**

Nowdays, most of schools in Indonesia including elementary school, junior high school, and senior high school has changed their curriculum of education from KTSP into 2013 curriculum K'13. It means that, in K'13 curriculum students more active than teacher. In 2013 curriculum, ethics, logic and aesthetics are combined to become a whole unit communicate each other.

As part of the 2013 Curriculum which emphasizes the importance of attitude competence balance, knowledge, and skills, English language

skills formed through continuous learning. The learning of this model begins by increasing the competence of knowledge about types, rules, and contexts a text, followed by competency skills to present a written text and verbally, both planned and spontaneous with proper pronunciation and intonation that use grammar. This continuous learning leads to the formation of an attitude of politeness speak.<sup>24</sup> In 2013 curriculum grammar is taught explicitly , not taught explicitlyly. So that, to study the materials of English language in junior high school especially at the seventh grade students of SMP N 1 Batang Toru Tapanuli Selatan on text books are:

The students' text book has eight chapters which title they are chapter I "Good Morning. How are you?", chapter II "It's Me", chapter III "What Time Is It?", chapter IV "This is My World", chapter V "It's a beautiful day!", chapter VI "We love what we do", chapter VII "I'm Proud of Indonesia!", and chapter VIII "That's what friends are supposed to do". From those materials, the researcher did not talk about all topics. The researcher will explain the materials from chapter V to chapter VIII.

Chapter 5 title is "It's beautiful day" (Simple Present Tense in nominal form by using adjectives.) The topic in this chapter talks about using adjectives in simple present tense. Students will learn to describe people, animals, and things in order by using adjectives. Before that, teacher will explain how to use adjective in simple present tense. After

---

<sup>24</sup>Yulia Rulani Khatimah Siti Wachidah, Asep Gunawan, And Diyantri, *Bahasa Inggris When English Rings A Bell*, Edisi Ke 4 (Jakarta: Pusat Kurikulum Dan Perbukuan, Balitbang, Kemendikbud, 2017).


that teacher will ask students to say the sentences or conversation below loudly, clearly, and correctly.

Material 1: Simple Present Tense in nominal form by using adjectives

**Observing and asking questions**

**At the zoo**

Siti : Look at the giraffes. They have curly eyelashes.  
 Lina : Yes, they do. Their eyelashes are adorable.  
 Beni : And look at the zebras. They have black and white stripes on their bodies.  
 Udin : Guys, do you know that each zebra has different pattern?  
 Edo : They do? That's very interesting!  
 Dayu : Look at the elephants. They are huge!  
 Udin : Yes, they are. And look at the tigers. They have sharp teeth.  
 Siti : And they have powerful legs.

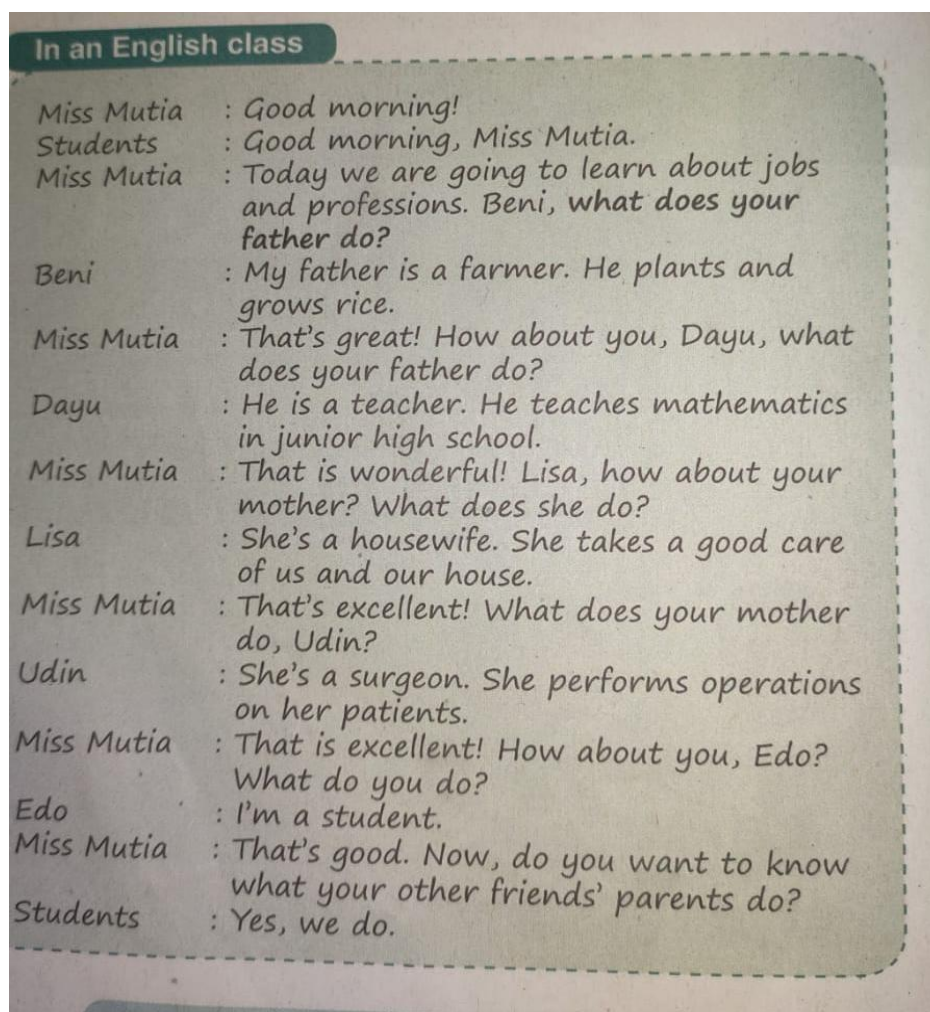


The illustration shows six children in school uniforms standing together and talking. From left to right: a girl in a white hijab, a boy with dark skin, a boy with light skin waving, a boy with glasses, a girl with a yellow bow, and a girl with a green headband. They are all looking towards the right side of the frame.

Chapter VI title is “We love what we do”. This topic talks about how to use simple present tense in simple sentence. Teacher asks students to read conversation loudly, clearly and correctly. After that teacher will ask the explanation what they have read then teacher will explain the topic. Because

based on K'13 teacher only give materials then students have to understand the material first or it is called students are more.

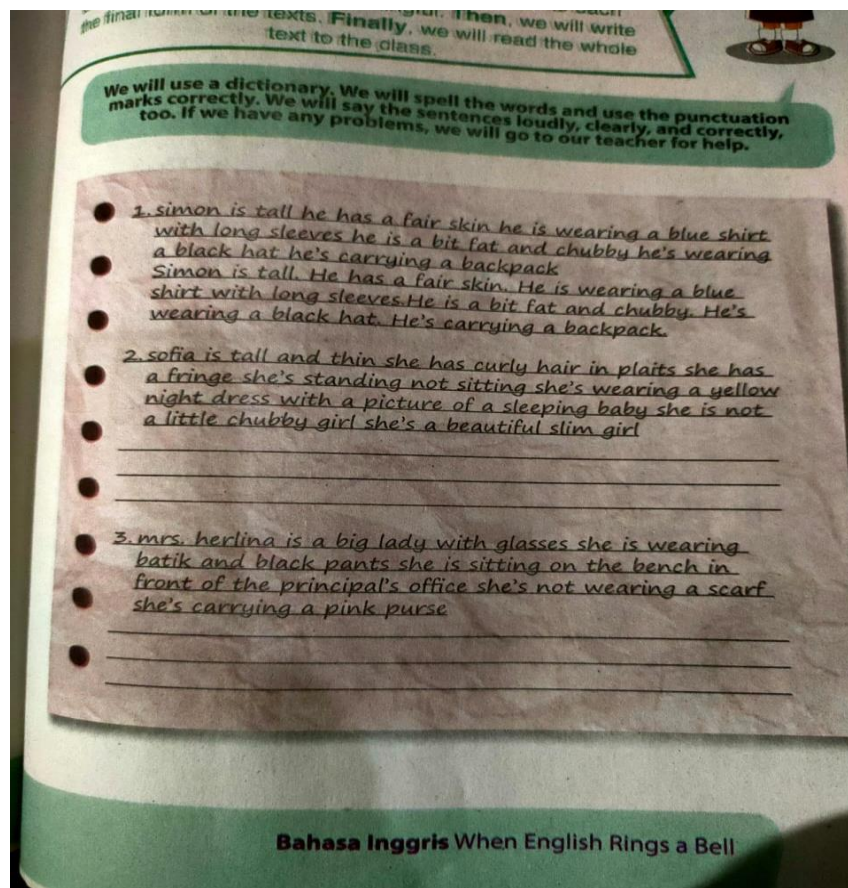
Material 2: Simple present tense in making example about daily activity



Chapter 7 title is "I am proud of Indonesia". The topic of this chapter explains about simple present continuous by using adjectives. Teacher will explain the topic of simple present continuous such as the pattern of simple

present tense. After that, teacher ask students to make the text by using simple present continuous then read it loudly, clearly and correctly.

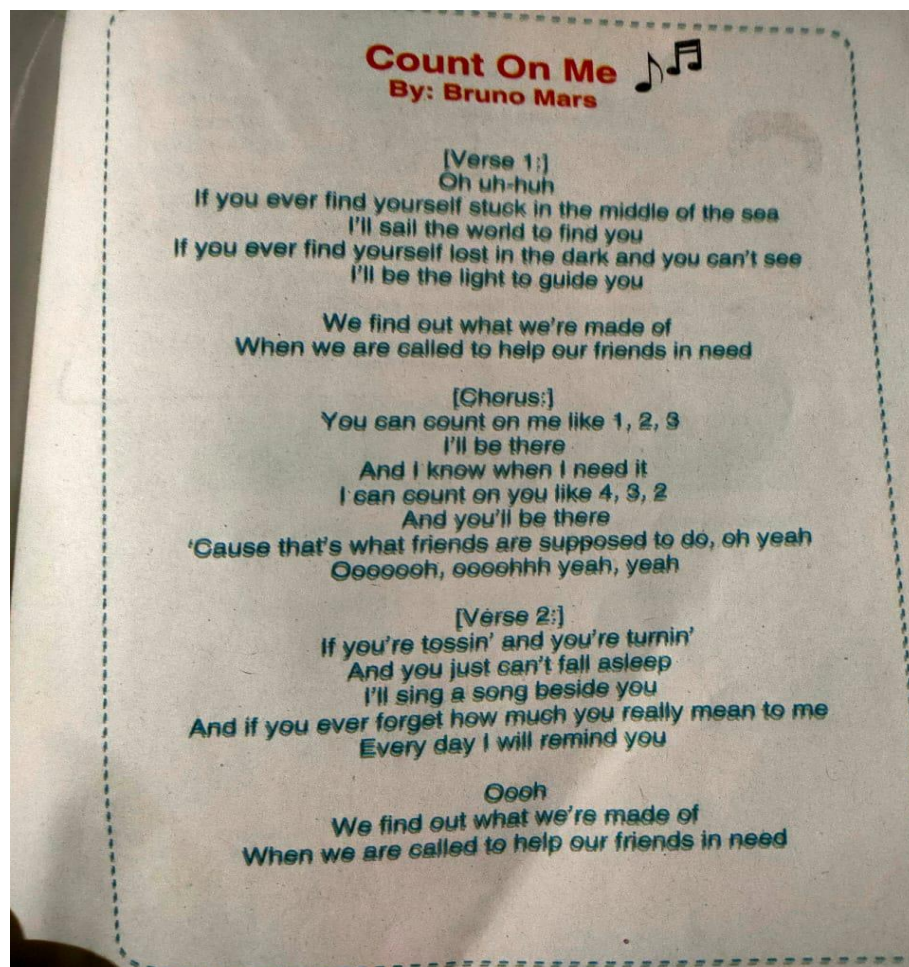
### Material 3: Simple present continuous



Chapter 8 title is “That’s what friends are supposed to do”. The topic in this chapter talks about sentence and understanding the message of sentence. Teacher asks students to read the lyrics of song below very carefully to understand the message. Students will use some sentences that will guide them to do it. Teacher will ask students to make group for working. First, they will read the guiding sentence carefully. Second, the lyric that contain the given messages. Then, every one of the students will handwrite the

message and the sentence in their book. Finally, it will discuss the answers with teacher.<sup>25</sup>

Material 4: Making sentence by using simple present or continuous tense.



## B. Review of Related Findings

There were some researchers which have done the research that related to this research, as follow:

The first research was written by Nurliana.<sup>26</sup> The instrument of research used questionnaire, documents and interview. The original

<sup>25</sup> Yulia Rulani Khatimah Siti Wachidah, Asep Gunawan, And Diyantri, *Bahasa Inggris When English Rings A Bell*, Edisi Ke 4 (Jakarta: Pusat Kurikulum Dan Perbukuan, Balitbang, Kemendikbud, 2017

questionnaire used in this research was adapted from Oxford, and was modified by Kemp and Bayaou. The results of the study revealed that the metacognitive strategy was the most frequent strategy used by the students as indicated by the average score of 3, 686 and the lowest strategy was affective strategy indicated by the average score of 3, 181.

The second research was written by Zhou who investigated.<sup>27</sup> The research conducted interviews and questionnaires a survey of high school students in Hubei Province, China. The result indicates that grammar learning strategy level of high school students is low. Among the three factors of grammar learning strategies, cognitive strategy ranks first, followed by metacognitive strategies and social-affective strategy. And grammar learning strategies have nothing to do with English grammar scores. The results of research show that there are huge differences between woman English grammar strategies and grammar scores used by students and male students. This result is conducive to better understanding of high school students usage of grammar learning strategies and provide some references improve the efficiency of high school English teaching.

The third is conducted by Juniar<sup>28</sup> The purpose of this research is to determine language learning the most common strategy used by intermediate English grammar learners. The questionnaire used in this

---

<sup>26</sup>Nurliana, "Grammar Learning Strategies Used by EFL Students during the COVID 19 Pandemic at IAIN Palangkaraya" (State Islamic Institute of Palangkaraya, 2020).

<sup>27</sup>Zhen Zhou, "The Investigation of the English Grammar Learning Strategy of High School Students in China," *Theory and Practice in Language Studies* vol 7, no. no 112 (2017): 1243–48.

<sup>28</sup>Rima Juniar, "A Survey of Grammar Learning Strategies Used by EFL Learners in Indonesia" (universitas islam indonesia, 2019).



research is from Oxford. It was modified by Kemp and Bayou with 32 statements. Participants of this research a total of 119 students from three intermediate English grammar kinds. The results of the research showed that social strategies are the most used strategy by intermediate English grammar students, while the lowest strategy is memory strategy. The purpose of this research is to make it possible intermediate English grammar class students tend to learn together with their friends.

The fourth is Zekrati investigated.<sup>29</sup> The result of this research showed that cognitive and social affective were the most important grammar strategies often used by Iranian English learners. In addition, it indicated that the language score was in line with grammar strategy is used.

Based on related findings, it can be seen that this research topic has the same with those findings that is investigated grammar teaching strategies, but this is research is different with others. The object of this research is not the same with others. This object of research is junior high school and also some of the theories used by other research is not the same theory that will be used in this research.

---

<sup>29</sup>Zekrati, "The Relationship between Grammar Learning Strategy Use and Language Achievement of Iranian High School EFL Learners," *Indonesian EFL Journal*, 2017, 129–38.

## **CHAPTER III METHODOLOGY**

### **A. Place and Time of the Research**

This research has was in SMP N 1 Batang Toru Tapanuli Selatan. This school is located at Merdeka Barat sub-district of Batang Toru, Sourth Tapanuli. The research was conducted from January 2021 until February 2022.

### **B. Method of the Research**

This research used descriptive method. Descriptive method is research method that describe, explain something based on phenomena that occur naturally, not engineered. The theoretical basis is used as a guide so that the research focus in accordance with the facts on the ground. This research described about how teaching strategy in grammar based on phenomena that occur naturally, not engineered. Descriptive research is used to described the conditions as they are, naturally without giving treatment or manipulation to the variables that research. This research was concerned with what than how or why something happened naturally, not engineered based on the surrounding phenomena that occurred

### **C. Respondents**

Respondents in this research were two English teachers teaching in the seventh grade of SMP N 1 Batang Toru Tapanuli Selatan.

#### **D. Instruments of Data Collection**

In this research the data were collected using observation and interview.

##### **1. Observation**

The purpose of observation is to describes the setting being studied, the activity that take place, the people involved in the activity, and the meaning of event seen from their perspective seen in the observed event.<sup>30</sup> Observation carried out were observations of the subject, the behavior subject during the interview, and things that considered relevant so that it can provide additional data on the result of interview.

For doing observation the observer directly observed the strategy used by teacher in teaching grammar. In the meantime, tool that used in observation is check list. Check list is a list that contains the names of the aspects to be investigated throughly systematic. With this check list, it was more certain that the investigator records every the target incident. In collecting the data, this research conducted non-participant observation, in which this research as the passive participant. It means that this research did not involve herself in the subject activities in the classroom.

The observation has been done two times of meetings. The data of teacher's strategy in teaching grammar were derived from

---

<sup>30</sup> Ahmad Nizar, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, PTK dan Penelitian Pengembangan*, (Bandung: Ciptapustaka Media,2016) , hlm.144.

classroom observation, which was the most widely used instrument in collecting data about all kinds of classroom verbal and non-verbal behavior.

## 2. Interview

Interview can be used to collect data and can be used as a strategy to support other techniques. Then this research conducted face-to-face interviews with participants. This research proposed some questions related to the research title, such as what are the strategies used in teaching grammar, what are the reasons for using strategies in teaching grammar, and how to use strategies in teaching grammar. To get information, this research interviewed the participant to explore their opinion more deeply. This research used a mobile phone as an instrument to record the data from interviews.

### **E. Techniques to Maintain the Data Trustworthiness**

Trustworthiness in qualitative research was very important because checking the trustworthiness of the data used to contradict the assumption of qualitative research is not scientific. Lexy J. Moleong in Adhi and Ahmad stated, there are eight techniques to determine the data trustworthiness to reduce the bias of the data, and to improve the validity of the data collected, they are:

### 1. Extension Participation

The extension of participation means this research stayed in the research field until saturation of data collection is reached.<sup>31</sup> It can be said the extension not only done at the short time, but need long time.

### 2. Persistence

The application of research was the researcher must do the research with careful, detail and continuous to the object of the research.<sup>32</sup> If the extension participation extended or carried out in a relatively long term, then persistence can do in depth and detail.

### 3. Triangulation

Triangulation was the technique of checking data trustworthiness that using something beside the data no verification or as a comparison of the data.<sup>33</sup> In other words, with triangulation this research can recheck findings by way of comparing it with the other method or theory. In this research, interview and observation can be compared to obtain detail data.

---

<sup>31</sup> Kusumastuti Adhi and Ahmad Mustamil Khoiron, *Metode Penelitian Kualitatif* (Semarang: Lembaga Pendidikan Sukarno Pressindo, 2019), file:///C:/Users/user/Downloads/Metode Penelitian Kualitatif (2).pdf.

<sup>32</sup> Hardani Ahyar, Dhika Juliana, and Helmina, *Metode Penelitian Kualitatif dan Kuantitatif*, (Mataram: Pustaka Ilmu, 2020), p.202.

<sup>33</sup> Umar Siddiq and Miftahul Choiri, *Metode Penelitian Kualitatif di Bidang Pendidikan*, (Ponorogo: Nata Karya, 2019), p.94.

#### 4. Peer Debriefing

Checking with friendly through discussion was done with expos the interview result of the final result that gotten in discussion with friends.<sup>34</sup> This technique intend to this research an open attitude and honest towards research results.

#### 5. Analyze Negative case

Analyze the negative case was the research collects the example an inappropriate case with the model and the inclination of information that have collected a used as a substance of comparison<sup>35</sup>. This technique used as an effort to increase the argument invention.

#### 6. Checking Member

Checking the member was the most important in checking the credibility. Which is checked with members who involved include data, interpretation, and conclusion.<sup>36</sup> If the member agree with all that the research reports then he conclusion of this research results can be credicle.

#### 7. Detail Description

---

<sup>34</sup> Ahmad Nizar, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, PTK dan Penelitian Pengembangan*, (Bandung: Ciptapustaka Media,2016) , hlm.166.

<sup>35</sup> Umar Siddiq and Miftahul Choiri, *Metode Penelitian Kualitatif di Bidang Pendidikan*, (Ponorogo:Nata Karya, 2019),p.92..

<sup>36</sup> Hardani Ahyar, Dhika Juliana, and Helmina, *Metode Penelitian Kualitatif dan Kuantitatif*, (Mataram:Pustaka Ilmu, 2020),p.203.

The detail description was a technique to demand the researcher to the result of his or her research.<sup>37</sup> So description is done carefully and accurately to draw the context of the research.

## 8. Auditing

Auditing used to check the truth and certainty of data, this point that done well to the process or result extent.<sup>38</sup>

Based on explanation above, this research used triangulation technique. The purpose of triangulation is to increase the credibility and validity of the findings. Denzin in Khan stated four kinds of triangulation, they are: data triangulation, investigator triangulation, theoretical triangulation, and methodological triangulation.<sup>39</sup> This research used data triangulation and theoretical triangulation. Data triangulation is processes in which various source of data collected. The variety of sources can refer from time, place, and person. In this research the source of data referred to teacher. Theoretical triangulation is using more than theoretical positions in interpreting data.<sup>40</sup> Methodological triangulation was done by

---

<sup>37</sup> Ahmad Nizar, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, PTK dan Penelitian Pengembangan*, (Bandung: Ciptapustaka Media, 2016), hlm.161.

<sup>38</sup> kusumastuti adhi and ahmad mustamil Khoiron, *Metode Penelitian Kualitatif* (semarang: lembaga pendidikan sukarno pressindo, 2019),  
file:///C:/Users/user/Downloads/Metode Penelitian Kualitatif (2).pdf.

<sup>39</sup> Sabina Yeasmin and Rahman.K.F, "Triangulation Research Method as the Tool of Social Science Research," *Bup Journal* 1, no. 1 (2012): 154–63,  
<http://www.bup.edu.bd/journal/154-163.pdf>.

<sup>40</sup> Sabina Yeasmin and Rahman.K.F, "Triangulation Research Method as the Tool of Social Science Research," *Bup Journal* 1, no. 1 (2012): 154–63,  
<http://www.bup.edu.bd/journal/154-163.pdf>.

employing different method of collecting data, namely observation and interview.

## **F. Techniques of Data Analysis**

After the data collected through doing observation and interview, then the data are analyzed. The data analysis for the study done by applying the procedure suggested by Miles and Huberman, they are data reduction, data display, and conclusion drawing.<sup>41</sup> The explanation of those procedures as follows:

### **1. Data Reduction**

Data reduction is a form of analysis that sharpened sorts, focuses, discards, and organizes the result of data from interview and observation in such away that final conclusion can be drawn and verified.<sup>42</sup> In data reduction, this research selects, focus, simplify, abstract, and transform the data that appear in written up field notes or transcriptions.

### **2. Data Display**

The second major flow of analysis is data display. Data display is form of analysis that described what is happening in the natural setting.<sup>43</sup> Display the results of the data from iterview and

---

<sup>41</sup> Matthew B. Milles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis*, 3th ed (California: SAGE Publications Inc, 2014), p.31.

<sup>42</sup> Sandu Siyoto and M Ali Sodik, *Dasar Metodologi Penelitian*, Yogyakarta:Literasi Media,2015),p.122.

<sup>43</sup> Ahmad Nizar, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, PTK dan Penelitian Pengembangan*, (Bandung: Ciptapustaka Media,2016) , hlm.172.



observation, so that it finally can help this research to draw a final conclusion.

### 3. Conclusion Drawing

Conclusion is the last procedure of analyzing the data. In the context of study, after the data from the result of interview and observation are displayed, a conclusion is drawn. There were two kinds of conclusions drawing. If the temporary conclusion drawing is valid in that it can answer the research problem being investigated in the study, this research can use it as a final conclusion drawing.<sup>44</sup>

On the other hand, if the data was not valid or the result unclear, this research should repeat the process starting from displaying the data in order to check whether the data display are in line with the formulation of the problems being investigate in the study or not. In other words, final conclusion can be made whether the data display answer the research problems being investigate in the present study or not.

It can be concluded, this research has conducted the data analysis as described above. This research has done those procedures in analyzing the data.

---

<sup>44</sup> Umar Siddiq and Miftahul Choiri, *Metode Penelitian Kualitatif di Bidang Pendidikan*, (Ponorogo:Nata Karya, 2019),p.84.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. General Description**

Before describing teachers' teaching grammar strategies at the seventh grade students of SMP N 1 Batang Toru, this research described the settings of the research as a general description of the thesis.

This research was conducted in SMP N 1 Batang Toru which addressed in Merdeka Barat sub-district of Batang Toru, South Tapanuli Selatan. SMP N 1 Batang Toru is one of reputable junior high school in Batang Toru was founded in 1955. This school This school led by Mr. Untung Pardamean Harahap, M.Pd. There are 33 teachers and 696 students. The condition of facilities and insfratructured in SMP N 1 Batang Toru are: there are twenty two classrooms which there are in the seventh grade was seven rooms, the eighth grade was seven rooms, and the ninth grade was seven rooms too. This school also has two laboratoratoriums, one library, volly court, soccer field, basketbaall court, field ceremony, one unit UKS room for student who gets injury or somethig happen, canteen and toilets. The curriculum used in SMP N 1 Batang Toru is K-13 curriculum. K-13 is a curriculum that prepared Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and affective and able to contribute to the life of society, culture, and world civilization.

Every day teachers and students entered to school at 07.15 in the morning and the gates are locked. Teachers and students who arrived late would wait outside the gates and allowed to enter after the morning assembly is over. When the learning time has started, all teachers and students enter their respective locales to start the teaching and learning process. If the picket teacher found students hanging around during teaching and learning hours, the students would get punishment. Teachers of SMP N 1 Batang Toru used K-13 in teaching. This school also has several extracurricular activities like: Marching band, Volley ball, Dance, Run, Table tennis, and Scout.<sup>45</sup>

## **B. Findings**

In this part, this research presents the data collected from the result of interview and observation. Based on the interview and observation this research obtained some information from the subjects related to the research questions. This part is divided into three findings:

### **1. Types of teachers' strategies in teaching grammar**

This section explained the data found in the field. It is related to the teachers' strategies in teaching grammar at the seventh grade SMP N 1 Batang Toru. There were two English teachers taught at the seventh grade (Mrs. HN and Mrs. MG) as main subjects who had been interviewed and observed.

Based on the results of interview and observation there were nine strategies that Mrs. HN used in teaching grammar. The strategies that Mrs.

---

<sup>45</sup> The data were taken from school SMP N 1 Batang Toru Tapanuli Selatan.

HN used in teaching grammar were metacognitive strategy, cognitive strategy, memory strategy, affective strategy, social strategy, compensation strategy, interpersonal strategy, communicative strategy, interpersonal strategy, communicative strategy, and management and management and planning and planning strategy.<sup>46</sup>

Another teacher that taught at the seventh grade is Mrs. MG. Mrs. MG used eight strategies in teaching grammar were cognitive strategy, social strategy, metacognitive strategy, memory strategy, management and planning strategy, communicative-experiential strategy, compensation strategy, and interpersonal strategy.<sup>47</sup>

Based on the explanation above it can be concluded that both of teachers that taught at seventh grade of SMPN 1 Batang Toru used nine strategies in teaching grammar. They were metacognitive strategy, cognitive strategy, memory strategy, affective strategy, social strategy, compensation strategy, interpersonal strategy, communicative strategy, interpersonal strategy, communicative strategy, and management and planning strategy.

## **2. Reasons for using the strategies in teaching grammar**

In order to make successful teaching and learning process, teacher should provide many strategies in the class. The strategies that arranged by the teacher are to make teaching and learning run effectively, conductive and achieve the goals of teaching and learning process. In arranging the

---

<sup>46</sup> Interview with Mrs. HN..., at 11.00 am Tuesday 14 December 2021.

<sup>47</sup> Interview with Mrs. MG..., at 10.00 am Wednesday 05 January 2022.

strategies to be applied in the class, it should be creative and innovative. Teachers should know the characteristic of the students they taught, thus, these factors could help the teachers to arrange several strategies which is appropriate to teach their students.

In range junior high school the characteristic of the students in general still need fun learning. This factor demand the teachers to be smart in controlling students' attention in the learning process. The teacher should be more interesting by conducting creative strategies. It truly helps teachers to obtain students' attention and interest.

There are many consideration in deciding what the strategy that teacher should applied in teaching grammar. The characteristic of the students, the material that teacher would taught, the media that suitable with material, etc, are determinant factors in choosing the strategy. The teacher should paid attention to the factors related to the teaching and learning process. They also should be precise in deciding the strategy in teaching and learning process. It helped teacher in deciding the strategy that appropriate for their class. Below are the reasons teachers used the strategies.

a. Metacognitive strategy

From the results of interview that has been done with Mrs. HN. The reason she used metacognitive strategy in teaching grammar because this strategy can help students to think aloud to test students on how well they really know about the tenses and

structure and can make students more confidence with their knowledge. Students sometimes do not understand how well they understand the material, when the teacher asked them to answer the question they felt not confidence with their answer which results in low learning outcomes. So, with this strategy the students better understand and be more confident when answering questions.<sup>48</sup>

Next interview with Mrs. MG that have similarity with the statement above. As for the reason she used metacognitive strategy in teaching grammar because this strategy can help to find out the extent to which students understands the material being taught with their. She gave exercise or assignments to students. Students done exercise or assignments about grammar material by their own think. From the result of exercise done by the students, she can be seen how far students understand the material.<sup>49</sup>

From the explanations of two teachers above, it can be concluded that the use of metacognitive strategy in teaching grammar served as a benchmark for students in mastering the grammar material given by the teacher.

b. Cognitive strategy

There is a reason that Mrs. HN used cognitive strategy in teaching grammar. She used this strategy because could help

---

<sup>48</sup> Interview with Mrs. HN..., at 11.04 am Tuesday 14 December 2021.

<sup>49</sup> Interview with Mrs. MG..., at 10.05 am Wednesday 05 January 2022.

students understand the tenses and structure in various ways. Students were not monotonous only understand the material from her explanation but can also understand the material from the notes that they made. So, the students can more successful in learning.

Mrs. MG also said her reason used cognitive strategy in teaching grammar because students can learned structure grammar in another ways, not only by listening to the explanation of the material that she gave but they can also summary the explanation that she have given.<sup>50</sup>

From the explanations of the two previous teachers, in can be concluded the use of cognitive strategy in teaching grammar can provide students with various ways of learning grammar, not just a monotonous learning.

c. Memory strategy

As the reason Mrs. HN used memory strategy cause this strategy could improved students' memory about material especially tenses. She can to found out whether students still remember the material has been taught before. By using repetition of material can also improved students' memory about the material.<sup>51</sup>

---

<sup>50</sup> Interview with Mrs. MG..., at 10.08 am Wednesday 05 January 2022.

<sup>51</sup> Interview with Mrs. HN..., at 11.09 am Tuesday 14 December 2021.

Mrs. MG also said her reason used memory strategy in teaching strategy. She used this strategy cause with this strategy she can found out wheter students still know or not the material that has been studied or the material that has been studied by giving some questions about the material to students.”<sup>52</sup>

Based on the results of both of teachers above, it can be concluded memory strategy can sharpen or test students’ knowledge of the grammar that students have learned.

d. Social strategy

Next interview with Mrs. HN, in this strategy she put students into group discussion 4 or 5 in a groups. As for the reason is is with discussion group students can exchange ideas, skill oral and comunication are trained. When discussing students would spoke to express their respective opinions and with discussion problems would be quickly resolved.<sup>53</sup>

Then, Mrs. MG also said her reason for using social strategy in teaching grammar. Mrs. MG put students into group. By making discussion groups, the students can exchange ideas with their friends.<sup>54</sup>

From the explanations two of teachers above, it can be concluded learning with group work or group discussion can helps

---

<sup>52</sup> Interview with Mrs. MG..., at 10.10 am Wednesday 05 January 2022.

<sup>53</sup> Interview with Mrs. HN..., at 11.11 am Tuesday 14 December 2021.

<sup>54</sup> Interview with Mrs. MG..., at 10.12 am Wednesday 05 January 2022.



students learned and solved a problem because in group work the can exchange ideas.

e. Affective strategy

Mrs. HN said her reason used affective strategy because this strategy could to attract students' attention, to made students more excited to learn, to control students' attitudes, students are motivated and reduce boredom during learning. Because if the students' attitudes, excited, enthusiasm, and emotions can controlled the learning process is better. Because sometimes when learning is going on, students are still talking to their friends, making noise. When students have a bad attitude or lack of enthusiasm, and bored in learning students can not understand the learning material.<sup>55</sup>

While Mrs. MG did not use affective strategy in teaching grammar.

From the results of interview two teachers above, it can be concluded conducive classroom situation, students' interest in grammar lesson and students motivated in learning can made students more enjoy and focus during learning grammar.

f. Compensation strategy

As for the reason Mrs. HN used compensation strategy because this strategy helpful her to made students to understand new vocabulary regardless of knowledge limitation. This made it easier

---

<sup>55</sup> Interview with Mrs. HN..., at 11.13 am Tuesday 14 December 2021.

for students to understand grammar material by guessing body gestures of me. To overcome the limitations of this knowledge, she could demonstrate vocabulary and students guess with the correct answer. Students seemed to learn more relaxed and interesting in learning process.<sup>56</sup>

While Mrs. MG also said her reason used compensation in teaching grammar, her reason was can help me when learning about things that are difficult for students, students learned by guessed what I asked by looking at my demonstrate. Beside that, students seem enjoy and relax in learning even though they learn a difficult material.<sup>57</sup>

From the explanation two teachers above, it can be concluded the use of compensation strategy in teaching grammar can make teachers easier in teaching grammar with body movement and students also can easier to understand also relax in learning grammar.

g. Interpersonal strategy

Based on the interview with Mrs. HN, she said her reason used interpersonal strategy in teaching grammar because with this strategy she could monitor students' progress in learning

---

<sup>56</sup> Interview with Mrs. HN..., at 11.15 am Tuesday 14 December 2021.

<sup>57</sup> Interview with Mrs. MG..., at 10.14 am Wednesday 05 January 2022.

grammar. The progress can be seen from the students learning out comes.<sup>58</sup>

It is different with Mrs. MG. As for the reason Mrs. MG used this strategy cause can helped her to found out what students have not understood from the material being taught with giving assignments to students. From the result of the assignments, she could found material that have not been understood by students.<sup>59</sup>

From the results of interview with two teachers above, it can be conclude this strategy can help teacher to found out how far students understand the grammar material that has been taught.

#### h. Communicative strategy

There is a reason Mrs. HN used communicative strategy in teaching grammar, because with this strategy can to keep communication between me and students during learning process. Students can also ask for a repetition of explanation about the material to me or students can asked me to write down the material on white board.<sup>60</sup>

That similarity with Mrs. MG reason, she said with this strategy she can interact with students during learning process. She also gave re-explanation if students needed it.<sup>61</sup>

---

<sup>58</sup> Interview with Mrs. HN..., at 11.17 am Tuesday 14 December 2021.

<sup>59</sup> Interview with Mrs. MG..., at 10.16 am Wednesday 05 January 2022.

<sup>60</sup> Interview with Mrs. HN..., at 11.19 am Tuesday 14 December 2021.

<sup>61</sup> Interview with Mrs. MG..., at 10.18 am Wednesday 05 January 2022.

From the explanation two teachers above, it can be concluded during learning process the teachers pay attention to students, keep communication with students during learning process.

i. Management and planning strategy

The next is reason why Mrs. HN used management and planning strategy in teaching grammar because with this strategy she could found out what the shortcomings were when teaching before and improved these shortcoming in future lessons to get good learning outcomes. she could also evaluated myself in teaching grammar.<sup>62</sup>

While Mrs. MG said her reason, the reason was with this strategy she can evaluate myself in teaching grammar.<sup>63</sup>

From the explanation above it can be concluded, with this strategy teachers can evaluated and plan grammar lesson and how they taught the material to students. It is intended for better teaching grammar more good.

From the explanation above, it can be concluded that using various strategies in teaching can be said to be one of the important things in making the learning process successful and the students productive during learning process. With the strategies used by the

---

<sup>62</sup> Interview with Mrs. HN..., at 11.21 am Tuesday 14 December 2021.

<sup>63</sup> Interview with Mrs. MG..., at 10.19 am Wednesday 05 January 2022.

teachers, students during the learning process it is easier to accepted and undersand the material being taught because every teacher has the same goals, which is to be able to educated students.

### **3. Implementation of strategies in teaching grammar**

#### **a. Metacognitive strategy**

Based on the interview and observation that found in the field as for how to implementation of metacognitive strategy that Mrs. HN is:

There are four steps in metacognitive strategy. Based on observations made in the field, Mrs. HN implemented these four steps of the metacognitve strategy. In the first step Mrs. HN used lesson plan in teaching. Second steps Mrs. HN centering the learning. Mrs. HN focused the material on the present tense. Mrs. HN discussed everything that related to the present tense, such as what is present tense, explain the present tense. In the second steps. The next steps Mrs. HN gave assigments to students and monitored students when doing the assigments. Then Mrs. HN would evaluated or check the assigments that have been done by students. From the result of the students' assigments, she can found out the extent to which students understand the material that has been given.

While Mrs. MG also implemented metacognitive strategy in four steps. The first step she taught according to the competencies in book. In the second step she focused the material that she would teach. After she explaining the material she would give assignments or exercise to students. The last, she checked the exercise that have been done by students.

b. Cognitive strategy

Based on the observation that made in the field, Mrs. HN implemented cognitive strategy with several steps. She practice students' ability by giving quiz to students. She explaining the material about present tense to students. She gave time for students to ask questions about things they did not understand or students asked re explained unclear material. Then, she asked students to summarized the material that has been explained by her.

Mrs. MG implemented cognitive strategy with four steps. First, she practice students by giving quiz to students, Then, she explained the material of present tense to students. She gave times for ask what they did not understand. The last, she asked students to summarized the material that has been explained by her.

c. Memory strategy

In applying memory strategy, Mrs. HN applied with four strategy. First, she gave an assignments to students to make an example of the present tense based on their own knowledge. She

also used sound and images to made students easier remember what has been heard. Then, she re-explained the material that had been learned in the previous meeting, to saw if the students still mastered the material that had been learned or not. And she gave assigments or task to students to saw if students still mastered the material previously.

Mrs. MG also implemented memory strategy with four steps. First, she gave task to students about present tense. She discussed gain the material that has been taught by her. She also gave quiz or assigments to test the students' memory about the material that has been learned before.

d. Social strategy

Mrs. HN applied three steps in implemented social strategy. The first steps, she made question and answer session to students. Students can asked anything about present tense to her. Then, she made the students into several groups each group consist 4-5 people. During the learning process she paid attention to students if students need helps from her.

While Mrs. MG also implemented social strategy with three steps. First, she gave time for students to asked about what they did not understand about present tense. She divided students into group discussion. She paid attention during learning process.

e. Affective strategy

Based on observations, Mrs. HN implemented affective strategy with three steps. The first step, in the learning process she reduced anxiety and made students dare to answer question by giving motivation or encourage students. Such as “come on! Who wants to answer, do not be afraid to wrong if it is wrong it is okay, we will fix it later”. Then, she invited students to sang a song in between lessons, so the students are more interested and enthusiastic in learning. During the learning process she were not emotional or angry in teaching.

Mrs. MG did not used this strategy because she focused on teaching the material to students.

f. Compensation strategy

From the data that got from observation, Mrs. HN did ten steps in implemented compensation strategy. In the first step she pointed to an object or something that the students would guess. Then, she used other clues. If students did not understand the first clues, she can used other clues. Then, she explained the material using English and then translate it into Indonesian, so that students understand the explanation of the material easily. She gaave helping if students needed. She used mime or body gesture to made students easier to guessing. During learning process she did not ignore communication with students. She also invited students to



combine words, she said “we” and the students said to be for “we”. She selecting the topic that would be taught. She adapt the learning material to the students’ability. The last she used synonym of words tha students could not guess.

While Mrs. MG also implemented compensation strategy with ten steps. First, she pointed to the object the students would guess. Second, she using another pointed to the object the students would guess. Second, she used another instrucion or clues if students could not guess. Third, she used two language in explaining the material ( English and Indonesian) students more eaily to understand the material explained. Four, she gave helping to students. Five, she using body gesture in learning, students can guess from her body gesture. Six, she did not avoid communication with students. Seven, she selectingg the topic when she would taught. Eight, she adjusted the topic to be explained. Nine, she combining words. And the last, she used synonym to made students guess the words easily.

g. Interpesonal strategy

Mrs. HN implemented interpersonal strategy with three steps. The first step, she gave assigements to saw the progress of students in learning present tense. Then, she evaluated or check students assigments that has been done by studentsand she re-

evaluated students learning outcomes. The last, she familiarize students language with the language of target language.

While Mrs. MG implemented interpersonal strategy with way she saw students progress by giving task or exercise to students. Then she evaluated students learning outcomes. She did not familiarize students with the target language because of the students' lack of ability in target language.

#### h. Communicative strategy

Based on the observations contained in the appendix, Mrs. HN implemented communicative strategy with three steps. First, she explain the material. Second, she re-explained the material that has been taught. The last, when she explaining the material she also wrote the explaining on the white board.

While Mrs. MG also implemented communicative strategy in three steps. First, she explained the material that would be explained. Then, she re-explained the material that she has been taught. The last, she explaining the material and also wrote on the white board.

#### i. Management and planning strategy

In implementation management and planning strategy, Mrs. HN applied three steps. In the first step, she plan what would be taught in next meetings. Then, she set goals in teaching or plans. The last, she taught according to the lesson plan.

While Mrs. MG also applied three steps. First, she planned what to do in the next meeting. Then, she made goals of the lessons in the future meetings. The last, she used lesson plan when she would taught.

### **C. Discussion**

Based on data description above that the data collected from all teachers of the seventh grade they are Mrs. Hartini and Mrs. Melina as the subjects of this research. The researcher found various strategies that both of the teachers applied in teaching grammar. Teaching strategies are very important, in this case in teaching grammar it would encourage students to master structure grammar. It proved that teaching strategies as way to encourage students to master structure grammar.

As this research presented above, there several known strategies that both of teachers used in teaching grammar. Those strategies are metacognitive strategy, cognitive strategy, memory strategy, compensation strategy, social strategy, affective strategy, interpersonal strategy, communicative-experiential strategy, and management and planning strategy. Through those strategies the students could master structure grammar.

Oxford in Gita, Purnama, and Dedi stated Metacognitive strategy can allow students to control their own thinking in learning.<sup>64</sup> Metacognitive strategy can have a positive impact on students, students know in what way so that they can master grammar structure. If they have known, they would use this and they become more of an independent thinker. This strategy also helps the teacher to assess how far the students' mastery grammar.

Another strategy that both of teacher used in teaching grammar is cognitive strategy. This strategy can improve their ability in learn grammar or remember the material of grammar. The next strategy is memory strategy. This strategy to help students to still remember the material . If students could remember the material being taught, it could made it easier for students to master grammar.

Beside cognitive strategy and memory strategy, others strategies that could applied in teaching grammar is social strategies. O'malley and Chamot in baso and basri stated social strategy involve interaction with others.<sup>65</sup> Students would studied in groups, in group work students could discuss with their group friends.

The next strategy is affective strategy. Affective strategy concerned with students' attitudes, moods, and students' anxiety in

---

<sup>64</sup>Gita Mutiara Hati, Purnama Yulian Sari, And Dedi Sofyan, "Language Learning Strategies Used By Successful Students Of The English Education Study Program At University Of Bengkulu," *Journal Of English Education And Teaching (JEET)* Vol 2 No.4 (2018): P. 70.

<sup>65</sup> Muhammad Basri, Muthiya Mahdin, And Baso Jabu, "English Grammar Learning Strategies Applied By A Successful Student At Midwifery Academic Of Bataritoja," N.D., 3-4.

learning grammar. Mrs. Hartini said, it may hard for some students who did not master grammar or even English. However Mrs. Hartini always give support and motivations to all students. She say to the students, “I believe that you can do that”. She tought that giving motivation reduce students’ anxiety in learn grammar and make students fell comport in learn grammar.

The next strategy both of teachers used in teaching grammar is compensation strategy. This strategy could help students to know something or things that are difficult for them to know by guessing from the body gestures exhibited by the teacher. It is can also make students more relaxed in learning grammar.

Interpersonal strategy can monitor students development and evaluate their performance in learn grammar. With this strategy, the teacher will know the extent to which students have understood and master grammar. The next strategy is communicative-experiantal strategy. Where the teacher communicates during learning process which aims to maintain student focus during the grammar learning process.

The last strategy is management and planning strategy. This strategy helps teacher in evaluating student learning outcomes in learning grammar. If the learning outcomes re lack, the teacher will improve learning in the next lesson. So, students learning outcomes increase. By using various strategies in teaching grammar, students

are expected to master, be more active, and be motivated in learning grammar.

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the researcher elaborates the summary of this research. The conclusion of this research was drawn based on the data findings and discussion gathered from the answer of research question. It is divided into two parts: conclusion and suggestion.

#### A. Conclusion

Based on the result of the research, it was found that there were several strategies that the English teacher of SMP N 1 Batang Toru Tapanuli Selatan employed in teaching grammar. The various strategies that the subjects of this research used were Metacognitive strategy; Cognitive strategy; Memory strategy; Compensation strategy, Social strategy. Interpersonal strategy; Communicative-experiential strategy; Affective strategy; and Management and planning strategy. These all strategies used by the teachers to teach grammar. Each strategies that teachers employed in teaching grammar can help students in understanding and mastering grammar especially structure grammar of tense.

Those strategies also taught used as strategies to solve problems in teaching grammar such as difficulties of students in mastered grammar, students do not understand grammar, and some problems related to students' psychology such as feel worry or anxiety, less-self confident, afraid, bored. Through those strategies the students could solve their problems faced when they learned grammar.

In summary, strategies that teachers employed in teaching grammar would improve students' grammar learning outcomes. Teachers who have various strategies in teaching grammar would help students in mastering grammar and make students more active and motivated in learning grammar. Mastering grammar can help students in writing, reading, and speaking. Because it is impossible to write, read, and speak without the correct grammatical structure. So, that, it is important to apply appropriate strategies in teaching grammar.

### **B. Suggestion**

Based on the findings of the research, the research provided several suggestions related to the teachers' strategies in teaching grammar. The suggestions are given for prospective teachers, students and readers.

#### 1. For the teachers

This result of this research nominated several strategies. The teacher should always use these strategies as ways to help students in mastering grammar. It is important because using appropriate strategies in teaching grammar should improve students' ability to learn grammar. The result of this research also expected to give references in determining appropriate strategies in teaching grammar. Hopefully, the teacher can create more creative strategies whether to teach grammar or another English proficiency that will help students.



## 2. For the students

The strategies that teacher applied give many benefits for the students. For this reason students should follow the activities that teacher provide cheerfully. As students should believe to the teacher that they will try to solve students' obstacles in mastering grammar or another lessons. Besides through teacher's strategies, the students may create strategies that suitable for students' selves to apply in the home. Hopefully, through the kinds of strategies that teacher apply can help students in mastering grammar and reduce students' bored and anxiety.

## 3. For the reader

This research expected to enlarge the reader's knowledge about strategies in teaching grammar. Through various strategies presented above, the reader will motivate to conduct those strategies in teaching or mastering grammar. The reader also can pick up those strategies for the reference in teaching or learning grammar. Hopefully its strategies can help the reader in improving ability in learn grammar. Through this result, the reader may motivate to create creative and innovative strategies to mastering grammar. If you are going to researcher a problem, use the right theory according to the tittle of the research problem. Then, use free time in analyzing data in order to produce data that is appropriate and in accordance with the research problem.

## REFERENCES

- Hasan, Abdullah. *Language Learning & Teaching Strategies For Young Learners* Pekanbaru: Cahaya Firdaus, 2018
- Nizar, Ahmad. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, PTK dan Penelitian Pengembangan*, Bandung: Ciptapustaka Media
- Lubis, Ali Asrun. "Konsep Strategi Belajar Mengajar Bahasa Arab," *Jurnal Darul Ilmi* 01, No. 02. 2013. <http://jurnal.iain-padangsidempuan.ac.id/index.php/DI/article/view/244>
- Ibrahim, Andi et. al., *Metodologi Penelitian*, Makassar: Gunadarma Ilmu, 2018
- David, *Language Teaching Methodology: A Text Book For Teacher* Cambridge: Patience Hall, 1991
- Hati, Gita Mutiara, dll, "Language Learning Strategies Used By Successful Students Of The English Education Study Program At University Of Bengkulu," *Journal Of English Education And Teaching (JEET)* Vol 2 No.4 2018. <https://ejournal.unib.ac.id/index.php/JEET/article/download/7641/3815>
- Brown, Douglas. *Teaching By Principles*, The Third New York: Logman, 2007
- Hardani Ahyar, Dhika Juliana, and Helmina, *Metode Penelitian Kualitatif dan Kuantitatif*, Mataram: Pustaka Ilmu, 2020
- Hasan, *Language Learning & Teaching Strategies for Young Learners*
- Coghill, Jeffry. *English Grammar*, New York: Wiley Publishing, 2003
- Adhi, Kusumastuti and ahmad mustamil Khoiron, *Metode Penelitian Kualitatif* e:///C:/Users/user/Downloads/Metode Penelitian Kualitatif (2).pdf.
- Delvin, Marcia.And Gayani Samarawickrema, "The Criteria Of Effective Teaching In Changing Higher Education Context" Volume 29, No. 2 2010. <https://www.tandfonline.com/doi/full/10.1080/07294360903244398>.
- Milles, Matthew B, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis*, 3th ed California: SAGE Publications Inc, 2014
- Basri, Muhammad, Muthiya Mahdin, And Baso Jabu. "English Grammar Learning Strategies Applied By A Successful Student At Midwifery Academic Of Bataritoja. <http://eprints.unm.ac.id/15174/>.

- Nurliana, "Grammar Learning Strategies Used by EFL Students during the COVID 19 Pandemic at IAIN Palangkaraya" State Islamic Institute of Palangkaraya. <http://digilib.iain-palangkaraya.ac.id/3182/>.
- Nirwanto, Rahmadi. "The Language Learning Strategies As Employed By The Successful Students Of The English Education Study Program Of Stain Palangka Raya In Writing Course," *Jurnal Kependidikan Al-Riwayah* 3, No.2.2010.  
<https://scholar.google.co.id/citations?user=aUmO3WUAAAAJ&hl=id>
- Sarode, Ravindra D "Teaching Strategies, Style And Qualifies Of A Teacher" Vol5,No.5.2018.  
[https://www.google.com/url?sa=t&source=web&rct=j&url=http://troindia.in/journal/ijcesr/vol5iss5part2/5762.pdf&ved=2ahUKEwj96Pa8y6\\_3AhVHzTgGHe9pDIMQFnoECA0QBg&usq=AOvVaw3eZDAVJm4buFTXwdUFz8-7](https://www.google.com/url?sa=t&source=web&rct=j&url=http://troindia.in/journal/ijcesr/vol5iss5part2/5762.pdf&ved=2ahUKEwj96Pa8y6_3AhVHzTgGHe9pDIMQFnoECA0QBg&usq=AOvVaw3eZDAVJm4buFTXwdUFz8-7)
- Juniar, Rima. "A Survey of Grammar Learning Strategies Used by EFL Learners in Indonesia" universitas islam indonesia, 2019.  
<https://dspace.uii.ac.id/handle/123456789/16304>
- Yeasmin Sabina and Rahman.K.F, "Triangulation Research Method as the Tool of Social Science Research," *Bup Journal* 1, no. 1 (2012): 154–63,  
<http://www.bup.edu.bd/journal/154-163.pdf>.
- Salim and Syahrur, *Metodologi Pendidikan Kualitatif*, Bandung:Ciptapustaka Media, 2012
- Siyoto Sandu and Sodik M Ali, *Dasar Metodologi Penelitian*, Yogyakarta: Literasi Media, 2015
- Siddiq Umar and Miftahul Choiri, *Metode Penelitian Kualitatif di Bidang Pendidikan*, Ponorogo: Nata Karya, 2019
- Sanjaya, Wina. *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*, Jakarta: Kencana Prenada Media Group, 2006
- Rulani Khatimah Yulia, Wachidah Siti, Asep Gunawan, And Diyantri, *Bahasa Inggris When English Rings A Bell*, Edisi Ke 4 Jakarta: Pusat Kurikulum Dan Perbukuan, Balitbang, Kemendikbud, 2017
- Zekrati, "The Relationship between Grammar Learning Startegy Use and Language Achievement of Iranian High School EFL Learners," Indonesian EFL Journal, 2017.  
<https://www.journal.uniku.ac.id/index.php/IEFLJ/article/view/660>

Zhou, Zhen. "The Investigation of the English Grammar Learning Strategy of High School Students in China," *Theory and Practice in Language Studies* vol 7, no. no 112 2017.  
<https://search.ebscohost.com/login.aspx?direct=true&profile=ehost&scope=site&authtype=crawler&jrnl=17992591&AN=130557236&h=WSPJd1d%2FiMmciEs4TjBpcj21EKvHAprwsNAUy0wysjoRomsBTRBzguAhZD DR7LWHXAhpZMh%2FA64zDsmjlKImA%3D%3D&crl=c>

## CURRICULUM VITAE



### A. Identity

Name : Winni Murru Mora Hrp  
Reg. Num : 1720300002  
Place/ Date of Birthday : Desa napa, 1<sup>th</sup> September 1999  
Gender : Female  
Religion : Islam  
Address : Jl. Merdeka Barat, Desa Napa, Kecamatan Batang Toru, Kabupaten Tapanuli Selatan  
Phone number : 082366899272  
Email : [winnimurruharahap@gmail.com](mailto:winnimurruharahap@gmail.com)

### B. Parents

Father's Name : Hamonangan Harahap  
Job : Employee  
Mother's Name : Nur Sailan Hasibuan  
Job : Employee

### C. Educational Background

1. TK Bina Budi 2004-2005
2. SD Negeri 2 Batang Toru 2005-2011
3. SMP Negeri 1 Batang Toru 2011-2014
4. SMA Negeri 1 Batang Toru 2014-2017
5. Institut Agama Islam Negeri Padangsidimpuan 2017-2022

## **Interview Guided**

### **Teacher's Teaching Grammar Strategies at the Seventh Grade Students of SMP N 1 Batang Toru Tapanuli Selatan**

1. Strategi apa saja yang ibu gunakan dalam mengajar tenses?
2. Apakah strategi yang digunakan dapat mendukung siswa dalam belajar tenses?
3. Apa alasan ibu menggunakan strategi dalam mengajar tenses?
4. Bagaimana pengimplementasian strategi tersebut dalam mengajar tenses?
5. Apakah strategi tersebut dapat di implementasikan dengan baik dalam mengajar tenses?
6. Apakah ibu mengalami kesulitan dalam mengimplementasikan strategi tersebut dalam mengajar tenses?

## APPENDIX

**Teacher's name : Hartini Harahap**

**Observation Date : 05 January 2022/ 12 Januari 2022**

**Class : VII - 4**

**Subject : Present Tense**

### Observation Sheet

**Teachers' teaching grammar strategies at the seventh grade students of SMP N 1  
Batang Toru Tapanuli Selatan**

No	Variable	Indicator	Yes	No	Observer Note
1.	Pre- activity	a. Greeting  b. Pray together  c. Absent  d. Discuss and Introduction the subject matter			<ul style="list-style-type: none"><li>- Teacher says "Assalamualaikum/Good morning" and also say "How are you today?"</li><li>- Teacher invites students to pray led by one of the students</li><li>- Teacher checks students attendance</li><li>- Before explain the new material, the teacher discuss material that has been studied before</li></ul>

2.	While activity	<p>Strategies in Teaching Grammar</p> <p><b>a. Metacognitive Strategy</b></p> <p>Steps :</p> <ol style="list-style-type: none"> <li>1. Centering the learning</li> <li>2. Arranging and planning the learning</li> <li>3. Monitoring the learning task</li> <li>4. Evaluating how well one has learned</li> </ol>	√		<ul style="list-style-type: none"> <li>-The teacher focused the material on the present tense</li> <li>-Teacher used lesson plan (RPP)</li> <li>- Teacher monitors students while doing exercise</li> <li>- The teacher evaluated the extent to which students understand present tense material by looking at the results of student work doing the exercise</li> </ul>
----	----------------	---	---	--	--



		<p><b>b. Cognitive Strategy</b> Steps:</p> <ol style="list-style-type: none"> <li>1. Practicing</li> <li>2. Receiving and sending messages</li> <li>3. Analyzing and reasoning</li> <li>4. Creating structure for input and output</li> </ol> <p><b>c. Memory Strategy</b> Steps :</p> <ol style="list-style-type: none"> <li>1) Creating mental linkages</li> </ol>	<p>√</p> <p>√</p>	<ul style="list-style-type: none"> <li>- Teacher give quiz about the present tense to practice students' abilities</li> <li>-The teacher explained the present tense material to the students</li> <li>- The teacher hold a question and answer session when learning process</li> <li>- The teacher asked students to take notes or summarize the material</li> <li>- The teacher asked students to make examples of present tense sentences according to their knowledge of the present tense</li> </ul>
--	--	--	-------------------	--

		<p>2) Applying images and sound</p> <p>3) Reviewing well</p> <p>4) Employing action</p> <p><b>d. Social Strategy</b> Steps:</p> <p>1) Make a question and answer session</p> <p>2) Peer or group cooperatively</p>	√		<ul style="list-style-type: none"> <li>- Teacher use picture when teaching</li> <li>- Teacher repeat the material that has been studied before, to see if students still remember the material</li> <li>- Teacher give assignments to find out whether students still master the previously material</li> <li>- The teacher invited students to ask questions and the teacher will answer question from students</li> <li>- The teacher make the students into several group</li> </ul>
--	--	--	---	--	---

		<p>3) Empathizing with others</p> <p><b>e. Affective Strategy</b></p> <p>Steps:</p> <p>1) Lowering anxiety</p> <p>2) Encouring strategy</p> <p>3) Taking emotional Temperature</p> <p><b>f. Compensation Strategy</b></p> <p>Steps:</p> <p>1) Using linguistic</p>	<p>√</p> <p>√</p>	<ul style="list-style-type: none"> <li>- During learning the teacher pay attention to students</li> <li>- To reduce students' anxiety, the teacher make the students more dare to answer the quiz, teacher said "Come on! who can answer, do not be affraid to wrong because we are all learning"</li> <li>- Teacher give enthusiasm and motivation to students</li> <li>- The teacher is not emotional or angry during learning process</li> <li>- Teacher uses a</li> </ul>
--	--	--	-------------------	---

					<p>pointer if the students do not know and will guess the instructions</p>
		2) Using other clues			<ul style="list-style-type: none"> <li>- Teacher uses another clue so that students can guess</li> </ul>
		3) Switching to the mother tongue			<ul style="list-style-type: none"> <li>- In explaining the material, the teacher explains the material in English and then teacher also translate it into mother tongue</li> </ul>
		4) Getting help			<ul style="list-style-type: none"> <li>- The teacher help students if they have difficulty in learning</li> </ul>
		5) Using mime			<ul style="list-style-type: none"> <li>- The teacher also use mime or body gesture to make it easier for students to guess something that students do not know</li> </ul>
		6) Avoiding communication			<ul style="list-style-type: none"> <li>- During learning, the teacher does not ignore communication with students</li> </ul>

		7) Selecting the topic			- The teacher choose the learning topic to be taught to students
		8) Adjusting			- The teacher adjust the topic to the student's ability
		9) Coining words			- The teacher invite students to combine words such as the teacher mentions word "we" and then the students mention tobe which suitable for we.
		10) Using synonym			- The teacher use synonyms for words that have not known by students, so that students can guess the word easily
		<b>g. Interpersonal Strategy</b> Steps:		√	
		1) Monitor progress			- Teacher monitor the progress of students while learning present tense by giving students an exercise

		<p>2) Evaluate</p> <p>3) Familiarize with the target language</p> <p><b>h. Interpersonal Strategy</b> Steps:</p> <p>1) Monitor progress</p> <p>2) Evaluate</p> <p>3) Familiarize with the target language</p>	√		<ul style="list-style-type: none"> <li>- Re-evaluate students learning outcomes</li> <li>- The teacher familiarizes students with English language</li> <li>- Teacher monitor the progress of students while learning present tense by giving students an exercise</li> <li>- Re-evaluate students learning outcomes</li> <li>- The teacher familiarizes students with English language</li> </ul>
--	--	---	---	--	--

		<p><b>i. Communicative-Experiential Strategy</b></p> <p>Steps:</p> <p>1) Explain the material</p> <p>2) Repeat the material</p> <p>3) Use verbal and non verbal instrument</p>	√		<ul style="list-style-type: none"> <li>- Teacher explain the material will teach</li> <li>- Teacher re-explain material that has been taught</li> <li>- Teacher speak and writes when explain the material</li> </ul>
--	--	--	---	--	---

3.	Post Activity	<p>a. Conclusion of subject matter</p> <p>b. Giving homework</p> <p>c. Giving motivation</p> <p>d. Pray and closing greeting</p>			<ul style="list-style-type: none"> <li>- Teacher discuss the material that has just been explained and make conclusions</li>   <li>- Teacher give assignments to students</li>   <li>- Teacher give motivation to students word of encouragement</li>   <li>- Teacher close the lesson with a prayer and say “Assalamualaikum/Good afternoon” and say “See you next week”</li> </ul>
----	---------------	--	--	--	--



**Teacher's name : Melina Wati Siregar**

**Observation Date : 05 January 2022/ 12 Januari 2022**

**Class : VII - 7**

**Subject : Present Tense**

**Observation Sheet**

**Teachers' teaching grammar strategies at the seventh grade students of SMP N 1  
Batang Toru Tapanuli Selatan**

No	Variable	Indicator	No	Yes	Observer Note
1.	Post- Activity	a. Greeting  b. Pray together  c. Absent  d. Discuss and Introduction the subject matter			<ul style="list-style-type: none"><li>- Teacher says "Assalamualaikum/Good morning" and also say "How are you today?"</li><li>- Teacher invites students to pray led by one of the students</li><li>- Teacher checks students attendance</li><li>- Before explain the new material, the teacher discuss material that has been studied before</li></ul>

2.	While Activity	<p>Strategies in Teaching Grammar</p> <p><b>a. Metacognitive Strategy</b></p> <p>Steps :</p> <ol style="list-style-type: none"> <li>1) Centering the learning</li> <li>2) Arranging and planning the learning</li> <li>3) Monitoring the learning task</li> <li>4) Evaluating how well one has learned</li> </ol> <p><b>b. Cognitive Strategy</b></p> <p>Steps:</p> <ol style="list-style-type: none"> <li>1) Practicing</li> </ol>	√		<ul style="list-style-type: none"> <li>-The teacher focused the material on the present tense</li> <li>-Teacher used lesson plan (RPP)</li> <li>- Teacher monitors students while doing exercise</li> <li>- The teacher evaluated the extent to which students understand present tense material by looking at the results of student work doing the exercise</li> <li>- Teacher give quiz about the present tense to practice</li> </ul>
----	----------------	---	---	--	---

		<p>2) Receiving and sending messages</p> <p>3) Analyzing and reasoning</p> <p>4) Creating structure for input and output</p> <p><b>c. Memory Strategy</b> Steps :</p> <p>1) Creating mental linkages</p> <p>2) Applying images and sound</p> <p>3) Reviewing well</p>	√	<p>students' abilities</p> <p>-The teacher explained the present tense material to the students</p> <p>- The teacher hold a question and answer session when learning process</p> <p>- The teacher asked students to take notes or summarize the material</p> <p>- The teacher asked students to make examples of present tense sentences according to their knowledge of the present tense</p> <p>- Teacher use picture when teaching</p> <p>- Teacher repeat the material that has been studied before, to see if students still</p>
--	--	---	---	--

		<p>4) Employing action</p> <p><b>d. Social Strategy</b> Steps:</p> <p>1) Make a question and answer session</p> <p>2) Peer or group cooperatively</p> <p>3) Empathizing with others</p> <p><b>e. Affective Strategy</b> Steps:</p> <p>1) Lowering anxiety</p>	<p>√</p> <p>√</p>	<p>remember the material</p> <ul style="list-style-type: none"> <li>- Teacher give assignments to find out whether students still master the previously material</li> <li>- The teacher invited students to ask questions and the teacher will answer question from students</li> <li>- The teacher make the students into several group</li> <li>- During learning the teacher pay attention to students</li> <li>- The teacher does not encourage students to be more daring in answering</li> </ul>
--	--	---	-------------------	--

		<p>2) Encouraging strategy</p> <p>3) Taking emotional temprature</p> <p><b>f. Compensation Strategy</b> Steps:</p> <p>1) Using linguistic</p> <p>2) Using other clues</p> <p>3) Switching to the mother tongue</p> <p>4) Getting help</p>	√		<ul style="list-style-type: none"> <li>- Teacher does not give enthusiasm and motivation to students</li> <li>- Sometimes the teacher is a little annoyed during teaching</li> <li>- Teacher uses a pointer if the students do not know and will guess the instructions</li> <li>- Teacher uses another clue so that students can guess</li> <li>- In explaining the material, the teacher explains the material in English and then teacher also translate it into mother tongue</li> <li>- The teacher help students if they have</li> </ul>
--	--	---	---	--	--

					difficulty in learning
		5) Using mime			- The teacher also use mime or body gesture to make it easier for students to guess something that students do not know
		6) Avoiding communication			- During learning, the teacher does not ignore communication with students
		7) Selecting the topic			- The teacher choose the learning topic to be taught to students
		8) Adjusting			- The teacher adjust the topic to the student's ability
		9) Coining words			- The teacher invite students to combine words such as the teacher mentions word "we" and then the students mention to be which suitable for we.
		10) Using synonym			- The teacher use synonyms for words that have not known by students, so that students can guess

		<p><b>g. Interpersonal Strategy</b></p> <p>Steps:</p> <p>1) Monitor progress</p> <p>2) Evaluate</p> <p>3) Familiarize with the target language</p>	√		<p>the word easily</p> <ul style="list-style-type: none"> <li>- Teacher monitor the progress of students while learning present tense by giving students an exercise</li> <li>- Re-evaluate students learning outcomes</li> <li>- The teacher familiarizes students with English language</li> </ul>
		<p><b>h. Management and planning Strategy</b></p> <p>Steps:</p> <p>1) Decide what dedications to make language learning</p>	√		<ul style="list-style-type: none"> <li>- Teacher decides what to do in the next meeting</li> </ul>

		<p>2) Set reasonable objectives</p> <p>3) Decide on a suitable methodology</p> <p><b>i. Communicative-Experiential Strategy</b> Steps:</p> <p>1) Explain the material</p> <p>2) Repeat the material</p> <p>3) Use verbal and non verbal instrument</p>	√		<ul style="list-style-type: none"> <li>- Teacher plans future lesson</li> <li>- Teacher use lesson plan</li> <li>- Teacher explain the material will teach</li> <li>- Teacher re-explain material that has been taught</li> <li>- Teacher speak and writes when explain the material</li> </ul>
3.	Post Activity	a. Conclusion of subject matter			<ul style="list-style-type: none"> <li>- Teacher discuss the material that has just been explained and make conclusions</li> </ul>



		b. Giving homework			- Teacher give assignments to students
		c. Giving motivation			- Teacher give motivation to students word of encouragement
		d. Pray and closing greeting			- Teacher close the lesson with a prayer and say "Assalamualaikum/Good afternoon" and say "See you next week"

## FIELD NOTES

Date : 14 december 2021

O'clock : 11.00 am

Place : SMP N 1 Batang Toru

Topic : Teachers' Teaching Grammar Strategies

Interview object : Mrs. Hartini

1. Questions : What strategies do you use in teaching grammar?

Answer : I use nine strategies. They are metacognitive strategy, cognitive strategy, memory strategy, compensation strategy, social strategy, affective strategy, interpersonal strategy, communicative strategy, management and planning strategy.

2. Question : What is your reason use metacognitive strategy

Answer : My reason because this metacognitive strategy can help students to think aloud to test students on how well they really know about the tenses and structure and can make students more confidence with their knowledge. Because as we know sometimes students lack confidence to answer question from teacher. Students sometimes do not

understand how well they understand the material, when the teacher asked them to answer the question they felt not confidence with their answer which results in low learning outcomes.

3. Question : What is your reason use cognitive strategy?

Answer : Because this strategy could help students understand the tenses and structure in various ways. Students were not monotounes only understand the material from my explanation but can also understand the material from the notes that they made. So, the students can more successfful in learning.

4. Question : What is your reason use memory strategy?

Answer : Because this strategy could improved students' memory about material especcially tenses. With use this strategy I can to found out whether students still remember the material has been taught before.

5. Question : What is your reason use social strategy?

Answer : In this strategy I would made students in discussion group. with discussion group students can exchange ideas, skill oral and comunication are trained. When discussing students would spoke to express their respective opinions and with discussion problems would be quickly resolved.

6. Qusetion : What is your reason use affective strategy?

Answer : Because this strategy could to attract students' attention, to made students more excited to learn, to control students' attitudes, students are motivated and reduce boredom during learning. Because if the students' attitudes, excited, enthusiasm, and emotions can controlled the learning process is better. Because sometimes when learning is going on, students are still talking to their friends, making noise. When students have a bad attitude or lack of enthusiasm, and bored in learning students can not understand the learning material.

7. Question : What is your reason use compensation strategy?

Answer : This strategy helpful me to made students to understand new vocabulary regardless of knowledge limitation. This made it easier for students to understand grammar material by guessing body gestures of me. To overcome the limitations of this knowledge, I could demonstrated vocabulary and students guess with the correct answer. Students seemed to learn more relaxed and interesting in learning process.

8. Question : What is your reason use interpersonal strategy?

Answer : Because with this strategy I could monitored students' progress in learning grammar. The progress can be seen from the students learning out comes.

9. Question : What is your reason use communicative strategy?

Answer : I use this strategy because with this strategy can to keep communication between me and students during learning process. Students can also ask for a repetition of explanation about the material to me or students can asked me to write down the material on white board.

10. Question : What is your reason use management and planning strategy?

Answer : I used this strategy because with this strategy I could found out what the shortcomings were when teaching before and improved these shortcoming in future lessons to get good learning outcomes. I could also evaluated myself in teaching grammar.

## FIELD NOTES

Date : 05 January 2022

O'clock : 10.00 am

Place : SMP N 1 Batang Toru

Topic : Teachers' Teaching Grammar Strategies

Interview object : Mrs. Melina

1. Question : What strategies do you use in teaching grammar?

Answer : In teaching grammar I use eight strategies, that strategies are metacognitive strategy, cognitive strategy, memory strategy, social strategy, compensation strategy, interpersonal strategy, communicative strategy, management and planning strategy.

2. Question : What is your reason use metacognitive strategy?

Answer : I use metacognitive in teaching grammar because this strategy can help to find out the extent to which students understand the material being taught with their. I gave exercise or assignments to students. Students done exercise or assignments about grammar material by their own think. From the result of exercise done by the students, I can be seen how far students understand the material.

3. Question : What is your reason use cognitive strategy?

Answer : The reason I used cognitive strategy in teaching grammar is students can learn structure grammar in another way, not only by listening to the explanation of the material that I gave but they can also summarize the explanation that I have given.

4. Question : What is your reason use memory strategy?

Answer : Because with this strategy I can find out whether students still know or not the material that has been studied or the material that has been studied by giving some questions about the material to students.

5. Question : What is your reason use social strategy?

Answer : Because with this strategy I can find out whether students still know or not the material that has been studied or the material that has been studied by giving some questions about the material to students.

6. Question : What is your reason use affective strategy?

Answer : I did not use affective strategy in teaching grammar.

7. Question : What is your reason use compensation strategy?

Answer : Using compensation strategy in teaching grammar can help me when learning about things that are difficult for students, students learn by guessing what I asked by looking at my demonstration. Besides that, students seem to enjoy

and relax in learning even though they learn a difficult material.

8. Question : What is your reason use interpersonal strategy?

Answer : Because this strategy helped me to find out what students have not understood from the material being taught with giving assignments to students. From the result of the assignments, she could find material that has not been understood by students.

9. Question : What is your reason use communicative strategy?

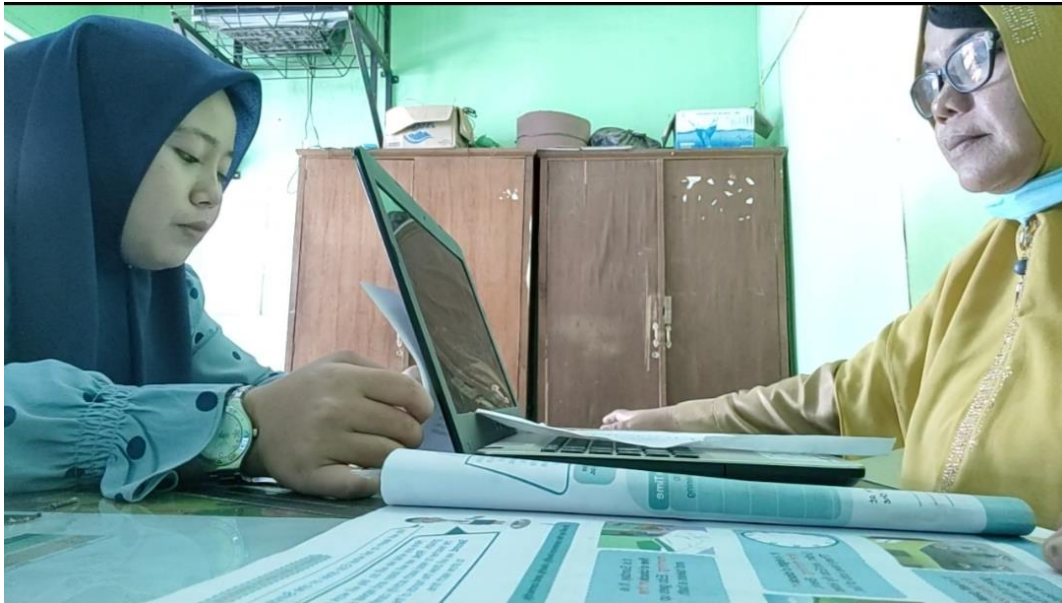
Answer : I can interact with students during the learning process. I also gave re-explanation if students needed it.

10. Question : What is your reason use management and planning strategy ?

Answer : Because with this strategy I can evaluate myself in teaching grammar.



Interview with Mrs. Hartini Harahap



Interview with Mrs. Melina



## Observation







**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733 Telepon (0634) 22080 Faksimile (0634) 24022  
Website: <https://fik.iaain.padangsidempuan.ac.id> E-mail: [fik@iaain.padangsidempuan.ac.id](mailto:fik@iaain.padangsidempuan.ac.id)

Nomor : B - *277* /In.14/E.1/TL.00/12/2021  
Hal : Izin Penelitian  
Penyelesaian Skripsi

13 Desember 2021

Yth. Kepala SMP N 1 Batang Toru Tapanuli Selatan  
Kabupaten Tapanuli Selatan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Winni Murru Mora Hrp  
NIM : 1720300002  
Program Studi : Tadris/Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "Teacher's Teaching Grammar Strategies at The Seventh Grade Students of SMP N 1 Batang Toru Tapanuli Selatan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan  
Wakil Dekan Bidang Akademik

Dr. Ahmad Nizar Rangkuti, S.Si., M.Pd. ↑  
NIP. 19800413 200604 1 002



PEMERINTAH KABUPATEN TAPANULI SELATAN  
DINAS PENDIDIKAN DAERAH  
SMP NEGERI 1 BATANGTORU

JL. Merdeka Barat Desa Napa Kec. Batangtoru Kab Tapanuli Selatan Kode Pos 22738  
Telepon (0634) 370118  
Email : smpn\_1batangtoru@yahoo.co.id

SURAT KETERANGAN

No : 071 / 138 /SMPN.1BT/ 2022

Yang bertanda tangan dibawah ini Kepala SMP Negeri 1 Batangtoru Kecamatan Batangtoru Kabupaten Tapanuli Selatan Provinsi Sumatera Utara menerangkan bahwa :

Nama : WINNI MURRU MORA HRP  
NIM : 1720300002  
Program Studi : Tadris/Pendidikan Bahasa Inggris  
Judul Skripsi : "Teacher's Teaching Grammar Strategies at The Seventh Students of SMP N 1 Batang Toru Tapanuli Selatan "  
Lokasi Penelitian : SMP Negeri 1 Batangtoru T.P 2021/2022

Adalah benar telah melaksanakan Penelitian Untuk Penulisan Skripsi Di SMP Negeri 1 Batangtoru T.P 2021/2022 pada tanggal 13 Desember 2021 s/d 12 Januari 2022 sesuai dengan surat permohonan lizin peneliti dari Institut Agama Islam Negeri Padangsidempuan Nomor : B-2772/In.14/E.1/TL.00/12/2021 dengan Baik sesuai dengan petunjuk Penelitian yang telah ditetapkan oleh Wakil Dekan untuk Jenjang Pendidikan Starata Satu (S-1).

Demikian surat keterangan penelitian ini dibuat dengan sesungguhnya untuk dapat dipergunakan selanjutnya.



Batangtoru, 12 Januari 2022

KEPALA SEKOLAH

SMP NEGERI 1

BATANGTORU

KECAMATAN BATANGTORU

KABUPATEN TAPANULI SELATAN

SUMATERA UTARA

UNDANG PARDAMEAN HARAHAP, M.Pd

NIP. 19740302 199801 1 001