

AN ANALYSIS ON TEACHING LEARNING GRAMMAR AT PLANET ENGLISH 67th KRESNA ENGLISH LANGUAGE INSTITUTE

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Abstract

This research was conducted to find out about teaching grammar in the context of the learning process of learning grammar at Institute Kresna English Language Pare Kediri which was implemented specifically on the 67th Planet English (PE) program. This research focuses on the learning grammar process applied in teaching grammar which aims to help Planet English participants easily understand the grammar that they will later apply in TOEFL, Translation, Academic Writing, etc. The instruments used in this study were observation, in-depth interviews and used observational documentation techniques for collecting descriptions of data. The subjects in this study consisted of participants, teachers, and tutors. his data analysis was carried out based on the suggested data analysis procedure, namely the Triangulation method, which consists of the steps of data collection to complete this research. The results of this study indicate that the application of teaching grammar in the context through activities and a lot of help participants in understanding grammar analysis obtained by all participants from all material provided, aims to improve the ability of participants in the field of grammar order. One application that they practiced in the weekly test and final exam (Error Analysis, Translation, listening, speaking and Micro teaching) at the Kresna English Language Institute Pare Kediri. The researcher concluded that what was implemented at the institute was effective and participants who gained a detailed understanding of teaching learning grammar, especially on the 67th Planet English program.

Keywords : Grammar, Teaching, Method, Approach in teaching grammar

INTRODUCTION

In the world of English education, grammar is an important thing and is the main element to learn. This ability makes people want to learn more English, especially improving understanding of grammar in writing, speaking, and listening to communicate foreign languages. People aim to collaborate with foreigners who are in accordance with their goals, such as someone who wants to get a scholarship, work abroad, and can be accepted at prestigious schools or large companies to increase channel their talents, increase their company profits, etc. So that the use of foreign languages in Indonesian society is very important to improve the quality of human resources in Indonesia.

The Institute and Training Institutions are two Nonformal education units as stated in law No. 20 of 2003 concerning the National Education System, In general, it is explained that courses and training are held for people who need knowledge, skills, life skills, and attitudes to develop themselves, develop their profession, work, independent business, and continuing education to a higher level.

In addition, it is again supplemented in PP No. 17 of 2010 concerning management and implementation of education that courses and training are held for the community in order to develop professional personalities and to improve vocational competencies of course participants. With the existing problems that have developed in Indonesia, the quality of the people is better suited to what they need.

The benefits of learning grammar included continuing school abroad, obtaining scholarships LPDP (Lembaga Pengelolaan Dana Pendidikan) and AAS (Australia Awards Scholarship), essay writing, Job interview, guide to travel, make an article, being able to do TOEFL and IETLS to get the highest score, good writer, good speaker, good listener etc. study of your own grammatical system can be quite revealing and useful, and provides you with insights into how language, your own and others', whether spoken or signed, actually works that same expert from Wiley (2013) said that "With an understanding of how language actually works, and a concise vocabulary to talk about it, you will be equipped to make more informed decisions and choices about grammar and usage, and to tease out linguistic fact from linguistic fiction."

One of the fastest ways to develop passion and career to achieve the desired goal is mastery of language with good grammatical, so the company more believes with the quality of someone to work in a company. In addition, it is one skill that they have to one's skills.

Important communication becomes to develop their passion and career to be better. With the existence of interesting learning is very interested in taking research at Kresna English Language Institute about "An Analysis on Teaching-Learning Grammar at Planet English (PE) 67th program".

METHOD

To analyze the teaching-learning process at Kresna the researcher needs more written to describe it. So, the researcher used descriptive qualitative design. The qualitative research based on Gabriele Rosenthal (2018) A type of social science research that collect and works with non-numerical data and that seeks to interpret meaning from these data that help us understand social life through the study of targeted populations or places.

The qualitative research entails collecting primarily textual data and examining it using interpretative analysis. And also the qualitative research focuses on teaching learning grammar and always up to date methods to research knowing phenomena. The research design at Kresna used descriptive qualitative design an analysis learning grammar from participants' answer.

The data of the study were in the form of qualitative data. They were collected with non-test instruments in four different techniques, those were: (1) Field note, (2) observation, (3) interview (4) Document. In this research, each instruments of data collection is explained below:

1. Field note

According to Anjort (2017) in which researcher take notes during an observational study is very much a personal decision developed over times as researcher become more experienced in observing. However, all field notes generally consist of two part: Descriptive Information, which researcher attempt to accurately document factual data, the setting, actions, behaviors and conversations that researcher observe, and reflective Information's, in which researcher record the researcher's thoughts, ideas, questions and concerns as researcher conducting the observations.

Field note should be fleshed out as soon as possible after an observation is completed. The researcher initial note may reorder in cryptic form and unless additional detail is added as soon as possible after the observation, important fact and opportunities for fully interpreting the data may be lost

2. Observation

Based on Zue (2016) Observation is the process of gathering firsthand information more by observing tutor, member and places at present teaching learning.

Some steps of observing that pre observing where the researcher select the observation on process understanding grammar to get stimulus teaching between tutor and member in the class and make sure about who will be observed and how long the observation will be held. Next, observing and the researcher have to start observation.

The researcher should be passive and give no treatment to the object. The last, thanking the participants and informing them of the use of the data

and their accessibility to the study in class program. While doing the observation, the researcher prepares a sheet of observation to check the activities, when Participants doing exercise to analyses sentence. The first data obtained were dealing with the implementation of the lesson plan in the classroom.

The observation covered not only the learning activities and assessment which were included in it, but also the class management and the communication happened there. It was participants behavior, feeling, as well as interpretation found in implemented to enjoyed in teaching learning grammar there.

3. Interview

Interview is the second technique applied in this study, but it functions as a secondary source of qualitative data needed to comprehend the phenomena under study. Merriam (2018) said that, "Interviewing is necessary when we cannot observe behavior, feeling, or how people interpret the world around them."

Moreover Fraenkel and Wallen (2017) state that the purpose of interviewing people is to find out what is in their mind, what they think and how they feel about something. In line with this, Silverman (2005) defines interview as an effort used to elicit respondents' perceptions.

In this study, the researcher used observasional techniques for collecting description of data suggest from Maskurin (2014). Observational technique is used to find out the situation of the teaching learning process when the techniques is applied and the participants' responses and feeling toward learning using the technique. Observasional were research diaries or journals, file note and documentation.

After all of the data were collected, the researcher were analyzed using a qualitative data analysis technique in order to describe them. The researcher used Triangulation. Based on Rahardjo (2010) Triangulation means using more than one method to collect data on the same topic . This is a way of assuring the validity of research through the use one method to collect data but use variety technique on the same topic which involves different types of samples as well as methods of data collection.

The purpose of triangulation is not necessarily to cross validate data but rather to capture different dimensions of the activity and information known by researcher from participants' Planet English 67th.

The researcher got data source to complete data for this thesis and some participants as object for interview before teaching learning process began and also pre observasi the participants and teacher as object for

interview post observasi (after finishing to teach in learn process).

From table of collecting data bellow, the researcher included to find out the situation of the teaching learning process when the techniques is applied and the participants' responses and feeling toward learning using the technique from participants' response and teacher action in the class of participants' activity monthly program in Kresna.

To Analyze the qualitative data, the researcher applied description in develop mental by Patton (2002). From Berg & Lune (2004) suggested for analyzing data that same phenomenon in this research has two approach to this data such as: Content analysis and Narative analysis

1. Content analysis is a research tool used to determine the presence of certain words, themes, or concepts within some given qualitative data. Uses of content analysis such as :
 - a. Identify the intentions, focus or communication trends of an individual, group or institution
 - b. Describe attitudinal and behavioral responses to communications
 - c. Determine psychological or emotional state of persons or groups
 - d. Reveal international differences in communication content
 - d. Reveal patterns in communication content
 - e. Knowing the test and improve an intervention or survey priority and scoring
 - f. Analyze focus group interviews and open-ended questions to.

So, the researcher analyze that results: draw conclusions and generalizations where possible. Determine what to do with irrelevant, unwanted or unused text: reexamine, ignore, or reassess the coding scheme. Interpret results carefully as conceptual content analysis can only quantify the information. Typically, general trends and patterns can be identified.

2. Narative analysis is a term that subsumes a group of approaches that in turn rely on the written or spoken words or visual representation of individuals. Narrative methods can be considered "real world measures" that are appropriate when "real life problems" are investigated. In a basic linear approach, they encompass the study of the experiences of a single individual embracing stories of the life and exploring the learned significance of those individual experiences. These approaches typically focus on the lives of individuals as told through their own stories. After all of the data were analysis, the researcher were analyzed using a qualitative data analysis technique in order to describe them. Then, it were groupPed in one

catagories. Finally, the last step in this stage was reporting the result of the study in written.

FINDING AND DISCUSSION

The research was done by the researcher in relation with Triangulation as validity of data to inventerization and information. Triangulation is one of the most appropriate ways to find out the truth of information obtained and checked the validity of information from observation that researchers got from interview participants and teachers who have felt and carried out the teaching grammar and learning process especially on Plato's 67th grade English of Planet English.

From the research, the researchers found that in the learning process of learning grammar participants got feedback from teachers and tutors almost on average (85%) from the science of grammar, study clubs, analysis etc. which they absorb in each day to apply to the questions.

Which (15%) was the way they learned on their own to understand from the material participants record and memorize material. This has been proven by the 67th batch from a practice exercised by participants every night and following the weekly test every week before the material ends and after micro-teaching. And also by using the method of qualitative description that was stated previously interview and observation. Another doing observation the researcher did interview the participants and teachers to complete in this document.

From several chapters that have been taught in the form of exercises (working on teacher exercises, analyzing the right grammar structure, answering questions ahead and trying to explain the participants), practices and evaluations.

Evaluations have five meetings in one day, everyday meeting there is one hour more than thirty minutes. Participants immediately apply the learning grammar that they have learned and understood to be evaluated take by the test, teaching practice in front of their friends like a teacher combining by the material that has been studied with the material has been learned so as to produce skills products that participants had before with a short time who have started from the second weeks for 2 months. Basically in the class 67th of Planet English it has thirty participants.

Description Information from research in Planet English 67th. They fun activities in learning grammar in Kresna, researchers can only describe it as below: Fun learning was a form of effective learning and building a positive mental attitude towards the expectations of participants. A positive mentality that the author intends is one of the learning processes that built basic capital in a

strategy to increase the English language skills that participants have gained for 2 months.

During these 2 months at Planet English 67th, participants not only listen to tutors to get new knowledge every Monday to Friday, working on practice questions in every evening tutorial that has been scheduled for 2 months for this program.

Participants also learned in socializing, organizing with participants who are different character and mutual respect for non-Islamic religions even we had nothing to differentiate from one another in working together in various activities schedule.

Which researcher attempt to accurately document factual data from score value, documentation for their activity at the Kresna English Language Institute (Kresna Barat) exactly in Platos' class, The time the researcher took to retrieve the data, the document started the introduction, during the learning process 2 weeks after starting and after learning from the test precisely on July 11th 2019.

The researcher involved several sources to retrieve and complete the data of researcher needed as well as curriculum staff (Mr. Adhim), Mr. Farid (teacher) and Mr. Syahrul (Planet 67th coordinator) (structural Kresna, grammar lesson plan, research reply letter, Kresna program, documentation, etc.) Let's see in the Appendix 16.

The researcher conducted an interview with the Kresna owner before continuing the research, namely to Ms. Sri and Mr. Bagas to find out the history and the purpose to get many information's about Kresna course which was very cheap and very many programs that had been run so far and were also in great demand by participants in speaking course, grammar, Pre TOEFL, academic writing, translation etc.

The owner of Kresna the researcher interviewed several graduates from BEC and new participants from various provinces. The researcher learned some of their reasons for choosing Kresna as their main target for learning grammar. Even though there are still a lot of diarrheas that provide a grammar program and there are more details.

Based on the researcher got more information from the owner of Kresna, the researcher included answer all interview research above that course suggests from Participants, teachers' Planet English enjoy and easy learning indirect method in participants' manner.

Based on an interview with participants said that they choose Kresna because at Kresna has completed the packet program, do not waste time just 2 months participants can apply grammar in error analysis, translation, peaking, listening, etc. Other participants answer that they have

seen a number of Planet English program which the English village.

They founded only prioritize business without the quality especially Planet English for understanding grammar. From participant representative (Evi) also gave an opinion that there were also those who through like many alumni of BEC, Smart, Elvast were joint at Kresna, the researcher wants to know more about the opinions of the interview participants, "why?". (Evi and friends') said that Kresna has is indeed material detail, but it is boring, and making stressful indeed every time the curse has its own vision and mission to advance the business.

Her friend is Rita, added to the suggestion that there was not need to go far like our friend in class (Irul, Ikha, Sana, Laila) yeah guys!. The researcher continues her questions and what did you feel learning at Kresna ?. Evi said that Kresna provided very conducive and effective services for grammar participants because it has material provided is very detailed, the notes are also checked every week.

Learning assistance is held every night and even when the participants want additional out-of-program hours they are still serving for assistance and even they are not paid. Because they are aware that the knowledge they get is very useful for others.

The researcher gave a rebuttal in the answer (Evi) that did they get qualified facilities other than they provide degree assistance in Kresna?. (Evi) said that participants were allowed to take 3 programs that they need for free for those 2 months. The researcher asks to (Evi): usually what program did they take?. Evi said that usually, it is the syntax, academic writing, translation, etc.

So, the researcher included another answer from participants who focused on how to become a teacher, focused on learning grammar only, how to get the highest score for TOEFL, IELTS, grammar for Planet English asked, etc. Supported by discussion activities, study clubs, English areas, organizations that greatly helped the program run.

From teaching grammar and learning in context through writing activities, analyzing the structure of language, memorization, and difficulties faced by participants of learning grammar the context through activities in analyzing grammar with fun learning, fostering participants' creativity, utilizing skills that participants had, with good tutors and teachers. For this program, just there in Pare which is place was one as at Kresna Course English Language Institute. Kresna fosters the spirit of Indonesian participants in learning English.

From the interviewed teacher above, the researcher chooses Mr. Farid as a teacher in Plato to interview. The researcher asked Mr. Farid that same question in the table above. Mr. Farid said that Kresna has high solidarity, the

families between participants and team such as the owner, all staff, teachers, and tutors like us were pine families, always a lot of activities and products that make them feel at home there.

On average we have taught almost 10 years and there are also alumni from here who have established their own seats. Because they were vision and mission are to develop and invite the current generation to learn English Planet English. So, what were we have knowledge if it was not shared with others.

Social and solidarity is very important for help as well as clear administration, structured curriculum, etc. According to Mr. Farid (teacher) said that the reference book that we used is Betty Azhar and Longman which was easy to understand and detail.

The obstacles that we found during a teaching in Planet English were various because in each lift the characters were different. Some were easy to set, some are difficult to manage, etc. Yes, they are, but they still focus on learning their grammar for a better life.

The researcher observed from the learning process of learning took place by observing the teacher in gave the material given to participants and the interaction of participants in responding to the explanation and there were questions that have been given to the teacher from the material to be applied to the sample questions and evaluation of the model questions from the weekly test and some practice questions from the Kresna curriculum.

From their fun activities learned grammar at Kresna, researchers can only describe it as below: Fun learning was a form of effective learning and building a positive mental attitude towards the Planet English citations of Participants.

The positive mentality that the author intends is one of the learning processes that build basic capital in a strategy to increase the English language skills that participants have gained for 2 months.

During these 2 months at Planet English 67th, participants not only listen to tutors to get new knowledge every Monday to Friday, working on practice questions in every evening tutorial that had been scheduled for 2 months for this program.

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Things that never miss again when in the learning process participants focus on recalling and learning the material that will be taught for the next meeting. At Kresna in the activity teaching method applies to Planet English 67th in supporting learning in this program participants are

required to practice the knowledge that participants are absorbing from learning in class and outside the classroom to be applied in the form of micro-teaching practice on every Sunday after the weekly test.

In Practice teaching, the participants are divided into 4 groups in different rooms and in the form of committees so that it is easier to coordinate participants on assignments on the scheduled day, including coordinators and sie. Consumption.

Based on micro-teaching, participants convey participants must be learned to teach to their friends - like a teacher, starting from how to Planet English on learning, delivering material, mastering class, writing material on the board, using the style of language and dressing like a teacher.

Micro-teaching practice that each participant on duty on that day is accompanied by one teacher, one tutor, one moderator (participants) who have been assigned in each migrant and there were some Planet English participants who did not act as participants, they also have the right to ask questions when the Micro-teaching process is already underway.

The teacher and tutor also have a role in this Micro teaching activity as a commentator to provide criticism and suggestions to micro-teaching officers so that officers and participants can evaluate themselves from the shortcomings that the officers have delivered that day. So, The strategy at Planet English 67th program makes it possible to control variables and generally provides control over the behavioral and cognitive process of interest.

CONCLUSION AND SUGGESTION

Conclusion

Based on the research findings and its discussion, there are several things to conclude. Firstly the Every step of teaching learning process is always involves the core competencies, as the goal of the need participants to create a productive, creative, innovative, and affective ability learner.

Secondly, from the implementation of the Planet English 67th in developing the core competencies in the teaching learning practices in the classroom can be drawn important points of the classroom's implementation. They are: (1) it needs some strategies and teacher's creativity to make the participants enjoy the lesson, (2) the scientific approach recommended by the Government as an appropriate approach for the participants, (3) scientific approach enables participants to gain confidence to stimulate their curiosity, to foster their desire and abilities to learn and to develop a range of skills, interest, and conceptual knowledge, (4) Collaboration learning is highly

required in the speaking class, listening class, and grammar class.

The program so special has a study club at the evening with tutor about how to strategy analysis test and exercise. The last all of tutor and human being that easy going to workout and cooPeration about all agenda there has a solidarity, society, better a principle to change all participants in go their purpose. the tutor will try to manage herself first before goes to the classroom.

Teacher said that sharing her problem with her friend is very helpful. Talk to the more experience teacher is the best way to choose to overcome the problems. As the addition the school effort to overcome the problem of the tutor Kresna English Language Institute.

Suggestion

Although there are good perceptions of the core competencies apply in teaching learning process identified in this study, there are still found some minor problems faced in relation to this study. The following suggestions are supposed to be considered for the better result such as :

The teacher is not the only one of the learning sources. Using any other media is considered help the participants to fulfill their curiosity, to foster their desire and abilities to learn and to develop a range of skills, interest, and conceptual knowledge. Teaching experiences by using some teaching methods and media by using scientific approach will help participants to build their role of thinking.

This research offers teachers the ideas and strategies for assessing participants' progress. Lead participants to find the answer of the question by collaborative work through kind of activities will raise participants' selfconfidence, shaPe their social attitudes, and their skills as well.

The program Planet English considered help participants/ who someone to sharPen their good attitudes in affective domain, skills in psychomotor domain, and knowledge in cognitive domain, the participants know. So completely in this program has who get a detail analysis grammar and understanding all material in good strategy. All those domains can increase participants' quality of the balance between the achievement of hard skills and soft skills.

Further researchers have challenges to conduct research more on the important issues of implementation of core comPetencies in classroom activities. They may focus on the specific activities given from the teacher to the participants to get the clearer picture of delivering core competencies to the participants.

Furthermore, there are two points that other researchers should consider in collecting the data. First, when researchers deal with collecting data through

observation and interview, they should remember to focus on the topic in each observation or interview so that they can get detail information. Second, it is better to have documentation both photos and videos of the observation to support the data obtained and as the study materials for the next research.

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