THE PROFILE OF TEACHING GRAMMAR USING COMMUNICATIVE LANGUAGE TEACHING (CLT) FOR THE STUDENTS OF SENIOR HIGH SCHOOLS IN SEMARANG

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Abstract

There are some techniques in teaching grammar in order to catch students' understanding. (Yin Wong, 2012) states that the idea of Communicative Language Teaching (CLT) has been expanded since the mid-1970s. Communicative Language Teaching (CLT) in believed one of the best teaching approaches in teaching simple past tense and passive voice. This research is done through having some questions like; what are the teachers' perceptions about teaching grammar using CLT for the senior high schools and how is the implementation of teaching grammar using CLT in the classroom using CLT. This research design used the qualitative descriptive with the two sampling they were SMU Negeri 6 Semarang and SMU Institute Indonesia. The subject of the research was the first grade students who have the material involve in the syllabus. The result of the research are; First, the teachers' perceptions can be elaborated like; they believe that grammar teaching is necessary for students, and believe that CLT should include both speaking and writing. They support the notion of engaging students in communication, but feel that teaching grammar is necessary, because students need grammar to communicate, etc. Second, Teachers implement grammar instruction in their CLT classroom using some procedures there are; completing the administrative matters, like lesson plan, current material, PowerPoint slides, paper of exercises, video/movie, and circle teaching techniques. The recommendations are to implement the communicative language teaching/CLT teachers should be active to speak up in elaborating the material and giving the formulas as well as the examples, to make students follow the lesson, teachers should make the teaching and learning activity more interesting by giving the proper media, in which absorb the students' attention before entering the real grammar taught. Communicative language teaching/CLT cannot be implemented at all schools like, e.g. vocational high schools, since there is no a research draws that point.
Keywords: profile, teaching grammar, communicative language teaching

Introduction

The main purpose of using language is to communicate one's needs, necessities, feelings, thoughts and ideas to others (Banu, 2009). People need to use a language to communicate each other in fulfilling their needs. In having communication people should consider some aspects of building language; such as language skills and language components. In language components there some important contents that should be integrated and mastered in a whole, such as morphology, phonology, vocabulary and grammar.

(Yin Wong, 2012) states that the idea of Communicative Language Teaching (CLT) has been expanded since the mid-1970s. CLT has already implemented in our country since long time ago because the goal of our national education at that time was reaching the students could communicative using English actively. CLT was also greatly influenced by the early version of Long's (1983a, 1983b, 1996) Interaction Hypothesis. Since then, second language (L2) instructors have been encouraged to employ communicative ways of teaching in their classrooms. The focal point of CLT was almost exclusively on meaningful interaction through the use of spontaneous speech during pair and/or group work. There are various methods for teaching communicatively, for example, immersion, task-based instruction, structured input, and The Natural Approach (Krashen & Terrell, 1983). One controversial aspect of CLT is the role of grammar instruction. Krashen's (1982, 1985) Monitor Theory suggests that grammar instruction is unnecessary and has a very minimal effect on second language acquisition (SLA). Since the revised version of the Interaction Hypothesis (Long, 1996), CLT scholars have become interested in integrating form-focused instruction with communicative activities (Spada & Lightbown, 2009).

Statements of the Problem

Based on the elaborations above all, the writers assume some problems that are really questioning before this research is conducted. They are as the following;
1. What are the teachers' perceptions of grammar instruction in communicative language teaching?
2. How do the teachers implement grammar instruction in their CLT classroom?

Review of Related Theories

The theoretical frameworks that the writers want to elaborate are; communicative language teaching and communicative competence, the role of grammar in Communicative Language Teaching, and Grammar instruction and teacher beliefs.

1. **Communicative Language Teaching and Communicative Competence**
    The fundamental goal of CLT is to develop learners' communicative competence in L2 through communication and interaction with others (Brown, 2006; Canale & Swain, 1980; Mochida, 2002). An important aspect of communicative competence is related to effectiveness and appropriateness of speech during the process of communication, as described by Rickheit and Strohner (2008).

2. **The Role of Grammar in Communicative Language Teaching**
    There is a mixture of beliefs regarding grammar instruction. Some scholars support the exclusion of grammar learning (e.g. Prabhu, 1987), while other researchers emphasize the need to include grammar teaching in CLT (e.g. Lightbown & Spada, 1990; Nassaji, 2000; Spada & Lightbown, 1993). Krashen's (1982, 1985) hypothesis of acquisition versus learning has had an influence on the notion that focusing solely on meaning is sufficient for SLA. In his hypothesis, Krashen claims that there is a distinction between acquisition and learning.

3. **Grammar Instruction and Teacher Beliefs**
    Teacher beliefs play an important role in instructional decision-making and teaching practices (Johnson, 1994; Shavelson & Stern, 1981; Tillema, 2000; Wong, 2010). Teacher perceptions in regard to form-focused instruction have a great impact on whether they will incorporate grammar teaching in their classrooms (Fox, 1993; McCargar, 1993; Musumeci, 1997; Schulz, 1996). Several studies have been conducted to investigate teacher beliefs regarding grammar instruction (Edilian, 2009; Farrell, 1999; Farell & Lim, 2005; Golombek, 1998; Ng & Farrell, 2003; Richards, Gallo, & Renandya, 2001; Wang, 2009; Yim, 1993). Farrell and Lim (2005) examined two English teachers' beliefs of grammar teaching in an elementary school in Singapore.

Methodology of the Research

Research Design

In order to address the research questions for this study, the qualitative paradigm was chosen to investigate a phenomenon with details about how the teachers conducted their teaching through classroom observations (Preissle, 2006). A qualitative approach also allowed us to hear the teachers' voices regarding

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how they viewed teaching grammar in CLT (communicative language teaching) through individual interviews and conducting observation. Additionally, a case study design was chosen, because we were interested in the experiences, insights, and voices of a particular group of second language teachers.

Participants

In the study, there were two parts of participant's namely English teachers and students of at the schools of SMA Negeri 6 Semarang and SMA Institut Indonesia Semarang. Both of these schools required a high quality in teaching process. They usually kindly considered to prepare anything before taking a class like; the lesson plans, the materials, the assessments, the media used, etc.

The teachers' participant names are: Drs. Suharno, M.Pd, and Dra. Ida Noorhaida, M. Hum. Mr. Suharno he is an active and learning teacher. He gets many achievements from the government of the capacity in training the English teachers under minister of education and culture of central java province. The other one is that Ms. Ida, she is a very talented English teacher. She graduated from Diponegoro University in 2012. She is active teaching and giving some English trainings to English teachers at private senior high schools. Her preference is in teaching grammar and speaking.

In this study, we took sample from students of SMA Institut Indonesia Semarang and SMAN 6 Semarang. The number of participants from SMU Institut Indonesia was about 45 students and they are in the second grade. Then the participants of SMAN 6 Semarang were about 45 students from the first grade. We used purposeful maximum variation sampling in order to choose participants who would maximize the diversity of potential participants (Patton, 1990).

Data Collection

Data collection took place over a period of two months. We triangulated the data by conducting non-participant observations and interviews, and collecting a variety of documents and records like; the lesson plans and the materials. Two classroom observations were conducted for the participants in order to capture in detail how and if any of the participants carried out teaching grammar in their CLT classrooms. We also took field notes and thick descriptions which offer details and rich data of these observations (Rossman & Rallis, 2003). The field notes included what was happening in the class, the teachers' behaviors, the students' responses, as well as questions and thoughts that came up during the observations. The three-step interviews, as suggested by Seidman (1998), were conducted with each participant the purpose of the first interview (see appendix A) was to focus on the

participants' experiences regarding joining the grammar class. The second interview (see appendix B) focused on the teachers' current teaching grammar experience in detail, and the third is observation (see appendix C) was for the researcher to understand why they did what was observed in their classrooms. All the interviews were tape-recorded for transcribing. For the purpose of this study, syllabi, copies of textbooks used during the observations from each participant were collected because documents and records often contain information that requires accountability (Lincoln & Guba, 1985). All of the participants used the textbook which is published by the Ministry of Education and Culture. The syllabi used was the k13 which is listed the teaching objectives and the steps of teaching scenario.

Data Analysis

In analyzing the data, the writers used some certain techniques to make sure that all the data obtained are analyzed well and properly. Data were analyzed through ongoing and recursive analysis methods (Merriam, 1998). In addition, categorical analysis was employed in order to sort and code data into an assigned category (Rossman & Rallis, 2003). In classifying the categories and themes, the coding method was used. All data were coded using the open coding strategy (circling chunks, writing a word that indicated a category in the margin, and using various colors of highlighters for different themes, etc), as described by Rossman and Rallis (2003), and Strauss and Corbin (1990). This process was employed continuously until the final concrete categories emerge and themes with appropriate codes were established.

Discussions

The teachers' perceptions of grammar instruction in communicative language teaching; To get the data and answering this research question, the researchers used the instruments like interviews. These interviews have three kind of topic namely; the teachers' perception about the general English teaching, the teachers' perception about the teaching grammar in their classroom, the teachers' perception about the teaching grammar using CLT.

Here the researchers can portray the result of the interview of the as follows; here is the teachers' perceptions about the general English teaching in his and her classroom;

a) *Both of teachers speak English when they are teaching English in the classroom and even when they are seeing their students' outsides the class. This action was done kindly to encourage students to dare speaking English.*

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b) *Mr. Suharno is a master of English education of Semarang state university. He is an expert English teacher since he learn and apply his English skills in any occasion including as being the judges in any English competitions.*

c) *Both those English teachers are deeply experienced in EFL teaching, they have been teaching English education since 30 years ago.*

d) *Mr. Suharno are accustomed to apply the PPP (Practice, Presentation and Product) in teaching grammar based on the syllabus on senior high schools. He prefers using PPP since it is assumed that by using this technique students can personally implement the grammar lesson the got directly. On the hand, Ms. Ida love teaching through GTM (grammar translation method) in delivering their lesson on grammar. In teaching passive voice, Ms. Ida implemented the GTM yet she assumed that this technique is proper to approach the students in order to understand the lesson brought.*

e) *Based on the interview, using PPP and GTM are actually pretty effective. But then, the frequently happened is that the class of grammar is usually considerably very silent. They are happy being alone and just doing their task accomplishing their grammar exercises. It means that those both PPP and GTM are less properly effective in encouraging students speak English actively.*

Teachers implement grammar instruction in their CLT classroom using some procedures there are; completing the administrative matters, like lesson plan, current material, PowerPoint slides, paper of exercises, video/movie, and circle teaching techniques. In some explanation, the writers can elaborate like this as follow; teachers should consider some aspects before teaching grammar in the classroom; the competence standard that want to be achieved, the description of the now lesson, the materials are going to be taught, the circumstances of teaching and learning activity, the assessment and evaluation, and finally the scoring that is conducted.

Conclusions and Recommendations
The writers can conclude some important points that should be underlined by other readers like;

1. *Communicative Language Teaching/CLT is a good techniques approach that can be used by teachers in teaching grammar (simple past/passive voice).*

2. *Communicative Language Teaching/CLT is also the media for teachers to encourage the students to speak up even though they are now studying grammar.*

3. *Teachers feel motivated since they have to actively communicate to students in elaborating the grammar (simple past/passive voice).*

4. *Students feel happy in following the lesson, since both teachers use the media like, PowerPoint inserted the video in which make them enthusiastic in communicating the video first the discussing the movie and grammar afterwards.*

5. *The implementation of teaching grammar using communicative language teaching/CLT in SMU Institut Indonesia Semarang and SMUN 6 Semarang have been successfully undertaken based on the lesson plan and the circumstances that have been designed formerly.*

Recommendation
Having the points of the result of the research, the writers can draw some recommendations that have the very important sights in teaching of learning process especially in mastering grammar for students using communicative approach; they are;

1. *To implement the communicative language teaching/CLT teachers should be active to speak up in elaborating the material and giving the formulas as well as the examples.*

2. *To make students follow the lesson, teachers should make the teaching and learning activity more interesting by giving the proper media, in which absorb the students' attention before entering the real grammar taught.*

3. *Communicative language teaching/CLT cannot be implemented at all schools like, e.g. vocational high schools, since there is no a research draws that point.*

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