

# THE IMPLEMENTATION OF TEACHING ENGLISH GRAMMAR AT SMK PGRI 3 TLOGOMAS MALANG

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The main objective of this research is to investigate the implementation of teaching English grammar at SMK PGRI 3 Tlogomas Malang. The analysis of teaching English grammar was seen from the objectives, materials, teaching techniques, and technique of evaluation of teaching English grammar that was used by the teachers at SMK PGRI 3 Tlogomas Malang. The writer used descriptive design to conduct the research. The subjects of this study were three of the English teachers at the first year students in SMK PGRI 3 Tlogomas Malang who taught English by 2004 curriculum. The instruments used in this research were semi structured interview and direct observation.

Based on the result of the data analysis, it was found that the objective of teaching grammar at SMK PGRI 3 Tlogomas Malang were: a) to know what pattern in speaking English is, b) to know how to make a very good sentence, and c) to get knowledge about vocabulary. From those objectives, the teacher focused the objective on the students' ability to make the sentences correctly, to memorize the use of the pattern, and to do the national examination well. The topics of the English grammar at the first year students in SMK PGRI 3 Tlogomas Malang were present tense, present continuous tense, past tense, past participle, adjective clause, and modal auxiliary. The techniques of teaching English grammar that were used by the teachers at SMK PGRI 3 Tlogomas Malang were explanation or lecturing, discussion, and practising the material. The technique of evaluation of teaching English grammar which was used by the teachers at the first year students in SMK PGRI 3 Tlogomas Malang was essay or sentence completion and error recognizing in writing test, matching some words, and multiple-choice by speaking. The teachers evaluated the students' cognitive domain by using written test and drilling them one by one and the students' affective domain was evaluated by observing the students' activeness in the classroom. Meanwhile, psychomotoric domain was evaluated by giving exercises and assignments and asking them to apply the English grammar in speaking.