

TEACHERS' REPORTED ACCOUNTS ON TEACHING GRAMMAR AT KRESNA INSTITUTE IN PARE

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Abstract: The purpose of this study was to find out the instructions, strategies, and media used by teachers who teach in the Planet English program at the Kresna Institute. This study used a qualitative research approach and methods and data collection techniques used through interviews, observation, and documentation. The data analysis technique used Creswell's method which included collecting the data, reading and understanding all of the data, preparing and organizing the data, coding the data, and interpreting the findings. The participants in this study were two teachers who teach the Planet English Program at the Kresna Institute. There were several criteria to become a participant in this research. Among others, namely: a. teachers have extensive teaching experience, at least 3 years. b. the teacher has a good understanding of the material. c. teachers have good teaching skills. The information was obtained from the administrative staff at the Kresna Institute. The findings of this study indicated that 1) The instructions used were the delivery of learning objectives, providing motivation, and good communication or interaction. The instructions were used to increase students' interest in learning. There were several things that the teacher does before the learning process begins. These were the delivery of learning objectives, providing motivation, and good communication or interaction. 2) The strategies used were the tutorial program, mapping and stepping, and weekly exams. 3) The media used were whiteboard and three-color markers. Based on the findings, it can be concluded that teaching grammar requires instructions, strategies, and media that are efficient and attract students' interest in learning. This is evidenced by Planet English graduates who have good grammar mastery. The researcher hopes that future researchers can use this research as a data source for further research on teaching English. The researcher suggests that future researchers examine from the student's point of view about learning English, especially grammar.

Keywords: teaching grammar, instruction, strategy, media

INTRODUCTION

Teaching English is deemed challenging and even problematic for many EFL teachers. Rahmanita and Mukminatien (2019) stated that teaching English in Indonesia as EFL has its own atmosphere or something new because of the different scope. Non-native English speakers in teaching English for Indonesian students' teachers must master the skill and English components. English has four skills that must be learned by students, namely listening, speaking, reading, and writing. In addition, English has three components, namely: vocabulary, pronunciation, and grammar.

Grammar is one of the components in English which is quite important to be taught. Handayani and Johan (2018) stated that poor grammar will cause the language to become disorganized and cause misunderstandings, especially writing and speaking. Grammar is a set for compiling structured sentences so that people have good writing skills. Grammar is also

one of the most complicated components of the English language to learn. Most students find it difficult to learn grammar. There are several aspects that can affect learning grammar is difficult to understand. The first is the teaching method or how the teacher teaches. The second is the various levels of grammar difficulty. They are easy and difficult.

The students must really focus so that they can understand and know the pattern of sentence structure when learning English because English has differences with Indonesian language (Ameliani, 2019). Therefore, students will have difficulty if they have reached a difficult level and encounter complex language because Indonesian and English have differences in the structure of their discussion. Therefore, grammar is a difficult material to learn. Komara and Tiarsiwi (2021) stated that grammar is challenging material to learn and difficult material to master. The teachers must understand the teaching method or how to properly teach grammar so that students can understand grammar easily and well.

There are several brief reviews of previous studies. The first previous study is by students of the University of Makassar named Mahdin et al, (2019). This research discussed the English Grammar Learning Strategies employed by a successful midwifery student and the impact of Grammar Learning Strategies employed by a successful midwifery student through motivation. The study only focused on teaching strategies and the impact of grammar learning strategies. The second previous study is by students of the Faculty of Humanities, University of Zanjan, Iran named Hashemi and Daneshfar, (2018). The research discussion is about the impact of different teaching strategies on teaching grammar to college students. The study only focused on teaching strategies.

The third previous study is by a student of Debre Markos University named Anagaw, (2019). The study discussed investigating EFL teachers' beliefs and classroom practices in the teaching of grammar at Debre Markos University. The study only focused on the perspective of teachers on beliefs and classroom practice. The fourth previous study is by a student of the Department of English Education of Pattimura University named Souisa, (2020). The study discussion about describing English as a Foreign Language (EFL) in senior high schools' teachers' perceptions of grammar teaching; their teaching strategies which are the most and less frequently applied in their classroom practices and the challenges that they have in teaching grammar. The study only focused on teaching strategies and challenges the teacher.

From several previous studies that have been described, some previous studies only focused on teaching strategy and teaching grammar in general. Therefore, the researcher

decided to examine several things that had not been studied, namely teaching instructions and teaching media. and researchers researched teaching strategies specifically.

METHOD

The research used the qualitative method. Qualitative approach used in this study is to find an understanding of the phenomena through engagement, dynamic interactions, and with a largely ontological approach that prefers a multifaceted approach (Wang, 2018). In this study, the researcher focused on the teacher's perspective. The researcher researched based on research problems, namely teaching instructions, teaching strategies, and teaching media used in the Planet English Program at the Kresna Institute.

The researcher chose two teachers who teach English at the Planet English Program. There are special rules for becoming a Planet English Program teacher, namely that the teacher must be a graduate of the Planet English Program. The teacher at Planet English was a graduate of Planet English. Before the teacher teaches Planet in core classes, the teacher must be a tutor or volunteer in the tutorial program for some period. Participant 1 had 6 years of teaching experience from 2016-present. Participant 2 had 6 years of teaching experience from 2016-present. There are several criteria to become a participant in this research. Among others, namely: a. teachers have extensive teaching experience, at least 3 years. b. the teacher has a good understanding of the material. c. teachers have good teaching skills. The information was obtained from the administrative staff at the Kresna Institute.

Interview is a method to collect data by asking direct questions to the participants (Ningrum, 2018). The researcher used it to get information about teaching English in the Planet English Program at Kresna, Pare-Kediri. The researcher gave some questions to the participants about teaching English. There were fourteen questions regarding the research problem. The fifteen questions were divided into three based on research problems. The first was about teaching instructions. There were four questions regarding teaching instructions. The second was about teaching strategies. There were six questions regarding teaching strategies. The third was about teaching media. There were four questions regarding teaching media. This question instrument was adopted from the journal Souisa (2020).

The researcher made observations at the research site before conducting interviews. The observations made were observing the grammar teaching process in the Planet English Program. Observations were made once because the Institute allowed one observation so that the teaching process remained focused. Observations that are observed focus on teaching instructions, strategies, and the media used. There are several observations found regarding

the above, namely the first is about teaching instructions. In teaching, the researcher found things related to teaching, namely, the teacher gave and reminded the purpose of learning, the teacher motivated the students, and the teacher used language and communication that was easily accessible. In teaching strategies, researchers found things related to teaching strategies, namely tutorial programs, main mapping, and weekly exams. In learning media, the teacher uses a whiteboard and three-color markers, namely, black, red, and blue. The results of these observations are discussed extensively in the findings.

In this study, the researcher used documentation in the form of photos for data collection about observation activities. The researcher used a handphone camera to take photos. This documentation was taken during the learning process. This photo shoot included teaching the English process.

Data collection is a process carried out by researcher to find answers to problems in which the process is collecting, measuring, and analyzing accurate data from various relevant sources. The researcher collected data from the Creswell method. Data collection includes observation, interviews, and documentation (Cresswell, 2009). The steps of data collection carried out by the researcher are as follows. 1. Select participant 2. Interview 3. Transcribe the interview 4. Class observation 5. All collection data will be analyzed

The researcher intended to describe the data obtained, as found in the field. The researcher took the next step, namely analyzing the data After the data was collected. researchers took the following steps (Cresswell, 2013).

1. Collecting the data
2. Reading and understanding all of the data
3. Preparing and organizing the data
4. Coding the data
5. Interpreting the findings

FINDINGS

a. Teaching Instructions Used at Planet English Program

The first instruction explained the learning objectives to students in Kresna, especially at the Planet English Program. The aim of the program was to learn and understand grammar well in a short time where the program focused on the ability to write and translate sentences well and according to the rules. The teacher also introduced a program that would be carried out by students for two months because not all students know about the program. There were some students who knew the program in detail and there were also those who did not know or

just take the program because a program in the course had its own characteristics. The information was based on participant 2 *"The Planet the meeting is 5 times a day. 5 times is like full time or full day. So they have to know what they will study in the Planet program."*

The second was to provide motivation to students so that students can achieve maximum learning goals. The motivation in learning is built from the examples of interesting grammar or questions about grammar both orally and in writing so that it causes students to be curious to learn grammar in more detail. It was the response from participant 1 who said *"Give some questions orally or quizzes and other things that we might be able to do in class"*.

The third was communication or interaction between teachers and students. The purpose of communication is to create students' activeness. This information was based on the statement of participant 1 who said *"during the learning process, I try not to be passive between teachers and students in communication by giving questions or quizzes about grammar material orally"*. By applying good interactions, students' responses will be good too. They were more comfortable learning so it increased their understanding. The interaction carried out by the teacher in the Planet English Program is greeting. The teacher gave a good greeting. From that, the teacher knew the student's characters easily.

This was conveyed by participant 2 who said *"Every teacher's interaction must have a different way. I usually give greetings to students because the greeting determines the activity. If the teacher's greeting is good, the students respond well too. This also affects their interest in learning. In this case, the teacher needs to adapt or approach students gradually because the character of students is different"*. Therefore, the teaching experience also affected the learning process. This was said by the two participants who said *"From the difference in the length of time teaching, the teaching experience can affect the learning process, because our adaptation is easier than when we first taught"*. The longer the teaching period, the more flexible and organized the emotions, so that the teacher easily adapted and communicated or interacted well.

From the explanation of the findings above, the findings have been observed by researchers during the learning process. The researcher also observed several instructions that had been done by the teacher during the teaching process. Submission of learning objectives was the initial step that was delivered at the beginning of learning so that what had been expected by the teacher can be achieved. After that, the teacher motivated students to increase their interest in learning so that students can capture and understand the material being taught. Thus, the teacher used language that is easy to understand or good communication.

The teacher also made interesting interactions, for example, the teacher gives oral questions that have been taught previously using oral. This was a form of stimulation of student interest in learning before starting to the next material.

b. Teaching Strategies Used at Planet English Program

The researcher provided findings regarding teaching strategies from the results of interviews that have been conducted. There were three strategies used in the Planet English Kresna Program as follows.

The first was a tutorial program. The Planet English program at Kresna was different from other programs at Kresna. One of the differences was that the Planet English program had a tutorial program. The tutorial program was the division of the total number of students into small groups. In each small group there was a mentor called a tutor. The task of the tutor was to lead the course of the tutorial program. The purpose of the tutorial program was to review the material that had been taught in the core class and to provide flexibility for students to learn and ask questions about the material that had been taught. The Planet program had four meetings in the core class, so the material taught in the four meetings would be reviewed in the tutorial program.

The statement above was based on the response from participant 1 who said *“In the Kresna institution, which is the core or the subject of the Planet program, Planet, there is a tutorial in which the number of students will be divided into several small groups. So, in my personal opinion, when we study in smaller groups than those in the main class, what they absorb will be larger and usually between small groups and large groups. If in large groups they are a bit shy when they want to ask questions or want to make sure something is related to what was conveyed at that time. Meanwhile, in small groups they are more open. In my opinion, it's more or less like that.”*

Added by the participant 2 *“On Planet there is a kind of tutorial, so it's a kind of study club. its usefulness is to review the material and it's like looking for the core of the material or the core of the discussion in that one day. If for example that day we have material discussions, maybe 3-4 meetings, later in that tutorial or study club we will look for the essence, so for example today we discuss 3 meetings. In English, there are tenses material, then there is more material, for example the use of tenses or maybe like time signal tenses. From 3 meetings at the study club, our strategy is to take the essence, then we apply it in it. This means that in the Planet program it is more often applied to material problems and questions that become our strategy to understand them related to English because their goal*

from the beginning here is to want to learn English and with a period of approximately 2 months. It's pretty short too and with the target they want."

The second was mapping and stepping. In the tutorial program, the tutor provided students with a mapping or summary of the material taught in the four meetings. The goal was that students can understand the material easily because in the Planet English program, grammar learning was delivered in detail. Each tutorial program students were given practice questions that cover the material. In the process, the tutor provided a strategy called stepping. Stepping was a way of doing the questions in the order according to the material and the order of the questions. If the student did not work in order, then the student was confused and had difficulty. Therefore, the purpose of stepping was a way of doing practice questions in an orderly and correct manner.

This statement was based on the response from the participant 2 *"The strategy used is mapping. Mapping is a summary of the material. The summary makes it easier for students to understand the material that has been delivered for 1 day. From the summary, then it is directly applied to the problem. When implementing it, there is also a strategy called stepping. Stepping is a way of doing sequential questions. So there is a sequence for how to do it. There is stepping 1 2 3. The practice method is also ordered in that way because if for example students do 3, there will definitely be difficulties and confusion. Finally, students can work on questions for minutes, even hours"*.

The third was the weekly exam. In the Planet English program, there was a weekly exam every week. The material included the material taught that week. The purpose of the weekly exam was to find out the development of students' abilities regarding the material taught in that one week. The results of these exams were evaluated regarding the development of students' abilities. In the case, the next week the teacher had an idea of whether there was material that must be repeated. The participant 2 said *"The evaluation is through the weekly exam. So, from those 2 months each week, they have a kind of weekly exam. So, for example, the meeting is Monday to Friday, then on Saturday students take an exam"*.

Regarding the strategies that have been described in findings, the researcher observed these findings during the learning process. The researcher observed how the tutorial program process, main-mapping, and practice were conducted. In the tutorial program, students are given daily questions to work on. Before working on the questions, the tutors explained the order of the questions. After finishing working on the questions, the questions were discussed together. In this tutorial program, students were also guided to make a mapping of the

material that had been taught. It aims to make it easier for them to remember and understand detailed grammar material. After studying for one week, the students took weekly exams with the material that had been taught in that one week. It aims to determine the ability of students in capturing and understanding the material that has been taught.

c. The Media Used at Planet English Program

The media used in the learning process in the Planet English program were whiteboards and three-color markers. The teacher chose the media because of considerations and the most effective media was a whiteboard and three-color markers. When explaining the material, the teacher used three colored markers to write the material. The three colors were black, red, and blue. These colors had uses. The use of black had to be written in Indonesian. Then, the use of the red color was used for grammar analysis. The last one had blue to write English. The difference in the color of the markers make it easier for students to understand very detailed material. The teacher also used modules from the program itself. However, at each meeting, students were required to take notes written and taught at the meeting so that students can better understand the material.

The information above was based on the response from participant 1 who said *"In some considerations, writing media or using a whiteboard and several 3-color markers have become the most effective media used in the Planet program"*. The participant 2 added *"For media, we use a blackboard and three-color markers"*.

The researcher observed how the teacher used the media during the learning process. The teacher uses a whiteboard and three-colored markers. The students were very interested and did not get bored with the teacher's explanation. When writing Indonesian words or sentences the teacher used black. The blue color was used to write English words or sentences. And the last color was red. The red color was used when the teacher analyzed the material that had been written. It aims to make it easier for students to understand complicated grammar material. From that, students easily remember the material.

DISCUSSION

The researcher obtained about findings above by interview, observation, and documentation. The interview data related to the three research problems namely teaching instructions, teaching strategies, and media. The first discussion is about teaching instructions. The researcher found several instructions on learning English in the Planet English Program. The first is to convey the learning objectives. Students must know the

learning objectives in the program so that learning runs smoothly and achieves these goals. Therefore, the learning objective is one of the students' success in the learning process. Cross and Angelo (1992) state that one of the foundations for student success is a good learning goal and that goal has a very meaningful foundation.

The second is to provide motivation. This motivation affects students' interest in learning. Imakulata (2019) stated that learning motivation affects students' interest in learning and the quality of students in learning. Each student has different interests and learning characteristics. Therefore, teachers must understand the character of students so that students' interest in learning does not decrease. The teacher also sees the development of students' interest in learning because students will get material that varies and changes according to their level. So, students need this motivation so that their interest in learning is stable.

The third is communication or interaction. Good communication is the key to the success of teachers and students in learning. The teacher must know the character of each student because the character of students is different. Teachers must provide good communication to students because it greatly affects students in the learning process. Brown (2000) The interaction has a good positive effect in the learning process which creates a reciprocal relationship with each other. With good communication between teachers and students, the learning process runs smoothly and according to purpose.

The second discussion is about teaching strategies. In the findings provided, the researcher found 3 teaching strategies. In this part, the discussion focuses on the strategies that have been found by researcher. The first strategy is a tutorial program. This tutorial program is one of the keys to learning and understanding the material quickly and effectively. The students are greatly helped by this program because the number of students is not too many so that students get a wider space to be active than in the core class. Azadovna and Inatullaevna (2021) in small groups, students can discuss and exchange opinions to solve complex problems.

The second strategy is mapping and stepping. Mind mapping can train our brain in imagination where our brain will issue creative and interesting ideas (Mirza, 2016). Students need something or a trick to make it easier to understand the material quickly. In the learning process at Planet English, students will undergo 4 meetings in the core class. Therefore, when the tutorial is programmed, students will be guided and given a mapping or summary of material that is easy to understand because the grammar material they learn is very large and detailed so that students can absorb the material well.

The third strategy is a weekly exam. Each week students will be tested on the material that has been studied. By being tested every week, the teacher will already know the development of students' abilities in understanding the material. This is known after the student's test results are corrected and evaluated. Students can also find out their progress after their exam results are announced. From that, students can improve the material that they do not master. Miles and Latif (2020) stated that the exam affects student development. It is measured by the results of the test.

The third discussion is about teaching media. From the findings, the researcher concluded that teachers need media or tools to teach and explain the material. The media used by teachers in the Planet English program was very effective and really helps students to understand the material easily. Upadhyay (2017) stated that media is very helpful for teachers to explain the material. Based on the findings, the media used were whiteboard and three-color markers. Many students were interested in this media because it was unique and efficient so that students do not feel bored and their interest in learning increases. This media was a very suitable and effective medium for very detailed grammar learning. Therefore the media can affect students' understanding and success in capturing the material. So, the media had a positive effect in the learning process of grammar at the Planet English Program.

CONCLUSION

Based on the results of this study, the researcher found several perspectives of teachers regarding teaching at Kresna in the Planet English program. It can be concluded as follows.

The first is teaching instructions. Students definitely need instructions so that learning is maximized. There are several teaching instructions, namely providing and introducing learning objectives, providing motivation about student learning interests, and good communication or interaction between teachers and students. These instructions have a huge impact on the students for this program.

The second is teaching strategy. In learning grammar which is very complicated and detailed, students need strategies to make it easier to absorb and understand the material. Therefore, the teacher has several strategies, namely, tutorial programs, mapping and stepping, and weekly exams. These strategies have a very large positive impact on students which affects the absorption and understanding of the material in the learning process.

The third is teaching the media. The media used in the Planet English Program at Kresna are whiteboards and three-colored markers. This media is one of the characteristics of

this program. Students need tools to study detailed material because it is impossible for them to only use imagination to understand it. By interesting media, students can learn comfortably and students' interest in learning is maximized according to the objectives.

Based on the conclusion above. There are several suggestions addressed to teachers and future researchers. Some of these suggestions are based on the conclusions above that relate to the results and discussion of this research. The following are the suggestions given.

The researcher suggests that teachers should carry out learning instructions which will affect the student's learning process so that students' interest in learning increases. Teachers should also use strategies based on what students and materials need. In addition, teachers should use interesting media to facilitate student understanding and increase student interest in learning. Teachers should apply a learning system such as the findings of this study to learn grammar in schools, institutes, courses and universities.

The researcher hopes that future researchers can use this research as a data source for further research on teaching English. The researcher suggests that the future researchers examine from the students' point of view about learning English, especially grammar and also the researcher suggests that the future researchers use or choose different subjects such as speaking, reading, writing, and vocabulary. Future researchers can also examine the implementation of teaching and learning English, especially grammar.

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