

Grammar teaching at pre-service training program in *Kampung Inggris* (a case study on mastering system program)

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Abstract – *Kampung Inggris* is a very popular English learning area as there are many English courses with various programs are offered. Mastering System is a pre-service training program at one of the leading courses in *Kampung Inggris*. They are devoted exclusively to graduates or instructors interested in teaching in formal or non-formal schools. The purpose of this research is to reveal the process of teaching Grammar on Mastering System program. This research is a qualitative research using case study design. Data was collected through interviews, observation, and document analysis. There were a total of 3 teachers and 5 students interviewed. Observations were made to find out how teachers and students perform the learning and teaching process in the Grammar class as well as outside the classroom. Documents used in the form of field notes, transcripts recording interviews, brochures, schedules and subject matter. Document analysis was done by organizing data, coding and reducing, and representing. Based on data analysis, it can be concluded that Grammar teaching process in MS program is carried out in two activities, namely Grammar class and Study Club. In classroom learning, instructors apply the PBL (Problem-Based Learning) method. In Study Club activities, teaching is done in tutorial with the delivery of material using CTL (Communicative Language Teaching). The purpose of Grammar teaching is for MS students to be able to improve Grammar understanding through the cases found in the giving of tutorials to juniors. In addition, MS students can practice firsthand how Grammar's teaching process before going to school. From the results of interviews and observations obtained the conclusion that the involvement of students actively in learning Grammar able to create effective learning.

Keywords: *grammar teaching, mastering system program, Kampung Inggris*

1. Introduction

Having the ability to speak English is a necessity for people who want to develop themselves because English is a communication tool that can be used universally. It is stated that English is a worldwide language spoken throughout all parts of life such as in the arts, sciences, humanities, travel and the social sciences. In other words, English influences human development from various aspects of life (Astrid, 2011).

In Indonesia, English learning has been started since elementary school. Some kindergartens even have started to be introduced the subject. However, from year to year the success of English language learning in high school still not satisfy the parents, professionals and lecturers when he entered the lecture bench (Richards and Schmidt, 2002). The main problem in learning English is that students have less mastery over English grammar or Grammar, especially on how to construct sentences, how to use appropriate verbs and verbs according to time changes (Astrid, 2011). From the background, researchers interested in knowing how to teach a good grammar to be mastered by students easily and quickly.

In the process of learning English, grammar has a very important role to support the four basic skills of English Speaking, Reading, Listening and Writing. It is assumed that a good Grammar's ability will affect in English language skills such as meaning or communication. This is mentioned that "Grammar and vocabulary play key-roles in the four language skills to create and Achieve communicative activities" (Kolawole, 1998). Grammar and vocabulary play a key role in the four language skills to create and achieve communicative activity. This is corroborated by Prihatini (2014) that in a communicative approach, Grammar is considered the language usage which is the foundation for communicating.

In general, Grammar is described as a language structure and the way in which language parts such as words and phrases are combined in sentences so as to produce meaning and function in the language system.

Grammar is a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. It usually takes into account the meanings and functions these sentences have in the overall system of the language. It may or may not include the description of the sounds of a language (Kolawole, 1998).

Grammar has and still holds an important position in language teaching. Today, researchers no longer focus on the necessity of grammar (Astrid, 2011). However, their current concern is what teachers need to direct the attention of learners to understand grammatical rules in meaningful context and natural situations. It was reported that "recent research studies have found that grammar teaching is essential since it enables students to attain high levels of proficiency in both accuracy and fluency" [5] Recent research has found that Grammar teaching is very important because it allows students to attain a high level of proficiency in both accuracy and fluency of language. In addition, it was reinforced that "students' explicit knowledge

of grammar will develop their communicative skills, enhance (Asmara, 2013) their language proficiency and enable them to edit or monitor their written and spoken work (Asmara, 2013). Students' knowledge of a good Grammar develops communicative skills, improves language skills and allows them to edit or check their writing and speaking.

Grammar is not only taught in schools but also in institutions of English courses. English course institution is one of the units of non-formal education that aims to develop the potential of learners in the mastery of English outside of formal education. The 2003 law number 20 on the National Education System article 26, paragraph 4 states that "The non-formal education unit consists of courses, training institutions, study groups, community learning center and majors, and similar educational units"

Article 26, paragraph 7 states that "Courses and training are held for people who need knowledge, skills, life skills, and attitudes to develop themselves, develop professions, work, independent business, and / or continue their education to a higher level. The regulation explains that courses and training in Indonesia are conducted for people who need knowledge, skills, life skills, and attitudes to self-development, professional development, employment, self-employment, and continuing their education to a higher level.

In addition, many people who choose to study English in the course as a support in formal education due to several factors such as lack of time to learn and less effective method of learning in school that makes them motivated to take English courses. Many people find it difficult to learn English because there are many problems such as lack of teaching time, ineffective teaching methods and lack of qualified faculty (Yusuf, 2010). It is reinforced by Yusuf (2010) that there are three causes that influence student learning: talent (ability, development and motivation), direction (strata / level of education and overall quality of experience), and circumstances around (home, peers, classroom conditions and television broadcasts).

Kampung Inggris is one of the most famous English learning places in Indonesia because there are many institutes of English language courses offering programs. In improving English proficiency, *Kampung Inggris* has many facilities that support learning book stores, public libraries, internet cafes and the number of temporary residences provided by local residents. In general, English courses in English Village are divided into two types. The first is focus on speaking teaching and the second is the focus on Grammar learning. But from the researcher's observation, the first type has a larger number of enthusiasts than the second type.

Of the many English courses available in *Kampung Inggris*, there is one course that offers a different program that is the Mastering System (MS) program which is a Pre-service training for English instructor program where the program is intended for graduate courses to better prepare to be a language teacher English either in formal or non formal school. This attracts researchers because pre-service training programs are very important in preparing them before entering the real learning process. Pre-service training gives prospective teachers actual classroom conditions

and estimates and prepares the things they need to have an effective teaching-learning process. It was also conveyed by ^[9]:

Pre-service teacher training is a program to develop teacher's competence by providing teachers-to-be with large portion of basic competencies of instructional strategies in training may help them to understand educational strategies, philosophical thoughts, psychological approaches, teaching methods and instructional techniques to uplift the professional competency and skills in real environment.

The above statement explains that pre-service teacher training is a program to improve teacher competence by providing teacher candidate with basic competence in giving instructional strategy so that it can help them to understand education strategy, philosophical thinking, psychological approach, teaching method and instructional technique to improve competence and professional skills in real learning environments.

Based on the above explanation, the researcher is interested to know more about Grammar teaching on Mastering System Program by considering the teaching method or technique used. In addition, researchers wanted to know whether the method or technique used was effective for Grammar teaching in MS programs.

2. Method

This research is a descriptive qualitative research using case study design. They explain that one type of descriptive qualitative research is in the form of research by method or case study approach (Case Study) is an intensive, detailed and in-depth study of an organism (individual), institution or symptom with a narrow area or subject. According to ^[13] case studies are used as a comprehensive exploration of the various aspects of a person, a group, an organization, a program or a societal situation that is researched, sought, and examined as deeply as possible.

Based on the above description it can be concluded that the case study design used in this study aims to understand the phenomenon of Grammar Teaching in the MS Program, where the same program has not been implemented in other courses. Data were collected through interviews, observation, and document analysis. Interviews were used in order to find data related to research focus. Subjects were the respondents for the interviews of 3 teachers and 5 students. Observations were made to find out how teachers and students perform the learning and teaching process in the Grammar class as well as outside the classroom. Documents used in the form of field notes, transcripts recording interviews, brochures, schedules and subject matter. Document analysis is done by organizing data, coding and reducing, and representing.

3. Results and Discussion

The Mastering System (MS) program is an extra program with 3 months study time consisting of 2 months for theory and 1 month for field practice. Through the results of document analysis in the form of subject schedules obtained information that there are Grammar classes are held 4 times a week from Monday to Thursday with a duration per meeting for 1.5 hours starting from 12:30 to 02:00. From the results of classroom observations and interviews with students obtained information that Grammar class is integrated with Study Club activities conducted every Monday-Thursday at 07.00-11.20 or precisely before Grammar class is implemented. This was told by the Grammar instructor, T1:

I love the description of MS. Gini, they were morning at 4:30 to 7 o'clock with Mr. Y, well after that their Study Club. Well, they've been in *** it's absorbing, not transferring so. Well from their Study Club for example there are difficulties such as editorial, language, explanation and so forth. That means when there are unpredictable questions before and so that's my job in class.

From the above explanation, it can be concluded that Grammar and Study Club classes are two integrated Grammar teaching facilities where Grammar subject teachers are tasked to help MS students complete the difficulties found in the Study Club. In detail, the activity description is described as follows.

3.1 Grammar Class

Based on the results of observation and interviews, it is learned that the learning in the Grammar class applies the PBL (Problem-Based Learning) method where the focus of learning is on the discussion of problems that arise in the Study Club activities. Problems or problems are then discussed and solved in classroom meetings. It was pointed out that "PBL as" a curriculum model is designed around real life problems that are ill structured, open ended or ambiguous" ^[10]. PBL is a curriculum model designed about real-life issues that are structured, and are not limited or ambiguous. Furthermore, he explains that "PBL engages students in intriguing real and relevant intellectual inquiry and allow them to learn from these life situations" ^[10]. PBLs engage students in generating curiosity through real and relevant questions and and letting them learn from real life situations.

Classroom activities begin with reading Basmallah as an opening, reviewing the material given at the previous meeting, then discussing the problems students face with their Grammar teaching in the Study Club.

For example we have our problem story to the teacher this problem like this, this problem like this, when children *** and *** love question to us but we still need reference from there we directly asked to the teacher that is T1, T1

immediately ordered to open the page book, menu like this, the title like this, study, like that. (S1)

So go in my class, I was the task wait for the ball only. Son asked what, today there is a problem what about Grammar, now that. Oh yes this, sir there is a question like this, there they bring a book pack, but how come. That's it. Well I love the explanation to be transferred tomorrow. (T1)

From the above explanation it is concluded that in the Grammar class, students convey the problems that occur to be solved together with the instructor or his friend. As already stated in the previous statement, usually the problems that arise about editorial, language, explanation and so forth. Instructors provide solutions by asking students to read books that can be used to answer problems that arise. By providing some reference books, instructors or instructors have a goal to motivate students to want to learn more about Grammar. This is also conveyed by T1 "Motivate them to want to open the book, want to read so. And mostly I give the names of books to buy. So recommend some books (Grammar) that can provide a solution. "

Furthermore, T1 says that some of the Grammar books that are referenced are Practical English Usage by Michael Swan, Understanding and Using English Grammar by Betty Schramper Azar, Living English Structure by William Stannard Allen, and Terakir Let's Write English by George E. Wishon & Julia M Burks. Each book has its own role such as Practical English Usage related to Preposition and Conjunction. Living English Structure is more to structure with simple materials for sentence analysis, such as Question Tags. Understanding and Using English Grammar contains more Grammar material as a whole but is generalized. T1 rated Betty's book as a counterweight for using American English where the average Grammar book uses British English. The last one is Let's Write English regarding Phrases such as Compound Complex Sentence or Pre-modifier and Post-modifier, Determiner, and more.

By using the PBL method, the learning process in the Grammar class is more centred on the students than the instructor or instructor (student-centred learning), where the instructor acts as a facilitator during the activities and the students have more active roles during the learning process. As a facilitator, the instructor plays a role in enabling the situation, which enables students to play a role in activities and discuss the material. In this case, students do more practice than learning theory, especially MS program is a pre-service training program focused on teaching practice, not theory. S2 said that "For the method here it's like that teacher more guides us. So between the theory and practice that his presentation is higher practiced. So we are not made dizzy by theory, we better understand it to practice directly "

Furthermore, after the questioning of the problem is resolved, the lesson proceeds by discussing the materials to be given to the Study Club tomorrow and what methods students can use during teaching to make the teaching process work effectively. ^[10] Defines the PBL as ... the learning which results from the process of working towards the understanding of or the resolution of, a problem. PBL is a

learning that results from the process of understanding and resolution of a problem. From the activities in the classroom, students not only learn to understand the material but also the methods to solve the problem.

3.2 Study Club

This activity begins with the division of learning and teaching groups where MS students as instructors and junior students from the two underlying courses as students. Grammar teaching is done by way of tutorial where every single MS student guiding 7-10 younger class. On Saturday morning, a briefing for Study Club and Night Speaking was conducted from 09.30—11.00 to prepare the activity. The purpose of the Study Club is as a teaching practice before MS students go to schools where they will conduct an Outdoor Class Training or Field Training Practice in the 3rd month. In addition, the Study Club activity is also aimed at empowering so that MS students are able to measure the extent of Grammar ability that has been mastered. This is conveyed by teacher T1 "At least this as a medium to maximize because they teach the Study Club is a mirror to them that this improve your ability.

For junior students, this activity is intended that they can recall the Grammar material they have just acquired in class because the material given in the Study Club activity is determined by Grammar teacher in the MS class who also teach Grammar in their program, as stated by S3.

If in Study Club we learn to teach to our sisters about Grammar materials. Usually the material taught the material they just got in class. Why is it that determines the topic of our teacher Grammar, because T1 also teaches in ***, ***, and ***, he better understand what material is appropriate to be delivered.

Based on observations and interviews, MS students delivered materials using the CLT (Communicative Language Teaching) method where students and instructors discussed so enthusiastically. The CLT is based on the belief that language learning is not only determined by how to teach certain aspects of the language but is pursuing various exercises that provide opportunities for students to develop their language skills (Astrid, 2011). It is seen when in Study Club, MS students give freedom to the junior to ask and discuss. The duration of time required by each group is about 20 minutes. This is conveyed by T2 who also served as director of the Study Club. "So the first step we give an explanation, about its function, type of tenses, and we must enter the pattern. Then more examples to practice such as conversation."

In this activity, MS students use teaching media such as drawing or using games to make the learning atmosphere more interesting and easy in delivering the material. Teaching techniques obtained on Quantum Teaching subjects, while for the types of games obtained on the subject Games. This was revealed by S2.

So, to prepare the material yes the way that's how the game is given, or when ***, ***, whose name is human when only given the full material it was impressed bored so that we are here taught like that too. So we MS is more not

emphasized actually but more taught to be a teacher than to be taught, so why more practice, continue to practice right away.

In the Study Club, Grammar learning is felt to be very effective by MS students. This is stated by S4 students "If here the management of KBM time is very effective. Suppose that in one meeting there is an opening, content, so effective management when we discuss the content, when we share together, question and answer in the meeting really effective. "Students assume with the management of time KBM is structured and the application of CLT method on Study Club activities, able to create effective Grammar learning.

4. Conclusion

Based on the above explanation, the involvement of students actively in learning Grammar where student-centered learning applied as a learning technique is an effective way of teaching Grammar. The Problem-Based Learning method is an appropriate method especially for prospective English instructors before they dive into the real world of teaching. With this method prospective instructors can measure the extent to which the material they have mastered so that it can continue to learn from the problem solving that occurred. By applying the CLT (Communicative Language Teaching) method and the implementation of the Study Club tutorial program, students are able to absorb material quickly because of the intensive interaction between teachers and students.

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