CHAPTER I

INTRODUCTION

Background of the Study

In studying English, four major skills: writing, reading, speaking, and listening, those skills need Grammar as a guide to using English correctly. Grammar is the primary concern in teaching English because understanding language structure is essential in improving those four skills for students. According to Tabbert (1984), Grammar is a skill that is learned unconsciously by very young children. Grammar is an essential skill that must be practiced. According to Priya (2015), in elementary school, students are introduced to grammar lessons. Using games and story-telling are the two most popular ways to teach grammar lessons in the classroom. However, if games and story-telling are overused, the students will be bored with those techniques. Along with the increasing class from elementary to high school, there must be developments in teaching techniques that can increase student activity. Thus, for teachers, finding appropriate teaching techniques is essential in classroom activities.

Grammar is the study of words and the terms work together, an invisible force that guides people as they put words together into sentences (Debata 2013). Every person who communicates using a particular language will consciously or unconsciously become more aware of the grammar of Language used in their daily life. Therefore, people need to study **Grammar** to speak more precisely and more effective in using Grammar. People have two knowledge about grammar; people

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who have unconscious knowledge of grammar may be sufficient for simple grammar use. However, people who want to communicate artistically and well-defined structures must learn and gain more understanding and proficiency in the study of grammar.

There are various techniques to teach English grammar, but Ur (2006) proposed nine techniques that can make students participate which are (1) Reception with no overt response; (2) Reception with minimal Response; (3) Teacher-Student exchanges; (4) Student-Teacher exchanges; (5) Brainstorm; (6) Chain; (7) Fluid pair; (8) Semi-controlled group transactions; (9) Free group discussion. Those techniques also consider the basic principle of teaching English grammar. Those nine techniques offer the possibilities for student engagement in-class activities to understand the material better.

According to Thornbury (2002), in teaching grammar, two basic rules can be applied. Those factors are efficient and accurate factors that use in the classroom. Both factors support the choice of techniques that should be used in the school. According to Barkley (2010), Motivation and active learning are twin helices that work together synergistically. Teachers are more likely to promote student engagement when they implement strategies that increase this synergy. Helping students feel as though they are part of a learning community, ensuring as much as possible that students are appropriately challenged, and establishing classroom conditions where students can learn holistically create synergy because they integrate elements of both motivation and active learning.

Teaching English became a professional and academic field from a half-century ago. Many kinds of research for teacher education and teacher training have been conducted to raise the English as well as the foreign language trainers' knowledge and capabilities in carrying out practical lessons in the classroom. According to Lin (2009), during the second millennium of the speedily globalized world, teaching English as a universal communication tool has become even more significant than a half-century ago.

In classroom activities, a teacher is an essential part of the classroom because teachers are demand for teaching lessons based on the syllabus that is created and approved by the headmaster. According to Harmer (2007), teachers must have some innovations in teaching English to overcome the class situation. One of the obstacles in the teaching process is the engagement of the students in the class activity. As teachers, they must use teaching techniques that can be applied in the classroom in a suitable situation, especially when teaching English grammar; the teachers must be careful in delivering the lessons to the student's understanding. In delivering English lessons, the teacher faced more challenges in the teaching process. To create an interesting and balanced lesson, English teachers should find out and use the proper techniques to deliver the study material that can be understood by the students. Therefore, the teaching techniques should have a high impact on in-class activities, especially in understanding the lesson.

Nowadays, with the Coronavirus outbreak occur as a pandemic, a teacher faces unique challenges in teaching English, primarily teaching English grammar. This outbreak virus has changed all activities and systems in all sectors in the world

and in Indonesia itself. Health protocol established to avoid transmission of this virus by requiring everyone to do social distancing so that the education sector, which incidentally does face-to-face learning, immediately becomes replaced with learning through online meetings. While, as previously known, some of the ideal techniques for use in English Grammar are for face-to-face learning systems. With this condition, then the technique which is said to be "ideal'' for teaching English grammar, becomes a matter of debate about reliability, whether it increases student engagement in learning English grammar or it is not "ideal" to be used at online meetings.

According to Ananga & Biney (2017) The definition that the concept of "distance education" is concerned with a type of educational delivery where teaching and learning are separated in time and space with technology playing a key supporting role in enabling this form of delivery. Some research studies have revealed the main streaming of Distance Education (DE) into the policy making process of institutions. Sun & Chen (2016) argued that effective online instruction is dependent upon 1) well-designed course content, motivat-ed interaction between the instructor and learners, well-prepared and fully-supported instructors; 2) creation of a sense of online learning community; and 3) rapid advancement of technology

In this study, the writer is interested in conducted research at *SMA Negeri 1 Tanjung Selor* regarding teaching techniques applied in English grammar lessons to see the techniques applied by the teacher and student engagement in online class activity. The writer has chosen the student engagement topic in this study because

the writer thinks that it is a problem that needs to be solved. Thus, it is interesting to see the implementation of language teaching techniques to improve student engagement in the online class, especially in teaching English grammar. The author expects this study can provide a theoretical and practical contribution. Theoretically, the author expects that this study can inform researchers about the theory of teaching techniques and student engagement in online class activities. For practical contribution, this study intended to inform teaching techniques in English class that improved student engagement in online class activity, especially in grammar lessons in senior high school.

There are several studies related to this Study; Setiyani (2012) investigated the techniques of teaching English to students in SMA Negeri 1 Beringin. She focused on describing techniques applied by the teacher by using the theory of Larsen-Freeman (2000). In her study, she found five techniques used in teaching English. Those techniques were repetition drill, translating a literature passage, question and answer drill, memorization, using words in sentences. She stated that the students could easily understand English lessons when the teacher applied the techniques. Then Retriansyah (2013) described teachers' techniques of teaching Grammar in junior high schools in Salatiga. The results of this study were seven different techniques used by the teachers in teaching grammar to their students. This study also revealed two main reasons why the teachers used those techniques to teach Grammar to the students, which were to make the Grammar more understandable and to make students more enthusiastic in learning grammar. Then Puspitasari (2013) investigated the improvement of student engagement in a large

class by using cooperative learning in the class of fourth-grade students of SDN Adisucipto II in the academic year of 2012/2013. In this study, she focused on cooperative learning that could improve student engagement in learning English. She used the theory of cooperative learning from Johnson and Johnson (1989). In her study, she found that cooperative learning by Johnson and Johnson (1989) could improve student engagement.

In contrast to all the researches above, this study focused finding the appropriate teaching techniques that can improve the student's engagement by observed the teaching techniques used by the teacher and identified the student's engagement of the techniques in English grammar lessons of tenth grade at *SMA Negeri 1 Tanjung Selor* by applying two theories. First is Ur's theories about nine teaching techniques in Grammar in his book "Grammar Practice Activities" (Ur 2006). Second is Barkley's theory about student engagement in her book "Student Engagement Technique" (Barkley 2010).

This study used a qualitative approach to analyze the data. According to Creswell (2014), qualitative research uses text and image data as the primary data analysis process. This study aimed to discuss student engagement in grammar lessons at SMA Negeri 1 Tanjung Selor, which reflects teaching techniques applied in the classroom and to prove whether this technique is still reliable even with an online learning system, not a face-to-face learning system.

Statement of The Problems

Based on the background of the study, the writer formulates some problems as follows:

1. What are teaching techniques applied by the teachers during online English grammar lessons in the 10th-grade classes of *SMA Negeri 1 Tanjung Selor*?

2. How is the student engagement during online English grammar lessons in the 10th-grade classes of *SMA Negeri 1 Tanjung Selor*?

Objective of the Study

This study has some objectives which include:

1. To identify the language teaching techniques applied by English teachers in the 10th grade of *SMA Negeri 1 Tanjung Selor*.

2. To illustrate the student engagement during English grammar lesson in the 10th grade of *SMA Negeri 1 Tanjung Selor*.

Significance of The Study

This study involves an English teacher who teaches tenth-grade students in *SMA Negeri 1 Tanjung Selor* and the students. The writer expects this study can provide a theoretical and practical contribution. Theoretically, the writer hopes that this study can inform researchers about the theory of teaching techniques and student engagement in online class activities. For practical contribution, this study intended to inform teaching techniques in English class that improved student

engagement in online class activity, especially in grammar lessons in senior high school.

Definition of Key Terms

Teaching Technique : a set of ways that are used in the teaching-learning process (Ur 2006)

Grammar : a set of rules which govern of units of meaning may be constructed in any language (Ur 2006))

Student Engagement : a standard of identifying effective teaching-learning process (Barkley 2010)