

**AN ANALYSIS OF THE IMPLEMENTATION OF GRAMMAR
TEACHING AT ELEMENTARY SCHOOLS**

THESIS



By

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THESIS

Presented to
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In partial fulfilment of the requirements
For degree of Sarjana in English Education

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Yang membuat pernyataan,

Nurul Hidayah

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This is to certify that the *Sarjana's* thesis of *Nurul Hidayah* has been approved by the thesis advisors for further approval by Board of Examiners.

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MOTTO AND DEDICATION

MOTTO:

Always be spirit although you can not do it. Just be sure that you can do it.

(Writer).

This Thesis is dedicated to:

My Beloved Parents (Ayah and Ibuk)

My Someone special

My brothers and sisters

My beloved advisors (Pak Yudi & Bu Nia)

All my lecturers

All my friends

My almamaters

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She is also grateful to her subjects who was willing to participate and give much information about her English grammar teaching for this thesis. She would like to express her respects, appreciation, and love to her beloved parents, Ayah Suwarno and Ibuk Aslicha, her brothers and sisters, Khoiruddin, Mustaqim, Fauzi, Istiningsih, Novi and Burhannudin, her nieces, Hani and Ida for their supports, love, helps, patience, and prays so she can finish her study.

Finally, the writer admits that this thesis is far from perfect. Therefore, any constructive criticisms will be welcomed. And the writer hoped that this research gives contribution to the world of education. Amin.

The writer

ABSTRACT

Hidayah, Nurul. 2012. *An Analysis of the Implementation of Grammar Teaching at Elementary Schools*. The Sarjana's Thesis, English Education Department, Faculty of Teacher Training and Education, University of Muhammadiyah Gresik.

Advisors : (I) Dr. Yudhi Arifani, M. Pd, (II) Rohmy Husniah, S.S, M. Pd

Key Words: Grammar Teaching, Implementation, Problem

This thesis reports the portrait of teaching English grammar in elementary schools in Gresik. This study was conducted to explain the ways used by the teachers in implementing grammar teaching to young learners, the problems arisen in the process of teaching grammar, and the solutions to solve the problems that encountered. Teaching grammar to young learners requires an extensive knowledge of a great number of issues.

Most of the teachers attempt to present grammar to young learners, they have to face several difficulties. As it is usually not possible to avoid explaining the theory of grammar, it is a challenging task to find such ways which enable young learners to internalize the new pieces of informations and encourage them to use the new skills and knowledge in practice.

The study employed a descriptive qualitative research. The participants of this study were three English teachers from three elementary schools based on the criterias of the subjects. The data were obtained from several sources including class observation and depth interview.

The findings reveal that most of the teachers used different ways to implement English grammar for young learners. In relation to the way used in teaching grammar to young learners, the teachers used various strategies: teaching English grammar from rules (deductive approach) and teaching English grammar from examples (inductive approach). Inductive approach was the strategy mostly used by the teachers.

Based on the research findings, it is recommended that the teachers of young learners should know the background understanding or knowledge before teaching English grammar. Besides, they also should vary the teaching methods in order to make teaching and learning English grammar process more interesting and effective.

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