

# TEACHING GRAMMAR THROUGH FURNITURE ADVERTISEMENT TECHNIQUE AT TENTH GRADE STUDENTS OF SENIOR HIGH SCHOOL MIFTAHUL HUDA PATAPAN TORJUN SAMPANG

**Akhmad Zainol Fatahillah dan Muhammad Darrin Zuhri**

Program Studi Pendidikan Bahasa Inggris, FKIP, Universitas Madura Jalan Raya

Panglegur 3,5 KM Tlanakan, Pamekasan, Madura 69371 e-mail:

[4u5erbb@gmail.com](mailto:4u5erbb@gmail.com)

Ponsel: 085231134805

## **Abstract:**

Grammar is the means by which we structure the language that we speak and write. Grammar is one of the basic rules of language. To accelerate mastering English grammar from books, audio, and video. There are three research problems in this study. They are first, how does the teacher use furniture advertisements in teaching grammar at the tenth grade of senior high school Miftahul Huda? the second, how could the furniture advertisements help the students in learning grammar? and the third, how is the response students in learning grammar?. While the objectives of this study are three. First, to describe how the teachers use the furniture advertisements in teaching grammar at the tenth grade of senior high school Miftahul Huda, second to know how the furniture advertisements help the student grammar, and third to know the response students in learning grammar. This study uses qualitative approach as research design and grammar research and kinds of research, data source are English teacher and students of tenth grade. Data collection procedure uses observation, interview, and documentation. The result of analyzing should that the teacher grammar by using through furniture advertisements, the teacher emphasized how his students can correlation the text furniture advertisements on the teaching grammar. While, the teacher make students interested in learning grammar use pictures, text about furniture advertisements, and making group. Based on the result above, this study is suggested for the teacher should give more motivation and support to the students to learn English hardly, so the students can be interested and spirit in grammar genre. And for the students should give more attention to the teacher explanation, so they really understand what the teacher explanation.

**Keywords:** *Teaching, Grammar, Furniture Advertisements*

## **Introduction**

The relationship between one person to other people in different countries and languages need a language to make their interaction can be understood by each other. That language is English because English has become an international language for many years ago. That is why many people in the world learn English moreover in Indonesia, but in Indonesia, not all people know about English language.

Grammar is one of the basic components of language must be learned by students. It is important for the students to understand more about grammar because it is the structural

foundation of English ability, to express the language. The more learners aware of how it works, the more learners can monitor the meaning and effectiveness of the way people and others language. According to Krashen (2009:2)

states in his book "first language influence appears to be strongest in complex word order in word-for-word of phrases.

Grammar is the structure and system of a language, or of languages in general, usually considered to consist of syntax and morphology. People sometimes describe grammar as the rules of a language, but sometimes no languages have rules. If we use the word rules. We suggest that somebody created the rules

first and then spoke the language, like a new game but the language does not start like. Language started by people making sounds which involved in words phrases and sentences.

. According to Martinis Yamins's (2008:154) statement, that in the inductive approach the learner's known experience that's correlated with the materials. The approach just used in grammar section not in other

English such as reading, listening, writing, and speaking, because the materials of grammar in XII class are materials that have learned in X and XI class. So, the materials are not new materials for twelfth-grade students.

Advertisement is a communication whose is to inform the potential customer about to generic increased consumers of that product and through the creation and reinforcement often contain both factual information and persuasive message. The important about an advertisement for grammar to know using the correct or suitable word. Research in senior high school because in it there is been a lesson about advertising, in lesson advertisement the states it is how to use grammar in teaching advertisement that right or wrong.

The teacher used technique furniture advertisements because the teacher feels easy to teaching grammar to the students. The students feel fun and happy to learn grammar with the technique of furniture advertisements. The example of technique furniture advertisements in teaching grammar, the teacher is ordered the students to bring text and pictures of furniture advertisements in-class grammar activity. The teacher gives example to correlation nouns, adjectives, singular, and plural in-text furniture advertisements, the students receive the material more carefully.

MA Miftahul Huda is one of Senior High School in Patapan Torjun Sampang that there is an English lesson. In the English lesson there are grammar, writing, speaking, reading, and listening. A teacher twenty grade teachers always give motivation to students in an English

lesson to more spirit in the learning process in order more understand. The first teacher gives motivation to students when grammar because the students in MA Miftahul Huda Patapan Torjun Sampang they not know make the sentence use grammar, they feel difficulty.

Therefore, method or technique which is effective should be used in teaching grammar in order to avoid the students bored. Because method which used to influence student motivation where teacher and students have some confidence in the way teaching and learning take place. It is not only about the traditional method, but there are many methods can

be used in teaching English grammar such as cooperative learning, accelerated learning, discovery learning.

### **Research Methodology**

A research plan is the plan of scientific research out with the runway or approach from the viewpoint of research methodology. In this part, the researcher needs to explain what approach use and given the reason why the researcher uses that approach of the research. This research uses qualitative approach.

Qualitative research is growing and ever more diverse field, Frich et al (2008:13). Which way or doing that qualitative, using descriptions of the research style of various scholars who had a major impact on this field or are particularly instructive in their way of doing research.

Qualitative is one approach research that produces descriptive data in written or spoken form persons or subject that can be researched. The researcher uses a qualitative approach because it is about analyzing teaching grammar through furniture advertisement, then to analyze teaching grammar through furniture advertisement that needs many words as data to explore what is the analyzing value.

The researcher concludes qualitative research is a method used to understand and develop theory/data. The researcher of this research tries to analyze teaching grammar through furniture advertisement.

Descriptive research design to obtain information concerning the status of phenomena. They are direct toward determining the nature of the situation as exist as the time of the study. It means that descriptive research that is a kind of research to get data or information based on phenomena

The researcher is as an observer, interview, and documentation. Researcher observer teaching grammar through furniture advertisements process in the classroom, the researcher also get information by interviewing the teacher or the students after class activities, and the researcher documentation to will use laptop Compaq

The subject of this study was an English teacher as an English instructor at Miftahul Huda Patapan Torjun Sampang Mrs. Luluk Sufiya Indah, she an English teacher IPA, and IPS

classes to get information and data about the teaching grammar through furniture advertisements. The researcher also used students as a subject of this study as a target about how students could understand about teaching grammar through furniture advertisements in X IPS class which located in the classroom. This class consist of 22 students, 11 males, and 11 females

The instrument of choice naturalistic inquiry is human. We shall that other forms of the instrument may be used in later phases of the inquiry, but the human is the initial and continuing mainstay. But if the human instrument has been used extensively in earlier stages of inquiry, so that an instrument can be constructed that is grounded in the data that the human instruments have product, Sugiyono (2011:223).

From the statement of Linclon a Guba can be understood that researcher is an instrument and firstly qualitative research the problem is uncertainly, but after the problem will be learned by the researcher. So, it can be developed the instrument there are:

- a. Observation is methods involve the researcher recording what is actually taking place either by hand or using recording or measuring equipment,

Lucienna (2009:271). Observation can be qualitative, that is, only the absence or presence of a property is noted, or quantitative if a numerical value is attached to the observed phenomenon by counting or measuring.

- b. The interview is similar to that of questionnaires (see the previous section) but is done carried out face to face, Lucienna (2009:271). Interviews have a duration in time, in the sense that the interview has a beginning and end.
- c. Retrieving documentation related to a particular project, topic or product, from a variety of sources can be useful as an additional data – collection method. Therefore, part of the data in most observational studies, Lucienna (2009:269). Examples are design research is the collection of various products and the effects of improvement.

The researcher uses Miles and Huberman in analysis the data, while the data analysis as consisting of three activities: data reduction, data display and the conclusion Miles et al (1994:10).

Data reduction is data reduction by the

researcher. The meant of data reduction is the researcher searching by reading the data, then the researching choosing about the current data that will be analyzed the order word, data reduction is filtering of data or classifying of data.

The conclusion is the last, of the data, has been analyzed. The researcher presenting conclusion based on findings of discussion.

Based on about explanation about data analysis, the data will be analyzed through the following steps.

- a. Choosing the current data from furniture advertisements.
- b. As the data display. The researcher finding and discussing the teaching grammar through furniture advertisements.
- c. The researcher drawing the conclusion about teaching grammar through furniture advertisements.

### **Research Findings and Discussion**

The researcher began to observe English teaching-learning grammar activities in the classroom on Monday, 11th March 2019 at 07.00-08.30 a.m. in X IPS class which located in the classroom. This class consists of 22 students, 11 males, and 11 females. They have an opportunity to studies as English as one of school subject two days in a week; on Monday, 07.00-08.30 a.m. and Thursday, 10.30-12.00 a.m. They are taught by Mrs. Luluk Sufiya Indah, she an English teacher IPA, and IPS classes.

In teaching English, the teacher uses several sources as references. She uses the English Language which has been supplied by the educational government which available for the teachers and the students.

At the first chance, the researcher observes the teacher and the student activities in teaching and learning English grammar process. The studies about nouns, how the students are able to understand through furniture advertisements.

In teaching and learning nouns, the teacher and the students are doing some activities use a scientific approach and problem base learning applies to pre, whilst, and post-teaching activities. In pre-teaching activities, the teacher says greeting, followed by shalawat, and praying together. Unequivocally, the teacher asked the students some questions around them as warming up. For instance, what do you think about table, chair, and cupboard? Then, one of the students answered “the name of things or nouns”. The teacher said, “okay, what is the material now? the

students are quite for a while. After that, the teacher asks similar question for the students as triggers that encourage them to give different opinion. Then, she introduced the topic by concluding student's answers.

Whilst teaching activity, the teacher asked the students to see the sentences on page 74 and tries to describe it. The teacher provides some question in relation to the sentence. She tries to produce it in the English language. Such as, what is nouns? what do you think about noun? and give example of noun. The students in this case in a group. There is six groups which consist of three or four students in each group. The

first, they have to pick out the noun that name peoples, things, and animals in sentences in English Language book in first grade of senior high school. The second, some students in groups presenting the material in front of the class which picks out of the nouns that name peoples, things, and animals in sentences as systematic as possible. The third, the teacher give furniture advertisement text in each group. The fourth, the teacher then calls one of the students to come forward by bringing, showing, and describing her text. Suddenly, when the students describe the text in front of the class about where the nouns in the text.

The post-activity is showed by collecting the students to bring other furniture advertisement text and make the closing. To know the student ability in grammar through furniture advertisement, the teacher provides some assessment, include attitude, knowledge, and skills.

On Monday, 18<sup>th</sup> of March 2019, the researcher going to school to observe teaching and learning English grammar. Today the location of research in IPS class but in Multimedia's room, not in the classroom. As usual, before starting the lesson, the teacher and the students are praying together by reciting some verse *Alquran* and *sholawat* nabi. Without checking the student attendance, the teacher says a greeting and ask the students condition.

The topic of the lesson is not similar to the previous meeting. Today they have to be able to write the balance singular and plural in furniture advertisements text. For instance, starting the lesson by asking the students to make questions based on the furniture advertisements text on the whiteboard. In the beginning, the teacher gives example how to make a question. Such as asking about his performance, job, or

what does he do. Students are thinking for a while. The teacher, then repeat instruction and raising the student's spirit by saying this one: "still afternoon, still fresh, thinking!". Suddenly, one of the students speak up, she asks "what do you think about 1 boy, 1 girl, and 1 dog?". The teacher gives positive reinforcement by saying "who knows?", "what do you think about 1 boy, 1 girl, and

1 dog?". Some students answer "the nouns in the singular". Then the teacher says, "okay, good". And the teacher asks another question in sentences (there are some chairs cheap, and there is one chair expensive) "who knows which can differences the noun singular and the noun plural?". Some students answer "the noun singular is one chair and noun plural are some chairs". Then teacher says, "okay, Excellence!!!".

To start whilst activity, the teacher gives instruction to make a group. She says "Now sit around your group, please!" to balance which singular and plural in furniture advertisements text. The teacher repeats it again and asks whether they are understanding the instruction or not. In teaching grammar process, the teacher is not sitting on her chair, but she walks around the students to facilitate them if they find some difficulties in grammar singular and plural. A few minutes later, the teacher instructs the students to present their work. One by one from the various group come forward to write the balance in furniture advertisements text. The teacher makes correction after that and asks for each group come forward to read and write down, they have been balanced. Then, they present in front of class with their pair. Therefore, the students have to do this with their pair. This activity is the latest activity in whilst teaching activity.

Thursday 22<sup>th</sup> March 2019 as the third observation, the researcher observer teaching-learning grammar adjectives in from of through furniture advertisements. The setting of the research is changing into the IPA class. Even so, it didn't disturb teaching and learning activities.

The teacher, as usual, starting the lesson by saying basmalah, some verse of *Alquran* three times such as *Al-Ikhlâs*, *an-Nâs*, *Al-Falaq*, and *Al-Baqarah*, reciting *ayat kursi*, and *shalawat* for one hundred times. Some students talk about something during this activity. Knowing this, the teacher gives their suggestion toward his attitude. Then, the teacher addresses the students:

"Good morning everybody, are you okay? I hope you can join the learning process well. Just

now you are already praying, reciting sholawat and so on. It is

very good as you do. You are so lofty. Except for them who say it unserious. And for them who still naughty, cannot correct their attitudes. Okay, now please says Basmalah correctly”

Students repeat their praying in the correct form. The researcher has used the students for the last time. Before the research observe the class, the research conduct of research in IPA class.

After the teacher opens the material, the teacher gives question to students, and some students raising their hands such as a Siti Usrotun Nikmah, Mila Rosanti, Muawwanah at first. They come forward one by one to write and read when the balance singular and plural in furniture advertisement text. Other students read with low voice and write with small size. So that their friends cannot hear anything and see anything. The teacher gives them suggestion:

“if you come forward, please up your voice and big size to write something. If not, you will useless, you read alone, and you write alone. You have to remember that the purpose of it to give importance to the others. Therefore, you should deliver it clearly. Don’t whisper, okay”.

The teacher didn’t only give opportunities for the students who are active to raise their hands but also for them who never up their hands. To do this, the teacher calls the student's none to come forward, a boy and girl

In whilst activity, the teacher gives an example of adjectives (unique, small, and big). The teacher mentions the students to make the sentence about furniture advertisements in adjective

On Monday, 12<sup>th</sup> of March 2019, the researcher going to school to interview the teacher.

Zainol: What is your preparation before teaching grammar skill?

Bu Fifi: Before teaching grammar skill. I give the question the material last week

Zainol: What method do you implement teaching grammar in class?

Bu Fifi: usually I by using game and another technique

Zainol: Did you mix Indonesian and English in the class activities?

Bu Fifi: Yes, I mix Indonesian and English in-class activities. Because if just use English language the students

not understand, what is my explanation.

Zainol: How you teach grammar by using technique furniture advertisements?

Bu Fifi: I use picture and text which use technique furniture advertisements in the class

Zainol: What kinds of the topic which teach in the class?

Bu Fifi: Topic which teaches in the class there are three topics: nouns, adjectives, singular and plural

Zainol: Did you find any difficulties in teaching grammar by using technique furniture advertisements?

Bu Fifi: Yes, I feel difficulty in teaching by using technique furniture advertisements the students more understand

Zainol: How do you solve the difficulty?

Bu Fifi: I solve the difficulty to make the group and come forward one by one

Zainol: What are the advantages of using technique furniture advertisements in teaching grammar especially for you?

Bu Fifi: the advantages for me of using technique furniture advertisements are the students more understand and more active

On Monday, 12<sup>th</sup> of March 2017, the researcher going to school to interview the students

Zainol: Are you interested to get involved in teaching and learning process?

Alfia: Yes, I feel interested to get involved in teaching and learning process

Zainol: What do you think about use technique furniture advertisements?

Alfia: I more understand which the teacher teaches use technique furniture advertisements

Zainol: Did you find any difficulty to make technique furniture advertisements?

Alfia: Yes, I feel difficult which the teacher use technique furniture advertisements

Zainol: What kind of topic which teaches in the class?

Alfia: Kinds of a topic which teach in the

class is nouns, adjectives, singular, and plural

Zainol: How does your teacher teach grammar before using technique furniture advertisements?

Alfia: The teacher teach grammar before using technique furniture advertisements, the teacher use game, and another technique

There is some document that has been obtained by researcher to add the result of research. For instance, class-map, the list of student name, class organization, learning source and photos of English grammar learning process.

Implementation the teacher use advertisements in teaching grammar are the teacher might think that teaching grammar is just a matter of explaining grammar rules to students.

According to Andrea Decapua (2008:1), the teacher might think that teaching grammar is just a matter of explaining grammar rules to students. Grammar is must be explicitly taught. However, teaching grammar effectively is a much more complicated matter, because in teaching grammar is given that classroom time is very limited.

The teacher explains about planning a grammar lesson in the classroom, there are several popular models a teacher should know, for example, awareness, controlled drills, meaningful drills, meaningful practice, free sentence compositing,

discourse composition, and free discourse (Penny Ur, 1966:84). The teacher says all models have their own good points and bad points. Among them, awareness is the most widely used model because this model is easy to conduct and can be suitable for teaching isolated grammatical items.

In this study, the teacher has to be able to write the balance singular and plural in furniture advertisements text. For instance, starting the lesson by asking the students to make question-based on the furniture advertisements text on the whiteboard "Buy two cupboards get one table". The teacher asking the students "who know the noun singular and noun plural?". Some student answers "the noun singular is one table and the noun plural are two cupboards". And the teacher said "Good". In this study the teacher use "type grammar practice" is controlled drills, learners produce example of the structure: those are, however predetermined by the teacher or textbook, and have to conform to very clear

closed-ended cues Penny Ur (1966:84).

To start whilst activity, the teacher gives instruction to make a group. She says "now sit around your group, please!!!" to balance which singular and plural in furniture advertisements text. The teacher repeats it again and asks whether they are understanding the instruction or not. In teaching grammar process, the teacher is not sitting on her chair, but she walks around the students to facilitate them if they find some difficulties in grammar singular and plural. A few minutes later, the teacher instructs the students to present their work. One by one from various group come forward to write the difference in furniture advertisements text. The teacher makes correction after that and asks for each group come forward to read and write down they have been difference. Then, they present in front of class with their pair. Therefore, the students have to do this with their pair. This activity is the latest activity in whilst teaching activity. The teacher summarizes the material in post teaching activity. She makes conclusion about singular and plural and gives homework on page 75. In this study the teacher use "teach and learn grammar the easy way" is do fake it, if you dislike

grammar, try not to show it. Your students will pick up on your grudge, and they'll start to have the same feelings about it. That will make it hard for you to teach and hard for your students to learn.

Know the teacher say about the method implementation in teaching grammar at Senior High School in Miftahul Huda. The teacher prepared for every lesson for several reasons. The teacher would to "build" upon their previous lesson. For example, if they struggled with a specific grammar point such as nouns, the teacher would have more exercises and activities ready for them so that we can work out any remaining issues before going on the text grammar point.

According to Scoot Thornbury (1999:21), the teacher has some methods in teaching grammar, but the teacher use grammar-translation. Grammar translation as its name suggest took grammar as the starting point for instruction. Grammar translation courses followed a grammar syllabus and lessons typically began with an explicit statement of the rule.

The teaching process on English grammar mix English language and Indonesian language. Because students do not know if the

teacher use only English language, so the teacher mix in Indonesian language. And teaching grammar is an essential part of school education or adult learning.

Since teaching grammar plays such an important part in the language classroom, it is necessary to know what are the approaches to teach grammar as well as the most effective process of holding a grammar lesson. It is because this will help learners study grammar more effectively.

The technique furniture advertisements can help the students teaching grammar

The teacher like to use a variety of teaching techniques and there is not enough opportunity in one noun to use all of them. Therefore the teacher rotates techniques, activates and strategies from lesson to lesson. While there can be similar activities uses for multiple lessons such as a grammar warm-up, there should be some differences and distinctions. Also, when a student

notices that the teacher planned a lesson exclusively from them, they will feel special thus sign up for more lesson.

The teacher shall always have something prepared ahead of time. Maybe the teacher would get to that topic because the students had something interesting to share and the conversation goes in completely different direction. Sometimes the teacher pictures, text, articles, and an online whiteboard for any sessions and the teacher had a topic and appropriate materials planned before the start of each session. A good teacher has several possibilities how to teach grammar, there is number of techniques for presenting and practicing grammar. According to Harmer the grammatical information can be given to students in two major ways. The first one call be extremely covert and the second will be made extremely overt, Jeremy Harmer (1990:126).

The teacher explaining clearly the meaning of the new structure, it is also important to show how it is formed. The teacher in technique furniture advertisements showed two basic ways of doing this.

First, a clear model should be given and students are asked to listen and repeat two or three times and then the teacher demonstrates the structure quickly in text furniture advertisements.

Second, the teacher writes the structure on the board, says it when writing and underlines the fixed parts. Another way is asking the students to

tell the teacher what to write. It is an effective way because it involves the whole class in the lesson and focuses their attention on the structure.

According to Abdul Ghofur (2011: 2- 8), the topic about teaching grammar in technique furniture advertisements there is four kinds that are a noun, adjectives, singular, and plural. In this subject the teacher motivates the students. A large part of motivation is connecting the subject to the student lives, and the kinds of connection you can make depend on what age group you are teaching.

The teacher feels find the difficulties in teaching grammar by using technique furniture advertisements. In pre-teaching

activities the students are able to balance when noun and adjectives, the example in furniture advertisements "Promotion, Multi Jaya Furniture" and "Buy Now !!!". And then, teacher to order student make the sentences. In this section the students more easily to know the differences nouns, adjectives in-text furniture advertisements. In this study some According to Penny in (structure-based) free sentence compositing is learners are provided with a visual or situation cue and invited to compose their own responses: they are directed to use the structure Penny Ur, (1966:84).

The teacher gives a picture and analysis the grammar about furniture advertisements:

The teacher to solve the difficulties in teaching grammar by using furniture advertisements, because in furniture advertisements art, science, profession. According to Ita Lusiana (2013: 15) "Advertisements is an art because it represents a field of creativity. Advertisements is a science because it has a body of organized knowledge. Advertisements are a profession is now treated as a profession with their professional bodies and code of conduct for members".

The teacher is ordered to the students bring text and picture about furniture advertisements. And then the teacher gives example about nouns (table, chair, and cupboard), adjectives (unique, small, big), singular (one table, one chair, and one cupboard), and plural (three tables, five chairs, and two cupboards). So teacher to order students to make sentences about furniture advertisements

## Conclusion

In teaching grammar by using furniture advertisements, the teacher uses a personal activity and group activity as activity in teaching

grammar. In this case, the teacher also did three steps in the teaching and learning process in the classroom. They are pre-teaching, whilst teaching, and post-teaching grammar by using furniture advertisements.

The researcher research in the class activity, the teacher using furniture

advertisements in teaching grammar. The teacher feels difficulty by using furniture advertisements, but the teacher to solve the difficulty teacher to make a group and come forward one by one. In this activity the students more understand, which the teacher teaches furniture advertisements, and the response students they feel interested to get involved in teaching and learning process.

### References

- Decapua, Andrea. 2008. *Grammar for Teachers*. New York: Springer Science and Business Media.
- Finch, Uwe, Van Kardoff, Ernst, Steinke. 2008. *A Companion To Qualitative Research*, London: SAGE Publication.
- Ghofur, Abdul. 2001. *Mastering English Grammar for Elementary Level*, Pamekasan: STAIN.
- Harmer, Jeremy. 1990. *The Practice of English Language*, New York: Longman Press.
- Krashen, S. 2009. *Principle and Teaching Practice In Teaching Language Acquisition*. California: Pergamon.
- Lucienne T. M Blessing, Amaresh Chakrabarti. 2009. *DRM Design Research Methodology*, London: Springe.
- Lusiana Ita. 2013. *The Correlation Between Homework And Student Achievement On English Grammar Of Eighth Grade Junior High School At Miftahul Ulum Larangan Badung*. Pamekasan: STAIN.
- Marthwes Miles, A. Michael Huberman. 1994. *Qualitative Data Analysis*. California: SAGE Publication.
- Martinis, Yamin. 2008. *Profesionalisasi Guru Dan Implementasi KTSP*. Jakarta: Gaung Persada.
- Penny Ur. 1996. *A Course in Language Teaching, Practice an Theory*, Australia: Cambridge University.
- Sugiyono. 2011. *Metode Penelitian Kuantitatif Kualitatif*, Bandung: Alfabeta,
- Thornburry, Scoot. 1999. *How to Teach Grammar*. England: Pearson Education Limited.