

A CASE STUDY OF GRAMMAR TEACHING USING THE
COMMUNICATIVE APPROACH IN A LANGUAGE CENTER IN
SURABAYA

A THESIS



By

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PROGRAM STUDI MAGISTER PENDIDIKAN BAHASA INGGRIS
PROGRAM PASCASARJANA
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SURABAYA
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APPROVAL SHEET

This thesis entitled **A Case Study of Grammar Teaching Using the Communicative Approach in a Language Center in Surabaya** prepared and submitted by Merlissa Elpedes Suemith (8212710018) has been approved to be examined by the Thesis Board of Examiners.



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Thesis Advisor

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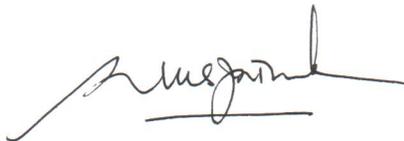
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STATEMENT OF AUTHENTICITY

I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or works from others dishonestly. That all the cited works were quoted in accordance with the ethical code of academic writing.

Surabaya,



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ABSTRACT

The advent of the Communicative Language Teaching (CLT) approach has shifted the focus of language teaching from grammar to meaning-based approaches. With this shift however, the question remains as to whether too much focus on meaning does not take away from the language accuracy of learners. CLT has been implemented in Indonesia since 1994 but students are still found to be lacking in both accuracy and fluency. Teachers are still faced with the issue of integrating grammar instruction within the CLT approach. This is a case study that aimed to identify grammar teaching techniques and activities within the communicative approach, and to assess the students' ability to communicate using the grammar learned. The subjects were a teacher and students of an English class in a language center in Surabaya. The class, identified as a communicative class after a pre-observation, was observed five times using an observation protocol. At the end of five sessions, the students were given a speaking task where their communicative competence as they used the grammar learned, was assessed using a rubric. Data were analyzed based on recommendations of CLT techniques and past studies. Findings showed that the teacher used abundant form-focused instruction (FFI) techniques within meaningful and communicative contexts. She also used inductive techniques, personalization, information transfer, and occasional student collaborative techniques. Findings also showed that the teacher conducted integrated language skills activities. While she was able to integrate grammar teaching within the CLT approach, with sufficient attention to both meaning and form, the teacher did not use the techniques or activities in a fully communicative way as not all the lessons gave the students occasion to interact with her or with one another, or to use the language for real or communicative purposes. Many of the production activities were meaningful but not communicative yet. However, these prepared the students for communication as they helped them put attention to form in meaningful contexts. The speaking assessment also showed that the students lacked communicative competence because of poor use of the grammar they were taught. Thus, while they were able to convey meaning, lack of grammatical competence took away from its clarity. The study suggests probing into motives of the use of such techniques, and reason for the lack of communicative performance of the students. It also recommends more communicative practice within the EFL classroom aside from form-focused activities.

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