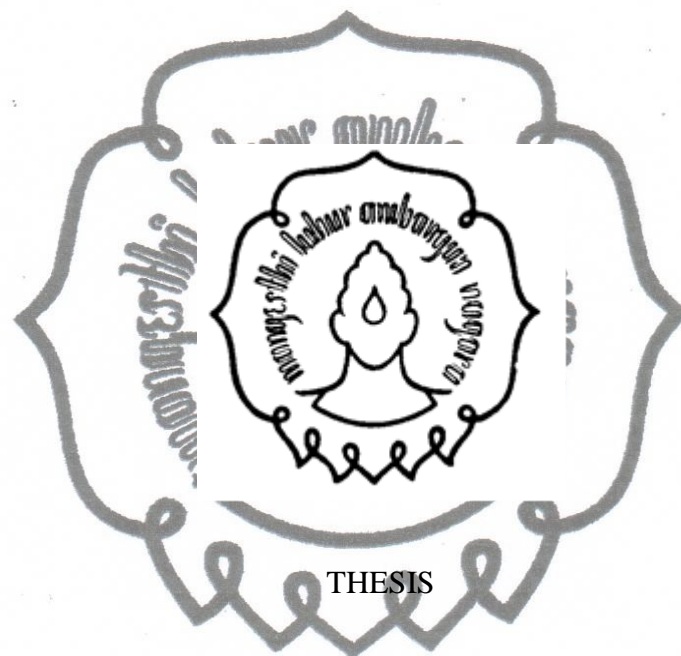


**THE IMPLEMENTATION OF TEACHING GRAMMAR
AT SMA NEGERI 1 KARANGANYAR
IN 2012/ 2013 ACADEMIC YEAR**



Written by:

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X2211024

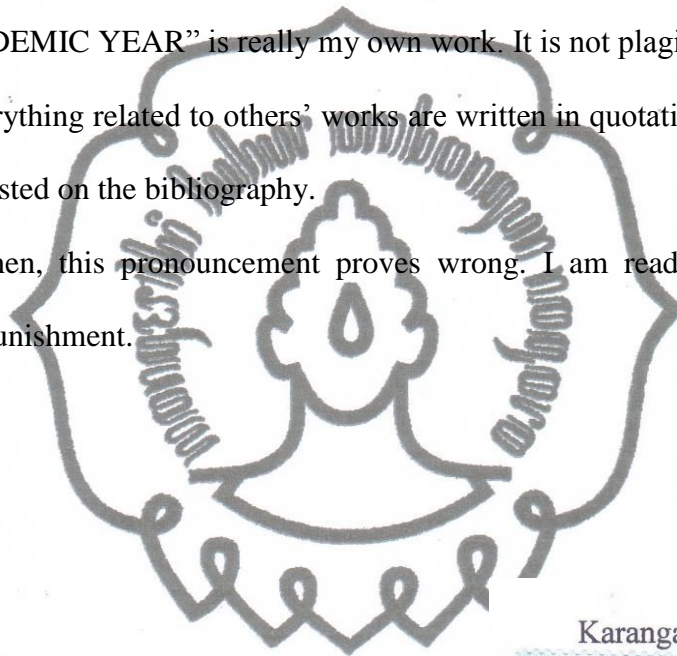
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SURAKARTA

July 2013

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Karanganyar, June 2013



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**THE IMPLEMENTATION OF TEACHING GRAMMAR
AT SMA NEGERI 1 KARANGANYAR
IN 2012/ 2013 ACADEMIC YEAR**



Submitted to Teacher Training and Education Faculty of Sebelas Maret University
as Partial Fulfillment of the Requirements for Getting the Undergraduate Degree
of Education in English Department

ENGLISH DEPARTEMENT
TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
SURAKARTA

July 2013

APPROVAL

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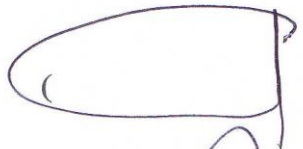
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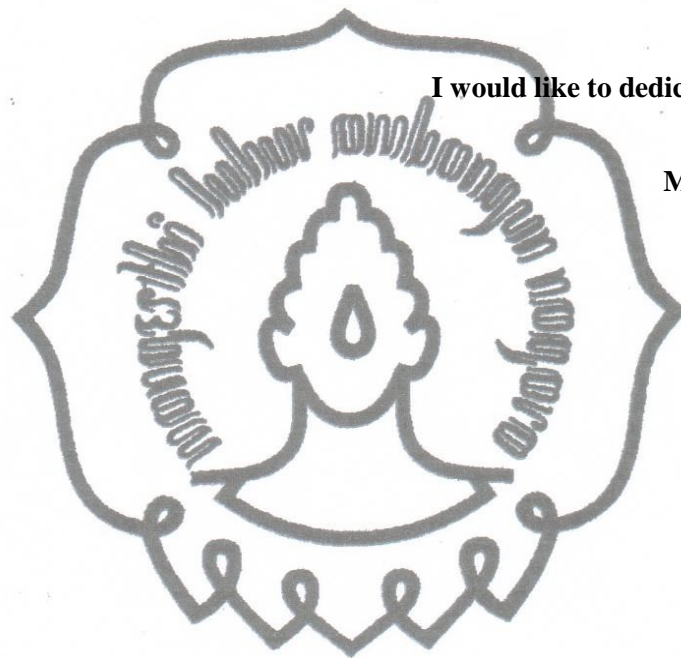
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I would like to dedicate this thesis for:

My beloved mother

My brother

Everyone

All of my friends

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ABSTRACT

Ida Fitriana. X2211024. *The Implementation of Teaching Grammar at SMA Negeri 1 Karanganyar in 2012/ 2013 Academic Year*. Thesis. English Department of Teacher Training and Education Faculty. Sebelas Maret University, Surakarta. 2013.

This research investigates the implementation of teaching grammar at SMA Negeri 1 Karanganyar in 2012/ 2013 academic year. The objectives of this research are (1) to describe the English teacher's views about English grammar and its teaching and (2) to know whether the teachers teach grammar explicitly or implicitly in teaching English.

The research was carried out in SMA Negeri 1 Karanganyar from 1 to 15 May 2013. The method used in this research is descriptive method. The sources of the data are events, informants and documents. The data are collected through observation, interview and document analysis. In analyzing the data, the writer uses flow model analysis including reducing the data, presenting the data and drawing conclusion.

The result of the research shows that (1) grammar is very important because it is central part of language. In its teaching, the teachers do not teach grammar separately from language skill. So, first they teach language skills and then they teach the grammar based on language skills taught, (2) the teachers teach grammar implicitly. They do not teach grammar directly, but it is integrated in language skills. In a meeting, they do not only teach grammar, but also language skills.

Therefore, it is recommended that (1) School adds the time allocation of English lesson and encourages and supports the English teachers to improve the quality of their teaching English, (2) in teaching language skills, the teachers still teach grammar. They must teach grammar implicitly and use inductive method.

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The writer realizes that this thesis is not perfect. Therefore, she gratefully accepts every suggestions and comment from those who concern to this thesis. Hopefully, this thesis will be useful for the readers especially for those who are interested in the similar study.

Karanganyar, June 27, 2013

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Ida Fitriana

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