

**EXPLORING STRATEGIES FOR TEACHING
GRAMMAR IN ENGLISH FOR SPECIFIC
PURPOSES (ESP) AT PPNS SURABAYA**

THESIS

Submitted in Partial Fulfillment of the Requirement for the Degree of
Sarjana Pendidikan (S. Pd.) in Teaching English



**UIN SUNAN AMPEL
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ABSTRACT

Nafilah Azizah Sandjaja (2024), *Exploring Strategies for Teaching Grammar in English for Specific Purposes (ESP) at PPNS Surabaya*, A Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisor I: Mokhamad Syaifudin, M.Ed., Ph.D. Advisor II: Rakhmawati, M.Pd.

Key Words: *Teaching Grammar Strategies, Grammar, ESP*

Teaching grammar is an essential aspect of language learning, since it provides the basis for understanding and using language effectively. In the context of English for Specific Purposes (ESP), grammar instruction should be tailored to the specific goals of learners in integrating language skills with the vocabulary, writing, communication and genre of the students' target field or profession. This aim of this study is to investigate the strategy of teaching grammar in English for Specific Purposes (ESP) at shipbuilding major of Politeknik Perkapalan Negeri Surabaya (PPNS) and to illustrate the lecturers' challenges in teaching grammar for ESP context in a current educational context. This study is conducted using a qualitative research design in the form of descriptive research. The researcher conducted semi-structured interviews with the three English lecturers who teach at PPNS. The findings show that the lecturers mostly used an inductive approach which required students to find out the grammar rules by themselves. Moreover, lecturers usually use English as the dominant language during the class. Sometimes, lecturers also integrate L1 during the explanation since L1 can facilitate the development of language skills and various aspects of language learning such as students' input awareness, self-confidence, less stress and anxiety, and less stress. The research results also indicate that the implementation of grammar teaching strategies is essential to be explored since teaching grammar is essential in learning the four English skills and can facilitate students to be professional in their field. Furthermore, the lecturer found several challenges regarding the implementation of teaching grammar in ESP. These include students' motivation, students' comprehension, and the facilities. Therefore, teaching grammar needs to be integrated while learning English specifically for the ESP students to be professional in their own field.

ABSTRAK

Nafilah Azizah Sandjaja (2024), *Exploring Strategies for Teaching Grammar in English for Specific Purposes (ESP) at PPNS Surabaya*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing I Mokhammad Syaifudin, M.Ed., Ph.D. Pembimbing II: Rakhmawati, M.Pd.

Kata Kunci: Strategi pengajaran grammar, Grammar, ESP

Pembelajaran grammar adalah aspek penting dari pembelajaran bahasa, karena memberikan dasar untuk memahami dan menggunakan bahasa dengan efektif. Dalam konteks *English for Specific Purposes (ESP)*, instruksi tata bahasa harus disesuaikan dengan kebutuhan khusus siswa, dengan mengintegrasikan keterampilan bahasa dengan kosakata, tulisan, komunikasi, dan genre dari bidang atau profesi yang dituju oleh siswa. Penelitian ini bertujuan untuk menginvestigasi strategi pembelajaran tata bahasa dalam English for Specific Purposes (ESP) di Politeknik Perkapalan Negeri Surabaya (PPNS) dan untuk mengilustrasikan tantangan yang dihadapi oleh dosen dalam konteks ESP di konteks pendidikan saat ini. Penelitian ini dilakukan menggunakan desain penelitian kualitatif dalam bentuk penelitian deskriptif. Peneliti melakukan wawancara semi-terstruktur dengan tiga dosen bahasa Inggris yang mengajar di PPNS. Temuan menunjukkan bahwa dosen sebagian besar menggunakan pendekatan inductive yang memerlukan siswa untuk menemukan aturan tata bahasa sendiri. Selain itu, dosen biasanya menggunakan bahasa Inggris sebagai bahasa dominan selama kelas. Kadang-kadang, dosen juga mengintegrasikan L1 selama penjelasan karena L1 dapat memfasilitasi perkembangan keterampilan bahasa dan berbagai aspek pembelajaran bahasa seperti kesadaran input siswa, kepercayaan diri, kurang stres dan ketakutan, dan kurang stres. Hasil penelitian juga menunjukkan bahwa implementasi strategi pembelajaran tata bahasa sangat penting karena pembelajaran tata bahasa sangat penting dalam pembelajaran empat keterampilan bahasa Inggris dan dapat memfasilitasi siswa untuk menjadi profesional dalam bidang mereka. Selain itu, dosen menemukan beberapa tantangan yang berkaitan dengan implementasi pembelajaran tata bahasa dalam ESP, yaitu terkait motivasi siswa, pemahaman siswa, dan fasilitas. Oleh karena itu, pembelajaran tata bahasa harus diintegrasikan saat pembelajaran bahasa Inggris secara khusus untuk siswa ESP agar mereka dapat menjadi profesional dalam bidang mereka.

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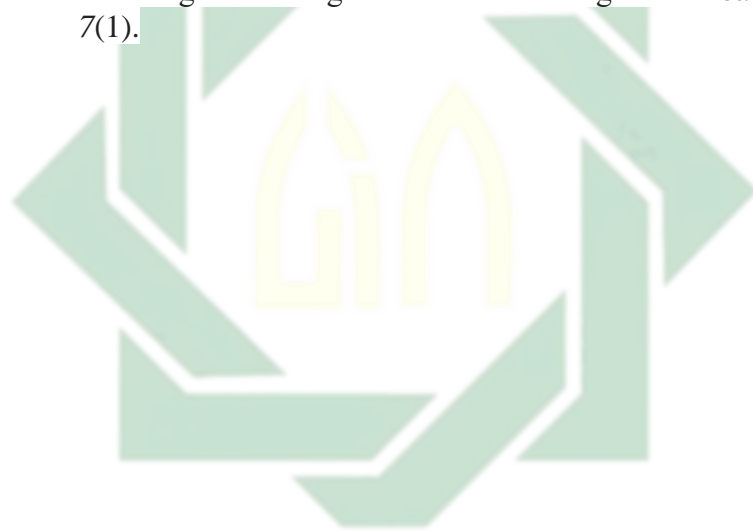
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