

**STUDENT ORGANIZATION'S STRATEGIES AND CHALLENGES IN
INSTRUCTING GRAMMAR FOR STUDENTS' DAILY COMMUNICATION:
A STUDY OF LANGUAGE INSTITUTION**

Skripsi



**NURUL JADID UNIVERSITY
PAITON PROBOLINGGO
FACULTY OF SOCIAL AND HUMANITY
ENGLISH EDUCATION PROGRAM
2025**

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INSTRUCTING GRAMMAR FOR STUDENTS' DAILY
COMMUNICATION: A STUDY OF LANGUAGE INSTITUTION**

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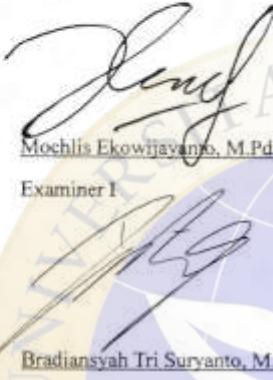


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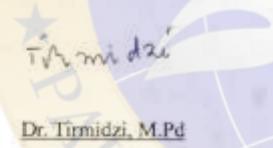
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MOTTO

**"Great change often begins with small, consistent steps just like a sentence
begins with a single word."**

DEDICATION

To:

My Abah, whose quiet guidance and strength still stay with me I carry your lessons every day.

My Ummi, who gives endless love, prayers, and strength you are the reason I never gave up.

My brothers, Nabil and Agil, who have been the joy of my daily life growing up with you two has been one of my greatest blessings.

My supervisor, Madam Durratul Hikmah, whose patience, trust, and guidance have shaped this journey I've learned so much under your direction.

The one I love, whose presence brings peace and whose words bring courage thank you for simply being there.

My dear friends, thank you for your presence, support, and shared moments — you reminded me I was never alone.

And lastly,

Myself, who faced the struggle, stood your ground, and kept moving forward be proud. This is a mark of your strength and resilience.

This work is dedicated to all of you, with love and gratitude.

ABSTRACT

Maulidah, Silfiyah Hikmatul.2025. *Student Organization's Strategies and Challenges in Instructing Grammar for Students' Daily Communication: A Study of Language Institution.* Undergraduate program at Nurul Jadid University. Advisor (1) Durratul Hikmah S.S., M.Pd

Keywords: Student Organization, Grammar Instruction, Instructional Strategies, Instructional Challenges, Daily Communication.

This study investigates the strategies and challenges faced by the NATO student organization in instructing English grammar to enhance students' daily communication at the Foreign Language Development Institute (FLDI), an Islamic boarding school-based language institution. A descriptive qualitative method was employed, involving interviews and observations with four organization members. The findings reveal three key strategies: (1) explicit instruction, using the Focus on Forms approach through direct explanation and structured grammar exercises; (2) implicit instruction, reflecting the Focus on Form approach, where grammar is integrated into communicative activities with corrective feedback provided afterward; and (3) a combined approach, allowing students to engage in language use first, followed by grammar reflection and correction. However, two main challenges were identified: (1) students' low motivation and engagement in grammar learning, and (2) difficulties in applying grammar appropriately during real communication. The study concludes that the integration of Focus on Form and Focus on Forms approaches within a peer-led learning environment holds strong potential, though its effectiveness depends on adequate mentor training, engaging media, and continuous evaluation systems.

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The journey to complete this research demanded dedication, perseverance, and discipline, and the author hopes that the insights and knowledge presented herein will be valuable to readers and serve as a meaningful contribution to the academic community. Acknowledging that this work is not without its limitations, the author humbly welcomes constructive criticism and suggestions to enhance the quality of this research. May this thesis bring benefit and merit to all who engage with it.

The researcher

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