ABSTRACT

Sinangling, Linggih (2024)**: Implicit Grammar Teaching through Teacher-Student Interaction: Students' Perception** (A Participatory Case Study in Eleventh Grade of Senior High School).

This research discusses the result of the performance of teacher-student interaction which is expected to foster and improve the students' grammatical mastery. This research focuses on the participants' (students) perception and the teacher's reflection regarding implicit grammar teaching through the performance of teacher-student interaction. The objective of this research is 1) To find out how the teacher and students interact in learning grammar subjects, and 2) To find out students' perceptions and the teacher's reflections on learning grammar through teacher-student interaction. This research was carried out at the eleventh grade of senior high school. This research used a Participatory Case Study research design to collect the qualitative data. The instrument of this research used an observation instrument, a questionnaire, and a participant interview.

The result of this research showed that the teacher and student interactions were improved as the meeting passed. The observations revealed that recast and repetition were most frequently used to create the interaction as an implicit grammar teaching strategy. Moreover, over 50% of students prefer implicit grammar teaching over explicit grammar teaching. Additionally, over 50% of students tend to believe that with meaningful interaction it impacts them a beneficial outcome. The students believe that meaningful interaction helps them to focus on the classroom activities and the lesson as well. These findings indicate that teacher-student interaction has the potential to improve students' grammatical competence.

Keywords: Implicit Grammar Teaching, Teacher-Student Interaction, and Grammatical Mastery