

## ABSTRACT

This thesis is about the comparison of three A-C-R lesson types for successful communicative grammar teaching. The writer conducted a research to thirty 7<sup>th</sup> grade students at SMPK 7 BPK Penabur Jakarta. The research was conducted in quantitative and qualitative method. The goals of this research are to know the result of the implementation of three A-C-R lesson types, find out the advantages and disadvantages of the three A-C-R lesson types and get some the students' suggestions for the implementation of three A-C-R lesson types. The result shows that the three A-C-R lesson types gave contribution in creating the successful communicative grammar teaching. However, based on the computation of *F* ratio, they are no significant differences among the three A-C-R lesson types. It means that the different results of the three result types are caused by other factors beyond the kind of lesson type itself. Each A-C-R lesson types has advantages and disadvantages when it is applied in the classrooms. Therefore, some students gave suggestions for their implementation in classrooms. In conclusion, grammar teachers can use one of the three kinds of A-C-R lesson type for successful communicative grammar teaching, but they have to consider about the topic of the lesson, the purpose of the lesson and students preferences preference in studying the lesson.

Keywords: A-C-R lesson type, communicative grammar teaching, computation of *F* ratio