

## Non-EFL Students' Perception of Grammar and Their Ability in Understanding Basic Grammar

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### ABSTRACT

This study describes the students' perception of grammar and to know their ability in understanding basic grammar. This research is descriptive qualitative. The analysis shows that students like learning English grammar because grammar is a rule or guideline related to English proficiency. But a lot of grammar material must be learned because it is very complicated, complex, and interrelated with other materials. Learning grammar is important for them in mastering writing, speaking, listening, reading, and vocabulary. After learning grammar, the students agree that the lecturer teaches grammar material in a fun way, explains grammar material well accompanied by examples and practice, and then gives assignments as understanding evaluations every meeting. The students can understand grammar lessons in English although the grammar learned in college is more complex than in high school, they do not have any difficulty understanding the material on campus. Grammar helps students to able to communicate orally and written in English better, but they still need to learn more grammar to improve their English skills. However, the result of the tests shows something different from their positive perceptions after learning grammar. The average score is 66.86 from 100 points, the median is 71 from 100 points, and the range from the lowest score of 33 up to 91 points score (correct answer) as the highest score. Further research, of course, still needs to be done to find out the reasons why students' grammar skills show an unsatisfactory average.

**Keywords:** basic grammar, grammar, part of speech, students' ability, students' perception

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### 1. INTRODUCTION

At least, there are 4 main skills that we must master if we want to become users who are fluent in English for example listening, speaking, reading, and writing. Besides listening, speaking, reading, and writing which is commonly referred to as 'macro-skills', we also need to master 'micro-skills' in English. Micro-skills consist of grammar, vocabulary, pronunciation, and spelling (Fitria, 2022d). Grammar is one of the micro-skills that students should master. It is a set of principles for the proper use of language, beginning with the organization of words, phrases, and sentences. In addition to regulating the use of language, grammar also functions to make the language more beautiful and easier to understand so that grammar is also interpreted as grammar.

In English, grammar is often also called structure. Grammar is a language system (Chalker & Weiner (1998). People sometimes describe grammar as the "rules" of language. In language studies, grammar occupies the main position in learning languages. According to Young (2013), the term 'grammar' can be used to refer to the system itself. When we talk about English grammar, we are referring to the rules that make up the language. Grammar determines how words are arranged to form meaningful units. Each language has a different grammar (Coghill & Magedanz, 2003). According to Subasini & Kokilavani (2013), grammar is the language's sound, structure, and meaning system. Grammar exists in all languages, and each language has its grammar. People who speak the

same language can communicate with one another because they intuitively understand the grammar system of that language, i.e., the norms for constructing meaning. Grammar is essential because it is the language itself that enables us to discuss the language.

Grammar is a difficult language skill. Even experienced English teachers may struggle to clarify grammar to students (Kumayas & Lengkoan, 2023). Grammar is the most important skill to acquire when learning English as a second language. Grammar is the rules of a language that govern sounds, words, sentences, and other elements, as well as their combinations and interpretations. In a limited sense, the term refers only to the study of sentences and word structures (syntax and morphology), excluding vocabulary and pronunciation. People sometimes describe grammar as the "rules" of a language, but there is no language without rules. Every language certainly has a certain structure or grammar in compiling a sentence so that it can be understood and used. Just like Indonesian, English also has a grammar to arrange words into a sentence. Therefore learning grammar is a very important thing to do.

Grammar is a collection of rules for using language, starting from the arrangement of words, and phrases, to sentences. In addition to regulating the use of language, grammar also functions to make the language more beautiful and easy to understand so that grammar is also interpreted as grammar. If we learn English, even though grammar is not the main goal, grammar is very important in strengthening the structure and increasing fluency in the language. Not only English, but every language must also have grammar because if we do not have grammar, we definitely won't be able to speak properly and will sound funny. Each language, including Indonesian, has its level of difficulty in learning its respective grammar. Like English, grammar is certainly not an easy thing because English is not our mother tongue, so we need to adjust our way of thinking too. However, mastering English grammar allows us to comprehend the structure of the language itself. Besides that, by mastering English grammar we can judge that the use of English that is not following standards does not mean it is not systematic. By learning the standard and standard rules of grammar, we can use them more flexibly to refer to appropriate conditions or ideas. We can also build our conceptual map of the structure of the English language. What we say and write is not only outward but also structured.

Good grammar is to speak English fluently and confidently. Knowing grammar will help us to avoid mistakes that make English sound strange to native speakers. Grammar is also very important for some conditions. For example, for a job interview in an English-speaking country. Correct grammar not only shows our English skills but also shows that you are a diligent person and pay attention to details. This is just as important if we want to study abroad. Colleges and universities tend to judge academic English based on our knowledge of English grammar. Plus, when we meet new people or visit new places, grammar will help us to speak clearly. To avoid misunderstandings, we must be able to compose sentences with good grammar.

Grammar may be one of the most difficult English materials. Many people do not understand grammar rules because many rules must be used and some of them must be ignored. However, there are many benefits to learning English grammar that we can experience. Grammar is very important to use in conversation or exchange of daily communication. For academics, grammar is also needed because many English tests require you to understand grammar. As someone who wants to learn more about English, it is important not only to be able to use the language but also to convey the message well. Every language has a different grammar. For example in Indonesian. Sometimes because we are used to Indonesian, when learning English these habits are often carried over. Maybe many students find it difficult to learn English grammar material because many rules must be remembered in English grammar, starting with words, phrases, clauses, and sentences.

There are several previous studies related to the student's ability in grammar. As stated in the first research, Qodariah (2011) states that MA Pembangunan UIN Jakarta students have problems with mastering reported speech when transforming direct questions into indirect questions. The biggest error rate is associated with the change of tense. Approximately 65 errors were committed by students. Therefore, the difficulty in the change of tense is co-located with the difficulty in the change of pronoun for approximately 34% of cases. Then, it indicates that the reported question pertains to a subject that is still difficult for students due to its high error rate, especially in changing tenses, and that the rate of student mastery in this subject is not excessively high. Second, Sandi (2016) states that the student's proficiency with passive voice is measured by their test score of 85. The average student score was 84 (good level), and in using passive voice, the average student score was 84 (good level). The majority of the students' challenges in acquiring passive voice stemmed from their inability to master the past participle. Third, Antika et al. (2020) state that the ability of students to correctly employ adverb clauses of time is categorized as average when 50 %. Students' ability in using the adverb of time referring to past time is classed as good with a % age of 74% while students' ability in using the adverb clauses of time is categorized badly since only 50% of students answered properly. Only 47% of students can correctly answer the test questions. Fourth, Arifin (2021) states that students encounter a variety of difficulties, including difficulty with acquiring and mastering adjective phrases. Students in class A at the Banyuanyar English Center (BEC) struggle to comprehend grammatical rules, particularly the adjectival phrase. They are unable to discern adjective phrases in a sentence, discriminate between adjectives that operate as headwords or modifiers, and correctly organize words. The students are unable to analyze phrases and recognize types of phrases, adjective phrase components, and their functions. Fifth, Yelnim, et al. (2021) state that the student does not understand the use of the question tag in phrases. The student's ability to use the question tag in sentences include in the low group at 57%. Students do not comprehend the concepts in any of the phrases and cannot differentiate between words that are added or 'es. Sixth, Suri (2022) states that students in class X TKJ at SMKN 5 Padang with intermediate proficiency in the use of English tenses. Sixteen students received a good grade (61.53 %), while two students received an extremely poor grade. The overall score and average score for each tense (were 62.88 %). So, the students misunderstood the tense usage form. Seventh, Fitria (2022c) states that ITB AAS Indonesia's students have an understanding of how to construct simple sentences but, the students still difficult to construct sentence forms such as compound, complex, and compound-complex sentences to support information in their paragraphs.

The previous studies above show students' ability in grammar. Qodariah (2011) states that the students' difficulty related to direct questions with indirect questions. Second, Sandi (2016) states that the students' difficulty related to passive voice. Third, Antika et al. (2020) state that the students' difficulty related to clauses especially adverb clauses Fourth, Arifin (2021) states that the students' difficulty related to phrases. Fifth, Yelnim, et al. (2021) state that the students' difficulties related to question tags. Fifth, Suri (2022) states that the students' difficulty related to English tenses. Seventh, Fitria (2022c) states that the students' difficulty related to sentences, especially simple sentences. There is no research above that discusses part of speech, then the researcher is interested to know the students' ability in basic grammar, especially the part of speech. Therefore, the objective of this study s to know the students' perception of grammar and to know the students' ability in understanding basic grammar.

## 2. METHOD

This research applies descriptive qualitative research. According to Dewar & Bennett (2014), qualitative data may be numerically represented and examined. Much like quantitative data,

qualitative data may be classified, numbered, or transformed into percentages, and used to compare data. In this study, the research findings from Google Form responses are evaluated. The data collection approach consisted of a questionnaire and a test. The test is to know the students' ability in understanding basic grammar material, especially the part of speech. The test is in the online form by using Google Forms using multiple choice. There are 100 number questions. As 110 Non-EFL students from the first semester students are involved in doing this test (mid-term test). They are from various study programs in Institut Teknologi Bisnis AAS Indonesia such as Accounting, Tax Management, Sharia Economics, and Informatics. The method of analyzing data used three steps analysis from Miles et al. (2018) including data reduction, data display, and data conclusion. In this research, the research reduces the data and selects the important data. The research displays the data findings in a table or figure to show the result clearly. Then, the researcher describes the information in the tables and figures to get a conclusion.

### 3. RESULTS AND DISCUSSION

#### 3.1 Results

To know the students' perception of grammar, the researcher uses an online questionnaire in the form of Google Forms. The result from the questionnaire can be seen below:

*Table 1. Students' Perception of Grammar*

No	Statements	Students' Response			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I like learning English, especially grammar	26 (23.6 %)	69 (62.7 %)	13 (11.8 %)	2 (1.8 %)
2.	Grammar is a rule or guideline related to English proficiency.	49 (44.5 %)	60 (54.5 %)	1 (0.9 %)	0 (0 %)
3.	There is a lot of grammar material that must be learned	43 (39.1 %)	59 (53.6 %)	8 (7.3 %)	0 (0 %)
4.	Learning grammar is very complicated and complex	19 (17.3 %)	56 (50.9 %)	33 (30 %)	2 (1.8 %)
5.	Grammar material is interrelated with other materials	37 (33.6 %)	67 (60.9 %)	5 (4.5 %)	1 (0.9 %)
6.	Learning grammar is important in English writing skills	57 (51.8 %)	53 (48.2 %)	0 (0 %)	0 (0 %)
7.	Learning grammar is important in speaking English	45 (40.9 %)	64 (58.2 %)	0 (0 %)	1 (0.9 %)
8.	Learning grammar is important in English listening skills	40 (36.4 %)	68 (61.8 %)	0 (0 %)	2 (1.8 %)
9.	Learning grammar is important in English reading skills	48 (43.6 %)	61 (65.5 %)	0 (0 %)	2 (1.8 %)
10.	Learning grammar is important in mastering English vocabulary	49 (44.5 %)	57 (51.8 %)	3 (2.7 %)	1 (0.9 %)

Table 1 above shows the Non-EFL students' perception of grammar. In the first statement, there are 26 students (23.6 %) strongly agree, 69 students (62.7 %) agree, 13 students (11.8 %) disagree, and 2 students (1.8 %) strongly disagree. It shows that most dominant students like learning English grammar. In the second statement, there are 49 students (44.5 %) who strongly agree, 60 students (54.5 %) who agree, 1 student (0.9 %) who disagrees, and 0 students (0 %) who strongly disagree. It shows that most dominant students agree that grammar is a rule or guideline related to English proficiency. In the third statement, there are 43 students (39.1 %) who strongly agree, 59 students (53.6 %) who agree, 33 students (30 %) who disagree, and 0 students (0 %) who strongly disagree. It shows that most dominant students agree that there is a lot of grammar material that must be

learned. In the fourth statement, there are 19 students (17.3 %) who strongly agree, 56 students (50.9 %) who agree, 33 students (30 %) who disagree, and 2 students (1.8 %) who strongly disagree. It shows that most dominant students agree that learning grammar is very complicated and complex. In the fifth statement, there are 37 students (33.6 %) who strongly agree, 67 students (60.9 %) who agree, 5 students (4.5 %) who disagree, and 1 student (0.9 %) who strongly disagree. It shows that most dominant students agree that grammar material is interrelated with other materials.

In the sixth statement, there are 57 students (51.8 %) who strongly agree, 53 students (48.2 %) who agree, 0 students (0 %) who disagree, and 0 students (0 %) who strongly disagree. It shows that most dominant students agree that learning grammar is important for their English writing skills. In the seventh statement, there are 45 students (40.9 %) who strongly agree, 64 students (58.2 %) who agree, 0 students (0 %) who disagree, and 1 student (0.9 %) who strongly disagree. It shows that most dominant students agree that learning grammar is important for their English speaking skills. In the eighth statement, there are 40 students (36.4 %) who strongly agree, 68 students (61.8 %) who agree, 0 students (0 %) who disagree, and 2 students (1.8 %) who strongly disagree. It shows that most dominant students agree that learning grammar is important for their English listening skills. In the ninth statement, there are 48 students (43.6 %) who strongly agree, 61 students (65.5 %) who agree, 0 students (0 %) who disagree, and 2 students (1.8 %) who strongly disagree. It shows that most dominant students agree that learning grammar is important for their English reading skills. In the tenth statement, there are 49 students (44.5 %) who strongly agree, 57 students (51.8 %) who agree, 3 students (2.7 %) who disagree, and 1 student (0.9 %) who strongly disagree. It shows that most dominant students agree that learning grammar is important for their English vocabulary.

Table 2. Students' Perception After Learning Grammar

No	Statements	Students' Response			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	The lecturer delivers grammar material in a fun class	42 (38.2 %)	66 (60 %)	1 (0.9 %)	1 (0.9 %)
2.	The lecturer can explain grammar material well and clearly	44 (40 %)	63 (57.3 %)	2 (1.8 %)	1 (0.9 %)
3.	The lecturer delivers grammar material accompanied by examples and practice questions	48 (43.6 %)	60 (54.5 %)	1 (0.9 %)	1 (0.9 %)
4.	Lecturers give assignments as understanding evaluations every week	40 (36.4 %)	68 (61.8 %)	0 (0 %)	2 (1.8 %)
5.	The grammar learned in college is more complex than what I learned in high school.	34 (30.9 %)	66 (60 %)	9 (8.2 %)	1 (0.9 %)
6.	I've studied grammar before, so I don't have any difficulty understanding the material on campus	13 (11.8 %)	53 (48.2 %)	40 (36.4 %)	4 (3.6 %)
7.	I can understand and follow grammar lessons in English well.	21 (19.1 %)	76 (69.1 %)	12 (10.9 %)	1 (0.9 %)
8.	I think I need to learn more grammar to improve my English skills.	65 (69.1 %)	45 (40.9 %)	0 (0 %)	0 (0 %)
9.	Grammar helps me able to communicate orally in English.	41 (37.3 %)	67 (60.9 %)	1 (0.9 %)	1 (0.9 %)
10.	Grammar helps me able to communicate well in writing in English.	37 (33.6 %)	70 (63.6 %)	2 (1.8 %)	1 (0.9 %)

Table 2 above shows the Non-EFL students' perception after learning grammar. In the first statement, there are 42 students (38.2 %) strongly agree, 66 students (60 %) agree, 1 student (0.9 %) disagree, and 1 student (0.9 %) strongly disagree. It shows that most dominant students agree that



the lecturer delivers grammar material in a fun class. In the second statement, there are 44 students (40 %) who strongly agree, 63 students (57.3 %) who agree, 2 students (1.8 %) who disagree, and 1 student (0.9 %) who strongly disagrees. It shows that most dominant students agree that the lecturer explains grammar material well and clearly. In the third statement, there are 48 students (43.6 %) who strongly agree, 60 students (54.5 %) who agree, 1 student (0.9 %) who disagree, and 1 student (0.9 %) who strongly disagrees. It shows that most dominant students agree that the lecturer delivers grammar material accompanied by examples and practice questions. In the fourth statement, there are 40 students (36.4 %) who strongly agree, 68 students (61.8 %) who agree, 0 students (0 %) who disagree, and 1 student (0.9 %) who strongly disagrees. It shows that most dominant students agree that the lecturer gives assignments as understanding evaluations every week (meeting).

In the fifth statement, there are 34 students (30.9 %) who strongly agree, 66 students (60 %) who agree, 9 students (8.2 %) who disagree, and 1 student (0.9 %) who strongly disagrees. It shows that most dominant students agree that grammar learned in college is more complex than in high school. In the sixth statement, there are 13 students (11.8 %) who strongly agree, 53 students (48.2 %) who agree, 40 students (36.4 %) who disagree, and 4 students (3.6 %) who strongly disagree. It shows that most dominant students agree that they do not have any difficulty understanding the material on campus because they have learned it in high school. In the seventh statement, there are 21 students (19.1 %) who strongly agree, 76 students (69.1 %) who agree, 12 students (10.9 %) who disagree, and 1 student (0.9 %) who strongly disagree. It shows that most dominant students agree that they can understand and follow grammar lessons in English well.

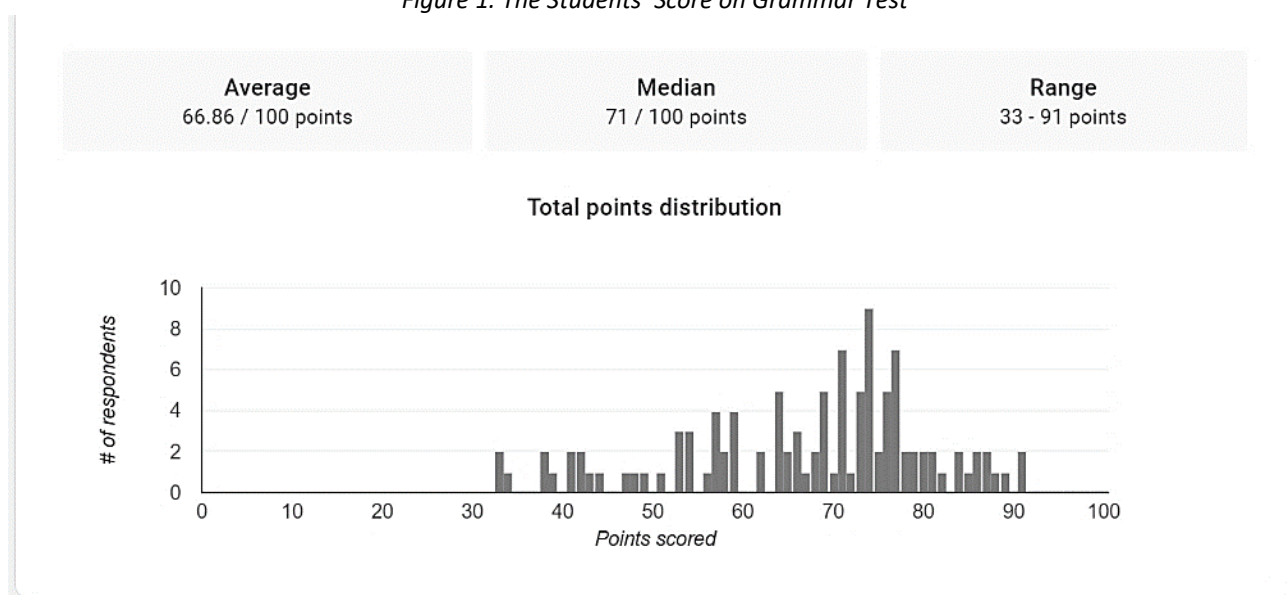
In the eighth statement, there are 65 students (69.1 %) who strongly agree, 45 students (40.9 %) who agree, 0 students (0 %) who disagree, and 0 students (0 %) who strongly disagree. It shows that most dominant students agree that they need to learn more grammar to improve their English skills. In the ninth statement, there are 41 students (37.3 %) who strongly agree, 67 students (60.9 %) who agree, 1 student (0.9 %) who disagree, and 1 student (0.9 %) who strongly disagree. It shows that most dominant students agree that grammar helps them to be able to communicate orally in English well. In the tenth statement, there are 37 students (33.6 %) who strongly agree, 70 students (63.6 %) who agree, 2 students (2.8 %) who disagree, and 1 student (0.9 %) who strongly disagree. It shows that most dominant students agree that grammar helps them to be able to communicate in English writing well.

To know the students' ability in understanding grammar, the researcher uses an online test in the form of multiple choice (quiz) in Google Forms. The result from the test which is taken from the Google Form Response in Figure 1.

The Figure 1 shows the different students' scores on grammar tests displayed by Google Form Response. The graph up top displays the various students' Google Form Response grammar test results. The median score for students is 71 out of 100, and the range from the lowest score of 33 to the maximum score of 91 points (right answer) is 66.86 out of 100. Two students have correctly answered 33 questions, one has correctly answered 34, two have correctly answered 38, one has correctly answered 39, two have correctly answered 41, two have correctly answered 42, one has correctly answered 43, one has correctly answered 44, one has correctly answered 47, one has correctly answered 48, one has correctly answered 49, and one has correctly answered 51. Students provide a correct answer, Three students have answered 53 questions correctly, three have answered 54 questions correctly, and one student has correctly answered 56 questions. 4 students correctly answered 57 questions; they also provided proper responses; There are accurate responses from the kids, and two of them have 58. Two students have 62 right responses, four students have 59 accurate responses, and pupils have correct answers. Students have valid answers, five students have 64 right answers, and two students have 65 correct answers. Three students correctly answered

66 questions, one student correctly answered 67 questions, and two students correctly answered 68 questions. Students provide appropriate responses; 5 students correctly answer 69 questions; 1 student correctly answers 70 questions; 7 students correctly answer 71 questions; students provide correct answers; and 1 student correctly answers 72 questions. 5 students have given 73 accurate answers; 2 students have given 75 right answers; 5 students have given 76 correct answers; 7 students have given 77 correct answers; 2 students have given 78 correct answers; 2 students have given 79 correct answers; and 2 students have given 80 correct answers. Students correctly answer questions; one student correctly answers 85 questions, two students correctly answer 86 questions, two students correctly answer 87 questions, students correctly answer questions; one student correctly answers 88 questions, one student correctly answers 89 questions, and two students correctly answer 91 questions. The lowest possible score is 33 points, and the maximum possible score is 91 points.

Figure 1. The Students' Score on Grammar Test



Source: Google Form Response

### 3.2 Discussion

The findings above show the non-EFL students' perception of grammar. Most dominant students like learning English grammar and agree that grammar is a rule or guideline related to English proficiency. They agree that there is a lot of grammar material that must be learned and learning grammar is very complicated, complex, and related to other materials. Most dominant students agree that learning grammar is important for their English writing, speaking, listening, reading skills, and vocabulary. After learning grammar, the majority of dominant students report that the lecturer teaches grammar content in a pleasant class setting, explains grammar material well, presents grammatical information with examples and practice problems, and provides weekly assignments as understanding tests (meetings). The grammar learned in college is more complex than in high school, but they do not have any difficulty understanding the material on campus because they have learned it in high school. Most dominant students can understand and follow grammar lessons in English well. However, to effectively communicate verbally and in writing in English, students require more grammatical instruction.

To know the students' ability in understanding grammar, the researcher uses an online test in the form of multiple choice (quiz) in Google Forms. The result shows the different students' scores on

grammar tests displayed by Google Form Response. Students' average score is 66.86 from 100 points, the median is 71 from 100 points, and range from the lowest score of 33 up to 91 points score (correct answer) the highest score. This finding is similar to Wati (2010) that students' ability to recognize word class in reading descriptive text is categorized as unsatisfactory. It can be seen from the test results with an average value of 44.94. The results can be seen from the percentage score of 62.06 %. Students do not take English lessons seriously; they struggle to distinguish word classes such as nouns, verbs, adjectives, adverbs, conjunctions, and interjections; they have enough time to study; they choose to play rather than study; and they are too lazy to practice word class differences.

The use of grammar instruction in the field of second language acquisition has been examined extensively; yet, there is a discrepancy in the literature about students' opinions of this crucial issue (Pazaver & Wang, 2009). Effendi (2017) states that the challenges that students have when studying grammar are connected to natural obstacles, mother language, students' perspectives, instructors' perspectives, and technique and time issues. Mirazna & Hikmah (2019) state that 60% of students strongly think that grammar is crucial in the English classroom, whereas 40% agree. Additionally, 96% of students agree that they need to improve their English grammar. The majority of students' perceptions of grammar demonstrated improved grammatical abilities. 96% of students agree with the statements. Komara & Tiarsiwi (2021) states that students of English as a foreign language in Indonesia considered grammar challenging but important to master. Students said that teachers' considerations and the English school textbook were the most significant impediments to understanding grammar. Learners were prone to select diverse learning models, particularly technology for learning grammar. Rachmawati (2022) states that the majority of students feel that English is a science related to English and that grammar is the most significant since it serves as the foundation for acquiring more advanced language skills. In addition, students who previously did not comprehend grammar reported that they began to comprehend and like grammar learning on campus as a result of the care they received during the learning process; hence, grammar learning was highly fun. The students believed that grammar was significant, and some believed that it was advantageous for understanding English, while others said that it was advantageous for learning grammar. However, grammar is a success factor for students studying English.

The first grammar material that must be mastered by students is the parts of speech because all English vocabulary must be included in one of the parts of speech. In addition, if they already understand each type of part of speech, this will make it easier for students when making English sentences. Part of speech is a part of English grammar in the form of a classification of words which are divided into several categories based on their role and function in the structure of a sentence. Language teaching is inseparable from teaching language skills which include: listening, speaking, reading, and writing skills. Often students still find obstacles in learning English, especially in learning basic English such as understanding the material grammar namely Part of Speech. Part of Speech material is divided into several sections, including nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections (Risan et al., 2022). Words belonging to one category have different functions from other categories.

Grammar is not merely about avoiding mistakes. Understanding how grammar functions are crucial for all writers. While it may be argued that having a strong grasp of grammar does not necessarily make us great writers, it is generally accepted that it will help us become more successful authors. Good grammar knowledge enables us as writers to comprehend what makes a piece of writing effective, so attracting the attention and comprehension of readers. It is helpful to know how to combine words into meaningful phrases and how to organize those sentences into paragraphs that express our ideas effectively.



As humans, we can construct sentences even as children. To discuss how sentences are constructed, the sorts of words and word groupings that comprise sentences, however, requires knowledge of grammar. In this way, understanding grammar provides a window into the human mind and our immensely sophisticated mental capacity to acquire a language. Grammar is usually associated with faults and accuracy (Fitria, 2019a). Keep in mind, however, that understanding grammar also enables us to comprehend what makes phrases and paragraphs clear, fascinating, amusing, and suitable. Therefore, understanding grammar is essential, as language is what enables us to discuss language. However, understanding grammar helps us comprehend what makes phrases and paragraphs clear, fascinating, and acceptable.

Some tips for learning grammar can help us to understand English more fluently.

1. Start from the basics. This basic thing is so important because it can be a benchmark to be able to learn English further. Do not rush to learn everything instantly because it will make it difficult for us to understand English. learn and master the basics first, after this, we can only move on to the next stage.
2. Understand the structure, most people may make mistakes when learning grammar because they only memorize formulas or structure tenses in English. Yet the most important thing is to understand it, not memorize it. If we only memorize, it will be more difficult for us to compose sentences when speaking.
3. Change our habits Changing habits can also be an easy and fun way to learn English. Start by implementing habits such as listening to English songs, watching movies with English subtitles, and reading books in English. That way, we will be more accustomed to understanding existing patterns or grammar. We can also start implementing new habits from the smallest things, such as changing the language on our cellphones or PC settings. We can also name several places in English so that we will be more familiar with the language. Watching English films can also be a fun way to learn grammar, if we have been using Indonesian subtitles, then change them to English. The goal is that we are more sensitive to English sentences spoken by native speakers.
4. Expand to read readings that have a lot of grammar. If we are the type of person who likes to read, then this method of learning grammar can be a fun way to help us understand structure or grammar in English. By increasing our English reading, we will be helped or faster to master existing grammar.
5. Prepare a dictionary. Make sure we prepare an English dictionary wherever we go. That way, if we feel confused about a certain vocabulary, we can look it up directly through the dictionary we have prepared. Make simple sentences when we go out or see something new, that way we can learn new vocabulary as well as get used to using the grammar we have learned.
6. Study with smarter friends. Learning is fun not only by using books but also learning from friends who know us. For those of us who want to learn grammar, do not hesitate to learn from our friends who have good English skills. We can also share so learning becomes a fun process. That way, learning English will no longer be boring and our abilities can develop even more. Start exchanging knowledge with each other, and do not be shy to ask if our friend has more abilities than us. One way is by reading English novels. If we have been using translated novels, be sure to read English novels directly. We will later be able to learn many things such as short conversations and adverbs of time to long sentences so that we will be more sensitive or accustomed to making sentences that we already understand the grammar.
7. Use technology. In today's modern era, learning English can be said to be much easier. This is because we can take advantage of existing technology to learn various things including grammar. Now, we can download various English learning applications that are easier and more fun. That way, we do not just dwell on the material in the book. The application also provides various

questions to test our level of understanding. We can even chat with foreigners to learn English natively directly. With the rapid advancement of technology, you can also take online English classes which are perfect for those of us who are busy.

8. Practice regularly. If we have studied in theory, now is the time for us to put our learning results into practice. Many people are not fluent in English and are confused about constructing the right sentences according to grammar because they have never practiced directly. Not a few people feel embarrassed or not confident to start practicing English, even though this is very important to do. If we are shy to start talking with our friends, then start with a monologue or by talking to ourselves. That way we can get used to using the grammar we have learned. We can download a chat application that is devoted to learning foreign languages such as English. Or we can also start by writing a diary using English so that writing and grammar skills can be further improved. Do not be shy to start slipping in some English vocabulary, or translating Indonesian into English. By diligently practicing the grammar material that we have learned, we will understand more and get used to using it without having to think long.

There are several benefits of studying grammar related to teaching English. Learning appropriate grammar is essential because it enables us to communicate effectively about language. Grammar identifies the words and word groupings that compose sentences in practically all languages, including English. Grammar conveys the message correctly. Grammar rules aim to increase clarity and accuracy in conveying our message. With strong grammar skills, there is very little chance of miscommunication and misunderstanding. For this reason, grammar is a very important material for us to learn. Errors in conveying the message will make the message very funny and incomprehensible. Grammar can be useful for formal, academic, and professional writing. Whether for school, work, or any professional environment, it usually requires professional writing and conforms to grammar rules. Of course, formal writing requires the use of formal language rules, so this task should be much easier if we have good grammar skills. Grammar increases confidence. Good grammar allows us to speak or write comfortably. That way, self-confidence will increase in any situation, compared to people who are unsure of their words and use of language. That way, we will sound smarter and more convincing, and our message will be conveyed and understood effectively. Grammar skills will make your English fluency increase. Understanding grammar will make it easier for us to learn other English materials.

In teaching, grammar plays an important role in how effectively a teacher delivers his lesson (Fitria, 2022b). In one example, a teacher may adjust the difficulty level of the word to use if he or she is familiar with the grammar. This can result in a more enjoyable experience for teachers and students. One more thing, being able to express oneself confidently as a teacher with proper grammar demands respect and a positive outlook from students. Mastering proper grammar can inspire students to also put more effort into learning the language. Besides, Robbani (2021) states that factors that make teaching materials in grammar courses interesting are illustrations and animations, stimulating student activity, clear explanations, and easy-to-understand language, relevant to the curriculum, making the learning process more interesting, simple, and effective.

English subject can be said to be one of the subjects for students that must be taken in the early semester of lectures. Not a few students place expectations on their teachers or lecturers so they can teach English well and be fun. For those of us who are currently teaching English to students, there is nothing wrong with evaluating and developing ways of teaching students. This aims to improve the quality of our teaching and course it can improve student learning outcomes in English, especially grammar itself. There are several ways to teach grammar to students, they are:

1. Prepare learning materials. As good teachers, of course, we have to prepare quality learning materials. All lessons, including English, must have teaching materials included in the lesson plan.

Appropriate and interesting teaching materials for students can make teaching and learning activities more effective.

2. Focus on practice. Language becomes more meaningful when spoken. Therefore, in this subject, students are required to be more active in language practice as much as possible. The fundamental concept of grammar is necessary, but language practice may make students more confident and enable them to identify their errors based on the teacher's feedback.
3. Using the right learning method. Studying English subjects can use a variety of learning methods. Starting from discussions to games.
4. Build confidence. As a teacher, it is mandatory to have the confidence to teach in front of students. If we have a lack of confidence in ourselves in teaching, make sure we build our confidence back up. There are many ways we can build this feeling, one of which is by re-learning the material that will be taught.
5. Independent evaluation. The final stage in teaching English effectively to students is evaluating the learning activities that have been carried out. Teachers can pay attention to points during learning that is felt to be effective and also less effective. These points can later be taken into consideration for further teaching activities.

Teaching grammar is an essential component of language teaching (Wang, 2010). Mastering grammar is the foundation of language proficiency (Fitria, 2022a). According to Rossiter (2021), the teaching of grammar should prioritize the fundamental principles and norms that regulate the ordinary usage of a language, thereby facilitating the enhancement of learners' literacy abilities. In contrast, linguistic analysis entails a discerning evaluation of the grammar rules that have been adhered to or violated by others and possesses an equal likelihood of perplexing average learners as it does of assisting them. The value of teaching grammar is important in the field of teaching English. Grammar is the foundation of the English language. It is not acquired naturally, but learned, it needs to be instructed. To be an effective language user, students should study grammar because it will help them organise their words and messages and give them meaning. In speaking and writing performances, learners will be able to construct stronger sentences if they have a deeper understanding of grammar. A solid grasp of grammar enables students to construct sentences that are easily comprehensible. Incorrect grammar will not effectively convey messages (Mart, 2013).

Teaching grammar has typically been viewed as a formal, structure-based activity (Saricoban & Metin, 2000). The teaching of grammar acquired a new perspective following the incorporation of multiple sources and techniques that are primarily based on communicative activities. If well-developed, technique-resource combinations can be used effectively for all phases of a grammar lesson. To make a grammar lesson effective, beneficial, and engaging, a teacher must employ well-developed and intriguing classroom techniques. Several examples of such integrated sources and techniques include the use of melodies, poetry, games, and problem-solving activities. While, Ling (2015) adds that when teaching grammar, teachers can utilize multimedia functions such as voice, image, demonstration, and playback effectively. Thus, clarifying the language difficulty and emphasis of the text and organizing students to participate in all types of language practice, language use, and language input and output activities. After interpreting the text, the teacher should design related language output activities, such as presentations, discussions, and role-playing, so that students can assimilate the content they have learned punctually and improve their grammar sensitivity and English thinking ability. The use of multimedia can make dull and static grammar more engaging, thereby increasing students' motivation and initiative to learn.

Grammar provides a vocabulary for discussing language. A student needs to name words for the components of speech and writing just as a mechanic needs to name words for the elements of an engine (Dykes, 2007). Grammar operates at the sentence level and governs the syntax or word order

allowed in a language. Understanding grammar is very important for learning and adapting to the grammar of another language. Learning the proper sentence structure of a foreign language will help someone form sentences that are clear and can be understood by speakers of that language. Grammar can improve our memory and brain function; This can help improve our understanding of the languages we already speak. After studying grammar, learners can become more accurate when using a language. Without good grammar, clear communication is impossible. Proper grammar keeps us from being misunderstood when expressing our thoughts and ideas.

Studying grammar is especially important if we want to improve our writing skills and understand more complex language structures, for example when reading "heavy" or weighty texts. Good grammar mastery will make it easy for someone to express/convey information, feelings, and ideas/opinions to others. In other words, failure in communication will occur if someone cannot understand grammar properly because the purpose of communication is not achieved. Grammar is the main key for anyone who wants to master grammar well. With learning English grammar, of course, it will be easy to master English in all aspects. We can know the meaning of sentences or words well and at the same time be able to convey them to other people well by understanding and using good grammar. Without grammar, communication will be chaotic or disorganized because we do not understand the English grammar used itself, namely grammar. Our attempts to present ideas or statements will be difficult and not easy to understand without understanding and using good grammar. Besides that, by using grammar, the English writing that we do will get a high credibility value. It is very possible that in the world of work, you will always be lucky because people who understand grammar will be sought after by big companies. Moreover, at this time one of the indicators of a person's intelligence in the field of education is seen from how much his/her ability to speak English.

Through proper grammar, one can avoid misunderstandings in conveying an opinion or idea. It is undeniable that learning grammar is complicated, but with determination and the right way of learning, it becomes easy to learn. The main reason why this grammar is difficult to learn is that people are lazy to learn and are already afraid of themselves. That's why we have to build self-motivation from the start so that this grammar can be learned easily. Grammar itself has a vital influence on the English language. If we are going to take an English test, we must learn this grammar well because it will increase the test scores we have. The reason is that this grammar itself will be taught about writing, reading, and listening which are the three main things tested in the English language test wherever and whenever we take the test. It is not surprising that people who are proficient in English must also have good grammar skills.

#### 4. CONCLUSION

Related to the student's perception of grammar, it shows that most dominant students like learning English grammar. They agree that grammar is a rule or guideline related to English proficiency, a lot of grammar material that must be learned, learning grammar is very complicated and complex, and grammar material is interrelated with other materials. Besides, learning grammar is important for their English writing, speaking, listening, reading skills, and vocabulary. Most dominant students agree that the lecturer delivers grammar material in a fun class, that the lecturer explains grammar material well, that the lecturer delivers grammar material with examples and practice questions, and that the lecturer gives assignments as understanding evaluations every week after learning grammar. The students can understand and follow grammar lessons in English well. The grammar learned in college is more complex than in high school, but they do not have any difficulty understanding the material on campus because they have learned it. The students agree that grammar helps them to able to communicate orally and write in English better, so they still need

to learn more grammar to improve their English skills. The result of an online test (multiple choice) using Google Forms shows the students' scores, such as an average score is 66.86 from 100 points, a median is 71 from 100 points and a range from the lowest score of 33 up to 91 points score (correct answer) as the highest score.

The discipline of English education places a significant emphasis on the importance of teaching grammar. The building blocks of the English language are contained in its grammar. It is not something that is naturally gained but rather something that is learned, and one must be trained. The sentence is the unit of analysis for grammar, and it determines the syntax and word order that is acceptable in a given language. The ability to acquire and adapt to the grammar of another language requires first and foremost an understanding of one's grammar. A person who forms sentences that are easy to understand for native speakers of a language other than their own will benefit from being familiar with the standard sentence structure of that language. The reasons why it is beneficial to be able to communicate in more than one language This may be helpful for us; it can increase both our memory and the function of our brain; this can assist in enhancing our comprehension of the languages that we are currently fluent in. Students who study grammar can improve the precision with which they use the language they are learning. Without proper grammar, it is hard to have coherent communication.

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