



Students' Perspectives Toward Grammar Teaching Methods in English Language Education Study Program

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Abstract

The purpose of this research is to elucidate students' perspectives on grammar teaching methods. It observed 5th-semester students from the 2019 academic year, in English Language Education Study Program. Five students were chosen at random from each class, so the total sample for this study was 25. The descriptive quantitative research method was applied to this study. The information was gathered using a questionnaire that represented two grammar teaching methods: explicit and implicit. Each one consists of six statements, with several options for students to choose from, including strongly agree, agree, neutral, disagree, and strongly disagree. The findings revealed that each student has a different perspective on what method is required. The questionnaire results showed that approximately 80% of students agreed with every statement in the explicit method, and the majority of them chose neutral to the statements in the implicit method, with an average percentage of 37%-70%. As a result, students can be taught using both implicit and explicit methods, as both have advantages, and it is determined by the needs of each student.

Keywords

Students' perspective, grammar teaching, explicit method, implicit method

Abstrak

Tujuan dari penelitian ini adalah untuk menjelaskan perspektif siswa tentang metode pengajaran tata bahasa. Penelitian ini bertujuan mengobservasi mahasiswa semester 5 tahun akademik 2019, di Program Studi Pendidikan Bahasa Inggris. Lima mahasiswa dipilih secara acak dari setiap kelas, sehingga jumlah sampel untuk penelitian ini adalah 25. Metode penelitian deskriptif kuantitatif diterapkan pada penelitian ini. Informasi dikumpulkan dengan menggunakan kuesioner yang mewakili dua metode pengajaran tata bahasa: eksplisit dan implisit. Masing-masing terdiri dari enam pernyataan, dengan beberapa pilihan untuk mahasiswa, yaitu sangat setuju, setuju, netral, tidak setuju, dan sangat tidak setuju. Hasil penelitian mengungkap bahwa setiap mahasiswa memiliki perspektif yang berbeda tentang metode apa yang dibutuhkan. Hasil angket menunjukkan bahwa sekitar 80% mahasiswa setuju dengan setiap pernyataan dalam metode eksplisit, dan sebagian besar memilih netral terhadap pernyataan dalam metode implisit, dengan persentase rata-rata 37%-70%. Oleh karenanya, siswa dapat diajar menggunakan metode implisit dan eksplisit, karena keduanya memiliki kelebihan, dan ditentukan oleh kebutuhan masing-masing siswa.

Kata Kunci

Perspektif mahasiswa, pengajaran tata bahasa, metode eksplisit, metode implisit

Introduction

The education system in Indonesia has incorporated English as one of the primary subjects taught in schools and universities. According to Clack (in Nalunga, 2017), this is due to English's status as the language of education and its unique and extraordinary role" globally. Almost every country incorporates it into its educational system. Various policymakers, including National Education Boards, are attempting to create a curriculum that will prepare students for the future communicative demands of the global economy. As a result, Indonesian students should also be prepared to deal with this; one way to deal with it is to learn English, and one of the keys to learning English is grammar.

Grammar is one of the most important aspects of learning a foreign language. Without proper grammar, students will have difficulty in speaking and writing English. In speaking and writing performances, learners will

be able to construct better sentences if they have a deeper understanding of grammar. A solid foundation in grammar enables students to construct sentences that are easily comprehensible (Mart, 2013).

In addition, several factors must be considered, such as how well students understand grammar; this must be accompanied by a grammar instructor or lecturer. Then, the method employed by the instructor or lecturer should correspond to the method required by the student. As stated by Sudjana (2005) that method is the way that teachers use in establishing relationships with students at the time of teaching. These factors will have a significant impact on the grammar-teaching process; we can observe them by observing the methods the teacher employs during the process of learning.

For centuries, a traditional method of teaching grammar has been used. This method of instruction was termed the grammar-translation method (GTM). Grammar translation is one of the most effective methods for learning English as a second language that focuses on reading and translating sentences that demonstrate grammatical rules (Aqel, 2013).

In addition to the Grammar Translations method, there are other methods for teaching grammar, including deductive, inductive, implicit, and explicit methods, among others. Students will be greatly aided in the process of learning to comprehend grammar if they employ engaging methods and the necessary methods. A teacher must find an effective method and media to teach grammar, and using games is one such method (Ibrahim, 2016). The objective of using games as the method referred to by Ibrahim is for children to quickly and enjoyably comprehend what is being taught; therefore, a good method is one that is desired by the students.

For maximum results in enhancing students' grammatical competence, it is necessary to understand the methods they require from their point of view, as well as the teaching methods they favor during the learning process. This is due to the fact that teachers and students may have differing opinions on which methods are most effective for them. Their perceptions of grammar instruction as students and educators have been shaped by their experiences. The perceptions expressed by students can be influenced by their experiences, the environment, or whatever they feel during the learning process (Arifatin, 2022). This is the underlying reason for this study, which seeks to investigate the perspectives of English Language Education Study Program students regarding the grammar instruction method.

Method

The descriptive quantitative method was used as the research method in this study. Descriptive quantitative research is research that involves observation, interviews, or a questionnaire to gather information about the current situation and the subject being thoroughly studied. Researchers use questionnaires to collect data to test hypotension or answer questions (Resseffendi, 2010). Descriptive quantitative research is used to describe, explain, or summarize various conditions, situations, phenomena, or research variables based on events that can be photographed, interviewed, and observed (Bungin, 2005).

Quantitative descriptive research is also concerned with the description of data and characteristics of the population. The goal is the acquisition of factual, accurate, and systematic data that can be used in averages. This method is applied to get a precise result from students' perspectives regarding explicit and implicit grammar teaching methods in the English Language Education Study Program. In any case, the researcher use the questionnaire as the primary data, which consisted of open format questions and closed format questions.

Results and Discussion

The data of this research were acquired from students of English Language Education Study Program, class of 2019. This research also was conducted by giving the participant the google form virtually. The Google form consists of a questionnaire and three additional questions designed to gather more specific information about the grammar teaching method that students require.

The findings were gained from 25 students as the research participant. The questionnaires consist of 2 grammar teaching methods that are Explicit and Implicit methods; each of them consists of six statements, and in each statement, there are several options that students can choose; *strongly agree*, *agree*, *neutral*, *disagree*, and *strongly disagree*. These findings also contained 3 additional question that shows the method that the students chose, the reason why they chose it, and the method that they need.



Results

Explicit Methods

The research findings regarding the students' perspectives on explicit methods in Grammar teaching and learning are presented in the following table.

Table 1

Students' Perspectives of Explicit Method

No	Statements	Responses				
		SA	A	N	D	SD
		f(%)	f(%)	f(%)	f(%)	f(%)
1.	I can learn English grammar better when the lecturer give me explanations of grammatical rules before I do the exercises.	11(44%)	12(48%)	2(8%)	0 (0)	0 (0)
2.	Grammar explanations is helpful for me to understand grammar.	12(48%)	12(48%)	0 (0)	1(4%)	0 (0)
3.	Learning grammar with the rules can improve my english skill.	5(20%)	16(64%)	3(12%)	1(4%)	0 (0)
4.	The information about grammar rules will more clear if lecturer the explain it.	14(56%)	11(44%)	0 (0)	0 (0)	0(0)
5.	Frequent practice of rules can improve my grammatical accuracy	1(40%)	11(44%)	4(16%)	0 (0)	0 (0)
6.	I can remember grammar easily if the lecturer explain it with the rules or example	11(44%)	9(36%)	5(20%)	0 (0)	0(0)

The first statement's results clearly show that the majority of students chose strongly agree and agree. 48% of students selected agree, 44% selected strongly agree, and 8% selected neutral. In the second statement, 48% of students chose strongly agree, 48% agreed, and 4% disagreed. The third statement, agree, received the most votes (64%), followed by strongly agree (20%), neutral (12%), and disagree (4%), which was chosen by only one student. The fourth Statement strongly agrees with 56% of the 14 students who chose it and agrees with 44% of the 11 students who chose it. The fifth statement, strongly agree, has the highest percentage of support (44%). Meanwhile, the following table presents findings regarding students' perspectives on implicit methods in teaching and learning grammar.

Table 2

Students' Perspectives of Implicit Method

No	Statements	Responses				
		SA	A	N	D	SD
		f(%)	f(%)	f(%)	f(%)	f(%)
1.	Participating in real-life tasks with language is the best way for me to develop my grammatical knowledge.	4(16%)	7(28%)	11(44%)	5(20%)	0 (0)
2.	Learning grammar does not need to be taught directly	0 (0)	6(25%)	9(37,5%)	7(29,2%)	2(8,3%)
3.	I like implicit method because, I will be more independent to learn grammar	1(4,2%)	5(20,8%)	17(70,8%)	2(8,3%)	0(0)
4.	I prefer to learn grammar from a discussion with my classmates, rather than my lecturer explanation	3(12%)	4(16%)	11(44%)	7(28%)	1(4%)
5.	I can remember and understand grammar without	1 (4%)	6(24%)	1(4%)	15(60%)	2(8%)

	the explanation from the lecturer.					
6.	I am confident that I can figure out the grammatical rules by myself.	0 (0)	8(32%)	7(28%)	6(24%)	4(16%)

The majority of participants chose neutral in the first statement of the implicit method, namely 44% chosen by 11 participants, followed by agree 28% chosen by 7 students, disagreed 20% chosen by 5 students, and strongly agree 16% chosen by 4 students. In the second statement, 9 students chose the highest percentage that fell to neutral 37.5%, then disagreed. 7 students chose 29.2%, 6 students chose agreed 25%, and 2 students chose strongly disagreed 8.3%. In the third statement, neutral received 70.8% of the votes, agree received 20.8% of the votes, disagree received 8.3% of the votes, and strongly agree received 4.2% of the votes. Surprisingly, unlike the previous statement, four other options were chosen by the students in the fourth statement: disagree 28% was chosen by 7 students, agree 16% was chosen by 4 students, strongly agree 12% was chosen by 3 students, and strongly disagree 4% was chosen by 1 student. The dominant choice in the fifth statement was disagree (60%) chosen by 15 students, followed by agree (24% chosen by 6 students), strongly disagree (8% chosen by 2 students), and strongly agree and is neutral (4% chosen by 1 student). The final statement, agree, is the most frequently selected by students, with 32% selected by 8 students, neutral 28% selected by 7 students, disagree 24% selected by 6 students, and strongly disagree 16% selected by 4 students.

The section below contains 3 additional questions from the questionnaires given to students to get more information about their perspectives on grammar teaching methods. Therefore, the researcher also has categorized these 3 additional questions into three themes from the data analysis result through the table.

Table 3
 Other Perspectives from Students Regarding Grammar Teaching Methods

Codes	Themes
-Explicit Method -Implicit Method	Students' chosen methods
Implicit method	Students' reason for choosing the method
- More Comfortable study independently	
- Easy to feel bored	
- Do not like many explanations	
Explicit method	
- Need more explanation	
- Easily understand when explained in detailed	
- Explained directly by the lecturer	
- Grammar translation method	Another method needed by the students'
- Using applications by playing games and watching youtube	
- Audio lingual method	

Discussion

The initial goal of this research is to find out students' perspectives on the grammar teaching method, and the results of the data are about their perspectives that have been included in the research finding. Therefore, the researcher discusses the data that has been processed and the answers from participants regarding the students' perspective on the grammar teaching method in the English Language Education Study Program.

Students' Perspective Toward The Explicit Method

Basically, the explicit method is the method most needed and preferred by many students. This is because this method requires teachers or lecturers to explain in advance the material to be studied. Explicit learning is an active process where students pay attention to the structure of information that is presented to them; explicit instruction is very teacher-centered because the attention of students' is very important (Khodaeian, et al., 2021). In addition, a study conducted by Altun and Dincer (2020) about the comparison of explicit and implicit methods in terms of grammar and writing skills of intermediate learners reveals that participants who were taught with the explicit method actually showed a more significant effect on their grammar skills.



The phenomenon that occurred in the research above also occurred in this study. Based on the data from the diagrams and tables in the research finding above, the researchers found that almost all participants chose strongly agree and agree on every statement in the explicit method. This can be proven by the percentage results which are dominated by strongly agree and agree on the first statement to the last statement. With the approval of this statement, the researcher found that the explanation from the lecturer regarding the grammatical rules, before the students' did their assignments, was very important, because this could make the students understand more about the exercises they were doing. This rule explanation improved students' knowledge and understanding in grammar. It helped students understand the material easier (Chodija, et al., 2017)

Students' Perspective Towards The Implicit Method

In contrast to the explicit method which received a lot of positive responses from participants, the implicit method on the other hand received a lot of disapproving responses from students. In almost every statement of this method, the participants chose Disagree. Even so, there are also those who choose agree and neutral.

As said by Sopin (2015), in the results of his research on Students' Perceptions of Grammar Teaching and Learning in English Language Classrooms in Libya it seems that even students from similar backgrounds may have very different preferences regarding grammar teaching". Researchers found this phenomenon in the implicit method. In the results of the previous explicit method, almost all participants had the same view, in the implicit method each participant had different choices. Some of them chose to disagree, agree and even neutral. As in the first statement of the implicit method Participating in real-life tasks with language is the best way for me to develop my grammatical knowledge". Although there were participants who voted 16% strongly agree and 28% agreed, it turns out that there were 20% of participants who did not agree with this statement. However, the choice most chosen by the participants was neutral with a percentage of 44%. Judging from the difference in choices between participants who agree, disagree, and are neutral on this statement, it can be concluded that even though they study the same material, it turns out that they may have very different preferences regarding grammar teaching.

Conclusion

As mentioned before the aim of this research is to get the result regarding students' perspectives on the grammar teaching method in the English Language Education Study Program. The first results found from this study indicate that giving a detailed explanation of grammar rules and giving examples to students' before starting learning and practicing activities are things that are really needed by students in the English Language Education Study Program. This is because almost all students who are participants in this study have the same view about it.

Another result that the researcher found was that although most of the students needed a detailed explanation from the lecturer, there were actually some students who felt that they could learn alone and independently without being guided by the lecturer, and they also preferred to have a discussion with their classmates or a group. This is because some of them agree on implicit methods to be used in learning grammar. The conclusion that researchers can take is that the students' perspectives on the grammar teaching method in the English Language Education Study Program has two perspectives. That is, students can be taught implicitly and explicitly methods, both of these methods have their respective advantages, and it is based on the needs of each student. Therefore, choosing the best method is by looking at what students need in the English Language Education Study Program.

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