Teachers’ Method of Teaching English Grammar at the Senior High Schools

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Abstract: This study aimed to find out the most frequently used method in teaching English grammar at the senior high schools of Mukomuko regency and to reveal the reasons of using the most frequently used method. An explanatory mixed method design was carried out to collect and analyze the data quantitatively and qualitatively. Three instruments were used: Questionnaire, interview, and classroom observational checklist. Thirty-one English teachers filled out the questionnaire, four teachers were selected to be interviewed, and two of them were observed. The results of this study showed; first, Situational Language Teaching was the most frequently used method in teaching English grammar at the senior high schools of Mukomuko regency. Second, the English teachers implemented the most frequently used method for four reasons; 1) to encourage the students’ motivation in learning the English language, 2) to facilitate the students to achieve the learning’s objective, 3) to teach English grammar to the students contextually, and 4) to evaluate the students’ understanding about the material given. Based on the results, it seemed that the English teachers picked the method of teaching grammar based on its simplicity and effectiveness to activate the EFL teaching and learning process. Moreover, the result provides teachers more insight and reference regarding to the method in teaching English grammar and applied it into their teaching process.

Abstrak: Penelitian ini bertujuan untuk mengetahui metode yang paling sering digunakan dalam pengajaran tata bahasa Inggris di SMA Kabupaten Mukomuko dan mengungkap alasan penggunaan metode yang paling sering digunakan. Desain metode campuran penelitian dilakukan untuk mengumpulkan dan menganalisis data secara kuantitatif dan kualitatif. Tiga instrumen digunakan; Kuesioner, wawancara, dan checklist observasi kelas. Tiga puluh satu guru bahasa Inggris mengisi kuesioner, empat guru dipilih untuk diwawancarai, dan dua di antaranya diobservasi. Hasil penelitian ini menunjukkan; pertama, Pengajaran Bahasa Situasional adalah metode yang paling sering digunakan dalam pengajaran tata bahasa Inggris di SMA Kabupaten Mukomuko. Kedua, guru bahasa Inggris menerapkan metode yang paling sering digunakan karena empat alasan; 1) untuk mendorong motivasi siswa dalam belajar bahasa Inggris, 2) untuk memfasilitasi siswa untuk mencapai tujuan pembelajaran, 3) untuk mengajarkan tata bahasa Inggris kepada siswa secara kontekstual, dan 4) untuk menilai pemahaman siswa tentang materi yang diberikan. Berdasarkan hasil, tampaknya guru bahasa Inggris memilih metode pengajaran tata bahasa berdasarkan kesederhanaan dan
INTRODUCTION

Grammar is essential in all aspects of English. It is the knowledge about how to organize words into larger units in order to create meaning correctly and appropriately (Apsari et al., 2019). Larsen-Freeman and Celce-Murcia (2015) define grammar as set of rules that describe the structure of sentences. By understanding grammar structure as the central key in the English language, all English students are able to improve their receptive and productive skills (Faharani, 2018). Thus, grammar becomes the basis that all English students should understand if they want to improve their oral and written communication (Hendriani, 2018; Nurhamsih & Syahrial, 2019).

Teaching English grammar to the students also gives some benefit. It teaches students how the language works and how words are combined in a sentence (Cam & Tran, 2017). Further, it leads students to the ability to read and write in English. It will be difficult to understand a written statement without grammar (Mahdi, 2018). Moreover, the language cannot convey essential meaning without the concept of grammar (Djurayeva et al., 2020). Thus, teaching grammar to the students will assist them in improving their effective sentence and confidently expressing their ideas.

Nowadays, there are some issues with teaching English grammar in the classroom. The students are not interested in learning grammar. They believed that learning grammar entails memorizing formulas and it is a tedious subject to be learnt (Matkasimova & Makhmudov, 2020; Komara & Tiarsiwi, 2021). In fact, these issues had an impact on the students' courage to learn and develop their English skills such as students being afraid to speak English in class, having difficulty understanding the meaning of the reading text, and not knowing how to write the sentence correctly (Arifin, 2016). As a result, the students are unmotivated to study.

To overcome these issues, English teachers should select the appropriate method of grammar teaching. This effort should be done by the English teachers in order to create a meaningful teaching process and achieve the goal of teaching itself. Wilujeng (2021) stated that the appropriate teaching method is required to accommodate the students’ mastery of English grammar. To ensure effective teaching, the method should be carefully chosen.

Previous study had been conducted to determine the most effective method in teaching English grammar. Mishra et al. (2021) investigated the teaching of English grammar to secondary schools students through the use of physical games. As expected, the results of the study revealed that physical games could be an effective way of learning a language. However, the investigation into methods of teaching English grammar has not been completed by focusing solely on one method. Furthermore, some studies compared one method to another. As Bennitez-Correa et al. (2019) compared deductive and inductive approach in teaching grammar to high schools students. They discovered that the inductive approach is more effective than deductive approach.

Previous studies showed that some previous authors only investigated the effectiveness of one method, while others compared the effectiveness of two methods in teaching grammar. Furthermore, no study has been conducted on the most frequently used method of teaching English grammar by English teachers. Given the importance of this information, the authors sought to identify the most frequently used method in teaching English grammar used by English teachers, as well as their reasons of using the
most frequently used method in their teaching process.

**METHOD**

An explanatory mixed method design was carried out to collect and to analyze the data. It is one of type design in mixed method in which the first data collected quantitatively and the result of quantitative data is followed up with the qualitative data to explain the quantitative finding in depth (Creswell & Plano Clark, 2018). As a result, the study result was drawn using quantitative and qualitative data.

English teachers in Mukomuko regency who had been teaching at the senior high schools during the academic year 2021/2022 were the participants in this study. Two different sampling techniques were used; convenience sampling and purposive sampling. First, convenience sampling was used to collect quantitative data by distributing the questionnaire which adapted from Diaz et al. (2019) and Yunita et al. (2019). The convenience sampling technique is used to select participants based on their availability and convenience (Sugiyono, 2013; Creswell, 2014). Therefore, thirty-one English teachers who were available and willing to fill out the questionnaire were chosen as the sample for the quantitative data to determine the most frequently used method in teaching English grammar.

Second, purposive sampling was used to uncover the reasons for employing the most frequently used method in teaching English grammar. Purposive sampling is a sampling technique used to select a sample from population in order to obtain data based on specific criteria (Arikunto, 2010; Creswell & Plano Clark, 2018). Thus, the criteria of collecting qualitative data were used to interview four English teachers and observe two English teachers’ teaching process in the classroom.

The data were gathered in two phases; the first phase was collecting the quantitative data by distributing questionnaire which adapted from Diaz et al. (2019) and Yunita et al. (2019) through Google form on January 2022. After being validated by the experts, the link of the questionnaire was distributed to the MGMP (Musyawarah Guru Mata Pelajaran) WhatsApp group. The second phase was collecting the qualitative data through interviewing four selected participants, and observing two participants’ teaching process along February until March 2022. In brief, the data of this study were collected both quantitatively and qualitatively.

The data was analyzed into two sections. First, analyzing data was done quantitatively. According to Creswell and Plano Clark (2018), analyzing quantitative data should begin with converting raw data into numeric form, which means scoring all of the data that has been collected. The data in the current study was analyzed by tabulating all of questionnaire results and calculating the mean score to determine the most frequently used method in teaching English grammar at the senior high schools of Mukomuko regency. Second, the data was analyzed qualitatively to follow up the quantitative results. Miles et al. (2014) specified three steps for data analysis: 1) data condensation, 2) data display, and 3) drawing conclusion and verification.

**RESULTS AND DISCUSSION**

**Result**

1. **The most frequently Used Method in Teaching English Grammar**

Based on the quantitative data, the study found the most frequently used method in teaching English grammar at the senior high schools of Mukomuko regency. The result for the questionnaire which had been analyzed is shown in the table 1 below.

<table>
<thead>
<tr>
<th>No</th>
<th>Method</th>
<th>Mean Score</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Grammar Translation Method</td>
<td>3.90</td>
<td>Often used</td>
</tr>
<tr>
<td>2</td>
<td>Direct Method</td>
<td>3.97</td>
<td>Often used</td>
</tr>
<tr>
<td>3</td>
<td>Situational Language Teaching</td>
<td>4.26</td>
<td>Often used</td>
</tr>
</tbody>
</table>
Based on the data above, the most frequently used method in teaching English grammar used by the English teachers at the senior high schools of Mukomuko regency was Situational Language Teaching (SLT) with the highest mean score 4.26 in which the interpretation of it was often used by the English teachers. In addition, Task-Based Language Teaching (TBLT) was the second method, and it was followed by Audio-lingual Method as the third method. Furthermore, Direct Method (DM) was the fourth method, Grammar Translation Method (GTM) was the fifth method, Content – Based Instruction (CBI) was the sixth method, and Integrated Story – Based Grammar Learning (ISGL) was the last method with the mean score 3.63 in which the interpretation of it was often used by the English teachers.

2. The English Teachers` Reasons of Using the Most Frequently Used Method in Teaching English Grammar

The results of the interviews revealed the English teachers’ reasons of using the most frequently used method in teaching English grammar at the senior high schools of Mukomuko regency. There were four reasons; 1) encouraging students’ motivation to learn language, 2) facilitating the students to achieve the learning’s objective, 3) teaching English grammar to the students contextually, and 4) evaluating the students’ understanding related to the material given.

The first reason was to encourage the students’ motivation in learning language. The English teachers motivated the students at the start of the lesson by selecting a short dialogue to pique the students' interest in learning grammar. Hence, they were able to focus on to know what the material was going to be learnt. This was espoused by respondent 1 (IL) as portrayed in the following interview transcript.

“Ya kalau saya itu sebelum memasuki pelajaran saya itu sebelum memasuki materi, saya menampilkan atau memberi sebuah kalimat atau percakapan kepada siswa atau berupa pola tata bahasa, terutama untuk menarik daya tarik siswa dalam belajar”.

[Yes. Before I start the lesson, I will give a sentence or a dialogue to the students in the form of grammatical pattern, especially to attract the students‘ interest in learning].

The second reason was to facilitate the students in achieving the learning’s objective. The teachers explained that using dialogue made it simple for them to interpret the learning goal. They were able to introduce the material to the students and ensure that they understood it. This fact was supported by the fourth respondent’s (NR) interview, who stated:

“Sebenarnya dialog itu gunanya untuk memperkenalkan kepada siswa apa materi yang akan dipelajari. Dari dialog tersebut siswa mampu memperhatikan pola tata bahasanya seperti itu, jadi siswa mampu mengenali apa materi yang akan dipelajari”.

[Actually, dialogue is used to introduce about the material that will be learnt by the students. From the dialogue, the students focus on the grammatical patterns. So, the students can recognize what the material will be studied].

The third reason was to teach the English grammar to the students contextually. Students can understand the function of grammar in the sentence by connecting grammar knowledge with a situation through dialogue. Furthermore, by explaining the grammar in relation to the context or situation, the students were able to distinguish the grammar that influences the meaning of the sentence itself. The following
transcript of interview with respondent 2 (HW) who said:


[Because the grammar is more contextual when it is in the form of complete sentences or dialogues. For example, if the grammar is only given some words, it usually cannot be understood. It is difficult for the students to understand it. Moreover, the students do not only learn about the structure, but they also know that the difference in grammar can also affect the meaning of the sentence].

The last reason was to evaluate the students’ understanding related to the material given. Four of the interviewed teachers stated that the most frequently used method helped them easily ensure the students’ understanding of grammar by practicing making short dialogue or sentences in a situation. In addition, the students were able to apply their grammar knowledge in their daily activities. This fact was supported with the result of the respondent 4 (NR), who said that:

“Iya sebenarnya untuk meminta siswa menciptakan dialog secara langsung ya dengan situasi yang berbeda itu Tujuan saya untuk mengecek pemahaman siswa yang mana itu biasanya Di akhir pembelajaran kalau misalnya siswa itu mampu menciptakan kalimat secara langsung kalimat singkat berarti siswa tersebut sudah paham bahwasanya kalimat introduction seperti ini nih expressionnya, seperti ini pola kalimatnya. yang mana juga siswa itu bisa menerapkan kalimat introduction yang benar dalam kehidupan sehari-harinya jadi seandainya siswa itu misalnya ada berkenalan dengan orang asing mereka bisa menggunakan itu”.

[Yes. I ask the students to create dialogues directly with different situations. My goal is to check the students’ understanding, which is usually done at the end of lesson. If the students are able to create sentences directly or short sentences, it means that the students have already understood about the introductory sentence expression in which the students can apply the correct introductory sentence in their life. So, for example, if the students are acquainted with foreigner, they can use it].

In other words, those four were the English teachers’ reason in implementing Situational Language Teaching as the most frequently used method to teach English grammar at the senior high schools of Mukomuko regency. However, to ensure the answer of the teachers’ interview with the practice, their implementation of teaching process in the classroom were observed. The classroom of observational checklist result is presented in the table 2 below.

<table>
<thead>
<tr>
<th>Table 2. The Result of the Classroom Observational Checklist</th>
</tr>
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<tbody>
<tr>
<td>Item</td>
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<tr>
<td></td>
</tr>
<tr>
<td>1</td>
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<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
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</tbody>
</table>

Based on the table above, it showed that both of the teachers had different results. The first teacher (IL) implemented the first item of SLT method in the first meeting and she applied all of the items in the second meeting. Thus, it was possible to conclude that IL did not always use SLT method as she stated in the interview.

On the other hand, the second teacher (NR) practiced the all of items into both of her teaching process. It can be seen through
the collected data above that NR did what she answered during the interview process.

**Discussion**

The result of the collected data showed that the most frequently used method in teaching English grammar was Situational Language Teaching (SLT) method. It could be due to the fact that SLT is a simple method to be applied in the classroom. According to Masna et al. (2020), Situational Language Teaching is an easy method to be implemented by the English teachers in the teaching process and it is effective enough for students to understand the material given. Further, this study result was consistent with the previous study conducted by Uleng (2021) which found that Situational Language Teaching method is effective to improve teaching English grammar and it is decreasing or minimizing students' difficulties in learning grammar. Huang et al. (in Bennitez-Correa et al., 2019) claimed that Situational Language Teaching is an effective instruction paradigm for English teaching in terms of providing sentence patterns with their frequent situations through learning material.

In addition, Situational Language Teaching method became the most frequently used method could be caused to the potential to activate the teaching and learning process. The English teachers believed that using of Situational Language Teaching method helped to activate both teaching and learning a language (Du, 2017). Indeed, Laptinova (2018) reported that the Situational Language Teaching as a complementary approach to communicative foreign language instruction suits the needs of the learning context and effectively supports English teaching. In brief, the using of the method seemed to the simple and effective method to be applied in the teaching process and SLT was chosen.

Furthermore, the finding of the interview data revealed that the English teachers’ reasons in using the most frequently used method. First reason was to encourage the students’ motivation to learn the language. Raising students' awareness and enthusiasm are essential for fostering students' interest in language learning (Du, 2017). It can inspire them to learn grammar usage, assist them in understanding grammar, and express themselves in a variety of ways in English (Souisa & Yanarius, 2020). As the previous study conducted by Wenrong (2018), the result showed that the application of Situational Language Teaching method in English grammar teaching has positive implications which reflect on students’ interest in grammar learning and the level of mastery. As a result, by arising the students’ motivation, a good class atmosphere can be activated and students’ learning outcomes could be enhanced.

The second reason was to facilitate the students to achieve the learning’s objective. The teachers explained that they introduced the material to the students and it was simple for them to interpret the goal of the learning through dialogue. Wenrong (2018) argued that the application of the Situational Language Teaching method can help students learn how to apply what they have learned and they can practice grammar in a situation and achieve the teaching goals. In addition, to achieve the learning objective is essential for a teaching – learning. The Situational Language Teaching method has goals to teach a practical command of the four basic language skills. However, the skills are approached using structure. Moreover, accuracy in both pronunciation and grammar is essential, and mistakes must be avoided at all costs. Indeed, speech work is used to achieve automatic control of basic structures and sentence patterns, which is important for reading and writing skills (Richards & Rodgers, 2014). To conclude, the use of dialogue through implementing the Situational Language Teaching method helps the students be able to acquire the language.

The third reason was to teach English grammar to the students contextually. By applying the Situational Language Teaching method, the students can understand the grammar easier. It was explained with the
context or situation and they were able to
distinguish the grammar and its influence
into the meaning. According to Souisa and
Yanuarius (2020), teaching grammar should
be through structural context. It means that it
presents several sentences/situations of
illustration to figure out English structures.
By incorporating real-life scenarios into their
topics, it describes contextualizing language
and can be used to help students clarify its
meaning as well as support students in
finding rules of forms through induction.
Therefore, the students are encouraged to
learn and practice the language that matched
to the real-world situation, and the relevant
grammatical forms are introduced in that
context (Andriani et al., 2021). As a result,
they can learn the English language
naturally.

The last reason was to evaluate the
students` understanding related to the
material given. By asking the students to
practice in making short dialogues or
sentences in a situation, the teachers ensure
students' understanding of grammar, and to
enhance their fluency in applying their
understanding. According to Richards
(2006), in order to develop fluency with the
new pattern, students practice using the new
structure in various contexts, often using
their own content or information. Therefore,
the students are able to apply their grammar
knowledge in their practice if they
understand about it. Otherwise, they will be
confused how to use the correct grammar in
their practice.

CONCLUSIONS
English grammar is a part of the English
language knowledge that has to be learnt by
all of students in order to be competent in
English skill. For a teacher, teaching
grammar is not an easy matter. It is quite
complicated and requires a broad range of
knowledge to be taught to students. The
teachers have to choose an appropriate
method to ensure the success of English
grammar teaching.

This study revealed that the English
teachers often applied Situational Language
Teaching (SLT) in order to encourage the
students` motivation in learning English
language, to facilitate the students in
achieving the learning`s objective, to teach
English grammar to the students
contextually, and to evaluate the students`
understanding toward the material given.
Therefore, it was easier for the English
teachers in teaching English grammar to
their students in the teaching process. It was
concluded that the English teachers seemed
choosing the method of teaching English
grammar based on its simplicity and
effectiveness to be applied in the teaching
process.

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