

Teaching Grammar through Reading Text Strategy

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Abstract

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This study discussed the strategy of teaching grammar through reading texts as an effective and efficient strategy to improve students' understanding of grammar. By instructing the grammar in the reading lesson, the students enhance a deeper understanding of both grammar rules and the text they are reading. This article discussed the impact of teaching grammar through reading the text and provides beneficial strategies for implementing the strategy in the classroom. The method used in this study was descriptive research as the research design. The participants in this study consisted of 40 students from the Faculty of Computer Science taking English courses in the first semester who were categorized as English for Specific Purposes (ESP) when the data was collected. The participants were divided into two classes with each class containing 20 students. The result of this study found that these two strategies were efficient to be taught for teaching grammar.

Kata Kunci:

*Tata bahasa,
Mengajarkan strategi tata
bahasa,
Kegiatan membaca,*

Abstrak

Penelitian ini membahas strategi pengajaran tata bahasa melalui teks bacaan sebagai strategi yang efektif dan efisien untuk meningkatkan pemahaman tata bahasa siswa. Dengan mengajarkan tata bahasa dalam pelajaran membaca, para siswa dapat meningkatkan pemahaman yang lebih mendalam tentang aturan tata bahasa dan teks yang mereka baca. Artikel ini akan membahas dampak pengajaran tata bahasa melalui membaca teks dan memberikan strategi yang bermanfaat untuk mengimplementasikan strategi tersebut di dalam kelas. Metode yang digunakan dalam penelitian ini adalah Penelitian deskriptif. Partisipan dalam penelitian ini terdiri dari 40 mahasiswa Fakultas Ilmu Komputer yang mengambil mata kuliah bahasa Inggris di semester satu yang dikategorikan sebagai English for Specific Purposes (ESP) ketika data

dikumpulkan. Para peserta dibagi menjadi dua kelas dengan masing-masing kelas terdiri dari 20 mahasiswa. Hasil dari penelitian ini menemukan bahwa kedua strategi ini efisien untuk diajarkan dalam pengajaran tata bahasa.

INTRODUCTION

Grammar is an important part of English that is needed for students to understand. Mastering grammar is an important aspect of language learning to be taught. Understanding grammar assists students to have clear picture of language patterns and its rule are the goal of teaching grammar which aimed at producing communication skill that can be used in conversation as in orally and in written form (Ellis, 2004). Knowing vocabulary without mastering grammar rules does not help students in their studies since grammar has its importance as well (Benchennane, 2018, p. 68). So that it is important to teach grammar properly to students for them to utilize it while acquiring useful skills.

In line with the explanation above, teachers need to teach grammar to students with an efficient strategy since it is a basic aspect to be learned in English. The purpose of learning grammar is to improve the language skills. Grammar can refer to knowledge of rules, accuracy, sentence construction skills, or even particular subsystem elements like reported speech, conditionals, tenses, or passive voice (Pawlak, 2020). Understanding semantic links and discourse requirements is simply one benefit of grammar; it also provides insights into how language acquisition is structured (Rutherford, 2014).

In one case, university students who already learned grammar when they were in senior high school still had problems in solving the question about grammar. This happens for some reasons such as lack of learning motivation and lack of strategy of teaching the grammar itself. It is proven that the strategy of giving the material about grammar can be one of the reasons why they still had a problem understanding grammar. It was found that many students of the first semester of Computer Engineering students at Institut Bisnis dan Teknologi Pelita Indonesia often made mistakes when they were tested in grammar. Besides, many of them were not able to analyse which tenses are used in the reading text. It is

stated in Zuhriyah (2017) that students had difficulty in learning and comprehending grammar. Therefore, it is needed to use the an efficient method in teaching grammar.

Many teaching strategies can be used to guide grammar learners. Identifying the grammar learning strategy is essential. Saidah (2019) investigated the effect of using the flipped classroom strategy to students' grammar mastery and found that the strategy improved the students' comprehension in learning grammar. Besides, Agustin (2017) analysed the process-product strategy in teaching grammar and found that this strategy could assist the students in structuring their cognitive and understanding in language use. Last, Zuhriyah (2017) also researched the strategy in teaching grammar and found that the Problem-based learning strategy could improve students' grammar competence.

The degree to which a structure is applied in a controlled exercise can be utilized to teach grammar (e.g., translation or paraphrasing) or activities that entail more spontaneous communication (e.g., a task where differences between pictures have to be found). There are other strategies of teaching grammar, they are output-oriented in which case students are expected to produce the targeted feature right away (i.e., both in a controlled and communicative way), or input-based, where students just need to understand connections between form, meaning, and use (e.g., by reading text containing multiple instances of the targeted structure and showing comprehension) (Pawlak, 2013). Thus, the rules of grammar can be found in the reading text.

Therefore, the researcher is interested in discussing the strategy used in teaching grammar. In this research, the researcher applied some strategies when teaching grammar to the first semester of Computer Engineering students at Institut Bisnis dan Teknologi Pelita Indonesia. The researchers used two classes at the same level. Class A was taught with the presentation of grammar rules and examples. Indirectly, with this approach, students can comprehend rules, and continue to apply it in their various sentences (Foster, 2019). In other words, the researcher explained grammar-like tenses directly to the students. Meanwhile, in class B, the researcher focused on learning grammar strategy through reading the

text. Recount text was used in this research since it was one of the texts they had already learned.

METHOD

Based on the problem found in the students' comprehension in grammar this research aimed to find out an efficient strategy to be taught for grammar. The approach of this research was descriptive research. Descriptive research refers to the premise that problems can be solved and practices improved through observation, analysis, and description (Koh et al., 2000).

In this research, the researcher collected the data by giving the students tests to find out which strategies are efficient and effective. The results of the tests were used to describe how strategies are given to the two different classes with different strategies for teaching grammar. The strategies that were used in this research were teaching the grammar by explaining the tenses briefly and by giving the descriptive and recount text to the students. Class A which consists of 20 students was taught grammar in brief detail explanation. Meanwhile, for class B which consists of 20 students, they were given descriptive and recount texts, then they were asked to evaluate the language features of each text, namely the tenses, action verbs, and the use of temporal sequence. The researcher gathered the data by giving both classes the same tests. The tests were sentence completion and error identification. This research was conducted at Institut Bisnis dan Teknologi Pelita Indonesia, Pekanbaru. In this institute, English subject I was taught English in the first semester.

FINDINGS AND DISCUSSION

This research describes teaching grammar using two different strategies. The first strategy was given to class A, it was an explanation of the simple present tense and simple past tense briefly in detail. In the first meeting and the second meeting, the researcher explained about simple present tense. Besides the explanation about this tense, the students were shown examples of the correct sentences of positive, negative, and interrogative, the use of the verbs, and the

adverb of time for simple past tense. In the third meeting, the next explanation was about simple past tense. This material was given the same as what the researcher did in the first and second meetings.

Based on the observation, some students got confused about the tenses. Also, they were lack at comprehension of the verbs used for simple past tense. When they were asked about the adverb of time used, only a few of them knew it. Many of them did not know the answer. To enhance students understanding, the researcher provided them with practice until they could genuinely construct sentences that have the right structure.

For the next week, the activity for class A was asking each of them to write one positive sentence using simple present and past tense in a paper. They were then instructed to hand the paper to the friend sitting next to them and ask them to verify the sentence they had received. They were told to review the sentence they were given and transform it into a negative form. They were told to review the sentence they were given and rewrite it in the opposite direction. As previously, they were instructed to hand the paper to the friend sitting next to them once more, and this time, they were requested to check and form the previous statement in the interrogative form. This activity is intended to help the students to comprehend the set of rules and equip students with the English language skills interpretation.

The next finding, class B was taught grammar with different strategies. For this class, students were given descriptive and recount text. This activity asked students to find out the verb used in the text. Analyzing the language features of the text, namely the tense used, the action verb, and the temporal sequence can engage students in the grammar used in the sentence. By integrating grammar instruction into reading lessons, students develop a deeper understanding of both grammar rules and the text they are reading. When it is focused on meaning, the researcher has experience in using authentic language. This finding is consistent with the theory regarding the qualities of meaning-focused grammar instruction, including the use of contextual language, meaning negotiation in classroom

interactions, a focus on classroom communication, form-focused exercises, error correction, and explicit language instruction rules (Souisa & Yanuarius, 2020).

The last activity, students from class A and class B were tested by giving them 15 questions, 8 questions were about sentence completion and 7 questions were about error identification. In class A, the result found that 13 students got a score above 75 while the rest of the students in class A got a score below 75. Meanwhile, in class B, only one student got 53, and the rest of the students got above 80. From this result, it can be seen that these strategies were efficient. The researcher found that teaching grammar through reading text more efficient and effective for students to learn grammar.

By integrating grammar instruction into reading lessons, teachers can support their students' understanding of the relationship between sentence structure and meaning. It is supported by Zuhriyah (2017) who states that grammar is required in order to fully comprehend the content of the reading texts. Through an analysis of the text's grammar patterns, students are better able to comprehend how words work together to generate meaning. Consequently, this enhances their capacity to understand and analyze textual content. This strategy can be said effective enough since students engage both skills grammar and reading.

CONCLUSION

Based on the results, it can be concluded that the two strategies used were efficient enough to teach grammar. There were different impacts in applying the strategies. The strategy used in class A was the presentation of grammar rules and examples strategy. The impact of this strategy was students comprehend the rules of the grammar and it was more than helping students remember a set of English rules. When teaching grammar focused on the form, teaching grammar is mostly focused on the form which students should know and master the grammatical role for a specific formation. Meanwhile, class B which was taught grammar by reading the text more beneficial because they comprehended the structure of the

grammar and reading skills. In other words, these two strategies were efficient and effective to be taught in teaching grammar.

However, teaching grammar with the appropriate strategies is important to improve the understanding of the students in acquiring grammar. The pedagogical intervention in teaching grammar is students should be exposed to meaningful instruction that contains many instances of the same grammatical meaning-form relationship (e.g., a verb ending in -s/es encodes in a present event and ending in -ed encodes a past event). The strategy in teaching grammar should be designed to circumvent false default processing strategies and replace them with appropriate ones.

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