

The Importance of Grammar in Communication

*Muhammad Habiburrahman¹, Aulia Sabrina Siregar²,
Nur Rahmaida Tanjung³, Yani Lubis⁴*

¹²³⁴Universitas Islam Negeri Sumatera Utara - Indonesia

Email: ¹mhdhabib912@gmail.com, ²auliasabrina5466@gmail.com,
³nurrahmaidatanjungrahmaida@gmail.com, ⁴yanilubis@uinsu.ac.id

Abstract

Article History:

Received: 03/06/2025

Accepted: 12/07/2025

Published: 13/07/2025

Keywords:

*Communication,
grammar,
language learning,
digital technology*

Effective communication heavily relies on the correct use of grammar. This study explores the pivotal role of grammar in facilitating clear, accurate, and credible information exchange, as well as its impact on the communicator's professionalism. Employing a library research methodology, this review analyses existing academic materials to identify and synthesize effective strategies for improving grammar mastery in English communication. Findings indicate that explicit grammar instruction, contextualized and task-based learning, and the utilization of digital technology are highly effective methods. Furthermore, learner motivation and consistent teacher support are identified as crucial enabling factors. While acknowledging various pedagogical approaches, this research concludes that an integrated or "focused form" approach, combining explicit teaching with meaningful communicative tasks, is most effective for developing both accuracy and fluency. This study provides evidence-based insights into best practices for enhancing grammar proficiency, which ultimately strengthens overall communication skills, while also highlighting avenues for future research in diverse learning contexts.

Kata Kunci:

*Komunikasi,
tata bahasa,
pembelajaran bahasa,
teknologi digital*

Abstrak

Komunikasi yang efektif sangat bergantung pada penggunaan tata bahasa yang benar. Studi ini mengeksplorasi peran penting tata bahasa dalam memfasilitasi pertukaran informasi yang jelas, akurat, dan kredibel, serta dampaknya terhadap profesionalisme komunikator. Menggunakan metodologi penelitian kepustakaan, tinjauan ini menganalisis materi akademik yang ada untuk mengidentifikasi dan mensintesis strategi yang efektif untuk meningkatkan penguasaan tata bahasa dalam komunikasi bahasa Inggris. Temuan menunjukkan

bahwa pengajaran tata bahasa secara eksplisit, pembelajaran kontekstual dan berbasis tugas, serta pemanfaatan teknologi digital adalah metode yang sangat efektif. Lebih lanjut, motivasi pembelajar dan dukungan guru yang konsisten diidentifikasi sebagai faktor pendukung yang krusial. Meskipun mengakui berbagai pendekatan pedagogis, penelitian ini menyimpulkan bahwa pendekatan terintegrasi atau "fokus pada bentuk", yang menggabungkan pengajaran eksplisit dengan tugas komunikatif yang bermakna, adalah yang paling efektif untuk mengembangkan akurasi dan kefasihan. Studi ini memberikan wawasan berbasis bukti tentang praktik terbaik untuk meningkatkan kemahiran tata bahasa, yang pada akhirnya memperkuat keterampilan komunikasi secara keseluruhan, sekaligus menyoroti peluang untuk penelitian di masa depan dalam berbagai konteks pembelajaran.

INTRODUCTION

Communication is a fundamental aspect of human interaction, enabling the exchange of information, ideas, and emotions. For communication to be effective, the proper use of grammar is essential. Grammar structures sentences clearly and logically, ensuring the message is accurately understood by the receiver. Without correct grammar, messages can become ambiguous, leading to misunderstandings and communication breakdowns. As Mulyadi (2016) highlights, mastering grammar is a crucial foundation for building strong communication skills, both spoken and written. This underscores grammar's role as a fundamental pillar in successful communication. Furthermore, correct use of grammar helps to establish a professional image, increases the clarity of the message, and reflects the ability to think systematically. (Andrian, Nahsrullah, Adi, 2024).

In the context of language learning, grammar is not merely a set of rules but a vital tool for developing effective and communicative language skills. Building on this perspective, mastery of grammar is especially critical in enhancing writing skills, which require precision and clarity. Grammar serves not only as a structural framework for sentence construction but also as a means to ensure that the intended message is conveyed accurately and understood by the reader. Hans and Hans

(2017) emphasize that proficient grammar usage significantly improves the clarity, accuracy, and overall effectiveness of written communication. Moreover, they argue that strong grammar competence helps prevent misunderstandings and elevates the writer's credibility and professionalism. Therefore, integrating focused grammar instruction into writing skill development is essential for fostering effective and efficient communication. Complementing this view, Rossiter (2021) highlights that grammar is essential in facilitating effective message delivery and enhancing the communicator's trustworthiness. According to Rossiter, the ability to use grammar correctly is a key factor that distinguishes proficient communicators in both academic and professional contexts. Therefore, integrating focused grammar instruction into language learning programs is indispensable for developing effective and efficient communication skills.

Moreover, grammar also plays a significant role in shaping one's image and credibility in communication. Errors in grammar can diminish the listener's or reader's trust in the conveyed message. The correct use of grammar not only clarifies the message but also reflects professionalism and seriousness. Research has consistently shown that good grammar mastery enhances an individual's ability to present ideas systematically and logically. Therefore, grammar is not just a technical aspect but also a strategic tool in effective communication. It is essential for individuals to continuously improve their grammar skills to ensure smooth and barrier-free communication.

Despite the acknowledged importance of grammar in communication, grammatical errors continue to hinder effective message comprehension and can negatively impact the communicator's credibility. This study addresses the need to identify and synthesize effective strategies for improving grammar mastery, particularly in English communication, to overcome these challenges. The core problem lies in the persistent struggle of learners to apply grammatical rules accurately in real-world communicative contexts, leading to ambiguity and reduced professionalism.

Dealing with the description explained, the researchers formulated the the objectives of this research as below:

1. To explore the fundamental role of grammar in achieving clarity, accuracy, and credibility in communication.
2. To identify and analyze effective strategies for improving grammar mastery in English communication.
3. To determine how an integrated or "form-focused" approach can optimally develop both accuracy and fluency in language learners.

This study provides evidence-based insights into best practices for enhancing grammar proficiency, which ultimately strengthens overall communication skills for individuals. For educators, the findings offer valuable guidance on adopting more adaptive and personalized grammar teaching strategies. For learners, it highlights effective pathways to improve their grammatical accuracy and confidence. Furthermore, by identifying gaps in the existing literature, this research highlights avenues for future studies, contributing to the broader understanding of language acquisition in diverse learning contexts and ultimately fostering more effective global communication capabilities.

METHOD

This research employs a library research approach, also known as a literature review. This approach involves a thorough examination of existing academic materials, including books, peer-reviewed journal articles, and reliable online sources. The primary aim is to collect, evaluate, and synthesize relevant information and findings from previous studies on strategies for improving grammar in English communication. By systematically reviewing this body of literature, the study seeks to identify and categorize various proposed and tested strategies, emphasizing their effectiveness and applicability across different educational contexts.

The process began with the formulation of specific research questions and the identification of targeted keywords to guide the literature search. Subsequently, a comprehensive search was conducted across multiple academic databases, such

as Google Scholar and various educational resource centres. The collected materials were then critically analysed to extract data, theories, methodologies, and key findings. This analysis involved comparing and contrasting different studies to identify consistencies and discrepancies in their results. Furthermore, this study highlights gaps in the existing literature, thereby providing a justification for future research. Drawing on established studies, the research aims to present a balanced and evidence-based perspective on the most effective practices, offering valuable insights for enhancing grammar proficiency in communication. To provide a structured overview of the academic materials reviewed, the following table summarizes key aspects of the cited works:

Table 1. Key Aspects of The Cited Works

Author	Year	Type of Academic Materials	Research Method	Population Sample	Key Findings
Mulyadi	2016	Book	Literature	N/A	Mastering grammar is a crucial foundation for building strong communication skills.
Andrian, Nahsrullah, Adi	2024	Journal Article	Review Theoretical	N/A	Correct grammar establishes professional image, increases clarity, and reflects systematic thinking.
Hans & Hans	2017	Journal Article	Review Theoretical	N/A	Proficient grammar usage significantly improves clarity, accuracy, and effectiveness of written communication; prevents misunderstandings and elevates credibility.
Rossiter	2021			N/A	Grammar is essential for effective message delivery and enhancing communicator's trustworthiness.

Brown, H.D.	2014	Book	Theoretical	N/A	Importance of teacher feedback and learner autonomy in continuous improvement of language skills.
Sholihin, Pertiwi, Lubis	2023	Journal Article		Students	Emphasizes direct relevance of grammatical proficiency in practical communication scenarios, particularly student mastery levels.
Thornbury, S	1999	Book	Theoretical Pedagogical	N/A	Explicit instruction of grammar rules with corrective feedback improves accuracy; advocates grammar-focused syllabus.
Norris & Ortega	2000	Journal Articles	Meta-analysis	L2 acquisition studies	Explicit instruction generally leads to significant improvements in second language acquisition.
Nunan, D	2004	Book	Theoretical Pedagogical	N/A	Proposed Task-Based Language Learning (TBLT) integrates grammar into purposeful communicative tasks.
Pica & Doughty	2019	Book Chapter	Theoretical	N/A	TBLT encourages authentic language use, allowing learners to notice and apply grammatical forms in real-world situations.
Sylvia & Pratiwi	2022	Journal Article	Theoretical	N/A	Digital tools (language apps, online platforms) offer interactive, personalized grammar exercises, increasing motivation and engagement.

Shakir & Mahmood	2021	Research Project		Students	Apps like Grammarly and Duolingo increase student motivation and interest in learning grammar.
Li & Lee	2021			L2 learners	AI-powered writing feedback significantly improved L2 learners' grammatical accuracy.
Dornyei, Z.	2001	Book	Theoretical Pedagogical	N/A	Motivated learners with positive guidance and reinforcement achieve better grammar mastery.
Kim & Kim	2019	Book Chapter	Review	N/A	Strong teacher support correlates with higher student motivation and language learning achievement
Long, M.H.	1991	Book Chapter	Theoretical Pedagogical	N/A	Advocated "focus on form" approach, integrating explicit instruction strategically.
Loewen & Sato	2017	Book	Theoretical	N/A	Supported "form-focused" approach, integrating explicit instruction when needed.
Harahap, Hazizah, Ginting	2024	Journal Article		Students	Importance of productive language skills in enhancing communication, especially for students.
Ellis, R	2006	Journal Article	Theoretical	N/A	Grammar instruction embedded in meaningful contexts helps learners apply knowledge effectively; communicative approach sometimes neglects systematic grammar.

FINDINGS AND DISCUSSION

This section presents the synthesized findings from the literature review regarding the importance of grammar in communication and effective strategies for its mastery. The analysis reveals several key themes that underpin the acquisition and application of grammatical knowledge for enhanced communication.

1. The Fundamental Role of Grammar in Clarity and Credibility

Communication

Effective communication is fundamentally supported by correct grammar, which ensures clarity and accuracy of the message being conveyed. Without a solid grammatical structure, messages can become ambiguous, leading to misunderstandings and communication barriers. More than just accuracy, grammar serves as the basic framework of language, providing a structure within which meaning is conveyed accurately. Studies consistently show that grammatical errors, even minor ones, can significantly hinder the comprehension of a message and, more importantly, reduce the credibility and professionalism of the communicator. Brown (2020) and Mulyadi (2016) affirm this, stating that proficient grammar usage is crucial for effective communication and maintaining professionalism. In academic and professional contexts, the ability to articulate ideas clearly through speaking and writing, both of which rely heavily on accurate grammar, is a key determinant of communication effectiveness. Harahap, Hazizah, and Ginting (2024) emphasize that strong productive language skills, rooted in a solid understanding of grammar, enable students not only to convey information effectively but also to build their confidence and credibility as competent communicators. For example, grammatically flawed professional communication can lead recipients to question the sender's thoroughness or expertise, regardless of the actual content of the message. This highlights that grammar is not just an academic exercise but also a practical necessity for communication that impacts a variety of domains, from academic writing to business interactions. Indeed, studies focusing on students' mastery levels, such as that by Sholihin, Pertiwi, and Lubis (2023), further emphasize the direct relevance of grammatical proficiency in practical communication scenarios.

2. Effective Strategies for Grammar Acquisition

The literature review identified several effective approaches and themes for improving grammar mastery in English communication.

a. Explicit Grammar Instruction

One of the main strategies recommended is explicit grammar instruction. Thornbury (1999) stated that explicit instruction of grammar rules, accompanied by corrective feedback, significantly improves learners' grammatical accuracy. This approach is particularly useful for complex grammar points that may not be easily acquired through exposure alone. It allows learners to consciously analyze and apply the rules, which can accelerate the learning process, especially for adult learners who benefit from cognitive processing of rules. Norris and Ortega (2000), in their comprehensive meta-analysis, found that explicit instruction generally leads to significant improvements in second language acquisition, supporting its effectiveness. Although some argue that over-reliance on explicit instruction can hinder fluency, a balanced approach ensures that learners understand the basic mechanisms of language. For example, direct instruction of tenses through clear explanations, conjugation tables, and controlled practice exercises allows learners to build a solid grammatical framework

b. Contextual and Task-Based Learning

In addition, contextual learning approaches, where grammar is taught through meaningful communicative activities rather than isolated exercises, have gained increasing attention. Ellis (2006) argued that grammar instruction embedded in meaningful contexts helps learners apply grammatical knowledge more effectively. This is strongly supported by Nunan (2004), who proposed Task-Based Language Learning (TBLT) that integrates grammar into purposeful communicative tasks. Pica and Doughty (2019) highlighted that TBLT encourages authentic language use, allowing learners to notice and apply grammatical forms in real-world communicative situations. This experiential learning promotes deeper understanding and retention, as learners actively construct meaning and notice grammatical patterns in real-world scenarios. Integrating grammar into

communicative tasks helps bridge the gap between knowing the rules and using them effectively. An assignment that requires students to write a formal complaint email, for example, requires the correct use of capitalization for politeness and specific vocabulary, making grammar apps highly relevant and motivating.

c. Leveraging Digital Technology

Technological advances also play a significant role in grammar learning. Sylvia and Pratiwi (2022) point out that digital tools such as language apps and online platforms offer interactive and personalized grammar exercises, which increase learner motivation and engagement. Technology facilitates instant feedback and self-paced learning, both of which are essential for grammar acquisition. The proliferation of digital technologies has revolutionized grammar instruction, offering diverse and engaging tools. Online quizzes, interactive exercises, and even AI-powered feedback systems provide instant correction and personalized learning paths. Apps like Grammarly and Duolingo have been shown to increase students' motivation and interest in learning grammar through a technology-based approach. Li and Lee (2021), for example, found that AI-powered writing feedback significantly improved L2 learners' grammatical accuracy. These tools cater to a variety of learning styles, offering visual, auditory, and kinesthetic feedback, thereby increasing engagement and motivation. The instant feedback mechanisms of digital platforms are highly effective in correcting errors quickly, preventing the fossilization of incorrect forms.

d. Crucial Supporting Factors: Teacher Motivation and Support

Learner-related factors such as motivation, positive attitudes, and teacher support also greatly influence the success of grammar learning. Dornyei (2001) emphasized that motivated learners who receive positive guidance and reinforcement from teachers tend to achieve better grammar mastery. This is in line with Brown (2020), who highlighted the importance of teacher feedback and learner autonomy in supporting continuous improvement. Intrinsic and extrinsic motivation play a significant role in grammar acquisition; motivated learners are more likely to engage in grammar instruction and practice persistently. Kim and

Kim (2019) further asserted that strong teacher support, including clear explanations and a positive learning environment, directly correlates with higher student motivation and language learning achievement. Furthermore, effective teacher support, including clear explanations, constructive feedback, a positive classroom climate, and individual attention, significantly impacts learner success. Teachers act as facilitators, guiding learners through complex grammar concepts and fostering a supportive environment where mistakes are viewed as opportunities for learning, not failures.

3. Navigating the Explicit-Communicative Debate: An Integrated Approach

Despite these positive findings, there is disagreement regarding the balance between explicit grammar instruction and communicative approaches. Some scholars such as Thornbury (1999) advocate a grammar-focused syllabus, while Ellis (2006) emphasizes the importance of immersion and natural language use. The long-running debate between advocates of explicit grammar instruction and communicative language teaching often presents a false dichotomy. Ellis (2006) highlights that while the communicative approach emphasizes fluency and meaningful interaction, it sometimes neglects systematic grammar instruction, potentially leading to the "fossilization" of errors. However, an overly explicit approach can be decontextualized and demotivating. The current consensus in language pedagogy tends toward an integrated or "form-focused" approach, where explicit instruction is introduced strategically when needed, often after learners have noticed a grammatical pattern or encountered a communicative need (Long, 1991; Loewen & Sato, 2017). This balanced approach ensures that learners develop both accuracy and fluency, enabling them to communicate effectively and correctly. Educators are advised to tailor instruction to learners' needs by combining focused grammar practice with meaningful communication tasks.

4. Practical Illustration: Integrating Technology into Grammar Teaching

To illustrate the practical application of these strategies, consider a high school English class where the teacher integrates mobile grammar apps such as Grammarly or Duolingo into weekly lessons. Students were given grammar exercises in the app, which provided instant feedback and explanations for errors. Over a four-week period, teachers observed significant improvements in students' grammatical accuracy and writing confidence. This case demonstrates how combining explicit grammar instruction with digital tools can enhance engagement and learning outcomes, especially when supported by regular teacher feedback and peer discussion.

Another example involves a university-level business English course where students are tasked with preparing a formal business proposal. The instructor provides explicit mini-lessons on specific grammatical structures relevant to formal writing (e.g., passive voice, conditional sentences for negotiation). Students then work in groups to draft sections of the proposal, receiving peer feedback and utilizing online grammar checkers. During revision, the instructor provides targeted feedback on recurring grammatical errors, encouraging students to apply the explicit rules learned. This integrated approach ensures that students not only understand the grammatical concepts but also gain confidence in applying them accurately in a high-stakes communicative context.

Furthermore, in a primary school setting, a teacher might use a game-based approach to teach simple sentence structures. For instance, children could use interactive digital whiteboards to drag and drop words to form grammatically correct sentences, with immediate visual and auditory feedback. The teacher then facilitates a communicative activity where students describe pictures using the newly learned sentence structures, providing positive reinforcement and gentle correction. This combines explicit instruction (through the game's rules) with contextualized practice and digital engagement, making grammar learning fun and effective for young learners.

5. Gaps in the Existing Literature and Future Research Directions

While this review provides comprehensive insights into effective grammar teaching strategies, it also highlights gaps in the literature. Research on grammar teaching strategies tailored to diverse learner groups, such as adult learners, multilingual contexts, or learners with specific learning disabilities (e.g., dyslexia), is limited. Furthermore, studies on the long-term effectiveness of integrated approaches and the precise impact of different digital tools on grammar acquisition over a longer period require further investigation. These areas present fertile ground for future research to develop more adaptive and personalized grammar teaching strategies.

CONCLUSION

Correct use of grammar is essential for effective communication, as it ensures clarity, accuracy, and credibility of the message, as well as enhancing the professionalism of the communicator. Based on the literature review, the most effective strategies for mastering grammar include explicit grammar instruction, contextual and task-based learning, and the use of digital technology. In addition, learner motivation and consistent teacher support are also crucial supporting factors. Although there are various approaches, this study concluded that an integrated or "form-focused" approach which combines explicit instruction with meaningful communicative tasks is the most effective for developing accuracy and fluency in English communication overall. This research provides comprehensive insights, but also highlights existing gaps concerning grammar teaching strategies tailored for diverse learner groups and the long-term impact of integrated digital tools. These areas present valuable avenues for future research, aiming to cultivate more adaptive and personalized grammar education that ultimately strengthens global communication capabilities.

REFERENCES

- Andrian, M. A., Nashrullah, Y. C., & Adi, P. (2024). Tata Bahasa Indonesia dalam Lingkungan Kerja: Strategi Efektif untuk Komunikasi yang Profesional. *Parataksis: Jurnal Bahasa, Sastra, Dan Pembelajaran Bahasa Indonesia*, 7(2). <https://doi.org/10.31851/parataksis.v7i2.15027>
- Bangkara, B. A., Manullang, S. O., Pratiwi, E. Y. R., Husen, N., & Sabtohadhi, J. (2022). Rethinking the "Kurikulum Merdeka for Learning". *EDUTECH: Journal of Education And Technology*, 6(2), 201-216. <https://doi.org/10.55047/transtool.v2i1.1376>
- Brown, H. D. (2014). *Principles of language learning and teaching: A course in second language acquisition*. Pearson.
- Burns, A., & Richards, J. C. (Eds.). (2018). *The Cambridge guide to learning English as a second language*. Cambridge University Press.
- De Bot, K., Ginsberg, R. B., & Kramsch, C. (Eds.). (1991). *Foreign language research in cross-cultural perspective* (Vol. 2). John Benjamins Publishing.
- Dornyei, Z. (2001). *Motivational Strategies in the Language Classroom*. Cambridge University Press.
- Ellis, R. (2006). Current issues in the teaching of grammar: An SLA perspective. *TESOL Quarterly*, 40(1), 83-107.
- Hans, A., & Hans, E. (2017). Role of grammar in communication–writing skills. *International Journal of English Language, Literature and Humanities*, 5(1), 39-50. <https://doi.org/10.24113/IJELLH.V5.ISSUE1.42>
- Harahap, S. H., Hazizah, R., & Ginting, S. E. P. (2024). Pentingnya Keterampilan Bahasa Produktif Dalam Meningkatkan Komunikasi pada Mahasiswa. *IJEDR: Indonesian Journal of Education and Development Research*, 2(1), 231–238. <https://doi.org/10.57235/ijedr.v2i1.1727>
- Hossain, A. (2017). Grammar Teaching and Learning at the Secondary Level. *ANGLISTICUM. Journal of the Association-Institute for English Language and American Studies*, 6(8), 55–62. Retrieved from <https://anglisticum.org.mk/index.php/IJLLIS/article/view/1505>
- Mulyadi, Y., Andriyani, A., & Fajwah, M. A. (2016). *Intisari Sastra Indonesia untuk SMP dan SMA*. Yrama Widya.

Shakir, S., & Jabbar, G. (2021). The importance of grammar in communication for EFL/ESL learners. *Research Projects*.

Sholihin, M. D., Pertiwi, L., & Lubis, Y. (2023). Student's Mastery of Grammar in Simple Present Tense. *Quality: Journal Of Education, Arabic and Islamic Studies*, 1(2), 146-156.
<https://quality.pdfaii.or.id/index.php/i/article/download/33/18>