

The Teaching of Intermediate Grammar Using A Student-Centered Learning Approach

Paula A. Rombepajung^{1*}, Yanrini Martha Anabokay², Betty Sailun³

¹Pendidikan Bahasa Inggris, Universitas Negeri Manado, Tondano, Indonesia
E-Mail: paularombepajung@unima.ac.id

²Pendidikan Bahasa Inggris, Universitas Persatuan Guru 1945 NTT, NTT, Indonesia
E-Mail: anabokayrini@gmail.com

³Pendidikan Bahasa Inggris, Universitas Islam Riau, Riau, Indonesia
E-Mail: betty sailun@edu.uir.ac.id

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ABSTRACT

The active learning component of the student-centered learning strategy involves students working in teams to complete projects and solve issues. They also ask and answer their own questions, discuss topics, and provide explanations in class. This study intends to examine how lecturers view the student-centered learning strategy when teaching intermediate grammar to second-graders in higher education. It also seeks to ascertain how effective this technique is in this setting. This study specifically responds to the following queries: 1). How do the teachers feel about implementing a student-centered learning strategy when instructing intermediate English grammar? 2). How do the pre-test and post-test results of the control and experimental groups compare? An experimental research design was used in this study. The control group and the experimental group are the two groups that make up this study. First-graders in the experimental group were steered through student-centered education to improve their command of intermediate grammar. The findings demonstrated that student-centered learning was highly successful, while instructor perceptions were favorable, neutral, and negative. So, there are still pros and cons if teaching grammar uses a student-centered learning approach.

***Corresponding Author:**

Paula A. Rombepajung
Universitas Negeri Manado
Email: paularombepajung@unima.ac.id

INTRODUCTION

Intermediate English Grammar

Four skills—listening, reading, speaking, and writing—must be taught in order to learn English. (Buditama, 2017; Rahmawan & Wiyanah, 2018; Soylyu Baştuğ & Broutin, 2021), While Bolinger (1977) The concept of grammar as a combination of contents (grammatical words and rules) and methods (memorization of the terms

and rules, as well as sentence analysis). According to (Haussamen, B., Benjamin, A., Kolln, M., & Wheeler, 2003), non-native English speakers should understand the meaning of a language in addition to its grammatical knowledge when it comes to language teaching and learning. This is due to the likelihood that pupils without grammatical expertise may express their ideas incorrectly, which will undermine the effectiveness of their communication.

Grammar is necessary for comprehension by its own nature, according to (Azar, 2007). She points out that pupils who receive grammar training typically have an advantage over peers who are illiterate in the subject. Grammar. Grammar is a type of language rule that regulates the criteria for using words and sentences. The position of grammar studies is the main one in language learning, especially in the structural approach. Grammar is a study material for teachers and language learners.

Student-Centered Learning

Judging from the understanding, Student Centered Learning, it can be seen that SCL is a student-centered learning process. In another sense, in this approach students or students become active actors in learning activities. A student-centered learning system is a system that should be built by students without having to rely on teaching from the teacher. Students' lack of interest in reading makes them rely on teacher teaching in class, and as a result students must first understand what is being conveyed. According to (Brooks, J.G. & Brooks, 1993), (Eggen, P. D. & Kauchak, 2001), (Holt, L. C. & Kysilka, 2006), and (Kornell, N. & Bjork, 2007), The basic tenet of the student-centered learning strategy is to encourage students' participation and active learning, which enhances their independent thought, knowledge, and abilities, which enhances critical thinking. Additionally, compared to a teacher-centered method, the student's position in a student-centered learning technique is very different (Hannafin, M. J. & Land, 1997). Therefore, it's critical to understand how students view the teaching and learning process as well as environments for student-centered learning.

RESEARCH METHOD

This study uses both quantitative and qualitative research approaches. The first type of research is experimental research, which involves treating (manipulating) the variables (independent variables) and then observing how the treatment affects the study's primary outcome (the dependent variable). Quasi-experimental methods (quasi) will be the research methodology adopted. In this particular design, the researcher observes the class to understand the environment and the level of student engagement in the learning process before carefully choosing the experimental and control groups using the appropriate randomization processes.

FINDINGS AND DISCUSSION

Findings

In the findings showed the result of quantitative data and qualitative data. Both of the experimental and control groups give pre-test before the treatment and post-test after the treatment. The experiment condition or treatment was administered to the experimental group and not for the control group, keeping all conditions the same for both groups. This was necessary so that the only difference is the manipulation of the independent variable. The second is interview the teachers as instrument to answer the first research question How do the teachers feel about implementing a student-centered learning strategy when instructing intermediate English grammar.

Also mentioned in some scenarios were the classroom circumstances prior to the researcher facilitating a student-centered approach. According to the observation sheet, students' motivation and attitudes toward intermediate level grammar were at a median level, neither too low nor too high. From the data in research with the same location but with different research subjects, the results of the grammar test were the lowest. Even in the conclusions, the causes come from the TOEFL taker themselves, therefore both students and teachers are accountable for learning performance (Kumayas & Lengkoan, 2023). Students' queries regarding grammar appear to be less active, inventive, and enthusiastic. Additionally, they are timid and lack the confidence to submit their writing or speak in front of the class due to concerns about grammatical errors.

The researcher continued administering the pre-test after learning the status of the class, and data was gathered to assess the students' ability along the writing skill component of grammar. Students took a pre-test before the researcher began teaching them information utilizing the student-centered way of learning. The pre-test is made to cover every subject that will be covered in the course of the studies. Pre-testing allows instructors to assess students' mastery of grammar fundamentals. The pre-test and post-test are carried out and are needed because the pre-test describes the initial competency level of student understanding before receiving lecturer learning, while the post-test shows the final competency achievement in the sense of indicating the level of mastery of the material after receiving lecturer learning. In this study the tests used included two types of tests, namely pretest and posttest. Both have the same characteristics of the questions, only the difference is the time of implementation, namely the pretest is carried out at the beginning before the treatment while the posttest is carried out after the treatment is finished.

Meanwhile, interviews are conducted to obtain facts, beliefs, feelings, desires and so on that are needed to achieve the research objectives expected by the researcher. Questions used to stimulate information are made the same as making a list of questions with various adjustments.

Table 1. Control Group

NO.	Pre-Test	Post-Test
1	60	80
2	45	40
3	60	65
4	75	75
5	65	65
6	70	70
7	65	65
8	40	50
9	30	60
10	30	50
11	70	60
12	65	75
13	70	85
14	65	65
15	70	75
16	65	75
17	50	55
18	55	65
19	50	50
20	60	75
21	40	50
22	30	60
SUM	1230	1410
AVERAGE	56	64

The data in table 1 showed that average data has gain 8 where from pre-test 56 up to 64 in post-test. The lowest score from pre-test in table 1 was 30 and the highest score was 70. The lowest score from post-test was 40 and the highest score was 85. This result of pre-test and post-test took from control group class taken by 22 students.

Table 2. Experimental Group

NO.	Pre-Test	Post-Test
1	70	85
2	40	90
3	65	90
4	75	80
5	65	100
6	70	100
7	65	100
8	50	90
9	50	85
10	50	70
11	70	75
12	80	90
13	85	90
14	65	75
15	75	100
16	75	95
17	70	75
18	60	80
19	50	75
20	75	90
21	50	75
22	40	75
SUM	1395	1885
AVERAGE	63	86

The data in table 2 showed that average data has gain 23 where from pre-test 63 up to 86 in post-test. The lowest score from pre-test in table 2 was 40 and the highest score was 85. The lowest score from post-test was 70 and the highest score was 100. This result of pre-test and post-test took from experimental group class taken by 22 students.

Table 3. How do the teachers feel about implementing a student-centered learning strategy when instructing intermediate English grammar?

Teachers	Responds
1	Neutral
2	Neutral
3	Agree
4	Agree
5	Agree
6	Neutral

The data in table 3 showed that 3 teachers did not say disagree but explained that it was okay to have a student-centered approach in teaching grammar but as stated in the results of the opinion interviews below that it is necessary to combine several other methods and also have to pay attention to what the implementation is like because grammar structure is an important part of learning English and influencing other English skills such as writing, speaking, and reading. (Kumayas & Lengkoan, 2023) found some challenges in teaching grammar at university level, it will be interested to know they opinion related to this approach and will be compared between two sides. Meanwhile, the other 3 teachers agreed to use the student-centered approach in teaching intermediate English grammar because they had used this approach and had applied it in the grammar class where they taught.

Teacher 1

Talking about grammar is not easy to teach with the wrong method. Student-centered learning will make students more active in exploring their potential in terms of grammar, let say, in a classroom setting the lecturer gives examples of using correct grammar to students through explanations/media, then the lecturer instructs students to work on or discuss an assigned task/project. related to what is being taught, now the role of student-centered learning makes them explore their own abilities (through the assignments/projects given) with the initial knowledge or bridge that has been explained by the teacher (the material). In addition, the teacher will only be a facilitator, where all kinds of problem solving regarding

grammar will be solved by students, whether by utilizing media/technology/discussions with group mates and also utilizing various other learning resources without forgetting that the lecturer becomes the facilitator/bridge in learning.

Teacher 2

Intermediate English Grammar course is a fundamental course when someone will learn English. According to experience, the teaching and learning process should be combined with several approaches. A student-centered approach can be used with the assumption that what they can solve themselves about something will be more embedded as knowledge. However, because this grammar is very important and is usually considered difficult by some students, they still have to combine it with other approaches.

Teacher 3

A student-centered approach is ok, but it depends on the reasoning of the students themselves and the willingness to improve themselves (because some are still ignorant).

Teacher 4

It's very good because from there students are able to do self-correction based on the findings they get in class besides that the ability to work in teams will add to students' collaboration and communication skills.

Teacher 5

This approach is very helpful for students. I apply the above first it is context relevant. For example, in everyday life, the use of the 12 tenses is not all relevant. like the future part, not all. Second, problem-based activities. Well, if here at every meeting, I give them a text containing errors. So, they identify and fix it. They finally inevitably think critically and they immediately apply the context presented before. Third, they think reflectively. So, I asked them, why do you think this is wrong and should be replaced that way. So, they will explain why they chose this grammar structure. Then they collaborated and proved cooperative where they discussed. I provide feedback, because it is definitely an error that they analyzed, different opinions. Lastly, is the practice. In oral and written, because I teach in speaking, I see the application of their grammar in speaking. In terms of grammar, their final semester exams are written down. Analysis of grammatical errors in their senior thesis proposals and all students were more active. If you look at the composition of their duties from start to finish, you can see that the process is there, their understanding is stronger. Even if the application in oral is not too visible.

Teacher 6

So that students can learn with this method, lecturers must provide opportunities for them to be able to work together in solving problems. Of course, learning media and learning materials must enable students to find answers to their own ignorance or solve problems they face. Regarding the Grammar class, the concept of grammar can be applied in written form and then they carry out an analysis together regarding the use of existing grammar. Finally, they can produce their own works/writings/translations in groups to apply the grammar knowledge they have learned.

Discussion

This research determines the influence of student-centered learning approaches in teaching basic grammar to second semester students in tertiary institutions. In particular, this study seeks answers to the following questions: 1). How do the teachers feel about implementing a student-centered learning strategy when instructing intermediate English grammar? 2). How do the outcomes of the control and experimental groups' pre-test and post-test compare? This research assumes that: 1). The use of a student-centered approach in teaching basic grammar has a positive effect on writing skills. 2). student-centered teaching guides in basic grammar can be developed based on the study's findings. There are two groups of this study, consisting of control and experiment group. They were taken from second semester. Every group consisting of 22 students. The results of tests before and after applying the treatment were calculated to determine student performance in intermediate English grammar.

1. Merging the approach because grammar is very important in teaching English.

English has now become an international language. Every country uses this language as a tool to communicate and establish cooperation between countries in various fields. It cannot be denied that English is also an important language in the world of education. In Indonesia, English is a foreign language that must be learned by students from elementary school to university. However, some students consider English to be a difficult subject, sometimes even very boring. This can be caused by several factors, one of which is due to the lack of precise learning methods used in the learning process, and also combining several learning methods.

In relation to combining several approaches or learning methods is blended learning. Blended learning is allegedly the right way to respond to the times, especially in the digital era like today. Where, the world of education should be adaptive to technology while maintaining the culture that has been formed. With

blended learning, students and parents are immediately required to do the learning independently because the time spent studying in class is reduced. Instead, students and parents must play an active role in finding additional material through trusted online portals, asking friends, and so on in order to develop knowledge and support achievement.

2. It's okay, but it depends on the reasoning and ability of students.

In general, the reasoning aspect is divided into several, 3 of which are logical, analytical and rational. Logically what is meant is where a healthy mind must fulfil logical elements, meaning thoughts that are considered objectively and are based on valid data. Analytical in question is where a healthy mind is inseparable from the existence of imaginative power in assembling, compiling, or connecting several instructions of the mind's ingenuity into a certain example. Rational in question is where a rational mind shows that what is being reasoned is a fact or reality that can indeed be thought about in depth. Mathematical reasoning ability is the ability to analyze new situations, generalize, synthesize, make logical assumptions, explain ideas, give good reasons and draw conclusions. Reasoning has a very important role in the development of knowledge and studies of certain knowledge. As a science it becomes the basis that determines thinking so that it is straight, correct and healthy. We all know that higher thinking activities are carried out consciously, arranged in an interconnected sequence, and aim to arrive at a conclusion.

This last type of thinking activity is called reasoning activity. It is clear that not all thinking activities are based on reasoning. Not only discovering what the problem is, another benefit of critical thinking is helping you find the best solution to solve the problem. In other words, critical thinking can improve problem solving skills which are also very important in the world of work. In dealing with the world of work students need to be based on reasoning abilities including being able to think critically, for example, such as how each student obtains and processes information and ideas; analyze as well as evaluate the reasoning processes that occur in the mind; reflecting on thoughts and thought processes themselves; and make decisions as a result of thought processes.

3. Teachers as facilitators and students can take advantage of existing technology and media.

The teacher as a facilitator is tasked with facilitating learning (facilitate learning) for all students, so that they can learn in an atmosphere that is fun, happy, full of enthusiasm, not anxious, and dares to express opinions openly. As a

facilitator, the teacher plays a role in providing services including the availability of facilities to provide convenience in learning activities for students. Unpleasant learning environment, classroom atmosphere that is not conducive and supportive causes students' interest in learning to be low. What technology is used in learning? Utilization of Learning Technology in Pandemic Adaptation. The following are a variety of learning technologies that can be used to support the achievement of learning objectives in schools, including: Learning House Portals, Educational Television, Educational Voice Radio, Learning Accounts, and so on.

Emphasizing that the teacher now plays more of a facilitator role is intended to make the class more lively and passionate. Students will be more active both physically and mentally. Even so, there are also obstacles in the use of ICT by teachers, namely: no access, no ICT facilities, learning does not integrate ICT, teachers do not have ICT knowledge, and there is no teacher's willingness to use ICT. Information technology is very important in this era of globalization especially during the Covid 19 pandemic yesterday. In fact, all human activities today are very dependent on information technology which continues to grow rapidly. Especially after going through the Covid 19 pandemic, many activities were carried out online, including learning, which we know as study at home, which requires students and students to study from their respective homes. Not to mention nowadays the use of English must be mastered because English is a world language that must be learned by all people, especially those of productive age such as students, students and employees or workers must at least can master and be able to communicate in English in order to compete in the world of education and work.

4. As a self-correction and improve the ability of student cooperation.

Cooperation in the teaching and learning process is one of the most important things in a learning process. With cooperation students are able to do more things in activities. Collaboration in the learning process is also called learning together. Studying together is a group process in which members support and rely on each other to reach a consensus. The form of cooperation in class referred to here is not cooperation in ugliness such as leaving class without permission or cheating, but cooperation in positive terms. Collaboration with classmates is needed to strengthen relationships, foster a sense of togetherness, and make work feel lighter. Another goal of cooperation is that work can be completed more quickly than if done alone.

Grammar is closely related to writing, for example in the TOEFL test in the second section is structure and written expression, where grammar and writing are in one section. Grammar and vocabulary are important language elements that

must be considered by students because they are the key to understanding the meaning of a text. self-editing and self-correcting is treatment which can make students more active in learning process. Students are required to be able to edit and correct errors themselves in the learning process. In addition, the process of self-editing and self-correcting, this can also help teachers in reducing so much teaching load, because students who are the focus of learning and more active during the learning process going on. By giving trust for students to edit and proofread their own mistakes can motivate them to learn to be better and increase.

5. Integrated Skills

Reading, writing, listening, and speaking are the four primary language abilities that must be integrated while teaching foreign languages in the classroom. Some teachers divide up language skills and only emphasize one of them at a time. Nowadays, integration of language skills is a widely accepted idea. To emphasize genuine, meaningful communication, it requires connecting the four language abilities of listening, reading, speaking, and writing. Additionally, since there will be a greater selection of activities, incorporating the skills enables you to provide more variation to the session. The children can practice speaking, reading, and writing in addition to listening. Their desire to study English may grow as a result.

In the study of humanistic theory, teachers act as facilitators and students act as protagonists who interpret their own experiential learning processes. There are five indicators of the teacher's success as a facilitator, namely: 1) the teacher provides all learning tools starting from the syllabus, curriculum, RPP, teaching materials, evaluation, and assessment; 2) provide learning facilities in the form of methods, media and learning tools; 3) the teacher acts as a partner, not a boss; 4) the teacher carries out the duties and functions that have been determined by law; and 5) teachers do not act arbitrarily towards students (Agustina, 2017). The success of this teacher also applies to all conditions of the learning environment, namely the teacher must be able to survive in all situations.

6. Writing and translating projects are the most appropriate.

In accordance with the basic English language students can be prepared to become translators or writers, a good translation is a translation that does not sound like the result of the translation, but the message can be conveyed correctly or can be maintained even if there is a change in structure or form (words, phrases, clauses, sentences, paragraph). Thus, a good translation is a translation that retains the meaning in the source language text. This can be done by using language that is

easily understood by readers. The quality of the translation results is determined by three aspects, namely accuracy, acceptability, and readability. Of course, the best translation results are translations with high levels of accuracy, acceptability, and readability. Translating from English to Indonesian is not too complicated for a translator because in Indonesian it is not bound by tenses of language and sentence patterns but in reverse translation where Indonesian to English will experience difficulties if it does not master grammar structure because in English it is bound by forms, time on language and sentence patterns. If the student-centered learning approach is implemented, it will definitely be very challenging.

Learning English must prioritize language skills which include listening, speaking, reading and writing. By mastering the four main language skills, students have communicative competence. In addition to these four skills, aspects of vocabulary, grammar, and pronunciation play a very important role. Without the inclusion of these linguistic aspects in learning, language skills which are the emphasis of learning will not be achieved. The grammar aspect which is one of the important aspects in learning must be well mastered by students because without mastering this aspect, it is impossible for them to be able to compose sentences correctly both in writing and orally.

Grammar is an important point and the foundation of a language. In order for the grammar learning process to take place more interesting, effective, efficient and fun, it is necessary to use fun methods that involve the role of students. In the grammar learning process, a teacher can change his learning method from teacher-centered to student-centered learning methods. Students must be made to play an active role, become subjects not become objects in the teaching and learning process, so that students can study the material being studied well, including in examining tests or questions. The teacher can ask students to check the work of their friends. Actually, an important question is why the learning process, especially English grammar, must be student-centered, because student-centered learning can encourage students to be actively involved in building knowledge, attitudes and behavior. For example, students can choose their learning by submitting assignments in the form of writing, power points, voice, pictures, hands-on practice. The teacher plays a very important role in every teaching and learning process. Appreciation for the efforts of students in finding and correcting mistakes needs to be given by the teacher. In this stage the teacher can also provide an explanation of important points so as to obtain feedback from students and determine the level of students' understanding of the material being studied.

CONCLUSIONS

Based on the above findings, the first conclusion was drawn based on quantitative data from the research results that the average score of the experimental group was higher than the control group, the post-test results of the control and experimental groups were significantly different, and the use of a student-centered learning approach in teaching grammar Basic language significantly improves student performance. students' writing skills in basic grammar, especially in the experimental group. The second conclusion is based on qualitative data from interviews with teachers who teach English, especially grammar, that teachers who have implemented the student-centered learning approach agree with the approach, but teachers who have not implemented or implemented the approach neither agree nor reject, there are who suggest combining it with other methods and need to pay attention to the implementation of what assignments and projects will be given to students. Overall, this student-centered learning approach is effective in teaching intermediate English grammar and is recommended for implementation.

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