

## **Analysis of English Grammatical Terms Learning Experience of SMP Muhammadiyah 1 Cilacap 3rd Grade Students**

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### **ABSTRACT**

*In English education, it is really difficult to teach English grammar effectively in a limited time. Many students have difficulties in learning English grammar because they do not understand grammatical terms properly. This study was conducted to find ways to help middle school students who have difficulty understanding grammatical terms. This study investigated when 51 students in the 3rd grade of SMP Muhammadiyah Cilacap Middle School encountered 10 grammar terms for the first time and how they understood them. This study of results confirmed the findings of four studies. 1) Many students learned grammatical terms mainly through school English classes, 2) many students answered that they understood grammatical terms when they encountered them for the first time, but the answer to the survey on how many grammatical terms do they know was 68.63% of students who understand 4 or more than 4 grammatical terms. This result confirmed that it takes a long time to understand grammatical terms. 3) School English classes contributed significantly to students' understanding of grammatical terms, and 4) the contribution of private education to students' understanding of grammatical terms was quite low, indicating that many students did not have experience in private education. Based on this, in this study, it is recommended to revise the English textbooks from the 5th grade of elementary school to the 1st grade of middle school so that students can learn grammar terms effectively in English class.*

**Keywords:** Grammatical terms; English class; Private education

### **INTRODUCTION**

In Indonesian English education, instruction to acquire grammar knowledge about English grammar and syntax starts from the first year of middle school English course. There are several methods of teaching grammar, such as the deductive method, inductive method, explicit method, implicit method, meaning-centered method, and form-focusing method (Brown & Lee, 2015; Celce-Mercia, Brington, & Snow, 2014).

In middle school English classes, the method of explicitly and deductively explaining grammar rules or phrases using grammatical terms are mainly used. There are pros and cons among scholars regarding the use of grammatical terms for grammar instruction (Berman, 1979; Borg, 1999; Corder, 1973; Faerch, 1985; Halliwell, 1993; Hutchinson, 1987; Jeffries, 1985; Mitchell, 1994; Mohammed, 1996; Stern, 1992; Ur, 1996).

Teachers have no choice but to explain grammar using grammar terms because they have to explain grammar efficiently in a limited time (see Chapter II), (Hyerim Park, 2006). If you do not understand the basic grammatical terms introduced in the English course for the first year of middle school, you will not be able to understand the explanations using those terms.

Therefore, for middle school students' English grammar instruction or learning to be effective, it is necessary to find a way to help students who have difficulties in understanding grammar terms at an early stage. It is necessary to find ways to help middle school students who have difficulties in understanding grammatical terms.

One of the studies required for this is to compare the learning experiences of grammatical terms of students who understand grammatical terms with those who do not. When and how did students come into contact with and understood grammatical terms, what helped them a lot in

understanding, how they tried to understand grammatical terms, and for what reasons they encountered difficulties, in understanding grammatical terms.

This is because helpful information can be obtained by comparing students who have and those who do not. This study, as one of a series of studies designed based on this idea, investigated the experiences of students who were not familiar with grammatical terms, and the results of those who understood grammatical terms.

The purpose of this study was to know when and when the 3rd-grade students of SMP Muhammadiyah 1 Chilacap Middle School first encountered the grammatical terms they currently know, and how helpful the school's English classes and private tutoring (including reference books) in understanding grammatical terms. The purpose of this study is to find out what has been the most helpful and find out how these results can help learners who have difficulty understanding grammatical terms in the early stages of learners.

#### Research Questions

The research questions to achieve the objective are as follows.

1. When did students encounter and understand grammatical terms?
2. How did students encounter and understand grammatical terms?
3. How did students try to understand grammatical terms?
4. What helped students understand grammatical terms?

#### LITERATURE REVIEW

The reason that grammatical terms are used to explain grammar in middle school English classes is that the class time for explaining and instructing grammar rules and sentence structures is very limited (Beom Yoo, 2017). Middle school English classes are organized for 4 hours per week, and 6 units of English textbooks are required for one semester.

However, most of the unit contents of English textbooks are for learning the four language skills, and the content for learning grammar is only a few example sentences and 2 learning activities on about 1 or 2 pages (Chae-

rin Kim, 2016). In this way, teachers use grammatical terms for efficiency to explain grammar in a situation where the amount of time that can be devoted to grammar learning is limited due to progress.

Grammar guidance is provided by using a method that leads students to understand the concept of a grammatical term through various learning activities without the teacher using grammatical terms, or an inductive method that allows students to find out grammatical rules by analyzing example sentences. To do this, teachers need to have plenty of time to spare, but it is impossible to use such a method in a regulerlyurrent middle school English class environment.

If it is unavoidable to explain using grammatical terms in middle school English classes, it is important that students need to understand producing or use grammatical terms. However, as revealed by Hyerim Park (2006), the reality is that many middle school students have difficulties in learning grammar because they do not understand grammatical terms. To help these students not to give up learning grammar, it is necessary to find effective ways to help them in the early stages of difficulties.

To this end, research needs to be conducted on various aspects, such as middle school students or English teachers' awareness of grammatical terms, teaching or learning conditions for grammatical terms, the causes of difficulties in understanding grammatical terms, and teaching and learning strategies for grammatical terms.

Beom Yoo (2017) showed that, in the case of middle school students in Korea, grammar learning through private tutoring has the potential to act as an important factor in understanding grammatical terms. Beom Yoo (2017) asked students who answered that they understood all 10 basic grammatical terms presented in the questionnaire among third-year middle school students who participated in the survey.

In addition, we investigated how much private tutoring and school English classes helped understand grammatical terms, what was the most helpful, and what instructional methods were effective in understanding grammatical terms. As a result of the investigation, four interesting points were found.

The first is that access to grammatical terms through private tutoring in elementary school can be a factor that greatly affects middle school students' understanding of grammatical terms. is based on the results. The second is that there may be many students who take a long time to understand grammatical terms after encountering them.

It is based on the result that 37.35% of students who first encountered the subject in the first year of middle school came to understand it only in the second year of middle school. Third, most middle school students were able to understand grammatical terms mainly thanks to private education, and in particular, hagwons were the most helpful. It is based on the result that 65.72% of the students answered that hagwon was the most helpful in understanding magical terms.

Fourth, the contribution of school English classes to middle school students' understanding of grammar terms was low. It is based on the result that only 12.26% of students answered that they were most helpful in understanding terms.

## METHODOLOGY

In this study, the contents of cultural education in Korean middle school 3rd grade English textbooks and Indonesian middle school 3rd grade English textbooks were classified according to cultural type and cultural background, and how the contents of cultural education are structured. The purpose of this study is to analyze to what extent cultural education is reflected and how middle school students perceive cultural education.

### A. Research Subjects

The subject of the research was the students of SMP Muhammadiyah 1 Cilacap. According to Creswell (2012, p.381), the population is the group of individuals having one characteristic that distinguishes them from other groups. in conducting the research, the population of this research was the 3rd-grade students of SMP Muhammadiyah 1 Cilacap.

In conducting the research, the population of this study was 51 students from SMP Muhammadiyah 1 Cilacap in Central Java, who participated in the survey. In this study, 3rd-

grade students were studied because of concerns about the possibility that the number of students who knew grammatical terms would not be sufficiently secured if 1st or 2nd graders were targeted. Because this researcher thought it would be better. **Table 1** shows the personal information of the students for this study.

Table 1. Research subject personal information

Classification		N	%
Gender	Male	27	52.94
	Female	24	47.06
1st Semester English Score	0-50	3	5.89
	51-60	12	23.53
	61-70	19	37.25
	71-80	7	13.72
	81-90	9	17.65
	91-100	1	1.96
Experience in an English-speaking country	No	51	100

**Table 1.** Research Subject Personal Information

### B. Research Methods and Procedures

#### a. Research tools

This study consisted of a questionnaire survey, and a total of 9 questions were used as research tools: basic personal information, whether grammatical terms were understood, and questions belonging to the grammatical term understanding process. **Table 2** shows the composition of the questionnaires used for this study.

The length of stay in English-speaking countries was investigated in the area of basic personal information to find out whether the number of students who stayed in English-speaking countries was large enough to affect the research results, but the number of students was not set as a variable.

The 10 grammatical terms suggested indicating an understanding of grammatical terms is necessary to explain the rules of interrogative and negative sentences, which are basic grammar covered in English textbooks for the first year of middle school. Therefore, in this study, it was considered that the 10 grammatical terms presented in the questionnaire were explained at

the same time or period without a large time difference.

Among the questionnaires, the nominal scale was used as a tool for the basic personal information and grammatical term understanding process areas.

**Table 2. Composition of survey questions**

Classification	Number of questions	Contents
Personal information	3	* Gender * 1st Semester English Score * Experience in an English-speaking country
grammatical terms were understood	1	* 10 grammatical terms (Noun, Pronoun, Auxiliary Verb, Be Verb, General Verb, Adjective, Subject, Object, Person, Tense)
Grammatical terms understanding process	5	* When did you first learn grammatical terms? * Where did you first learn grammatical terms? * When did you come to understand grammatical terms as you do now? * What helped you the most in getting to know grammar terms as you are now? * How helpful was the school English class and private tutoring/ reference book for understanding grammatical terms?

**Table 2.** Composition of Survey Questions

**b. Research and data analysis**

The survey was conducted from May 23rd to May 27th, 2022, and the researcher requested cooperation from SMP Muhammadiyah 1 Cilacap teacher, sent a questionnaire, and the English class teacher conducted the survey. As a statistical analysis method, frequency analysis was performed.

The purpose of this study is to analyze the responses to the questionnaires about the time and path of encountering and understanding grammatical terms, and the extent to which school classes or private tutoring helped them understand grammatical terms. According to the number of grammatical terms the students knew, they were divided into 4 groups (10 groups, 7~9 groups, 4~6 groups, 1~3 groups) and cross-analyzed.

**c. Limitations of the study**

This study has two limitations. The first limitation is that the study was conducted only in SMP Muhammadiyah 1 Cilacap, so it may not be sufficient to represent the entire group of 3rd- grade middle school students. Therefore, it may be problematic to generalize the results of this study to third-year middle school students

nationwide.

The second limitation is that the students who answered that they know or know well the grammatical terms presented in the questionnaire may not know them. In this study, it was considered that the students who answered yes actually understood grammatical terms, and if the percentage of students who did not know it was large, the results of the study could be different.

**FINDINGS AND DISCUSSIONS**

**A. Analysis results**

The result of analyzing the responses to the questionnaire asking how many grammatical terms students understand among the 10 grammatical terms presented in the survey (**Table 3**) is the response rate of understanding 1-3 grammatical terms was 31.37%, understanding 4-6 grammatical terms was 47.06%, and understanding 7-9 grammatical terms was 19.61 %, and the number of respondents who understood 10 grammatical terms was 1.96%.

**Table 3.** The result of analyzing how many grammatical terms students understand among the 10 grammatical terms(Noun, Pronoun, Auxiliary Verb, Be Verb, General Verb, Adjective, Subject, Object, Person, Tense)

How many grammatical terms do students understand	Number of students	%
10	1	1.96
7-9	10	19.61
4-6	24	47.06
1-3	16	31.37
Total	51	100

**Table 3.** Result of Analyzing how many grammatical terms students understand among the 10 grammatical terms

As a result of analyzing the responses to the questionnaire asking when did you know the terms you know among the grammatical terms presented in the survey (**Table 4**), it was found that 11.76% of the study subjects understood them when they were in the 3rd and 4th grades of elementary school, and the 5th and 6th grades of

the elementary school 35.29% of students who knew at the time, 23.53% of students who knew when they were in the 1st grade of middle school, and 29.42% of students who understood when they were in the 2nd grade of middle school.

**Table 4.** Analysis result of the time when grammatical terms were understood as they are now

When	Number of students	%
3rd-4th grade of Elementary School	6	11.76
5th-6th grade of Elementary School	18	35.29
1st grade of Middle School	12	23.53
2nd grade of Middle School	15	29.42
Total	51	100

**Table 4.** Analysis Result of the time when grammatical terms were understood as they are now

**Table 5** shows the results of the analysis of responses to the questionnaire asking when students first encountered grammatical terms. 31.37% of respondents answered that they first encountered grammatical terms 'in the 3rd and 4th grades of elementary school', 37.25% of '5th and 6th grades of elementary school', 7.84% of '1st grade of middle school', and 23.54% of 2nd grade of middle school'.

And where students first encountered grammatical terms, the response rate in elementary school English class was the highest at 63.75%, followed by 'in the 1st grade of middle school English class' at 13.73% and 'in the 2nd-grade of middle school English class' 21.57%, 'through private education in the 2nd grade of middle school' was very low at 1.96%, and 'through private education in elementary school' and 'through private education in the 1st grade of middle school' showed 0% (**Table 6**).

The results of the questionnaire asking when and where they first encountered grammatical terms can be said to strongly support the fact that there is a high possibility of understanding them well through elementary

school English classes.

Students need to look at grammatical terms in connection with the time they first encountered them. This is because you may be able to understand the term in a short period periodcountering it, or you may not understand it after a considerable period. **Table 7** periodults of examining the distribution of the period of understanding the terms by the first encounter with the grammatical terms.

31.37% of students who first encountered grammar terms in the 3rd and 4th grades of elementary school, and 11.76% of those students who understood them in the 3rd and 4th grades of elementary school. 37.25% of students who first encountered grammatical terms in the 5th and 6th grades of elementary school, and 35.29% of them, understood them in the 5th and 6th grades of elementary school.

In the 1st grade of middle school, 7.84% of students encountered grammar terms for the first time, 23.53% of the respondents understood them in the 1st grade of middle school, and 23.54% of students who first encountered grammar terms in the 2nd grade of middle school, in the 2nd grade of middle school, 29.42% understood it. As a result, it seems to support the fact that many students understand grammar terms when they first encounter them, regardless of how well students know them.

**Table 5.** The results of the analysis of when students first encountered grammatical terms

When	Number of students	%
3rd-4th grade of Elementary School	16	31.37
5th-6th grade of Elementary School	19	37.25
1st grade of Middle School	4	7.84
2nd grade of Middle School	12	23.54
Total	51	100

**Table 5.** The result of the analysis of when student first encountered grammatical terms

**Table 6.** The results of the analysis of where students first encountered grammatical terms

Where	Number of students	%
In Elementary School English class	32	62.75
In 1st grade of Middle School English class	7	13.73
In 2nd grade of Middle School English class	11	21.57
Through private education in Elementary School	0	0
Through private education in 1st grade Middle School	0	0
Through private education in 2nd grade Middle School	1	1.96
Total	51	100

**Table 6.** The result of the analysis of where students first encountered grammatical terms

**Table 7** Analysis of when students encountered the first time of grammatical terms and when they understood it

when students encountered the first time grammatical terms			when they understood grammatical terms	
Classification	N	%	N	%
3-4 Elementary School	16	31.37	6	11.76
5-6 Elementary School	19	37.25	18	35.29
1grade Middle School	4	7.84	12	23.53
2grade Middle School	12	23.54	15	29.42

**Table 7.** Analysis of when students encountered the first time of grammatical terms and when they understood it

1. How much School English classes and private education helped students to understand grammar terms? **Table 8** shows the results of the analysis of responses to the questionnaire asking how much the school's English classes and private education (including reference books) helped students to understand the grammatical terms they understand as they are now.

**Table 8.** How much School English classes and private education helped students to understand grammar term

Item	Number of students	%
Received a lot of help from private education, but school English classes are not helpful at all	2	3.92
Mainly helped by private education, school English classes are slightly helpful	2	3.92
School English classes and private education help about half of each	19	37.25
Mainly helped by school English classes, private education is slightly helpful	4	7.85
Received a lot of help from school English classes, no need for private education/reference	24	47.06
Total	51	100

**Table 8.** How much School English classes and private education helped students to understand grammar term

The proportions of those who thought it was entirely thanks to the school's English classes and those who thought they were half-and-half helpful were 47.06% and 37.25%, respectively, which are significantly higher than other items. Private education was mainly helpful, and the percentages of respondents saying that English classes were somewhat helpful and that it was entirely thanks to private education were 3.92% and 3.92%, respectively.

The response rate that English classes at school were mostly helpful and private education were helpful was 7.85%. Combining the response rate that it was entirely thanks to the English class and the response rate mainly thanks to the English class, it was 54.91%, indicating that more than 50% of the students thought that they understood grammatical terms mainly or entirely thanks to the English class.

On the other hand, the percentage of responses saying that it was mainly thanks to private education and those who said that it was entirely thanks to private education, it was 7.84%, which is quite low. This result leads us to conclude that English instruction help is very important for students to understand grammatical terms regardless of their understanding of grammatical terms.

**Table 9** shows the results of the analysis of the responses to the question of which of the grammatical terms presented in the questionnaire were most helpful in understanding grammatical terms as they are now. The percentage of responses such as English class 58.83%, which was the highest, and the sum of responses such as YouTube, tutoring, online sites, reference books, and others was 41.17%.

This result showed that most of the students came to understand grammatical terms as they are today with the help of English classes.

Table 9. Analysis of responses to the most helpful to understanding grammatical terms as they are now

Item	Number of students	%
English class	30	58.83
Private education (Academy)	2	3.92
Private Tutoring	0	0
After-school class	0	0
Reference Book	2	3.92
YouTube	9	17.65
Online Sites study English	2	3.92
Et cetera	6	11.76
Total	51	100

**Table 9.** Analysis of responses to the most helpful to understanding grammatical terms as they are now

### Discussion and Implications

The purpose of this study was to know when and when the 3rd-grade students of SMP Muhammadiyah 1 Cilacap Middle School first encountered the grammatical terms they currently know, and how helpful the school's English classes and private tutoring (including reference books) in understanding grammatical terms.

The purpose of this study is to find out what has been the most helpful and find out how these results can help learners who have difficulty understanding grammatical terms in the early stages of learners. In this chapter, we will examine the results of our analysis and discuss what they suggest for this study.

The first time students encountered grammatical terms was in elementary school (31.37 in grades 3-4, 37.25% in grades 5-6) and middle school (7.84% in grade 1, 23.57% in grade 2). Looking at the results of the period of understanding, it is an elementary school (11.76% in grades 3-4, 35.29% in grades 5-6) and middle school (23.53% in grades 1, 29.42% in grade 2).

These results confirmed that, regardless of how many grammatical terms many students understood, many students immediately understood grammatical terms when they first encountered them. However, the current 3rd-grade middle school students understood 31.37% of grammatical terms 1-3, 47.06% of 4-6 grammatical terms, 19.61% of 7-9 grammatical terms, and 1.96% of understood 10 grammatical terms.

These results confirmed that students are having difficulty understanding grammatical terms and need a long time. According to the analysis results of how much English classes in school and private education helped to understand grammatical terms, 54.91% of students thought that they understood grammar terms as they are now, mainly, or entirely thanks to English classes in schools.

It was found that over 50% of students believed that they understood grammatical terms mainly or entirely thanks to English lessons in school. And 37.25% of the respondents answered that the school's English classes and private education were half and half helpful. In contrast, only 7.84% of students said that this was mainly or entirely due to private education.

According to these results, thinking that it was entirely or mainly due to school English classes that they understood grammatical terms leads to the conclusion that school English classes play a very important role in understanding grammatical terms, and the contribution of private education was low.

According to the results of examining what helped students the most to learn grammar terms as they are today, 58.83% of students answered that it was a school class, 17.65% of students answered that it was YouTube, online English study sites, and English academies The total response rate of students answered, reference books, and other was 23.52%.

In other words, it was found that the school English class was the most helpful. Therefore, through this study, it is concluded that SMP Muhammadiyah Cilacap middle school 3rd grade has the greatest help in understanding grammatical terms in English classes in school.

## **CONCLUSIONS**

Through this study, it was found that many students understood grammatical terms through English classes in school confirmed but the researcher thinks it is necessary to observe that students actually knew the grammatical terms exactly as they answered them, and how long it took for them to know all the grammatical terms.

Also, through this study, the researcher concluded that SMP Muhammadiyah Cilacap middle school students had a low response to private education because many students did not have experience with private education. As a result of this study, many students seem to understand grammatical terms when they encounter them but considering that 68.63% of students knew 4 or more out of 10 grammatical terms, it takes quite a long time to understand grammatical terms after encountering them.

Therefore, it was concluded that it was difficult for students to understand grammatical terms well in English classes alone. To help these students, explanation, and learning of grammatical terms must be repeated over a long period. Therefore, to solve these problems, it is necessary to devise a solution at the macro level such as the development of English education policies, curricula, and textbooks to improve the conditions for English teaching.

However, these problems cannot be solved simply by improving English classes at the school level, and solutions must be sought through the improvement of the national English curriculum or the English textbook development process. In this chapter, the researcher would like to offer suggestions for such a solution. The first suggestion is that English textbooks should be reorganized to effectively learn grammatical terms.

During the first semester of the first year of middle school, the grammar learning part of the English textbook for the first year of middle

school should be reorganized so that learning activities that help students understand basic grammatical terms can be organized and periodically reviewed thereafter.

For example, during the first semester of the first year, if the textbook contents are organized to conduct learning activities such as finding the subject or object in short sentences or finding words that correspond to nouns or verbs, students can learn grammatical terms within a short period even in school English classes. It will be very helpful for understanding.

Also, students who need a long period to understand will have little difficulty organizing learning activities to periodically review grammatical terms. And if the textbook contents are organized so that they can learn grammar from the second semester of the first year of middle school, it will be possible to reduce the burden of learning grammar on the students.

The second suggestion is that the contents of guidelines for grammar learning should be organized in the middle school English curriculum. Only then can the English textbook be properly reorganized. English textbooks should be compiled by faithfully reflecting the contents of the English department and curriculum, and systematic and appropriate guidelines for grammar learning should be presented.

For example, if guidelines for learning grammatical terms during the first semester of the first year of middle school and guidelines for periodically reviewing grammatical terms through the second year are included in the curriculum, English textbooks developed according to the curriculum are also included. It will be compiled to enable such learning.

Then, grammatical terms and grammar can be learned effectively through English classes in school, and the number of students who have difficulties in learning grammar from the first year of middle school and give up will be reduced.

The third suggestion is that the elementary English curriculum should be reorganized so that students can learn basic grammatical terms in the 5th and 6th Elementary school English courses.

Elementary school 5th graders have no problem in learning grammatical terms because they are at the stage of cognitive development

that can understand grammar concepts. As revealed in this study, many middle school students have already encountered grammatical terms through elementary English classes.

Therefore, if they introduce basic grammatical terms from the 5th grade English course, understand and learn them through play-oriented activities, they continue to learn grammatical terms in English classes in the first year of middle school, the chances of having trouble understanding grammatical terms or explanations about grammar will be much less than it is now.

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