

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

Park Chongnam

{unity3961@gmail.com}

Universitas Muhammadiyah Purwokerto, Central Java, Indonesia

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 looked into how 51 third grade students at SMP Muhammadiyah Cilacap Middle School first encountered and understood 10 grammar words. The conclusions of four research were supported by this examination of outcomes. 1) Many students stated that they learned grammatical terms primarily through their school's English classes, 2) Many students stated that they understood grammatical terms when they first encountered them, but when asked how many grammatical terms they knew, 68.63% of students responded that they knew four or more. This finding supported the notion that learning grammatical words requires time. Students' grasp of grammatical concepts improved greatly as a result of their school's English classes, and individual tutoring was also important. 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, English textbook, Curriculum

1 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 [1].

In middle school English classes, the method of explicitly and deductively explaining grammar rules or phrases using grammatical terms are mainly used. There are strengths and

weaknesses among scholars regarding the use of grammatical terms for grammar instruction [2][3]. Teachers have no choice but to explain grammar using grammatical terms because they have to explain grammar efficiently in a limited time [4]. If students do not understand the basic grammatical terms introduced in the English course for the first grade of middle school, they 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 those who have difficulties understanding grammatical terms at an early stage. 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 first encountered grammatical terms and understood them and what helped students a lot in understanding them [5].

1.1 Headings, tables and figures

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. This present study aims to determine when and where third grade students at SMP Muhammadiyah 1 Cilacap first encountered grammatical terms, when they understood these terms in their current form, and how beneficial English classes at school were, tutoring, and reference materials. The researcher shall verify that the students comprehend these concepts. In a nutshell, the present study was driven by the following two research questions are as follows:

- 1) When did students first encounter grammatical terms and understand them?
- 2) Where helped students understand grammatical terms?

1.2. Research Background

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 [6]. Middle school English classes are organized for four hours per week, and six 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 examples sentences and two learning activities on about one or two pages [7]. 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 terms 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 regu- regularly current 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 using grammatical terms. However, as revealed by Hye-rim Park [4], 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 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 [6]. He also asked students who answered that they understood all 10 basic grammatical terms presented in the questionnaire among third grade middle school students who participated in the survey. In addition, he investigated how much private tutoring and school English classes helped him 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 based on the results [6]. 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 grammatical terms in the first grade of middle school came to understand it, only in the second grade of middle school [6].

Third, most middle school students were able to understand grammatical terms mainly in private education, and in particular, academies were the most helpful. It is based on the result that 65.72% of the students answered that the academy was the most helpful in understanding grammatical terms [6]. Fourth, the contribution of school English classes to middle school students' understanding of grammatical terms was low. It is based on the result that only 12.26% of students answered that they were most helpful in understanding grammatical terms [6].

2 Research Method

This research uses a qualitative approach with phenomenological methods. Phenomenology according to Hamzah has a broad meaning as the science of symptoms or anything that appears, while in a narrow sense it is the science of symptoms that appear in human consciousness [8]. Creswell explained that phenomenology is a research design derived from philosophy and psychology in which researchers describe human life experiences about a particular phenomenon explained by informants [9].

The research was conducted in the former Banyumas Residency, covering Banyumas Regency, Cilacap Regency, Purbalingga Regency, and Banjarnegara Regency from 2022 to early 2023. The informants consisted of teachers in four districts in the former Banyumas Residency. Data sources, according to Creswell et al. the main sources of qualitative research are words and action, the rest are additional data such as documents, written data sources, photo, and statistic [10]. This words and actions of the informan were observed or interviewed. The data obtained is in the form of primary data and secondary data.

Data collection techniques in qualitative research are in the form of interviews, observations, and documentation studies. The interviews conducted are in-depth (in deep interviews) with the form of unstructured interviews. In this unstructured interview activity, researchers ask main questions that can be developed more broadly or deepened when receiving answers from informants. Interviews were conducted with informants, namely teachers and principals in the former Banyumas Residency. Observation is carried out to obtain a real picture of an even or occurrence to answer research question.

Data analysis techniques are carried out since the process of collecting data systematically to make it easier for researchers to obtain conclusions. Creswell states that data analysis in qualitative research takes place simultaneously with data collection and writing findings [10]. Qualitative data analysis is inductive, based on the data obtained. Data analysis in this study was carried out from before entering the field, during the field, and after completion in the field. Data analysis using the data analysis techniques of the Miles and Huberman Model. Miles and Huberman in Hamzah et al. explain that activities in data analysis must be carried out interactively and take place continuously until the data obtained is saturated [8].

Data reduction is done to avoid data accumulation, namely by summarizing, choosing the main thing, focusing on important things, looking for themes and patterns, removing unnecessary ones to provide a clearer picture and make it easier to collect data next. The presentation of data is used to facilitate organization and organization in relationship patterns. Conclusion drawing or verification is the last stage in data analysis techniques.

The validity test of the data is carried out at the last stage, but it does not mean that researchers do not return to the field. When researchers need new data to substantiate findings, they return to the field to get the necessary data. Data validity tests are carried out to ensure that the results of data analysis and interpretation can be trusted. Checking the validity of data is carried out with four criteria, namely the degree of trust (credibility), transferability, dependability, and certainty. In checking the validity of the data, researchers do it in several ways, namely by means of member checking, transferability, confirmability, triangulation, and external audit. Triangulation in this data credibility test is done by checking data from various sources, various techniques, and various times.

3 Result and Discussion

3.1. Result of analyzing

The subject of the research was the students of SMP Muhammadiyah 1 Cilacap. According to Creswell [8], a population is a group of individuals having one characteristic that distinguishes them from other groups. Conducting the research, the population of this research was the thirdgrade 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, third-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 first or second- graders were targeted. Because this

researcher thought it would be better. The personal information of the students for this study showed in **Table 1**.

Table 1. Research Subject Personal Information

Classification		N	%
Gender	Male	27	52.94
	Female	24	47.06
First 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

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) showed 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 [6] is necessary to explain the rules of interrogative and negative sentences, which are basic grammar covered in English textbooks for the first grade 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 area.

The survey was conducted from May 23 to May 27, 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 four groups (10 groups, 7-9 groups, 4-6 groups, 1-3 groups) and cross-analyzed.

Table 2. Composition of Survey Questions

Classification	Number of Questions	Contents
Personal Information	3	Gender 1 st 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 grammatica terms?

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 showed at **Table 3**. 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

How many grammatical terms do student 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 4 showed the result of analyzing the responses to the questionnaire asking when did they know the grammatic terms they know the grammatical terms presented in the survey. It was found that 11.76% of t study subjects understood them when they were in the third and fourth grades of elementary school, and t fifth and sixth grades of the elementary school 35.29% of students who knew at the time, 23.53% of studen who knew when they were in the first grade of middle school, and 29.42% of students who understood wh they were in the second 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 Elementary School	6	11.76
5th-6th grade Elementary School	18	35.29
1st grade Middle School	12	23.53
2nd grade Middle School	15	29.42
Total	51	100

Table 5 showed 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 grammatic terms 'in the third and fourth grades of elementary school', 37.25% of 'fifth and sixth grades of elementary school', 7.84% of 'first grade of middle school', and 23.54% of the second grade of middle school'.

Students who first encountered grammar terms in elementary school showed the highest result 68.62%. The results of this analysis support the fact that elementary school students encounter gramm terms earlier than middle school students.

Table 5. The Results of The Analysis of When Students First Encountered Grammatical Terms

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

Table 6 showed the results of the analysis of responses to the questionnaire asking where students first encountered grammatical terms, the response rate in elementary school English class was the highest a 62.75%, followed by 'in the second grade of middle school English class' at 21.57%, and 'in the first grade of middle school English class' at 13.73%, 'through private education in the second grade of middle school' was very low at 1.96%, and 'through private education in elementary school' and 'through private education in the first grade of middle school' showed 0%. 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.

Table 6. The Results of The Analysis of Where Students First Encountered Grammatical Term

Where	Number of students	%
In Elementary School English class	32	62.74
In 1st grade of Middle School English class	7	13.72
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	2
Total	51	100

Grammatical terms were examined about to when they were first used by students. This is because that you can be able to understand the term quickly after encountering it or you might not understand it after long time. The distribution of the period of understanding the words by the first encounter with the grammatical terms is examined in **Table 7**.

There are 31.37% of students first encountered grammar terms in the third and fourth grades of elementary school and 11.76% of those students who understood them in the third and fourth grades of elementary school 37.25% of students who first encountered grammatical terms in the fifth and sixth grades of elementary school, and 35.29% of them, understood them in the fifth and sixth grades of elementary school, in the first grade of middle school, 7.84% of students encountered grammar terms for the first time, 23.53% of the respondents understood them in the first grade of middle school, and 23.54% of students who first encountered grammar terms in the second grade of middle school, in the second 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 7. The results analysis of when students encountered the first time of grammatical terms and when they understood it

Classification	When Students Encountered The First- Time Grammatical Terms		When They Understood Grammatical Terms	
	N	%	N	%
3rd-4th grade Elementary School	16	31.37	6	10.51
5th-6th grade Elementary School	19	37.2	18	32.30
1st grade Middle School	4	7.84	12	23.53
2nd grade Middle School	5	23.54	15	29.41
Total	51	100	51	100

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 showed in Table 8.

Table 8. The Result of The Analysis of How Much School English Classes and Private Education Helped Students to Understand Grammatical Terms

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	7.84
Received a lot of help from school English classes, no need for private education/reference	24	47.06
Total	51	100

The proportion of those who answered 'received a lot of help from school's English classes, no need private education/reference' was 47.06%, and those who answered ' School's English classes and priva education help about half of each' were 37.25%. And 3.92% each responded to the questions, 'Received a lot of help from private education, but school's English classes are not helpful at all' and 'Mainly helpful private education, school's English classes are slightly helpful'. And the response rate that 'Mainly helped school's English classes, private education is slightly helpful' was 7.85%.

This result showed that receiving help through school English classes were significantly higher th receiving help from private education with the percentage of answers. Combining the response rate that was entirely to the school's English class and the response rate mainly to the school's English class, it w 54.91%, indicating that more than 50% of the students thought that they understood grammatical ter mainly or entirely to the school's English class. On the other hand, the percentage of responses saying that was mainly to private education and those who said that it was entirely to private education, was 7.84 which is quite low. This result leads us to conclude that English instruction help is very important f students to understand grammatical terms regardless of their understanding of grammatical terms.

Table 9 showed the results of the analysis of the responses to the question of which of the grammatic terms presented in the questionnaire were most helpful in understanding grammatical terms as they are The percentage of responses such as the school's English class was 58.83%, which was the highest, and t sum of responses such as YouTube, tutoring, online sites, reference books, and others was 41.17%. Th result showed that most of the students came to understand grammatical terms as they are today with help of the school's English classes. This finding indicated that most of the students came to understand grammatical terms as they are us today with the help of the school's English classes.

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

Item	Number of students	%
School's English class	30	58.83
Private education (Academy)	2	3.92
Private Tutoring	0	0
After-school class	0	0
Reference Books	2	3.92
YouTube	9	17.65
Online Sites Study English	2	3.92
Etc	6	11.76
Total	51	100

3.2. Discussion and Implication

The purpose of this study was to know when the 3rd-grade students of SMP Muhammadiyah 1 Cilac first encountered the grammatical terms they currently know, and how helpful the school's English class and private tutoring (including reference books) were in understanding grammatical terms. Also, it is to find out what has been the most helpful and find out how these results can help learners who have difficult understanding grammatical terms in the early stages of learners. In this chapter, the researcher will examine the results of this analysis and discuss what they suggest for this study.

The first time, students encountered grammatical terms was in elementary school 31.37% in third-four grade, 37.25% in fifth-sixth grade and 7.84% in first grade middle school, 23.57% in second grade middle school. Looking at the results of the period of understanding, it is an elementary school (11.76% third-four grades, 35.29% in fifth-sixth grades) and middle school (23.53% in first grade, 29.42% in second grade). 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 third-grade middle school students understood 31.37% of grammatical terms 1-3, 47.06% of 4 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 lot of time.

According to the analysis results of how much English classes in school and private education helped understand grammatical terms, 54.91% of students thought that they understood grammatical terms as they are now, mainly, or entirely to English classes in schools. It was found that over 50% of students believe that they understood grammatical terms mainly or entirely in English lessons in school. And 37.25% of 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 grammatical terms as they are today, 58.83% of students answered that it was a school's English class, and 17.65% of students answered that it was YouTube, online English study sites, and English academies. The total response rate of students who answered, reference books, and others was 23.52%. In other words, it was found that school's English class was the most helpful. Therefore, through this study, it is concluded that SM Muhammadiyah Cilacap third-grade students have the greatest help in understanding grammatical terms in English classes in school.

3.3. Limitations of the Study

This study has two limitations. The first limitation is that the study was conducted only in SM Muhammadiyah 1 Cilacap, so it may not be sufficient to represent the entire group of third-grade junior school students. 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 is 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.

4 Conclusion

4.1. Conclusion

As a result of this study, many students seem to understand grammatical terms when they first encountered them but considering that 68.63% of students just knew four 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 the school's English classes alone. To help these students, the 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, curriculum, and English textbooks to improve the condition 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. Also, 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 how students actually knew the grammatical terms exactly as they answered them, and how long it took for them to know all the grammatical terms. Therefore, the researcher concluded that SMP Muhammadiyah 1 Cilacap third-grade students had a low response to private education because many students did not have experience with private education.

4.2. Recommendations

In this chapter, the researcher would like to offer recommendations for such a solution. The first recommendation is that English textbooks should be reorganized to effectively learn

grammatical terms During the first semester of the 1st-grade middle school, the grammar learning part of the English textbook for the 1st-grade middle school should be reorganized so that learning activities that help student understand basic grammatical terms can be organized and periodically reviewed thereafter. For example during the first semester of the first grade, 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 noun or verbs, students can learn grammatical terms within a short period even in school's 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, they can learn grammar from the second semester of the 1st-grade middle school. It will be possible to reduce the burden of learning grammar on the students.

The second recommendation 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 1st grade middle school and guidelines for periodically reviewing grammatical terms through the second grade 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 1st-grade middle school and give up will be reduced.

The third recommendation is that the elementary English curriculum should be reorganized so that students can learn basic grammatical terms in the fifth and sixth Elementary School English Courses. Thus, the fifth graders have no problem 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 school English classes. Therefore, if they introduce basic grammatical terms from the fifth-grade English course, understand and learn them through play-oriented activities, they continue to learn grammatical terms in school English classes in the 1st-grade middle school, the chances of having trouble understanding grammatical terms or explanations about grammar will be much less than it is now.

References.

- [1] Brown, H. D., & Lee, H.: *Teaching by principles: An interactive approach to language learning* (4th ed.). White Plains, NY: Pearson Education (2015)
- [2] Berman, R. A.: *Rule of grammar or rule of thumb? International Review of Applied Linguistics*, 17(4), pp. 279- 302 (1979)
- [3] Ur, P.: *A course in language teaching: Practice and theory*. Cambridge: Cambridge University Press (1996)
- [4] Hye-rim P.: *A study on the use of grammatical terms and understanding of grammar in English grammar education*. Master's thesis, Hankuk University of Foreign Studies, Seoul (2006)
- [5] Hye-rim, P., Gilyoung L.: *A study on learners' attitudes to learning grammar and recognition of grammatical terms in the use of English grammar*. *Anglo-American Studies*, 19, pp. 95-126 (2008)

- [6] Beom, Y.: *A study on the understanding process of English grammar terms in middle school students*. English Curriculum Education, 16(4), pp. 81-104 (2017)
- [7] Chae-rin, K.: *A study on the perceptions of middle school learners on grammar education in 2009 revised English textbooks*. Master's thesis, Sogang University, Seoul (2016)
- [8] Creswell, J. W.: Educational research: *Planning conducting, and evaluating quantitative and qualitative research* (4th ed). Boston, MA: Pearson Education, Inc (2012)