The Role of Grammar in Learning-Teaching English: EFL Learners' Belief

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Abstract

This research aims to investigate the learners' beliefs dealing with the role of grammar in learning-teaching English at one State University in Jambi. The population of this study included English study program students at FKIP, Universitas Jambi, with the sample consisting of second-, third- and fourth-year students who have taken grammar courses. The questionnaire was used to get the quantitative data. To support the discussion of the findings obtained quantitatively, the interviews with 3 participants were conducted. Data of questionnaire were analyzed by Google Form Statistic and Excel Aplication. Meanwhile, qualitative data from interviews were analyzed with the help of the NVivo application. The data strongly indicate that EFL learners at the university where this research was conducted hold a shared belief in the crucial role of English grammar in their learning process. The specific emphasis is on writing skills, especially in academic and formal contexts. It provides valuable insights for language educators and policymakers in tailoring effective language education strategies for these learners.

Keywords: belief, learners, grammar, teaching-learning english

Abstrak

Penelitian ini bertujuan untuk menyelidiki keyakinan peserta didik yang berhubungan dengan peran tata bahasa dalam belajar-mengajar bahasa Inggris di salah satu Universitas Negeri di Jambi. Populasi penelitian ini meliputi mahasiswa program studi bahasa Inggris di FKIP Universitas Jambi, dengan sampel terdiri dari mahasiswa tahun kedua, ketiga dan keempat yang telah mengambil mata kuliah tata bahasa. Kuesioner digunakan untuk mendapatkan data kuantitatif. Untuk mendukung pembahasan temuan yang diperoleh secara kuantitatif, dilakukan wawancara dengan 3 partisipan. Data kuesioner dianalisis dengan Google Form Statistic dan Excel Aplication. Sementara itu, data kualitatif hasil wawancara dianalisis dengan bantuan aplikasi NVivo. Data tersebut secara jelas menunjukkan bahwa pelajar EFL di universitas tempat penelitian ini dilakukan memiliki keyakinan bersama akan peran penting tata bahasa Inggris dalam proses pembelajaran mereka. Penekanan khusus adalah pada keterampilan menulis, terutama dalam konteks akademik dan formal. Ini memberikan wawasan berharga bagi pengajar bahasa dan pembuat kebijakan dalam menyesuaikan strategi pendidikan bahasa yang efektif untuk pelajar ini.

Kata Kunci: *keyakinan, pelajar, grammar, pengajaran bahasa inggris*

1. Introduction

The role of grammar instruction has been a controversial topic in language education and learning for a long time (Robert Ellis, 2006; Nassaji & Fotos, 2010). Researchers, drawing from their extensive experience teaching English and other subjects, have observed that most students find grammar to be a less engaging subject. This is evident from students' opinions and their limited

grammar skills. Despite years of learning English in school, many students struggle with basic grammar rules, such as subject-verb agreement and the use of "To be.' These struggles become even more evident when students encounter more advanced topics like conditional sentences, noun clauses, and adjective clauses, highlighting the inherent difficulties of these advanced grammatical concepts.. To lead students to be able to use grammar in communication, grammar should be taught using an eclectic method (Irwandi, 2020)).

According to (Rossiter, 2020):

Effective communication relies on mastering the fundamental principles of grammar and syntax. Imagine language as a vast highway: words are the vehicles, while grammar serves as the road signs and markings that guide us. Without these linguistic signposts, the highway would devolve into chaos. Similarly, without proper grammar, we might communicate at a basic level (think "Me Tarzan, you Jane"), but complex ideas would remain elusive. (p. 1)

The passage underscores the significance of grammar in effective communication by drawing an analogy between language and a highway. Let's explore some reflections on this analogy. First, consider the Metaphor of Language as a Highway. This vivid comparison likens language to a highway, where words act as vehicles and grammar serves as essential road signs. It simplifies the concept of grammar's role in guiding communication. Second, we encounter the Critical Role of Grammar. The statement emphasizes that while words are crucial, without proper grammar, they can lead to chaos—much like a highway lacking road signs. Lastly, the reference to 'Me Tarzan, you Jane' highlights that grammar enables more than basic communication; it allows for complex ideas and nuanced expressions.

Furthermore, the definitions offered by numerous experts highlight grammar's intricate and elusive nature, with no unanimous consensus on its interpretation. These diverse definitions often exhibit redundancy, conveying similar ideas in varying formulations. While grammar remains a subjective concept, prominent scholars generally agree that it constitutes an essential element of language acquisition(Chomsky, 2006; Rossiter, 2020; Traxler, 2012). Some scholars emphasize grammar's descriptive and prescriptive aspects (Ur, 2012; Yule, 2017), while others contend that it transcends mere language rules (Radford, 1999; Larsen-Freeman, 2014). According to this perspective, grammar involves constructing and organizing words within sentences and adhering to rules that effectively convey specific meanings in a communicative context.

In this study, beliefs emerge as a central concern. Scholars from diverse disciplines, including **Fazilatfar et al. (2014), Rahuma (2016),** Schulz (2001) have been captivated by the role and significance of beliefs. These constructs are essential to explore, particularly in relation to their subsequent impact on human behavior and learning. Fields such as cognitive psychology, educational psychology, and social psychology (Gabillon, 2020). recognize the pivotal role of beliefs. Notably, beliefs influence not only individuals' lives but also their learning processes (Fazilatfar et al., 2014). When learning a foreign language, learners' beliefs play a critical role, shaping the direction of learning. Properly addressed, beliefs can enhance the learning experience. Ultimately, learners' beliefs significantly impact the learning process and outcomes(Ellis, 2008). Clearly, belief holds substantial importance in driving human endeavors toward improvement.

The researchers aim to explore EFL learners' beliefs regarding the role of grammar in learning and teaching English, considering the importance of these beliefs and grammar learning in second and/or foreign language acquisition.

2. Method

This part will discuss about research method and design, types of data, research site and access, population and sample, data collection procedure, validity of questionnaire, and data analysis.

This study employed the mixed method. The researchers ware involved in the process of the research, from its theoretical foundation to the data collecting and analyzing the data. This is in accordance with what was conveyed by Kumar (2018) and Creswell (2015) that method is all the ways or approaches taken in the research process from the beginning to the end of the research process itself.

The primary data in this research were collected through questionnaires and interviews. The secondary data are collected by reviewing the existing theories in depth in order to achieve a good understanding of the researched field. This is in line with what was conveyed by Blaxter et al., (2006) which is there are two types of data that can be collected in research: primary data and secondary data. The first is when researchers collect data for themselves (e.g., through interviews and surveys), whereas secondary data is when researchers conduct a review of other people's work or look at sources that were collected by someone else.

According to Dörnyei (1998) in an empirical study, a sample is a group of participants that the researcher examines, whereas the population is the group of people that the study is about (the study's target population), which includes all of the people to whom the research findings are to be applied or generalized. The population of this study included English study program students at FKIP, Universitas Jambi, **totaling 434 students** with the sample consisting of second, third and fourth year students. The first-year students are not invited to participate in this study by consideration they did not have grammar class in their curriculum. Grammar aspects have been included in the skill courses like speaking, listening, reading and writing.

Based on the documentation the researchers got from SIAKAD UNJA, the course name for the grammar for each academic level is different. Basic English Grammar is the name for the second academic year; Grammar 1 for the third and fourth academic year.

Table 1. **English Study Program Students as a population**

No.	Academic Year	Number of students
1.	2018	93
2.	2019	143
3.	2020	83
4.	2021	115
Total		434

Source: English Study Program Staff

The samples were taken from Academic Year 2018, 2019 and 2020. The students from Academic Year 2021 were not taken as samples because they did not have grammar class. The total number of students as samples who sent back the questionnaire google form to the researcher was 172. Most of students who did not fill the questionnaire were the students of academic year 2018. One of reasons because they did not have a class anymore and some of them have finished their study. So, the sampling method described above is called "stratified sampling".

The instruments that were used to elicit data for this research study were questionnaires and interview. The questionnaire was used to get the quantitative data. The item of the

questionnaire was adapted from Borg (1999), Schulz (2001) and Rahuma (2016). The questionnaire is divided into two sections: one for biographical information and another for the main data needed to answer the research questions. There are 10 items on which participants must indicate their level of agreement. The items are rated on a five-point Likert scale (5=strongly agree, 4=agree, 3=neutral, 2=strongly disagree, and 1=strongly disagree). The questionnaire was divided into two themes: the Role of grammar, Method and technique of the teaching-learning grammar. the difficulties of grammar, and error correction.

The researchers used questionnaire items that were phrased positively. Although including a mix of both positive and negative items forces respondents to think about the topic and (hopefully) produce a more relevant response, thereby reducing these biases. (Sauro & Lewis, 2011) find little evidence that the purported benefits of including negative and positive items in usability questionnaires outweigh the disadvantages.

The questionnaire was made in Google Forms by some reasons. The first is because Google Forms stores the feedback received to analyze it in detail. The second is it is a free online tool that allows me to collect information easily and efficiently. The third is the forms are integrated with Google spreadsheets therefore, we can access a spreadsheet view of the collected data. Finally, we can send the form through email, incorporate it into our website, or share the link via social media or any other method (Melo, 2018).

To support the discussion of the findings obtained quantitatively, the researchers conducted interviews with 3 participants to find additional information about the percentages that appear a lot and those that appear less related to the topic being studied, namely "students' belief in learning teaching grammar". Thus, the discussion of the findings obtained could be more comprehensive. they were randomly selected to represent each academic year.

The researchers used content validity. The concepts used in the questionnaire have been validated by experts to ensure that they reflect the proper meaning intended by the researcher. The questionnaire was reviewed by the researchers' colleague prior to conducting a pilot study to ensure that it measures what it is supposed to measure. Mocorro (2017) added a pilot study is crucial to the success of the research. It should be done correctly so that it will give an accurate description of the instrument to be used.

Data of questionnaire were analyzed by Google Form Statistic and Excel Aplication. In this case, the researchers used descriptive statistics to find percentage of the students' choices dealing with questionnaires distributed. After that, the researchers gave the interpretation of the data that have been analyzed by the google form system. Meanwhile, qualitative data from interviews was analyzed with the help of the NVivo application with the steps of reading the transcript, annotating the transcript, conceptualizing the data which is connected to each statement in the questionnaire and finally writing the results of the data.

3. Results and Discussion

In this section, the findings obtained from the 10 questionnaire items that have been filled in by respondents will be displayed. The findings of all the variables in the questionnaires are shown in one table and summarized before it is broken down into each statement. Discussion will be

carried out after the findings are presented and supported by the results of interviews related to the ten items in the questionnaire. For more details, see below.

Table 2**. Findings of All Statements in the questionnaire**

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Grammar is an important part of learning English.	51%	41%	7%	1%	0%
I like learning grammar.	11%	42%	41%	6%	0%
Learning grammar can enhance my speaking skills.	30%	50%	17%	3%	0%
Knowing grammar helps me understand the meaning of words when I read.	31%	53%	15%	1%	0%
Learning grammar can enhance my listening skills.	14%	50%	27%	8%	1%
Learning grammar can help improve my writing skills.	61%	34%	5%	0%	0%
Learning English is mostly about learning grammar rules.	12%	70%	34%	13%	0%
It is more important to practice English in real-life situations than to learn and practice grammatical patterns.	29%	31%	34%	6%	0%
I believe my English improves most quickly if I learn and practice English grammar.	22%	55%	24%	8%	0%
Learners who are aware of grammar rules can use language more effectively than those who are not.	26%	51%	17%	6%	0%

It can be seen from the table above that the critical role of grammar in learning English, with a significant majority (92%) of respondents agreeing or strongly agreeing that it is an essential component. While 53% of students express enjoyment in learning grammar, a considerable portion (41%) remain neutral. Grammar is widely acknowledged for enhancing speaking skills (80%) and aiding reading comprehension (84%), though opinions are more divided regarding its impact on listening skills, with 64% in agreement. Additionally, there is a strong consensus (95%) on the importance of grammar for improving writing skills.

However, The table showed varied perspectives on the overall focus of English learning. While 82% of students believe that learning English involves mastering grammar rules, 60% emphasize the importance of real-life practice over grammatical patterns. Furthermore, 77% agree that practicing grammar accelerates English improvement, but some stress the necessity of diverse practice methods. The majority (77%) also believe that awareness of grammar rules enhances language effectiveness, underscoring the importance of grammar knowledge in clear and efficient communication. These findings reflect a balanced view, recognizing the significance of grammar while also valuing practical language use for achieving fluency.

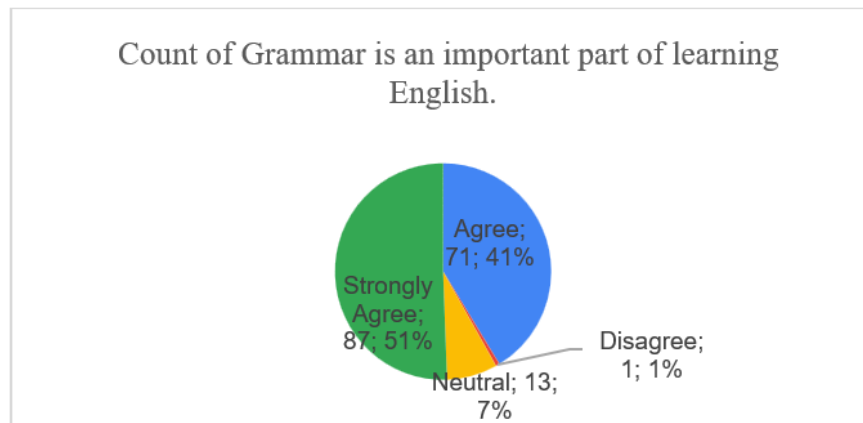Grammar is an important part of learning English.

Figure 1. **Grammar and Learning English**

It was obtained that for the item, "Grammar is an important part of learning English", 41 % of respondents chose agree; 51 % chose strongly agree; 7 % chose neutral; 1 % chose disagree and 0% strongly disagree. It indicates that the students still need grammar study to support them in learning English. The survey results show a high percentage of agreement (51% strongly agree, 41% agree) among respondents that grammar is an important part of learning English. This suggests a strong consensus among students regarding the significance of grammar in the language learning process.

Student A gave a response dealing with the item "Grammar is an important part of learning English." below:

"It holds great significance as it serves as the fundamental underpinning for all aspects. I have a strong passion for academic writing, but without knowledge of subject and verb agreement, studying this course on writing for academic purposes, as well as other courses that involve speaking, would be challenging for me." (Student A)

This student believes that grammar is really needed in writing for academic purposes or formal writing. He also mentioned grammar is also important for speaking and other courses. Among many courses, it seems that in writing, grammar plays an important role. Then, the student's response emphasizes the foundational role of grammar, describing it as the base foundation of everything. This viewpoint aligns with the survey results and underscores the student's recognition of grammar as a fundamental aspect of language learning. Next, the student specifically mentions the relevance of grammar to academic writing, highlighting the importance of concepts like subject-verb agreement. This insight suggests that a strong grasp of grammar is crucial for success in academic pursuits, such as writing for academic purposes.

Furthermore, the student's response extends the importance of grammar beyond academic writing, noting its relevance to speaking and other courses. This broader perspective supports the idea that grammar proficiency has practical implications across various aspects of language learning (Miao, 2023; (Roehr, 2004). The student's mention of subject-verb agreement as an example demonstrates the integration of grammar with specific language skills. This aligns with the survey results, indicating that students recognize the practical necessity of grammar across different language applications. The concluding statement in the survey interpretation, stating that "students

still need grammar study to support them in learning English," underscores the ongoing relevance of grammar instruction. Even with a strong consensus on its importance, there is recognition that continuous grammar study is necessary for effective language learning. The survey results and the student's responses collectively emphasize the widely acknowledged importance of grammar in learning English. The student's detailed explanation further highlights the foundational role of grammar and its practical relevance in academic and other language-related contexts.
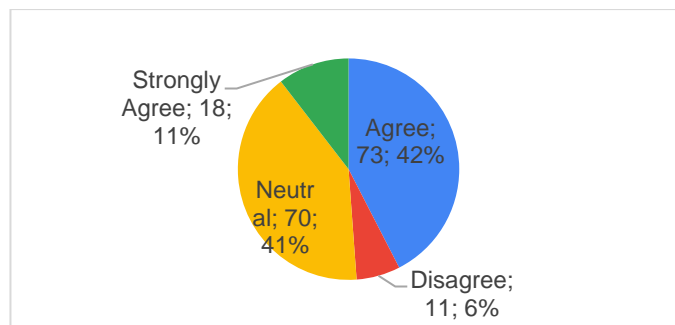
I like learning grammar.

Figure 2. **Learning Grammar**

It was obtained that for the item, "I like learning grammar", 42 % of respondents chose agree; 11 % chose strongly agree; 41 % chose neutral; 6 % chose disagree and 0% chose strongly disagree.

Dealing with the item "I like learning grammar", Student A gave a response as below:

"I believe that it is impossible for me to learn English without acquiring a solid understanding of grammar. The primary reason is that I reside in a non-English speaking country. Unfortunately, I lack the opportunity to acquire a language for which I do not have native speaker friends to engage in constant English conversations. This is particularly important as I am also aspiring to become a teacher. I need to obtain a strong grasp of grammar in order to effectively elaborate on language learning. However, as an Indonesian resident where English is a foreign language, it is exceedingly challenging for me to attain proficiency in this area." (Student A)

The student mentions that they do not live in an English-speaking country and, as a result, have limited opportunities to practice the language in daily life. The student believes that learning grammar is essential for them because they do not have the constant exposure to English that native speakers might have. Grammar, in their view, is a crucial aspect of language learning, especially in a non-English-speaking environment (Loghman Ansarian, 2008); (Abrar et al., 2018).

The student also mentions that they are planning to become a teacher, which adds another layer of importance to learning grammar. They may need to teach English to others, so having a strong understanding of grammar is essential for effective teaching. Living in Indonesia, where English is a foreign language, the student expresses that acquiring English is challenging, making it almost impossible to do so without a focused effort on grammar.

Learning grammar can enhance my speaking skills.
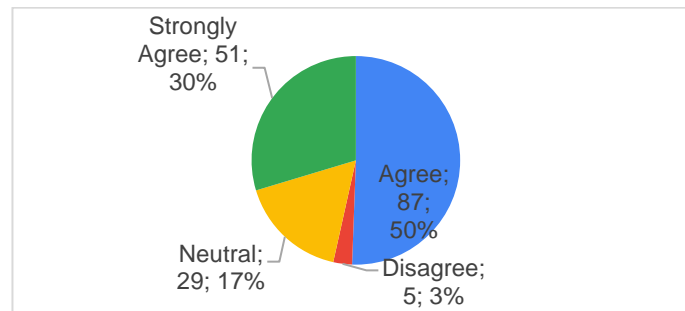
Figure 3. **Grammar and Speaking**

It was obtained that for the item, "Learning grammar can enhance my speaking skills.", 50 % of respondents chose agree; 30 % chose strongly agree; 17 % chose neutral; 3 % chose disagree and 0% chose strongly disagree. The majority of respondents (50% agree, 30% strongly agree) believe that learning grammar can enhance their speaking skills. This indicates a positive perception among the respondents about the relationship between grammar knowledge and effective oral communication.

Dealing with the item "Learning grammar can enhance my speaking skills." Student B gave a response as below:

" The second reason for speaking with appropriate grammar is that it facilitates clear comprehension by others. We possess a higher level of assurance. In my perspective, the third one is "listening", ma'am. Since hearing is inherently linked to speaking, correct? When our interlocutors use proper grammar, it will facilitate our comprehension of their intended meaning."

(Student B)

The student emphasizes that using good grammar in speech enhances understanding and boosts confidence. This aligns with the idea that clear and grammatically correct communication contributes to better comprehension by others and builds the speaker's confidence. The student highlights the connection between listening and speaking, suggesting that good grammar in speech facilitates understanding when listening to others. This perspective emphasizes the interconnected nature of language skills and how proficiency in one skill can positively impact another. The student's response reflects practical reasons for emphasizing grammar in speaking, such as increased clarity, comprehension, and confidence. These practical considerations align with the survey results, where a significant percentage of respondents agree or strongly agree that learning grammar enhances speaking skills. Overall, both the survey results and the student's response support the idea that a substantial portion of individuals recognizes the importance of grammar in enhancing speaking skills. This underscores the perceived value of grammatical knowledge for effective communication (Ho & Binh, 2014; Hans & Hans, 2017). The combination of survey data and the student's response suggests a positive correlation between learning grammar and enhancing speaking skills, with an emphasis on clarity, comprehension, and confidence in communication.

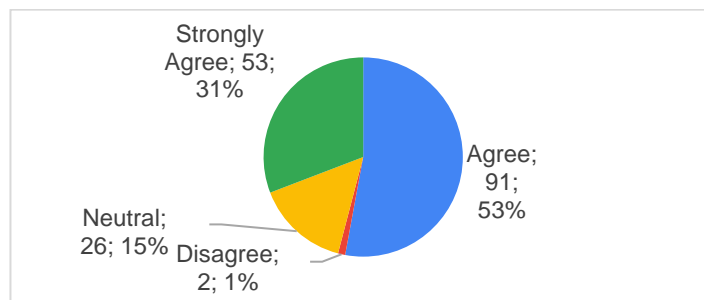Knowing grammar helps me understand the meaning of words when I read.

Figure 4. **Grammar and the Meaning**

It was obtained that for the item, "Knowing grammar helps me understand the meaning of words when I read.", 53% of respondents chose agree; 31 % chose strongly agree; 15 % chose neutral; 1 % chose disagree and 0% chose strongly disagree. The majority of respondents (53% agree, 31% strongly agree) indicate a positive perception that knowing grammar helps them understand the meaning of words when they read. This suggests that a significant portion of students see a connection between grammar knowledge and reading comprehension.

Student A gave a response dealing with the item "Knowing grammar helps me understand the meaning of words when I read." below:

"I believe that while reading can be beneficial for learning grammar, writing is the activity that yields the greatest advantages."(Student A)

The student's response, while expressing a personal emphasis on writing, does not necessarily contradict the survey findings. Instead, it highlights a specific perspective on the benefits of learning grammar, particularly in the context of writing. Raga's response introduces a subjective element, emphasizing that he personally believes writing yields the most benefits from learning grammar. This reflects the diverse ways in which individuals may perceive the utility of grammar based on their language learning goals and preferences.

Moreover, the student's response suggests that individuals may have different priorities when it comes to language skills. While the survey focused on reading, Raga places a higher value on grammar in the context of writing. This underscores the idea that learners may prioritize certain language skills based on their needs and interests. Despite the emphasis on writing, it's important to recognize that grammar skills are often interconnected across various language skills. Proficiency in grammar can contribute to improved reading comprehension, writing clarity, and overall language competence (Lopez, A, 2008; (Perfetti & McCuthen, 1986). The student's response might benefit from additional context. If the student provided more details about why he believes writing yields the most benefits from learning grammar, it could offer insights into his specific language learning goals and experiences. The survey results suggest a positive association between knowing grammar and understanding the meaning of words when reading. However, the student's response emphasizes the subjective nature of language learning preferences, with a specific focus on the perceived benefits of grammar in writing. This highlights the importance of recognizing individual differences and learning priorities in language education (Byram et al., 2002); (Rod Ellis, 2005).
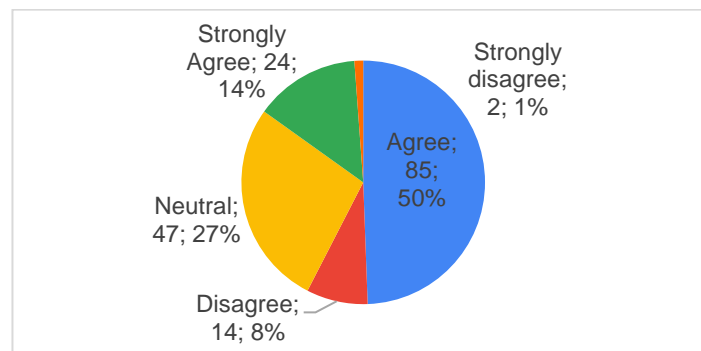
Learning grammar can enhance my listening skills.

Figure 5. **Grammar and Listening**

It was obtained that for the item, "Learning grammar can enhance my speaking skills.", 50 % of respondents chose agree; 14 % chose strongly agree; 27 % chose neutral; 8 % chose disagree and 1 % chose strongly disagree. The survey results reveal a mix of opinions regarding the statement "Learning grammar can enhance my speaking skills," with varying degrees of agreement and disagreement. The student's response introduces a different perspective by emphasizing the impact of grammar on listening skills instead.

Dealing with the item "Learning grammar can enhance my speaking skills." Student C gave a response below:

"In my view, a strong grasp of grammar might impact one's ability to understand and comprehend lists, particularly in the context of listening comprehension, ma'am. Furthermore, to illustrate, the correct pronunciation. For instance, I believe that it is incorrect and has a genuine impact on our auditory perception. "We must reacquaint ourselves with grammar." (Student C)

Student C suggests that grammatical knowledge can influence listening comprehension. This insight aligns with the idea that understanding grammar can contribute to better comprehension when listening to spoken language, including aspects such as pronunciation and sentence structure. Student C specifically mentions the importance of correct pronunciation, linking it to grammar. This observation highlights the interconnected nature of language skills, where grammatical knowledge can influence not only comprehension but also the accurate interpretation of spoken sounds (Mecartty, 2000); (Gottardo et al., 2018). The student's statement, "So we have to learn grammar again," underscores the idea that language learners may need to revisit and reinforce their understanding of grammar continuously. This perspective reflects a recognition of grammar as a dynamic and evolving aspect of language learning.

Besides that, the student's response reflects a personalized view of language learning goals, emphasizing the role of grammar in improving listening skills. This highlights the diversity in how individuals perceive the impact of grammar on different language skills based on their own experiences and priorities. Student C's emphasis on the connection between grammar and listening skills suggests potential implications for language teaching. Teachers may consider incorporating listening activities that integrate grammatical concepts to enhance comprehension and pronunciation (Murphy, 1991); (Reed & Michaud, 2011). The student's response adds a valuable perspective to the understanding of the relationship between grammar and language skills. While the survey focused on speaking skills, Student C's emphasis on grammar's influence on listening

skills highlights the multifaceted impact of grammatical knowledge on various aspects of language proficiency.
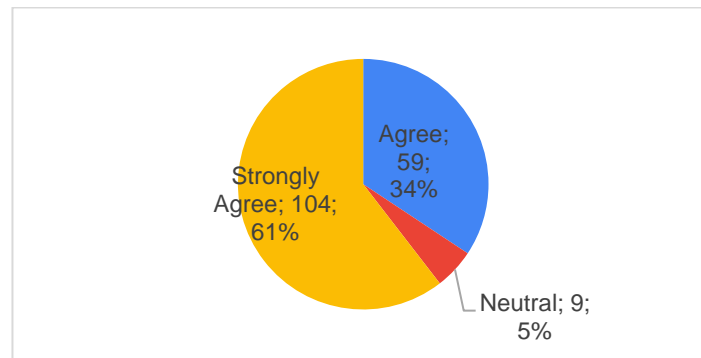
Learning grammar can help improve my writing skills.

Figure 6. **Grammar and Writing**

It was obtained that for the item, "Learning grammar can help improve my writing skills.", 34 % of respondents chose agree; 61 % chose strongly agree; 5 % chose neutral; 0 % chose disagree and 0% chose strongly disagree. The survey results indicate a substantial agreement among respondents (61% strongly agree, 34% agree) that learning grammar can help improve writing skills. This suggests a strong consensus among participants about the positive influence of grammar on written expression.

Student A gave a response dealing with the item "Learning grammar can help improve my writing skills." as follows:

"I would express my thoughts in written form. The reason is that in writing, various forms must be utilised, such as complex sentences or compound complex sentences, particularly in essays or journals. By acquiring a solid understanding of grammar, our writing skills can be greatly enhanced. Not as proficient as verbal communication and reading. I believe that while reading is beneficial, writing offers the greatest advantages for mastering grammar." (Student A)

Student A's response adds depth to the understanding by acknowledging that writing involves different forms, such as complex sentences or compound-complex sentences. This insight highlights the intricacies of grammar in written communication and the need for a nuanced understanding of grammatical structures for effective writing. Raga emphasizes the practical application of grammar in writing, particularly in the context of essays and journals. This aligns with the survey results, affirming that respondents see a direct correlation between grammar knowledge and improved writing skills, especially in more structured and formal written forms. Student A provides a comparative perspective by stating that writing would derive the most benefits from learning grammar, in contrast to speaking and reading. This personal perspective underscores the idea that individuals may perceive the utility of grammar differently across various language skills.

Moreover, Student A suggests that the complexity of certain grammatical structures, such as compound-complex sentences, can significantly impact writing. This insight emphasizes that a deeper understanding of grammar allows for the mastery of more intricate language forms, contributing to improved writing proficiency. While Student A acknowledges the importance of grammar in writing, he also recognizes its relevance in speaking and reading, albeit to a lesser extent.

This balanced view aligns with the idea that grammar plays a role in various language skills but may have different degrees of impact based on the context (Al-Khresheh & Orak, 2021); (Knapp & Watkins, 1994). The student's response provides a nuanced perspective on the role of grammar in writing, emphasizing its significance in dealing with complex forms. This complements the survey results, highlighting the broad consensus that learning grammar is closely linked to improved writing skills.

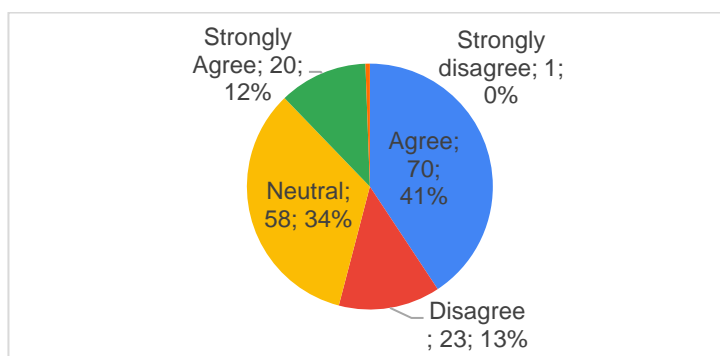Learning English is mostly about learning grammar rules.

Figure 7. **English and Grammar Rules**

It was obtained that for the item, "Learning English is mostly about learning grammar rules.", 70 % of respondents chose agree; 12 % chose strongly agree; 34 % chose neutral; 13 % chose   disagree and 0%   chose strongly disagree. The survey results indicate a high level of agreement among respondents (70% agree, 12% strongly agree) that learning English is mostly about learning grammar rules. This suggests a prevailing perception among participants that grammar plays a central role in language acquisition.

Dealing with the item "Learning English is mostly about learning grammar rules." Student B gave a response below:

"It would be preferable to have a wide variety of patterns, Madam. Upon hearing the term "grammar," individuals often associate it with the study of verb tenses. There are numerous formulas that we must commit to memory." (Student B)

Student B's response provides insights into the association people often make with grammar, particularly the immediate connection to learning tenses and memorizing formulas. This reflects a common perception that grammar involves understanding specific patterns and rules. Student B mentions the need to memorize formulas when learning grammar. This perspective underscores the recognition that certain aspects of grammar require rote memorization, suggesting a challenge or effort associated with mastering grammatical rule (Dalil, 2013); (Matiso, 2023)'The mention of tenses as a common association with grammar suggests a simplification or narrowing down of the concept. While tenses are indeed a crucial aspect of grammar, grammar encompasses a broader set of rules governing the structure and usage of a language.

Furthermore, Student B's response implies that people often consider grammar to be a foundational element of language learning. The use of the word "immediately" suggests that, for many, grammar is the initial or core aspect associated with language learning. While the survey results and Student B 's response highlight the importance of grammar, it is essential to recognize

that language learning is multifaceted, involving not only grammar but also vocabulary, pronunciation, cultural understanding, and communication skills. An exclusive focus on grammar may overlook other critical components of language acquisition. The survey results and Student B's response underscore the perceived importance of grammar in learning English. The association of grammar with patterns, formulas, and the need for memorization reflects common perceptions about the role of grammar in language acquisition. However, it is crucial to maintain a balanced view and acknowledge the diverse aspects involved in effective language learning (Lyster, 2007).

It is more important to practice English in real-life situations than to learn and practice grammatical patterns.
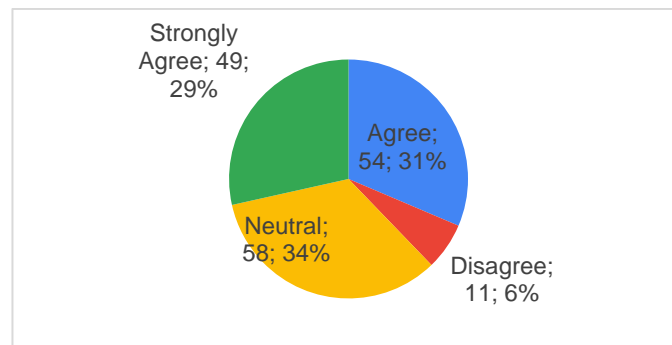

Figure 8. **Practice and Learning Grammar**

It was obtained that for the item, "It is more important to practice English in real-life situations than to learn and practice grammatical patterns.", 31 % of respondents chose agree; 29 % chose strongly agree; 34 % chose neutral; 6 % chose disagree and 0% chose strongly disagree. The survey results show a variety of opinions regarding the statement "It is more important to practice English in real-life situations than to learn and practice grammatical patterns." While there is a notable percentage in agreement, there is also a significant portion of respondents who either strongly agree, are neutral, or disagree. This suggests a diversity of views among participants.

Student A gave a response dealing with the item "It is more important to practice English in real-life situations than to learn and practice grammatical patterns." As follows:

"There should be a multitude of patterns, Madam. Upon hearing the word "grammar," individuals often associate it with the study of verb tenses. There are numerous formulas that we must commit to memory." (Student A)

The student's response challenges the notion that advanced grammar learning is crucial for achieving fluent English. The example of YouTubers interacting on platforms like OME tv without explicitly learning grammar suggests that language fluency can be attained through real-life communication experiences. The student's mention of seeing people learn English without explicitly studying advanced grammar aligns with the concept of informal language learning. It highlights the role of exposure, interaction, and communication in acquiring language skills, even without a formal focus on grammatical patterns. The student expresses skepticism about the drastic improvement in English proficiency through the learning of more advanced grammar. This perspective challenges the assumption that advanced grammatical knowledge is the primary factor in achieving high proficiency (Byrnes, 2012); (Han & Ellis, 1998).

Moreover, the example of YouTubers who have fluent English without explicitly learning advanced grammar serves as a practical illustration. It suggests that immersion in real-life situations and consistent communication can contribute significantly to language fluency. The student acknowledges the importance of basic grammar learning, as indicated by the phrase "a lot of people just learn the basic grammar." This suggests that there may be a foundational level of grammatical understanding that contributes to effective communication. The student's response challenges the emphasis on advanced grammar learning, highlighting the potential effectiveness of informal language exposure and communication in achieving fluency. This viewpoint aligns with the diversity of opinions reflected in the survey results and underscores the multifaceted nature of language acquisition.

I believe my English improves most quickly if I learn and practice English grammar.
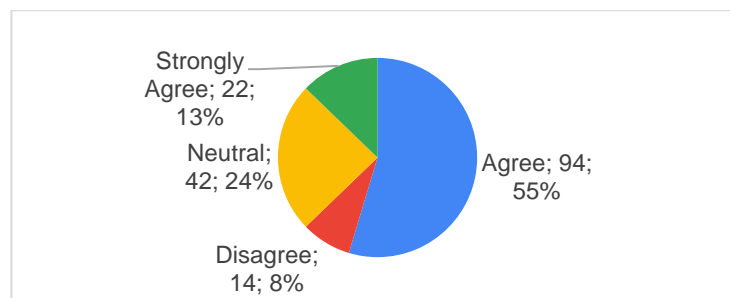

Figure 9. **English Improvement and Grammar Practice**

It was obtained that for the item, "I believe my English improves most quickly if I learn and practice English grammar.", 55 % of respondents chose agree; 22 % chose strongly agree; 24 % chose neutral; 8 % chose disagree and 0% chose strongly disagree. The survey results show a variety of opinions regarding the statement "I believe my English improves most quickly if I learn and practice English grammar." The student's response introduces a different perspective by emphasizing the importance of practicing English in real-life situations.

Dealing with the item "I believe my English improves most quickly if I learn and practice English grammar.", Student B gave a response as below:

"I think we'll get better at English quickly if we work hard at it and do things like listen, watch English movies, and read English texts. I think it's faster to get better, especially when we're being very direct, Mom. Not just ideas or things we have."(Student B)

The student's viewpoint suggests a holistic approach to language learning, emphasizing the value of diverse language activities such as listening, watching videos, and reading texts in addition to practicing grammar. This aligns with the idea that language acquisition is a multifaceted process that involves various skills. The student highlights the significance of practicing English in real-life situations, suggesting that direct practical application is crucial for improvement. This perspective underscores the importance of using the language in authentic contexts rather than solely relying on theoretical or grammatical knowledge. The student's mention of "practicing diligently" implies a commitment to consistent and focused language practice. This aligns with the notion that active and purposeful engagement with the language, beyond grammar drills, contributes to accelerated language improvement (Kumaravadivelu, 1994).

Moreover, the student's response emphasizes the need for a balance between theory (learning grammatical patterns) and practical application. This balanced approach acknowledges the importance of both understanding language structures and actively using the language in real-life scenarios. The student's reference to listening, watching videos, and reading English texts suggests an appreciation for language immersion. Immersive experiences can expose learners to authentic language use, cultural nuances, and diverse linguistic contexts, facilitating a more comprehensive understanding of the language. The student's response provides an alternative perspective to the survey results, emphasizing the significance of practicing English in real-life situations for rapid improvement. This aligns with the idea that a balanced and immersive approach, involving various language activities, contributes to a well-rounded language proficiency.

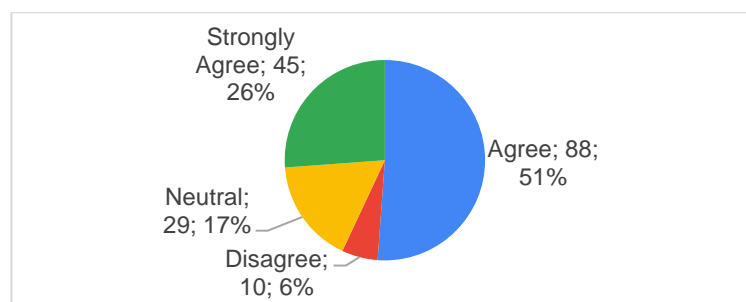Learners who are aware of grammar rules can use language more effectively than those who are not.

Figure 10. **Grammar and Effective Language**

It was obtained that for the item, "Learners who are aware of grammar rules can use language more effectively than those who are not.", 51 % of respondents chose agree; 26 % chose strongly agree; 17 % chose neutral; 6 % chose disagree and 0% chose strongly disagree. The survey results reveal a significant agreement among respondents (26% strongly agree, 51% agree) that learners who are aware of grammar rules can use language more effectively than those who are not. This suggests a prevailing perception among participants regarding the positive influence of grammar knowledge on language proficiency.

Student A gave a response dealing with the item "Learners who are aware of grammar rules can use language more effectively than those who are not" below:

"If you don't understand grammar, you might just talk around the issue, which could cause confusion, and people will want to know what you mean, which takes more time. On the other hand, people who do understand grammar are much more useful because they don't cause as much confusion." (Student A)

The student's response provides a rationale for the survey results by emphasizing the impact of grammar knowledge on communication clarity. The idea that understanding grammar helps in avoiding confusion aligns with the notion that grammar rules contribute to precision and accuracy in language use. The student's statement highlights the potential for confusion when individuals lack a solid understanding of grammar. This implies that learners who are aware of grammar rules can express themselves more clearly, reducing the likelihood of misunderstandings and the need for additional clarification. The student suggests that people who understand grammar can communicate more efficiently. The reference to "talking around the bush" indicates that a lack of grammar knowledge might lead to less direct or clear communication, potentially

requiring additional effort to convey intended meanings. The mention of it taking more time when individuals do not understand grammar implies that grammar awareness contributes to more time-efficient communication. This aligns with the idea that a solid grasp of grammar can streamline the communication process, reducing the need for repeated explanations or clarifications (Smith & Kirby, 2008). While the student emphasizes the importance of grammar understanding, it is important to note that effective communication involves various aspects, including vocabulary, cultural awareness, and context. Grammar is one component contributing to overall language proficiency. The student's response provides a practical perspective supporting the survey results. It emphasizes the role of grammar awareness in enhancing communication clarity and efficiency, which aligns with the widely held belief among respondents that learners with knowledge of grammar rules can use language more effectively.

In this part, the researchers try to discuss the main points from each theme category. The first is the theme "the role grammar". From this theme, there is one questionnaire item that is interesting to discuss because most of the students agree with that statement and no one chose "disagree or strongly disagree" with this statement, "Learning grammar can help improve my writing skills.". 95 % of students agree with this statement. It indicates that grammar plays an important role for the learners when they have to write something in English, especially when they write in the context of scientific writing. It is supported by a student's statement:

"We should utilise varied forms in writing. We use simpler forms, but it depends on the context. In academic contexts, we use higher grammatical forms, but in regular conversations, we use simpler forms. I don't think we need sophisticated grammar, but when writing essays or journals, there are complex sentences or compound sentences that are very complicated. I think learning grammar would improve our writing. Less than reading and speaking. I think understanding grammar will assist writing more than reading. The reason is that because in writing there's different kind of forms that we should use. (Student A)

The student's statement above may serve as an indication of the shared ideas on grammar among other students. Policy makers may find it valuable to know that students studying English, particularly those who are aspiring English teachers, still require a solid understanding of grammar even after completing their studies. If individuals lack sufficient grammatical proficiency, they may struggle to effectively instruct their students in the art of writing, particularly within formal settings.

4. Conclusion

The data strongly indicate that EFL learners at the university hold a shared belief in the crucial role of English grammar in their learning process. The specific emphasis on writing skills, especially in academic and formal contexts, highlights the practical implications of grammar knowledge for successful communication. These insights suggest that EFL learners at the university recognize and value grammar as a fundamental component of their language learning journey. Then, the consensus on the importance of grammar, particularly for writing skills, provides valuable insights for language educators and policymakers in tailoring effective language education strategies for these learners. Additionally, the recognition of diverse perspectives emphasizes the importance of flexibility in teaching approaches to accommodate varying beliefs and preferences among EFL learners.

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