EFL University Students' Perceptions of Effective Teaching Grammar

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A B S T R A C T

This research is taken to identify students' perceptions of effective teaching grammar with 30 EFL university students as participants. Questionnaires, semi-structured interviews, and reflective notes were used to obtain data in this study. Quantitative and qualitative analysis were used to analyse data, while data from interviews and reflective notes were transcribed. The results of this study showed that the students' perception of effective teaching grammar in EFL indicated that students agree (96%) grammar is important for them. Most of the participants (more than 90%) prefer learning grammar through memorizing the rule of the language then followed by a set of examples. Other techniques have been mentioned namely listening to music, songs and poem. Learning by participating in real-life situations than developing their grammatical knowledge is also another technique that has been chosen.

Keywords: *Students' Perception, Effective Grammar Acquisition.*

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INTRODUCTION

Grammar knowledge is a crucial element in the English Language to support other English skills. Without a strong foundation of grammar, students will not be able to master four main skills in English. Grammar not only influences productive skills in speaking and writing but also receptive skills in reading and listening. In speaking and writing, students cannot transmit and express their feelings, ideas, opinions, or arguments in a good compilation without mastering grammar well. The same is true for reading and listening, if they do not understand grammar well, they will not be able to comprehend and understand a passage of sound. Therefore, the students who want to be successful to deliver their ideas through text or verbal communication must master the structure of grammar.

As the first foreign language in Indonesia, the government realizes that English is very important to prepare the students in facing the globalization era. English has been taught at elementary school and its curriculum has been developed since 1975. The essential of grammar has been given attention through students, researchers, and practitioners, especially ESL/EFL educators. This is because of the truth that mastering the grammar of the goal language is vital for such successful knowledge of that language (Mart, 2013). Grammar plays a vital for ESL/EFL students not only to get knowledge of the structures of the target

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language however additionally if they want to use the language correctly (Richards & Reppen, 2014).

In teaching grammar, there are two approaches that the researchers always refer to; the first one is the deductive approach and the second approach is the inductive approach (Nunan D., 2015). The deductive approach is a teacher entered approach which means the rules are given to the students and explained by the teacher, which is then students exercise to apply the rules. The deductive approach saves class time and gets straight to the point which makes the learner less active inside the class. Moreover, the deductive approach makes teaching grammar to be isolated away from meaning. On the other hand, Nešić & Hamidović, (2015) claimed that the deductive approach can encourage students' confidence in learning grammar. It provided students with numerous examples, and at the same time, it clearly states what the students are expected to learn.

On the contrary, the inductive approach is the student-centered approach which means learners study samples of language, detect, notice and have to figure out the rules by themselves. In the inductive approach, students engage more with the teaching process and formulate the rules; therefore, this process assesses their development. The inductive approach takes more time and this causes fewer subjects to be covered. Ultimately, none of the deductive and the inductive approaches are superior to one another both are complimentary. Some students learn effectively through the inductive approach while others get to benefit from the deductive approach. Mouly (1978) cited by (Nunan D., 2015), has suggested that learning is a process of shuttling back and forth between the inductive and the deductive. He argues that during the process of learning we use both approaches after one another.

By the reason of the essential of grammar inside the ESL/EFL settings, there has been a recovery in grammar teaching. It has been noted that effective teaching grammar plays an essential function in students' acquisition of high accuracy and fluency in the target language (Ellis, 2003). Irrespective of the controversies and arguments on a way to teach grammar (e.g., the usage of a focus on-form method or a communicative method) and what to awareness of while teaching grammar, effective teaching of grammar must help students to recognize new grammatical rules and practice such policies to language use in collaborating with instructors and peers (Ellis, 2006). This study attempts to analyze the students' perception of effective teaching grammar within the teaching and learning process of EFL university students.

Linguists vary from each other in seeing the concept of grammar. In line with traditionalists, it's for a set of policies and ideas; even as grammar to the structural list is the look at the way sentences are arranged and formed. However, the transformation list considers it a rule that produces countless sentences and enables the speaker to apprehend the words they have heard; while for some experts of the communicative technique, grammar is a characteristic of language this is contrary to structural patterns (Giovanelli, 2015). Regardless of the idea, grammar is considered as the center of language organization and it is the framework of each language. It is due to the fact grammar is a detail that makes which means and makes use of in any language. Scrivener (2005) states that grammar is a human internal database for what sentences would possibly or won't. In the meantime, Giovanelli (2015) believes that there is a price to learning when studying the shape and characteristics of language and studying. He in addition stated that language is not a separate system, it's far associated with other highbrow processes which are embedded in social activities.

Diverse teaching methods are created, observed, believed, or rejected. Most of them vary in terms of teaching grammar. The primary is the Grammar-translation method. This approach emphasizes specific and deductive teaching of grammar. Then, the direct method, which emerged within the mid to past due 19th century, rejected the teaching of explicit

grammar. This method believes that scholars will analyze the language once they listen to it from their instructor because the instructor ought to use English all of the time.

The third method is the audio-lingual. This method believes that language can be found out with sporting activities given through students and this can be a great way to analyze grammar. The creativity in teaching grammar within the audio-lingual method may be very restricted as it is predicated closely on repetitive styles. In the meantime, new teaching methods developed within the 1970s emerged, referred to as Communicative Language teaching (CLT). This teaching method believes that language may be learned without mastering grammar immediately.

However, this approach does no longer rejects grammar in any respect. In teaching language, some procedures that dominate grammar coaching are the deductive approach and inductive approach. The primary begins with the presentation of rules and is observed using examples in which the rules are applied. The latter begins with some examples from which the rules are deduced. Many language instructors inspire teachers to use an inductive approach due to the fact of learning processes they use discovery getting to know models and undertaking college students' competencies in extra meaningful ways (Steinlen, 2017; Wyse et al, 2013).

In latest years, some studies have shifted to a new category of teaching grammar that is primarily based on the shape and approach to meaning (Thompson, 2013). Other than that, Scrivener, (2005) believes that several steps must be taken using the trainer so that their college students can without difficulty recognize grammar. First, they ought to reveal them to grammar factors after which design assignments lead them to apprehend the material. After that, they should teach their students and practice the material being learned. Subsequently, they ought to help their learners use the new language in oral and written form. Eventually, teachers have to help college students recollect the forms thru revisions. Birch (2014) emphasizes that students need energetic use and exposure through contextualized, interactive, meaningful, and motivating activities.

Study on English grammar is an interesting topic to be considered because it is an essential element that can help develop learners' knowledge and competency on the use of effective communication (Srinon, 2019). In recent decades, there many studies on grammar have been conducted and have resulted in different grammatical studies (Larsen-Freeman 2003a, Hinkel 2004, Rosa & Leow 2004; Shiu 2011,) that indicated learners ' abilities have been affected by English grammatical learning when they had to study at a higher level before and this can be one of the indicators of successful language learning (Srinon, 2019)

In recent studies, researchers such as Phissanui (2003) conducted a study on students' development of activities on English grammar using a cooperative method. In his study, Phissanui found students had a higher ability in English grammar with average scores of after-lesson evaluation from 3.77 to 4.47. The results of this study revealed the benefits of using a variety of methods for teaching grammar. In the same line, Mahakanok (2005) conducted a study on the development of computer-assisted learning programs on grammar and found that students could be motivated well when they were taught using different materials such as images, colors, and sound. The findings of this study indicated that learning using a variety of methods and not only using multiple-choice tests would help students to get better learning outcomes.

Pazaver and Wang (2009) carried out a study on the perceptions of Asian students about teaching grammar in ESL instructions and he found that even though they came from equal cultural and academic backgrounds, their perceptions about teaching numerous significantly. The researchers concluded that the information accumulated had vast value for EFL instructors to fulfill college students' wishes and reduce issues because of numerous

views among teachers and students concerning whether or not grammar teaching must be advocated in the lecture room.

Jarvis and Szymczyk (2010) stated in a study that tested students' attitudes to mastering grammar in self-reliant contexts and their possibilities gaining knowledge of substances with which to achieve this. In the study, 38 students had been surveyed and 13 of them then spent a while working in a language resource center (LRC) with internet-based and paper-based materials. Then, the researchers requested students to finish a sequence of questionnaires concerning what they liked and disliked about the two kinds of substances. In end, four participants have been interviewed in extra detail about their responses. The data suggested that despite the well-documented advantages of the tutorial function of computer systems and the belief of the 'digital native', participants commonly favored operating with paper-based substances. The study concluded with a discussion of the consequences of this for materials that LRCs stock and for the converting role of computer systems in self-study settings.

Hu (2012) conducted a study and considered whether grammar should be taught or not. The findings of this study prove that grammar is a subject matter that must be taught in the form of structure and the teaching of grammar must focus on real contextual. The same thing, Myyry (2013) studied the grammar perceptions of high school students and found that students had negative attitudes towards grammar learning because they did not understand the correct language structure. This study also shows that this problem is related to teaching methods and learning materials that are not interesting and do not create a better understanding for students.

Hou and Na-Thalang (2013) investigated English grammar awareness about using Wh-movement with Chinese students. The results of the study revealed that if students understand the principles of English grammar when they want to make Wh questions, they can solve the questions correctly. In addition, Munir (2009) studied the grammar awareness of elementary school English teachers. The results showed that most teachers did not understand grammar well, so they could not use grammar properly. This means that they do not have metalinguistic awareness and they should be able to analyze the structure of grammar items better before they study at a higher level.

Sopin (2015) studied students' perceptions about teaching and learning grammar in English classes in Libya and he found that although students came from different backgrounds, they had different perceptions about teaching grammar. The results of the study are important for ESL teachers who intend to meet the needs of students and reduce the problems caused by different perspectives between teachers and students regarding grammar teaching.

In another study, Inham and Kim (2017) found that although teaching English grammar was consistently taught in English classes in South Korea, teaching grammar was not widespread. Therefore, this study aims to find the gap between students' grammar awareness and their perception of the grammar material being taught. The findings of this study indicate a gap between students' grammar awareness and perceptions and the need to design individual curricula for teaching effectiveness.

From the review of the study discussed, it can be concluded that the study of grammar and student opinion, grammar teaching methods, and other related matters play an important role in students' language learning achievement. Most studies show the importance of grammar studies and support various methods of teaching grammar to students. Therefore, understanding students' perceptions about grammar are very important for English teachers to consider and realize when they teach grammar.

METHOD

The mixed methods research design was applied in this study. There are many methods for combining quantitative and qualitative methods for designing a joint method study. So, in this study, the researcher used the Sequential Explanatory design. Creswell and

Clark (2007) note that this approach is an approach in which quantitative data is collected first and then followed by qualitative data. The goal is that the results of the qualitative data will strengthen the previous quantitative data. For example, surveys can be used to obtain quantitative data from a larger group. In addition, data from interviews are also expected to strengthen quantitative data**.**

The participants of this study were 30 EFL university students. The data for this study is elicited through using a questionnaire, a semi semi-structured interview, and reflective notes. By way of the usage of those devices, the researcher is capable of picking out the students' mindset the notion of effective grammar acquisition. Consequently, using a questionnaire, the technique of facts series can handiest offer restrained information of the scholars' mindset and perception, reflective notes as another additional technique of accumulating data of this research. The questionnaire was taken and adapted from Mulali (2019) which examines grammar teaching and gaining knowledge of perceptions and attitudes among college students majoring in English. The first part of the questionnaire is related to the students' demographic and the second part of the questionnaire offers colleges' perception of grammar teaching. The objects of the questionnaire include a five-point Likert-scale; strongly agree, agree, not sure, disagree, and strongly disagree. Similarly, the questionnaire also includes six components. The first part of questionnaire consists of six questions on the scholars' notion on the importance of grammar learning (items 1, 2, and 3). The second part of the questionnaire includes the questions on the students' perception of the need for grammar learning (items 4, 5,6,7,8, and 9). The third part of the questionnaire asks about students' notions of the ways in learning grammar (items 11, 12, 13, 14, 15, 1, 6 and 17). The fourth element asks about the errors corrections and feedback of EFL (items 18,19,20,21, 22, 23 and 24). The fifth parts of the questionnaire, the last part of the questionnaire ask about college students' strategies in grammatical acquisition (items 25,26,27,28, 29.30,31,32,33,34 and 35).

Another research instruments used in this study was interview. Non-structured interviews were used in this study, because this research is descriptive. But, this does not mean there is no structure at all. The structure is in the form of an interview guide. From the interview, it is expected to obtain as much as possible data about students' perceptions on using effective grammar acquisition. Typically, questions in interviews relate to students' perceptions about the importance of grammar, grammar needs, grammar learning approaches, error correction and comments in grammar exercises and student techniques in grammar acquisition. For the purpose for the interview, about 6 students were selected as samples for the interview based on phenomena occurs after data from questionnaire was analyzed.

The next research instrument was reflective notes. In a qualitative study, reflective notes or commonly known as a research diary is a diary that is used to investigate a wider view of a phenomenon. Apart from that, the research diary also records feelings, emotions, behaviors, social communication and activities (Cassell & Symon 2004). The use of personal diaries of research participants has been believed as a valued method for qualitative data collection due to the richness, intensity and comprehensiveness of the information that they provide (Friedemann, Mayorga & Jimenez 2011). In the process of reflecting the individual experience, writing the reflective notes will help in clarifying what is studied. The reflective notes in this study was collected in one selected week. The reflective notes were guided with questions. The questions were divided into five parts including the questions regarding with students' perception on the importance of grammar learning, the need of grammar learning, the ways of the students learning grammar, error correction and feedback in learning grammar and students' techniques in grammar acquisition.

Data in this research were evaluated through descriptive quantitative and qualitative analysis. The data was evaluated and interpreted primarily based on the data from the questionnaire, interview, and reflective notes. This process entails coding, analyzing, and decoding the statistics. It is in accordance with Brown (2009) that the procedure to prepare

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and interpret records from questionnaires regarding, coding, studying, and decoding the facts. To investigate the respondents' perceptions of effective grammar teaching, a simple description of numbers and percentages is used. In order to make clear data from a questionnaire, a semi-structured interview and reflective notes will be used. The information from interview and reflective notes were read and classified. Then, the information were interpreted into a few main tables in keeping with the research questions.

FINDINGS AND DISCUSSION

As mentioned before that the main data for this research is questionnaire. To get a more comprehensive picture regarding with the students' perception of effective teaching grammar, the questionnaire in this research was divided into five sections. The first section is about the importance of grammar. It was found that most of the respondents believe that grammar is important for them. Findings show that item 1 had highest percentage among the three items in which 20 (66 %) of respondents strongly agree and 9 (30 %) of them agree that grammar is important and must be learnt by EFL students. This is also proven in item 2 and 3 in which 13 respondents (43 %) disagree and 15 respondents (50 %) strongly disagree with the statement that grammar is not needed to be learnt as they have already learnt it in high school. Likewise in item 3, where more than half of respondents disagree and strongly disagree that learning grammar is useless and wasteful job. Table 1 illustrates these findings.

Table 1. Students' perceptions of the importance of grammar learning

No	Items	SA	A	NS	D	SD
1	Grammar is important and has to be learnt in EFL	20 (66%)	9 (30%)	1 (3, 33 %)	-	-
2	It is not needed to learn grammar because the learners have already learnt it in high school	-	-	2 (6, 66%)	13 (43%)	15 (50%)
3	It is not good to dedicate some time to learning grammar	-	2 (6, 66%)	2 (6, 66%)	17 (56,66)	9 (30%)

Table 2 below shows the result obtained from the second part of the questionnaire that is the students' perception of the need of grammar learning. All the items in this part seem to have a very high percentage (with percentage of 63, 33 %, 50 %, 53, 33 % and 56, 66 % respectively). It indicates that the respondents need of grammar learning for all language skills, including writing, reading and speaking. Table 4.2 also shows that respondents need of grammar learning for security and self-confidence when they use English. Moreover, they also believe that by having grammar knowledge will influence their language development and future occupation. Table below illustrates these findings.

Table 2. Students' perceptions of the need of grammar learning

No	Items	SA	A	NS	D	SD
1.	For writing	19 (63, 33 %)	10 (33, 33%)	1 (3, 33%)	-	-
2.	For improving communication ability	19 (63, 33 %)	10 (33, 33%)	1 (3, 33%)	-	-
3.	For security and self-confidence	15 (50 %)	15 (50 %)	-	-	-
4.	For improving reading skill	15 (50 %)	13 (43, 33 %)	2 (6, 66 %)	-	-
5.	For language development	16 (53,33)	11 (36, 66 %)	3 (10 %)	-	-
6.	For future occupation	17 (56, 66 %)	10 (33, 33 %)	3 (10 %)	-	-

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The third part of the questionnaire is asking students perception of the ways when they learning English. With the percentage of 46, 66 % and 40 %, it indicates that the respondents do this ways. Findings show that respondents strongly agree grammar should be clearly and explicitly and presented with grammatical rules at sentence level. While the rest (33, 33 % and 30 %) strongly agree that learning grammar should be in reading context but they also strongly agree that learning grammar not only in discrete sentences but also in texts. Among all items, it seems that item 16 had the highest percentage (63, 33 %). It means that the respondents are comfortable and better when they learning grammar.

Table 3. Students' perceptions of the ways learning grammar

No	Items	SA	A	NS	D	SD
1.	Grammar should be clearly and explicitly	14 (46, 66 %)	13 (43, 33 %)	3 (10 %)	-	-
2.	Learners should be presented with grammatical rules at sentence level	12 (40 %)	16 (53, 33 %)	2 (6, 66 %)	-	-
3.	Learning grammar should be in reading context	10 (33, 33 %)	13 (43, 33 %)	8 (26, 66 %)	-	-
4.	Learners should learn grammatical structures not only in discrete sentences but also in texts	9 (30 %)	18 (60 %)	3 (10 %)	-	-
5.	Learners learn grammar better when they start with examples and then identifying the rules	11 (36, 66 %)	18 (60 %)	1 (3, 33%)	-	-
6.	Frequent practice is a key for learners to improve their grammatical accuracy	11 (36, 66 %)	18 (60 %)	1 (3, 33 %)	-	-
7.	Learners learn grammar better when they work on rules in first place and then have some examples	19 (63, 33 %)	10 (33, 33 %)	1 (3, 33 %)	-	-
8.	Learning reading skills in language courses develops learners' grammatical knowledge	15 (50 %)	12 (40 %)	3 (10 %)	-	-

The next part of the questionnaire is students' perceptions on error correction and feedback in leaning grammar. The four highest percentage are for the items 18, 19, 21 and 24 (with the percentage of 56, 66 %, 43, 33 %, 43, 33 % and 50 %). It indicates that the respondents would like to get corrections when they make a lot of errors and hope the lecture can explain it again. Moreover, respondents also agree that they classmates can correct the errors that they made while learning grammar (50 %). Lecturers should corrects the errors which are important (global errors or local errors) and check if they if they understood the grammar that have been studied (50 %, 63, 33 % and 60 % respectively). Table 4.4 below illustrates these findings.

Table 4. Students' perceptions on error correction and feedback in EFL

No	Items	SA	A	NS	D	SD
1.	When I make errors, I expect lecturer to correct me and later explain it to me	17 (56, 66 %)	11 (36, 66 %)	2 (3, 33 %)	-	-
2.	I expect to have an opportunity to look and evaluate	13 (43, 33 %)	16 (53, 33 %)	1 (3, 33 %)	-	-
3.	I like my classmates to correct my errors	8 (26, 66 %)	15 (50 %)	7 (23, 33 %)	-	-
4.	I expect lecturer to correct the errors which are important (global errors)	13 (43, 33 %)	15 (50 %)	2 (6, 66 %)	-	-
5.	I expect lecturer to correct all my errors (local errors)	10 (33, 33 %)	19 (63, 33 %)	1 (3, 33 %)	-	-
6.	Lecturer should check if I have understood and learnt the grammar rules under study	11 (36, 66 %)	18 (60 %)	1 (3, 33 %)	-	-
7.	Learners should work together and help each other to evaluate their learning	15 (50 %)	12 (40 %)	3 (10 %)	-	-

The last part of the questionnaire is students' techniques in grammar acquisition. Table 4.5 shows that three highest percentage are for items 25 (43, 33 %) of respondents strongly agree and (53, 33 % agree). Item 31 (50 % of respondents strongly agree and 43, (33 % of them agree). The last is item 33 (40 % of respondents strongly agree and 50 % of them agree). It proves that among the popular technique in acquiring grammar lesson according to respondents' views are memorizing grammatical rules, listening to music, songs and poems. Moreover, learning in real life situation that can develop their grammatical knowledge also become another technique in learning grammar by respondents (40 % of respondents strongly agree and 50 % of them agree). The lowest percentage is the item 27 which describes that grammatical rules can be learnt through roles-play. For this item, 26,66 % of respondents strongly agree and the rest 36, 66 % of them agree and 36,66 % not sure. The detail information can be seen in table 4.5 below.

Table 5. Students' techniques in grammar acquisition

No	Items	SA	A	NS	D	SD
1.	Memorizing the grammatical rules	13 (43, 33 %)	16 (53, 33 %)	1 (3, 33 %0	-	-
2.	Learning the rules in "story"	9 (30 %)	15 (50 %)	6 (20 %)	-	-
3.	Learning the rules in " roles-play"	8 (26, 66 %)	11 (36, 66 %)	11 (36, 66 %)	-	-
4.	Using pictures and images	10 (33, 33 %)	10 (33, 33 %)	9 (30 %)	1 (3, 33 %)	-
5.	Using balls, boxes, dolls and other leaning devices (such as tense tables)	6 (53, 33 %)	16 (53, 33 %)	4 (13, 33 %)	4 (13, 33 %)	-
6.	Using tables, figures, charts and diagrams	7 (23, 33 %)	13 (43, 33 %)	6 (20 %)	4 (13, 33 %)	-
7.	Using music, songs and poems	15 (50 %)	13 (43, 33 %)	1 (3, 33 %)	1 (3, 33 %)	-
8.	Learning the rules by playing games	10 (33, 33 %)	14 (46, 66 %)	5 (6, 66 %)	1 (3, 33 %)	-
9.	Learning by participating in real life tasks in order to develop my grammatical knowledge	12 (40 %)	15 (50 %)	1 (3, 33 %)	2 (6, 66 %)	-
10.	Learning by extracting the rules from the passages in the course book and working on them (contextualized practice)	6 (20 %)	17 (56, 66 %)	5 (16, 66 %)	2 (6, 66 %)	-
11.	From-focused practice (such as substitution drills)	9 (30 %)	15 (50 %)	4 (13, 33 %)	2 (6, 66 %)	-

This section discuss the students' perception of effective English grammar acquisition according to five indicators of the study, namely the importance of grammar learning, the need of grammar learning, the ways they learn grammar. The error correction and feedback in grammar learning and the techniques use in grammar acquisition. All these five indicators represent the topics of this research in which the data were elicited through the use of questionnaire and reflective journal.

The first research question is regarding with the students' perception of the importance of grammar learning for them. Data obtained from the questionnaire showed that most of participants (more than 90%) replied that learning grammar is very important for EFL students. The same answer can also be found in the statements related to grammar that do not need to be learn since they have learnt it when they were in junior and senior high school. Meanwhile, in term of it is not good to dedicate some time to learning grammar, it seems that 6,66% of them not sure regarding with this statement. Data from interview revealed that respondent believed that by studying grammar regularly will lead someone understand grammar well, but it does not guarantee that he is able to speak English, since grammar is not the only aspect in learning English. …*because the focus of learning grammar can*

make someone understand English better, but still can't determine someone is able to speak English, this is what makes me doubt (S1). Above all, almost all students strongly believed that grammar is very important to be learned. All these agreements are also reflected in reflective journal where almost participants revealed that grammar is very necessary for language learning. *Learning grammar is very important and required. Of course, in speaking and writing, grammar plays an important role so that every sentence or paragraph that we write will be well and correctly arranged (S1). ....grammar is certainly important to learn, because grammar is an element that really needs to be considered in terms of writing or speaking. If we hate or don't want to study grammar, it will certainly look like we are not deepening our language skills (S2).* This finding also match with the study done by Mulali (2019) in which all students in his study replied that learning grammar is very important. Significant number of students in this study (71, 6%) demonstrated that they consider grammar is important and it should be emphasized by students. Moreover, study done by Al-khresheh and Orak, (2021) also demonstrated the importance of grammar. Based on the evidence gathered from this study, it has been concluded that the participants maintain a positive attitude concerning the importance of grammar in EFL/ESL teaching instructions. They all agree regarding the importance of grammar confirms that students with good grammatical skills acquired the target language with greater proficiency. Other than that Kiaer and Kiaer (2018) also highlight the importance of grammar. According to them, grammar can also be regarded as a necessary "master" skill that enables competence to develop in the areas of listening, speaking, reading, and writing. When grammar is incorrect or misunderstood in any of these areas, communication may be disrupted.

The second part of the questionnaire is regarding with the need of grammar learning. The results obtained from the questionnaire showed that all participants need of grammar learning for all language skills including writing, reading and speaking. Moreover, they also need of grammar learning for security and self-confidence when they use English. According to Al-khresheh & Orak (2021), students with excellence grammar skills will gain greater proficiency in the target language. In the same regard, Edna Anani (2017) also claimed that in order to get a good of communication, the message must reach its destination effectively without any hindrance. Therefore, the message sent must be free from grammatical errors so that understanding is hampered. Apart from that, in context of this study, data from questionnaire regarding with the second part of the questionnaire is also supported by students' expression in reflective journal in which they claimed that *with good grammar, our pronunciation or writing becomes more organized and structured. If we don't learn grammar, the words we use and write become different and confusing, therefore grammar needs to be learned. Grammar is related to every aspect of learning English. In pronunciation, grammar is needed so that what is spoken becomes more structured. In writing, grammar is needed so that a sentence becomes a constituent sentence. (S2).*

The next part of the questionnaire dealing with students' perception of the ways learning English. Findings showed that respondents strongly agree that grammar should be clearly and explicitly and presented with grammatical rules at sentence level. It indicates that the respondents prefer to learn grammar using formulas first then followed by a set of examples. Even so, 26,66% of respondents are not sure that learning should be in reading context. *This because learning grammar does not have to be learned through reading context, there many other ways of learning grammar, such as through listening, writing and speaking (S2). I'm not sure I can apply it that way. I prefer to use sentence level and reading context is more focused on learning vocabulary (S2).* Regarding with learning grammar through grammatical rules, according to Ahmadzai et al (2019) this learning strategy is related to deductive approach in which the teacher explains the grammar rules and followed up with examples for practice. Even though most of the teacher agree with this approach, but according to Ahmadzai et al (2019) more than half of teachers agree teaching grammar in context is more effective and meaningful for learners, which related to the inductive approach.

The fourth part of questionnaire of this study related to students' perception on errors correction and feedback. Findings from this part indicated that the participants strongly agree to get correction when they make a lot of grammar mistakes and hope their lecturer can explain it again. This phenomenon is also supported data gathered from reflective journal where in general most of the participants stated that correction from lecturer is required. By having lecturer's correction they can relearn and not repeat the same mistakes. *If I make a mistake, I hope the lecturer will tell me the correct answer and explain why it is wrong and in what part it is (S3). ..... I hope my lecturer can correct all grammar mistakes and tell me the right way and give easy tips and tricks so that I can use grammar well (S7.* Nevertheless, 3,33% of respondents are not sure that when they make mistakes, they expect that their lecturer correct their mistakes. This is due to the fact that during doing exercises and practicing in the classroom, they have not made significant mistakes in doing exercises. *Based on my experiences, I have not made significant mistakes in doing exercises given in the classroom (S3).* Moreover, the finding also shows that they are not sure that they like their classmates to correct their errors (23,33%). One of respondent commented that *she prefers all mistakes are discussed so it is not just said that it is wrong and then corrected (S4). I prefer to study on my own rather than asking for corrections from friends, but if any of them correct me, I will appreciate it (S4).*

The last part of the questionnaire given is regarding with students techniques in grammar acquisition. From the results of this part, it can be concluded that learning grammar through memorizing the rules is the main choice of most of students in learning grammar. According Fithriani (2018) in some countries including Indonesia, which is English considered as a foreign language, teaching English is basically based on grammar translation method and focused instruction. Perhaps, this is the reason why students emphasize learning grammar through rule formation. This also proves that the previous English teaching that they received when they were at junior or senior high school was still in their minds. Regarding with data from reflective journal in this study, memorizing language rules is also one of the way when they learning grammar. In addition, other techniques such as reading books, listening to music and watching English movies. *There are some techniques I usually use namely; (1) Memorizing formulas. This technique helps me to remember language patterns in grammar because the patterns are diverse, therefore it is necessary to memorize the formulas. (2) Playing games. Because this technique can look relaxed and entertaining, so it's not too rigid in learning grammar. (3). Listening to music. I like listening to English music, while looking at the lyrics, I can tell where the grammar is and can be learned and understood (S6). I learn grammar by reading books or novels, listening to music and watching movies. By reading, I can find out what grammar is right for every sentence I read, watch, or hear (S4).*

Nevertheless, there is a slight difference of opinion among the respondents regarding with the item that learning the rules in story is one of techniques in grammar acquisition. 20 % of respondents are not sure that learning the rules in story is one of the technique that they can carry out in learning grammar. The reason is that they are not sure they can use that way. *I am sure that I can do that way, I am more familiar with using tenses tables, listening to music and sing a song (S3).* Moreover, 36,66% respondents are not sure that in learning the rules can be done through rules in roles play. *I am not so familiar with that way (S5). I do not know how to learn grammar through this way. I always watch You Tube and English videos as the way how to learn grammar.* 30% of respondents are also not sure that using pictures ad images can also be the way to learn English grammar. They argued that *using pictures or images can help someone learn and evaluate grammar, but it really depends on the person's ability to use them (S4). I personally prefer to learn grammar by watching videos or animations and I think that it is more interesting (S6).*

CONCLUSIONS

The students' perception of effective grammar acquisition in EFL clearly indicated that students agree (96%) grammar is important for them. Most of participants (more than 90%) prefer learning grammar through memorizing the rule of the language then followed by set of examples. Another techniques have been mentioned namely listening to music, songs and

poem. Learning by participating in real life situation that can develop their grammatical knowledge also another techniques that have been chosen. In learning grammar, they would like to get corrections from the lecturer when they make a lot of errors and hope that the lecturer can explain it again.

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EFL University Students' Perceptions of Effective Teaching Grammar

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