FORMATION OF ENGLISH LANGUAGE GRAMMATICAL COMPETENCY OF BEGINNER LEVEL STUDENTS

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Abstract. *As we are living in the digital era, we can optimize digital tools in teaching and learning to assist students and teachers. Beginner level students still found difficulties in understanding and mastering grammar despite its central role in learning a new language. Furthermore, students nowadays are tech-savvy, so it would not be very difficult to integrate technology into classroom.*

Keywords: *Education technology; Flipped Classroom; Grammar; grammatical competence, method.*

INTRODUCTION

Grammar is a set of rules in which every language must have. Languages will be meaningless if they do not have grammar. Thus, grammar makes languages meaningful and comprehensible whenever people speak, write, read, and listen. Kerr (cited in Lin 2010) states that grammar is the core of the heart in language as well as a tool to assist learners to comprehend the target language. As a result, grammar is needed in all skills of language and it cannot be separated from the four language skills. However, a number of studies claimed that English grammar is considered to be challenging for beginner students to learn and to use it in communication[1].

MATERIALS AND METHODS

Besides the difficulties encountered by the learners, the time allocation to learn English at school is limited and the teacher experiences serious difficulties

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[1] Abune, A. A. (2019). Effect of Peer Scaffolding on Students` Grammar Proficiency Development. *International Journal of English Literature and Culture*.

related to grammar instruction. Furthermore, teaching has always been about pattern drilling and rule acquisition,   despite our limited experience as ELT instructors working with   colleagues ELT instructors in Asia (Gianina & Wijaya, 2020). Aside from grammar teaching challenges, the students lack for the awareness to be an autonomous learner. They also tend to be passive learners at class. Similarly, Exley (2005, cited in Suryanto 2014) said that in the classroom, students have a culture to be embarrassed, passive, and quiet. As a result, they only depend on what teacher explains at classroom which makes the teacher as the center and the only main resource in learning.

Previously, some researchers have researched the effectiveness of Flipped Classroom and scholars have argued that this model gave positive impacts to English learning. They are Sarah and Yousif (2016) who investigated the Flipped Classroom impact in Grammar Class on EFL secondary school students` performances and attitudes. They used the Edmodo site to get connected with the students where they could share the content through it. The research design was quasi-experimental with two non-equivalent yet cognate proportional classrooms[2].

RESULTS AND DISCUSSION

The study of the Flipped Classroom strategy was derived from Bloom`s revised taxonomy of cognitive domain theory that presents six levels of learning (Zainuddin & Halili, 2016). Hence, the students carry out the lower levels of cognitive work (remembering and understanding) outside-class, and concentrate on the higher stages of cognitive work (applying, analyzing, evaluating, and creating) in- class time whereupon their teacher and peers support them (Brame, 2013).

Hence, as a response to those problems, the researcher proposed to go over a solution to cope with the problems in mastering grammar by implementing Flipped Classroom strategy. The strategy has the concept that the lectures and

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[2] Basal, Ahmet. (2015). TheImplementation of a Flipped Classroom in Foreign Language Teaching. *Turkish Online Journal of Distance Education*, 16(4), 28-37

explanations would no longer be executed in class but at home, while the project and assignment would be executed in the class time with the integration of technology (Bergmann and Sams, 2012).
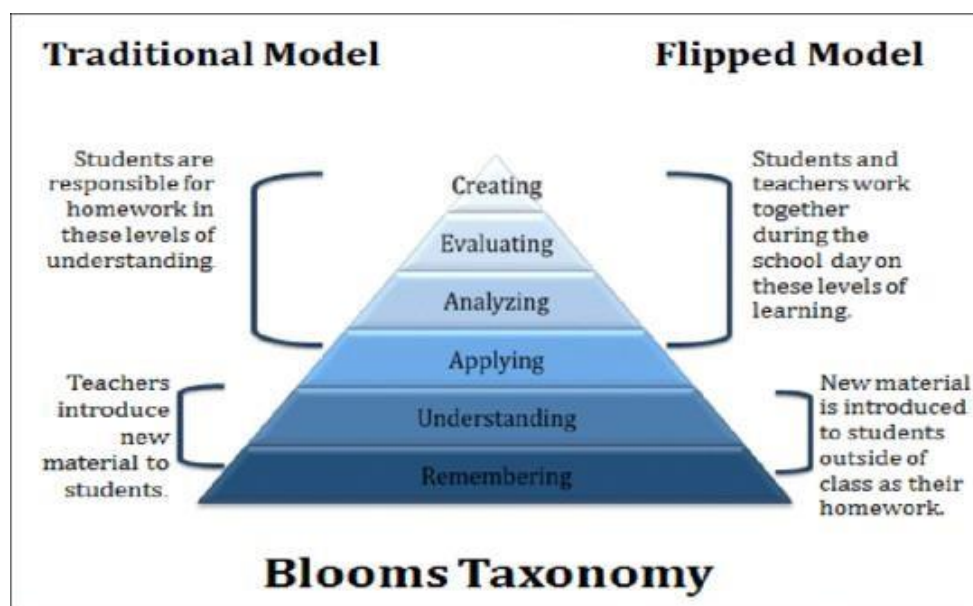

Figure 1. Bloom`s revised taxonomy between traditional and Flipped Classroom[3]

Consequently, the students will have more time and are expected to be more enthusiast and interested in learning grammar both in class and outside class time and will have an opportunity to be more active in classroom activities while the teacher will be easier to give instruction with the assistance of technology. In other words, this Flipped Classroom is taken into account as fruitful strategy to improve students` grammatical competence in EFL context.

CONCLUSION

At last, this study espouses the recommendation, especially for teachers teaching English especially teaching its structure or grammar should be carried out in more dynamic and interactive ways. Teachers are expected to be able to optimize technology as media to help them in teaching. It is also recommended for other researchers to conduct further investigations either in more detail or in the application of Flipped Classroom strategy in other skills of language because

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[3] Richards, J. C. (2006). *Communicative Language Teaching Today.* New York: Cambridge University Press.

recently education technology becomes more popular in this pandemic situation. Furthermore, the writer hopes that the research findings can be reckoned as a reference for future research to cope with the problems in English learning process.

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