

## **A Case Study: The Inclusion of Teaching Grammar in ESP Speech Course At Accounting Departement – State Polytechnic of Malang**

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### **ABSTRACT**

The importance of teaching grammar in the English language has long been debated. Theorists and practitioners agreed that it is important to obtain knowledge in language that cannot be separated. However, a review of this ongoing controversy has revealed the importance of grammar instruction and its significance in language learning and improvement. All four skills of language mastery are influenced by grammar instruction. Although the benefits of teaching grammar include improving writing ability, it also has an impact on reading, listening, and speaking skills, and it is now well recognized. A high level of grammatical competence would necessitate improved oral communication skills. Grammar knowledge and application, as well as the use of suitable punctuation, would be included in communicative and writing proficiency. To portray meanings in appropriate expressions, the language's vocabulary is used. It will explain why grammar instruction is important and how it has been included into language acquisition. The researchers conducted a qualitative case study research design with discussed general mistakes of students made from the assignments given. 32 students of The Accounting Department of State Polytechnic of Malang used as the subject of the research.

**Keywords:** grammar, speaking, ESP Course

## INTRODUCTION

The significance of teaching grammar in English language has been an ongoing argued. Theorists and practitioners felt that its important in language to gain knowledge which cannot be separated. An evaluation of this ongoing debate has though introduced to the necessity of grammar teaching and its value in language studying and enhancement. Some research (Mitchell, 2000; Swain, 1985) points to the inadequacies of teaching methodologies that focus solely on meaning and ignore grammar, as well as evidence for the positive effect of grammar training, demonstrating that grammar instruction improves accuracy and language learning. Despite its importance in language learning, grammar has a reputation for being difficult, time-consuming, and even demotivating for both students and teachers. In addition to DE contextualization, which is argued to be one of the major issues in the teaching and presentation of grammar, most grammar taught in the classroom is not successfully transferred to its actual use in the outside world, i.e. students may know a lot of grammatical rules and frameworks but they do not know how to apply them in the real world., but this does not imply that they will be able to use them effectively. Larsen-Freeman (2003) states that "grammar teaching will be effective and useful when learners have also opportunities to encounter, process, and use instructed forms in their various form-meaning relationships so that the forms become a part of their interlanguage behaviour" in response to these shortcomings of effective grammar teaching. According to Spada (1997), when learners are exposed to communicative exposure to grammar points taught through formal instruction, their awareness of the forms, as well as their accuracy in using the forms, improves and becomes more long-lasting. As a result, it is reasonable to conclude that, in order to be effective, grammar should be taught communicatively in the context in which it occurs.

Teaching grammar has an impact on all the four skills of language mastering. Although the benefits of teaching on grammar enhancing writing capability, its also influence on reading, listening and speaking skills and more over it is now being considered to be prominent.

Enhanced the oral communication skills would need for a high degree of grammatical ability. Communicative and writing proficiency would cover knowledge and application of grammar and the use of appropriate vocabulary of the language to present meanings in acceptable expressions. It will give the reason why grammar teaching is considered important and has found its way into language teaching learning.

The foundation of the English language is grammar. English, especially as a second or foreign language, does not come spontaneously; it requires teaching and planned learning. An ESL learner learns how to operate at the sentence level through grammar and examines the

governance of the syntax or word ordering that constitute the language's rule of thumb. While it is true that some learners 'intuitively' detect grammatical rules and logic, it cannot be denied that grammar study is required if one wishes to acquire and use the English language accurately and fluently.

Although most grammar lessons require the presence of a teacher in the classroom, several language teaching have included this feature in their curriculum. Grammarians cite studies that show that learners who received grammar instruction made significant improvement within two weeks of coached sessions compared to those who attempted to learn the language naturally. The three dimensions of grammar that tutored grammar learning brings to the learner's attention: form, meaning, and use, enable him or her to advance in their language competencies as comparison to those who learned a language without any assistance.

Even if students' language proficiency is low, language teachers must teach grammar lessons to help students improve their language skills and utilize it as a tool to express themselves more meaningfully and accurately. This type of grammar course, unlike standard grammar-translation training, must be provided in a sequential and relevant manner so that students can effectively enhance their communicative competence.

## **METHOD**

### **Research Methodology**

In this study the researchers used a Case Study Research. A research method that investigates a phenomenon in its natural setting. It's an empirical inquiry and study technique centred on an in-depth investigation. The researchers conducted a qualitative case study research design with discuss general mistakes of students made from the assignments given.

### **Population and Samples**

The population of the study was the Accounting students of the fourth semester of D3 Program - State Polytechnic of Malang. The samples was 32 students.

## **Data Collection Method**

The data was collected through:

### **1. Pre Test and Post Test**

Pre-test and Post-test were used to measure the knowledge attained in the classroom with diverse learning styles and educational backgrounds. More specifically, the tests indicated how the students were learning in the class. The data targeted students requiring extra help and identified teaching and learning methods that needed to be changed or developed.

Pre-test used to measure a starting point or the amount of pre-exist knowledge they studied before, indicated the students' learning in their level.

Post-test used to measure the learning as a result of the course experience and to target any instructional needed to improve the learning.

### **2. Questionnaire**

A questionnaire was a number of writer questions which were used to gain information from respondents about their knowledge, beliefs etc. The questionnaire was used to measure the students and the English teacher, the problems in English teaching learning process and to know their motivation of it.

### **3. Observation**

Observation was used in order to watch the process of the strategy that was implemented by direct observation. The researcher provided the observations list used as the instrument for collecting the data and the proficiency description for the Criteria. Those were provided for grouping the information of the students' activities.

There were students' significant improvements, The indicator of observing students' activeness in the model implemented were:

- (a) Students participated actively involved in the assignments assigned.
- (b) Students created individual responsibility.
- (c) Students increased the skills and the knowledge together

## **FINDINGS AND DISCUSSION**

### **Design and Procedure**

This study employed a pre-test/post-test design and was concerned on Business Meeting Projects that involved the four skills of languages. It aimed on the students' grammar mistakes when presenting the performance. The data collection of this study took place in six stages.

#### **Stage 1**

At the first stage of the study, participants were required to take a pre-test. The pre-test was comprehend a text and they were required to

deliver a summary of the text assigned and answered some questions related to the text assigned. The test was intended to determine the participants' initial knowledge of the English' grammar. (Focus on the tenses, preposition, article and plural).

The result of the test was;

NO.	Number of students	Remark
1	2 students	Good on Grammar
2	8 students	Enough - the number of grammar mistakes and the correct number of grammar delivered either in speaking and writing (a draft of the students' performance) was more or less in balance
3	22 students	Poor on Grammar test required (focusing on tenses, preposition, article, plural )

## Stage 2

Informing and explaining the project assigned to the students.

## Stage 3

Students assigned to conduct on a Business Meeting Project.

The Project was doing a performance of creating a Negotiation presentation

## Negotiation Project

### Assignment

In this topic students were introduced to a business atmosphere, talking about "NEGOTIATION." Students were placed as important people in a company (Director and Managers), and asked to negotiate a well-known company, merge the two companies into a new one by having a new brand name and having a new product (a product that never been produced in the world, originally students 'creation). Students were asked to pretend to do a negotiation by presenting the two different company-profiles in turn. The atmosphere created was a business meeting by presenting a company's profile; history of the company, products' produce, organization structure, vision and mission, graphic selling, marketing strategies used, company's financial condition.

Below was the students' mistake on the project created and during the consultation were;

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1	TENSES	Mostly, students did not pay attention on the past and the perfect tenses, event some students seemed have no knowledge on the tenses When students used the present tense, students intended not to use the ending 'S' for the verbs of the subject he/she
2	PREPOSITION	Some students lack of knowledge on the preposition of; in, on, at, above
3	ARTICLE	Mostly, Students forgot to use an article a or the, and event some students used article 'the' for mentioning a name, e.g. the Miss Farida
4	PLURAL	Students intended forgot to differentiate a single noun or plural noun such as a book and books
5	STRUCTURE - SENTENCE	Some students delivered some sentences not ordering as in the formula of S+P+O

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#### Stage 4

Discussing the students' problem and doing consultation related to the project

#### Stage 5

Informing and explaining the project assigned to the students.

#### Stage 6

Students assigned to conduct on a Business Meeting Project

The Project was doing the performance of creating a Setting up 1

#### Assignment:

##### 1. Budget estimation

An estimation of annually budget should be made by every company. Budget means a plan of how an organization will spend the money that is available in a particular period of time and what taxes will be necessary to spend on.

- a. Students were asked to arrange a budget for a year for their company, and explained it in the presentation

## b. Product

A Product is something useful that is made in a factory, grown, or taken from nature, the result of the product sell to the society to cover the society need.

### a. Students were asked to :

- a) produce (pretending) a wonderful product that never been produced before
- b) the product's produced should be originally coming from the students creation/imagination
- c) create the product's detail including the specification, put those information in the power point and present it later in the business meeting performance.

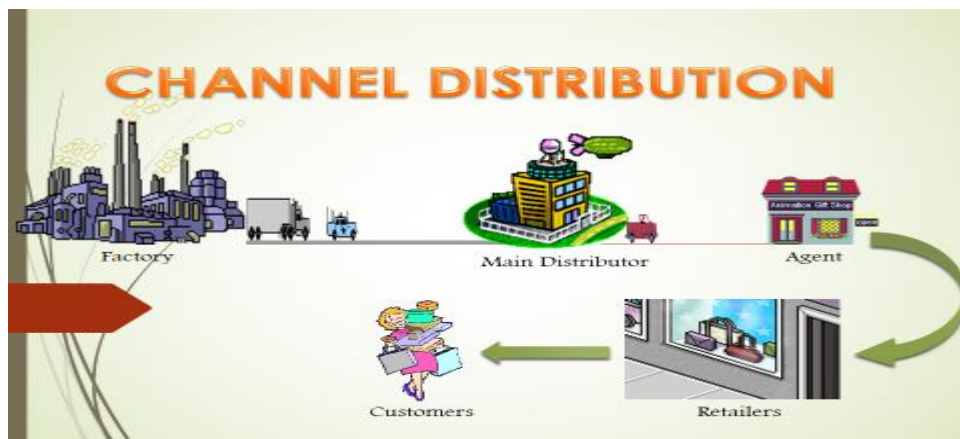
Here is the example;



### c. Channel Distribution

Channel distribution is used to control and to direct/to arrange the delivery goods from fabric to consumers, it has some steps on it; it performs in 2 ways: 1) short channel distribution and long channel distribution.

- a. Students are asked to create channel distributions based on the students 'background knowledge.
- b. Here is the example



- d. After the product has been processed, the product would be distributed and delivered to a particular part of a country, town etc. The areas chosen should be marketable /respond well by consumers.

Below are picturing the area distributions that students have to make. Students can create the first, the second or the third years planning for the product produced.





The result of the test was;

NO.	Number of students	Remark
1	8 students	Good on Grammar
2	16 students	Enough - the number of grammar mistakes and the correct number of grammar delivered either in speaking and writing (a draft of the students' performance) was more or less in balance
3	8 students	Poor on Grammar test required ( focusing on tenses, preposition, article, plural )

Below was the students' mistake on the project created and during the consultation were;

1	TENSES	Some students did not pay attention on the past and the perfect tenses
2	PREPOSITION	Some students lack of knowledge on the preposition of; in, on, at, above
3	ARTICLE	Some students forgot to use an article a or the
4	PLURAL	A few students intended forgot to differentiate a single noun or plural noun such as a book and books
5	STRUCTURE - SENTENCE	A few students delivered some sentences not ordering as in the formula of S+P+O

The result of the questionnaire and class observation

Students sometimes lack attention and were not serious in grammar class activities; they had little previous knowledge of English grammar; they were demotivated in expanding their grammar knowledge; and they lacked of vocabulary. Another issued was the limited number of references for English teaching approaches. It could not be denied that most students consider learning English grammar in school to be the most boring learning activity. Even when teachers use a variety of teaching tactics, they might nevertheless create an unpleasant teaching grammar environment.

Following the issues outlined above, additional requirements for designing grammar instruction were offered, including: 1) Providing students with implementing a business meeting project in ESP Classroom while taking into account their learning styles, attitudes, and perceptions of

English grammar would assist EFL teachers in creating engaging and meaningful grammar learning activities; 2) Enriching authentic materials as supplemental materials, which were based on students' contextualized lives of language use, could assist EFL teachers in minimizing students' grammar issues. 3) Developing any teaching methodology-related training programs to improve instructors' conceptual and practical grasp of grammar in order for them to design instructional models based on EFL frame characteristics.

## CONCLUSION

Grammar has traditionally been one of the most difficult and time-consuming components of studying a second language for L2 students. The way grammar is taught in schools and language institutions contributes to this negative impression among L2 students. They frequently memorize a number of grammatical rules that have been taught to them, but these rules do not appear to be of much assistance when they try to transmit their messages. Presenting a real atmosphere by conducting a business meeting project can help students learn more.

There are numerous advantages for EFL students. Because of the traits they have and the benefits. Authentic materials supported by YouTube have the potential to make the journey of language learning, particularly grammar learning, more enjoyable, entertaining, and productive for L2 learners by presenting real language, providing context-rich input, assisting in information processing via multiple channels of delivery, and so on. Seeing how different grammatical structures are utilized in real-life you tube by native English speakers might help L2 learners rethink their minds about grammar and appreciate its value in speaking. Rather of seeing it as a barrier to speaking smoothly, students begin to perceive it as a communicative resource that can be used in conjunction with lexis and phonology to both comprehend and produce language in a fluent and accurate manner. Furthermore, utilizing these kind of you tube will have a beneficial impact on learners' enthusiasm to learn grammar and, as a result, will encourage them to put more effort into the grammar and English learning processes.

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