

NAVIGATING GRAMMAR CHALLENGES: STUDENTS' STRUGGLES AND PATHS TO SUCCESS

Muhammad Dzimar^{*1}, Dewi Puspitasari^{*2}, Ocid Abdul Rosyid^{*3}

muhammad.dzimar@mhs.uingusdur.ac.id^{*1}, dewi.puspitasari@uingusdur.ac.id^{*2}
ocidabdulrosyid@gmail.com^{*3}

Fakultas Tarbiyah dan Ilmu Keguruan^{*1,3}

Universitas Islam Negeri K.H. Abdurrahman Wahid Pekalongan^{*1,3}

MTS Negeri 7 Kuningan Jawa Barat^{*2}

Received: January 4, 2025

Accepted: February 5, 2025

Published: March 19, 2025

ABSTRACT

Grammar courses often pose significant challenges for undergraduate students, particularly when instructional methods fail to align with their learning needs. This study explores the real-life experiences of four students enrolled in a mandatory grammar course at UIN K.H. Abdurrahman Wahid Pekalongan (UIN Gusdur), focusing on the obstacles they encounter and their efforts to overcome them. Using a narrative inquiry approach, the research gathered data through in-depth interviews and surveys to document the students' individual perspectives. The findings highlight several critical issues, including ambiguous teaching methods, limited vocabulary acquisition, and difficulties in applying grammatical tenses across different contexts. These challenges are compounded by a lack of sufficient support, which undermines the students' ability to grasp essential grammatical concepts. Despite these difficulties, the students demonstrated resilience by actively seeking supplementary resources and adopting independent learning strategies. The results underline the importance of targeted pedagogical interventions to address the specific needs of grammar learners. This study concludes by emphasizing the need for educators to provide tailored support and resources while encouraging students to take an active role in their learning. By combining personalized instruction with student initiative, grammar education can become more effective and engaging for learners.

Keywords: *Grammar Challenges, Independent Learning Strategies, Narrative Inquiry, Targeted Pedagogical Support, Undergraduate Students.*

DOI: 10.31943/wej.v9i1.373

INTRODUCTION

In today's global culture, English is an essential language. It is frequently used as a primary language of instruction, alongside other languages such as German and Arabic (Onishchuk et al., 2020). Language instruction encompasses various languages, including English, Arabic, and Indonesian, providing practical insights into discursive behaviors while teaching language mechanics. This approach encourages students to reflect on their assumptions about the traits, customs, and worldviews of the communities in which the language is spoken (Richard & Schmidt, 2014). Grammatical structures, a fundamental component of

language learning, are inevitably covered in language study programs. Mastering grammar enables learners to express themselves effectively and grasp the nuances of communication.

Grammar is one of the core elements taught in English language instruction from the first day of the semester, including at UIN K.H. Abdurrahman Wahid Pekalongan (UIN Gusdur). The primary goal of grammar is to specify the principles that govern language structure, serving as a system that connects sounds and meanings through a complex set of rules (Dik, 2021). However, many English students find grammar challenging, which can create significant obstacles in their learning process. Despite these difficulties, grammar serves as the foundation of the English language, enabling English as a Second Language (ESL) learners to read, write, speak, and understand English effectively (Cam & Tran, 2017; Hashim et al., 2019; Turkmen & Ayden, 2016).

One significant challenge faced by students in learning English is the total volume of sentences they must memorize. To successfully commit this linguistic content to memory, students must have a thorough understanding of the underlying principles, rather than relying solely on rote memorization (Khamees, 2016). Consequently, many students struggle to apply what they have learned in both speaking and writing. Their challenges are further exacerbated by the pressure to achieve academic competency. The expectation to write and speak in grammatically precise sentences can be daunting, as errors can diminish the effectiveness and clarity of their communication, making it difficult for them to express their views accurately (Sermsook et al., 2017).

To overcome these challenges, teachers may implement strategies that emphasize understanding over memorization. Teachers have a great effect on learning when teaching involves a high level of engagement in the process (Goodyear & Dudley, 2015; Hattie, 2009). Engaging students in practical exercises and real-life applications of language skills will foster a more supportive learning environment, helping students gain confidence in their ability to use English effectively in both spoken and written forms. This means that adjustment and seeking solutions are essential amidst the challenges faced by students. They must explore strategies to achieve the best outcomes. It is crucial for students to identify the best solutions for themselves. Whether through practice, utilizing additional resources, or seeking feedback from peers or teachers, students must take an active role in overcoming their difficulties. Developing critical thinking and innovative personal strategies not only aids in understanding grammar but also builds confidence and improves language skills over time. Progress in learning focuses on effectively organizing efforts to bring new ideas to fruition, encompassing both the broader developmental journey and the specific steps involved in creating new knowledge (Kahn, 2018).

The study of grammar poses distinct challenges for students, especially in the context of foreign language education. Recognizing these challenges is crucial for creating effective teaching strategies that enhance learning and problem-solving. This literature review brings together findings from various studies, shedding light on the difficulties students encounter in grammar courses and exploring possible solutions.

Onishchuk et al. (2020) highlight that students frequently find the complexity of grammar rules daunting, as these rules can differ greatly between languages. The authors point out that the differences in grammar structures between students' native languages and the target language can create confusion and frustration, particularly in educational settings where foreign language instruction is not sufficiently tailored to address these issues. This disconnect can impede students' understanding of grammatical concepts, ultimately affecting their overall language proficiency.

Additionally, Richards and Schmidt (2014) examine the cognitive load involved in learning grammar. They contend that the complexities of grammatical rules demand significant mental effort, which can be overwhelming for students, particularly those who are not well-acquainted with the language's structure. This cognitive strain can result in anxiety and reduced motivation, further intensifying the difficulties encountered in grammar courses.

Khamees (2016) examines the reliance on memorization as a strategy for learning grammar, pointing out its limitations. While memorization can assist students in recalling rules, it often fails to translate into practical application in writing and speaking. This disconnect can lead to ongoing grammatical errors, as students may find it demanding to apply memorized rules in real-life situations. Similarly, Sermsook et al. (2017) analyze errors in written English sentences among Thai EFL students, uncovering common patterns of mistakes that arise from a lack of understanding rather than simple memorization. Their findings indicate that students frequently use incorrect grammatical structures due to incomplete comprehension, highlighting the necessity for more effective teaching methods that increase understanding over rote learning. To tackle these challenges, innovative teaching strategies have been suggested.

Hashim et al. (2019) promote gamified learning as a direct to improve ESL learners' grammar skills. Educators can foster a more engaging and interactive learning atmosphere by incorporating game mechanics into grammar lessons. This method alleviates anxiety and promotes active participation, resulting in better retention and understanding of grammatical concepts.

Moreover, Dik (2021) stresses the significance of functional grammar in education. By concentrating on how grammar functions within real communicative contexts, students can better understand its relevance and application. This functional approach can help close the gap between theoretical knowledge and practical use, enabling students to apply grammatical rules more effectively in their writing and speaking.

Kahn (2018) points out that innovation in educational practices is crucial for tackling these challenges. He suggests that traditional teaching methods often fail to engage students or accommodate various learning styles, which can lead to frustration and disengagement. This issue is especially pertinent in grammar instruction, where students might find it challenging to recognize the practical use of rules in everyday communication.

Lindsay and Schwind (2016) highlight the significance of narrative inquiry in grasping students' experiences. They propose that personal narratives can shed light on the emotional and cognitive hurdles students encounter while learning

grammar. For example, students may feel overwhelmed by the sheer number of rules they must memorize, resulting in anxiety and diminished confidence in their language skills. This emotional dimension is vital, as it can greatly influence students' motivation and their willingness to engage with the subject matter.

Grammar is a fundamental yet challenging aspect of language learning, as highlighted by Larsen-Freeman and DeCarrico (2019) in their exploration of its complexities within applied linguistics. They argue that grammar should be viewed not merely as a set of abstract rules but as a dynamic system that reflects real-life language use, which can often lead to student struggles, such as difficulties in understanding grammatical terminology and applying rules consistently. These challenges are exacerbated by traditional teaching methods that emphasize rote memorization, resulting in a disconnect between theoretical knowledge and practical application. However, the authors also identify effective strategies for overcoming these obstacles, including the integration of grammar instruction with communicative practice and the provision of constructive feedback. Such approaches not only help students internalize grammatical rules but also foster a growth mindset, encouraging them to view challenges as opportunities for learning. Ultimately, Larsen-Freeman and DeCarrico advocate for a holistic approach to grammar instruction that addresses both cognitive and emotional dimensions, thereby enhancing students' confidence and competence in language use.

Meisa et al. (2024) conducted a study on the effectiveness of selected songs on Spotify in teaching continuous tenses through a deductive approach. Their research indicates that using music as a pedagogical tool can enhance students' understanding of grammatical structures, particularly in mastering tenses. The study found that students who engaged with songs that exemplified continuous tenses were more likely to retain the grammatical rules and apply them correctly in their writing and speaking. This suggests that incorporating engaging and relatable materials can alleviate some of the challenges students face in grammar courses. The authors argue that the use of music not only makes learning more enjoyable but also provides contextual examples that help students internalize grammatical concepts.

Sukasame et al. (2014) explored the specific errors made by students in learning English grammatical structures, particularly focusing on tenses among Matthayomsuksa 4 students at the demonstration school of Khon Kaen University. Their findings revealed that students frequently struggled with the correct application of tenses, often due to a lack of understanding of the underlying rules. The study identified common errors, such as the misuse of present and past tenses, which stemmed from confusion over the rules governing their use. This highlights a significant challenge in grammar instruction: students often face difficulties not only in memorizing rules but also in applying them in context. The authors emphasize the need for targeted interventions that address these specific areas of confusion, suggesting that teachers should provide more explicit instruction and practice opportunities focused on the problematic aspects of grammar.

As a final point, this study seeks to uncover the real struggles faced by students in grammar courses through three main questions: What are the biggest challenges they encounter, how do they overcome these obstacles, and which

strategies work best for them? Finally, how can teaching methods be improved to better support their learning? What makes this research unique is its focus on the personal stories of students. By using a narrative approach, this study goes beyond numbers and theories, diving into the emotions, efforts, and resilience of students as they navigate grammar challenges. It sheds light on how they balance cognitive and emotional hurdles, providing fresh insights into how educators can create a more supportive and effective learning environment.

RESEARCH METHOD

Research Design

The study used the narrative design proposed by Clandinin and Connelly (2000), which is rooted in the tradition of narrative inquiry. This approach was developed in the 1990s by Connelly and Clandinin and is based on the philosophical principles of John Dewey. Experiences are intrinsically relational, temporal, and situational, and when experiences are carefully examined, it is possible to glean significant educational insights (Lindsay & Schwind, 2016). Narrative inquiry allows researchers to delve into the lived experiences of individuals, capturing the complexity of their stories and the contexts in which these stories unfold.

Population and Sample

This methodology aligns with the principles of situated cognition, which emphasizes the critical role of the environment, social context, and cultural influences in shaping cognitive processes. We focused on the experiences of four undergraduate students from the English Language Education program at UIN Gusdur as they navigated a grammar course that is mandatory in this study. The selection of participants is purposeful, aiming to represent diverse backgrounds and perspectives within the program, which enriches the narrative data collected using methodology narrative inquiry by Clandinin and Connelly (2006).

Technique and Tools of Data Collection

Data was gathered through semi-structured interviews using G-forms and WhatsApp applications, allowing participants to share their personal narratives in their own words, as well as through written reflections that provide additional insight into their thoughts and feelings about the grammar course. Students frequently find the complexity of grammar rules daunting, as these rules can differ greatly between languages (Onishchuk et al., 2020). This dual approach not only captures the depth and richness of their experiences but also allows for triangulation of data, enhancing the validity of our findings.

Through their narratives, we seek to uncover deeper meanings behind their experiences, contributing to a richer understanding of the educational process in the context of language learning. Narrative inquiry in grasping students' experiences (Lindsay and Schwind, 2016). This exploration informed teaching practices and highlighted the importance of addressing students' emotional and cognitive needs in language learning. Cognitive grammar is based on the notion of embodiment, which emphasizes the impact on language production and reception (Giovanelli & Harrison, 2022). By analyzing these narratives, we aim to identify common themes and patterns that may provide insights into effective pedagogical strategies, thereby bridging the gap between theory and practice in language education.

Participants

Four students being researched, a male named Air, and three females named Jasmine, Rose, and Daisy, became the subjects of this study (table 1). All participants in this study are students from the English Education program at UIN Gusdur Pekalongan who are currently in their third semester. They agreed to participate in my research by filling out the provided forms and participating in interviews via WhatsApp chat. This reason makes the author hope to make it easier to communicate, conduct surveys, and deeply research his feelings in facing grammar courses. Knowledge of verbal and non-verbal communication can be used in one or more other areas of communicative competence (Richard & Schmidt, 2014). The feeling that most researchers most likely agree with emotions includes, but is not limited to, certain expressive behaviors associated with the brain internals that we, as humans, personally perceive as feelings (Anderson & Adolphs, 2014; Dolan, 2002).

Table 1. Data of Participants

No	Name	Sex	Age	Status	Study
1.	Air	Male	19	Student	UIN Gusdur
2.	Daisy	Female	19	Student	UIN Gusdur
3.	Rose	Female	19	Student	UIN Gusdur
4.	Jasmine	Female	19	Student	UIN Gusdur

Data Collection and Analysis

The data presented here is the findings of one month of collection, covering from the end of September to the end of October 2024, utilizing Google Forms technology. These forms were distributed within the class group on a voluntary basis, with no compulsion to fill them out. The Google Forms included several questions essential for the research, particularly those exploring participants' feelings about attending the grammar course. Additionally, interviews were conducted via WhatsApp to gather more insights. The influence of technology is evident in nearly every sector, including education (Raja & Nagasubramani, 2018). To ensure privacy, all names of research subjects have been disguised. In line with the agreement between the researcher and the participants, everyone filled out the form voluntarily, without any coercion or threats. Coercion is described as a process where unpleasant events are used to manipulate or control someone else's behavior (Patterson, 2016).

The Google Forms comprised five questions. The first question requested the participant's name, which was necessary to confirm their enrollment in the English Education program and their completion of the grammar course. The second question inquired whether they had graduated from the grammar course, aiming to identify any participants who may have completely failed, thus allowing for a deeper exploration of their feelings. The next question asked participants to describe the challenges they faced during the grammar course (perceived barriers), with the option to list multiple obstacles. This question was designed to facilitate a descriptive analysis of the primary difficulties perceived by the participants. Descriptive analysis is recognized as one of the most advanced, adaptable, and commonly utilized methods in the area of sensory analysis (Kemp et al., 2018). The fourth question invited participants to articulate their feelings regarding each barrier they identified. Finally, the last question focused on how they overcame these

barriers, aiming to explore the strategies participants employed to navigate the difficulties encountered during the grammar course. A sample is defined as a part of the population or universe (Etikan et al., 2016), and this was also discussed with one of the participants during the WhatsApp interviews. The researcher conducted the study by thoroughly analyzing and processing participant data. For an in-depth analysis, the researcher carefully read and reviewed the participants' responses multiple times, ensuring a comprehensive understanding of their experiences and perspectives.

FINDING AND DISCUSSION

Finding

Lack of Clarity in Explaining the Material by the Lecturer.

A significant challenge faced by students is the lack of clarity in the explanations provided by their lecturers. When material is not explained in detail, it can lead to confusion and hinder students' understanding. One participant shared their experience: This is an obstacle experienced by participants and is described in the following narrative data:

At that time, a material was explained and at that time it was not clear I am a person who needs to be explained in detail so that I understand and when I ask the teacher because I don't understand, sometimes the lecturer tries to learn by myself, so that I become lazy, actually, yes, I will learn by myself but I want to be clearer so from the lecturer. (Rose, WhatsApp Interview, September 28, 2024).

“Because the material explained is quite concise, I sometimes do not understand the material clearly and in-depth.” (Daisy, Gform Survey, September 28, 2024). These narratives highlight that students often struggle to understand the material due to unclear explanations. While they demonstrate initiative by studying on their own, they express a desire for more thorough explanations from their lecturers to enhance their understanding. According to Law Number 14 of 2005, lecturers are professional educators tasked with transforming, developing, and disseminating knowledge. Specifically, Law Number 14 Year 2005 Chapter 1 Article 1 point 2 states that lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and art through education, research, and community service. The lecturer plays an essential role in facilitating the students' learning process (Battista et al., 2023), and their clear explanations are crucial in helping students develop their abilities to understand the material. As Johnson (2015) notes, understanding is our most fundamental way of being in and interacting with our environment in a very visceral way, it is not just a philosophical or propositional activity of intellect.

Vocabulary Limitations

Vocabulary is foundational for second language learners, especially in educational contexts. Limited vocabulary can significantly restrict students' abilities to grasp basic English concepts, including grammar. In this case, the participant revealed that: “Because of the limited vocabulary knowledge, it sometimes becomes an obstacle in participating in grammar classes, for example when told to write.” (Air, G-forms Survey, September 28, 2024)

Another participant emphasized the importance of vocabulary acquisition in mastering grammar. In their response, they mentioned that weak vocabulary acquisition could hinder several other skills in English. Limitations are shortcomings in the study that could affect the results and conclusions of the research (Ross & Zaidi, 2019). Vocabulary mastery plays a vital role because it determines a person's success in language skills. The significance of vocabulary in language learning, states that lexicon is displayed in materials and involves extensive contrasts within the lexical development of learners (Webb, 2017). This observation suggests a need for clarity on how lexicon might best be learned. Vocabulary is crucial for improving skills in other aspects of English. By focusing on expanding their vocabulary, students can enhance their overall English language proficiency.

Difficulties in Applying Tenses

There are 16 tenses in English. Understanding and mastering tenses is very important for students, especially in the field of English education. But tenses are also not easy to learn and that is a challenge in itself. These problems are related to the difficulty in applying the aspect and tense in the right context, first language interference, lack of practice repetition, and students’ confidence in using the language. Similarly, the following participants still have difficulties in learning tenses.

“For the understanding of the tenses material provided, I understand, but in reality, it is still difficult to apply tenses in writing activities.” (Air, G-forms Survey, September 28, 2024). “For example, I want to say in the past but it still exists until now and there are often mistakes in the use of tenses.” (Jasmine, G-forms Survey, September 28, 2024).

The problem of tenses is experienced by several participants, many of whom feel that they have understood the theory of the use of tenses but, in the application in the academic field or so they still find it difficult to apply the correct tenses, and they still experience mistakes. The wrong use of tenses can damage the meaning and uncertainty of meaning that shows time and the meaning of an event. Students often realize that understanding the theory of tenses is not enough to be practical.

Table 2. Problem Students

No	Problem	Air	Jasmine	Rose	Daisy
1.	Lack of Clarity in Explaining the Material by the Lecturer	-	-	Yes	Yes
2.	Vocabulary Limitations	Yes	-	-	-
3.	Difficulties in Applying Tenses	Yes	Yes	-	-

Problem-Solving

Learning by themselves outside the courses

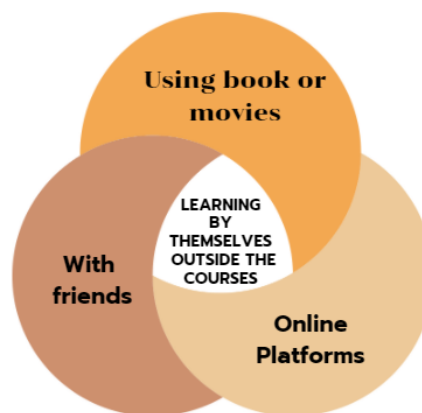
With only 50 minutes of in-class instruction semester credit unit (SKS), some students, including the participants in this study, may not have sufficient time to fully understand and comprehend the grammar concepts taught by their lecturers. To overcome this limitation, participants take advantage of learning outside of class hours.

“I overcome this by studying alone or with friends and I can ask other lecturers”. (Rose, WhatsApp Survey, September 28, 2024). “Increase vocabulary from books or movies. Rewatch lessons related to tense.” (Air, G-forms Survey,

September 28, 2024). “Self-study at home by looking for clear online platforms from YouTube or other accurate websites and then taking notes to learn more in-depth.” (Daisy, G-forms Survey, September 28, 2024). “Learning more about tenses.” (Jasmine, G-forms Survey, September 28, 2024).

All participants preferred to solve the problem by learning on their own, using online media or other resources. Notably, Air mentioned improving his vocabulary by using book media or watching movies, which can be an enjoyable and engaging way to learn, especially for teenagers. text in videos helps people who are not their native language to learn children and adults (Gernsbacher, 2015). Closed captioning has been shown to help a variety of learners, including those with hearing impairments, visual learners, non-native English speakers, and students in noisy or distracting environments. Environmental distractions can indeed affect cognitive performance, whether it's related to solving a math problem, engaging in a conversation, or recalling a past experience from memory (Vredefelt & Perfect, 2014).

Figure 1. Problem-Solving



Discussion

The findings of this study reveal that the difficulties experienced by participants in grammar courses are perceived as significant challenges that English language education students must navigate. These challenges are particularly pronounced in the realm of grammar, which is often viewed as a complex and intricate aspect of language learning. The concept of "prescriptive" grammar, which establishes rules to differentiate between correct and incorrect forms, serves as a foundational element in this context (Larsen-Freeman & DeCarrico, 2019). Prescriptive grammar is essential for students as it provides a framework within which they can understand the structure and function of the language they are learning. However, the rigidity of prescriptive rules can also create anxiety and confusion among learners, especially when they encounter exceptions or irregularities that challenge their understanding. This duality highlights the need for a balanced approach to grammar instruction that combines prescriptive rules with descriptive insights into how language is used in real-world contexts.

The participants in this research were treated equally, ensuring that each had an equal opportunity to express their experiences and challenges (Etikan et al.,

2016). This equitable treatment is crucial in educational research, as it allows for a comprehensive understanding of the diverse experiences of students. By giving all participants a voice, the study captures a range of perspectives that reflect the multifaceted nature of language learning. Their collective perseverance and eventual graduation from the course underscore their determination to overcome these obstacles. This resilience is commendable and speaks to the intrinsic motivation that many students possess, even when faced with significant challenges. It also suggests that with the right support and resources, students can navigate the complexities of grammar and achieve their educational goals.

One of the most significant findings of this study was the dissatisfaction expressed by participants, particularly Rose and Daisy, regarding the lecturer's explanations. This dissatisfaction highlights a critical aspect of the educational experience: the role of the lecturer in facilitating effective learning. Research has shown that effective teaching can significantly impact students' comprehension and engagement (Battista et al., 2023). When instructors are able to convey information clearly and respond to students' inquiries effectively, they create an environment conducive to learning. Conversely, when students feel that their instructors are not adequately addressing their questions or providing clear explanations, it can lead to confusion and frustration, which ultimately hampers their learning process.

In the case of Rose and Daisy, their experiences illustrate the profound impact that instructional quality can have on student outcomes. Both students reported feeling lost in their grammar courses, attributing their confusion to insufficient guidance from their lecturer. This sense of being adrift in the learning process can be particularly detrimental in subjects like grammar, where understanding foundational concepts is crucial for mastering more complex material. The intricate nature of grammar, which often involves nuanced rules and exceptions, can exacerbate these feelings of frustration (Hashim et al., 2019). For instance, if a lecturer fails to clarify the differences between similar grammatical structures or does not provide adequate examples, students may struggle to differentiate between them, leading to persistent errors in their writing and speaking.

The second finding of this study highlighted the participants' struggles with tenses, which encompassed both theoretical understanding and practical application. Mastery of tenses is crucial for proficiency in English, as they serve as the backbone for conveying meaning accurately in both spoken and written communication (Ali et al., 2021). Tenses allow speakers and writers to situate actions in time, indicating whether they are occurring in the past, present, or future. This temporal aspect is essential for effective communication, as it helps listeners and readers understand the sequence and timing of events. However, the complexity of tense theories, which include various forms and usages, significantly contributed to the difficulties experienced by participants like Air and Jasmine.

Air and Jasmine reported finding it particularly challenging to keep up with the course material, especially when it came to grasping the correct application of the sixteen tenses in English. This complexity arises not only from the number of tenses but also from the nuanced rules governing their use. For instance, the distinction between the simple present and the present continuous tense can be

subtle yet impactful. The simple present is often used to describe habitual actions or general truths, while the present continuous is employed for actions that are currently in progress. Misunderstanding these distinctions can lead to significant errors in both writing and speaking.

This highlights the need for targeted instruction that focuses on the practical application of tenses in real-life contexts, allowing students to practice and reinforce their understanding. The understanding of tenses empowers us to confidently share stories, recount experiences, and facilitate dynamic interactions between time and actions in our language (Meisa et al., 2024). For instance, educators could incorporate role-playing exercises or real-world scenarios that require students to use specific tenses in context. Such activities not only make learning more engaging but also help students see the relevance of grammar in their everyday communication. Additionally, providing students with visual aids, such as timelines or charts, can help them better understand the relationships between different tenses and their appropriate usage. By employing these strategies, educators can create a more dynamic learning environment that fosters a deeper understanding of grammatical concepts.

The integration of technology into grammar instruction can play a pivotal role in addressing students' difficulties with tenses. In today's digital age, various online platforms and applications are available that offer interactive grammar exercises specifically designed to enhance students' understanding of grammatical structures, including tenses. These digital tools provide a dynamic learning environment where students can engage with the material in a more interactive and personalized manner.

One of the key advantages of using online platforms for grammar instruction is the ability to provide immediate feedback on students' usage of tenses. When students complete exercises or quizzes on these platforms, they receive instant results that indicate whether their answers are correct or incorrect. This immediate reinforcement is crucial for effective learning, as it allows students to identify and understand their mistakes right away. For instance, if a student incorrectly uses the future tense in a sentence, the platform can highlight the error and provide an explanation of the correct usage. This real-time feedback helps students learn from their mistakes and reinforces their understanding of the grammatical rules governing tense usage.

CONCLUSION AND SUGGESTION

The findings from the interviews highlight several critical challenges that students face in their grammar education, particularly regarding time constraints, vocabulary limitations, and difficulties in applying grammatical concepts such as tenses. The students' experiences reveal a pressing need for instructors to enhance their teaching methods, ensuring that explanations are both clear and comprehensive. This adjustment is essential for fostering a deeper understanding of the material and supporting students' learning processes.

The implications of this research suggest that educators should prioritize the development of teaching strategies that address these specific challenges. By providing more detailed explanations and creating an engaging learning

environment, instructors can significantly improve students' comprehension and application of grammar. Additionally, the proactive approach demonstrated by students, such as self-directed learning and the use of external resources, underscores the importance of fostering a culture of independence and responsibility in the learning process.

However, this study is not without its limitations. The sample size and the specific context of the interviews may not fully represent the broader student population. Future research could expand on these findings by exploring a more diverse range of educational settings and student backgrounds. Additionally, longitudinal studies could provide deeper insights into how students' grammar skills evolve over time and the long-term effectiveness of various teaching strategies.

Opportunities for future research also include investigating the impact of technology and online resources on students' grammar learning. Understanding how these tools can be integrated into traditional teaching methods may offer innovative solutions to the challenges identified in this study. Overall, the insights gained from this research can inform educators and contribute to the ongoing development of effective grammar instruction, ultimately enhancing students' English language proficiency.

REFERENCES

- Anderson, D. J., & Adolphs, R. (2014). A framework for studying emotions across species. *Cell*, *157*(1), 187-200. <https://doi.org/10.1016/j.cell.2014.01.045>
- Battista, S., Furri, L., Pellegrini, V., Giardulli, B., Coppola, I., Testa, M., & Dell'Isola, A. (2023). Which lecturers' characteristics facilitate the learning process? A qualitative study on students' perceptions in the rehabilitation sciences. *BMC Medical Education*, *23*(1), 431. <https://doi.org/10.1186/s12909-023-04308-y>
- Clandinin, D. J., & Connelly, F. M. (2000). *Narrative inquiry: Experience and story in qualitative research*. Jossey-Bass.
- Connelly, F. M., & Clandinin, D. J. (2006). Narrative inquiry: A methodology for studying lived experience. *Research Studies in Music Education*, *27*(1), 44–54. <https://doi.org/10.1177/1321103X060270010301>
- Dik, S. C. (2021). *Functional grammar* (Vol. 7). Walter de Gruyter GmbH & Co KG.
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, *5*(1), 1-4. <https://doi.org/10.11648/j.ajtas.20160501.11>
- Gernsbacher, M. A. (2015). Video captions benefit everyone. *Policy Insights from the Behavioral and Brain Sciences*, *2*(1), 195-202. <https://doi.org/10.1177/2372732215602130>

- Giovanelli, M., & Harrison, C. (2022). Cognitive grammar in the classroom: A case study. In S. Zyngier & G. Watson (Eds.), *Pedagogical stylistics in the 21st century* (pp. 131-158). Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-030-83609-2_6
- Goodyear, V., & Dudley, D. (2015). "I'm a facilitator of learning!" Understanding what teachers and students do within student-centered physical education models. *Quest*, 67(3), 274–289. <https://doi.org/10.1080/00336297.2015.1051236>
- Hashim, H., Rafiq, R. M., & Md Yunus, M. (2019). Improving ESL learners' grammar with gamified-learning. *Arab World English Journal (AWEJ) Special Issue on CALL*, (5). <http://dx.doi.org/10.2139/ssrn.3431736>
- Johnson, M. (2015). Embodied understanding. *Frontiers in Psychology*, 6, 875. <https://doi.org/10.3389/fpsyg.2015.00875>
- Kahn, K. B. (2018). Understanding innovation. *Business Horizons*, 61(3), 453-460. <https://doi.org/10.1016/j.bushor.2018.01.011>
- Kemp, S. E., Ng, M., Hollowood, T., & Hort, J. (2018). Introduction to descriptive analysis. In S. E. Kemp, M. Ng, T. Hollowood, & J. Hort (Eds.), *Descriptive analysis in sensory evaluation* (pp. 1–39). Wiley.
- Khamees, K. S. (2016). An evaluative study of memorization as a strategy for learning English. *International Journal of English Linguistics*, 6(4), 248-259. <http://dx.doi.org/10.5539/ijel.v6n4p248>
- Larsen-Freeman, D., & DeCarrico, J. (2019). Grammar. In *An introduction to applied linguistics* (pp. 19-34). Routledge. <https://doi.org/10.4324/9780429424465-2>
- Lindsay, G. M., & Schwind, J. K. (2016). Narrative inquiry: Experience matters. *Canadian Journal of Nursing Research*, 48(1), 14-20. <https://doi.org/10.1177/0844562116652230>
- Meisa, R., Ikhsanudin, I., & Rosnija, E. (2024). The effectiveness of selected songs on Spotify to continuous tenses mastery through deductive approach. *Wiralodra English Journal (WEJ)*, 8(2), 1–13. <https://doi.org/10.31943/wej.v8i2.286>
- Onishchuk, I., Ikonnikova, M., Antonenko, T., Kharchenko, I., Shestakova, S., Kuzmenko, N., & Maksymchuk, B. (2020). Characteristics of foreign language education in foreign countries and ways of applying foreign experience in pedagogical universities of Ukraine. *Revista Romaneasca Pentru Educatie Multidimensionala*, 12(3), 44-65. <https://doi.org/10.18662/rrem/12.3/308>

- Patterson, G. R. (2016). Coercion theory: The study of change. In T. J. Dishion & J. J. Snyder (Eds.), *The Oxford handbook of coercive relationship dynamics* (pp. 7–22). Oxford University Press.
- Raja, R., & Nagasubramani, P. C. (2018). Impact of modern technology in education. *Journal of Applied and Advanced Research*, 3(1), 33-35. <https://doi.org/10.21839/jaar.2018.v3S1.165>
- Richards, J. C., & Schmidt, R. W. (2014). *Language and communication*. Routledge.
- Ross, P. T., & Bibler Zaidi, N. L. (2019). Limited by our limitations. *Perspectives on Medical Education*, 8, 261-264. <https://doi.org/10.1007/s40037-019-00530-x>
- Sermsook, K., Liamnimit, J., & Pochakorn, R. (2017). An analysis of errors in written English sentences: A case study of Thai EFL students. *English Language Teaching*, 10(3), 101–110. <https://doi.org/10.5539/elt.v10n3p101>
- Sukasame, N., Kantho, S., & Narrot, P. (2014). A study of errors in learning English grammatical structures on tenses of Matthayomsuksa 4 students of the demonstration school, Khon Kaen University. *Procedia - Social and Behavioral Sciences*, 116, 1934-1939. <https://doi.org/10.1016/j.sbspro.2014.01.49>
- Vredeveltdt, A., & Perfect, T. J. (2014). Reduction of environmental distraction to facilitate cognitive performance. *Frontiers in Psychology*, 5, 860. <https://doi.org/10.3389/fpsyg.2014.00860>
- Webb, S. (2017). *How vocabulary is learned*. Oxford University Press.