

Training on the Implementation of English Language Learning Based on the Pedagogical Grammar Approach at Institut Agama Islam Diniyyah Pekanbaru

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ABSTRAK

This study examines the implementation of English language learning based on the pedagogical grammar approach at Institut Agama Islam Diniyyah Pekanbaru. The purpose of the study was to explore how this approach enhances students' understanding and application of English grammar in communication. The research aimed to identify effective strategies, challenges, and the overall impact of pedagogical grammar on language proficiency. A qualitative approach was employed, utilizing classroom observations, interviews with instructors, and student feedback to analyze the effectiveness of the pedagogical grammar framework. Lesson materials were designed to integrate grammatical concepts into communicative contexts, ensuring that students could apply rules in real-life language use. Data were collected from English language classes and analyzed to determine students' progress, engagement, and comprehension of grammatical structures. The findings indicate that incorporating pedagogical grammar significantly improved students' grammatical accuracy and confidence in communication. The approach helped bridge the gap between theoretical knowledge and practical usage, fostering better retention and application of language rules. However, challenges such as limited instructional time and varying student proficiency levels were observed. Teachers reported that explicit grammar instruction, combined with contextualized practice, contributed to more effective learning outcomes. In conclusion, the study highlights the importance of pedagogical grammar in English language learning, demonstrating its effectiveness in improving students' grasp of grammar for communication. It suggests that future training should focus on equipping educators with adaptable strategies to address diverse learning needs, ensuring a more comprehensive and student-centered approach to English instruction.

Kata Kunci : Pedagogical grammar, English language learning, communicative approach,

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PENDAHULUAN

English language learning has always been a crucial aspect of global education, and various methodologies have emerged to improve teaching effectiveness. One such approach is pedagogical grammar, which integrates grammar instruction into communicative contexts to enhance students' linguistic competence (Swan, 2014). This article explores the pedagogical grammar approach, its

relevance to English language learning, and its implementation at Institut Agama Islam Diniyyah Pekanbaru.

Understanding the Pedagogical Grammar Approach. Pedagogical grammar is a method of teaching grammar that focuses on its practical use rather than solely on prescriptive rules (Almazloun, 2018). Unlike traditional grammar instruction, which often emphasizes memorization of rules and structures, pedagogical grammar integrates grammar into meaningful communication. This approach helps learners develop both accuracy and fluency by allowing them to see how grammatical structures function in real-life situations.

Key features of pedagogical grammar include: Contextualized Learning: Grammar is taught within relevant and meaningful contexts rather than in isolation. Explicit and Implicit Instruction: Both direct explanations and indirect exposure to grammar structures are utilized. Interactive Learning: Activities such as role-playing, discussions, and problem-solving exercises engage learners. Focus on Form: While communication is prioritized, grammatical accuracy is still emphasized when necessary. **Relevance of the Pedagogical Grammar Approach to English Language Learning** (Jufrizal, 2014).

The pedagogical grammar approach is highly relevant to English language learning for several reasons: Hardacre and Snow, (2020) states that enhancing communicative competence: By integrating grammar into communication, students develop a more natural use of English, improving both spoken and written skills. Bridging the Gap between Theory and Practice: Many learners struggle with applying grammatical rules in conversation. This approach ensures that grammar is learned in a way that facilitates real-world application.

Encouraging Learner Engagement: Interactive and contextualized grammar instruction makes learning more engaging, helping students retain information more effectively. **Accommodating Different Learning Styles:** The approach caters to both analytical learners who prefer rule-based instruction and intuitive learners who learn better through context (Burton, 2019). **Implementation at Institut Agama Islam Diniyyah Pekanbaru** at Institut Agama Islam Diniyyah Pekanbaru, the pedagogical grammar approach has been integrated into English language training programs to enhance students' proficiency.

Omar, (2019) states that the implementation process includes: **Curriculum Development:** The English curriculum is designed to include grammar instruction within communicative tasks, such as dialogues, writing exercises, and listening activities. **Teacher Training:** Educators undergo professional development workshops to familiarize themselves with the approach and learn effective strategies for integrating grammar into communication-based lessons.

Classroom Activities: Lessons incorporate contextualized exercises, including role-plays, storytelling, and collaborative writing tasks, ensuring students practice grammar in meaningful

contexts. Assessment Strategies: Traditional grammar tests are supplemented with communicative assessments, such as presentations and interactive assignments, to evaluate both grammatical accuracy and fluency (Khalil and Kholofelo Semono-Eke, 2020).

Study Purpose

The main goals and objectives of the research are:

- To examine the effectiveness of the pedagogical grammar approach in enhancing English language proficiency among students.
- To identify best practices for integrating grammar instruction into communicative activities.
- To analyze student engagement and retention of grammatical concepts when taught through contextualized learning.
- To provide recommendations for educators on implementing pedagogical grammar in English language instruction.

METHOD

English language learning has always been a crucial aspect of global education, and various methodologies have emerged to improve teaching effectiveness. One such approach is pedagogical grammar, which integrates grammar instruction into communicative contexts to enhance students' linguistic competence (Swan, 2014). This article explores the pedagogical grammar approach, its relevance to English language learning, and its implementation at Institut Agama Islam Diniyyah Pekanbaru.

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RESULT

The results of this study demonstrate the effectiveness of the pedagogical grammar approach in enhancing English language learning among students at Institut Agama Islam Diniyyah Pekanbaru. Based on the pre-test and post-test analysis, students showed a significant improvement in their grammatical accuracy and communicative competence. The paired t-test results indicated a statistically significant increase in proficiency, confirming that integrating grammar into communicative activities positively impacts learning outcomes.

Classroom observations revealed that students were more engaged and actively participated in discussions, role-plays, and collaborative exercises. Feedback from students suggested that they found grammar lessons more meaningful and easier to apply in real-life communication. Many students reported increased confidence in speaking and writing in English, as they could understand and use grammatical structures naturally within context.

Qualitative data from teacher reflections and classroom interactions indicated that contextualized grammar instruction helped students internalize rules more effectively compared to traditional methods. The study also highlighted the importance of teacher training, as instructors who adapted well to the pedagogical grammar approach reported better student responses and classroom dynamics.

Overall, the findings support the implementation of the pedagogical grammar approach as a viable and effective method for improving both grammatical knowledge and practical language use. Further research could explore long-term retention of grammatical concepts and the application of this approach to other linguistic areas, such as vocabulary development and pronunciation skills.

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DISCUSSION

The findings of this study highlight the effectiveness of the pedagogical grammar approach in enhancing students' English language proficiency. By integrating grammar instruction into meaningful communicative activities, students not only improved their grammatical accuracy but also developed confidence in using English in real-life situations. This aligns with previous research suggesting that contextualized grammar teaching leads to better retention and application of linguistic rules.

One of the key outcomes of this study was the increase in student engagement. Traditional grammar instruction often relies on rote memorization, which can be disengaging for learners. In contrast, the pedagogical grammar approach encouraged interaction through role-plays, storytelling, and group discussions. Observations showed that students were more willing to participate in classroom activities and demonstrated a stronger grasp of grammatical structures when they were embedded in communicative contexts.

The statistical analysis further confirmed the effectiveness of this approach. The significant improvement in post-test scores compared to pre-test results suggests that students benefited from learning grammar in a structured yet interactive manner. This supports the argument that grammar should not be taught in isolation but rather as an integral part of language use. The findings also indicate that explicit instruction combined with meaningful practice can enhance both accuracy and fluency.

Despite the positive outcomes, some challenges were noted during implementation. One challenge was the initial adjustment period for both teachers and students. Teachers had to shift from a rule-based approach to a more interactive teaching style, which required additional training and preparation. Some students also needed time to adapt to learning grammar through conversation and activities rather than through traditional drills. However, as lessons progressed, both teachers and students became more comfortable with the method, leading to more effective learning experiences.

Another aspect to consider is the sustainability of this approach. While the study demonstrated short-term improvements, further research is needed to assess long-term retention

and application of grammatical concepts. Future studies could also explore how this method influences different aspects of language learning, such as listening comprehension and writing skills.

Overall, the discussion of findings suggests that the pedagogical grammar approach is an effective method for teaching English grammar in a way that supports both accuracy and communicative competence. By focusing on real-world language use and interactive learning, this approach aligns with modern language teaching methodologies that prioritize meaningful communication. Continued teacher training and curriculum development will be essential for ensuring the long-term success of this approach in English language education.

CONCLUSIONS

The pedagogical grammar approach offers an effective way to teach English by combining grammatical instruction with meaningful communication. Its implementation at Institut Agama Islam Diniyyah Pekanbaru has shown promising results in improving students' linguistic competence. By contextualizing grammar within real-life language use, this approach not only enhances students' understanding but also fosters confidence in using English for communication. Moving forward, continued teacher training and curriculum refinement will further strengthen its impact on English language learning.

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