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## [JEELS] Submission Acknowledgement

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**From** Dewi Nur Suci <ojs@iainkediri.ac.id>

**Date** Sun 12-May-24 23:24

**To** Thomas Wahyu Prabowo Mukti, S.Pd., M.Pd. <thomaswpm@usd.ac.id>

Thomas Wahyu Prabowo Mukti:

Thank you for submitting the manuscript, "STUDENTS' VOICES ON EFFECTIVE TEACHING METHODS FOR GRAMMAR LEARNING IN PEER TUTORING PROGRAM" to JEELS (Journal of English Education and Linguistics Studies). With the online journal management system that we are using, you will be able to track its progress through the editorial process by logging in to the journal web site:

Submission URL: <https://jurnalfaktarbiyah.iainkediri.ac.id/index.php/jeels/authorDashboard/submission/2904>

Username: thomaswpm

If you have any questions, please contact me. Thank you for considering this journal as a venue for your work.

Dewi Nur Suci

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[JEELS \(Journal of English Education and Linguistics Studies\)](#)

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**[JEELS] Editor Decision**

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**From** souba rethinasamy <ojs@iainkediri.ac.id>

**Date** Fri 05-Jul-24 10:59

**To** Maria Indah Paskarena <mariaindahpaskarena@gmail.com>; Thomas Wahyu Prabowo Mukti, S.Pd., M.Pd. <thomaswpm@usd.ac.id>

 3 attachments (887 KB)

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Maria Indah Paskarena, Thomas Wahyu Prabowo Mukti:

We have reached a decision regarding your submission to JEELS (Journal of English Education and Linguistics Studies), "STUDENTS' VOICES ON EFFECTIVE TEACHING METHODS FOR GRAMMAR LEARNING IN PEER TUTORING PROGRAM".

Our decision is: Revisions Required

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[JEELS \(Journal of English Education and Linguistics Studies\)](#)



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## STUDENTS' VOICES ON EFFECTIVE TEACHING METHODS FOR GRAMMAR LEARNING IN PEER TUTORING PROGRAM

**Abstract:** This research investigated students' perceptions of tutors' teaching methods and suitable grammar teaching methods. The researchers addressed two research questions: (1) What are the perceptions of students regarding tutors' teaching methods in the grammar tutoring program at ELESPP Sanata Dharma University? (2) What teaching methods are suitable for teaching grammar to students in the grammar tutoring program? A quantitative approach was adopted, utilizing an online questionnaire comprised of 27 items rated on a five-point Likert scale, observation checklist, and interview guidelines. There were 57 students out of 86 students participating in this research. Then, the researchers observed three grammar tutoring classes and interviewed eight participants to strengthen the data. The findings of this research showed that participants in this study showed positive perceptions of tutors' teaching methods. The questionnaire findings revealed a mean score of four point twenty-nine ( $\bar{x} = 4.29$ ). Additionally, the findings showed that the students desired to learn grammar using the audio-lingual method and communicative language teaching method. This study implies the need for a well-prepared peer tutoring program to help students effectively.

**Keywords:** *grammar tutoring program, students' perceptions, grammar teaching method*

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## INTRODUCTION

Peer tutoring programs have been proven to be one of the effective ways to help students learn (Ali, Anwer, & Jaffar, 2015). Their study showed that tutoring programs positively impact students' learning process. Additionally, peer tutoring has a major positive impact on developing self-concept in learning English which could boost students' motivation in learning, encourage them to persevere when facing challenging tasks, and lessen students' test anxiety (Alrajhi & Aldhafri, 2015). More importantly, peer tutoring is a sustainable and effective solution to help Higher Education (HE) solve issues in productivity, especially those impacting first-year students (Arco-Tirado, Fernández-Martín, & Hervás-Torres, 2020). Therefore, to provide the best learning experience, selection and training for tutors are necessary (Weigle & Nelson, 2004; Zhang & Bayley, 2019). Moreover, by identifying suitable teaching methods for students in peer tutoring programs, organizers and tutors can create an effective learning process that meets learning objectives (Paragae, 2023).

At one of the private universities in Yogyakarta, the English Language Education Study Program (ELESP) provides a grammar tutoring program to help first-year students better understand grammar. Mastering grammar is crucial in assisting students to understand and produce the language and urged educators to solve the issue (Murtini, 2021; Refat, Kassim, Rahman, & Razali, 2020). This issue is becoming more concerning since ELESP students had problems mastering some basic knowledge of grammar, i.e. participle -ed and -ing (Bintoro, 2016). To solve this issue, the department proposed Cross-Age Peer Tutoring (CAPT), where the senior students become tutors of junior students (Ali et al., 2015). The senior students assigned as tutors are usually the third-semester or fifth-semester students who have passed grammar classes in the previous semester well.

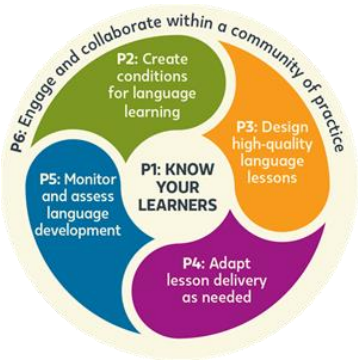
Nevertheless, creating effective peer tutoring to help the students achieve their learning goals is such a challenging thing. Based on some

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students’ comments on this program, this program was run ineffectively in three aspects: unprepared materials, unclear explanations by the tutor, and the tension in their relationship that made them unable to enjoy the learning process with the tutor. The students’ comments on the grammar tutoring program became one of the underlying reasons why the researchers decided to investigate how this program is conducted, especially the effectiveness of teaching methods used in class, and investigate suitable teaching methods for students.

The researchers used Six Principles for Exemplary Teaching of English Learners (TESOL International Association, 2018) and principles of teaching grammar methods (Larsen-Freeman & Anderson, 2011; Setiyadi, 2006) as the guidelines for analyzing methods used by tutors. The Six Principles for Exemplary Teaching of English Learners are to know your learners, create conditions for language learning, design high-quality lessons for language development, adapt lesson delivery as needed, monitor and assess student language development, and engage and collaborate within a community of practice. These six principles are believed to help English teachers provide a more effective learning process, and these principles can be used in this research to examine whether tutors’ teaching methods used in the grammar tutoring program have resulted in an effective learning process.

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**Figure 1.** The 6 Principles for Exemplary Teaching of English Learners (TESOL International Association, 2018)

Larsen-Freeman and Anderson (2011) and Setiyadi (2006) mentioned some teaching methods that can be used to teach grammar to English as foreign language learners. The methods are the grammar-translation method (GTM), direct method, audio-lingual method, total physical response method, and communicative language teaching method. Grammar tutors can use some methods to teach their students and make the grammar tutoring programs run more effectively.

While peer tutoring programs have been recognized as one of the effective learning strategies to support students' language learning, comprehensive research focusing on the specific teaching approaches, methods, and techniques used by tutors is still limited. Exploring the approaches, methods, and techniques used could potentially give valuable insights into the instructional strategies and practices that could effectively support students' grammar mastery. Additionally, the researchers hope the department/study program could equip the tutors with evidence-based pedagogical approaches tailored to the context of grammar learning and peer tutoring.

**METHOD**

**Research Setting and Participants**

This research was conducted at one of the private universities in Yogyakarta in December-January 2023. The participants of this research were the students from ELESP at one of the private universities in Yogyakarta batch 2023 who joined the grammar tutoring program from September to December 2023. There were four grammar tutoring groups or classes consisting of 86 students that were targeted to fill out the questionnaires. 57 students participated in completing the questionnaire. The researchers then used a purposive sampling method to select eight interviewees based on the researchers' evaluation of the standardization or possession of the specific characteristic(s) required (Cohen, Manion, & Morrison, 2018). The

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researchers selected two students from each tutoring group: one of them was the most active student (later coded as “AS”), and the other was the most passive student (later coded as “PS”) in the class. The researchers used this sampling method to receive a variety of perceptions from these two specific groups.

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Instruments and Data Gathering Techniques

Questionnaire

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The statements in the questionnaire were developed based on the blueprint based on Six Principles for Exemplary Teaching of English Learners (TESOL International Association, 2018) and principles of teaching grammar methods (Larsen-Freeman & Anderson, 2011; Setiyadi, 2006). The questionnaire used in this research consisted of two sections of closed-ended questions. The first section of nine closed-ended questions was used to investigate the students’ perceptions of the tutors’ teaching methods' effectiveness in helping them master grammar. The second section of 18 closed-ended questions was used to investigate students’ preferred grammar teaching methods.

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The researchers used the Likert Scale, a psychometric scale, that provides several categories through which research participants can choose to express their attitudes, opinions, and feelings toward a particular matter (Albaum, 1997). In this research, the participants should answer the closed-ended part by choosing the most suitable option among these options: (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, or (5) strongly agree. Participants had to choose among those options by giving a checkmark beside the chosen option.

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Observation Checklist

To confirm participants’ questionnaire answers, the researchers observed the tutoring classes directly to see how the tutors taught their students. The researchers also made the list based on Six Principles for Exemplary Teaching of English Learners (TESOL International Association, 2018) and principles of teaching grammar methods (Larsen-Freeman & Anderson, 2011; Setiyadi, 2006). The observation checklist consisted of statements extracted from the blueprint.

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accompanied by two columns for marking either 'Yes' or 'No' during the observation, i.e. “The tutor knows students’ backgrounds (academic goals, interests, learning preferences, etc.) and can engage them in the classroom and prepare and deliver lessons effectively”. The results of these observations were used to confirm the questionnaires’ answers and to develop the interview questions. The researchers also selected eight participants by observing the frequency of their responses to their tutors during the tutoring class.

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Interview Guidelines

The researchers conducted interviews as the last step to strengthen and deepen the gathered data. The interview questions were open-ended. The researchers created the interview questions based on the questionnaire blueprint that the researchers had developed, incorporating participants' questionnaire answers and observation results. The researchers used the interview to confirm participants’ questionnaire answers and ask deeper related research questions.

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Data Analysis

The researchers calculated the mean of each statement in the questionnaire and categorized them based on themes. Table 1 establishes the benchmarks for interpreting perception levels through mean values.

Table 1. Positive and Negative Criteria

Mean score	Class
$\bar{x} \leq 3$	Negative
$\bar{x} > 3$	Positive

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formula

The researchers then used SPSS to test the normality of the data and a one-sample t-test to test whether there was a significant difference between the population mean and hypothesized value. The researchers used the Kolmogorov-Smirnov test to test the normality of the gathered data. According to the Kolmogorov-Smirnov test, the data is normally distributed if  $p > 0.05$ . Then, the result of the one-sample t-test determined whether there was evidence to support or reject the hypothesis. The result of the one-sample t-test is significant if the p-value is smaller than 0.05 ( $p < 0.05$ ). Two operational hypotheses were used to guide the research.

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$H_0: \bar{x} \leq 3$

$H_A$ : Students' perceptions of tutors' teaching methods in the grammar tutoring program are positive.

$H_A: \bar{x} > 3$

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The data from the interviews and observations are used to support the results of the questionnaire and enhance the credibility and validity of the findings. After the first researcher interviewed participants, transcribed the interview results, and did the class observation, the second researcher coded and categorized the data based on the themes namely the principles used by the tutors, route of learning, teaching methods, and language of instructions to find the emerging theme of this research. At the same time, the researchers rechecked and refined the data. After the second researcher finished coding and analyzing the data, the first researcher checked the results to ensure the validity of the analysis. Lastly, after all researchers agreed on the analysis results, the researchers presented all data from the questionnaire, interview, and observation.

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**FINDINGS**

Based on the participants' answers, below are the frequency distribution of the data, testing, and requirements for data analysis, and the integration and comparison of data sources.

**Table 2.** Frequency Distribution of Students’ Perceptions of Tutors’ Teaching Methods in the Grammar Tutoring Program

Score Group	Frequency	Percentage (%)	Cumulative Percentage (%)
3.2 – 3.4	1	1.75	1.75
3.4 – 3.6	3	5.26	7.02
3.6 – 3.8	7	12.28	19.30
3.8 – 4	7	12.28	31.58
4 – 4.2	1	1.75	33.33
4.2 – 4.4	12	21.05	54.39
4.4 – 4.6	10	17.54	71.93
4.6 – 4.8	8	14.04	85.96
4.8 - 5	8	14.04	100
Total	57	100	
	$\bar{x}$ : 4.29	n: 57	SD: 0.444

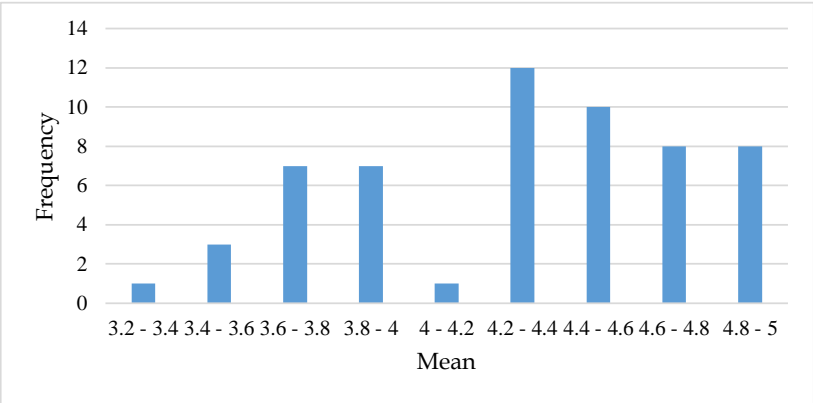
Table 2 presents the frequency distribution of the data from the first section of the questionnaire. According to Table 2, the lowest frequency is found at range score 3.2 - 3.4 and 4 - 4.2 with one participant’s response, and the highest frequency is found at range score 4.2 - 4.4 with 12 participants’ responses. The mean score of the data is 4.29. This indicates that students have positive perceptions of tutors’ teaching methods in grammar tutoring programs.

Additionally, the gathered data from the questionnaire are presented in the form of a histogram.

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**Figure 2.** Frequency Distribution of Students’ Perceptions of Tutors’ Teaching Methods

Figure 2 indicates the normal distribution due to its bell-shaped curve (Allen & Ross, 2017). Therefore, the researchers could use a mean score of three ( $\bar{x} = 3$ ) as the central tendency for further analysis. The researchers used the data from the first section of the questionnaire to answer the first research question.

Normality Test

A normality test was used to determine whether the data was derived from a population that was distributed normally. The researchers used the Kolmogorov-Smirnov test to test the normality of the gathered data. According to the Kolmogorov-Smirnov test, the data is normally distributed if  $p > 0.05$ .

**Table 3.** Test of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Mea	.096	57	.200*	.963	57	.077
n						

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Table 3 shows that the significance value of the data is 0.200. The  $p > 0.05$  indicates that the data is normally distributed. Therefore, the researchers concluded that the data on students’ perceptions of tutors’ teaching methods in the grammar tutoring program is normally distributed.

**One-Sample t-Test**

A one-sample t-test was employed to determine whether there was a significant difference between the population mean and hypothesized value. The result of a one-sample t-test determines whether there is evidence to support or reject the hypothesis. The result of the one-sample t-test is significant if the p-value is smaller than 0.05 ( $p < 0.05$ ).

**Table 4.** One-Sample Statistics

				Std. Error
	N	Mean	Std. Deviation	Mean
Mean	57	4.2986	.44424	.05884

**Table 5.** One-Sample Test

				Test Value = 3		
				95% Confidence Interval		
				Mean	of the Difference	
	t	df	Sig. (2-tailed)	Difference	Lower	Upper
Mean	22.069	56	.000	1.29860	1.1807	1.4165

Table 5 shows the result of the one-sample t-test of the data for this research. The result shows that the p-value is smaller than 0.05 ( $p < 0.05$ ). Therefore, it can be concluded that students’ perceptions of tutors’ teaching methods in the grammar tutoring program are significantly higher than 3 ( $\bar{x}$ : 4.29, n: 57, df: 56, SD: 0.444). The researchers have sufficient evidence to reject the null hypothesis.

**The Perceptions of Students Regarding Tutors’ Teaching Methods in the Grammar Tutoring Program**

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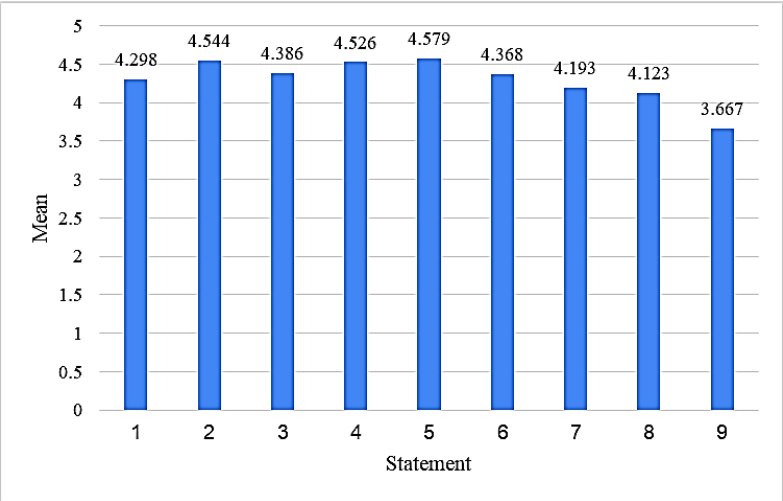
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The researchers then integrated and compared the data to examine students’ perceptions of tutors’ teaching methods. There were nine statements in the first section of the questionnaire to examine students’ perceptions of tutors’ teaching methods in the grammar tutoring program. Table 6 below shows the statements used in the questionnaire.

**Table 6.** Statements in the First Section of the Questionnaire

No.	Statement
1.	The tutor wants to know our background (academic goals, interests, learning preferences, etc.) to engage us in the classroom and prepare and deliver lessons more effectively.
2.	The tutor creates a classroom culture to ensure we feel comfortable in the class by creating the teaching setting, a place where we are motivated to learn, practice, and take risks with language.
3.	The tutor plans meaningful lessons that promote language learning and help us develop learning strategies and critical thinking skills.
4.	The tutor develops the lessons based on the learning objectives.
5.	The tutor monitors our understanding and responses to determine whether we are reaching the learning objectives, for example, by asking what we have learned today at the end of the lesson.
6.	The tutor considers the possible reasons and adjusts the lessons when we are struggling or not challenged enough.
7.	The tutor assesses our progress, notes and evaluates the types of errors that we make, and offers strategic feedback (e.g. gives the feedback in front of others or personally).
8.	The tutor uses a variety of assessment types to measure our outcomes, like observations, tests, exercises, quizzes, etc.
9.	The tutor collaborates with other tutors to provide the best support (e.g. learning materials) for us.

The result of the questionnaire data is presented in the form of a histogram in Figure 3 below



**Figure 3.** Students' Perceptions of Tutors' Teaching Methods Based on The 6 Principles for Exemplary Teaching of English Learners

Figure 3 shows that all students gave positive responses to all of those questionnaire statements ( $\bar{x} > 3$ ). The questionnaire result shows that students considered their tutors had a desire to know their background, created suitable conditions for language learning, designed high-quality lessons for language development, adapted lesson delivery as needed, monitored and assessed students' language development, and collaborated within a community of practice.

Based on Figure 3, most students appreciated their tutors' efforts in monitoring their progress. Two interview participants said that the tutors monitored their understanding by asking whether they understood or not and asking them to answer questions related to the materials. That statement is shown in the interview results below:

*[...], "we kept being asked, "Do you understand or not?" If we didn't understand, it could be repeated. At the beginning and the end of the tutoring session, we were always asked about the previous week's material, like a review. Then, at the end of the tutoring session, we*



*briefly discussed and reviewed what was learned that day. We were also given important notes and highlights that we should take note of in each session."*(AS3)

*[...], "after each lesson or exam, we were given a review of the material. The tutor also provided us with questions and sometimes asked us to answer them one by one. Sometimes, we were called upon to answer directly. So, indirectly, it also served as a test. The tutor also reviewed the learning material at the end of the session."*(AS2)

The interview results proved that the tutors monitored students' understanding and responses to know whether they had reached the learning objective. One of the students stated that the tutor kept asking whether they understood or not and would repeat the material if they had not understood yet. Another student mentioned that the tutor provided some questions to be solved by them to check their understanding. Based on the observation result, all tutors showed that they monitored students' understanding during the lesson by approaching the students to check their work and asking questions related to the material.

Then, the second highest result is achieved by the second statement ( $\bar{x}$ : 4.544). The students believed that tutors had successfully created a classroom culture to ensure students felt comfortable and motivated to learn and practice. One of the interview participants who was categorized as an active student said that the tutor often motivated the student to learn and made the student feel comfortable. Another interview participant who was categorized as a passive student also said that the tutoring program made her more interested in delving deeper into grammar courses. The interview answers from both participants are described below:

*[...] "The tutor is a realistic person, you know. She often says that we have to be able to do it because we need to, and all that stuff. So, honestly, for me, it boosts my motivation to realize that I need to know (learn), not just because I'm taking PBI (English Language Education). And*

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*(she) creates a comfortable environment because when I'm with the tutor, it feels like being with a friend" (AS1)*

*"With the presence of this tutoring program, we become more (...) interested in delving deeper into the subject" (PS3)*

Those interview data strengthened the result of the second questionnaire statement and showed that the tutors had succeeded in creating conditions for language learning for the students. The observation results also showed that all of the tutors created classroom conditions where the students could engage with the tutor and the lesson. The tutors also cared about students' condition and struggles. This result aligned with Blok's et al. (2020) principles that mentioned effective teachers are those who can create a learning environment where students are comfortable interacting with one another, want to develop their skills, and be honest about their needs.

Then, the statement that received the lowest mean score was statement number nine ( $\bar{x}$ : 3.667). Most students agreed that their tutors had collaborated with other tutors to provide the best support. Even though that statement received the lowest score, the students gave positive responses for that in the interview. One of the students said that the tutor had collaborated with the other tutors. It was shown that when one of the tutors had to go abroad to do a campus activity, the other tutors helped that tutor teach the tutoring class. It is stated in the interview result below:

*"Yes, actually you can see it from our grammar tutoring class, (...). The tutor has been changed multiple times. But the material they provide remains the same. Even though I don't see it myself, I feel like the tutors can support each other to deliver the best material." (AS2)*

The interview result shows that the tutors in the grammar tutoring program collaborated to give meaningful lessons to the

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students. They collaborated in teaching the students. Ultimately, the interview result strengthened the result of the questionnaire.

From the findings, it can be seen that the majority of students had positive perceptions toward tutors' teaching methods used in the grammar tutoring program. The salient findings showed that tutors monitored students' understanding and responses to determine whether students were reaching the learning objectives, and tutors created a classroom culture to ensure students felt comfortable in the class by creating a teaching setting a place where students were motivated to learn, practice, and take risks with language. Further, students also gave positive responses for how collaborative the tutors in the grammar tutoring program were in providing the best learning experience for students even though this statement received the lowest mean score.

### ***Students' Perceptions of Suitable Teaching Methods for Teaching Grammar in Grammar Tutoring Program***

From the second section of closed-ended questions, the researchers were able to collect data on students' preferred teaching methods based on their perceptions. In this section, the researchers present the histogram of the data from the four criteria for defining suitable teaching methods and preferred teaching. There are some considerations to determining teaching methods to teach grammar namely, the route of learning, defining the language of instruction, and considering the skill that needs to be emphasized in the learning process (Larsen-Freeman & Anderson, 2011; Setiyadi, 2006).

#### ***Route of Learning***

According to Takala (2016), investigating the chosen route of learning helps identify the grammar teaching method. The researchers allowed students to share their perceptions of the two learning approaches, deductive and inductive. Here is the result of students' perceptions on the route of learning:

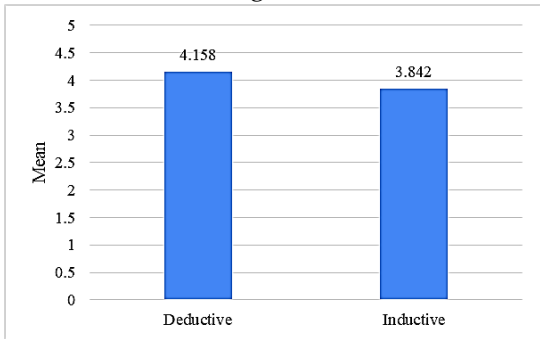


Figure 4. Students' Preferred Route of Learning

Figure 4 presents the questionnaire data that shows students' choice of route of learning. From the questionnaire results, the researchers found that the students gave positive responses for both routes of learning, deductive and inductive learning. The students agreed that it was easy to follow the lesson when the tutor started with the introduction, possibly including explicit rules of the topic, followed by examples and practice. However, they also agreed that it was easy to follow the lesson when the tutor started the lesson by giving many examples and expected the students to find out the topic by themselves and later give confirmation about the knowledge that they found. One of the participants also said that it does not matter whether the tutor starts with explicit grammar rules or starts with examples first because it is the same. The interview results from both passive and active students below support those statements:

*"(...) If we were given an introduction, we got to know what the basic Grammar is like, so we didn't directly jump into the material or given exercises. (...) we were given the basics. We didn't understand what it was in the basics and it's like we were introduced to it as well. It's the*

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*same as what is taught in class. We were just taught the basics first, and then, if we understood, we were given more difficult questions. Later, we were given various exercises." (PS3)*

The interview result aligns with Takala's (2016) study which found the deductive approach is related to explicit teaching, which has significant evidence in leading to successful learning results. However, one of the participants said that the inductive approach also helped them to understand the material more. This is stated in the interview result below.

Commented [AIM47]: Mer

*"Firstly, because at that time, it was about revisiting the simple past, present, future, continuous tenses, and all that. Honestly, I (...) only understood like two out of ten, (...). Then, coincidentally, when Kak G was making a sentence, she asked us to guess the formula or which tense it belonged to. Secondly, we were also asked to create random sentences. Then, we had to identify them ourselves. And also, Kak G would create formulas, and we had to make the sentences. Through exercises like that, I felt like my understanding increased a lot. I became more knowledgeable and understood better." [...]* (AS1)

That interview result proves that the inductive approach, which is related to implicit teaching (Takala, 2016), is also successful in providing effective grammar lessons. The students said that their understanding increased a lot when the tutor used the inductive approach.

Apart from those, one of the interviewed students said that it does not matter whether the tutor starts with explicit grammar rules or starts with examples first because it is the same. It is stated in the interview result below:

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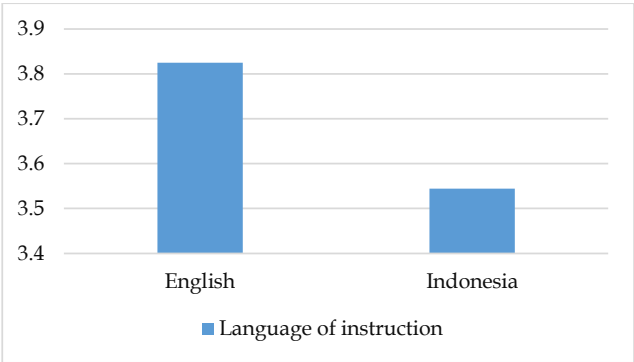
*"(...), I'm being neutral because, for me, whether the tutor starts with explicit grammar rules or starts with examples first, it's the same. What matters is the overall content of the tutor." (AS2)*

The interview result shows that deductive and inductive routes benefit different students. The other said that the route of learning chosen by the tutor does not matter because what matters is the content of the lesson. From all of that evidence, it can be concluded that both deductive and inductive learning routes could lead to successful learning results. According to the observation result, two out of three tutors applied the deductive approach to teach the students. They introduced the material, and then they asked students some questions related to the materials. On the other hand, the other tutor applied the inductive approach by giving students exercises for final test preparation, and after that, they discussed it together.

**Commented [AIM49]:** Did process? It will be invalid since total participants are 57. They a

*Language of Instruction*

Takala (2016) stated that determining the language of instruction can also help discover the underlying method of teaching. Two language options that can be used to teach grammar in the grammar tutoring program for Indonesian students are students' first language, Indonesian, or English. Here is the result of the students' preferred language of instruction:



**Figure 5.** Students' Preferred Language of Instruction

Figure 5 shows the result of the questionnaire data on students' preferred language of instruction. The figure shows that students gave positive responses to Indonesian and English as the languages of instruction. According to the gathered data, the participants gave three

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different responses when choosing the preferred language of instruction.

The student who preferred Indonesian as the language of instruction stated that the Indonesian language would help students to understand the material and tutors' words better (PS2).

*"Okay. First, using the Indonesian language is easier to grasp. It's easier to understand. And I can also understand what Ka I means."*(PS2)

**Commented [AIM50]:** Please symbolized the participants?

On the other hand, a student who preferred English as the language of instruction said that using English would make them accustomed to listening to new English vocabulary and pronunciations and would help those who were taking the English Language Education Study Program (AS4).

*"Yes, of course, because we are in the English study program, I believe it's better to stick with English. As you mentioned, it helps us practice and exposes us to new vocabulary and pronunciation. By using English more often, we can better understand English words and enhance our ability to communicate in English as well."* (AS4)

There was also one participant who said that it would be better if the tutor combined English and Indonesian to teach grammar (PS4).

*"Actually, I like it when the tutor explains in English, but it's also helpful when they combine it with Indonesian. This is because, as I mentioned earlier, my English language proficiency is not very strong. So, having a combination of English and Indonesian explanations is beneficial for me."* (PS4)

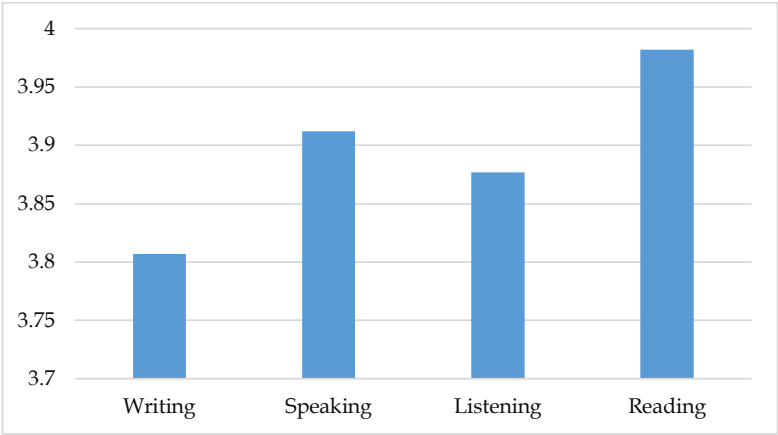
The interview result above proves that using English or Indonesian as the language of instruction positively impacts students' learning process. Using Indonesian language as the language of instruction would help the students who still have difficulty in English

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understand the material, and using English as the language of instruction would help other students learn and practice their listening and speaking skills. Another student also shared her opinion that combining Indonesian and English as the language of instruction was beneficial for her. Additionally, the result of class observations showed that all of the tutors used a combination of Indonesian and English as the language of instruction to teach the students. Both the interview and observation results strengthened the questionnaire data regarding students’ preferred language of instruction.

*Preferred Emphasized Skills*

To identify suitable teaching methods, investigating the preferred emphasized skill is necessary. Takala (2016) stated that determining the primary important skill(s) can reveal the underlying teaching method. Here is the result of students’ preferred emphasized skill:



**Figure 6.** Students’ Preferred Emphasized Skill

**Commented [AIM52]:** Please explain the impact of these skills to the grammar teaching process.

Figure 6 shows the results of the questionnaire data regarding students’ preferred emphasized skills in the learning process. The figure shows that students responded positively to all statements regarding their preferred emphasized English skills. The sequence of English skills ranked from the highest to the lowest score is reading ( $\bar{x}$



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= 3.982), speaking ( $\bar{x}$  = 3.912), listening ( $\bar{x}$  = 3.877), and writing. ( $\bar{x}$  = 3.807).

One of the students who preferred reading skills mentioned that the tutoring program helped her analyze sentences with correct grammar in reading class.

*"It also helps me not only in the grammar class but also in other courses like Basic Writing and Reading. There were times when we practiced analyzing sentences that had errors, whether it was a grammar mistake or an error within the sentence structure. With the presence of a grammar tutor, I can analyze those sentences and transform them into grammatically correct ones. (PT3)*

Students who preferred listening and speaking skills said that by emphasizing those skills, they could receive feedback when she used incorrect pronunciation.

*"Because of that, we can see that the tutor is also able to provide feedback. For example, if we make a mistake in our pronunciation, the tutor will correct it for us." (PT4)*

Another student who preferred writing skills said that grammar has a relation with writing, and doing writing tasks helps the student to understand grammar concepts more effectively.

*"Yes, that's right. It might be related to grammar because grammar is more about written expression. So, when the tutor assigns us writing tasks, I believe it further enhances our understanding of grammar. It helps the students grasp the concepts of grammar more effectively." (AT4)*

Then, there was a statement from one of the tutees that said her tutor taught her that English consists of not only one aspect, so by mastering grammar, the other skills will be mastered more easily.

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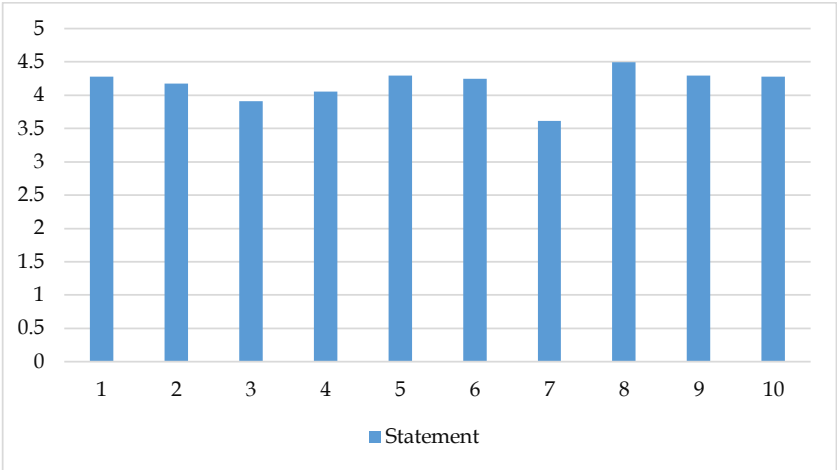
*"That's true. In tutoring, we were taught that English encompasses not just one aspect like speaking or writing alone. It all comes together as a whole. It's like they are interconnected. If we have a good understanding of grammar, it will make it easier for us to learn writing, listening, and reading as well." (AT3)*

The interview results above strengthened the questionnaire result presented in Figure 5. The interview results show that the four English skills chosen by students had their benefits for the students. Emphasizing reading skills helped them in reading class, emphasizing listening and speaking skills helped them use correct pronunciation, and emphasizing writing skills helped them understand grammar concepts more effectively. In reality, based on the class observation, all tutors trained students' writing, speaking, and reading skills. However, none of them emphasized students' listening skills during the learning process.

**Commented [AIM53]:** Please focus on the relevant skills focus relevant to the program.

### *Preferred Teaching Techniques*

The researchers also investigated tutees' perceptions of certain grammar teaching techniques drawn from some grammar teaching methods, such as grammar translation method, direct method, audio-lingual method, total physical method, and communicative language teaching method. Here is the result of tutees' perceptions of certain grammar teaching techniques.



**Figure 7.** Students’ Preferred Techniques from Grammar Teaching Methods

Figure 7 shows the result of questionnaire data on students’ perceptions of certain techniques of grammar teaching methods. The figure shows that the eighth statement received the highest mean score ( $\bar{x}$ : 4.491). The statement is, “I like it when the tutor teaches grammar while learning vocabulary items, especially verbs.” That statement was drawn from the Total Physical Response method. One of the students said that learning vocabulary can help them understand part of speech, which is learning about verbs and adjectives. That statement is shown in this interview result:

*"The thing is, when it comes to the part of speech, I sometimes still get confused about which ones are verbs. And there are various types of verbs, right? I'm still confused about distinguishing them. Whether it's an adjective or a verb like that." (PT4)*

The interview result supports the questionnaire result where students mostly agreed that they like it when the tutor teaches grammar while learning vocabulary items, especially verbs. According

**Commented [AIM54]:** Please check the figures. This figure is not clear but here you have 10. Just help me to fix the figure.

**Commented [AIM55]:** How many statements are there?

**Commented [AIM56]:** What is the highest score?

to the observation results, two out of three tutors had taught vocabulary implicitly through reading books and working on exercises.

The statements that received the second-highest mean score were statements number five and nine ( $\bar{x}$ : 4.298). The statements "I like it when the tutor teaches grammar using repetition and drilling", from the audio-lingual method, and "I like it when the tutor teaches grammar focusing clearly on meaning", from the communicative language teaching method. One of the students said that drilling helps them understand the material more deeply and master it. Another student said that by focusing on meaning, the student can immediately learn the essence of the material. Those statements are shown in the interview results below:

*"Because with drilling, we can understand the material more, go deeper, and through drilling exercises, the material will be ingrained in our minds. With more practice like that, it becomes more ingrained, and eventually, it will be memorized." (AS4)*

*"I agree more because it can be more, (...) direct to the point, like that. Not too much running around (...). If there's too much running around, I'll end up getting confused." (AS2)*

The interview results show that using drilling and repetition and focusing on meaning when learning grammar help students understand the material. Those techniques helped students master the material and focus on the essence of the material. However, the observation result shows that only one of the three tutors used drilling and repetition techniques. For the technique of teaching grammar by focusing on meaning, all tutors applied that technique in class. The tutors emphasized the importance of understanding the meaning of the sentences they presented in the lesson.

Then, the statement that received the lowest mean score was statement seven ( $\bar{x}$ : 3.614), "I like it when the tutor teaches grammar

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through commands and physical actions." It turned out that students did not like learning grammar through command and physical actions. One of the students said it because it feels like they are being forced to do that. That statement is supported by the interview result below.

*[...] "I don't really like it, it feels like it's too forced. But Kak M rarely gives commands like that." (AS3)*

The interview results show that teaching grammar through commands and physical actions, which is one of the techniques in the total physical response method, has low interest. In addition, the observation results show that rarely did the tutors use the aforementioned technique to teach grammar in the tutoring class.

## Discussion

The findings show two major themes. First, the majority of the students considered tutors' teaching methods had succeeded in producing effective learning which is in line with Ali, Anwer, & Jaffar's (2015), study. Further, students appreciated their tutors who always monitored their comprehension, one of the crucial aspects of TESOL International Association's (2018) principles. It aligns with Hattie and Timperley's (2007) study which highlights the importance of formative and/or ongoing assessments and feedback to support students' learning as what the tutors did by monitoring students' understanding and responses, assessing students' progress, evaluating the types of errors students made, offering strategic feedback (i.e. gives the feedback in front of others or personally), and using various assessment types to measure students' outcomes. Additionally, the researchers noted classroom culture created by the tutors also made students feel comfortable and motivated to learn (Blok, Lockwood, & Frendo, 2020) as some students mentioned that their tutor was their friend in understanding grammar principles. A positive learning environment could positively enhance students' psychological factors

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research would not be conducte

which later could influence students' language acquisition (Dörnyei, 2005).

Second, students showed some preferences in terms of the learning approaches, methods, and techniques. Students shared that both deductive and inductive approaches could help them to learn, especially the deductive approach. This finding is in line with some research showing that both implicit and explicit grammar instructions could be positive in catering to students' various needs, learning preferences, and cognitive styles (Ellis, 2006; Norris & Ortega, 2000). For Indonesian students who were accustomed with the deductive approach will likely understand the materials faster if they were taught that way. However, giving students some challenges by changing the approach will likely give them more meaningful experiences and better understanding. Then, the combination of English and Indonesian languages as a language of instruction with more emphasis on English was considered more helpful than solely utilizing one language of instruction. It reflects the importance of comprehensible input and scaffolding in second-language learning (Krashen, 1985; Vygotsky, 1978) as students need to understand basic principles first which was normally taught in simple English and reemphasized using Indonesian. Further, students desired to learn the four English skills in the grammar tutoring program to accommodate various contexts of language usage (Hinkel, 2006) and did not wish to learn solely the principles without contexts. Lastly, students favored learning grammar using the audio-lingual specifically the repetition and drilling techniques and communicative language teaching methods which focus on the meaning. Students' preferences align with Larsen-Freeman and Anderson's (2011) principles of meaningful practice, reinforcement, and communicative competence in language learning.

## CONCLUSION

The findings of this research showed that despite previous comments regarding the ineffectiveness of the tutoring program, participants in this study showed positive perceptions toward tutors'

**Commented [AIM59]:** Please provide introduction and method.

**Commented [AIM60]:** Please specify whether you are the tutor or the tutee?

**Commented [AIM61]:** Please provide a clear explanation.

**Commented [AIM62]:** How do you interpret the participants say something?

**Commented [AIM63]:** Please provide a clear explanation related to your research.

**Commented [AIM64]:** What is your claim?

**Commented [AIM65]:** The answer of your two research questions. Please check yours.

teaching methods. The finding from the questionnaire showed that the mean score was four point twenty-nine ( $\bar{x} = 4.29$ ). This indicates that the students positively perceived the tutors' teaching methods in the grammar tutoring program. Besides, the interview and observation results supported the findings from the questionnaire. The students also felt that the tutors were able to create a classroom culture that made them feel comfortable in the class and motivated to learn, practice, and take risks with language. The observation result also aligned with all students' responses in the questionnaire and interview. The researchers concluded that most of the students considered tutors' teaching methods in the grammar tutoring program to be effective in teaching them.

Furthermore, the findings show some students' preferences. First, students desired to learn grammar using the audio-lingual and communicative language teaching methods. Second, indeed, students had positive perceptions of the two routes of learning, however, they expressed a greater preference for the deductive approach. Then, students also had positive perceptions of the two languages of instruction. Students preferred English but wanted the tutors to still use Indonesian in the grammar tutoring class. The students also had positive perceptions of the four English skills, which means they would like the tutors to emphasize them in the grammar tutoring class.

The findings of this study have several implications. First, it is imperative to prepare the tutors (Weigle & Nelson, 2004) and recognize the diverse students' learning preferences, and be able to adopt flexible learning approaches in grammar learning tutoring programs. Second, the department and tutors should make sure the class atmosphere is motivating and supportive for learners. Third, students highlighted the need to foster better collaboration and ultimately communication between tutors. It implies the need for all departments to facilitate, accommodate, and encourage tutors to share best practices, sources, and pedagogical approaches to enhance the quality of tutoring programs. Lastly, ongoing monitoring of students' progress as well as

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tutors' learning plans and dynamics are crucial in establishing effective tutoring programs.

Finally, even though all of these research findings were able to investigate students' perceptions of tutors' teaching methods in the grammar tutoring program in this particular university context, this research still has some limitations that can be considered for future research. The first limitation is that the researchers only observed the final meeting of the tutoring classes which may have impacted the data's representativeness. Then, the purposive sampling for the interview was only based on one observation. It is necessary to consider these limitations in interpreting this research's findings and conducting future research.

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## STUDENTS' VOICES ON EFFECTIVE TEACHING METHODS FOR GRAMMAR LEARNING IN PEER TUTORING PROGRAM

**Abstract:** This research investigated students' perceptions of tutors' teaching methods and suitable grammar teaching methods. The researchers addressed two research questions: (1) What are the perceptions of students regarding tutors' teaching methods in the grammar tutoring program at ELESPP Sanata Dharma University? (2) What teaching methods are suitable for teaching grammar to students in the grammar tutoring program? A quantitative approach was adopted, utilizing an online questionnaire comprised of 27 items rated on a five-point Likert scale, observation checklist, and interview guidelines. There were 57 students out of 86 students participating in this research. Then, the researchers observed three grammar tutoring classes and interviewed eight participants to strengthen the data. The findings of this research showed that participants in this study showed positive perceptions of tutors' teaching methods. The questionnaire findings revealed a mean score of four point twenty-nine ( $\bar{x} = 4.29$ ). Additionally, the findings showed that the students desired to learn grammar using the audio-lingual method and communicative language teaching method. This study implies the need for a well-prepared peer tutoring program to help students effectively.

**Keywords:** *grammar tutoring program, students' perceptions, grammar teaching method*

**Commented [R1]:** It could benefit from a clearer explanation of the broader context and why this topic is important for EFL education. You may also explicitly state the specific gap in the literature or practical knowledge that the study aims to fill.

**Commented [R2]:** You can provide more detailed conclusions about the implications of the findings for teaching practice. Implications for educational practice, policy, or further study could also be added. Besides, you need to identify some limitations to provide a more balanced view and indicate areas for future research.

## INTRODUCTION

Peer tutoring programs have been proven to be one of the effective ways to help students learn (Ali, Anwer, & Jaffar, 2015). Their study showed that tutoring programs positively impact students' learning process. Additionally, peer tutoring has a major positive impact on developing self-concept in learning English which could boost students' motivation in learning, encourage them to persevere when facing challenging tasks, and lessen students' test anxiety (Alrajhi & Aldhafri, 2015). More importantly, peer tutoring is a sustainable and effective solution to help Higher Education (HE) solve issues in productivity, especially those impacting first-year students (Arco-Tirado, Fernández-Martín, & Hervás-Torres, 2020). Therefore, to provide the best learning experience, selection and training for tutors are necessary (Weigle & Nelson, 2004; Zhang & Bayley, 2019). Moreover, by identifying suitable teaching methods for students in peer tutoring programs, organizers and tutors can create an effective learning process that meets learning objectives (Paragae, 2023).

At one of the private universities in Yogyakarta, the English Language Education Study Program (ELESP) provides a grammar tutoring program to help first-year students better understand grammar. Mastering grammar is crucial in assisting students to understand and produce the language and urged educators to solve the issue (Murtini, 2021; Refat, Kassim, Rahman, & Razali, 2020). This issue is becoming more concerning since ELESP students had problems mastering some basic knowledge of grammar, i.e. participle -ed and -ing (Bintoro, 2016). To solve this issue, the department proposed Cross-Age Peer Tutoring (CAPT), where the senior students become tutors of junior students (Ali et al., 2015). The senior students assigned as tutors are usually the third-semester or fifth-semester students who have passed grammar classes in the previous semester well.

Nevertheless, creating effective peer tutoring to help the students achieve their learning goals is such a challenging thing. Based on some

students' comments on this program, this program was run ineffectively in three aspects: unprepared materials, unclear explanations by the tutor, and the tension in their relationship that made them unable to enjoy the learning process with the tutor. The students' comments on the grammar tutoring program became one of the underlying reasons why the researchers decided to investigate how this program is conducted, especially the effectiveness of teaching methods used in class, and investigate suitable teaching methods for students.

The researchers used Six Principles for Exemplary Teaching of English Learners (TESOL International Association, 2018) and principles of teaching grammar methods (Larsen-Freeman & Anderson, 2011; Setiyadi, 2006) as the guidelines for analyzing methods used by tutors. The Six Principles for Exemplary Teaching of English Learners are to know your learners, create conditions for language learning, design high-quality lessons for language development, adapt lesson delivery as needed, monitor and assess student language development, and engage and collaborate within a community of practice. These six principles are believed to help English teachers provide a more effective learning process, and these principles can be used in this research to examine whether tutors' teaching methods used in the grammar tutoring program have resulted in an effective learning process.



**Figure 1.** The 6 Principles for Exemplary Teaching of English Learners (TESOL International Association, 2018)

Larsen-Freeman and Anderson (2011) and Setiyadi (2006) mentioned some teaching methods that can be used to teach grammar to English as foreign language learners. The methods are the grammar-translation method (GTM), direct method, audio-lingual method, total physical response method, and communicative language teaching method. Grammar tutors can use some methods to teach their students and make the grammar tutoring programs run more effectively.

While peer tutoring programs have been recognized as one of the effective learning strategies to support students' language learning, comprehensive research focusing on the specific teaching approaches, methods, and techniques used by tutors is still limited. Exploring the approaches, methods, and techniques used could potentially give valuable insights into the instructional strategies and practices that could effectively support students' grammar mastery. Additionally, the researchers hope the department/study program could equip the tutors with evidence-based pedagogical approaches tailored to the context of grammar learning and peer tutoring.

## METHOD

### Research Setting and Participants

This research was conducted at one of the private universities in Yogyakarta in December-January 2023. The participants of this research were the students from ELESF at one of the private universities in Yogyakarta batch 2023 who joined the grammar tutoring program from September to December 2023. There were four grammar tutoring groups or classes consisting of 86 students that were targeted to fill out the questionnaires. 57 students participated in completing the questionnaire. The researchers then used a purposive sampling method to select eight interviewees based on the researchers' evaluation of the standardization or possession of the specific characteristic(s) required (Cohen, Manion, & Morrison, 2018). The

**Commented [R3]:** Provide literatures to support this claim or it will merely be an opinion.  
Articulate the gap more explicitly as well.

**Commented [R4]:** Emphasize the urgency of the study by connecting to broader educational goals or challenges

**Commented [R5]:** Consider to have a literature review section separately to better situate your research within the existing body of knowledge and highlight gaps or areas for further investigation.

**Commented [R6]:** Provide a brief description of the university, the participants (i.e. their language competence, their age, gender, etc.), and their relevance to the study

**Commented [R7]:** Explain why 57 out of 86 students participated and whether this sample size is sufficient for the study's goals.

**Commented [R8]:** Why is it eight? How can those eight interviewees be selected? What was the standard?

You also need to include a statement on ethical approval and how informed consent was obtained from participants.

researchers selected two students from each tutoring group: one of them was the most active student (later coded as "AS"), and the other was the most passive student (later coded as "PS") in the class. The researchers used this sampling method to receive a variety of perceptions from these two specific groups.

## Instruments and Data Gathering Techniques

### Questionnaire

The statements in the questionnaire were developed based on the blueprint based on Six Principles for Exemplary Teaching of English Learners (TESOL International Association, 2018) and principles of teaching grammar methods (Larsen-Freeman & Anderson, 2011; Setiyadi, 2006). The questionnaire used in this research consisted of two sections of closed-ended questions. The first section of nine closed-ended questions was used to investigate the students' perceptions of the tutors' teaching methods' effectiveness in helping them master grammar. The second section of 18 closed-ended questions was used to investigate students' preferred grammar teaching methods.

The researchers used the Likert Scale, a psychometric scale, that provides several categories through which research participants can choose to express their attitudes, opinions, and feelings toward a particular matter (Albaum, 1997). In this research, the participants should answer the closed-ended part by choosing the most suitable option among these options: (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, or (5) strongly agree. Participants had to choose among those options by giving a checkmark beside the chosen option.

### Observation Checklist

To confirm participants' questionnaire answers, the researchers observed the tutoring classes directly to see how the tutors taught their students. The researchers also made the list based on Six Principles for Exemplary Teaching of English Learners (TESOL International Association, 2018) and principles of teaching grammar methods (Larsen-Freeman & Anderson, 2011; Setiyadi, 2006). The observation checklist consisted of statements extracted from the blueprint,

**Commented [R9]:** Mention if the questionnaire was piloted or pre-tested to ensure reliability and validity. Provide examples of specific statements from the questionnaire to give readers a clearer idea of the content.

**Commented [R10]:** Specify how many sessions were observed per class and whether different tutors were observed.

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accompanied by two columns for marking either 'Yes' or 'No' during the observation, i.e. "The tutor knows students' backgrounds (academic goals, interests, learning preferences, etc.) and can engage them in the classroom and prepare and deliver lessons effectively". The results of these observations were used to confirm the questionnaires' answers and to develop the interview questions. The researchers also selected eight participants by observing the frequency of their responses to their tutors during the tutoring class.



### Interview Guidelines

The researchers conducted interviews as the last step to strengthen and deepen the gathered data. The interview questions were open-ended. The researchers created the interview questions based on the questionnaire blueprint that the researchers had developed, incorporating participants' questionnaire answers and observation results. The researchers used the interview to confirm participants' questionnaire answers and ask deeper related research questions.

### Data Analysis

The researchers calculated the mean of each statement in the questionnaire and categorized them based on themes. Table 1 establishes the benchmarks for interpreting perception levels through mean values.

**Table 1.** Positive and Negative Criteria

Mean score	Class
$\bar{x} \leq 3$	Negative
$\bar{x} > 3$	Positive

The researchers then used SPSS to test the normality of the data and a one-sample t-test to test whether there was a significant difference between the population mean and hypothesized value. The researchers used the Kolmogorov-Smirnov test to test the normality of the gathered data. According to the Kolmogorov-Smirnov test, the data is normally distributed if  $p > 0.05$ . Then, the result of the one-sample t-test determined whether there was evidence to support or reject the hypothesis. The result of the one-sample t-test is significant if the p-value is smaller than 0.05 ( $p < 0.05$ ). Two operational hypotheses were used to guide the research.

H0: Students' perceptions of tutors' teaching methods in the grammar tutoring program are not positive.

**Commented [R11]:** Provide more detail on how the interview and observation data were coded and categorized. Mention if there is any specific qualitative analysis software used.

Highlight how data triangulation (using questionnaires, interviews, and observations) enhances the validity of the findings.

Paskarena, M. I., & Mukti, T. W. P. (2024). Students' voices on effective teaching methods for grammar learning in peer tutoring program. *JEELS*, 9(2), 1-2.

H0:  $\bar{x} \leq 3$

H $\Delta$ : Students' perceptions of tutors' teaching methods in the grammar tutoring program are positive.

H $\Delta$ :  $\bar{x} > 3$

The data from the interviews and observations are used to support the results of the questionnaire and enhance the credibility and validity of the findings. After the first researcher interviewed participants, transcribed the interview results, and did the class observation, the second researcher coded and categorized the data based on the themes namely the principles used by the tutors, route of learning, teaching methods, and language of instructions to find the emerging theme of this research. At the same time, the researchers rechecked and refined the data. After the second researcher finished coding and analyzing the data, the first researcher checked the results to ensure the validity of the analysis. Lastly, after all researchers agreed on the analysis results, the researchers presented all data from the questionnaire, interview, and observation.

## FINDINGS

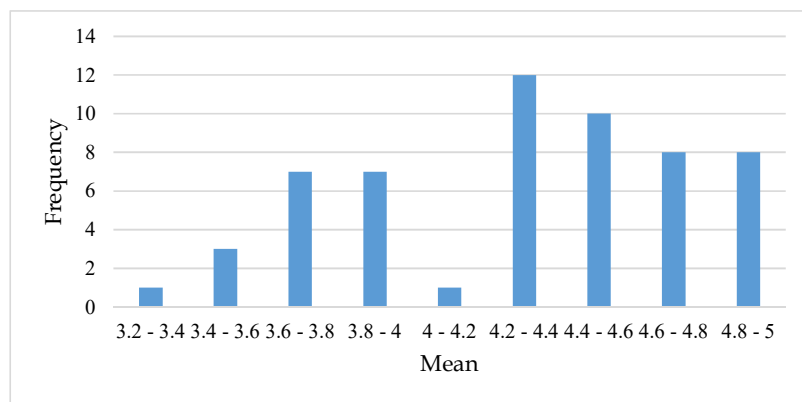
Based on the participants' answers, below are the frequency distribution of the data, testing, and requirements for data analysis, and the integration and comparison of data sources.

**Table 2.** Frequency Distribution of Students' Perceptions of Tutors' Teaching Methods in the Grammar Tutoring Program

Score Group	Frequency	Percentage (%)	Cumulative Percentage (%)
3.2 – 3.4	1	1.75	1.75
3.4 – 3.6	3	5.26	7.02
3.6 – 3.8	7	12.28	19.30
3.8 – 4	7	12.28	31.58
4 – 4.2	1	1.75	33.33
4.2 – 4.4	12	21.05	54.39
4.4 – 4.6	10	17.54	71.93
4.6 – 4.8	8	14.04	85.96
4.8 - 5	8	14.04	100
<b>Total</b>	<b>57</b>	<b>100</b>	
<b><math>\bar{x}</math>: 4.29</b>		<b>n: 57</b>	<b>SD: 0.444</b>

Table 2 presents the frequency distribution of the data from the first section of the questionnaire. According to Table 2, the lowest frequency is found at range score 3.2 - 3.4 and 4 - 4.2 with one participant's response, and the highest frequency is found at range score 4.2 – 4.4 with 12 participants' responses. The mean score of the data is 4.29. This indicates that students have positive perceptions of tutors' teaching methods in grammar tutoring programs.

Additionally, the gathered data from the questionnaire are presented in the form of a histogram.



**Figure 2.** Frequency Distribution of Students' Perceptions of Tutors' Teaching Methods

Figure 2 indicates the normal distribution due to its bell-shaped curve (Allen & Ross, 2017). Therefore, the researchers could use a mean score of three ( $\bar{x} = 3$ ) as the central tendency for further analysis. The researchers used the data from the first section of the questionnaire to answer the first research question.

### Normality Test

A normality test was used to determine whether the data was derived from a population that was distributed normally. The researchers used the Kolmogorov-Smirnov test to test the normality of the gathered data. According to the Kolmogorov-Smirnov test, the data is normally distributed if  $p > 0.05$ .

**Commented [R12]:** Clearly explain the rationale for using the Kolmogorov-Smirnov test and how its results support the subsequent use of parametric tests.

**Table 3.** Test of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Mea	.096	57	.200*	.963	57	.077
n						

Table 3 shows that the significance value of the data is 0.200. The  $p > 0.05$  indicates that the data is normally distributed. Therefore, the researchers concluded that the data on students' perceptions of tutors' teaching methods in the grammar tutoring program is normally distributed.

### ***One-Sample t-Test***

A one-sample t-test was employed to determine whether there was a significant difference between the population mean and hypothesized value. The result of a one-sample t-test determines whether there is evidence to support or reject the hypothesis. The result of the one-sample t-test is significant if the p-value is smaller than 0.05 ( $p < 0.05$ ).

**Table 4.** One-Sample Statistics

				Std. Error
	N	Mean	Std. Deviation	Mean
Mean	57	4.2986	.44424	.05884

**Table 5.** One-Sample Test

Test Value = 3						
				95% Confidence Interval		
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Mean	22.069	56	.000	1.29860	1.1807	1.4165

Table 5 shows the result of the one-sample t-test of the data for this research. The result shows that the p-value is smaller than 0.05 ( $p < 0.05$ ). Therefore, it can be concluded that students' perceptions of tutors' teaching methods in the grammar tutoring program are significantly higher than 3 ( $\bar{x}$ : 4.29, n: 57, df: 56, SD: 0.444). The researchers have sufficient evidence to reject the null hypothesis.

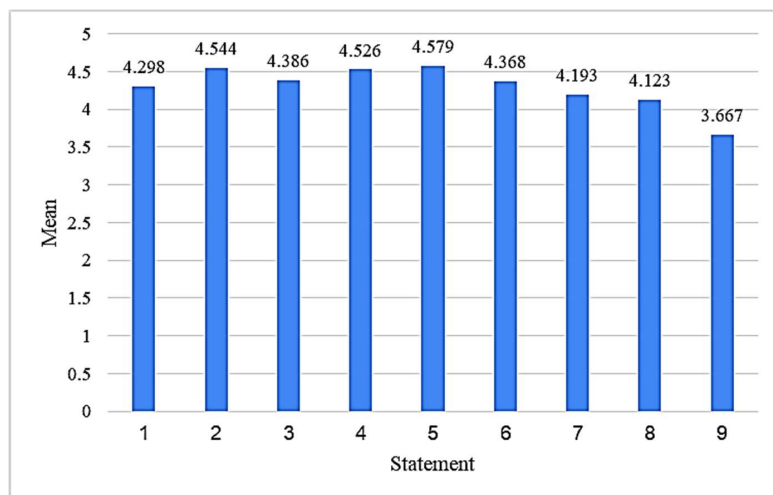
### ***The Perceptions of Students Regarding Tutors' Teaching Methods in the Grammar Tutoring Program***

The researchers then integrated and compared the data to examine students' perceptions of tutors' teaching methods. There were nine statements in the first section of the questionnaire to examine students' perceptions of tutors' teaching methods in the grammar tutoring program. Table 6 below shows the statements used in the questionnaire.

**Table 6.** Statements in the First Section of the Questionnaire

No.	Statement
1.	The tutor wants to know our background (academic goals, interests, learning preferences, etc.) to engage us in the classroom and prepare and deliver lessons more effectively.
2.	The tutor creates a classroom culture to ensure we feel comfortable in the class by creating the teaching setting, a place where we are motivated to learn, practice, and take risks with language.
3.	The tutor plans meaningful lessons that promote language learning and help us develop learning strategies and critical thinking skills.
4.	The tutor develops the lessons based on the learning objectives.
5.	The tutor monitors our understanding and responses to determine whether we are reaching the learning objectives, for example, by asking what we have learned today at the end of the lesson.
6.	The tutor considers the possible reasons and adjusts the lessons when we are struggling or not challenged enough.
7.	The tutor assesses our progress, notes and evaluates the types of errors that we make, and offers strategic feedback (e.g. gives the feedback in front of others or personally).
8.	The tutor uses a variety of assessment types to measure our outcomes, like observations, tests, exercises, quizzes, etc.
9.	The tutor collaborates with other tutors to provide the best support (e.g. learning materials) for us.

The result of the questionnaire data is presented in the form of a histogram in Figure 3 below



**Figure 3.** Students' Perceptions of Tutors' Teaching Methods Based on The 6 Principles for Exemplary Teaching of English Learners

Figure 3 shows that all students gave positive responses to all of those questionnaire statements ( $\bar{x} > 3$ ). The questionnaire result shows that students considered their tutors had a desire to know their background, created suitable conditions for language learning, designed high-quality lessons for language development, adapted lesson delivery as needed, monitored and assessed students' language development, and collaborated within a community of practice.

Based on Figure 3, most students appreciated their tutors' efforts in monitoring their progress. Two interview participants said that the tutors monitored their understanding by asking whether they understood or not and asking them to answer questions related to the materials. That statement is shown in the interview results below:

*[...], "we kept being asked, "Do you understand or not?" If we didn't understand, it could be repeated. At the beginning and the end of the tutoring session, we were always asked about the previous week's material, like a review. Then, at the end of the tutoring session, we*

*briefly discussed and reviewed what was learned that day. We were also given important notes and highlights that we should take note of in each session."*(AS3)

*[...], "after each lesson or exam, we were given a review of the material. The tutor also provided us with questions and sometimes asked us to answer them one by one. Sometimes, we were called upon to answer directly. So, indirectly, it also served as a test. The tutor also reviewed the learning material at the end of the session."*(AS2)

The interview results proved that the tutors monitored students' understanding and responses to know whether they had reached the learning objective. One of the students stated that the tutor kept asking whether they understood or not and would repeat the material if they had not understood yet. Another student mentioned that the tutor provided some questions to be solved by them to check their understanding. Based on the observation result, all tutors showed that they monitored students' understanding during the lesson by approaching the students to check their work and asking questions related to the material.

Then, the second highest result is achieved by the second statement ( $\bar{x}$ : 4.544). The students believed that tutors had successfully created a classroom culture to ensure students felt comfortable and motivated to learn and practice. One of the interview participants who was categorized as an active student said that the tutor often motivated the student to learn and made the student feel comfortable. Another interview participant who was categorized as a passive student also said that the tutoring program made her more interested in delving deeper into grammar courses. The interview answers from both participants are described below:

*[...] "The tutor is a realistic person, you know. She often says that we have to be able to do it because we need to, and all that stuff. So, honestly, for me, it boosts my motivation to realize that I need to know (learn), not just because I'm taking PBI (English Language Education). And*



*(she) creates a comfortable environment because when I'm with the tutor, it feels like being with a friend" (AS1)*

*"With the presence of this tutoring program, we become more (...) interested in delving deeper into the subject" (PS3)*

Those interview data strengthened the result of the second questionnaire statement and showed that the tutors had succeeded in creating conditions for language learning for the students. The observation results also showed that all of the tutors created classroom conditions where the students could engage with the tutor and the lesson. The tutors also cared about students' condition and struggles. This result aligned with Blok's et al. (2020) principles that mentioned effective teachers are those who can create a learning environment where students are comfortable interacting with one another, want to develop their skills, and be honest about their needs.

Then, the statement that received the lowest mean score was statement number nine ( $\bar{x}$ : 3.667). Most students agreed that their tutors had collaborated with other tutors to provide the best support. Even though that statement received the lowest score, the students gave positive responses for that in the interview. One of the students said that the tutor had collaborated with the other tutors. It was shown that when one of the tutors had to go abroad to do a campus activity, the other tutors helped that tutor teach the tutoring class. It is stated in the interview result below:

*"Yes, actually you can see it from our grammar tutoring class, (...). The tutor has been changed multiple times. But the material they provide remains the same. Even though I don't see it myself, I feel like the tutors can support each other to deliver the best material." (AS2)*

The interview result shows that the tutors in the grammar tutoring program collaborated to give meaningful lessons to the

students. They collaborated in teaching the students. Ultimately, the interview result strengthened the result of the questionnaire.

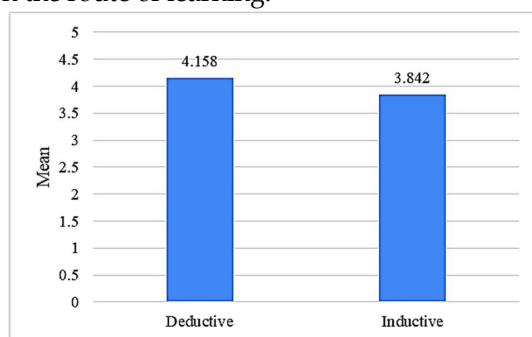
From the findings, it can be seen that the majority of students had positive perceptions toward tutors' teaching methods used in the grammar tutoring program. The salient findings showed that tutors monitored students' understanding and responses to determine whether students were reaching the learning objectives, and tutors created a classroom culture to ensure students felt comfortable in the class by creating a teaching setting a place where students were motivated to learn, practice, and take risks with language. Further, students also gave positive responses for how collaborative the tutors in the grammar tutoring program were in providing the best learning experience for students even though this statement received the lowest mean score.

#### ***Students' Perceptions of Suitable Teaching Methods for Teaching Grammar in Grammar Tutoring Program***

From the second section of closed-ended questions, the researchers were able to collect data on students' preferred teaching methods based on their perceptions. In this section, the researchers present the histogram of the data from the four criteria for defining suitable teaching methods and preferred teaching. There are some considerations to determining teaching methods to teach grammar namely, the route of learning, defining the language of instruction, and considering the skill that needs to be emphasized in the learning process (Larsen-Freeman & Anderson, 2011; Setiyadi, 2006).

##### *Route of Learning*

According to Takala (2016), investigating the chosen route of learning helps identify the grammar teaching method. The researchers allowed students to share their perceptions of the two learning approaches, deductive and inductive. Here is the result of students' perceptions on the route of learning:



**Figure 4.** Students' Preferred Route of Learning

Figure 4 presents the questionnaire data that shows students' choice of route of learning. From the questionnaire results, the researchers found that the students gave positive responses for both routes of learning, deductive and inductive learning. The students agreed that it was easy to follow the lesson when the tutor started with the introduction, possibly including explicit rules of the topic, followed by examples and practice. However, they also agreed that it was easy to follow the lesson when the tutor started the lesson by giving many examples and expected the students to find out the topic by themselves and later give confirmation about the knowledge that they found. One of the participants also said that it does not matter whether the tutor starts with explicit grammar rules or starts with examples first because it is the same. The interview results from both passive and active students below support those statements:

*"(...) If we were given an introduction, we got to know what the basic Grammar is like, so we didn't directly jump into the material or given exercises. (...) we were given the basics. We didn't understand what it was in the basics and it's like we were introduced to it as well. It's the*

*same as what is taught in class. We were just taught the basics first, and then, if we understood, we were given more difficult questions. Later, we were given various exercises."* (PS3)

The interview result aligns with Takala's (2016) study which found the deductive approach is related to explicit teaching, which has significant evidence in leading to successful learning results. However, one of the participants said that the inductive approach also helped them to understand the material more. This is stated in the interview result below.

*"Firstly, because at that time, it was about revisiting the simple past, present, future, continuous tenses, and all that. Honestly, I (...) only understood like two out of ten, (...). Then, coincidentally, when Kak G was making a sentence, she asked us to guess the formula or which tense it belonged to. Secondly, we were also asked to create random sentences. Then, we had to identify them ourselves. And also, Kak G would create formulas, and we had to make the sentences. Through exercises like that, I felt like my understanding increased a lot. I became more knowledgeable and understood better." [...]* (AS1)

That interview result proves that the inductive approach, which is related to implicit teaching (Takala, 2016), is also successful in providing effective grammar lessons. The students said that their understanding increased a lot when the tutor used the inductive approach.

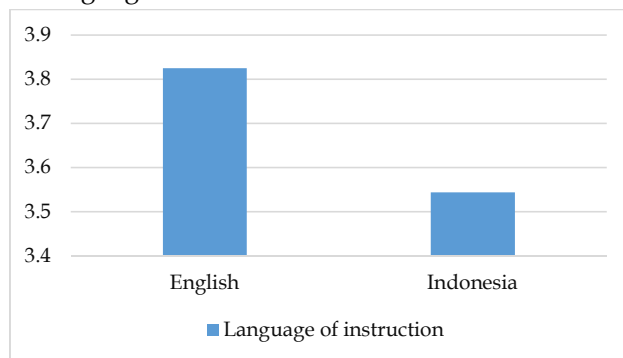
Apart from those, one of the interviewed students said that it does not matter whether the tutor starts with explicit grammar rules or starts with examples first because it is the same. It is stated in the interview result below:

*"(...), I'm being neutral because, for me, whether the tutor starts with explicit grammar rules or starts with examples first, it's the same. What matters is the overall content of the tutor."* (AS2)

The interview result shows that deductive and inductive routes benefit different students. The other said that the route of learning chosen by the tutor does not matter because what matters is the content of the lesson. From all of that evidence, it can be concluded that both deductive and inductive learning routes could lead to successful learning results. According to the observation result, two out of three tutors applied the deductive approach to teach the students. They introduced the material, and then they asked students some questions related to the materials. On the other hand, the other tutor applied the inductive approach by giving students exercises for final test preparation, and after that, they discussed it together.

#### *Language of Instruction*

Takala (2016) stated that determining the language of instruction can also help discover the underlying method of teaching. Two language options that can be used to teach grammar in the grammar tutoring program for Indonesian students are students' first language, Indonesian, or English. Here is the result of the students' preferred language of instruction:



**Figure 5.** Students' Preferred Language of Instruction

Figure 5 shows the result of the questionnaire data on students' preferred language of instruction. The figure shows that students gave positive responses to Indonesian and English as the languages of instruction. According to the gathered data, the participants gave three

different responses when choosing the preferred language of instruction.

The student who preferred Indonesian as the language of instruction stated that the Indonesian language would help students to understand the material and tutors' words better (PS2).

*"Okay. First, using the Indonesian language is easier to grasp. It's easier to understand. And I can also understand what Ka I means."(PS2)*

On the other hand, a student who preferred English as the language of instruction said that using English would make them accustomed to listening to new English vocabulary and pronunciations and would help those who were taking the English Language Education Study Program (AS4).

*"Yes, of course, because we are in the English study program, I believe it's better to stick with English. As you mentioned, it helps us practice and exposes us to new vocabulary and pronunciation. By using English more often, we can better understand English words and enhance our ability to communicate in English as well." (AS4)*

There was also one participant who said that it would be better if the tutor combined English and Indonesian to teach grammar (PS4).

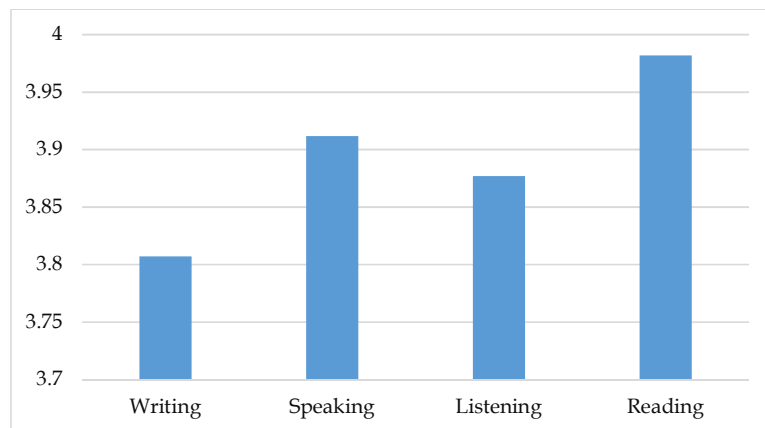
*"Actually, I like it when the tutor explains in English, but it's also helpful when they combine it with Indonesian. This is because, as I mentioned earlier, my English language proficiency is not very strong. So, having a combination of English and Indonesian explanations is beneficial for me." (PS4)*

The interview result above proves that using English or Indonesian as the language of instruction positively impacts students' learning process. Using Indonesian language as the language of instruction would help the students who still have difficulty in English

understand the material, and using English as the language of instruction would help other students learn and practice their listening and speaking skills. Another student also shared her opinion that combining Indonesian and English as the language of instruction was beneficial for her. Additionally, the result of class observations showed that all of the tutors used a combination of Indonesian and English as the language of instruction to teach the students. Both the interview and observation results strengthened the questionnaire data regarding students' preferred language of instruction.

#### *Preferred Emphasized Skills*

To identify suitable teaching methods, investigating the preferred emphasized skill is necessary. Takala (2016) stated that determining the primary important skill(s) can reveal the underlying teaching method. Here is the result of students' preferred emphasized skill:



**Figure 6.** Students' Preferred Emphasized Skill

Figure 6 shows the results of the questionnaire data regarding students' preferred emphasized skills in the learning process. The figure shows that students responded positively to all statements regarding their preferred emphasized English skills. The sequence of English skills ranked from the highest to the lowest score is reading ( $\bar{x}$

= 3.982), speaking ( $\bar{x}$  = 3.912), listening ( $\bar{x}$  = 3.877), and writing. ( $\bar{x}$  = 3.807).

One of the students who preferred reading skills mentioned that the tutoring program helped her analyze sentences with correct grammar in reading class.

*"It also helps me not only in the grammar class but also in other courses like Basic Writing and Reading. There were times when we practiced analyzing sentences that had errors, whether it was a grammar mistake or an error within the sentence structure. With the presence of a grammar tutor, I can analyze those sentences and transform them into grammatically correct ones. (PT3)*

Students who preferred listening and speaking skills said that by emphasizing those skills, they could receive feedback when she used incorrect pronunciation.

*"Because of that, we can see that the tutor is also able to provide feedback. For example, if we make a mistake in our pronunciation, the tutor will correct it for us." (PT4)*

Another student who preferred writing skills said that grammar has a relation with writing, and doing writing tasks helps the student to understand grammar concepts more effectively.

*"Yes, that's right. It might be related to grammar because grammar is more about written expression. So, when the tutor assigns us writing tasks, I believe it further enhances our understanding of grammar. It helps the students grasp the concepts of grammar more effectively." (AT4)*

Then, there was a statement from one of the tutees that said her tutor taught her that English consists of not only one aspect, so by mastering grammar, the other skills will be mastered more easily.

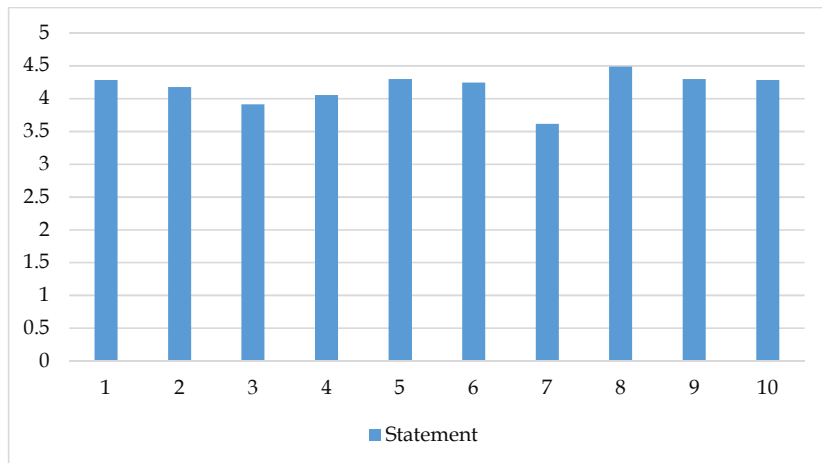


*"That's true. In tutoring, we were taught that English encompasses not just one aspect like speaking or writing alone. It all comes together as a whole. It's like they are interconnected. If we have a good understanding of grammar, it will make it easier for us to learn writing, listening, and reading as well." (AT3)*

The interview results above strengthened the questionnaire result presented in Figure 5. The interview results show that the four English skills chosen by students had their benefits for the students. Emphasizing reading skills helped them in reading class, emphasizing listening and speaking skills helped them use correct pronunciation, and emphasizing writing skills helped them understand grammar concepts more effectively. In reality, based on the class observation, all tutors trained students' writing, speaking, and reading skills. However, none of them emphasized students' listening skills during the learning process.

#### *Preferred Teaching Techniques*

The researchers also investigated tutees' perceptions of certain grammar teaching techniques drawn from some grammar teaching methods, such as grammar translation method, direct method, audio-lingual method, total physical method, and communicative language teaching method. Here is the result of tutees' perceptions of certain grammar teaching techniques.



**Figure 7.** Students' Preferred Techniques from Grammar Teaching Methods

Figure 7 shows the result of questionnaire data on students' perceptions of certain techniques of grammar teaching methods. The figure shows that the eighth statement received the highest mean score ( $\bar{x}$ : 4.491). The statement is, "I like it when the tutor teaches grammar while learning vocabulary items, especially verbs." That statement was drawn from the Total Physical Response method. One of the students said that learning vocabulary can help them understand part of speech, which is learning about verbs and adjectives. That statement is shown in this interview result:

*"The thing is, when it comes to the part of speech, I sometimes still get confused about which ones are verbs. And there are various types of verbs, right? I'm still confused about distinguishing them. Whether it's an adjective or a verb like that." (PT4)*

The interview result supports the questionnaire result where students mostly agreed that they like it when the tutor teaches grammar while learning vocabulary items, especially verbs. According

to the observation results, two out of three tutors had taught vocabulary implicitly through reading books and working on exercises.

The statements that received the second-highest mean score were statements number five and nine ( $\bar{x}$ : 4.298). The statements "I like it when the tutor teaches grammar using repetition and drilling", from the audio-lingual method, and "I like it when the tutor teaches grammar focusing clearly on meaning", from the communicative language teaching method. One of the students said that drilling helps them understand the material more deeply and master it. Another student said that by focusing on meaning, the student can immediately learn the essence of the material. Those statements are shown in the interview results below:

*"Because with drilling, we can understand the material more, go deeper, and through drilling exercises, the material will be ingrained in our minds. With more practice like that, it becomes more ingrained, and eventually, it will be memorized." (AS4)*

*"I agree more because it can be more, (...) direct to the point, like that. Not too much running around (...). If there's too much running around, I'll end up getting confused." (AS2)*

The interview results show that using drilling and repetition and focusing on meaning when learning grammar help students understand the material. Those techniques helped students master the material and focus on the essence of the material. However, the observation result shows that only one of the three tutors used drilling and repetition techniques. For the technique of teaching grammar by focusing on meaning, all tutors applied that technique in class. The tutors emphasized the importance of understanding the meaning of the sentences they presented in the lesson.

Then, the statement that received the lowest mean score was statement seven ( $\bar{x}$ : 3.614), "I like it when the tutor teaches grammar

through commands and physical actions." It turned out that students did not like learning grammar through command and physical actions. One of the students said it because it feels like they are being forced to do that. That statement is supported by the interview result below.

*[...] "I don't really like it, it feels like it's too forced. But Kak M rarely gives commands like that." (AS3)*

The interview results show that teaching grammar through commands and physical actions, which is one of the techniques in the total physical response method, has low interest. In addition, the observation results show that rarely did the tutors use the aforementioned technique to teach grammar in the tutoring class.

## Discussion

The findings show two major themes. First, the majority of the students considered tutors' teaching methods had succeeded in producing effective learning which is in line with Ali, Anwer, & Jaffar's (2015), study. Further, students appreciated their tutors who always monitored their comprehension, one of the crucial aspects of TESOL International Association's (2018) principles. It aligns with Hattie and Timperley's (2007) study which highlights the importance of formative and/or ongoing assessments and feedback to support students' learning as what the tutors did by monitoring students' understanding and responses, assessing students' progress, evaluating the types of errors students made, offering strategic feedback (i.e. gives the feedback in front of others or personally), and using various assessment types to measure students' outcomes. Additionally, the researchers noted classroom culture created by the tutors also made students feel comfortable and motivated to learn (Blok, Lockwood, & Frendo, 2020) as some students mentioned that their tutor was their friend in understanding grammar principles. A positive learning environment could positively enhance students' psychological factors

**Commented [R13]:** 1.While the themes are clear, the analysis could benefit from a deeper exploration of why certain methods were particularly effective or preferred. For instance, explaining the cognitive or pedagogical reasons behind students' preference for the deductive approach would add depth.  
2.The first theme on tutors' methods is well-developed, but the second theme on students' preferences could be expanded further, more detailed discussion on the reasons behind students' preferences for certain approaches, and how these align with their learning styles or cultural background, would provide a more balanced discussion.  
3.The discussion lacks consideration on the study's limitations. Addressing potential limitations or biases, such as the sample size, context-specific factors, or potential generalizability issues, would provide a more comprehensive view.

which later could influence students' language acquisition (Dörnyei, 2005).

Second, students showed some preferences in terms of the learning approaches, methods, and techniques. Students shared that both deductive and inductive approaches could help them to learn, especially the deductive approach. This finding is in line with some research showing that both implicit and explicit grammar instructions could be positive in catering to students' various needs, learning preferences, and cognitive styles (Ellis, 2006; Norris & Ortega, 2000). For Indonesian students who were accustomed with the deductive approach will likely understand the materials faster if they were taught that way. However, giving students some challenges by changing the approach will likely give them more meaningful experiences and better understanding. Then, the combination of English and Indonesian languages as a language of instruction with more emphasis on English was considered more helpful than solely utilizing one language of instruction. It reflects the importance of comprehensible input and scaffolding in second-language learning (Krashen, 1985; Vygotsky, 1978) as students need to understand basic principles first which was normally taught in simple English and reemphasized using Indonesian. Further, students desired to learn the four English skills in the grammar tutoring program to accommodate various contexts of language usage (Hinkel, 2006) and did not wish to learn solely the principles without contexts. Lastly, students favored learning grammar using the audio-lingual specifically the repetition and drilling techniques and communicative language teaching methods which focus on the meaning. Students' preferences align with Larsen-Freeman and Anderson's (2011) principles of meaningful practice, reinforcement, and communicative competence in language learning.

## CONCLUSION

The findings of this research showed that despite previous comments regarding the ineffectiveness of the tutoring program, participants in this study showed positive perceptions toward tutors'

**Commented [R14]:** 1. There is some redundancy in the text. For example, the phrase "students positively perceived the tutors' teaching methods" is repeated in different forms. Streamlining these statements can enhance readability.  
2. The study implications could be more specific.  
3. While the limitations are acknowledged, the discussion could delve deeper into how these limitations might have specifically affected the findings and suggest concrete ways to mitigate these in future research.

teaching methods. The finding from the questionnaire showed that the mean score was four point twenty-nine ( $\bar{x} = 4.29$ ). This indicates that the students positively perceived the tutors' teaching methods in the grammar tutoring program. Besides, the interview and observation results supported the findings from the questionnaire. The students also felt that the tutors were able to create a classroom culture that made them feel comfortable in the class and motivated to learn, practice, and take risks with language. The observation result also aligned with all students' responses in the questionnaire and interview. The researchers concluded that most of the students considered tutors' teaching methods in the grammar tutoring program to be effective in teaching them.

Furthermore, the findings show some students' preferences. First, students desired to learn grammar using the audio-lingual and communicative language teaching methods. Second, indeed, students had positive perceptions of the two routes of learning, however, they expressed a greater preference for the deductive approach. Then, students also had positive perceptions of the two languages of instruction. Students preferred English but wanted the tutors to still use Indonesian in the grammar tutoring class. The students also had positive perceptions of the four English skills, which means they would like the tutors to emphasize them in the grammar tutoring class.

The findings of this study have several implications. First, it is imperative to prepare the tutors (Weigle & Nelson, 2004) and recognize the diverse students' learning preferences, and be able to adopt flexible learning approaches in grammar learning tutoring programs. Second, the department and tutors should make sure the class atmosphere is motivating and supportive for learners. Third, students highlighted the need to foster better collaboration and ultimately communication between tutors. It implies the need for all departments to facilitate, accommodate, and encourage tutors to share best practices, sources, and pedagogical approaches to enhance the quality of tutoring programs. Lastly, ongoing monitoring of students' progress as well as

tutors' learning plans and dynamics are crucial in establishing effective tutoring programs.

Finally, even though all of these research findings were able to investigate students' perceptions of tutors' teaching methods in the grammar tutoring program in this particular university context, this research still has some limitations that can be considered for future research. The first limitation is that the researchers only observed the final meeting of the tutoring classes which may have impacted the data's representativeness. Then, the purposive sampling for the interview was only based on one observation. It is necessary to consider these limitations in interpreting this research's findings and conducting future research.

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**[JEELS] Editor Decision**

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**From** souba rethinasamy <ojs@iainkediri.ac.id>

**Date** Fri 18-Oct-24 15:58

**To** Maria Indah Paskarena <mariaindahpaskarena@gmail.com>; Thomas Wahyu Prabowo Mukti, S.Pd., M.Pd. <thomaswpm@usd.ac.id>

 2 attachments (725 KB)

B-Revision; A-Revision Students' Voice.pdf;

Maria Indah Paskarena, Thomas Wahyu Prabowo Mukti:

We have reached a decision regarding your submission to JEELS (Journal of English Education and Linguistics Studies), "STUDENTS' VOICES ON EFFECTIVE TEACHING METHODS FOR GRAMMAR LEARNING IN PEER TUTORING PROGRAM".

Our decision is: Revisions Required

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[JEELS \(Journal of English Education and Linguistics Studies\)](#)



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**Dear author,**

**Thank you for the revision. We will address some points:**

- **Although manual calculation can be done, can the authors use statistical tool to calculate frequency distribution, mean score, and Cronbach alpha for convincing the readers?**
- **Your finding talks about this “Additionally, the findings showed that the students desired to learn grammar using the audio-lingual method and communicative language teaching method.”**

**So, can you provide empirical data on the effectiveness of learning grammar by using ALM and CTL. Moreover in a program like peer tutoring you are concerned in?**

- **Please add more current previous studies and use APA 7<sup>th</sup> style.**

**Sincerely yours,**

## **STUDENTS' VOICES ON EFFECTIVE TEACHING METHODS FOR GRAMMAR LEARNING IN PEER TUTORING PROGRAM**

**Abstract:** This research investigated students' perceptions of tutors' teaching methods applied in one of the universities' grammar tutoring classes and their preferred grammar teaching methods. Understanding students' perceptions and preferences will help administrators address individual learning differences and provide insights for improving grammar instructions. A quantitative approach was used in this research, utilizing an open-ended online questionnaire comprised of 27 items rated on a five-point Likert scale, observation checklist, and interview guidelines. There

were 57 students out of 86 students participating in this research. Then, the researchers observed four grammar tutoring classes in an English Education study program at one of the universities in Yogyakarta and interviewed eight participants to strengthen the data. The findings of this research showed that participants in this study showed positive perceptions of tutors' teaching methods. The questionnaire findings revealed a mean score of four point twenty-nine ( $\bar{x} = 4.29$ ). Additionally, the findings showed that the students desired to learn grammar using the audio-lingual method and communicative language teaching method. This study implies the need for a well-prepared peer tutoring program to help students effectively.

**Keywords:** *grammar teaching method, grammar tutoring program, students' perceptions*

## INTRODUCTION

Peer tutoring programs have been proven to be one of the effective ways to help students learn (Ali, Anwer, & Jaffar, 2015). Their study showed that tutoring programs positively impact students' learning process. Additionally, peer tutoring has a major positive impact on developing self-concept in learning English which could boost students' motivation in learning, encourage them to persevere when facing challenging tasks, and lessen students' test anxiety (Alrajhi & Aldhafri, 2015). More importantly, peer tutoring is a sustainable and effective solution to help Higher Education (HE) solve issues in productivity, especially those impacting first-year students (Arco-Tirado, Fernández-Martín, & Hervás-Torres, 2020). Therefore, to provide the best learning experience, selection and training for tutors are necessary (Weigle & Nelson, 2004; Zhang & Bayley, 2019). Moreover, by identifying suitable teaching methods for students in peer tutoring programs, organizers and tutors can create an effective learning process that meets learning objectives (Paragae, 2023).

At one of the private universities in Yogyakarta, the English Language Education Study Program (ELESP) provides a grammar tutoring program to help first-year students better understand grammar. Mastering grammar is crucial in assisting students to understand and produce the language and urged educators to solve the issue (Murtini, 2021; Refat, Kassim, Rahman, & Razali, 2020). This issue is becoming more concerning since ELESP students had problems mastering some basic knowledge of grammar, i.e. participle -ed and -ing (Bintoro, 2016). To solve this issue, the department proposed Cross-Age Peer Tutoring (CAPT), where the senior students become tutors of junior students (Ali et al., 2015). The senior students assigned as tutors are usually the third-semester or fifth-semester students who have passed grammar classes in the previous semester well.

Nevertheless, creating effective peer tutoring to help the students achieve their learning goals is such a challenging thing. Based on some students' comments on this program, this program was run ineffectively in three aspects: unprepared materials, unclear explanations by the tutor, and the tension in their relationship that made them unable to enjoy the learning process with the tutor. The students' comments on the grammar tutoring program became one of the underlying reasons why the researchers decided to investigate how this program is conducted, especially the effectiveness of teaching methods used in class, and investigate suitable teaching methods for students. In addition, the researchers also acknowledge the complexity of grammar teaching involving how teachers choose approaches, methods, and techniques of teaching grammar (Ellis, 2006) that eventually determine the success of teaching and learning.

The researchers used Six Principles for Exemplary Teaching of English Learners (TESOL International Association, 2018) and principles of teaching grammar methods (Larsen-Freeman & Anderson, 2011; Setiyadi, 2006) as the guidelines for analyzing methods used by tutors. The Six Principles for Exemplary Teaching of English Learners are to know your learners, create conditions for language learning, design high-quality lessons for language

development, adapt lesson delivery as needed, monitor and assess student language development, and engage and collaborate within a community of practice. These six principles are believed to help English teachers provide a more effective learning process, and these principles can be used in this research to examine whether tutors' teaching methods used in the grammar tutoring program have resulted in an effective learning process (TESOL International Association, 2018).



**Figure 1.** The 6 Principles for Exemplary Teaching of English Learners (TESOL International Association, 2018)

Larsen-Freeman and Anderson (2011) and Setiyadi (2006) mentioned some teaching methods that can be used to teach grammar to English as foreign language learners. The methods are the grammar-translation method (GTM), direct method, audio-lingual method, total physical response method, and communicative language teaching method. Grammar tutors can use some methods to teach their students and make the grammar tutoring programs run more effectively.

There are some studies researching grammar tutoring programs in different contexts. Ali, Anwer, and Jaffar (2015) showed that peer tutoring helps student-to-student learning more effectively. Alrajhi and Aldhafri (2015) showed students had developed self-concept in English language learning which enhanced their motivation, perseverance, and reduced test anxiety. In addition, Arco, Fernandez,

and Hervas (2020) emphasized peer tutoring as a sustainable solution for improving productivity in Higher Education, particularly for first-year students. Lastly, in the Indonesian context, Mulatsih's (2018) study showed students agreed that grammar peer tutoring programs could help them improve their competence, study more intensively, and increase their understanding.

While peer tutoring programs have been recognized as one of the effective learning strategies to support students' language learning, comprehensive research focusing on the specific teaching approaches, methods, and techniques used by tutors is still limited. Exploring the approaches, methods, and techniques used could potentially give valuable insights into the instructional strategies and practices that could effectively support students' grammar mastery, address students' different needs, and contribute practical insights to the ongoing debate on optimal grammar instruction in various EFL settings. Additionally, the researchers hope the department/study program could equip the tutors with evidence-based pedagogical approaches tailored to the context of grammar learning and peer tutoring.

**It is better to state the research questions after the introduction**

## **METHOD**

### **Research Setting and Participants**

This research was conducted at one of the private universities in Yogyakarta in December-January 2023. The participants of this research were first-semester students from ELESP at one of the private universities in Yogyakarta batch 2023 who joined the grammar tutoring program from December 2023 until January 2024. The participants of this tutoring program were selected based on their pre-test score and their willingness to join this program. However, the study program prepared this tutoring program to help students who were considered having problems with their grammar (considering CEFR level, they were mostly A1+-A2+). This study included 14 male students and 43 female students, and they were 19-20 years. They are also mostly from

Java Island; the rest are from Kalimantan, Sulawesi, and Sumatra. Four grammar tutoring groups or classes consisting of 86 students were chosen. Fifty seven students participated in completing the questionnaire. The participants mentioned above were calculated based on Cochran's (1977) formula for a smaller sample size with an 88% confidence level as the researchers were not able to achieve a 95% confidence level.

$$n_0 = \frac{Z^2 pq}{e^2}$$

Where

e is the desired level of precision (i.e. the margin of error),

p is the (estimated) proportion of the population which has the attribute in question,

q is 1 - p.

Therefore,

$$N = n = (1.55^{**2} * 0.5 * (1 - 0.5)) / 0.05^{**2} \quad n = 240.25$$

Since the population is small, then the calculation is modified into:

$$n = \frac{n_0}{1 + \frac{(n_0 - 1)}{N}}$$

Where N is the population size. Thus, the calculation is

$$n_{\text{corrected}} = n / (1 + ((n - 1) / N)) \quad n_{\text{corrected}} = 240.25 / (1 + (240.25 - 1) / 80) \quad n_{\text{corrected}} = 57.$$

Based on the calculation above, the researchers use the number as the minimum number of participants in this study which represent 66% of total participants.

The researchers then used a purposive sampling method to select eight interviewees based on the researchers' evaluation of the standardization or possession of the specific characteristic(s) required (Cohen, Manion, & Morrison, 2018). The researchers selected two students from each tutoring group: one of them was the most active student (later coded as "AS"), and the other was the most passive



student (later coded as "PS") in the class. The researchers selected the students based on the observation results and the consultation with the tutors. In addition, the researchers considered the questionnaire answers.

### **Instruments and Data Gathering Techniques**

In this research, the researchers used questionnaire as the main tool to gather the data on students' perception of the implementation of grammar tutoring program and the preferred approaches, methods, and techniques for teaching grammar accompanied by observation sheet and interview guideline to strengthen data validity and get a more in-depth view of the studied themes.

#### ***Questionnaire***

The researchers administered the questionnaire to students attending the tutoring class from 1 to 15 December 2023. The researchers adapted Six Principles for Exemplary Teaching of English Learners (TESOL International Association, 2018) and principles of teaching grammar methods (Larsen-Freeman & Anderson, 2011; Setiyadi, 2006) to make the statements in the questionnaire consisting of two sections of closed-ended questions. The first section of nine closed-ended questions was used to investigate the students' perceptions of the tutors' teaching methods' effectiveness in helping them master grammar i.e. "The tutor considers the possible reasons and adjusts the lessons when we are struggling or not challenged enough." The second section of 18 closed-ended questions was used to investigate students' preferred grammar teaching methods i.e. "I like it when the tutor teaches grammar by giving conversation drills using simple dialogue."

The researchers used the Likert Scale, a psychometric scale, that provides several categories through which research participants can choose to express their attitudes, opinions, and feelings toward a particular matter (Albaum, 1997). In this research, the participants should answer the closed-ended part by choosing the most suitable option among these options: (1) strongly disagree, (2) disagree, (3)

neutral, (4) agree, or (5) strongly agree. Participants had to choose among those options by giving a checkmark beside the chosen option. To ensure its validity, the researchers did expert validity and asked five first-semester students to answer the questionnaire and give some thoughts regarding the statements given as a pilot study. Based on the expert's and students' feedback, the researcher revised some ambiguous statements.

Before filling out the questionnaire, the researchers explained the procedure and how to answer the statements as most students were not familiar. In the form, students needed to read some explanation about the nature of the research and their data confidentiality. Before continuing the procedure, students need to answer yes for their willingness to be participants in this study. On the other hand, students would not fill out the questionnaire. To maintain confidentiality, the researchers coded all participants as P1 to P57 referring to the time when the participants filled out the questionnaire.

### ***Observation Checklist***

To confirm participants' questionnaire answers, the researchers then observed one session for each tutoring class directly to see how four different tutors taught their students after administering the questionnaire. The first researcher did it once for each class in the last two sessions of the grammar tutoring program. Six Principles for Exemplary Teaching of English Learners (TESOL International Association, 2018) and Principles of Teaching Grammar Methods (Larsen-Freeman & Anderson, 2011; Setiyadi, 2006) became the guidelines for observing the classes. The observation checklist consisted of statements extracted from the blueprint i.e. "The tutor monitors students; understanding and responses to determine whether they are reaching the learning objectives.", accompanied by two columns for marking either 'Yes' or 'No' during the observation, i.e. "The tutor knows students' backgrounds (academic goals, interests, learning preferences, etc.) and can engage them in the classroom and prepare and deliver lessons effectively". Both researchers did the

observation and discussed the result to ensure the data reliability and validity.

### ***Interview Guidelines***

The researchers conducted interviews as the last step to strengthen and deepen the gathered data from 10 – 23 January 2024. After analyzing the data from the questionnaire and observation list and consulting the tutor of each class about the analysis, the researchers contacted two students via WhatsApp and asked for their approval as the researchers informed them why we chose them. All eight students accepted the request. We represented them as AS for active students and PS for passive students and added numbers 1 until 4 for each student, i.e. AS1, without referring them to the classes they belong to keep the anonymity of the participants. The interview questions were open-ended. The researchers created the interview questions based on the questionnaire blueprint that the researchers had developed, incorporating participants' questionnaire answers and observation results.

The interview started by mentioning reasons why they were chosen and some questions the researcher would ask. Then, the researched asked participants' permission to record the session. After getting the participants' approval, the researchers asked for some confirmation and clarification regarding their answers. The researchers also helped the participants to elaborate on the answer. At the end of the session, the researchers informed that the recording would be transcribed and coded based on themes. Therefore, the researchers would contact the participants again to confirm the analysis.

### **Data Analysis**

The researchers used descriptive statistics to analyze the ordinal data of students' perceptions and thematic analysis for the data gathered from observation and interviews. The researcher calculated the mean of each statement in the questionnaire and categorized them

based on themes. Table 1 establishes the benchmarks for interpreting perception levels through mean values.

**Table 1.** Positive and Negative Criteria (Field, 2024)

Mean score	Class
$\bar{x} \leq 3$	Negative
$\bar{x} > 3$	Positive

To evaluate the internal consistency of the survey items, the researchers used Cronbach's Alpha with the formula as follows:

$$\alpha = (K-1) / (K) * (Sy^2 - \text{Sum } Si^2) / Sy^2$$

where

$\alpha$  = Cronbach's Alpha

K = the number of items in the scale

$Si$  = the sum of the item scores for each item

S = the sum of the total scores for all items

Can you use tool of statistical analysis for Cronbach alpha

$$\alpha = (28-1) / (28) * (150.4987 - 20.92669) / 150.4987$$

$$\alpha = 0.89 = 0.9$$

The calculation shows the data of this research are consistent and reliable since it measured the same characteristics. (please provide/ state a citation that shows the standard of the Cronbach score)

The data from the interviews and observations are used to support the results of the questionnaire and enhance the credibility and validity of the findings. After the first researcher interviewed participants, transcribed the interview results, and did the class observation, the second researcher coded and categorized the data based on the themes namely the principles used by the tutors, route of learning, teaching methods, and language of instructions to find the emerging theme of this research. At the same time, the researchers rechecked and refined the data. After the second researcher finished coding and analyzing the data, the first researcher checked the results to ensure the validity of the analysis. The researchers then consult the

results of the analysis to tutors and the interviews. Lastly, after all researchers agreed on the analysis results, the researchers presented all data from the questionnaire, interview, and observation.

FINDINGS

Based on the participants’ answers, below are the frequency distribution of the data, testing, and requirements for data analysis, and the integration and comparison of data sources.

**Table 2.** Frequency Distribution of Students’ Perceptions of Tutors’ Teaching Methods in the Grammar Tutoring Program

Score Group	Frequency	Percentage (%)	Cumulative Percentage (%)
3.2 – 3.4	1	1.75	1.75
3.4 – 3.6	3	5.26	7.02
3.6 – 3.8	7	12.28	19.30
3.8 – 4	7	12.28	31.58
4 – 4.2	1	1.75	33.33
4.2 – 4.4	12	21.05	54.39
4.4 – 4.6	10	17.54	71.93
4.6 – 4.8	8	14.04	85.96
4.8 – 5	8	14.04	100
Total	57	100	
$\bar{x}$ : 4.29		n: 57	SD: 0.444

Please use a tool like SPSS to count the frequency distribution

Table 2 presents the frequency distribution of the data from the first section of the questionnaire. The researchers made the score group or class interval to organize and summarize big datasets. In this study, the score group is based on a range of data between the lowest and highest values. The researchers decided to use 0.2 in each score group. According to Table 2, the lowest frequency is found at range score 3.2 - 3.4 and 4 – 4.2 with one participant’s response, and the highest frequency is found at range score 4.2 – 4.4 with 12 participants’ responses. The mean score of the data is 4.29. This indicates that students have positive perceptions of tutors’ teaching methods in grammar tutoring programs.

*The Perceptions of Students Regarding Tutors' Teaching Methods in the Grammar Tutoring Program*

The researchers then integrated and compared the data to examine students' perceptions of tutors' teaching methods. There were nine statements in the first section of the questionnaire to examine students' perceptions of tutors' teaching methods in the grammar tutoring program. Table 3 below shows the statements used in the questionnaire.

Please use a tool like SPSS to count the frequency distribution

**Table 3.** Statements in the First Section of the Questionnaire

No.	Statement	Mean
1.	The tutor wants to know our background (academic goals, interests, learning preferences, etc.) to engage us in the classroom and prepare and deliver lessons more effectively.	4.3
2.	The tutor creates a classroom culture to ensure we feel comfortable in the class by creating the teaching setting, a place where we are motivated to learn, practice, and take risks with language.	4.54
3.	The tutor plans meaningful lessons that promote language learning and help us develop learning strategies and critical thinking skills.	4.39
4.	The tutor develops the lessons based on the learning objectives.	4.53
5.	The tutor monitors our understanding and responses to determine whether we are reaching the learning objectives, for example, by asking what we have learned today at the end of the lesson.	4.58
6.	The tutor considers the possible reasons and adjusts the lessons when we are struggling or not challenged enough.	4.37
7.	The tutor assesses our progress, notes and evaluates the types of errors that we make, and offers strategic feedback (e.g. gives the feedback in front of others or personally).	4.19
8.	The tutor uses a variety of assessment types to measure our outcomes, like observations, tests, exercises, quizzes, etc.	4.12
9.	The tutor collaborates with other tutors to provide the best support (e.g. learning materials) for us.	3.67

Table 3. shows that all students gave positive responses to all of those questionnaire statements ( $\bar{x} > 3$ ). The questionnaire result shows that students considered their tutors had a desire to know their background, created suitable conditions for language learning,

designed high-quality lessons for language development, adapted lesson delivery as needed, monitored and assessed students' language development, and collaborated within a community of practice.

Based on Table 3, most students appreciated their tutors' efforts in monitoring their progress. Two interview participants said that the tutors monitored their understanding by asking whether they understood or not and asking them to answer questions related to the materials. That statement is shown in the interview results below:

*[...], "we kept being asked, "Do you understand or not?" If we didn't understand, it could be repeated. At the beginning and the end of the tutoring session, we were always asked about the previous week's material, like a review. Then, at the end of the tutoring session, we briefly discussed and reviewed what was learned that day. We were also given important notes and highlights that we should take note of in each session."*(AS3)

*[...], "after each lesson or exam, we were given a review of the material. The tutor also provided us with questions and sometimes asked us to answer them one by one. Sometimes, we were called upon to answer directly. So, indirectly, it also served as a test. The tutor also reviewed the learning material at the end of the session."*(AS2)

The interview results proved that the tutors monitored students' understanding and responses to know whether they had reached the learning objective. One of the students stated that the tutor kept asking whether they understood or not and would repeat the material if they had not understood yet. Another student mentioned that the tutor provided some questions to be solved by them to check their understanding. Based on the observation result, all tutors showed that they monitored students' understanding during the lesson by approaching the students to check their work and asking questions related to the material.

Then, the second highest result is achieved by the second statement ( $\bar{x}$ : 4.544). The students believed that tutors had successfully

created a classroom culture to ensure students felt comfortable and motivated to learn and practice. One of the interview participants who was categorized as an active student said that the tutor often motivated the student to learn and made the student feel comfortable. Another interview participant who was categorized as a passive student also said that the tutoring program made her more interested in delving deeper into grammar courses. The interview answers from both participants are described below:

*[...] "The tutor is a realistic person, you know. She often says that we have to be able to do it because we need to, and all that stuff. So, honestly, for me, it boosts my motivation to realize that I need to know (learn), not just because I'm taking PBI (English Language Education). And (she) creates a comfortable environment because when I'm with the tutor, it feels like being with a friend" (AS1)*

*"With the presence of this tutoring program, we become more (...) interested in delving deeper into the subject" (PS3)*

Those interview data strengthened the result of the second questionnaire statement and showed that the tutors had succeeded in creating conditions for language learning for the students. The observation results also showed that all of the tutors created classroom conditions where the students could engage with the tutor and the lesson. The tutors also cared about students' condition and struggles. This result aligned with Blok's et al. (2020) principles that mentioned effective teachers are those who can create a learning environment where students are comfortable interacting with one another, want to develop their skills, and be honest about their needs.

Then, the statement that received the lowest mean score was statement number nine ( $\bar{x}$ : 3.667). Most students agreed that their tutors had collaborated with other tutors to provide the best support. Even though that statement received the lowest score, the students gave positive responses for that in the interview. One of the students said



that the tutor had collaborated with the other tutors. It was shown that when one of the tutors had to go abroad to do a campus activity, the other tutors helped that tutor teach the tutoring class. It is stated in the interview result below:

*"Yes, actually you can see it from our grammar tutoring class, (...). The tutor has been changed multiple times. But the material they provide remains the same. Even though I don't see it myself, I feel like the tutors can support each other to deliver the best material." (AS2)*

The interview result shows that the tutors in the grammar tutoring program collaborated to give meaningful lessons to the students. They collaborated in teaching the students. Ultimately, the interview result strengthened the result of the questionnaire.

From the findings, it can be seen that the majority of students had positive perceptions toward tutors' teaching methods used in the grammar tutoring program. The salient findings showed that tutors monitored students' understanding and responses to determine whether students were reaching the learning objectives, and tutors created a classroom culture to ensure students felt comfortable in the class by creating a teaching setting a place where students were motivated to learn, practice, and take risks with language. Further, students also gave positive responses for how collaborative the tutors in the grammar tutoring program were in providing the best learning experience for students even though this statement received the lowest mean score.

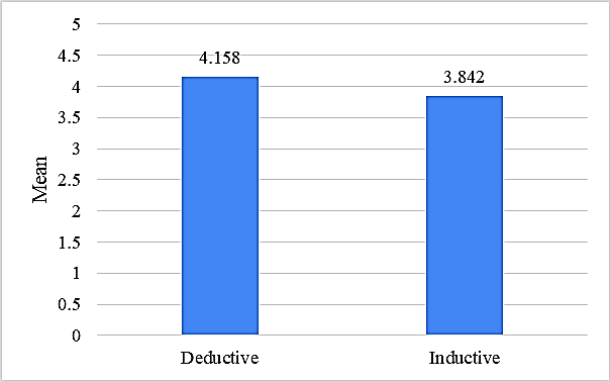
### ***Students' Perceptions of Suitable Teaching Methods for Teaching Grammar in Grammar Tutoring Program***

From the second section of closed-ended questions, the researchers were able to collect data on students' preferred teaching methods based on their perceptions. In this section, the researchers present the histogram of the data from the four criteria for defining suitable teaching methods and preferred teaching. There are some

considerations to determining teaching methods to teach grammar namely, the route of learning, defining the language of instruction, and considering the skill that needs to be emphasized in the learning process (Larsen-Freeman & Anderson, 2011; Setiyadi, 2006).

*Route of Learning*

According to Takala (2016), investigating the chosen route of learning, whether the tutors teach grammar rules inductively or deductively, helps identify the grammar teaching method. The researchers allowed students to share their perceptions of the two learning approaches, deductive and inductive. Here is the result of



students' perceptions on the route of learning:

**Figure 2.** Students' Preferred Route of Learning

Figure 2 presents the questionnaire data that shows grammar tutoring program students' choice of route of learning. From the questionnaire results, the researchers found that the students gave positive responses for both routes of learning, deductive and inductive learning. The students agreed that it was easy to follow the lesson when the tutor started with the introduction, possibly including explicit rules of the topic, followed by examples and practice. However, they also agreed that it was easy to follow the lesson when the tutor started the lesson by giving many examples and expected the students to find out the topic by themselves and later give confirmation about the

knowledge that they found. The interview results from both passive and active students below support those statements:

*"(...) If we were given an introduction, we got to know what the basic Grammar is like, so we didn't directly jump into the material or given exercises. (...) we were given the basics. We didn't understand what it was in the basics and it's like we were introduced to it as well. It's the same as what is taught in class. We were just taught the basics first, and then, if we understood, we were given more difficult questions. Later, we were given various exercises." (PS3)*

The interview result aligns with Takala's (2016) study which found the deductive approach is related to explicit teaching, which has significant evidence in leading to successful learning results. However, AS1 said that the inductive approach also helped them to understand the material more.

*"Firstly, because at that time, it was about revisiting the simple past, present, future, continuous tenses, and all that. Honestly, I (...) only understood like two out of ten, (...). Then, coincidentally, when Kak G was making a sentence, she asked us to guess the formula or which tense it belonged to. Secondly, we were also asked to create random sentences. Then, we had to identify them ourselves. And also, Kak G would create formulas, and we had to make the sentences. Through exercises like that, I felt like my understanding increased a lot. I became more knowledgeable and understood better." [...]* (AS1)

That interview result proves that the inductive approach, which is related to implicit teaching (Takala, 2016), is also successful in providing effective grammar lessons. The students said that their understanding increased a lot when the tutor used the inductive approach. Is there any other updated research beside Takala (2016)? You may add

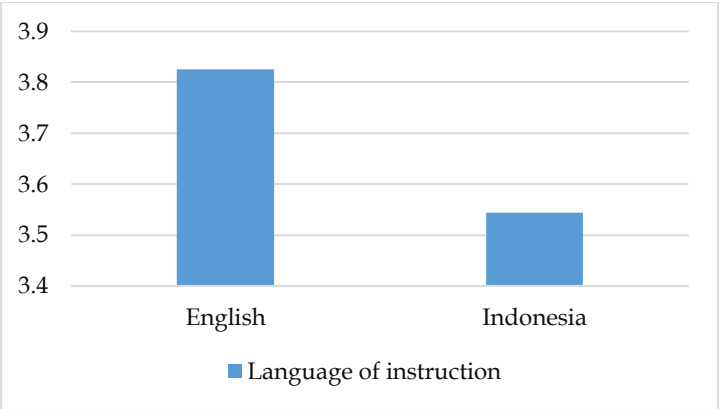
Apart from the positive perception of the inductive approach, AS2 said,

*“(…), I’m being neutral because, for me, whether the tutor starts with explicit grammar rules or starts with examples first, it’s the same. What matters is the overall content of the tutor.” (AS2)*

The interview result shows that deductive and inductive routes benefit different students. The other said that the route of learning chosen by the tutor does not matter because what matters is the content of the lesson. From all of that evidence, it can be concluded that both deductive and inductive learning routes could lead to successful learning results. According to the observation result, three out of four tutors applied the deductive approach to teach the students. They introduced the material, and then they asked students some questions related to the materials. On the other hand, the other tutor applied the inductive approach by giving students exercises for final test preparation, and after that, they discussed it together.

*Language of Instruction*

Takala (2016) stated that determining the language of instruction can also help discover the underlying method of teaching. Two language options that can be used to teach grammar in the grammar tutoring program for Indonesian students are students' first language, Indonesian, or English. Here is the result of the students' preferred language of instruction:



**Figure 3.** Students' Preferred Language of Instruction

Figure 3 shows the result of the questionnaire data on students' preferred language of instruction. The figure shows that students gave positive responses to Indonesian and English as the languages of instruction. According to the gathered data, the participants gave three different responses when choosing the preferred language of instruction.

The student who preferred Indonesian as the language of instruction stated that the Indonesian language would help students to understand the material and tutors' words better (PS2).

*"Okay. First, using the Indonesian language is easier to grasp. It's easier to understand. And I can also understand what Ka I means."(PS2)*

On the other hand, a student who preferred English as the language of instruction said that using English would make them accustomed to listening to new English vocabulary and pronunciations and would help those who were taking the English Language Education Study Program (AS4).

*"Yes, of course, because we are in the English study program, I believe it's better to stick with English. As you mentioned, it helps us practice and exposes us to new vocabulary and pronunciation. By using English more often, we can better understand English words and enhance our ability to communicate in English as well." (AS4)*

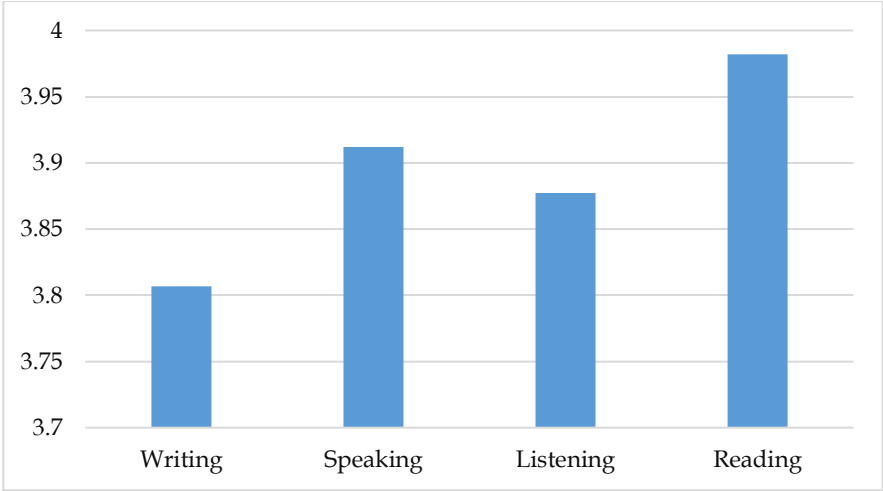
There was also one participant who said that it would be better if the tutor combined English and Indonesian to teach grammar (PS4).

*"Actually, I like it when the tutor explains in English, but it's also helpful when they combine it with Indonesian. This is because, as I mentioned earlier, my English language proficiency is not very strong. So, having a combination of English and Indonesian explanations is beneficial for me." (PS4)*

The interview results above give more in-depth information on how students’ preferred language instructions. Using Indonesian language as the language of instruction would help the students who still have difficulty in English understand the material, and using English as the language of instruction would help other students learn and practice their listening and speaking skills. Another student also shared her opinion that combining Indonesian and English as the language of instruction was beneficial for her. Additionally, the result of class observations showed that all of the tutors used a combination of Indonesian and English as the language of instruction to teach the students. Most tutors used English as the dominant language but sometimes used Indonesian to re-explain complex ideas or rules.

*Preferred Emphasized Skills*

To identify suitable teaching methods, investigating the preferred emphasized skill is necessary as different skills would impact the approach tutors/teachers would use. Takala (2016) stated that determining the primary important skill(s) can reveal the underlying teaching method. Here is the result of students’ preferred emphasized skill:



**Figure 4.** Students’ Preferred Emphasized Skill

Figure 4 shows the results of the questionnaire data regarding students' preferred emphasized skills in the learning process. The figure shows that students responded positively to all statements regarding their preferred emphasized English skills. The sequence of English skills ranked from the highest to the lowest score is reading ( $\bar{x}$  = 3.982), speaking ( $\bar{x}$  = 3.912), listening ( $\bar{x}$  = 3.877), and writing. ( $\bar{x}$  = 3.807).

One of the students who preferred reading skills mentioned that the tutoring program helped her analyze sentences with correct grammar in reading class.

*"It also helps me not only in the grammar class but also in other courses like Basic Writing and Reading. There were times when we practiced analyzing sentences that had errors, whether it was a grammar mistake or an error within the sentence structure. With the presence of a grammar tutor, I can analyze those sentences and transform them into grammatically correct ones. (PT3)*

Students who preferred listening and speaking skills said that by emphasizing those skills, they could receive feedback when she used incorrect pronunciation.

*"Because of that, we can see that the tutor is also able to provide feedback. For example, if we make a mistake in our pronunciation, the tutor will correct it for us." (PT4)*

Another student who preferred writing skills said that grammar has a relation with writing, and doing writing tasks helps the student to understand grammar concepts more effectively.

*"Yes, that's right. It might be related to grammar because grammar is more about written expression. So, when the tutor assigns us writing tasks, I believe it further enhances our understanding of grammar. It helps the students grasp the concepts of grammar more effectively." (AT4)*

Then, there was a statement from one of the tutees that said her tutor taught her that English consists of not only one aspect, so by mastering grammar, the other skills will be mastered more easily.

*"That's true. In tutoring, we were taught that English encompasses not just one aspect like speaking or writing alone. It all comes together as a whole. It's like they are interconnected. If we have a good understanding of grammar, it will make it easier for us to learn writing, listening, and reading as well."* (AT3)

The interview results above strengthened the questionnaire result presented in Figure 4. The interview results show that the four English skills chosen by students had their benefits for the students. Emphasizing reading skills helped them in reading class, emphasizing listening and speaking skills helped them use correct pronunciation, and emphasizing writing skills helped them understand grammar concepts more effectively. In reality, based on the class observation, all tutors trained students' writing, speaking, and reading skills and used quite different approaches for teaching those skills i.e. when the focus in on writing, the tutor spent more time discussing the grammar rules and error analysis. However, none of them emphasized students' listening skills during the learning process.

*Preferred Teaching Techniques*

The researchers also investigated tutees' perceptions of certain grammar teaching techniques drawn from some grammar teaching methods, such as grammar translation method, direct method, audio-lingual method, total physical method, and communicative language teaching method. Here is the result of tutees' perceptions of certain grammar teaching techniques.

**Table 4.** Students' Preferred Techniques  
from Grammar Teaching Methods



No.	Statement	$\bar{x}$
1	I like it when the tutor explains the materials by translating the content.	4.28
2	I like it when the tutor teaches grammar highly focusing on grammar rules and patterns (form-focused).	4.18
3	I like it when the tutor provides listening and imitating sound activities to teach grammar so that I can automatically produce the sounds.	3.91
4	I like it when the tutor explains materials (sentences) by presenting physical objects or abstract ones through some ideas or thoughts instead of translating the sentences.	4.05
5	I like it when the tutor teaches grammar using repetition and drilling.	4.3
6	I like it when the tutor teaches grammar by giving conversation drills using simple dialogue.	4.25
7	I like it when the tutor teaches grammar through commands and physical actions.	3.61
8	I like it when the tutor teaches grammar while learning vocabulary items, especially verbs.	4.49
9	I like it when the tutor teaches grammar focusing clearly on meaning.	4.3
10	I like it when the tutor teaches grammar by giving real-life situations practice in the classroom (e.g. giving authentic problem-solving tasks).	4.28

Table 4 shows the result of questionnaire data on students’ perceptions of certain techniques of grammar teaching methods, i.e. grammar translation method (1-2), direct method (3-4), audio-lingual method (5-6), total physical response (7-8), and communicative language teaching (9-10). The figure shows that the eighth statement received the highest mean score ( $\bar{x}$ : 4.49). One of the students said that learning vocabulary can help them understand part of speech, which is learning about verbs and adjectives. That statement is shown in this interview result:

*"The thing is, when it comes to the part of speech, I sometimes still get confused about which ones are verbs. And there are various types of verbs, right? I'm still confused about distinguishing them. Whether it's an adjective or a verb like that." (PT4)*

The interview result supports the questionnaire result where students mostly agreed that they like it when the tutor teaches grammar while learning vocabulary items, especially verbs and directly practicing those verbs. According to the observation results, three out of four tutors had taught vocabulary implicitly through reading books and working on exercises.

The statements that received the second-highest mean score were statements number five and nine ( $\bar{x}$ : 4.298). The statements "I like it when the tutor teaches grammar using repetition and drilling" and "I like it when the tutor teaches grammar focusing clearly on meaning". One of the students said that drilling helps them understand the material more deeply and master it. Another student said that by focusing on meaning, the student can immediately learn the essence of the material. Those statements are shown in the interview results below:

*"Because with drilling, we can understand the material more, go deeper, and through drilling exercises, the material will be ingrained in our minds. With more practice like that, it becomes more ingrained, and eventually, it will be memorized." (AS4)*

*"I agree more because it can be more, (...) direct to the point, like that. Not too much running around (...). If there's too much running around, I'll end up getting confused." (AS2)*

The interview results show that using drilling and repetition and focusing on meaning when learning grammar help students understand the material. Those techniques helped students master the material and focus on the essence of the material. However, the observation result shows that only one of the three tutors used drilling and repetition techniques. For the technique of teaching grammar by focusing on meaning, all tutors applied that technique in class. The

tutors emphasized the importance of understanding the meaning of the sentences they presented in the lesson.

Then, the statement that received the lowest mean score was statement seven ( $\bar{x}$ : 3.614), "I like it when the tutor teaches grammar through commands and physical actions." It turned out that students did not like learning grammar through command and physical actions. One of the students said it because it feels like they are being forced to do that. That statement is supported by the interview result below.

*[...] "I don't really like it, it feels like it's too forced. But Kak M rarely gives commands like that." (AS3)*

The interview results show that teaching grammar through commands and physical actions, which is one of the techniques in the total physical response method, has low interest. In addition, the observation results show that tutors rarely used the aforementioned technique to teach grammar in the tutoring class.

## **Discussion**

The findings show two major themes. First, the majority of the students considered tutors' teaching methods had succeeded in producing effective learning which is in line with Ali, Anwer, & Jaffar's (2015) study. Further, students appreciated their tutors who always monitored their comprehension, one of the crucial aspects of TESOL International Association's (2018) principles. It aligns with Hattie and Timperley's (2007) study which highlights the importance of formative and/or ongoing assessments and feedback to support students' learning as what the tutors did by monitoring students' understanding and responses, assessing students' progress, evaluating the types of errors students made, offering strategic feedback (i.e. gives the feedback in front of others or personally), and using various assessment types to measure students' outcomes. Additionally, the researchers noted classroom culture created by the tutors also made students feel comfortable and motivated to learn (Blok, Lockwood, &

Frendo, 2020) as some students mentioned that their tutor was their friend in understanding grammar principles. A positive learning environment could positively enhance students' psychological factors which later could influence students' language acquisition (Dörnyei, 2005).

Second, this study found grammar tutoring students showed some preferences in terms of learning approaches, methods, and techniques. Participants of this study shared that both deductive and inductive approaches were reported as helpful as suggested by Ellis (2006) and Norris and Ortega's (2000) study, with a slight preference for the deductive approach. The preference for deductive approaches among Indonesian students may be attributed to their familiarity with this method in their previous educational experiences (Ajisuksmo & Vermunt, 1999). Comment: Add updated evidences on deductive approaches in learning grammar

However, giving students some challenges by changing the approach will likely give them more meaningful experiences and better understanding and eventually result in better test scores as some studies suggest (Male, 2016; Tanihardjo, 2016; Wardani & Kusuma, 2020). This suggests that while students might prefer a more familiar method, giving exposure to varied approaches can enhance their learning outcomes. Then, the combination of English and Indonesian languages as a language of instruction with more emphasis on English was considered by the grammar tutoring program more helpful than solely utilizing one language of instruction. This preference reflects the importance of comprehensible input and scaffolding in second-language learning (Krashen, 1985; Vygotsky, 1978) as students need to understand basic principles first which was normally taught in simple English and reemphasized using Indonesian. Further, students desired to learn the four English skills in the grammar tutoring program to accommodate various contexts of language usage (Hinkel, 2006) and did not wish to learn solely the principles without contexts. Students seemed to be aware of the tutors's approaches when they were dealing with different topics or skills. This aligns with Widodo's (2006) study.

He suggests EFL teachers can integrate grammar or structure into other language skills in such a way that the goal of learning language is achieved. Lastly, students favored learning grammar using the audio-lingual specifically the repetition and drilling techniques and communicative language teaching methods focusing on the meaning.

**Comment:** Can you show us recent studies on the effectiveness of audio-lingual and grammar instruction to strengthen your arguments?

Learning grammatical patterns using repetition can boost students' confidence in using these structures as they have recognized the patterns in different settings (Richards & Rodger, 2014; Larsen-Freeman & Anderson, 2011). Additionally, employing communicative language teaching method could potentially help students grammar competence as well as making grammar lesson more appealing (Ho & Binh, 2014).

## CONCLUSION

The findings of this research showed that despite previous comments regarding the ineffectiveness of the tutoring program, participants in this study showed positive perceptions toward tutors' teaching methods. The findings from the questionnaire showed that the mean score was four point twenty-nine ( $\bar{x} = 4.29$ ). It indicates that the students positively perceived the tutors' teaching methods in the grammar tutoring program. Besides, the interview and observation results supported the findings from the questionnaire. The students also felt that the tutors were able to create a classroom culture that made them feel comfortable in the class and motivated to learn, practice, and take risks with language. The observation result also aligned with all students' responses in the questionnaire and interview. The researchers concluded that most of the students considered tutors' teaching methods in the grammar tutoring program to be effective in teaching them.

Furthermore, the findings show some students' teaching approaches, methods, and technique preferences to be applied by their tutors. First, students desired to learn grammar using the audio-lingual and communicative language teaching methods. Second, indeed,

students had positive perceptions of the two routes of learning, however, they expressed a greater preference for the deductive approach. Then, students also had positive perceptions of the two languages of instruction. Students preferred English but wanted the tutors to still use Indonesian in the grammar tutoring class. The students also had positive perceptions of the four English skills, which means they would like the tutors to emphasize them in the grammar tutoring class.

The findings of this study have several implications. First, the administrators must prepare the tutors (Weigle & Nelson, 2004) and recognize the diverse students' learning preferences, and be able to adopt flexible learning approaches in grammar learning tutoring programs. Second, based on the observation coupled with the students' perceptions found in the questionnaire answers and interview results, the department and tutors should make sure the class atmosphere is motivating and supportive for learners as it helps learners learn better. Third, students highlighted the need to foster better collaboration and ultimately communication between tutors. It implies the need for all departments to facilitate, accommodate, and encourage tutors to share best practices, sources, and pedagogical approaches to enhance the quality of tutoring programs. Lastly, ongoing monitoring of students' progress as well as tutors' learning plans and dynamics are crucial in establishing effective tutoring programs.

Finally, even though all of these research findings were able to investigate students' perceptions of tutors' teaching methods in the grammar tutoring program in this particular university context, this research still has some limitations that can be considered for future research. The first limitation is that the researchers only observed the final meeting of the tutoring classes which may have impacted the data's representativeness. Then, the purposive sampling for the interview was only based on one observation. It is necessary to consider these limitations in interpreting this research's findings and conducting future research.

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## ACCEPTANCE

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## **STUDENTS' VOICES ON EFFECTIVE TEACHING METHODS FOR GRAMMAR LEARNING IN PEER TUTORING PROGRAM**

**Abstract:** This research investigated students' perceptions of tutors' teaching methods applied in one of the universities' grammar tutoring classes and their preferred grammar teaching methods. Understanding students' perceptions and preferences will help administrators address individual learning differences and provide insights for improving grammar instructions. A quantitative approach was used in this research, utilizing an open-ended online questionnaire comprised of 27 items rated on a five-point Likert scale, observation checklist, and interview guidelines. There were 57 students out of 86 students participating in this research. Then, the researchers observed four grammar tutoring classes in an English Education study program at one of the universities in Yogyakarta and interviewed eight participants to strengthen the data. The findings of this research showed that participants in this study showed positive perceptions of tutors' teaching methods. The questionnaire findings revealed a mean score of four point twenty-nine ( $\bar{x} = 4.29$ ). Additionally, the findings showed that the students desired to learn grammar using the audio-lingual method and communicative language teaching method. This study implies the need for a well-prepared peer tutoring program to help students effectively.

Paskarena, M. I., & Mukti, T. W. P. (2024). Students' voices on effective teaching methods for grammar learning in peer tutoring program. *JEELS*, 9(2), 1-2.

**Keywords:** *grammar teaching method, grammar tutoring program, students' perceptions*

## INTRODUCTION

Peer tutoring programs have been proven to be one of the effective ways to help students learn (Ali, Anwer, & Jaffar, 2015). Their study showed that tutoring programs positively impact students' learning process. Additionally, peer tutoring has a major positive impact on developing self-concept in learning English which could boost students' motivation in learning, encourage them to persevere when facing challenging tasks, and lessen students' test anxiety (Alrajhi & Aldhafri, 2015). More importantly, peer tutoring is a sustainable and effective solution to help Higher Education (HE) solve issues in productivity, especially those impacting first-year students (Arco-Tirado, Fernández-Martín, & Hervás-Torres, 2020). Therefore, to provide the best learning experience, selection and training for tutors are necessary (Weigle & Nelson, 2004; Zhang & Bayley, 2019). Moreover, by identifying suitable teaching methods for students in peer tutoring programs, organizers and tutors can create an effective learning process that meets learning objectives (Paragae, 2023).

At one of the private universities in Yogyakarta, the English Language Education Study Program (ELESP) provides a grammar tutoring program to help first-year students better understand grammar. Mastering grammar is crucial in assisting students to understand and produce the language and urged educators to solve the issue (Murtini, 2021; Refat, Kassim, Rahman, & Razali, 2020). This issue is becoming more concerning since ELESP students had problems mastering some basic knowledge of grammar, i.e. participle -ed and -ing (Bintoro, 2016). To solve this issue, the department proposed Cross-Age Peer Tutoring (CAPT), where the senior students become tutors of junior students (Ali et al., 2015). The senior students assigned as tutors are usually the third-semester or fifth-semester students who have passed grammar classes in the previous semester well.

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Nevertheless, creating effective peer tutoring to help the students achieve their learning goals is such a challenging thing. Based on some students' comments on this program, this program was run ineffectively in three aspects: unprepared materials, unclear explanations by the tutor, and the tension in their relationship that made them unable to enjoy the learning process with the tutor. The students' comments on the grammar tutoring program became one of the underlying reasons why the researchers decided to investigate how this program is conducted, especially the effectiveness of teaching methods used in class, and investigate suitable teaching methods for students. In addition, the researchers also acknowledge the complexity of grammar teaching involving how teachers choose approaches, methods, and techniques of teaching grammar (Ellis, 2006) that eventually determine the success of teaching and learning.

The researchers used Six Principles for Exemplary Teaching of English Learners (TESOL International Association, 2018) and principles of teaching grammar methods (Larsen-Freeman & Anderson, 2011; Setiyadi, 2006) as the guidelines for analyzing methods used by tutors. The Six Principles for Exemplary Teaching of English Learners are to know your learners, create conditions for language learning, design high-quality lessons for language development, adapt lesson delivery as needed, monitor and assess student language development, and engage and collaborate within a community of practice. These six principles are believed to help English teachers provide a more effective learning process, and these principles can be used in this research to examine whether tutors' teaching methods used in the grammar tutoring program have resulted in an effective learning process (TESOL International Association, 2018).



**Figure 1.** The 6 Principles for Exemplary Teaching of English Learners (TESOL International Association, 2018)

Larsen-Freeman and Anderson (2011) and Setiyadi (2006) mentioned some teaching methods that can be used to teach grammar to English as foreign language learners. The methods are the grammar-translation method (GTM), direct method, audio-lingual method, total physical response method, and communicative language teaching method. Grammar tutors can use some methods to teach their students and make the grammar tutoring programs run more effectively.

There are some studies researching grammar tutoring programs in different contexts. Ali, Anwer, and Jaffar (2015) showed that peer tutoring helps student-to-student learning more effectively. Alrajhi and Aldhafri (2015) showed students had developed self-concept in English language learning which enhanced their motivation, perseverance, and reduced test anxiety. In addition, Arco, Fernandez, and Hervas (2020) emphasized peer tutoring as a sustainable solution for improving productivity in Higher Education, particularly for first-year students. Lastly, in the Indonesian context, Mulatsih’s (2018) study showed students agreed that grammar peer tutoring programs could help them improve their competence, study more intensively, and increase their understanding.

While peer tutoring programs have been recognized as one of the effective learning strategies to support students’ language learning, comprehensive research focusing on the specific teaching approaches,

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methods, and techniques used by tutors is still limited. Therefore, the researchers addressed two research questions namely,

1. What are the perceptions of tutees regarding tutors' teaching methods in the Grammar Tutoring Program at ELESP? and,
2. What teaching methods are preferable for grammar tutoring program tutees to teach grammar?

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the research questions after

Exploring the approaches, methods, and techniques used could potentially give valuable insights into the instructional strategies and practices that could effectively support students' grammar mastery, address students' different needs, and contribute practical insights to the ongoing debate on optimal grammar instruction in various EFL settings. Additionally, the researchers hope the department/study program could equip the tutors with evidence-based pedagogical approaches tailored to the context of grammar learning and peer tutoring.

## METHOD

### Research Setting and Participants

This research was conducted at one of the private universities in Yogyakarta in December-January 2023. The participants of this research were first-semester students from ELESP at one of the private universities in Yogyakarta batch 2023 who joined the grammar tutoring program from December 2023 until January 2024. The participants of this tutoring program were selected based on their pre-test score and their willingness to join this program. However, the study program prepared this tutoring program to help students who were considered having problems with their grammar (considering CEFR level, they were mostly A1+-A2+). This study included 14 male students and 43 female students, and they were 19-20 years. They are also mostly from Java Island; the rest are from Kalimantan, Sulawesi, and Sumatra. Four grammar tutoring groups or classes consisting of 86 students were chosen. Fifty seven students participated in completing the questionnaire. The participants mentioned above were calculated

based on Cochran's (1977) formula for a smaller sample size with an 88% confidence level as the researchers were not able to achieve a 95% confidence level.

$$n_0 = \frac{Z^2 pq}{e^2}$$

Where

e is the desired level of precision (i.e. the margin of error),

p is the (estimated) proportion of the population which has the attribute in question,

q is 1 - p.

Therefore,

$$N = n = (1.55^{**2} * 0.5 * (1 - 0.5)) / 0.05^{**2} n = 240.25$$

Since the population is small, then the calculation is modified into:

$$n = \frac{n_0}{1 + \frac{(n_0 - 1)}{N}}$$

Where N is the population size. Thus, the calculation is

$$n_{\text{corrected}} = n / (1 + ((n - 1) / N)) \quad n_{\text{corrected}} = 240.25 / (1 + ((240.25 - 1) / 80)) \quad n_{\text{corrected}} = 57.$$

Based on the calculation above, the researchers use the number as the minimum number of participants in this study which represent 66% of total participants.

The researchers then used a purposive sampling method to select eight interviewees based on the researchers' evaluation of the standardization or possession of the specific characteristic(s) required (Cohen, Manion, & Morrison, 2018). The researchers selected two students from each tutoring group: one of them was the most active student (later coded as "AS"), and the other was the most passive student (later coded as "PS") in the class. The researchers selected the students based on the observation results and the consultation with the tutors. In addition, the researchers considered the questionnaire answers.



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## **Instruments and Data Gathering Techniques**

In this research, the researchers used questionnaire as the main tool to gather the data on students' perception of the implementation of grammar tutoring program and the preferred approaches, methods, and techniques for teaching grammar accompanied by observation sheet and interview guideline to strengthen data validity and get a more in-depth view of the studied themes.

### ***Questionnaire***

The researchers administered the questionnaire to students attending the tutoring class from 1 to 15 December 2023. The researchers adapted Six Principles for Exemplary Teaching of English Learners (TESOL International Association, 2018) and principles of teaching grammar methods (Larsen-Freeman & Anderson, 2011; Setiyadi, 2006) to make the statements in the questionnaire consisting of two sections of closed-ended questions. The first section of nine closed-ended questions was used to investigate the students' perceptions of the tutors' teaching methods' effectiveness in helping them master grammar i.e. "The tutor considers the possible reasons and adjusts the lessons when we are struggling or not challenged enough." The second section of 18 closed-ended questions was used to investigate students' preferred grammar teaching methods i.e. "I like it when the tutor teaches grammar by giving conversation drills using simple dialogue." The researchers used the Likert Scale, a psychometric scale, that provides several categories through which research participants can choose to express their attitudes, opinions, and feelings toward a particular matter (Albaum, 1997). In this research, the participants should answer the closed-ended part by choosing the most suitable option among these options: (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, or (5) strongly agree. Participants had to choose among those options by giving a checkmark beside the chosen option. To ensure its validity, the researchers did expert validity and asked five first-semester students to answer the questionnaire and give some thoughts regarding the statements given

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as a pilot study. Based on the expert's and students' feedback, the researcher revised some ambiguous statements.

Before filling out the questionnaire, the researchers explained the procedure and how to answer the statements as most students were not familiar. In the form, students needed to read some explanation about the nature of the research and their data confidentiality. Before continuing the procedure, students need to answer yes for their willingness to be participants in this study. On the other hand, students would not fill out the questionnaire. To maintain confidentiality, the researchers coded all participants as P1 to P57 referring to the time when the participants filled out the questionnaire.

### ***Observation Checklist***

To confirm participants' questionnaire answers, the researchers then observed one session for each tutoring class directly to see how four different tutors taught their students after administering the questionnaire. The first researcher did it once for each class in the last two sessions of the grammar tutoring program. Six Principles for Exemplary Teaching of English Learners (TESOL International Association, 2018) and Principles of Teaching Grammar Methods (Larsen-Freeman & Anderson, 2011; Setiyadi, 2006) became the guidelines for observing the classes. The observation checklist consisted of statements extracted from the blueprint i.e. "The tutor monitors students; understanding and responses to determine whether they are reaching the learning objectives.", accompanied by two columns for marking either 'Yes' or 'No' during the observation, i.e. "The tutor knows students' backgrounds (academic goals, interests, learning preferences, etc.) and can engage them in the classroom and prepare and deliver lessons effectively". Both researchers did the observation and discussed the result to ensure the data reliability and validity.

### ***Interview Guidelines***

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The researchers conducted interviews as the last step to strengthen and deepen the gathered data from 10 – 23 January 2024. After analyzing the data from the questionnaire and observation list and consulting the tutor of each class about the analysis, the researchers contacted two students via WhatsApp and asked for their approval as the researchers informed them why we chose them. All eight students accepted the request. We represented them as AS for active students and PS for passive students and added numbers 1 until 4 for each student, i.e. AS1, without referring them to the classes they belong to keep the anonymity of the participants. The interview questions were open-ended. The researchers created the interview questions based on the questionnaire blueprint that the researchers had developed, incorporating participants' questionnaire answers and observation results.

The interview started by mentioning reasons why they were chosen and some questions the researcher would ask. Then, the researched asked participants’ permission to record the session. After getting the participants' approval, the researchers asked for some confirmation and clarification regarding their answers. The researchers also helped the participants to elaborate on the answer. At the end of the session, the researchers informed that the recording would be transcribed and coded based on themes. Therefore, the researchers would contact the participants again to confirm the analysis.

**Data Analysis**

The researchers used descriptive statistics to analyze the ordinal data of students’ perceptions and thematic analysis for the data gathered from observation and interviews. The researcher calculated the mean of each statement in the questionnaire using Jamovi and categorized them based on themes. Table 1 establishes the benchmarks for interpreting perception levels through mean values.

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**Table 1.** Positive and Negative Criteria (Field, 2024)

Mean score	Class
------------	-------

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$\bar{x} \leq 3$	Negative
$\bar{x} > 3$	Positive

To evaluate the internal consistency of the survey items, the researchers used Cronbach's Alpha using the Jamovi. Below is the result,

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Table 1. Reliability Analysis

Reliability Analysis

Scale Reliability Statistics	
Cronbach's $\alpha$	
scale	0.893

The calculation shows the data of this research are good, consistent, and reliable since it measured the same characteristics (Miller, 1995; Zeller, 2005).

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The data from the interviews and observations are used to support the results of the questionnaire and enhance the credibility and validity of the findings. After the first researcher interviewed participants, transcribed the interview results, and did the class observation, the second researcher coded and categorized the data based on the themes namely the principles used by the tutors, route of learning, teaching methods, and language of instructions to find the emerging theme of this research. At the same time, the researchers rechecked and refined the data. After the second researcher finished coding and analyzing the data, the first researcher checked the results to ensure the validity of the analysis. The researchers then consult the results of the analysis to tutors and the interviews. Lastly, after all

researchers agreed on the analysis results, the researchers presented all data from the questionnaire, interview, and observation.

FINDINGS

Based on the participants' answers, below are the frequency distribution of the data, testing, and requirements for data analysis, and the integration and comparison of data sources.

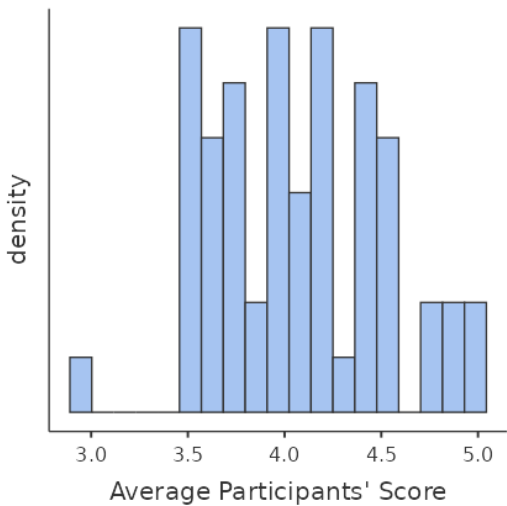


Figure 2. Average Participants' Score

Table 2 presents the frequency distribution of the data from the first section of the questionnaire. The researchers made the score group or class interval to organize and summarize big datasets. In this study, the score group is based on a range of data between the lowest and highest values. The researchers decided to use 0.2 in each score group. According to Table 2, the lowest frequency is found at range score 3.2 - 3.4 and 4 - 4.2 with one participant's response, and the highest frequency is found at range score 4.2 - 4.4 with 12 participants' responses. The mean score of the data is 4.29. This indicates that

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students have positive perceptions of tutors’ teaching methods in grammar tutoring programs.

*The Perceptions of Students Regarding Tutors’ Teaching Methods in the Grammar Tutoring Program*

The researchers then integrated and compared the data to examine students’ perceptions of tutors’ teaching methods. There were nine statements in the first section of the questionnaire to examine students’ perceptions of tutors’ teaching methods in the grammar tutoring program. Table 3 below shows the statements used in the questionnaire.

**Table 3.** Statements in the First Section of the Questionnaire

No.	Statement	Mean
1.	The tutor wants to know our background (academic goals, interests, learning preferences, etc.) to engage us in the classroom and prepare and deliver lessons more effectively.	4.3
2.	The tutor creates a classroom culture to ensure we feel comfortable in the class by creating the teaching setting, a place where we are motivated to learn, practice, and take risks with language.	4.54
3.	The tutor plans meaningful lessons that promote language learning and help us develop learning strategies and critical thinking skills.	4.39
4.	The tutor develops the lessons based on the learning objectives.	4.53
5.	The tutor monitors our understanding and responses to determine whether we are reaching the learning objectives, for example, by asking what we have learned today at the end of the lesson.	4.58
6.	The tutor considers the possible reasons and adjusts the lessons when we are struggling or not challenged enough.	4.37
7.	The tutor assesses our progress, notes and evaluates the types of errors that we make, and offers strategic feedback (e.g. gives the feedback in front of others or personally).	4.19
8.	The tutor uses a variety of assessment types to measure our outcomes, like observations, tests, exercises, quizzes, etc.	4.12
9.	The tutor collaborates with other tutors to provide the best support (e.g. learning materials) for us.	3.67

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using statistical tool

Table 3. shows that all students gave positive responses to all of those questionnaire statements ( $\bar{x} > 3$ ). The questionnaire result shows that students considered their tutors had a desire to know their background, created suitable conditions for language learning, designed high-quality lessons for language development, adapted lesson delivery as needed, monitored and assessed students' language development, and collaborated within a community of practice.

Based on Table 3, most students appreciated their tutors' efforts in monitoring their progress. Two interview participants said that the tutors monitored their understanding by asking whether they understood or not and asking them to answer questions related to the materials. That statement is shown in the interview results below:

*[...], "we kept being asked, "Do you understand or not?" If we didn't understand, it could be repeated. At the beginning and the end of the tutoring session, we were always asked about the previous week's material, like a review. Then, at the end of the tutoring session, we briefly discussed and reviewed what was learned that day. We were also given important notes and highlights that we should take note of in each session."*(AS3)

*[...], "after each lesson or exam, we were given a review of the material. The tutor also provided us with questions and sometimes asked us to answer them one by one. Sometimes, we were called upon to answer directly. So, indirectly, it also served as a test. The tutor also reviewed the learning material at the end of the session."*(AS2)

The interview results proved that the tutors monitored students' understanding and responses to know whether they had reached the learning objective. One of the students stated that the tutor kept asking whether they understood or not and would repeat the material if they had not understood yet. Another student mentioned that the tutor provided some questions to be solved by them to check their understanding. Based on the observation result, all tutors showed that

they monitored students' understanding during the lesson by approaching the students to check their work and asking questions related to the material.

Then, the second highest result is achieved by the second statement ( $\bar{x}$ : 4.544). The students believed that tutors had successfully created a classroom culture to ensure students felt comfortable and motivated to learn and practice. One of the interview participants who was categorized as an active student said that the tutor often motivated the student to learn and made the student feel comfortable. Another interview participant who was categorized as a passive student also said that the tutoring program made her more interested in delving deeper into grammar courses. The interview answers from both participants are described below:

*[...] "The tutor is a realistic person, you know. She often says that we have to be able to do it because we need to, and all that stuff. So, honestly, for me, it boosts my motivation to realize that I need to know (learn), not just because I'm taking PBI (English Language Education). And (she) creates a comfortable environment because when I'm with the tutor, it feels like being with a friend" (AS1)*

*"With the presence of this tutoring program, we become more (...) interested in delving deeper into the subject" (PS3)*

Those interview data strengthened the result of the second questionnaire statement and showed that the tutors had succeeded in creating conditions for language learning for the students. The observation results also showed that all of the tutors created classroom conditions where the students could engage with the tutor and the lesson. The tutors also cared about students' condition and struggles. This result aligned with Blok's et al. (2020) principles that mentioned effective teachers are those who can create a learning environment where students are comfortable interacting with one another, want to develop their skills and be honest about their needs.



Then, the statement that received the lowest mean score was statement number nine ( $\bar{x}$ : 3.667). Most students agreed that their tutors had collaborated with other tutors to provide the best support. Even though that statement received the lowest score, the students gave positive responses for that in the interview. One of the students said that the tutor had collaborated with the other tutors. It was shown that when one of the tutors had to go abroad to do a campus activity, the other tutors helped that tutor teach the tutoring class. It is stated in the interview result below:

*"Yes, actually you can see it from our grammar tutoring class, (...). The tutor has been changed multiple times. But the material they provide remains the same. Even though I don't see it myself, I feel like the tutors can support each other to deliver the best material." (AS2)*

The interview result shows that the tutors in the grammar tutoring program collaborated to give meaningful lessons to the students. They collaborated in teaching the students. Ultimately, the interview result strengthened the result of the questionnaire.

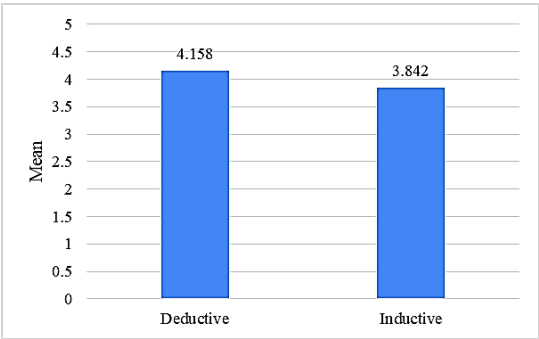
From the findings, it can be seen that the majority of students had positive perceptions toward tutors' teaching methods used in the grammar tutoring program. The salient findings showed that tutors monitored students' understanding and responses to determine whether students were reaching the learning objectives, and tutors created a classroom culture to ensure students felt comfortable in the class by creating a teaching setting a place where students were motivated to learn, practice, and take risks with language. Further, students also gave positive responses for how collaborative the tutors in the grammar tutoring program were in providing the best learning experience for students even though this statement received the lowest mean score.

### ***Students' Perceptions of Suitable Teaching Methods for Teaching Grammar in Grammar Tutoring Program***

From the second section of closed-ended questions, the researchers were able to collect data on students’ preferred teaching methods based on their perceptions. In this section, the researchers present the histogram of the data from the four criteria for defining suitable teaching methods and preferred teaching. There are some considerations to determining teaching methods to teach grammar namely, the route of learning, defining the language of instruction, and considering the skill that needs to be emphasized in the learning process (Larsen-Freeman & Anderson, 2011; Setiyadi, 2006).

*Route of Learning*

According to Takala (2016), investigating the chosen route of learning, whether the tutors teach grammar rules inductively or deductively, helps identify the grammar teaching method. The researchers allowed students to share their perceptions of the two learning approaches, deductive and inductive. Here is the result of



students’ perceptions on the route of learning:

**Figure 3.** Students’ Preferred Route of Learning

Figure 3 presents the questionnaire data that shows grammar tutoring program students’ choice of route of learning. From the questionnaire results, the researchers found that the students gave positive responses for both routes of learning, deductive and inductive learning. The students agreed that it was easy to follow the lesson when the tutor started with the introduction, possibly including explicit rules

of the topic, followed by examples and practice. However, they also agreed that it was easy to follow the lesson when the tutor started the lesson by giving many examples and expected the students to find out the topic by themselves and later give confirmation about the knowledge that they found. The interview results from both passive and active students below support those statements:

*"(...) If we were given an introduction, we got to know what the basic Grammar is like, so we didn't directly jump into the material or given exercises. (...) we were given the basics. We didn't understand what it was in the basics and it's like we were introduced to it as well. It's the same as what is taught in class. We were just taught the basics first, and then, if we understood, we were given more difficult questions. Later, we were given various exercises." (PS3)*

The interview result aligns with Takala's (2016) study which found the deductive approach is related to explicit teaching, which has significant evidence in leading to successful learning results. However, AS1 said that the inductive approach also helped them to understand the material more.

*"Firstly, because at that time, it was about revisiting the simple past, present, future, continuous tenses, and all that. Honestly, I (...) only understood like two out of ten, (...). Then, coincidentally, when Kak G was making a sentence, she asked us to guess the formula or which tense it belonged to. Secondly, we were also asked to create random sentences. Then, we had to identify them ourselves. And also, Kak G would create formulas, and we had to make the sentences. Through exercises like that, I felt like my understanding increased a lot. I became more knowledgeable and understood better." [...] (AS1)*

That interview result proves that the inductive approach, which is related to implicit teaching (Takala, 2016), is also successful in providing effective grammar lessons. The students said that their understanding increased a lot when the tutor used the inductive approach as the inductive teaching approach fosters' students' critical

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thinking by analyzing real-life examples and students' active engagement (Raxmonovna, 2023). Additionally, some studies show students taught grammar using inductive approaches outperformed significantly the students taught using deductive approaches (Benitez-Correa et al., 2019; Obeidat & Alomari, 2020; Shirav & Nagai, 2022).

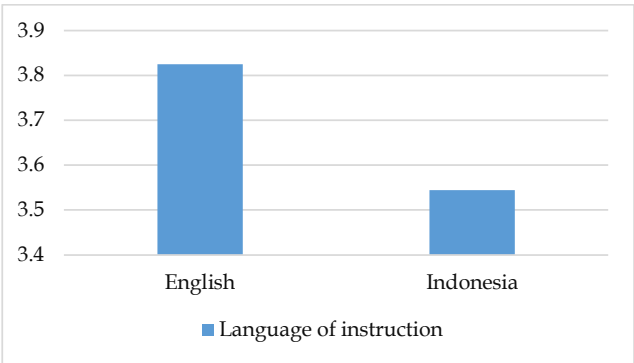
Apart from the positive perception of the inductive approach, AS2 said,

*"(...), I'm being neutral because, for me, whether the tutor starts with explicit grammar rules or starts with examples first, it's the same. What matters is the overall content of the tutor." (AS2)*

The interview result shows that deductive and inductive routes benefit different students. The other said that the route of learning chosen by the tutor does not matter because what matters is the content of the lesson. From all of that evidence, it can be concluded that both deductive and inductive learning routes could lead to successful learning results. According to the observation result, three out of four tutors applied the deductive approach to teach the students. They introduced the material, and then they asked students some questions related to the materials. On the other hand, the other tutor applied the inductive approach by giving students exercises for final test preparation, and after that, they discussed it together.

### *Language of Instruction*

Takala (2016) stated that determining the language of instruction can also help discover the underlying method of teaching. Two language options that can be used to teach grammar in the grammar tutoring program for Indonesian students are students' first language, Indonesian, or English. Here is the result of the students' preferred language of instruction:



**Figure 4.** Students’ Preferred Language of Instruction

Figure 4 shows the result of the questionnaire data on students’ preferred language of instruction. The figure shows that students gave positive responses to Indonesian and English as the languages of instruction. According to the gathered data, the participants gave three different responses when choosing the preferred language of instruction.

The student who preferred Indonesian as the language of instruction stated that the Indonesian language would help students to understand the material and tutors’ words better (PS2).

*“Okay. First, using the Indonesian language is easier to grasp. It's easier to understand. And I can also understand what Ka I means.”(PS2)*

On the other hand, a student who preferred English as the language of instruction said that using English would make them accustomed to listening to new English vocabulary and pronunciations and would help those who were taking the English Language Education Study Program (AS4).

*“Yes, of course, because we are in the English study program, I believe it's better to stick with English. As you mentioned, it helps us practice and exposes us to new vocabulary and pronunciation. By using English*

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*more often, we can better understand English words and enhance our ability to communicate in English as well." (AS4)*

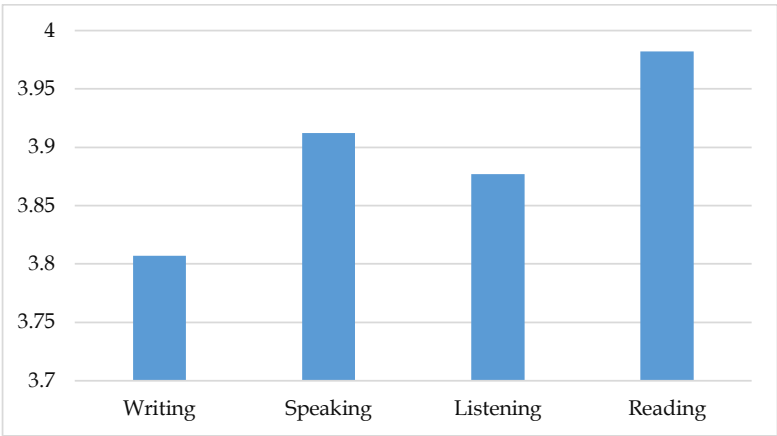
There was also one participant who said that it would be better if the tutor combined English and Indonesian to teach grammar (PS4).

*"Actually, I like it when the tutor explains in English, but it's also helpful when they combine it with Indonesian. This is because, as I mentioned earlier, my English language proficiency is not very strong. So, having a combination of English and Indonesian explanations is beneficial for me." (PS4)*

The interview results above give more in-depth information on how students' preferred language instructions. Using Indonesian language as the language of instruction would help the students who still have difficulty in English understand the material, and using English as the language of instruction would help other students learn and practice their listening and speaking skills. Another student also shared her opinion that combining Indonesian and English as the language of instruction was beneficial for her. Additionally, the result of class observations showed that all of the tutors used a combination of Indonesian and English as the language of instruction to teach the students. Most tutors used English as the dominant language but sometimes used Indonesian to re-explain complex ideas or rules.

#### *Preferred Emphasized Skills*

To identify suitable teaching methods, investigating the preferred emphasized skill is necessary as different skills would impact the approach tutors/teachers would use. Takala (2016) stated that determining the primary important skill(s) can reveal the underlying teaching method. Here is the result of students' preferred emphasized skill:



**Figure 5.** Students’ Preferred Emphasized Skill

Figure 5 shows the results of the questionnaire data regarding students’ preferred emphasized skills in the learning process. The figure shows that students responded positively to all statements regarding their preferred emphasized English skills. The sequence of English skills ranked from the highest to the lowest score is reading ( $\bar{x}$  = 3.982), speaking ( $\bar{x}$  = 3.912), listening ( $\bar{x}$  = 3.877), and writing. ( $\bar{x}$  = 3.807).

One of the students who preferred reading skills mentioned that the tutoring program helped her analyze sentences with correct grammar in reading class.

*“It also helps me not only in the grammar class but also in other courses like Basic Writing and Reading. There were times when we practiced analyzing sentences that had errors, whether it was a grammar mistake or an error within the sentence structure. With the presence of a grammar tutor, I can analyze those sentences and transform them into grammatically correct ones. (PT3)*

Students who preferred listening and speaking skills said that by emphasizing those skills, they could receive feedback when she used incorrect pronunciation.

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*"Because of that, we can see that the tutor is also able to provide feedback. For example, if we make a mistake in our pronunciation, the tutor will correct it for us." (PT4)*

Another student who preferred writing skills said that grammar has a relation with writing, and doing writing tasks helps the student to understand grammar concepts more effectively.

*"Yes, that's right. It might be related to grammar because grammar is more about written expression. So, when the tutor assigns us writing tasks, I believe it further enhances our understanding of grammar. It helps the students grasp the concepts of grammar more effectively." (AT4)*

Then, there was a statement from one of the tutees that said her tutor taught her that English consists of not only one aspect, so by mastering grammar, the other skills will be mastered more easily.

*"That's true. In tutoring, we were taught that English encompasses not just one aspect like speaking or writing alone. It all comes together as a whole. It's like they are interconnected. If we have a good understanding of grammar, it will make it easier for us to learn writing, listening, and reading as well." (AT3)*

The interview results above strengthened the questionnaire result presented in Figure 4. The interview results show that the four English skills chosen by students had their benefits for the students. Emphasizing reading skills helped them in reading class, emphasizing listening and speaking skills helped them use correct pronunciation, and emphasizing writing skills helped them understand grammar concepts more effectively. In reality, based on the class observation, all tutors trained students' writing, speaking, and reading skills and used quite different approaches for teaching those skills i.e. when the focus in on writing, the tutor spent more time discussing the grammar rules



and error analysis. However, none of them emphasized students’ listening skills during the learning process.

*Preferred Teaching Techniques*

The researchers also investigated tutees’ perceptions of certain grammar teaching techniques drawn from some grammar teaching methods, such as grammar translation method, direct method, audio-lingual method, total physical method, and communicative language teaching method. Here is the result of tutees’ perceptions of certain grammar teaching techniques.

**Table 4.** Students’ Preferred Techniques  
from Grammar Teaching Methods

No.	Statement	$\bar{x}$
1	I like it when the tutor explains the materials by translating the content.	4.28
2	I like it when the tutor teaches grammar highly focusing on grammar rules and patterns (form-focused).	4.18
3	I like it when the tutor provides listening and imitating sound activities to teach grammar so that I can automatically produce the sounds.	3.91
4	I like it when the tutor explains materials (sentences) by presenting physical objects or abstract ones through some ideas or thoughts instead of translating the sentences.	4.05
5	I like it when the tutor teaches grammar using repetition and drilling.	4.3
6	I like it when the tutor teaches grammar by giving conversation drills using simple dialogue.	4.25
7	I like it when the tutor teaches grammar through commands and physical actions.	3.61
8	I like it when the tutor teaches grammar while learning vocabulary items, especially verbs.	4.49
9	I like it when the tutor teaches grammar focusing clearly on meaning.	4.3
10	I like it when the tutor teaches grammar by giving real-life situations practice in the classroom (e.g. giving authentic problem-solving tasks).	4.28

Table 4 shows the result of questionnaire data on students' perceptions of certain techniques of grammar teaching methods, i.e. grammar translation method (1-2), direct method (3-4), audio-lingual method (5-6), total physical response (7-8), and communicative language teaching (9-10). The figure shows that the eighth statement received the highest mean score ( $\bar{x}$ : 4.49). One of the students said that learning vocabulary can help them understand part of speech, which is learning about verbs and adjectives. That statement is shown in this interview result:

*"The thing is, when it comes to the part of speech, I sometimes still get confused about which ones are verbs. And there are various types of verbs, right? I'm still confused about distinguishing them. Whether it's an adjective or a verb like that." (PT4)*

The interview result supports the questionnaire result where students mostly agreed that they like it when the tutor teaches grammar while learning vocabulary items, especially verbs and directly practicing those verbs. According to the observation results, three out of four tutors had taught vocabulary implicitly through reading books and working on exercises.

The statements that received the second-highest mean score were statements number five and nine ( $\bar{x}$ : 4.298). The statements "I like it when the tutor teaches grammar using repetition and drilling" and "I like it when the tutor teaches grammar focusing clearly on meaning". One of the students said that drilling helps them understand the material more deeply and master it. Another student said that by focusing on meaning, the student can immediately learn the essence of the material. Those statements are shown in the interview results below:

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*"Because with drilling, we can understand the material more, go deeper, and through drilling exercises, the material will be ingrained in our minds. With more practice like that, it becomes more ingrained, and eventually, it will be memorized." (AS4)*

*"I agree more because it can be more, (...) direct to the point, like that. Not too much running around (...). If there's too much running around, I'll end up getting confused." (AS2)*

The interview results show that using drilling and repetition and focusing on meaning when learning grammar help students understand the material. Those techniques helped students master the material and focus on the essence of the material. However, the observation result shows that only one of the three tutors used drilling and repetition techniques. For the technique of teaching grammar by focusing on meaning, all tutors applied that technique in class. The tutors emphasized the importance of understanding the meaning of the sentences they presented in the lesson.

Then, the statement that received the lowest mean score was statement seven ( $\bar{x}$ : 3.614), "I like it when the tutor teaches grammar through commands and physical actions." It turned out that students did not like learning grammar through command and physical actions. One of the students said it because it feels like they are being forced to do that. That statement is supported by the interview result below.

*[...] "I don't really like it, it feels like it's too forced. But Kak M rarely gives commands like that." (AS3)*

The interview results show that teaching grammar through commands and physical actions, which is one of the techniques in the total physical response method, has low interest. In addition, the observation results show that tutors rarely used the aforementioned technique to teach grammar in the tutoring class.

## Discussion

The findings show two major themes. First, the majority of the students considered tutors' teaching methods had succeeded in producing effective learning which is in line with Ali, Anwer, & Jaffar's (2015) study. Further, students appreciated their tutors who always monitored their comprehension, one of the crucial aspects of TESOL International Association's (2018) principles. It aligns with Hattie and Timperley's (2007) study which highlights the importance of formative and/or ongoing assessments and feedback to support students' learning as what the tutors did by monitoring students' understanding and responses, assessing students' progress, evaluating the types of errors students made, offering strategic feedback (i.e. gives the feedback in front of others or personally), and using various assessment types to measure students' outcomes. Additionally, the researchers noted classroom culture created by the tutors also made students feel comfortable and motivated to learn (Blok, Lockwood, & Frendo, 2020) as some students mentioned that their tutor was their friend in understanding grammar principles. A positive learning environment could positively enhance students' psychological factors which later could influence students' language acquisition (Dörnyei, 2005).

Second, this study found grammar tutoring students showed some preferences in terms of learning approaches, methods, and techniques. Participants of this study shared that both deductive and inductive approaches were reported as helpful as suggested by Ellis (2006) and Norris and Ortega's (2000) study, with a slight preference for the deductive approach. The preference for deductive approaches among Indonesian students may be attributed to their familiarity with this method in their previous educational experiences (Ajisuksmo & Vermunt, 1999; Nur, 2020) ) as it happens to other countries like Japan (Shirav & Nagai, 2022), Ecuador (Benitez-Correa et al., 2019) and Jordan (Obeidat & Alomari, 2020). However, giving students some challenges by changing the approach will likely give them more meaningful experiences and better understanding and eventually result in better

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test scores as some studies suggest (Male, 2016; Tanihardjo, 2016; Wardani & Kusuma, 2020). This suggests that while students might prefer a more familiar method, giving exposure to varied approaches can enhance their learning outcomes. Then, the combination of English and Indonesian languages as a language of instruction with more emphasis on English was considered by the grammar tutoring program more helpful than solely utilizing one language of instruction. This preference reflects the importance of comprehensible input and scaffolding in second-language learning (Krashen, 1985; Vygotsky, 1978) as students need to understand basic principles first which was normally taught in simple English and reemphasized using Indonesian. Further, students desired to learn the four English skills in the grammar tutoring program to accommodate various contexts of language usage (Hinkel, 2006) and did not wish to learn solely the principles without contexts. Students seemed to be aware of the tutors's approaches when they were dealing with different topics or skills. This aligns with Widodo's (2006) study. He suggests EFL teachers can integrate grammar or structure into other language skills in such a way that the goal of learning language is achieved. Lastly, students favored learning grammar using the audio-lingual specifically the repetition and drilling techniques as it helps students learn materials in a tangible context, and building speaking and listening habits is one of the techniques to improve writing and listening abilities especially related to their accuracy (Keo & Lan, 2024; Suhartini, 2022). Learning grammatical patterns using repetition can boost students' confidence in using these structures as they have recognized the patterns in different settings (Richards & Rodger, 2014; Larsen-Freeman & Anderson, 2011). In addition, students also prefer communicative language teaching methods. Communicative language teaching methods provide situation-oriented language teaching (Santos, 2020) where students can find grammatical items that are naturally introduced via realistic topics such as school life, home life, etc. and at the same time could improve students' grammar-paper test and oral test (Ho & Binh, 2014).

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## CONCLUSION

The findings of this research showed that despite previous comments regarding the ineffectiveness of the tutoring program, participants in this study showed positive perceptions toward tutors' teaching methods. The findings from the questionnaire showed that the mean score was four point twenty-nine ( $\bar{x} = 4.29$ ). It indicates that the students positively perceived the tutors' teaching methods in the grammar tutoring program. Besides, the interview and observation results supported the findings from the questionnaire. The students also felt that the tutors were able to create a classroom culture that made them feel comfortable in the class and motivated to learn, practice, and take risks with language. The observation result also aligned with all students' responses in the questionnaire and interview. The researchers concluded that most of the students considered tutors' teaching methods in the grammar tutoring program to be effective in teaching them.

Furthermore, the findings show some students' teaching approaches, methods, and technique preferences to be applied by their tutors. First, students desired to learn grammar using the audio-lingual and communicative language teaching methods. Second, indeed, students had positive perceptions of the two routes of learning, however, they expressed a greater preference for the deductive approach. Then, students also had positive perceptions of the two languages of instruction. Students preferred English but wanted the tutors to still use Indonesian in the grammar tutoring class. The students also had positive perceptions of the four English skills, which means they would like the tutors to emphasize them in the grammar tutoring class.

The findings of this study have several implications. First, the administrators must prepare the tutors (Weigle & Nelson, 2004) and recognize the diverse students' learning preferences, and be able to adopt flexible learning approaches in grammar learning tutoring programs. Second, based on the observation coupled with the students

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perceptions found in the questionnaire answers and interview results, the department and tutors should make sure the class atmosphere is motivating and supportive for learners as it helps learners learn better. Third, students highlighted the need to foster better collaboration and ultimately communication between tutors. It implies the need for all departments to facilitate, accommodate, and encourage tutors to share best practices, sources, and pedagogical approaches to enhance the quality of tutoring programs. Lastly, ongoing monitoring of students' progress as well as tutors' learning plans and dynamics are crucial in establishing effective tutoring programs.

Finally, even though all of these research findings were able to investigate students' perceptions of tutors' teaching methods in the grammar tutoring program in this particular university context, this research still has some limitations that can be considered for future research. The first limitation is that the researchers only observed the final meeting of the tutoring classes which may have impacted the data's representativeness. Then, the purposive sampling for the interview was only based on one observation. It is necessary to consider these limitations in interpreting this research's findings and conducting future research.

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Re: "STUDENTS' VOICES ON EFFECTIVE TEACHING METHODS FOR GRAMMAR LEARNING IN PEER TUTORING PROGRAM" Revision

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**From** tbi stinkdr <jeels.stinkdr@gmail.com>

**Date** Mon 18-Nov-24 09:11

**To** Thomas Wahyu Prabowo Mukti, S.Pd., M.Pd. <thomaswpm@usd.ac.id>

 1 attachment (308 KB)

Students'+Perceptions+of+Tutors'+Teaching+Methods+in+The+Grammar+Tutoring+Pprogram+-+JEELS rev 2-2.docx;

Dear Author,

Thank you for sending the revised manuscript. Please check the manuscript again.

Best regards,  
JEELS Editorial Team

On Tue, Nov 5, 2024 at 2:33 PM Thomas Wahyu Prabowo Mukti, S.Pd., M.Pd. <[thomaswpm@usd.ac.id](mailto:thomaswpm@usd.ac.id)> wrote:

Dear Sir/Madam,

Please find attached the revised manuscript, incorporating the valuable feedback from the reviewers.

We were unable to submit the revision through OJS, so we are sending it via email. We hope this version meets the reviewers' expectations.

Thank you for your time and consideration.

Best regards,

Thomas

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## Screening

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**From** tbi stinkdr <jeels.stinkdr@gmail.com>

**Date** Sun 24-Nov-24 18:19

**To** mariindahpaskarena@gmail.com <mariindahpaskarena@gmail.com>; Thomas Wahyu Prabowo Mukti, S.Pd., M.Pd. <thomaswpm@usd.ac.id>

 1 attachment (7 MB)

peer tutoring.docx;

Dear authors,

Kindly check the edited version. You can edit when it is necessary and highlight your edited version. You may complete, change, agree, or disagree with the edited version.

Because the publication deadline is fast approaching, send the manuscript as you have checked the content, language and other technical issues on your writing.

Best regards,  
Editor



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## **STUDENTS' VOICES ON EFFECTIVE TEACHING METHODS FOR GRAMMAR LEARNING IN PEER TUTORING PROGRAM**

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**Abstract:** This research investigated students' perceptions of tutors' teaching methods applied in one of the universities' grammar tutoring classes and their preferred grammar teaching methods. Understanding students' perceptions and preferences will help administrators address individual learning differences and provide insights for improving grammar instructions. A quantitative approach was used in this research, utilizing an open-ended online questionnaire comprised of 27 items rated on a five-point Likert scale, observation checklist, and interview guidelines. There were 57 students out of 86 students participating in this research. Then, the researchers observed four grammar tutoring classes in an English Education study program at one of the universities in Yogyakarta and interviewed eight participants to strengthen the data. The findings of this research showed that participants in this study showed positive perceptions of tutors' teaching methods. The questionnaire findings revealed a mean score of four point twenty-nine ( $\bar{x} = 4.29$ ). Additionally, the findings showed that the students desired to learn grammar using the audio-lingual method and communicative language teaching method. This study implies the need for a well-prepared peer tutoring program to help students effectively.

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**Keywords:** *grammar teaching method, grammar tutoring program, students' perceptions*

## INTRODUCTION

Peer tutoring programs have been proven to be one of the effective ways to help students learn (Ali, Anwer, & Jaffar, 2015). Their study showed that tutoring programs positively impact students' learning process. Additionally, peer tutoring has a major positive impact on developing self-concept in learning English which could boost students' motivation in learning, encourage them to persevere when facing challenging tasks, and lessen students' test anxiety (Alrajhi & Aldhafri, 2015). More importantly, peer tutoring is a sustainable and effective solution to help Higher Education (HE) solve issues in productivity, especially those impacting first-year students (Arco-Tirado, Fernández-Martín, & Hervás-Torres, 2020). Therefore, to provide the best learning experience, selection and training for tutors are necessary (Weigle & Nelson, 2004; Zhang & Bayley, 2019). Moreover, by identifying suitable teaching methods for students in peer tutoring programs, organizers and tutors can create an effective learning process that meets learning objectives (Paragae, 2023).

At one of the private universities in Yogyakarta, the English Language Education Study Program (ELESP) provides a grammar tutoring program to help first-year students better understand grammar. Mastering grammar is crucial in assisting students to understand and produce the language and urged educators to solve the issue (Murtini, 2021; Refat, Kassim, Rahman, & Razali, 2020). This issue is becoming more concerning since ELESP students had problems mastering some basic knowledge of grammar, i.e. participle -ed and -ing (Bintoro, 2016). To solve this issue, the department proposed Cross-Age Peer Tutoring (CAPT), where the senior students become tutors of junior students (Ali et al., 2015). The senior students assigned as tutors are usually the third-semester or fifth-semester students who have passed grammar classes in the previous semester well.

Nevertheless, creating effective peer tutoring to help the students achieve their learning goals is such a challenging thing. Based on some

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students' comments on this program, this program was run ineffectively in three aspects: unprepared materials, unclear explanations by the tutor, and the tension in their relationship that made them unable to enjoy the learning process with the tutor. The students' comments on the grammar tutoring program became one of the underlying reasons why the researchers decided to investigate how this program is conducted, especially the effectiveness of teaching methods used in class, and investigate suitable teaching methods for students. In addition, the researchers also acknowledge the complexity of grammar teaching involving how teachers choose approaches, methods, and techniques of teaching grammar (Ellis, 2006) that eventually determine the success of teaching and learning.

The researchers used Six Principles for Exemplary Teaching of English Learners (TESOL International Association, 2018) and principles of teaching grammar methods (Larsen-Freeman & Anderson, 2011; Setiyadi, 2006) as the guidelines for analyzing methods used by tutors. The Six Principles for Exemplary Teaching of English Learners are to know your learners, create conditions for language learning, design high-quality lessons for language development, adapt lesson delivery as needed, monitor and assess student language development, and engage and collaborate within a community of practice. These six principles are believed to help English teachers provide a more effective learning process, and these principles can be used in this research to examine whether tutors' teaching methods used in the grammar tutoring program have resulted in an effective learning process (TESOL International Association, 2018).



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**Figure 1.** The 6 Principles for Exemplary Teaching of English Learners (TESOL International Association, 2018)

Larsen-Freeman and Anderson (2011) and Setiyadi (2006) mentioned some teaching methods that can be used to teach grammar to English as foreign language learners. The methods are the grammar-translation method (GTM), direct method, audio-lingual method, total physical response method, and communicative language teaching method. Grammar tutors can use some methods to teach their students and make the grammar tutoring programs run more effectively.

There are some studies researching grammar tutoring programs in different contexts. Ali, Anwer, and Jaffar (2015) showed that peer tutoring helps student-to-student learning more effectively. Alrajhi and Aldhafri (2015) showed students had developed self-concept in English language learning which enhanced their motivation, perseverance, and reduced test anxiety. In addition, Arco, Fernandez, and Hervas (2020) emphasized peer tutoring as a sustainable solution for improving productivity in Higher Education, particularly for first-year students. Lastly, in the Indonesian context, Mulatsih's (2018) study showed students agreed that grammar peer tutoring programs could help them improve their competence, study more intensively, and increase their understanding.

While peer tutoring programs have been recognized as one of the effective learning strategies to support students' language learning, comprehensive research focusing on the specific teaching approaches, methods, and techniques used by tutors is still limited. Therefore, the researchers addressed two research questions namely,

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1. What are the perceptions of tutees regarding tutors' teaching methods in the Grammar Tutoring Program at ELESP? and,
2. What teaching methods are preferable for grammar tutoring program tutees to teach grammar?

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Exploring the approaches, methods, and techniques used could potentially give valuable insights into the instructional strategies and practices that could effectively support students' grammar mastery, address students' different needs, and contribute practical insights to the ongoing debate on optimal grammar instruction in various EFL settings. Additionally, the researchers hope the department/study program could equip the tutors with evidence-based pedagogical approaches tailored to the context of grammar learning and peer tutoring.

## METHOD

### Research Setting and Participants

This research was conducted at one of the private universities in Yogyakarta in December-January 2023. The participants of this research were first-semester students from ELESP at one of the private universities in Yogyakarta batch 2023 who joined the grammar tutoring program from December 2023 until January 2024. The participants of this tutoring program were selected based on their pre-test score and their willingness to join this program. However, the study program prepared this tutoring program to help students who were considered having problems with their grammar (considering CEFR level, they were mostly A1+-A2+).

This study included 14 male students and 43 female students, and they were 19-20 years. They are also mostly from Java Island; the rest are from Kalimantan, Sulawesi, and Sumatra. Four grammar tutoring groups or classes consisting of 86 students were chosen. Fifty seven students participated in completing the questionnaire. The participants mentioned above were calculated based on Cochran's (1977) formula

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for a smaller sample size with an 88% confidence level as the researchers were not able to achieve a 95% confidence level.

$$n_0 = \frac{Z^2 pq}{e^2}$$

Where

e is the desired level of precision (i.e. the margin of error),

p is the (estimated) proportion of the population which has the attribute in question,

q is 1 - p.

Therefore,

$$N = n = (1.55^2 * 0.5 * (1 - 0.5)) / 0.05^2 = 240.25$$

Since the population is small, then the calculation is modified into:

$$n = \frac{n_0}{1 + \frac{(n_0 - 1)}{N}}$$

Where N is the population size. Thus, the calculation is

$$n_{\text{corrected}} = n / (1 + ((n - 1) / N)) \quad n_{\text{corrected}} = 240.25 / (1 + (240.25 - 1) / 80) \quad n_{\text{corrected}} = 57.$$

Based on the calculation above, the researchers use the number as the minimum number of participants in this study which represent 66% of total participants.

The researchers then used a purposive sampling method to select eight interviewees based on the researchers' evaluation of the standardization or possession of the specific characteristic(s) required (Cohen, Manion, & Morrison, 2018). The researchers selected two students from each tutoring group: one of them was the most active student (later coded as "AS"), and the other was the most passive student (later coded as "PS") in the class. The researchers selected the students based on the observation results and the consultation with the tutors. In addition, the researchers considered the questionnaire answers.

## Instruments and Data Gathering Techniques

In this research, the researchers used questionnaire as the main tool to gather the data on students' perception of the implementation of grammar tutoring program and the preferred approaches, methods, and techniques for teaching grammar accompanied by observation sheet and interview guideline to strengthen data validity and get a more in-depth view of the studied themes.

### **Questionnaire**

The researchers administered the questionnaire to students attending the tutoring class from 1 to 15 December 2023. The researchers adapted Six Principles for Exemplary Teaching of English Learners (TESOL International Association, 2018) and principles of teaching grammar methods (Larsen-Freeman & Anderson, 2011; Setiyadi, 2006) to make the statements in the questionnaire consisting of two sections of closed-ended questions. The first section of nine closed-ended questions was used to investigate the students' perceptions of the tutors' teaching methods' effectiveness in helping them master grammar i.e. "The tutor considers the possible reasons and adjusts the lessons when we are struggling or not challenged enough." The second section of 18 closed-ended questions was used to investigate students' preferred grammar teaching methods i.e. "I like it when the tutor teaches grammar by giving conversation drills using simple dialogue." The researchers used the Likert Scale, a psychometric scale, that provides several categories through which research participants can choose to express their attitudes, opinions, and feelings toward a particular matter (Albaum, 1997). In this research, the participants should answer the closed-ended part by choosing the most suitable option among these options: (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, or (5) strongly agree. Participants had to choose among those options by giving a checkmark beside the chosen option. To ensure its validity, the researchers did expert validity and asked five first-semester students to answer the questionnaire and give some thoughts regarding the statements given as a pilot study. Based on the expert's and students' feedback, the researcher revised some ambiguous statements.

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Before filling out the questionnaire, the researchers explained the procedure and how to answer the statements as most students were not familiar. In the form, students needed to read some explanation about the nature of the research and their data confidentiality. Before continuing the procedure, students need to answer yes for their willingness to be participants in this study. On the other hand, students would not fill out the questionnaire. To maintain confidentiality, the researchers coded all participants as P1 to P57 referring to the time when the participants filled out the questionnaire.

### ***Observation Checklist***

To confirm participants' questionnaire answers, the researchers then observed one session for each tutoring class directly to see how four different tutors taught their students after administering the questionnaire. The first researcher did it once for each class in the last two sessions of the grammar tutoring program. Six Principles for Exemplary Teaching of English Learners (TESOL International Association, 2018) and Principles of Teaching Grammar Methods (Larsen-Freeman & Anderson, 2011; Setiyadi, 2006) became the guidelines for observing the classes. The observation checklist consisted of statements extracted from the blueprint i.e. "The tutor monitors students; understanding and responses to determine whether they are reaching the learning objectives.", accompanied by two columns for marking either 'Yes' or 'No' during the observation, i.e. "The tutor knows students' backgrounds (academic goals, interests, learning preferences, etc.) and can engage them in the classroom and prepare and deliver lessons effectively". Both researchers did the observation and discussed the result to ensure the data reliability and validity.

### ***Interview Guidelines***

The researchers conducted interviews as the last step to strengthen and deepen the gathered data from 10 - 23 January 2024. After analyzing the data from the questionnaire and observation list

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and consulting the tutor of each class about the analysis, the researchers contacted two students via WhatsApp and asked for their approval as the researchers informed them why we chose them. All eight students accepted the request. We represented them as AS for active students and PS for passive students and added numbers 1 until 4 for each student, i.e. AS1, without referring them to the classes they belong to keep the anonymity of the participants. The interview questions were open-ended. The researchers created the interview questions based on the questionnaire blueprint that the researchers had developed, incorporating participants' questionnaire answers and observation results.

The interview started by mentioning reasons why they were chosen and some questions the researcher would ask. Then, the researched asked participants’ permission to record the session. After getting the participants' approval, the researchers asked for some confirmation and clarification regarding their answers. The researchers also helped the participants to elaborate on the answer. At the end of the session, the researchers informed that the recording would be transcribed and coded based on themes. Therefore, the researchers would contact the participants again to confirm the analysis.

Data Analysis

The researchers used descriptive statistics to analyze the ordinal data of students’ perceptions and thematic analysis for the data gathered from observation and interviews. [The researcher calculated the mean of each statement in the questionnaire using Jamovi ]and categorized them based on themes. Table 1 establishes the benchmarks for interpreting perception levels through mean values.

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Table 1. Positive and Negative Criteria (Field, 2024)

Mean score	Class
$\bar{x} \leq 3$	Negative
$\bar{x} > 3$	Positive

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To evaluate the internal consistency of the survey items, the researchers used Cronbach’s Alpha using the Jamovi. Below is the result,

Table 1. Reliability Analysis

Reliability Analysis	
Scale Reliability Statistics	
	Cronbach's $\alpha$
scale	0.893

The calculation shows the data of this research are good, consistent, and reliable since it measured the same characteristics (Miller, 1995; Zeller, 2005).

The data from the interviews and observations are used to support the results of the questionnaire and enhance the credibility and validity of the findings. After the first researcher interviewed participants, transcribed the interview results, and did the class observation, the second researcher coded and categorized the data based on the themes namely the principles used by the tutors, route of learning, teaching methods, and language of instructions to find the emerging theme of this research. At the same time, the researchers rechecked and refined the data. After the second researcher finished coding and analyzing the data, the first researcher checked the results to ensure the validity of the analysis. The researchers then consult the results of the analysis to tutors and the interviews. Lastly, after all researchers agreed on the analysis results, the researchers presented all data from the questionnaire, interview, and observation.

FINDINGS

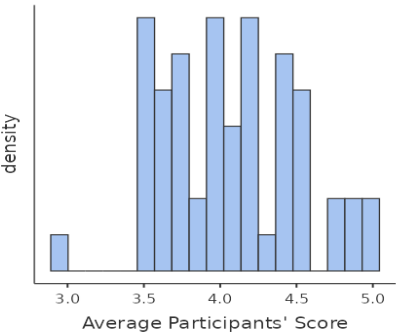
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Based on the participants’ answers, below are the frequency distribution of the data, testing, and requirements for data analysis, and the integration and comparison of data sources.



**Figure 2.** Average Participants’ Score

Table 2 presents the frequency distribution of the data from the first section of the questionnaire. The researchers made the score group or class interval to organize and summarize big datasets. In this study, the score group is based on a range of data between the lowest and highest values. The researchers decided to use 0.2 in each score group. According to Table 2, the lowest frequency is found at range score 3.2 - 3.4 and 4 - 4.2 with one participant’s response, and the highest frequency is found at range score 4.2 - 4.4 with 12 participants’ responses. The mean score of the data is 4.29. This indicates that students have positive perceptions of tutors’ teaching methods in grammar tutoring programs.

***The Perceptions of Students Regarding Tutors’ Teaching Methods in the Grammar Tutoring Program***

The researchers then integrated and compared the data to examine students’ perceptions of tutors’ teaching methods. There were nine statements in the first section of the questionnaire to examine students’ perceptions of tutors’ teaching methods in the grammar



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tutoring program. Table 3 below shows the statements used in the questionnaire.

**Table 3.** Statements in the First Section of the Questionnaire

No.	Statement	Mean
1.	The tutor wants to know our background (academic goals, interests, learning preferences, etc.) to engage us in the classroom and prepare and deliver lessons more effectively.	4.3
2.	The tutor creates a classroom culture to ensure we feel comfortable in the class by creating the teaching setting, a place where we are motivated to learn, practice, and take risks with language.	4.54
3.	The tutor plans meaningful lessons that promote language learning and help us develop learning strategies and critical thinking skills.	4.39
4.	The tutor develops the lessons based on the learning objectives.	4.53
5.	The tutor monitors our understanding and responses to determine whether we are reaching the learning objectives, for example, by asking what we have learned today at the end of the lesson.	4.58
6.	The tutor considers the possible reasons and adjusts the lessons when we are struggling or not challenged enough.	4.37
7.	The tutor assesses our progress, notes and evaluates the types of errors that we make, and offers strategic feedback (e.g. gives the feedback in front of others or personally).	4.19
8.	The tutor uses a variety of assessment types to measure our outcomes, like observations, tests, exercises, quizzes, etc.	4.12
9.	The tutor collaborates with other tutors to provide the best support (e.g. learning materials) for us.	3.67

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Table 3. shows that all students gave positive responses to all of those questionnaire statements ( $\bar{x} > 3$ ). The questionnaire result shows that students considered their tutors had a desire to know their background, created suitable conditions for language learning, designed high-quality lessons for language development, adapted lesson delivery as needed, monitored and assessed students’ language development, and collaborated within a community of practice.

Based on Table 3, most students appreciated their tutors’ efforts in monitoring their progress. Two interview participants said that the

tutors monitored their understanding by asking whether they understood or not and asking them to answer questions related to the materials. That statement is shown in the interview results below:

*[...], "we kept being asked, "Do you understand or not?" If we didn't understand, it could be repeated. At the beginning and the end of the tutoring session, we were always asked about the previous week's material, like a review. Then, at the end of the tutoring session, we briefly discussed and reviewed what was learned that day. We were also given important notes and highlights that we should take note of in each session."(AS3)*

*[...], "after each lesson or exam, we were given a review of the material. The tutor also provided us with questions and sometimes asked us to answer them one by one. Sometimes, we were called upon to answer directly. So, indirectly, it also served as a test. The tutor also reviewed the learning material at the end of the session."(AS2)*

The interview results proved that the tutors monitored students' understanding and responses to know whether they had reached the learning objective. One of the students stated that the tutor kept asking whether they understood or not and would repeat the material if they had not understood yet. Another student mentioned that the tutor provided some questions to be solved by them to check their understanding. Based on the observation result, all tutors showed that they monitored students' understanding during the lesson by approaching the students to check their work and asking questions related to the material.

Then, the second highest result is achieved by the second statement ( $\bar{x}$ : 4.544). The students believed that tutors had successfully created a classroom culture to ensure students felt comfortable and motivated to learn and practice. One of the interview participants who was categorized as an active student said that the tutor often motivated the student to learn and made the student feel comfortable. Another interview participant who was categorized as a passive student also

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said that the tutoring program made her more interested in delving deeper into grammar courses. The interview answers from both participants are described below:

*[...] "The tutor is a realistic person, you know. She often says that we have to be able to do it because we need to, and all that stuff. So, honestly, for me, it boosts my motivation to realize that I need to know (learn), not just because I'm taking PBI (English Language Education). And (she) creates a comfortable environment because when I'm with the tutor, it feels like being with a friend" (AS1)*

*"With the presence of this tutoring program, we become more (...) interested in delving deeper into the subject" (PS3)*

Those interview data strengthened the result of the second questionnaire statement and showed that the tutors had succeeded in creating conditions for language learning for the students. The observation results also showed that all of the tutors created classroom conditions where the students could engage with the tutor and the lesson. The tutors also cared about students' condition and struggles. This result aligned with Blok's et al. (2020) principles that mentioned effective teachers are those who can create a learning environment where students are comfortable interacting with one another, want to develop their skills and be honest about their needs.

Then, the statement that received the lowest mean score was statement number nine ( $\bar{x}$ : 3.667). Most students agreed that their tutors had collaborated with other tutors to provide the best support. Even though that statement received the lowest score, the students gave positive responses for that in the interview. One of the students said that the tutor had collaborated with the other tutors. It was shown that when one of the tutors had to go abroad to do a campus activity, the other tutors helped that tutor teach the tutoring class. It is stated in the interview result below:

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*"Yes, actually you can see it from our grammar tutoring class, (...). The tutor has been changed multiple times. But the material they provide remains the same. Even though I don't see it myself, I feel like the tutors can support each other to deliver the best material." (AS2)*

The interview result shows that the tutors in the grammar tutoring program collaborated to give meaningful lessons to the students. They collaborated in teaching the students. Ultimately, the interview result strengthened the result of the questionnaire.

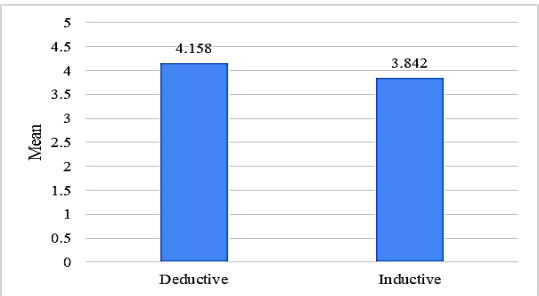
From the findings, it can be seen that the majority of students had positive perceptions toward tutors' teaching methods used in the grammar tutoring program. The salient findings showed that tutors monitored students' understanding and responses to determine whether students were reaching the learning objectives, and tutors created a classroom culture to ensure students felt comfortable in the class by creating a teaching setting a place where students were motivated to learn, practice, and take risks with language. Further, students also gave positive responses for how collaborative the tutors in the grammar tutoring program were in providing the best learning experience for students even though this statement received the lowest mean score.

### ***Students' Perceptions of Suitable Teaching Methods for Teaching Grammar in Grammar Tutoring Program***

From the second section of closed-ended questions, the researchers were able to collect data on students' preferred teaching methods based on their perceptions. In this section, the researchers present the histogram of the data from the four criteria for defining suitable teaching methods and preferred teaching. There are some considerations to determining teaching methods to teach grammar namely, the route of learning, defining the language of instruction, and considering the skill that needs to be emphasized in the learning process (Larsen-Freeman & Anderson, 2011; Setiyadi, 2006).

*Route of Learning*

According to Takala (2016), investigating the chosen route of learning, whether the tutors teach grammar rules inductively or deductively, helps identify the grammar teaching method. The researchers allowed students to share their perceptions of the two learning approaches, deductive and inductive. Here is the result of students’ perceptions on the route of learning:



**Figure 3.** Students’ Preferred Route of Learning

Figure 3 presents the questionnaire data that shows grammar tutoring program students’ choice of route of learning. From the questionnaire results, the researchers found that the students gave positive responses for both routes of learning, deductive and inductive learning. The students agreed that it was easy to follow the lesson when the tutor started with the introduction, possibly including explicit rules of the topic, followed by examples and practice. However, they also agreed that it was easy to follow the lesson when the tutor started the lesson by giving many examples and expected the students to find out the topic by themselves and later give confirmation about the knowledge that they found. The interview results from both passive and active students below support those statements:

*“(…) If we were given an introduction, we got to know what the basic Grammar is like, so we didn't directly jump into the material or given exercises. (...) we were given the basics. We didn't understand what it was in the basics and it's like we were introduced to it as well. It's the same as what is taught in class. We were just taught the basics first, and*

*then, if we understood, we were given more difficult questions. Later, we were given various exercises." (PS3)*

The interview result aligns with Takala's (2016) study which found the deductive approach is related to explicit teaching, which has significant evidence in leading to successful learning results. However, AS1 said that the inductive approach also helped them to understand the material more.

*"Firstly, because at that time, it was about revisiting the simple past, present, future, continuous tenses, and all that. Honestly, I (...) only understood like two out of ten, (...). Then, coincidentally, when Kak G was making a sentence, she asked us to guess the formula or which tense it belonged to. Secondly, we were also asked to create random sentences. Then, we had to identify them ourselves. And also, Kak G would create formulas, and we had to make the sentences. Through exercises like that, I felt like my understanding increased a lot. I became more knowledgeable and understood better." [...] (AS1)*

That interview result proves that the inductive approach, which is related to implicit teaching (Takala, 2016), is also successful in providing effective grammar lessons. The students said that their understanding increased a lot when the tutor used the inductive approach as the inductive teaching approach fosters' students' critical thinking by analyzing real-life examples and students' active engagement (Raxmonovna, 2023). Additionally, some studies show students taught grammar using inductive approaches outperformed significantly the students taught using deductive approaches (Benitez-Correa et al., 2019; Obeidat & Alomari, 2020; Shirav & Nagai, 2022).

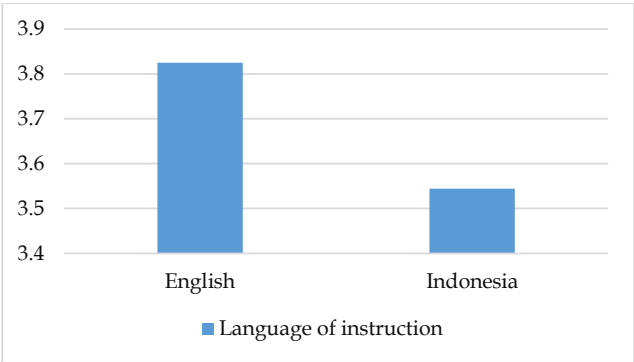
Apart from the positive perception of the inductive approach, AS2 said,

*"(...), I'm being neutral because, for me, whether the tutor starts with explicit grammar rules or starts with examples first, it's the same. What matters is the overall content of the tutor." (AS2)*

The interview result shows that deductive and inductive routes benefit different students. The other said that the route of learning chosen by the tutor does not matter because what matters is the content of the lesson. From all of that evidence, it can be concluded that both deductive and inductive learning routes could lead to successful learning results. According to the observation result, three out of four tutors applied the deductive approach to teach the students. They introduced the material, and then they asked students some questions related to the materials. On the other hand, the other tutor applied the inductive approach by giving students exercises for final test preparation, and after that, they discussed it together.

*Language of Instruction*

Takala (2016) stated that determining the language of instruction can also help discover the underlying method of teaching. Two language options that can be used to teach grammar in the grammar tutoring program for Indonesian students are students’ first language, Indonesian, or English. Here is the result of the students’ preferred language of instruction:



**Figure 4.** Students’ Preferred Language of Instruction

Figure 4 shows the result of the questionnaire data on students’ preferred language of instruction. The figure shows that students gave positive responses to Indonesian and English as the languages of instruction. According to the gathered data, the participants gave three

different responses when choosing the preferred language of instruction.

The student who preferred Indonesian as the language of instruction stated that the Indonesian language would help students to understand the material and tutors' words better (PS2).

*"Okay. First, using the Indonesian language is easier to grasp. It's easier to understand. And I can also understand what Ka I means." (PS2)*

On the other hand, a student who preferred English as the language of instruction said that using English would make them accustomed to listening to new English vocabulary and pronunciations and would help those who were taking the English Language Education Study Program (AS4).

*"Yes, of course, because we are in the English study program, I believe it's better to stick with English. As you mentioned, it helps us practice and exposes us to new vocabulary and pronunciation. By using English more often, we can better understand English words and enhance our ability to communicate in English as well." (AS4)*

There was also one participant who said that it would be better if the tutor combined English and Indonesian to teach grammar (PS4).

*"Actually, I like it when the tutor explains in English, but it's also helpful when they combine it with Indonesian. This is because, as I mentioned earlier, my English language proficiency is not very strong. So, having a combination of English and Indonesian explanations is beneficial for me." (PS4)*

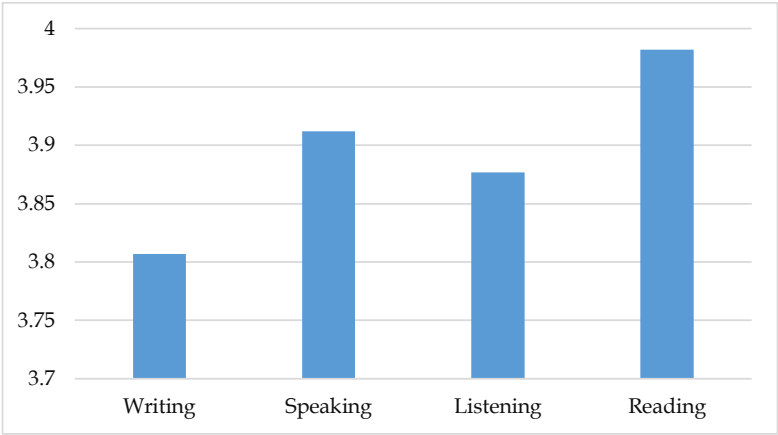
The interview results above give more in-depth information on how students' preferred language instructions. Using Indonesian language as the language of instruction would help the students who still have difficulty in English understand the material, and using



English as the language of instruction would help other students learn and practice their listening and speaking skills. Another student also shared her opinion that combining Indonesian and English as the language of instruction was beneficial for her. Additionally, the result of class observations showed that all of the tutors used a combination of Indonesian and English as the language of instruction to teach the students. Most tutors used English as the dominant language but sometimes used Indonesian to re-explain complex ideas or rules.

*Preferred Emphasized Skills*

To identify suitable teaching methods, investigating the preferred emphasized skill is necessary as different skills would impact the approach tutors/teachers would use. Takala (2016) stated that determining the primary important skill(s) can reveal the underlying teaching method. Here is the result of students’ preferred emphasized skill:



**Figure 5.** Students’ Preferred Emphasized Skill

Figure 5 shows the results of the questionnaire data regarding students’ preferred emphasized skills in the learning process. The figure shows that students responded positively to all statements regarding their preferred emphasized English skills. The sequence of English skills ranked from the highest to the lowest score is reading ( $\bar{x}$

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= 3.982), speaking ( $\bar{x}$  = 3.912), listening ( $\bar{x}$  = 3.877), and writing. ( $\bar{x}$  = 3.807).

One of the students who preferred reading skills mentioned that the tutoring program helped her analyze sentences with correct grammar in reading class.

*"It also helps me not only in the grammar class but also in other courses like Basic Writing and Reading. There were times when we practiced analyzing sentences that had errors, whether it was a grammar mistake or an error within the sentence structure. With the presence of a grammar tutor, I can analyze those sentences and transform them into grammatically correct ones. (PT3)*

Students who preferred listening and speaking skills said that by emphasizing those skills, they could receive feedback when she used incorrect pronunciation.

*"Because of that, we can see that the tutor is also able to provide feedback. For example, if we make a mistake in our pronunciation, the tutor will correct it for us." (PT4)*

Another student who preferred writing skills said that grammar has a relation with writing, and doing writing tasks helps the student to understand grammar concepts more effectively.

*"Yes, that's right. It might be related to grammar because grammar is more about written expression. So, when the tutor assigns us writing tasks, I believe it further enhances our understanding of grammar. It helps the students grasp the concepts of grammar more effectively." (AT4)*

Then, there was a statement from one of the tutees that said her tutor taught her that English consists of not only one aspect, so by mastering grammar, the other skills will be mastered more easily.

*“That's true. In tutoring, we were taught that English encompasses not just one aspect like speaking or writing alone. It all comes together as a whole. It's like they are interconnected. If we have a good understanding of grammar, it will make it easier for us to learn writing, listening, and reading as well.” (AT3)*

The interview results above strengthened the questionnaire result presented in Figure 4. The interview results show that the four English skills chosen by students had their benefits for the students. Emphasizing reading skills helped them in reading class, emphasizing listening and speaking skills helped them use correct pronunciation, and emphasizing writing skills helped them understand grammar concepts more effectively. In reality, based on the class observation, all tutors trained students’ writing, speaking, and reading skills and used quite different approaches for teaching those skills i.e. when the focus in on writing, the tutor spent more time discussing the grammar rules and error analysis. However, none of them emphasized students’ listening skills during the learning process.

*Preferred Teaching Techniques*

The researchers also investigated tutees’ perceptions of certain grammar teaching techniques drawn from some grammar teaching methods, such as grammar translation method, direct method, audio-lingual method, total physical method, and communicative language teaching method. Here is the result of tutees’ perceptions of certain grammar teaching techniques.

**Table 4.** Students’ Preferred Techniques  
from Grammar Teaching Methods

No.	Statement	$\bar{x}$
1	I like it when the tutor explains the materials by translating the content.	4.28
2	I like it when the tutor teaches grammar highly focusing on grammar rules and patterns (form-focused).	4.18

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3	I like it when the tutor provides listening and imitating sound activities to teach grammar so that I can automatically produce the sounds.	3.91
4	I like it when the tutor explains materials (sentences) by presenting physical objects or abstract ones through some ideas or thoughts instead of translating the sentences.	4.05
5	I like it when the tutor teaches grammar using repetition and drilling.	4.3
6	I like it when the tutor teaches grammar by giving conversation drills using simple dialogue.	4.25
7	I like it when the tutor teaches grammar through commands and physical actions.	3.61
8	I like it when the tutor teaches grammar while learning vocabulary items, especially verbs.	4.49
9	I like it when the tutor teaches grammar focusing clearly on meaning.	4.3
10	I like it when the tutor teaches grammar by giving real-life situations practice in the classroom (e.g. giving authentic problem-solving tasks).	4.28

Table 4 shows the result of questionnaire data on students’ perceptions of certain techniques of grammar teaching methods, i.e. grammar translation method (1-2), direct method (3-4), audio-lingual method (5-6), total physical response (7-8), and communicative language teaching (9-10). The figure shows that the eighth statement received the highest mean score ( $\bar{x}$ : 4.49). One of the students said that learning vocabulary can help them understand part of speech, which is learning about verbs and adjectives. That statement is shown in this interview result:

*"The thing is, when it comes to the part of speech, I sometimes still get confused about which ones are verbs. And there are various types of verbs, right? I'm still confused about distinguishing them. Whether it's an adjective or a verb like that." (PT4)*

The interview result supports the questionnaire result where students mostly agreed that they like it when the tutor teaches grammar while learning vocabulary items, especially verbs and directly practicing those verbs. According to the observation results, three out of four tutors had taught vocabulary implicitly through reading books and working on exercises.

The statements that received the second-highest mean score were statements number five and nine ( $\bar{x}$ : 4.298). The statements "I like it when the tutor teaches grammar using repetition and drilling" and "I like it when the tutor teaches grammar focusing clearly on meaning". One of the students said that drilling helps them understand the material more deeply and master it. Another student said that by focusing on meaning, the student can immediately learn the essence of the material. Those statements are shown in the interview results below:

*"Because with drilling, we can understand the material more, go deeper, and through drilling exercises, the material will be ingrained in our minds. With more practice like that, it becomes more ingrained, and eventually, it will be memorized." (AS4)*

*"I agree more because it can be more, (...) direct to the point, like that. Not too much running around (...). If there's too much running around, I'll end up getting confused." (AS2)*

The interview results show that using drilling and repetition and focusing on meaning when learning grammar help students understand the material. Those techniques helped students master the material and focus on the essence of the material. However, the observation result shows that only one of the three tutors used drilling and repetition techniques. For the technique of teaching grammar by focusing on meaning, all tutors applied that technique in class. The tutors emphasized the importance of understanding the meaning of the sentences they presented in the lesson.

Then, the statement that received the lowest mean score was statement seven ( $\bar{x}$ : 3.614), "I like it when the tutor teaches grammar through commands and physical actions." It turned out that students did not like learning grammar through command and physical actions. One of the students said it because it feels like they are being forced to do that. That statement is supported by the interview result below.

*[...] "I don't really like it, it feels like it's too forced. But Kak M rarely gives commands like that." (AS3)*

The interview results show that teaching grammar through commands and physical actions, which is one of the techniques in the total physical response method, has low interest. In addition, the observation results show that tutors rarely used the aforementioned technique to teach grammar in the tutoring class.

## Discussion

The findings show two major themes. First, the majority of the students considered tutors' teaching methods had succeeded in producing effective learning which is in line with Ali, Anwer, & Jaffar's (2015) study. Further, students appreciated their tutors who always monitored their comprehension, one of the crucial aspects of TESOL International Association's (2018) principles. It aligns with Hattie and Timperley's (2007) study which highlights the importance of formative and/or ongoing assessments and feedback to support students' learning as what the tutors did by monitoring students' understanding and responses, assessing students' progress, evaluating the types of errors students made, offering strategic feedback (i.e. gives the feedback in front of others or personally), and using various assessment types to measure students' outcomes. Additionally, the researchers noted classroom culture created by the tutors also made students feel comfortable and motivated to learn (Blok, Lockwood, & Frendo, 2020) as some students mentioned that their tutor was their friend in understanding grammar principles. A positive learning

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environment could positively enhance students' psychological factors which later could influence students' language acquisition (Dörnyei, 2005).

Second, this study found grammar tutoring students showed some preferences in terms of learning approaches, methods, and techniques. Participants of this study shared that both deductive and inductive approaches were reported as helpful as suggested by Ellis (2006) and Norris and Ortega's (2000) study, with a slight preference for the deductive approach. The preference for deductive approaches among Indonesian students may be attributed to their familiarity with this method in their previous educational experiences (Ajisuksmo & Vermunt, 1999; Nur, 2020) ) as it happens to other countries like Japan (Shirav & Nagai, 2022), Ecuador (Benitez-Correa et al., 2019) and Jordan (Obeidat & Alomari, 2020). However, giving students some challenges by changing the approach will likely give them more meaningful experiences and better understanding and eventually result in better test scores as some studies suggest (Male, 2016; Tanihardjo, 2016; Wardani & Kusuma, 2020). This suggests that while students might prefer a more familiar method, giving exposure to varied approaches can enhance their learning outcomes. Then, the combination of English and Indonesian languages as a language of instruction with more emphasis on English was considered by the grammar tutoring program more helpful than solely utilizing one language of instruction. This preference reflects the importance of comprehensible input and scaffolding in second-language learning (Krashen, 1985; Vygotsky, 1978) as students need to understand basic principles first which was normally taught in simple English and reemphasized using Indonesian. Further, students desired to learn the four English skills in the grammar tutoring program to accommodate various contexts of language usage (Hinkel, 2006) and did not wish to learn solely the principles without contexts. Students seemed to be aware of the tutors's approaches when they were dealing with different topics or skills. This aligns with Widodo's (2006) study. He suggests EFL

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teachers can integrate grammar or structure into other language skills in such a way that the goal of learning language is achieved.

Lastly, students favored learning grammar using the audio-lingual specifically the repetition and drilling techniques as it helps students learn materials in a tangible context, and building speaking and listening habits is one of the techniques to improve writing and listening abilities especially related to their accuracy (Keo & Lan, 2024; Suhartini, 2022). Learning grammatical patterns using repetition can boost students' confidence in using these structures as they have recognized the patterns in different settings (Richards & Rodger, 2014; Larsen-Freeman & Anderson, 2011). In addition, students also prefer communicative language teaching methods. Communicative language teaching methods provide situation-oriented language teaching (Santos, 2020) where students can find grammatical items that are naturally introduced via realistic topics such as school life, home life, etc. and at the same time could improve students' grammar-paper test and oral test (Ho & Binh, 2014).

## CONCLUSION

The findings of this research showed that despite previous comments regarding the ineffectiveness of the tutoring program, participants in this study showed positive perceptions toward tutors' teaching methods. The findings from the questionnaire showed that the mean score was four point twenty-nine ( $\bar{x} = 4.29$ ). It indicates that the students positively perceived the tutors' teaching methods in the grammar tutoring program. Besides, the interview and observation results supported the findings from the questionnaire. The students also felt that the tutors were able to create a classroom culture that made them feel comfortable in the class and motivated to learn, practice, and take risks with language. The observation result also aligned with all students' responses in the questionnaire and interview. The researchers concluded that most of the students considered tutors' teaching methods in the grammar tutoring program to be effective in teaching them.

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Furthermore, the findings show some students' teaching approaches, methods, and technique preferences to be applied by their tutors. First, students desired to learn grammar using the audio-lingual and communicative language teaching methods. Second, indeed, students had positive perceptions of the two routes of learning, however, they expressed a greater preference for the deductive approach. Then, students also had positive perceptions of the two languages of instruction. Students preferred English but wanted the tutors to still use Indonesian in the grammar tutoring class. The students also had positive perceptions of the four English skills, which means they would like the tutors to emphasize them in the grammar tutoring class.

The findings of this study have several implications. First, the administrators must prepare the tutors (Weigle & Nelson, 2004) and recognize the diverse students' learning preferences, and be able to adopt flexible learning approaches in grammar learning tutoring programs. Second, based on the observation coupled with the students' perceptions found in the questionnaire answers and interview results, the department and tutors should make sure the class atmosphere is motivating and supportive for learners as it helps learners learn better. Third, students highlighted the need to foster better collaboration and ultimately communication between tutors. It implies the need for all departments to facilitate, accommodate, and encourage tutors to share best practices, sources, and pedagogical approaches to enhance the quality of tutoring programs. Lastly, ongoing monitoring of students' progress as well as tutors' learning plans and dynamics are crucial in establishing effective tutoring programs.

Finally, even though all of these research findings were able to investigate students' perceptions of tutors' teaching methods in the grammar tutoring program in this particular university context, this research still has some limitations that can be considered for future research. The first limitation is that the researchers only observed the final meeting of the tutoring classes which may have impacted the data's representativeness. Then, the purposive sampling for the

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interview was only based on one observation. It is necessary to consider these limitations in interpreting this research's findings and conducting future research.

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