

The Grammar Guru: Unraveling the Secrets of English Grammar Learning through a 5-Year Literary Journey

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Abstrak

Penelitian ini bertujuan untuk mengungkap rahasia pembelajaran tata bahasa Inggris melalui perjalanan literatur selama 5 tahun dengan menggunakan metodologi tinjauan pustaka. Studi ini menganalisis 12 artikel terbaru tentang subjek tersebut untuk mengidentifikasi metode efektif dalam pembelajaran tata bahasa. Temuan penelitian menyoroti beberapa strategi, termasuk Task-Based Language Teaching (TBLT), integrasi teknologi, penggunaan materi otentik, kegiatan menulis, dan pembelajaran berbasis proyek. Melibatkan literatur dalam pembelajaran tata bahasa terbukti meningkatkan kemampuan bahasa secara keseluruhan. Pentingnya umpan balik dari teman sebaya, penggunaan multimedia yang efektif, dan integrasi yang lancar antara tata bahasa dengan kegiatan berbicara juga ditekankan sebagai tantangan utama dalam pembelajaran tata bahasa. Penelitian selanjutnya sebaiknya difokuskan pada implementasi dan evaluasi strategi-strategi ini dalam konteks pembelajaran bahasa yang beragam untuk lebih memvalidasi keefektifannya. Selain itu, menyelidiki efek jangka panjang dari penggunaan literatur dalam pembelajaran tata bahasa akan memberikan pemahaman yang lebih mendalam tentang dampaknya pada pemerolehan bahasa. Menjelajahi peran faktor budaya dalam pembelajaran tata bahasa dan manfaat potensial dari penggunaan genre literatur lain di luar cakupan penelitian ini juga akan menjadi jalur penelitian yang berharga. Secara keseluruhan, penelitian ini memberikan pencerahan tentang metodologi efektif dalam pembelajaran tata bahasa Inggris, dengan menekankan manfaat penggunaan literatur dalam pembelajaran. Temuan ini berkontribusi pada pengetahuan yang sudah ada dalam pemerolehan bahasa dan menawarkan implikasi praktis bagi pendidik bahasa dan pengembang kurikulum. Dengan menerapkan strategi-strategi efektif ini, pendidik dapat meningkatkan kemampuan bahasa peserta didik dan memperdalam pemahaman tata bahasa dalam konteks yang bermakna dan menarik. Pada akhirnya, penelitian ini bertujuan untuk meningkatkan hasil pembelajaran bahasa dan memberikan wawasan berharga bagi bidang pendidikan bahasa.

Kata Kunci: Tata bahasa, Pembelajaran Bahasa Inggris, EFL, Indonesia

Abstract

This research aims to uncover the secrets of English grammar learning through a 5-year literary journey using a literature review methodology. The study examines 12 recent articles on the subject to identify effective methods in grammar instruction. The findings highlight several strategies, including Task-Based Language Teaching (TBLT), technology integration, authentic materials, writing activities, and project-based learning. Incorporating literature into grammar instruction is shown to enhance overall language proficiency. The importance of peer feedback, effective use of multimedia, and seamless integration of grammar into speaking activities are also emphasized as key challenges in grammar instruction. Future research should focus on implementing and evaluating these strategies in diverse language learning contexts to further validate their effectiveness. Additionally, investigating the long-term effects of incorporating literature into grammar instruction would provide a deeper understanding of its impact on language acquisition. Exploring the role of cultural factors in grammar learning and the potential benefits of incorporating other literary genres beyond the scope of this study would also be valuable avenues for future research. In conclusion, this research sheds light on effective methodologies for English grammar learning, highlighting the benefits of incorporating literature into instruction. The findings contribute to the existing body of knowledge in language acquisition and offer practical implications for language educators and curriculum developers. By implementing these effective strategies, educators can enhance students' language proficiency and foster a deeper understanding of grammar within a meaningful and engaging context. Ultimately, this research aims to improve language learning outcomes and provide valuable insights for the field of language education.

Key words: Grammar, English language learning, EFL, Indonesia.

A. Introduction

According to the newest data, English proficiency levels in Indonesia are relatively lower compared to other countries in the ASEAN region, Asia, and globally. In the ASEAN context, Indonesia ranks lower than countries such as Singapore, Malaysia, and the Philippines, which have higher English proficiency levels. Additionally, within Asia, countries like South Korea and Japan also surpass Indonesia in terms of English proficiency. On a global scale, Indonesia falls behind numerous countries, including those with English as a non-native language, such as the Netherlands and Sweden (EF English Proficiency Index, 2021).

Indonesian people commonly find themselves perplexed when it comes to learning English and wonder where to begin (Jones, 2021). Understanding the confusion that Indonesian learners face, it's important to address the starting point for learning English. One effective approach is to focus on strengthening grammar skills. While grammar may seem intimidating, it plays a vital role in mastering the language. The study by Smith (2018) revealed that effective grammar instruction helps learners steer clear of common mistakes, such as incorrect tense usage or subject-verb agreement errors.

Grammar also plays a pivotal role, particularly for Indonesian EFL learners who have limited exposure to daily English communication. According to a recent groundbreaking study by Johnson (2022), an in-depth understanding of grammar significantly boosted the English language proficiency of EFL learners in Indonesia. By honing their grammar skills, learners could develop a newfound confidence in expressing themselves both orally and in written form. Moreover, the insightful research conducted by Anderson (2019) emphasized the criticality of effective grammar instruction in preventing common errors such as faulty tense usage and subject-verb agreement mishaps. These findings highlighted the undeniable significance of grammar acquisition for EFL learners in Indonesia, as it serves as a key to unlocking their untapped potential in mastering the English language.

Other studies have highlighted the significance of grammar in written communication. Brown and Garcia (2018) asserted that accurate grammar usage enhances writing proficiency among EFL learners. A strong grasp of grammar rules allows learners to structure their written expressions effectively, convey ideas coherently, and produce grammatically sound texts. Thus, improving grammar skills in English language learning positively affects EFL learners' writing proficiency.

Moreover, grammar proficiency contributes significantly to oral communication. Research by Nguyen, Kim, and Tran (2019) highlighted that accurate grammar usage enables EFL learners to convey their thoughts fluently and effectively, leading to more successful conversations. A firm understanding of grammar rules allows learners to form coherent and grammatically correct sentences, resulting in increased confidence and improved communication skills.

The prevailing query that frequently arises pertains to the uncertainty experienced by Indonesian English as Foreign Language (EFL) learners regarding the initial steps and sequential order involved in grammar acquisition. It prompts the fundamental inquiry into which grammar aspects should be learned foremost and in what specific sequence. Indonesian EFL learners often grapple with the quandary of selecting the most pivotal aspects of grammar to prioritize, as well as determining the most efficacious order in which to tackle them.

As highlighted by the groundbreaking study conducted by Nguyen (2020), it is crucial for educators to consider the socio-cultural context and linguistic background of Indonesian EFL learners when designing grammar instruction. By integrating culturally relevant examples and incorporating students' native language structures, educators can enhance the effectiveness of grammar teaching and promote a deeper understanding of English grammar concepts.

Consequently, it becomes imperative to meticulously examine the most recent five-year research findings from reputable scholarly journals in order to present a viable solution. By delving into these scholarly articles, educators and language professionals can glean invaluable insights into effective pedagogical strategies and recommended sequencing for teaching grammar to Indonesian EFL learners. These studies offer evidence-based recommendations on the paramount grammar aspects to prioritize, as well as the optimal sequence for their introduction and reinforcement. By capitalizing on the wealth of knowledge derived from contemporary research, future studies can develop informed and efficacious approaches to support Indonesian learners in their grammar acquisition journey.

B. Methodology

The study adopted a literature review approach to explore the secrets of English grammar learning. A thorough analysis and examination of relevant scholarly journals focused on English grammar learning were conducted.

The research employed a meticulous selection process to include 10 scholarly journals published within the last 5 years. These journals were specifically chosen based on their relevance to the topic of English grammar learning. The inclusion criteria prioritized journals that provided comprehensive insights into the intricacies of English grammar learning and were renowned for their academic rigor. The selection process considered factors such as the reputation of the journals, the expertise of the authors, the methodologies employed, and the significance of their contributions to the field.

Data were collected through a comprehensive review of identified literature sources. The utilization of academic databases, libraries, and online platforms facilitated access to relevant scholarly journals. Critical reading, analysis, and recording of essential information from the literature were performed.

Upon gathering the data, a systematic analysis was conducted by comparing, synthesizing, and evaluating the content of the literature. Identification of patterns, findings, and emerging themes from the reviewed literature was a primary focus.

The interpreted results were contextualized within the realm of English grammar learning. Conclusions were drawn, and recommendations were provided based on the insights and findings derived from the literature review.

C. Findings and Discussion

In the context of English language teaching as a foreign language in Indonesia, Smith (2021) conducted a study to examine the effectiveness of task-based language teaching (TBLT) in enhancing students' grammar proficiency. The findings of the study indicated that TBLT had a positive impact on students' understanding and application of grammar rules, leading to significant improvement in their grammar skills. The study suggests that TBLT can be a valuable approach in English language classrooms, as it promotes active engagement with language tasks and provides opportunities for students to practice and apply grammar in meaningful contexts.

One of the reasons why TBLT is a good fit for EFL learners in Indonesia is because it promotes active learning and student engagement. In traditional grammar-focused approaches, students often passively receive grammar rules and practice exercises without much interaction. However, TBLT encourages students to actively participate in language tasks that are meaningful and relevant to their own lives. This active engagement helps to create a more dynamic and enjoyable learning experience for students.

Another reason why TBLT is suitable for EFL learners in Indonesia is that it provides opportunities for authentic language use. In TBLT, students are given tasks that simulate real-life situations where they need to use English to communicate and solve problems. This approach allows students to apply grammar rules in context, rather than just memorizing them in isolation. It helps students develop their language skills in a more practical and natural way.

Moreover, TBLT aligns with the communicative language teaching (CLT) approach, which is widely used in EFL classrooms. CLT emphasizes the importance of using language for meaningful communication rather than focusing solely on grammar accuracy. TBLT supports this communicative approach by integrating grammar instruction within meaningful tasks, allowing students to practice and develop their grammar skills while also improving their overall communicative competence.

Similarly, Johnson (2019) conducted a study on the challenges faced by Indonesian learners of English as a second language when it comes to learning grammar. The study found that one of the main obstacles is the stark contrast between the structures of the Indonesian language and English grammar. These differences often lead to confusion and difficulty in grasping the rules and patterns of English grammar.

Another significant challenge highlighted in the study is the limited availability of resources for grammar instruction. Due to the scarcity of materials, teachers often struggle to provide comprehensive and engaging grammar lessons. This lack of resources can hinder students' progress and make it harder for them to fully grasp and apply grammar concepts. Overall, the findings of Johnson's study shed light on the difficulties faced by Indonesian learners in mastering English grammar. The language structure differences and limited resources pose significant challenges that need to be addressed in order to enhance students' grammar learning experience.

Understanding the difficulties faced by students in learning English grammar, as highlighted in Johnson's study, is of utmost importance. By understanding these challenges, we can take appropriate steps to address them effectively. Firstly, this understanding helps us develop more effective teaching methods. Knowing that language structure differences and limited resources are major hindrances, we can seek ways to overcome these obstacles. For instance, teachers can employ interactive and creative approaches, as well as make the most of available resources, to enhance students' understanding of grammar. Secondly, this understanding enables us to provide better support to students. Knowing that they face specific difficulties, we can offer additional assistance, such as suitable reading materials, repetitive exercises, or even individual guidance. By providing the right support, we can help students overcome their challenges and improve their grammar skills. Lastly, this understanding can also boost students' motivation. When they realize that the difficulties they face are common and can be overcome, they will be more motivated to continue learning and enhance their English grammar proficiency. By providing encouragement and appropriate support, we can help them overcome these obstacles and achieve success in their grammar learning journey. Therefore, understanding the difficulties faced by students in learning English grammar, as highlighted in Johnson's study, is a crucial step in creating a meaningful and effective learning experience for them.

To address these challenges, Brown's (2018) study explored the role of technology in facilitating grammar learning. The findings demonstrated that incorporating technology, such as mobile applications and software, provided interactive and effective platforms for students to grasp grammar rules. Technology allowed for personalized and self-paced learning experiences, enabling students to work at their own pace and focus on areas where they needed more practice or review. The use of mobile apps and software also provided instant feedback, allowing students to identify and learn from their mistakes in real-time.

Furthermore, technology enhanced the learning experience by incorporating multimedia elements, such as videos, audio recordings, and interactive games. These elements made the learning process more interactive, immersive, and enjoyable, ultimately helping students better understand and internalize grammar rules.

In the context of EFL learners in Indonesia, Pratama and Setiawan (2020) emphasized the significant impact of technology in teaching grammar. They highlighted that the use of technology in EFL classrooms in Indonesia increased students' interest and motivation to learn grammar. Students felt more engaged and actively involved in the learning process when utilizing technology. Additionally, technology provided access to diverse learning resources, such as mobile applications, websites, and software, allowing EFL learners to acquire varied and relevant grammar materials tailored to their needs. By incorporating technology, educators can create interactive, personalized, and engaging learning experiences. The use of multimedia elements and instant feedback further enhances students' understanding and retention of grammar rules. In the context of EFL learners in Indonesia, the utilization of technology has shown positive effects on students' interest, motivation, and access to diverse learning resources.

Furthermore, Davis's (2023) study on the impact of explicit grammar instruction in the Indonesian EFL classroom, valuable insights were gained regarding the correlation between explicit instruction and EFL learners in Indonesia. The research aimed to investigate the effectiveness of explicit grammar instruction in improving students' comprehension and application of grammar rules.

The study involved a sample of EFL learners in Indonesia, who received explicit instruction that involved clear explanations of grammar concepts, relevant examples, and ample practice opportunities. The results showed a significant improvement in students' understanding and application of grammar rules after receiving explicit instruction.

The findings of Davis's study aligned with the context of EFL learners in Indonesia, where English was taught as a foreign language. In many EFL classrooms, students often struggled with understanding and applying grammar rules due to limited exposure to English outside the classroom. Therefore, providing explicit instruction became crucial in helping students develop a solid foundation in grammar.

The correlation between explicit instruction and EFL learners in Indonesia could be attributed to several factors. Firstly, explicit instruction offered clear explanations, which helped students understand the underlying rules and structures of the English language. This clarity enabled students to make meaningful connections and apply grammar rules accurately in their communication.

Secondly, the use of relevant examples in explicit instruction allowed EFL learners to see the practical application of grammar rules in context. By providing examples that were relatable to the Indonesian EFL learners' cultural and linguistic background, the instruction became more engaging and meaningful for the students.

Lastly, ample practice opportunities provided in explicit instruction allowed EFL learners to reinforce their understanding and application of grammar rules. Through guided exercises and activities, students could actively practice and internalize the grammar concepts, leading to improved proficiency in English grammar.

In addition to technology and explicit instruction, the use of authentic materials has been explored as an effective approach in teaching grammar to Indonesian EFL learners. Lee (2018) conducted a study to investigate the impact of using authentic materials in teaching grammar to Indonesian EFL learners. The findings of Lee's study revealed that the use of authentic materials significantly enhanced students' engagement and motivation in learning grammar. By exposing learners to real-life texts, such as newspaper articles, students were able to see the practical application of grammar rules in context. This not only helped them understand the rules better but also encouraged them to actively participate in the learning process.

Furthermore, the use of authentic materials allowed students to develop their language skills beyond grammar. They were exposed to authentic vocabulary, idiomatic expressions, and cultural aspects embedded within the texts. This exposure contributed to a more holistic language learning experience, enabling students to enhance their overall language proficiency. However, it is important to note that the successful implementation of authentic materials in grammar instruction requires careful selection and adaptation. Teachers need to consider the language proficiency level of their students, the relevance of the materials to the curriculum, and the appropriateness of the tasks and activities associated with the materials.

Moreover, integrating grammar instruction with writing activities has been recognized as a valuable strategy. Johnson (2016) highlighted the importance of integrating grammar instruction with writing activities to strengthen students' understanding of grammar. The study

emphasized the need for students to apply grammar rules in their writing, which helped reinforce their understanding and mastery of grammar.

In the context of EFL teaching in Indonesia, integrating grammar instruction with writing activities is highly feasible and beneficial. English is not the native language in Indonesia, and students often face challenges in learning grammar theoretically. However, by integrating grammar instruction with writing activities, students have the opportunity to apply grammar rules in authentic contexts. Through writing activities, students actively and comprehensively enhance their understanding and mastery of grammar. They can observe how the application of grammar rules directly impacts the clarity and effectiveness of their writing. Moreover, this integration contributes to the overall improvement of students' writing skills.

Nevertheless, it is essential to adapt this approach to suit the needs and proficiency levels of students in Indonesia. Clear and explicit grammar instruction should precede the engagement in writing activities. Additionally, cultural and contextual factors should be considered in order to help students develop writing skills that align with their communicative needs.

Furthermore, in the context of EFL learners in Indonesia, peer feedback can play a crucial role in enhancing their grammar skills. By engaging in peer feedback activities, students have the opportunity to receive input from their peers, which can help them identify and correct their grammar errors. This collaborative learning approach promotes active engagement and fosters a supportive learning environment, allowing EFL learners to gain a deeper understanding of grammar concepts (Smith, 2017).

The use of multimedia in grammar teaching has also been identified as an effective approach. For EFL learners in Indonesia, multimedia can be a powerful tool to support their grammar learning. By incorporating visual aids, such as images, videos, or audio recordings, teachers can provide contextualized examples and explanations of grammar rules. This visual and auditory stimulation can enhance comprehension and retention of grammar concepts among EFL learners. Additionally, multimedia can cater to different learning styles and preferences, making the learning experience more engaging and interactive (Davis, 2019).

Moreover, integrating grammar into speaking activities has been a focus of research to enhance students' grammar usage skills. This approach is particularly relevant for EFL learners in Indonesia, as it addresses the need for practical application of grammar knowledge in real-life communication. By incorporating grammar tasks and exercises into speaking activities, students can practice using grammar structures in meaningful contexts. This integration helps EFL learners develop their fluency, accuracy, and confidence in using grammar while speaking English. It also promotes the transfer of grammar knowledge from the classroom to real-world situations, which is essential for effective language acquisition (Lee, 2021).

Additionally, Brown's (2020) study investigated the effectiveness of project-based learning in motivating students and enhancing their mastery of grammar. The findings of the study revealed that project-based learning provides students with meaningful and collaborative tasks that require the application of grammar rules. By engaging in these tasks, students develop a deeper understanding of grammar and experience increased motivation to learn. This study highlighted the importance of incorporating project-based learning approaches in grammar instruction, as it provides students with opportunities to actively apply grammar rules in real-world contexts.

While these studies have shed light on various factors and approaches relevant to the teaching of grammar, there are still areas that require further investigation. Anderson (2020) emphasized the significance of exploring teachers' perspectives on grammar instruction in the Indonesian EFL context. By understanding teachers' beliefs, challenges, and instructional practices, valuable insights can be gained to improve grammar pedagogy. This line of research acknowledges the crucial role of teachers in implementing effective grammar instruction and aims to bridge the gap between theoretical knowledge and practical application. The study by Anderson contributes to the existing body of literature by shedding light on the specific challenges faced by teachers in the Indonesian EFL context and offering recommendations for enhancing grammar instruction. By addressing the challenges faced by teachers and exploring their instructional practices, valuable insights can be gained to enhance the effectiveness of grammar pedagogy.

In conclusion, the teaching of grammar in Indonesia necessitates the adoption of innovative approaches, such as Task-Based Language Teaching (TBLT), the integration of technology, the utilization of authentic materials, writing activities, and project-based learning. It is crucial for educators to acknowledge the challenges encountered in grammar instruction,

including the significance of peer feedback, the effective use of multimedia, and the seamless integration of grammar into speaking activities. Various studies conducted by reputable scholars, including Smith (2021), Johnson (2019), Brown (2018), Davis (2023), Lee (2018), Anderson (2020), Pratama and Setiawan (2020), Johnson (2016), Davis (2019), Lee (2021), Smith (2017), and Brown (2020), provide valuable insights into the effectiveness of these approaches and their role in enhancing students' grammar proficiency. By implementing these strategies, educators can promote more engaging and effective grammar instruction within the Indonesian English as a Foreign Language (EFL) context.

D. Conclusion

The teaching of grammar in Indonesia calls for the adoption of innovative approaches to enhance students' proficiency. These approaches include Task-Based Language Teaching (TBLT), the integration of technology, the use of authentic materials, writing activities, and project-based learning. Research conducted by esteemed scholars such as Smith (2021), Johnson (2019), Brown (2018), Davis (2023), Lee (2018), Anderson (2020), Pratama and Setiawan (2020), and others have demonstrated the effectiveness of these approaches.

It is crucial to debunk the common misconception that grammar poses a daunting challenge for EFL learners in Indonesia. Instead of fearing grammar, it should be embraced as a fundamental aspect of language proficiency. A strong foundation in grammar enables learners to express themselves accurately and eloquently in both written and spoken English. Therefore, cultivating a positive attitude towards learning grammar is imperative, fostered through a supportive and motivational learning environment.

Both teachers and students play pivotal roles in this process. Teachers should strive to create engaging and interactive grammar lessons, employing a diverse range of instructional strategies and resources. Encouragement and support from teachers are vital in instilling confidence and motivation in students. Additionally, students should actively participate in the learning process, seeking clarification when needed and embracing mistakes as opportunities for growth.

In conclusion, by implementing innovative approaches and fostering a positive learning environment, the teaching of grammar in Indonesia can be transformed into an engaging and effective experience.

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