



## Teaching and Learning English Grammar through Discourse for EFL Students

Experimental Research on the Bilingual Classes of Eighth Grade Students of State Islamic  
Junior High School (MTsN) 1 Kudus

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### Abstract

This research identifies the result of using discourse for teaching and learning English grammar for EFL students of eighth-grade students in the bilingual classes of State Islamic Junior High School 1 Kudus. Grammar is the main competence to improve general language skill in English. However, students often face many difficulties in studying many rules of English grammar. The research was conducted to measure if a discourse approach could enhance the student's English grammar competence. The design used in this research was Experimental Research. The study was conducted at the eighth-grade students in bilingual classes of State Islamic Junior High School 1 Kudus. There are 2 bilingual classes. They were divided into 2 groups. The first group is a control group consisting of 29 students, and the second was an experimental group consisting of 28 students. Observation, questionnaire, evaluation sheet, and students' grammar test have implemented an instrument to gain the data. The findings of the research proves that teaching and learning English using discourse improved the students' grammar competence.

**Keywords:** Grammar, Discourse, Teaching and Learning English, EFL Students

### Introduction

Grammar teaching still becomes the most common field of research in experimental and practical terms in the area of foreign language learning. Most of EFL learners believe that learning grammar is not easy and it is a complex, uninteresting, and tiresome task (Nia, 2011: 145). Some hold the view that grammar is not essential for foreign language learning and thus it is not important to focus on grammar teaching. Nevertheless, most linguists think that grammar is a major part of language competence and acquisition.

The main purpose of teaching grammar is to assist the pupils to recognize on how language is put up with the intention that when they articulate, examine, and note down, they do not meet any troubles in pertaining the language they are learning. (Roach, 1983: 343) stated that

language forms are able to express linguistic, cognitive, and socio-cultural meaning which can be intuitively grasped by native speakers. Linguistic competence consists of spelling, pronunciation, vocabulary, grammatical structure, sentence structure and linguistic semantics. As a language learner, grammar rules is really important to be mastered.

One of the main challenges that the teachers have to cover in foreign language situations is getting the learners to be aware of sentence structure since it is part of the verbal communication that is important to be learned and to be taught seriously. (Wang, 2010: 80) mentioned that it can be complicated for students to speak English well without learning English sentence structure. Consequently, it is a must for instructors who lecture overseas languages to instruct grammar, and it is a challenge for the teachers to

generate inventive and innovative techniques to train grammar so that such a target is able to be successfully accomplished.

The learning and teaching methods of the teachers in the classroom can be the other factor that also can decrease student's learning motivation and learning outcomes. Most of the teachers still teach English grammar lecture methods that focus only on the grammar rules, and the teachers also using language separated with its use. Thus, when they have to practice what they have learned about English grammar in real-life situations, the students get difficulties to use the language and find it hard to recognize the function of the grammar rules. So there is a need to contribute discourse analysis to language teaching by relying on the sentences functional analysis and utterances considering in an exacting and proper context.

Furthermore, for the students, the necessity to recognize that individual sentences presented in separation are characteristically confusing in terms of their conditional meaning and purpose. For the example cited in (Celce-Murcia & Olshtain, 2000: 20) the judgment "I'm hungry" represents not only "speaker states to suffer hunger," however it, in any case, will have dissimilar explanations based on the context. If it is said to his mother by a child upcoming home at midday, it is an appeal for having lunch. If it is said to a bystander by a homeless person with an widely spread hand, it is a demand for money. And, if it is said by a kid who has just finished a mealtime, it is a request for more food.

Teaching grammar use discourse will facilitate learners to distinguish the arrangements of the verbal communication successfully and obtain new language rules structures and forms. Students will utilize language rules more efficiently in speech if the students are trained in context. If students are set by language rules organizations in situation, they will improve the ability to understand the language. If students are not taught the opportunity to see the sights of the grammar in context, it can be hard for the learners to know how and why they use such kinds of grammar rules to articulate dissimilar expansive significances. Teaching sentence structure using discourse is expected to enhance student's cognitive and contextual engagement in the learning process.

The use of discourse in teaching and learning English language in foreign areas has been researched by several researchers.

Aidinlou' (2011) entitled "A Discourse-based Teaching of Writing for Iranian EFL Students: A Systemic Perspective". The object of his study is 60 learners as the main facilitator in Teaching English as a Foreign Language (TEFL) as of surrounded by three dissimilar universities. They were allocated to experimental and control groups. He has done a pre-test for homogeneity, and also he facilitated the experimental group with Systemic Functional Linguistics (SFL)-oriented discourse knowledge for ten sessions while the control group was treated using a traditional method of teaching script. It was concluded from his research that the discourse-based teaching resulted a big impact on the writing of the Iranian TEFL majors.

In recent years, Yan Wu (2013) has done in investigating a similar study with the title "Conversation Analysis – A Discourse Approach to Teaching Oral English Skill". The research investigates an instructive advance to teaching spoken English-conversation examination. The aim of this study was to present a comprehensible education on how to relate dialogue investigation to teaching verbal English proficiency and the results of this study guides to the practicability of pertaining a conversation analysis advance to teaching learners' verbal English skill.

The similar topic was also done by Holten (2007) entitled "discourse-based Strategies to Address the Lexico-grammatical Development of Generation 1.5 ESL Writers". She focused her study on lexico-grammatical errors commonly found in the educational inscription of Generation 1.5 ESL students and discussed how teaching grammar can be modified to help learners use academic vocabulary in a semantically and grammatically in a proper way using discourse-based strategies.

Studies results above illustrate the use of Discourse Based Learning patterns in various scientific fields. Research on DBL implementation in English learning has never been conducted before. Therefore the study in this thesis becomes important to conduct. Hopefully we can know the ideality of learning English through contextual and relevant to the life of the community. The learning processes followed by the active participations of the community become an effective role model of English learning method.

This study aims using discourse in teaching grammar for EFL students facilitate them to know the ways in which language is used in real communication rather than understanding how grammatical items are combined. For example, in

this research, the researcher used Online Breaking News English as one of the tools that facilitates students to comprehend English news and information since it has a variety of performances, behaviors, and stages for the students that they may perhaps be able to decide to learn, to develop the utilization of the English language.

The pupils as well are able to learn numerous of dissimilar types of sentences, such as past tense, present tense, and future tense. The students know how to investigate the purpose and the types of sentences which are in the text. The students generally realize that it is an easy object and it is not significant for them. The English facilitators come across at the meaning of the text and disregard or abandon the function and kinds of sentences. On the other hand, the kinds of sentences are significant parts in the learning of English know that those are very useful for the students. One simple example is the difference between past tense, present tense, and future tense. Basically uttered, past tense is past simple verbs, whereas present tense and future tense is not. For sentence structure, they could identify and create English grammar tenses, and these perhaps obtain particular studying to comprehend them entirely, that learners are still mystified to differentiate about past tense, present tense, and future tense.

## Material and Methods

This research is a quasi-experimental design which is similar to experimental design unless the participants are not randomly selected for the study (Hatch and Farhady, 1981: 246). There were two variables in this research. First, the dependent variable was the grammar competency which was measured through grammar test. While the independent variable was the method of teaching English grammar through discourse. Descriptive data were collected for the grammar pre-test and post-test. Finally, the T-Test was adopted to find out whether there was any difference among before and after the treatments.

The participants of this research were 57 eighth grade students in bilingual classes who are studying at the State Islamic Junior High School Kudus. They were divided into two groups. The first group was control group and the second was experimental group. The control group had studied English grammar by using conventional methods decided by the school teachers. The experimental group had studied English grammar through discourse for EFL

which was designed by the researcher. Duration of teaching is about one month. The English classes were held two times a week with 90 minutes for each meeting with four grammar lessons for the two classes. Both classes were taught by the same teacher which, in this research is the researcher herself.

This study utilizes quantitative methods of data collections. The researcher collected the data from the interview, treatments, and documentation and observation. The data for the study were collected in two periods- first at the beginning of the observation and after the observation has done. A control group which did not receive treatments and experimental group which received treatments were designed to investigate the effectiveness of using discourse in teaching and learning English grammar. The treatments were done in 4 meetings with 4 grammar topics. The topics used in this treatments were taken from the syllabus made by the English teachers in this school. On the first treatment, the researcher focused more on simple present tense. The second treatment was about simple past tense. The third treatment was about WH Questions, and in the last treatment the researcher discussed more about Adjectives Orders. Later, performance of the two groups can be compared. Through the collection of the data, it was possible to examine the association between pre and post-training and determine different characteristics the variables exhibited.

## Testing Instrument

A test is a significant phase in the teaching and learning process. The test is a set of inquiries which function is to determine the comprehension ability, intelligent, and capacity of personage or collection. "A test is a measuring a person's ability technique, information, or presentation in a specified area" (Brown, 2004:3).

In this research, a test was arranged to identify the progress of students' sentence structure knowledge. To accomplish the aims of the research, the researcher design the instruments as explained below:

- A grammar test for the students (as pre-test and post-test)
- Discourse materials which support by the syllabus of eighth-grade students at the Junior High School level.

## Pre-test

In the pre-test, students were given forty-five multiple choice questions topics on simple

present, simple past, WH-questions, and Adjectives. They were given 90 minutes to do the test. This task was assigned to test the grammar competency of each student and to make sure that they were at the same level of grammar competency.

### Post-test

While in the post-test, students were given forty-five multiple choice questions topics which was similar to the pre-test to measure the differences between before and after the treatments.

### Interview Guide

Interview guide was used to know what the factors of the students' lack ability of their grammatical proficiency and how the teacher's role when the students learn in the classroom. The interview was semi-structure interview. It is flexible because the questions could appear during the interview. The next questions might appear from the answer from the interviewee. The interview has been done on August, 11th, 2017 with the English teacher.

### Questionnaire

A questionnaire is inquiries record to be responded by a group of community in order to get information. The reason of conducting a questionnaire in this study was to collect information commencing the students about the aspects that perhaps have influenced their development in grammar knowledge. The questionnaire in this study consists of 16 items.

### Observation

The instrument used for observation was observation sheet. It has been done while doing the research in the classroom. It was used to take any information of the teacher's preparation before teaching and students' motivation and activities in the classroom. It was used when the researcher in the class, so that the subjects could be clearly.

Data collected from all the sessions will be analyzed carefully by the researcher. All the differences and similarities of all treatment sessions will be compared and contrasted. T-test will be used to answer the research questions of the study and to find out if there any statistically significant differences between students' achievement mean scores according to the method.

## Results and Discussion

This part deals with the findings of the data analysis. There are two parts of findings in this section. The first part is the result of the quantitative data which was analyzed by using SPSS Vol. 16.0. The second part is the result of qualitative data that is the discussion with the teacher and the students.

The researcher used discourse materials to teach grammar for students in the experimental class. On the contrary, the researcher used the materials provided in the textbook to teach grammar in the control group.

### The Distribution of Frequency and Percentage of the Students' Pretest and Post-Test

Table 1: The Distribution of Frequency and Percentage of Pre-Test

No	Category	Range	EXPERIMENTAL		CONTROL	
			Frequency	Percentage	Frequency	Percentage
1	Very Good	36-45	0	0%	0	0%
2	Good	26-35	3	10.71 %	3	10.34 %
3	Fair	16-25	23	82.14 %	25	86.20 %
4	Poor	11-15	2	7.14 %	1	3.45%
5	Very Poor	<10	0	0%	0	0%
TOTAL			28	100%	29	100%

From the Table 1 above, the rate and the proportion of the experimental and control group is virtually balanced. There are both 3 students from each group, the experimental and control group which are classified on a good understanding on English grammar from the result of range 26 up to 35 questions answered correctly. The frequency of the student who had poor understanding on English grammar in experimental and control group also almost the same, with only 1 student had poor understanding on English grammar and 2 students from experimental group who had poor understanding on English grammar.

In the Table 1 we can also see the frequency and the percentage of the students who had fair understanding on English grammar in the control and experimental class. There are 21 students from experimental group and 25 students from control group who had fair understanding on English grammar. There are 4 differences from the amount of the students who had fair understanding on English grammar between control

and experimental group. The findings show that almost all the students had fair understanding on English grammar.

Table 2: The Distribution of Frequency and Percentage of Post-Test

No	Category	Range	EXPERIMENTAL		CONTROL	
			Frequency	Percentage	Frequency	Percentage
1	Very Good	36-45	5	17.86%	0	0%
2	Good	26-35	21	75%	11	37.93%
3	Fair	16-25	2	7.14%	18	62.07%
4	Poor	11-15	0	0%	0	0%
5	Very Poor	<10	0	0%	0	0%
TOTAL			28	100%	29	100%

Post-test was managed followed the action. The score in the post-test in experimental and control group are improved mutually. But, the development in the experimental group is more significant if we compare with the control group. The frequency improved two levels up to where most of the students in the experimental group reach good category and there are up to 5 students had a very good understanding on English grammar while in the control group. The improvement increases only a level up with 18 students still in fair understanding and 11 students were rising up in the good category.

Almost all the students in the experimental group suit the material used well. It is because learning English grammar through discourse is not only about memorizing the grammar rules or formula but also how to understand them in the real context. Besides, the grammar rules were also provided in the various discourse materials, so the students can help themselves in enhancing a better English grammar understanding. The researcher believe that the more the students get chance to know the use of language in the real context, the more they understand the essence of using the grammar rules.

These findings answer the third research question which questioned the effect of using discourse for teaching and learning English grammar for EFL students. The researcher can conclude that by using discourse for teaching and learning English grammar for EFL students can provide a significant improvement more on students' grammar competency to use grammar rules both in spoken and written language.

To bring out the supposed data, the models were verified for the highlight suppositions compulsory for deciding the suitable method. Besides, the calculation of the differences for

Table 3: Descriptives Statistics of Pre-Test and Post-Test

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
pretest_score	Control	29	21.3793	3.52961	.65543	20.0367	22.7219	12.00	29.00
	experimental	28	21.8571	3.64858	.95133	21.5333	24.8239	13.00	29.00
	Total	57	21.6182	3.58909	.52538	21.2107	23.3156	12.00	29.00
posttest_score	Control	29	25.0690	2.99918	.55693	23.9281	26.2098	18.00	31.00
	experimental	28	32.0357	4.40103	.83172	30.3292	33.7423	23.00	42.00
	Total	57	28.4912	5.11693	.67775	27.1335	29.8489	18.00	42.00

the two groups through the Levene's test showed a non-significant value ( $>.05$ ), which entails that identical variations are unspecified. As no destruction was investigated in the statements required for the inferential analysis, a parametric rate was established to be the most correct statistical technique. As such, an independent-samples t-test was run to measure up to the mean scores among the experimental and control groups in the post-test, and paired samples t-test was performed to match up to the mean scores contained by the experimental group at the possibility level  $p<.50$ .

Table 4: Result of T test on the grammar achievement on the post-test between two groups

	N	Mean	Std. Deviation	Std. Error Mean	T	df	Sig. (2-tailed)
Posttest Control	29	25.07	2.999	.557	45.012	28	.000
Posttest Experimental	28	32.04	4.401	.832	38.518	27	.000

Table 4 indicates that the mean scores of post-test from the experimental group were higher compare to the mean scores of the control group. The mean score of the experimental group was 32.04, whereas the mean scores of the control group were 25.07.

The descriptive analysis of the post-test conveyed that the scores of the 28 subjects in the experimental group vary between 13.00 and 29.00 with a mean of 23.1786 and a standard deviation of 4.24311, as for the descriptive analysis of the control group's posttest, the 29 subjects in this group put on a range of scores between 12.00 and 29.00 with a mean of 21.3793 and a standard deviation 3.52961.

## The Result of the Interview

The type of interview was semi-structured interview. There were three kinds of questions that were asked to the teacher. The questions are arranged in order to find out teacher's attitude towards teaching English grammar

using discourse approach. The interview was performed in Bahasa Indonesia. Firstly, it was about a question related to the teacher's experience in teaching English. The teacher has experienced teaching English at Junior High School longer than ten years. Then the teacher was asked about the importance of English grammar. The teacher find it important to teach grammar to their student know that grammar is the basis or structure of language and therefore is important in language acquisition. The teacher used to teach grammar separately. The rules were given explicitly to be learned by the students. The teacher asked the students to make notes filled with grammar rules and asked them to make the sentence based on the formula on the grammar topics. When it comes to the question of the other approach to teach English grammar, the teacher expresses her lack of training in such approach and tend to blame on the educational system which has many limitations like time and materials.

The next question was about students' condition, students' difficulties in learning English, especially learning grammar, and about students' attitude and interest in learning English grammar. The interviewee was asked about how many students in the class were. However, when the teacher is asked about pupils' attitude and interest toward learning English grammar, the teacher said that it was difficult for the teacher to teach the students about English grammar since there are many rules in English and some of the rules is inconsistent and that what makes the students lack of interest in studying English grammar.

Considering these findings, the researcher then conducted treatments for both classes by applying different grammar learning strategy towards students in order to improve their grammar competence.

### Questionnaire Result and Interpretations

This section presents the results of the questionnaire. As it has been said it was handed out to (28) 2<sup>nd</sup> year pupils from bilingual class belonging to MTsN 1 Kudus. The questionnaire is designed to investigate our sample's attitudes and beliefs to elicit the necessary information about the importance of teaching English grammar through discourse approach. From the questionnaire, the researcher found that the amount of the girls is more than the boys in the bilingual class of experimental group.

Table 5: Teaching Using Discourse

Items	Number	Percentage
Yes	17	60.71%
No	6	21.43%
I don't know	5	17.86%
Total	28	100%

The results mentioned above show that the majority of students (60.71%) agree that their teacher use different ways in presenting their lesson such as cards, games, pictures, authentic real materials, etc. (21.43%) of the students state that their teachers do not use anyway to mean that their teacher is following the old way of presenting a lesson (teacher-centered approach). The other (17.86%) claim that they do not know.

Table 6: Grammar and Context

Items	Number	Percentage
Yes, very much so	14	50%
Yes, a little	9	32.14%
No, I don't think so	4	14.29%
No, not at all	1	3.57%
Total	28	100%

The majority of students (50%) claim that the knowledge of English grammar improves much if it is taught in context and others consider it not as much but a little (32.14%). This clearly means that those pupils give the importance of context in learning grammar. (14.29%) students do not think that context is important in studying English grammar. On the other hand, only a few students (3.57%) believe that grammar has nothing to do with improving the knowledge of English. As shown below, the majority of students (39.29%) believe that culture is very important while learning English. (21.43%) think that it is important to learn the culture, (3.57%) claim it is maybe important to learn the culture, (28.57%) say it is not important and the last (7.14%) pupils do not know whether or not it is important to learn culture while learning English.

Table 7: The Importance of Culture

Items	Number	Percentage
Yes, it's very important	11	39.29%
Yes, it is important	6	21.43%
It may be important	1	3.57%
No, it's not important	8	28.57%
I don't know	2	7.14%
Total	28	100%

### **The Effectiveness of the Use of Discourse in Teaching English Grammar for EFL Students**

All students of English, no matter what their condition is, come to the classroom with at least one other language, their mother tongue. They treat English as a subject, rather than a life skill, therefore they lack the motivation to study English, especially grammar. Most of the students at State Islamic Junior High School 1 Kudus as well have obscurity with learning grammatical conceptions.

Typically, invented examples are used in the tradition of grammar teaching. These examples are often simple but unrealistic. They find these difficult to relate to real linguistic settings and almost impossible to apply to their own language production. The teachers have to encourage them in learning English. When they are learning English grammar, most of them get difficulties in using the pattern of the grammar in their real-life context. They need teachers' aid to understand the grammar so they can use it well.

In the experiment class, the researcher used discourse to teach them grammar at the same time as in the control class the researcher only gives them the students the grammar materials from their textbook. The students in the experimental group looked interesting when they were teaching using discourse as they thought it made them easier in applying grammar pattern/formula then easier to understand the use of the grammar pattern in a real context. In the control group, most of the students looked bored when come to writing the grammar formula then make the sentence using the formula given. Therefore the score test of the experimental group was better than the control's group.

No research studies have been done at this level. On the other hand, the findings of this research are dependable and in line with the findings of some previous research (Garrett, 2003) who discussed Teaching Grammar in An English as A Foreign Language (EFL) Context. She argued that teaching grammar based on context gives a good impact for students to understand well in grammar. Her finding showed that teaching grammar in context is through better comprehending of the subjects correlated to grammar teaching and grammar advanced that facilitators are expected to be able to create knowledgeable choice in organize a language learning occurrence surrounded by their social or cultural context from their students.

As stated by Nunan (1998: 151) language is present in a context and the circumstance and functions for which language is applied determination decide the methods in which language is recognized at the phases of text and sentence structure.

The similar result coming from Maghfiroh (2015) who focused on teaching grammar in context through writing behaviors. Her finding gave the result that learners study grammar most excellent by make grammar teaching in the context of reading and writing, and these researchers and teacher. She argued that learning grammar in context or through discourse has some benefits, that is students don't have to commit to memory the rule and the students are more provoked in learning English because of the example arranged based on their everyday practice.

(Pingle, 2013: 31) gave the result from her research concerning the advantages of teaching grammar in context by comparing the statement from many researchers. In short, significant investigation on the teaching of grammar has revealed that traditional grammar lessons paying attention to remembrance and separated tools are not effectual at facilitated learners study sentence structure and develop their linguistic abilities, especially in writing. As a replacement for it, teaching grammar in context is much more successful because it engages submerging pupils in genuine reading and writing occasion, teaching grammatical perceptions in the course of short mini-lessons, and showing functional grammatical perceptions in their actual living

Additionally, the results of this research are sustained by the product of the research conducted by Eldoumi (2012) who investigated teaching grammar in context for Arabian English learner to writing skill. Based on his finding he argued that Grammar-in-Context approach and concluded that the writing performance of the participants improved after following this approach for a phase of an occasion.

According on the findings of this research in addition to the preceding studies, it claimed that the learners of Islamic State Junior High School 1 Kudus have better and successfully understanding on English grammar because they were given formal teaching on grammar through context or discourse. The familiarity with the context and discourse facilitates students increase a transcript in comparative to the perspective of the condition that spotlights on who, what, how, when and where in contrast with the perspective



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Every single one considered and it can be concluded that a systemic direction to discourse comprehension can engage learners in the taking into account of the universal features of the content at the discourse and the limited features of the content at the sentence stage at the similar occasion.

Generally, the pupils are allowed to spotlight on the structure representation of the printed content next to students' essential phases, which draw closer mutually with complete an overall principle, at the subsequently level; and close by they are enabled to give consideration to the reasonable and semantic connections at the sentence stage. This construction sets best on the elapsed part in the writing behaviors; that is to pronounce, it acquires the learners further than the sentence level, which is of vast consequence in the Islamic State Junior High School 1 Kudus surroundings, and publicize the students with the background of condition and the custom situation, which provides potentially the generating of a written text as a discourse.

### **Students' Attitude toward the Use of Discourse in Teaching English Grammar for EFL Students**

There was a major approach in the direction of the applying discourse in teaching English grammar in improving grammar skill for the experimental group. The result shows that

learners have positive feelings about the meaning of English grammar. They discover the capability to communicate themselves grammatically and correctly in speech and writing is more significant than the knowledge of the particular grammatical rules. This means, that they link grammar to its context.

Therefore, this positive link between our hypothesis 'variable allows us to say that the findings of the investigation confirm the study's hypothesis. In other words, pupils are in need of grammatical competence as well as a communicative one to be considered as good users of the language. A greater part of all students thinks that they will have future use for their grammar awareness. The distinctions take place in the introduction to English language and use of English outside the school and as a consequence also self-evaluation of grammar comprehension.

To the extent that the use of discourse in teaching English grammar is concerned, most of the students welcomed this idea. They prefer to study it hand in hand with English. No language is to be learned apart from its context. In spite of that, the researcher sees clearly the importance of both grammar and context to guarantee good users of the language. Applying a discourse approach will help the teachers to be a successful learning-teaching process of English as a foreign language.

### **Conclusions**

In this chapter, the researcher provides the conclusion and suggestion following the findings of the research. The first part is the conclusions of the research finding and the second is what are offered by the researcher for dealing with the effect of using discourse-based teaching in teaching grammar for EFL.

Summarizing the background and data analysis as described above, the researcher, at last, drew a conclusion that if grammar instruction is to be successful for the enhancement of students' language awareness and their communicative competence, it must be presented to them at a discourse level, whereby both cohesion and coherence are accounted for.

An approach is suggested which is likely to promote both knowing the grammar of the language and doing things with it within the framework of discourse. Using discourse in learning English grammar can help the students having a better understanding of grammar rules. On the pretest, the rate of recurrence and the entitlement



of the experimental and control group are virtually balanced. The descriptive analysis of the post-test conveyed the idea that the scores of the 28 subjects in the experimental group ranged between 13.00 and 29.00 with a mean of 23.1786 and a standard deviation of 4.24311, as for the descriptive analysis of the control group's posttest, the 29 subjects in this group gained a range of scores between 12.00 and 29.00 with a mean of 21.3793 and a standard deviation 3.52961.

The score of the post-test in the two groups of experimental and control group is improved. But, the step up in the experimental group is more significant if we compare with the control group. Through discourse, the students can open their mind concept so that the students can improve their grammar competency.

Teaching grammar from in circumstance give the students a hand for the students recognize the rules of the language successfully. Grammatical structures in context for the students help them to know how to understand better language proficiency. Teaching grammar in context could facilitate students to obtain new grammar rules and outlines. Students could apply grammatical principles further more efficient in communication if they learn them in context.

The definitive purpose of facilitating the students to learn grammar is to present the learners with information of the manner that language is created with the intention that when the learners can listen, speak, read and write, they have no difficulties affecting the language that they are learning. Language facilitators are, for that reason, confronted to use imaginative and inventive efforts to educate grammar so that such a goal can effectively be accomplished.

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