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## **Exploring Pedagogical Grammar to Improve Communication Skills of Second-Semester University Students**

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### **ABSTRACT**

The purpose of this learning is to explore the application of the educational grammar. Engaging in the pedagogical grammar approach can help students communicate better. Student cognitive memories of the word strengthen their skill. A qualitative methodology was employed for data collection, utilizing observation as the principal tool for evaluating students' competencies. The research concept is based on training programs that motivate students to use English more often. As a result, English became a second language for most students more often in everyday life and in the classroom. The analysis also indicated learners seemed much better able to speak the language when they employed the pedagogical grammar approach. Researchers saw that they were more excited and sure of themselves when they spoke English in both planned and unplanned activities. In short, the pedagogical grammar approach made it easier for students to talk to each other. After receiving this kind of training, the students' eagerness and willingness to use English more frequently and with greater confidence demonstrate its effectiveness. Cognitive processes should involve how individuals perceive, think, and understand the world around them.

### **ABSTRAK**

Penelitian ini dimaksudkan untuk mengkaji penerapan pendekatan tata bahasa pedagogis kepada pelajar dalam konteks aktivitas sehari-hari. Terlibat dalam pendekatan tata bahasa pedagogis dapat membantu siswa berkomunikasi lebih baik. Memori kognitif siswa terhadap kata tersebut memperkuat keterampilan mereka. Metodologi kualitatif digunakan untuk pengumpulan data, dengan memanfaatkan observasi sebagai alat utama untuk mengevaluasi kompetensi siswa. Konsep

### **KEYWORDS**

Pedagogical Grammar, Approach, Communication Skill.

### **KATA KUNCI**

Tata Bahasa Pedagogis, Pendekatan, Keterampilan Komunikasi.

penelitian ini didasarkan pada program pelatihan yang memotivasi siswa untuk lebih sering menggunakan bahasa Inggris. Hasilnya, bahasa Inggris menjadi bahasa kedua bagi sebagian besar siswa dalam kehidupan sehari-hari dan di dalam kelas. Penelitian ini juga menemukan bahwa siswa jauh lebih mampu berbicara bahasa Inggris ketika mereka menggunakan pendekatan tata bahasa pedagogis. Para peneliti melihat bahwa mereka lebih bersemangat dan percaya diri ketika berbicara bahasa Inggris, baik dalam kegiatan terencana maupun tidak terencana. Singkatnya, pendekatan tata bahasa pedagogis memudahkan siswa untuk berbicara satu sama lain. Setelah menerima pelatihan semacam ini, semangat dan kemauan siswa untuk menggunakan bahasa Inggris lebih sering dan dengan kepercayaan diri yang lebih besar menunjukkan efektivitasnya. Proses kognitif seharusnya melibatkan bagaimana individu mempersepsi, berpikir, dan memahami dunia di sekitar mereka.

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## INTRODUCTION

Students who want to study abroad must be able to speak English. In a world where globalization and fast-paced academic exchanges are the norm, knowing English is no longer just a nice thing to have; it's a must for being able to fully participate in international academic and social settings. More and more Indonesian students are going to other countries to study or to meet other students. This is the newest thing in schools. This means they need to be able to read and write English even better (Hardacre & Snow, 2020; Jufrizal, 2014; Mara & Saliés, 2020; René, 1990).

But one thing that keeps coming up is that a lot of students know grammar well but can't speak English well. They don't like to talk, have trouble finding the right words, and aren't used to talking to people right away (Iamsirak & Phoocharoensil, 2023; Nasim et al., 2024; Rovai & Pfingsthorn, 2022; Zhang, 2022). This shows the difference between knowing about language in theory and using it in real life. This study is significant as it addresses this deficiency by employing pedagogical approaches that examine both the social and structural dimensions of language. English classes should teach students how to use the language naturally in both school and everyday situations.

There is a lack of research on instructional methodologies that integrate contextual communication practice, especially for students in non-language disciplines who are beginning their studies. The majority of existing studies have focused on high school students or individuals engaged in language studies. Because of this, we don't know how well these teaching models help more college students get better at talking to each other. The fundamental purpose of this study is to illustrate how a context-based practice teaching method might strengthen the communication abilities of second-semester students. The goal of this method

is to make the learning setting more realistic, interesting, and useful for communicating in real life.

This study is unique as it employs contextual pedagogy to prepare students globally for school. The goal is not only to improve people's structural language skills, but also to help them communicate better with each other. This means being able to speak clearly, feeling good about speaking, and being able to understand what people say and answer them in different social situations. The study supports the theory behind language teaching and makes English lessons at the college level more useful in real life.

In the past, the most important things about teaching English were learning grammar and vocabulary. A lot has changed since then. Now, the focus is on methods that are more based on the situation and communication. Richards and Rodgers (2014) talk about how important it is to teach language in a way that makes it easier for people to talk to each other. Cognitive processes does more than teach grammar; it also teaches you how to talk and understand in real life. This approach of instruction is regarded to be effective for helping learners advance his communication ability since it gets them to talk to each other (A. Alsamadani, 2022; Dewi et al., 2022; Hopp et al., 2022; Rozimela et al., 2025).

### **Pedagogical Grammar Approach in Teaching English**

There are an abundance of ways to help students learn how to speak English as a second language. One of these is how grammar is taught. Several individuals have used this method for a long time. It gives students chances to learn things that are useful and important. You need to have a passion to help students develop their proficiency in English communication and writing abilities. You might demonstrate to them how to process information about what they hear, for an instance (Etfita & Wahyuni, 2020; Jasrial et al., 2024; Nawir, 2020; Novitri & Astuti, 2022).

A lot of the time, students and teachers need to work together. One good way to help students learn English better is to teach them new words and how to use them in sentences. This lets them talk to each other. When students communicate in English to each other, they can find and fix their mistakes. When students have trouble getting their point across because they use the wrong words or structure, teachers can help their interests change and improve their language (Ilyas et al., 2023; Novitri et al., 2023; Saeed Mohammed, 2021; Wijnands et al., 2021).

Investigations consistently demonstrate that students become more engaged and make constant advancement when they do tasks that require them to interact in ways that are similar to the way people respond to each other in real life. Every day, students talk to people at home, on campus, or in public places. This permits them learn more about grammar and practice their English. Teachers help a lot by making the classroom fun and giving students daily prompts to talk to each other (Khalil & Kholofelo Semono-Eke, 2020; Lee, 2025).

You can help students feel more comfortable with the language and boost their confidence every day by doing simple things like saying hello in English, asking a quick question, or having a short, friendly conversation. When these short talks happen a lot in class, students start to get more than just vocabulary and grammar rules. They learn how to use the language in real life. Research indicates that incorporating everyday conversations into lessons can facilitate a more organic understanding of social meanings for students. We need more specific studies to find out how much this method really helps college students talk to each other better.

Cognitive psychology examines how different people understand, analyse and relate to the world around them environments. These ideas agree with the fundamental principles of cognitive psychology. Memory, reasoning, problem-solving, and decision-making are significant cognitive processes which influence how students learn and how they use what they learn in new situations. Cognitive science includes neuroscience, linguistics, philosophy, and computer science. These fields give us different ways to look at how the brain works and how language is processed (see Brown, 2015; Ii, 1950; Mendelsohn, 2009). Both cognitive theory and pedagogical grammar show that students learn and use language better when they interact with other people, practice often, and get feedback on time.

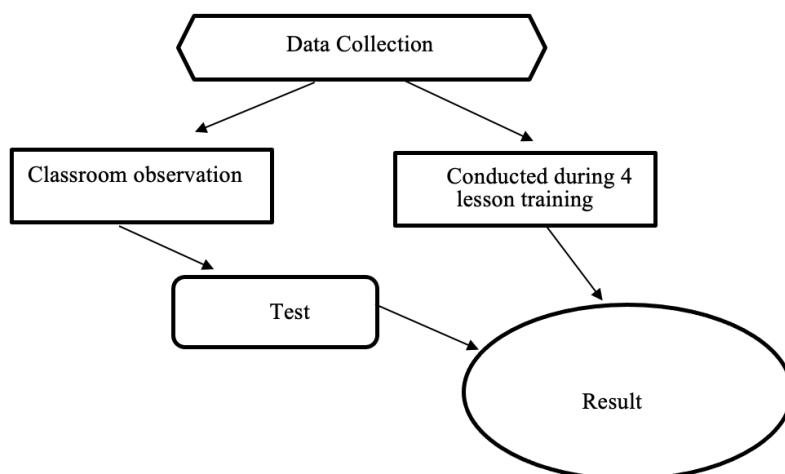
## METHOD

This study utilizes a qualitative methodology to test the extent to which a pedagogical grammar approach can improve students' English skills. This research will also address how to implement learning tailored to students' needs. The qualitative technique was designed to provide a more comprehensive overview of the research aims.

Data were collected through two main steps: observation and training. The observation took place over two weeks to monitor students' use of English in their daily interactions, both on campus and in informal social settings such as the cafeteria and common areas. The goal of the observation was to identify natural patterns of language barriers and levels of language participation.

The next step is to receive training focused on communication skills. The training consisted of four 90-minute sessions. The activities were designed to simulate real-life situations, such as shopping, asking for directions, introducing yourself, ordering food, and asking for help. Each participant was required to actively take part in various conversational scenarios using English.

Meanwhile, the data collected by writing down in the field and recording audio during the training sessions. After that, the whole set of data was looked at in a descriptive way to see how much students' communication skills had gotten better. For example, they looked at how well they spoke, how well they used vocabulary in context, and how confident they were in speaking English.



**Figure 1. The Procedures for Implementing the Pedagogical Grammar Approach**

Furthermore, the researchers enlisted 20 second-semester students from a non-language program at a public university to participate in the study. Purposive sampling was used to select the participants, targeting individuals who had completed Basic English courses but had limited experience using English in real-life situations.

## FINDING AND DISCUSSION

The instructional approach implemented in this study was grounded in everyday communicative practices, enabling learners to construct short and functional utterances across various real-life situations. Through repeated exposure to meaningful interaction, students demonstrated increased confidence in expressing themselves using simple but effective sentence structures.

Typical expressions produced during the learning activities included Where is the nearest bus stop?, Please give me a cup of coffee, and How do I get to the library? These examples illustrate that learners were progressively able to apply basic grammatical forms for practical communication.

To support this development, students were introduced to approximately thirty essential vocabulary items that are commonly used in everyday interactions, particularly during travel or social encounters. Words such as please, thank you, sorry, help, where, how, when, what, who, and food formed the foundation for constructing simple but meaningful utterances.

Familiarity with these lexical items enabled learners to formulate requests, ask for directions, express needs, and participate in basic transactional exchanges. This lexical emphasis reflects the pedagogical grammar principle that vocabulary and grammar must be taught in tandem to support functional language use.

Observational data further suggest that contextualized communicative tasks not only enhance verbal fluency but also foster pragmatic competence, enabling learners to adjust their speech according to the interlocutor and situational demands. These findings are consistent with research showing that the integration of real-world tasks increases the relevance and practicality of language learning.

Collectively, the results indicate that grounding instruction in everyday communication supports the acquisition of essential vocabulary, reinforces simple grammatical patterns, and promotes meaningful interaction—elements that can be systematically represented in a pedagogically oriented vocabulary table.

**Table 1. Pedagogical Grammar Approach outline**

Vocabulary Item	Part of Speech	Function in Communication	Sentence	Pedagogical Focus	Context
Please	adverb	Making polite request	Please help me find the bus stop	Simple sentence	Public service
Where	WH-word	Asking for location	Where is the nearest bus stop?	Clauses	Question formative
Help	Verb	Requesting help	Can you help me?	Compound sentence	Conjunction

Water	Noun	Making basic needs request	I need water.	Complex sentence	Daily need
Left	Adjective	direction	Giving or receiving directions	Compound complex sentence	Conversation

Table 1 presents vocabulary items that serve as the foundation for functional language use. The selected vocabulary items represent essential words that serve as the lexical foundation for constructing short, meaningful expressions. Their role is central because each item directly contributes to learners' ability to perform basic communicative tasks.

Part of Speech (POS) Supports Structural Awareness. Identifying the POS clarifies how each word operates grammatically within a sentence. This categorization promotes learners' understanding of sentence construction, enabling them to create coherent utterances by combining nouns, verbs, adverbs, and WH-words appropriately.

Meaning Enhances Lexical Precision. Providing clear and concise meanings helps students connect lexical forms to their intended semantic roles. This supports the pedagogical grammar principle of clarity, ensuring that learners understand what each word contributes to communication.

Function in Communication Shows Practical Use. Each vocabulary item is paired with a communicative function—such as asking for help, making requests, seeking directions, or expressing needs. This illustrates how words are not taught in isolation but are integrated into purposeful, real-world language use.

Example Sentences Demonstrate Form Meaning–Use Connection. The example sentences illustrate how each word appears in grammatically correct and contextually relevant structures. These examples reinforce accurate sentence formation and highlight how grammar naturally emerges through communication.

**Table 2. Assessment Components and Student Performance**

No	Component Assessed	Indicator	Number of Students	
			Yes	No
1	Vocabulary	Recognizing 30 core vocabulary items	17	3
2	Part of speech	Ability to identify basic parts of speech (nouns, verbs, WH-words)	15	5
3	Functional	Using vocabulary according to function (asking for help, asking for directions, etc.)	18	2
4	Sentence construction	Constructing simple sentences based on given patterns	16	4
5	Contextual	Applying vocabulary and grammar in real-life contexts (travel, transactions)	16	4
6	Improvement	Improvement in verbal fluency after several sessions	18	2

Pedagogical Focus Highlights Targeted Grammar Patterns. Each item is associated with a specific grammatical focus, such as WH-question formation, imperative structures, modal usage, noun phrase construction, or politeness strategies. This ensures that grammar is taught through simple, functional patterns aligned with learners' needs.

Context Emphasizes real world application. The inclusion of situational context travel, daily interaction, emergency, transaction anchors vocabulary and grammar in authentic settings. This contextual grounding enhances relevance and supports learners' ability to transfer linguistic forms to new situations.

## **CONCLUSION**

This research indicates that second-semester students acquire superior communication skills through conventional instructional methods. The kids were more confident, spoke better English, knew more words for different situations, and could use English in both school and social settings. Both observational and training data demonstrate that authentic, context-specific exercises facilitate language use that is more meaningful, beneficial, and intentional, effectively addressing students' genuine needs, particularly in foreign studies.

Research on the pedagogical grammar approach indicates that this model is gaining increasing prominence in global language instruction. This new strategy is very important and timely because it will help fix the problems with traditional methods that rely on memorizing facts and understanding theories.

The pedagogical grammar method shows students how to use English in real life, and research shows that it helps them write and talk better. This study helps make a grammar education framework that is useful, relevant, and effective in giving students the English language skills they need to communicate in academic and global social settings.

This study demonstrates that second-semester students enhance their communication skills when instructed through conventional methods. The kids were surer of themselves, spoke better English, knew more words for different situations, and could use English in both school and social settings. Both observational and training data demonstrate that authentic, context-specific exercises promote students' use of language in more meaningful, beneficial, and purposeful ways, which is particularly crucial for foreign studies.

Studies on the pedagogical grammar approach show that this way of teaching is becoming more popular in language education around the world. The fact that there have been more publications in the last ten years shows how important and urgent this new strategy is for fixing the problems with traditional methods that focus on memorizing facts and understanding theories.

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