


An Analysis of Grammar Proficiency among Early-Level Learners of English Education Program at UIN Raden Mas Said Surakarta Using Statistical Methods

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Abstract

The purpose of this study was to analyze the level of grammatical understanding, to identify common grammatical errors made by learners of the English Language Education Study Program at the UIN Raden Mas Said Surakarta at early-level, as seen from statistical analysis, and to examine the factors influencing learners' grammatical errors. This study used mix method to analyze the data. The sample of the study was 72 learners of English Education Program, Faculty of Adab and Language, UIN Raden Mas Said Surakarta. The results showed that the level of grammar understanding at early-level learners of English Education Program at UIN Raden Mas Said Surakarta was sufficient level. From the analysis results it was found that learners often made errors in the adjective component (2.93), adverb (2.90), and action adverb (2.79). There are four factors that influence grammar mastery, namely motivation, learning strategies and study habits, lecturers' teaching methods, and learning environment and academic support.

Keywords: Early-Level Learners, Grammar, Grammatical, Statistical Analysis

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INTRODUCTION

Grammar is a fundamental element that learners must master to fully master English, both spoken and written. For beginners, understanding grammar can be a challenge. Due to its fundamental role, a good knowledge of grammar will help learners produce sentences that are correct in both structure and meaning. A study by Mutiara Ayu and Fatimah Mulya Sari (2021) stated that one aspect requiring effective learning strategies is grammar, as it is considered difficult to teach by most English teachers. Therefore, the ability to understand grammar is crucial for learners in English language teaching programs and needs to be further developed.

However, various studies show that many learners still experience difficulties in understanding grammar, such as in terms of sentence structure, the use of tenses and prepositions, and other grammatical aspects. Ajaj (2022) in his study entitled "Investigating the Difficulties of Learning English Grammar and Suggested Methods to Overcome Them" found that learners experience difficulties in English, especially grammar, semantics, and pragmatics in both written and spoken language. Furthermore, a study conducted by Rachman and Zaitun (2024) entitled "Learners' Learning Difficulties in English Lessons for Grade VIII Learners of SMP Labschool FIP UMJ" found that understanding English grammar is one of the biggest challenges for them.

In practice, learners face difficulties in mastering grammar due to various factors. Schulz (2001) indicated that learners face problems in writing expressions due to their weak grammar skills and differences in the grammar of their mother tongue in the foreign

language. A study by Widianingsih and Gulo (2011) also stated that teachers lack the ability to diversify the methods of teaching English language skills and grammar, and the study also emphasized the lack of learners' motivation towards learning grammar due to the difficulty of its presentation in activities. Based on these studies, it can be concluded that the difficulties faced by learners in learning grammar can be seen from several aspects, namely the lack of variety of methods used by lecturers in teaching grammar, lack of practice, and the differences in grammatical structure between the mother tongue language and English language. Learners required a good understanding of grammar to express their ideas effectively and understand content well.

Grammar plays a crucial role in English language learning, as it enables learners to express their ideas effectively and comprehend academic content accurately. However, at the university level, English language learning continues to face various challenges. UIN Raden Mas Said Surakarta, which offers an English Education program, encounters similar issues, particularly related to learners' diverse educational backgrounds and varying levels of English proficiency. This condition is reflected in the enrollment of new learners who come from senior high schools, Islamic senior high schools, and vocational schools, resulting in different levels of grammatical competence among learners.

Although numerous studies have investigated grammar in English language learning, empirical research employing statistical methods, particularly at the early-level of higher education, remains limited. Existing studies tend to emphasize instructional approaches or general proficiency, while fewer focus on quantitatively examining learners' grammar comprehension and the specific errors they produce. Addressing this gap, the present study is expected to provide empirical evidence that can inform curriculum development and instructional decision-making. By offering a data-driven understanding of learners' grammatical challenges, this study contributes to the development of more effective curricula and teaching strategies that better support learners in higher education.

The application of statistical techniques in this study enables a comprehensive understanding of the distribution of learners' grammar comprehension across the student population. This approach facilitates the identification of specific areas in which learners experience difficulties and provides an empirical basis for informed decision-making in the development of tutoring and academic support programs. Accordingly, the objectives of this study are to analyze statistically the levels of grammar comprehension among early-level learners, to identify common grammatical errors, and to examine the factors influencing learners' grammar comprehension. The findings of this study are expected to serve as baseline data for improving curriculum design and instructional practices, thereby contributing to the enhancement of higher education quality and learners' academic performance.

METHOD

This research employed a mixed methods approach, which means combining quantitative and qualitative approaches in one study. According to Creswell (2024), mixed methods research is a research approach that combines qualitative and quantitative research. The research design used is an explanatory sequential design. According to Ivankova et al. (2006), the explanatory sequential design is a sequential research design method that begins with the collection and analysis of quantitative data, then continues with the collection and analysis of qualitative data to deepen the quantitative findings. This research design was making the research results explain a general overview (generalization).

The population of the study was all third-semester learners of English Education Faculty of UIN Raden Mas Said Surakarta, totaling 250 learners. The sample was taken using Slovin formula and obtained 72 learners as samples. The sampling technique used

are purposive sampling with the criteria of learners who had passed the public speaking and essay writing courses and obtained 30 learners to be interviewed.

To obtain accurate and scientific data, several data collection techniques were used, namely tests and interviews. The research instrument used in this test was a multiple-choice test with a score of 1 for correct answers and 0 for incorrect answers. The questions consist of 40 questions with contain of parts of speech questions. This multiple-choice test was used to determine the level of grammar understanding of the early-level learners of the English Language Education Study Program at UIN Raden Mas Said Surakarta as seen from statistical analysis. In addition, this test also aims to determine what grammatical errors are most often made by learners as seen from statistical analysis. The data obtained were then analyzed to determine the significance of the average difference using One Way Analysis of Variance (ANOVA) with further testing using the Tukey Test with an error rate used of 5% in all variations. Interviews were conducted with 30 third-semester learners to determine the factors influencing English grammar mastery among first-year learners in the English Language Education Study Program at UIN Raden Mas Said Surakarta.

This study employed a mixed-methods approach. Quantitative data were analyzed using statistical techniques, while qualitative data analysis involved data reduction, data display, and conclusion drawing or drawing verification. The findings from both analyses were then integrated to provide a comprehensive interpretation of the results.

FINDINGS AND DISCUSSIONS

RESULT

1. The Level of Grammar Comprehension of Early-Level Learners in the English Education Program at UIN Raden Mas Said Surakarta Based on Statistical Analysis

English grammar comprehension reflects learners' mastery of the rules governing the structure and use of language both spoken and written. Such comprehension enables learners to construct and integrate linguistic units accurately in oral and written production, as well as comprehend language effectively. Based on data obtained from the grammar comprehension test of third-semester learners of the English Language Education Study Program, UIN Raden Mas Said Surakarta at the beginning of 2025, the following results were obtained.

Table 1 Descriptive Statistical Analysis of the Data

| Score Test Pemahaman Grammar | | |
|------------------------------|---------|--------------------|
| N | Valid | 72 |
| | Missing | 0 |
| Mean | | 69.0972 |
| Median | | 67.5000 |
| Mode | | 70.00 ^a |
| Std. Deviation | | 7.89796 |
| Variance | | 62.378 |
| Range | | 35.00 |
| Minimum | | 52.50 |
| Maximum | | 87.50 |
| Sum | | 4975.00 |

a. Multiple modes exist. The smallest value is shown

From the table above it can be seen that out of 72 learners, the mean score of grammar comprehension was 69.097, which falls within the *fair* level. The categorization of grammar mastery levels refers to the criteria proposed by Harris (1969: 341), and Iffah et al. (2024: 25), namely test score of 91-100 are categorized as *Excellent*, 81-90 as *Very Good*, 71-80 as *Good*, 61-70 as *Fair*, 51-60 as *Poor*, and scores

below 50 as *Very Poor*. The attainment of the *fair* level is further supported by the percentage distribution of learners' grammar comprehension levels as presented below:

Table 2 Percentage of Each Level of Grammar Understanding

| Score test | Level | Frequency | % |
|------------|-----------|-----------|------|
| 81-90 | Very Good | 6 | 8,3 |
| 71-80 | Good | 19 | 26,4 |
| 61-70 | Fair | 35 | 48,6 |
| 51-60 | Poor | 12 | 16,7 |
| Total | | 72 | 100 |

Based on the table above, the results show that the majority of learners (48.6%) have a level of understanding of grammar that is classified as fair level (61-70), followed by a good level of understanding of grammar (71-80) of 26.4%, a poor level of understanding (51-60) of 16.7%, and only 8.3% of learners are at a very good level (81-90).

The findings of this study reveal that the overall grammar comprehension among third-semester learners of English Language Education Study Program at UIN Raden Mas Said Surakarta is categorized as "fair". Based on the descriptive statistical analysis of 72 valid participants, the mean score of the grammar comprehension test was 69.09, with a median of 67.50 dan a mode of 70. The standard deviation of 7.89 indicates a moderate spread of scores, suggesting relatively homogeneous performance among learners. The minimum score obtain was 52.50, while the maximum score reached 87.50, resulting in a range of 35 points.

These findings are consistent with the study by Abendan et al. (2024), which indicates that early-level learners demonstrate adequate grammatical proficiency, encompassing both their knowledge of the language and their ability to apply it. Learners are able to understand the underlying principles of the language and exhibit a basic awareness of sentence structure. However, grammar comprehension at the beginning level, although categorized as adequate, remains below expectations. Learners of English language education are expected to demonstrate a higher level of grammatical competence, as grammar understanding is essential for effective communicative learning within English language education contexts (Abdullah, 2013).

Furthermore, to prove the hypothesis that learners have a sufficient level of understanding, a statistical test tool with a One Sample t- the following results:

Tabel 3 The Result of One Sample t test test was used. The results of the One Sample t-test hypothesis test using the SPSS for Windows version 23.0 program obtained

| | t | Sig. |
|----------------------------------|--------|------|
| Score test pemahaman tata bahasa | 74.236 | .000 |

Based on table above, the t-count value is 74.236 with probability (p) = 0.000. Since the $p < \alpha$ 5% ($0.000 < 0.05$), H_0 is rejected and H_a is accepted. It is means that the average achievement of learners' level of understanding at the initial level is able to achieve a score of more than 61. This shows that the level of learners' grammar understanding at the initial level has reached a sufficient category so that the hypothesis is fulfilled.

Despite this statistical sufficiency, the findings suggest that learners' grammar competence remains below the expected standard for English Education majors. As prospective English teachers, learners are expected to demonstrate higher grammatical proficiency to effectively support communicative language learning. Ehus, while their grammar comprehension can be considered adequate, it has not yet reached an optimal level.

Although the findings are generally consistent with Abendan et al. (2024), who reported that early-level learners demonstrate adequate grammatical proficiency, several differences can be identified. The present study shows a strong concentration of learners within the "fair" category (48.6%), whereas the previous study reported a more balanced distribution between "fair" and "good" categories. In this study, the proportion of learners achieving higher proficiency levels is relatively small (8.3%), indicating limited high-level mastery.

Some several studies have investigated the level of grammar comprehension at early-level. Lumban Raja et al. (2025) investigated the grammar proficiency of first-year students enroll in the English Study Program. The results indicated that students achieved a mean score of 45.14, categorized as "poor" according to the university's academic guidebook. This study employed a qualitative descriptive approach with a post-test-only design.

The present study strengthens its findings through inferential statistical analysis. By employing a One Sample t-test, the research statistically verifies that learners' mean score significantly exceeds the minimum sufficiency threshold. In contrast, previous research primarily relied on descriptive analysis without testing the statistical significance of the mean score against a predetermined benchmark. Therefore, this study provides stronger empirical validation of the sufficiency claim.

Another study conducted by Dwi Putri Sari and Zasrianita (2025) also examined grammar learning in young learners. The study was used qualitative method. Although this study explored about grammar, it was focused on the young learners' experiences in grammar learning through game-based learning. Meanwhile, the present study just wants to identify the level of grammar proficiency among early-level.

2. Common Grammatical Errors among Early-Level English Education Learners at UIN Raden Mas Said Surakarta

The findings indicate that a number of learners have low levels of grammar knowledge (16.7%), while only a small proportion of learners (8.3%) achieve a *very good* level of grammar comprehension. These results suggest that grammatical errors are still evident among learners when applying grammatical rules. Furthermore, the research results revealed that learners still made several errors when applying grammatical rules.

Further analysis was conducted to identify learners' comprehension across specific components of English grammar. The descriptive analysis shows varying level of mastery among eight grammatical components, such as nouns, pronouns, adjectives, adverbs, action adverbs, paste tense, conjunctions, and participles. The following section presents the results of a descriptive statistical analysis of learners' comprehension of each component of English grammar. Through this descriptive analysis, it is possible to identify the grammatical components in which learners most frequently make errors.

Table 4 Descriptive Analysis of Learners' Understanding of English Grammar Components

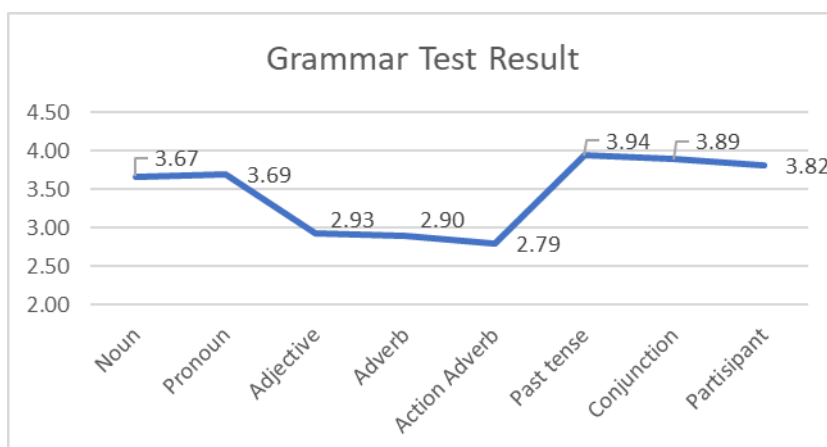
| | Noun | Pronoun | Adjective | Adverb | Action_verb | Past_tense | Conjunction | Participant |
|----------------|-------|---------|-----------|--------|-------------|--------------------|-------------|-------------|
| Mean | 3.667 | 3.694 | 2.931 | 2.903 | 2.792 | 3.944 | 3.889 | 3.819 |
| Median | 4.000 | 4.000 | 3.000 | 3.000 | 3.000 | 4.000 | 4.000 | 4.000 |
| Mode | 4.000 | 4.000 | 3.000 | 2.000 | 3.000 | 4.000 ^a | 4.000 | 5.000 |
| Std. Deviation | 3.667 | 3.694 | 2.931 | 2.903 | 2.792 | 3.944 | 3.889 | 3.819 |
| Minimum | 1.00 | 1.00 | .00 | .00 | 1.00 | 1.00 | 2.00 | 1.00 |
| Maximum | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 |

a. Multiple modes exist. The smallest value is shown

The table above shows that the average English grammar comprehension for noun components is 3.667, the mean for pronouns is 3.694, the mean for adjectives is 2.931, adverbs are 2.903, action adverbs are 2.792, past tense is 3.944, conjunctions are 3.889, and participles are 3.819. The mean scores indicate that learners performed relatively well in the components of past tense, conjunction, participles, pronouns, and nouns. These scores suggest that learners possess a relatively strong understanding of fundamental sentence structures and commonly used grammatical forms. The median scores of 4.00 for most of these components further confirm that learners generally answered a substantial number of items correctly in these areas.

However, lower mean scores were observed in adjectives (2.931), adverbs (2.903), and action adverbs (2.792). Among these, action adverbs recorded the lowest mean score, indicating that this component posed the greatest difficulty for learners. The minimum scores of 0.00 in adjective and adverb components also suggest that some learners demonstrated very limited understanding of these grammatical categories. The graphical representation of learners' grammar comprehension test score is presented below:

Figure 1 Average English Grammar Comprehension Test Results for Each Component



The graphical representation of the mean scores clearly illustrates that adjective (2.93), adverb (2.90), and action adverb (2.79) are the weakest components

of grammatical comprehension. These findings indicate that learners frequently make errors in identifying and applying these three components within sentences.

Furthermore, to prove that learners' errors in understanding the adjective, adverb, and action adverb components are real (significant), a statistical analysis was carried out using One-Way ANOVA.

Table 5 One-Way Anova Test Result
ANOVA

| Score_test | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|-----|-------------|--------|------|
| Between Groups | 121.160 | 7 | 17.309 | 15.179 | .000 |
| Within Groups | 647.667 | 568 | 1.140 | | |
| Total | 768.826 | 575 | | | |

The results of the One-Way ANOVA test obtained an F value of 15.179 with a probability value (p) of 0.000. Since the p value < 0.05 ($0.000 < 0.05$) at the 5% significant level, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. These results indicate a statistically significant difference in learners' grammatical comprehension across the grammatical components. These findings confirm that the errors observed in the three grammatical components are statistically significant.

To identify more specific differences among the grammatical components, a post hoc analysis was conducted using Tukey's test (Sudjana, 2002:96). The results of the post hoc test are presented as follows:

Table 6 of the Result of Post Hoc Test using Tukey's test

| Score_test | | Subset for alpha = 0.05 | |
|------------------------|----|-------------------------|--------|
| Tukey HSD ^a | | | |
| Grammar | N | 1 | 2 |
| Action Adverb | 72 | 2.7917 | |
| Adverb | 72 | 2.9028 | |
| Adjective | 72 | 2.9306 | |
| Noun | 72 | | 3.6667 |
| Pronoun | 72 | | 3.6944 |
| Partisipant | 72 | | 3.8194 |
| Conjunction | 72 | | 3.8889 |
| Past Tense | 72 | | 3.9444 |
| Sig. | | .994 | .773 |

Means for groups in homogeneous subsets are displayed.

Based on the result of post hoc analysis using Tukey's test, the results show two homogeneous subsets. The first subset consists of action adverbs (2.7917), adverbs (2.9028), and adjectives (2.9306), while the second subset includes nouns (3.6667), pronouns (3.6944), participles (3.8194), conjunctions (3.8889), and past tense (3.9444). These results indicate that the learners' comprehension in adjective, adverb, and action adverb were significantly different from learners' comprehension

of pronoun, noun, participant, conjunction, and past tense. The findings provide evidence that learners continue to experience difficulties and frequently make errors in the use of adjectives, adverbs, and action adverbs.

These findings have several differences with the previous research. Earlier studies such as Abendan et al. (2024) conclude that student's grammatical proficiency is adequate as a whole, the present study provides a more detailed component-based analysis. This research reveals significant disparities among specific grammatical components. In particular, adjectives, adverbs, and action adverbs were identified as the weakest components. Previous studies tended to emphasize overall grammar proficiency without thoroughly examining which grammatical components contributed most to learners' errors.

The current study also employs inferential statistical analysis (One-Way ANOVA and Tukey post hoc test) to confirm that the differences among grammatical components are statistically significant. The present findings highlight that overall sufficiency does not necessarily reflect balanced grammatical competence. Although learners' mean score falls within the fair category, the significant weaknesses in modifier-related components suggest that grammar instruction at prior levels may have emphasized structural elements (such as tense and basic sentence patterns) more than functional elements like modifiers and verb variations.

Another study conducted by Le (2023) examines about grammatical error analysis of EFL Learners' English Writing Samples. The study was focused on analysis grammatical error in writing. The study employed a qualitative research design. To get the data, the researcher checked the learners' writing project. The research has found 11 common types of grammatical errors that pre-intermediate learners make in writing, including wrong articles and lack of articles, errors of subject-verb agreement, wrong use of tenses, wrong part of speech, wrong verb forms, errors of countable and uncountable nouns, wrong use of pronouns, errors of prepositions, wrong forms of adjectives in comparison structures, fragment sentences, run-on sentences.

The current study employed quantitative research design. The researchers gave test to get the data about common grammatical error at early-level learners. This study focused on part of speech components.

Study about grammar level also conducted by Sabrina et al. (2025). The research identifies common contrastive errors in English grammar made by Indonesian EFL learners, along with their causes and solution. Although the research focused on common contrastive errors in English grammar, the research different with current research. The findings showed the recommendation of teaching strategies such as drilling activities, corrective feedback, context-based learning, and comparative grammar analysis to mitigate these errors. Meanwhile, the current study aims to investigate the common grammatical errors and the factors that contribute.

The current study has differences with another study conducted by Ramadhani & Kafabih (2025). The study investigates the difficulties experienced by junior high school students in constructing simple English sentences and identifies the most common types of errors in their writing. The findings reveal that 82.2 percent of sentences were correct, showing that most students have a solid understanding of basic sentence construction.

3. Factors Influencing Early-Level Learners' Grammar Mastery in the English Education Program at UIN Raden Mas Said Surakarta

This study explored the factors influencing grammar mastery among early-level students in the English Language Education Study Program at UIN Raden Mas Said Surakarta. Semi-structured interviews were conducted with 30 English Language Education learners at UIN Raden Mas Said Surakarta. The participants were selected through purposive sampling technique. The participants represented students with

the highest and lowest scores on the written test and had successfully passed the Essay Writing course. The interviews were conducted to determine what factors influence the grammar mastery of early-level learners. Based on the results of the interviews conducted with learners, several factors were found that influence the grammar mastery of beginning-level learners at the English Language Education Study Program at UIN Raden Mas Said Surakarta, as follows:

a. Motivation

Motivation refers to the internal drive that encourages individuals to engage in learning activities. The interview findings indicate that motivation plays a significant role in learners' grammar mastery. All interviewed learners (n = 30) agree that learning grammar is essential, as it supports them in constructing English sentences accurately and effectively. Furthermore, learning grammar also helps learners construct sentences effectively in both speaking and written language. Well-structured sentences enable learners to comprehend meaning more clearly and help them to deliver the message accurately.

Motivation is categorized as a psychological factor that may be either innate or acquired (Abror, as cited in Lele, 2010). Motivation influences an individual's ability to master grammar because it serves as a strong foundation for one's desire and willingness to learn.

Several previous studies have identified motivation as the primary determinant of grammar mastery, often treating it as a single dominant variable. The study by Rizkiani (2025) found that there are significant effects of learning motivation and grammar mastery jointly towards students' writing ability in narrative text. This study employs quantitative methods to measure the correlation between motivation levels and grammar achievement.

Hidayah, et al. (2025) explore the motivation of junior high school students in learning English as a foreign language (EFL). The findings of this study indicate that the students showed motivation in both their ability and attitude toward learning English, with overall positive motivation toward learning the language. A descriptive qualitative approach was used for this study.

Takagi (2000) also conducted the study about motivation and grammar. The result of the study showed that the students who had strong motivation for both exams and communication had a more positive attitude toward grammar learning. This study conducted to evaluate students' level of motivation and attitude toward learning English and how they value grammar class and grammar learning.

The present study does not position motivation as an isolated factor. Instead, it conceptualizes motivation as part of a broader framework consisting of both internal and external factors. Furthermore, all 30 interviewed learners explicitly emphasized the instrumental role of grammar in constructing accurate and affective sentences in both spoken and written communication. This indicates that learners' motivation in this study is academically oriented and functionally grounded, rather than merely general enthusiasm toward learning English. Additionally, the use of in-depth interviews provides richer contextual explanations of how motivation influences grammar mastery, rather than relying solely on statistical relationships.

b. Learning Strategies and Study Habits

Learning strategies and study habits play a significant role in supporting learners' grammar mastery. From the interview results, it can be seen that learners employ diverse approaches, including exposure to English-language videos of films and engagement in grammar-focused exercises. Moreover, some learners applied peer discussion as the learning strategy to help them increase their grammar mastery.

Learners employ various strategies and learning approaches in mastering grammar. Iskandarwassid (2011) asserts that one of the factors influencing language mastery is learner characteristics. Each learner possesses individual differences, such as interests, learning styles, habits, abilities, psychomotor skills, and levels of attention. This indicates that the diversity of learners' learning strategies and approaches contributes to differences in grammar mastery.

Previous research on grammar mastery has frequently focused on specific learning strategies, such as metacognitive strategies, cognitive strategies, of strategy training programs, often aiming to determine which strategy is most effective.

The study conducted by Syarfuni, et al. (2025) showed that although various grammar learning strategies have been implemented, students still find connecting theory with language practice in daily life challenging. These findings reveal the importance of teaching grammar that is more contextual and focuses on real communication practices.

Faudi, et al. (2025) also conducted a study about learning strategies toward grammar. This study found that factors such as students' individual learning styles and motivation (internal), as well as teaching time and instructional approaches (external), played a notable role in determining the success of grammar learning. The findings highlight the need for grammar instruction that is interactive and strategy-focused, emphasizing peer feedback and self-correction to aid comprehension of advanced grammar concepts.

This study reveals that learners employ diverse and individualized learning strategies, including exposure to English-language films, grammar exercises, and peer discussions. Rather than identifying a single superior strategy, the findings highlight the role of learner characteristics and personal study habits in shaping grammar mastery. The study emphasizes variability and individual differences among early-level learners, aligning grammar mastery with broader learner traits such as interests, habits, and attention levels. Thus, the present research contributes by demonstrating that grammar mastery is influenced not only by strategy type but also by how learners adapt strategies to their personal learning contexts.

c. Lectures' Teaching Method

Lectures' teaching method significantly affects learners' comprehension and mastery of English grammar. The interview results indicated that all respondents agreed that lectures' teaching methods play an important role in influencing learners' mastery of English grammar. From the interview results, the study found some teaching methods used by the lectures, namely, explaining the material, providing sample questions, and assigning practice exercises. These methods provided a significant role in supporting learners' mastery of English grammar.

Widianingsih and Gulo (2011) argue that educators' ability to employ varied grammar teaching methods significantly affects learners' motivation to learn grammar. The use of appropriate instructional methods in grammar teaching consequently influences learners' levels of grammar mastery.

Many prior studies have examined the effectiveness of specific grammar teaching methods (e.g., communicative grammar teaching, deductive vs. inductive approaches) and measured their impact on learners' grammar achievement.

The study conducted by Zhao et al. (2025) investigated the relationship among students' beliefs about grammar, teaching methods, learning strategies, and learning motivation with grammar competence in EFL learners within the context of Chinese higher education. The research results revealed that a substantial positive connection exists between the four factors and grammar competence, highlighting the critical role of teaching methods. The incorporation of digital

teaching platforms, particularly Chaoxing Apps, demonstrated beneficial effects on grammar competence due to their flexibility and engagement.

Rather than comparing instructional models, this study investigates learners' perceptions of lecturers' teaching methods. All respondents agreed that lecturers' methods significantly influence their grammar comprehension and mastery. The findings identify practical teaching practices, such as explaining material clearly, providing sample questions, and assigning structured practice exercises—as influential factors. Therefore, this research contributes a learner-centered perspective by emphasizing perceived instructional effectiveness rather than experimentally testing method superiority.

d. Learning Environment and Academic Support

Learning environment refers to the academic atmosphere as well as the physical conditions in which learners engage in learning activities. In addition, academic support refers to the facilities and infrastructure that facilitate the learning process. Most learners reported that campus facilities such as language laboratories, e-learning systems, and digital platforms intended to support grammar learning remain insufficient.

A supportive learning environment enhances learners' motivation to master grammar. Muhibbin (as cited in Lele, 2010) explains that social environmental factors such as the surrounding community, neighbors, classmates, and broader social interactions, play a role in influencing learners' grammar mastery.

Previous studies on learning environment often concentrate on classroom atmosphere or peer interaction as social variables influencing language learning outcomes.

Rahmati et al. (2025) found that a supportive academic environment and structured learning condition enhance learner's grammar mastery and overall language proficiency, demonstrating the importance of institutional support in EFL contexts. The research employs a quantitative approach using a survey method, collecting data from a sample of students engaged in English language learning.

The present study expands the concept of learning environment to include both academic atmosphere and institutional support systems. Learners reported that campus facilities, such as language laboratories, e-learning systems, and digital grammar-learning platforms, remain insufficient. This highlights infrastructural limitations as an influencing factor in grammar mastery. Thus, unlike earlier research that focused mainly on social interaction, this study integrates physical facilities and academic infrastructure into the discussion of environmental influence.

The findings reveal that several factors influence the grammar mastery of early-level learners in the English Education Study Program at UIN Raden Mas Said Surakarta, namely motivation, learning strategies and study habits, lecturers' teaching methods, and learning environment and academic support. Motivation as well as learning strategies and study habits are classified as internal factors originating from learners themselves. In contrast, lecturers' teaching methods and learning environment are considered external factors, as they stem from influences outside the learners. This classification aligns with Abror's view (as cited in Lele, 2010), which states that factors affecting grammar mastery may originate from within the learner (internal) or from external sources.

DISCUSSION

1. The Level of Grammar Comprehension of Erly-Level Learners in the English Education Program at UIN Raden Mas Said Surakarta Based on Statistical Analysis

The findings of this study indicate that third-semester learners of the English Language Education Study Program demonstrate a “fair” level of grammar comprehension, with a mean score of 69.0. Although the One Sample t-test confirms that the average score significantly exceeds the minimum sufficiency threshold (61), placing learners within the sufficient category, the overall performance remains concentrated in the mid-level range. This suggest that while learners possess foundational grammatical knowledge, their mastery has not yet developed into higher-level proficiency.

The predominance of learners within the “fair” category (48.6%) reflects that most learners are able to recognize and apply basic grammatical rules; however, they may still face difficulties when dealing with more complex structures’ grammatical usage. The relatively small percentage of learners in the “very good” category (8.3%) further indicates that advanced grammatical competence is limited among the group. This distribution implies that grammar instruction at earlier educational levels has provides an adequate foundation, yet it may not have sufficiently fostered deeper analytical or productive grammatical skills.

This results align with Abendan (2024), who found that early-level learners generally demonstrate adequate grammatical proficiency. Learners appear to understand fundamental sentence structures and grammatical principles. However, adequacy does not necessarily equate to readiness for professional demands. As emphasized by Abdullah (2013), grammar comprehension plays a crucial role in supporting communicative competence, particularly in English language education contexts. For prospective English teachers, grammar is not only a tool for comprehension but also a pedagogical resource that underpin effective language instruction.

Furthermore, the findings may reflect the nature of grammar instruction in previous educational stages. Jacobs and Rosenbaum (1986) argue that grammar is generally well understood by the time learners graduate from high school, as substantial instructional time has been devoted to it. The present findings partially support this claim, as learners demonstrate sufficient foundational knowledge. However, the transition from high school grammar learning to university-level expectation may require more emphasis on application, integration with communicative skills, and critical grammatical analysis rather than rule memorization.

These findings suggest the need for instructional strategies that move beyond basic rule explanation toward contextualized and communicative grammar teaching. Additionally, diagnostic feedback and targeted remediation for learners in the “poor” category (16.7%) are necessary to ensure that all learners reach a higher-level competence.

Grammar comprehension plays a crucial role for university learners, as it significantly influences the structure and meaning both written and spoken sentences. Ungrammatical sentences tend to become meaningless and illogical. Based on the results of hypothesis testing, which indicate that the level of grammar instruction at the previous level of education (senior high school) can be considered reasonably successful. This is consistent with the view of Jacobs and Rosenbaum (1968), who argue that grammar is generally well understood upon graduation from high school, and that considerable time has been devoted to learning what is commonly referred to as grammar, which is indirectly related to material studied in earlier years.

Nevertheless, the grammar comprehension of early-level learners that falls within the moderate category remains below expectations. Learners majoring in English Education are expected to possess a higher level of grammatical competence. This is because grammar comprehension greatly supports learners in communicative learning, which is widely implemented in English language education contexts (Abdullah, 2013).

In conclusion, although learners' grammar comprehension at the early-level can be categorized as sufficient, it remains below the professional expectations in English Education majors. The findings highlight the importance of strengthening grammar instruction at the University level to bridge the gap between adequacy and excellence, thereby better preparing learners for their future roles as English language lecturers.

2. Common Grammatical Errors among Early-Level English Education Learners at UIN Raden Mas Said Surakarta

The findings of this study indicate that early-level learners of the English Education Study Program at UIN Raden Mas Said Surakarta frequently experience difficulties in several grammatical components, particularly adjectives, adverbs, and action adverbs. Although learners demonstrate sufficient overall grammar comprehension, their performance across specific components reveals uneven mastery. The statistically significant differences identified through ANOVA further confirm that these weaknesses are systematic than incidental.

Among the grammatical components examined, adjectives represent one of the most problematic areas. The relatively low mean score suggests that learners struggle to fully understand the primary function of adjectives as modifiers of nouns and pronouns. While learners may recognize adjectives at the lexical level, they often encounter difficulty in applying them accurately within syntactic structures. As noted by Haryani and Fatimah (2020), mastery of basic adjective forms is essential because it reduces cognitive load when learners face more complex variations. Without a solid foundation in basic forms, learners are more likely to rely on partial understanding, leading to errors in both written and spoken production.

The findings indicate that early-level learners of the English Education Study Program at UIN Raden Mas Said Surakarta still frequently make errors in several grammatical components, namely adjectives, adverbs, and action adverbs. Among these components, adjectives show the lowest mean score compared to the others. This result suggests that learners often experience difficulties in understanding the primary function of adjectives, which is to describe or modify other words, typically nouns or pronouns. The complexity of adjective forms requires learners to possess a fundamental understanding of adjectives in their simplest forms (Haryani and Fatimah, 2020). Knowledge of a word's most basic form can reduce the cognitive effort required when learners later attempt to understand its various forms and uses.

The adverb component has the second-lowest mean score among the grammatical components. Learners also frequently make errors in identifying adverbs. Adverbs are grammatical elements that modify other adverbs, adjectives, or verb within a sentence (Abendan, Jovel Bea, 2024). To address this weakness, it is necessary to implement a series of practice activities in which learners can develop their sentence construction skills through the use of various adverbs.

Action adverbs are among the components most frequently misapplied by learners. This component records the lowest mean score compared to the other components, indicating that learners make the greatest number of errors in their understanding of action verbs. According to Suhrob (2022), one of the primary reasons for these frequent errors is the presence of irregular verbs.

The results of this study further reveal that frequent errors in the use of adjectives, adverbs, and action adverbs contribute to suboptimal English grammar comprehension. According to Abdullah (2013), inadequate grammar comprehension poses significant challenges for English major learners, particularly within communicative language learning approaches. Strong mastery of grammatical knowledge can significantly enhance learners' communicative competence.

3. Factors Influencing Early-Level Learners' Grammar Mastery in the English Education Program at UIN Raden Mas Said Surakarta

This study aimed to explore the factors influencing grammar mastery among early-level learners in the English Language Education Study Program. The findings indicate that grammar mastery is shaped by the interaction of internal factors (motivation, learning strategies, and study habits) and external factors (lecturers' teaching methods and learning environment with academic support).

The findings reveal that motivation plays a central role in learners' grammar mastery. All participants acknowledge the importance of grammar for constructing accurate and meaningful sentences in both spoken and written communication. This suggests that learners possess strong instrumental and academic motivation, as they perceive grammar competence as necessary for academic success and effective communication.

This finding supports Abror's view (as cited in Lele, 2010) that motivation functions as a psychological driving force influencing learning achievement. When learners recognize the practical value of grammar, they are more likely to engage actively in learning activities and persist in overcoming difficulties. Unlike studies that treat motivation merely as a measurable variable correlate with achievement scores, the present study highlights learners' awareness of grammar's functional role, suggesting that perceived usefulness strengthens sustained engagement in grammar learning.

The study also demonstrates that learners employ diverse learning strategies, such as watching English-language films, practicing grammar exercises, and engaging in peer discussions. This finding reinforces Iskandarwassid's (2011) argument that learner characteristics—including interests, learning styles, and habits—significantly influence language mastery.

The diversity of strategies observed in this study indicates that grammar mastery is not achieved through a uniform approach. Instead, learners adapt strategies based on their individual preferences and needs. This supports the notion that effective grammar learning requires learner autonomy and strategic awareness. Moreover, the findings suggest that differences in grammar mastery among early-level learners may stem not only from cognitive ability but also from the consistency and appropriateness of their chosen learning strategies.

Thus, grammar mastery appears to be closely linked to learners' ability to regulate their own learning processes, highlighting the importance of promoting strategic competence in grammar instruction.

The findings confirm that lecturers' teaching methods significantly influence learners' comprehension and mastery of grammar. Participants emphasized the effectiveness of clear explanations, sample questions, and structured practice exercises. These instructional practices help learners understand grammatical rules and apply them accurately.

This result aligns with Widianingsih and Gulo (2011), who argue that varied and appropriate teaching methods enhance learners' motivation and achievement. The present study extends this perspective by demonstrating that learners value structured and explicit grammar instruction, particularly at the early level. For

beginning learners, clarity and guided practice appear to be crucial in building foundational grammatical competence.

The discussion suggests that grammar mastery is facilitated when instructional delivery combines explanation with application. Therefore, lecturers' pedagogical competence plays a pivotal role in bridging theoretical grammar knowledge and practical language use.

The study further reveals that the learning environment and academic support systems influence grammar mastery. While learners acknowledged the importance of a supportive academic atmosphere and peer interaction, many reported that institutional facilities—such as language laboratories and digital learning platforms—remain insufficient.

This finding is consistent with Muhibbin's view (as cited in Lele, 2010) that social and environmental factors contribute to learning outcomes. However, the present study highlights not only social aspects but also infrastructural elements as part of the learning environment. The perceived inadequacy of facilities may limit opportunities for independent practice and technology-assisted grammar learning.

These results indicate that grammar mastery is influenced not only by personal effort and instructional quality but also by institutional readiness to provide adequate academic resources. A supportive environment can strengthen learners' motivation and enhance access to meaningful learning experiences.

Overall, the findings demonstrate that grammar mastery results from the dynamic interaction between internal and external factors. Internal factors—such as motivation and learning strategies—initiate and sustain learners' engagement, while external factors—such as teaching methods and institutional support—either facilitate or constrain that engagement.

This integrated perspective supports Abror's classification of learning determinants into internal and external dimensions. However, the present study emphasizes that these factors do not operate independently. Instead, they interact continuously in shaping learners' grammar achievement. For example, effective teaching methods may enhance motivation, while strong motivation may encourage learners to utilize available academic support more effectively.

The discussion suggests several pedagogical implications. First, lecturers should foster learners' awareness of the functional importance of grammar to strengthen intrinsic and instrumental motivation. Second, instruction should incorporate strategy training to help learners develop effective study habits. Third, institutions should enhance academic facilities and digital support systems to create a more conducive grammar learning environment.

In conclusion, grammar mastery among early-level learners is a multidimensional construct influenced by psychological, pedagogical, and environmental factors. A comprehensive approach that addresses both learner-internal and contextual-external dimensions is essential to improve grammar achievement in higher education contexts.

CONCLUSION

This study concludes that the grammar comprehension of beginning-level learners in the English Education Study Program at UIN Raden Mas Said Surakarta remains at a moderate level. Based on statistical analysis of 72 learners, 48.6% were categorized as having moderate grammar comprehension, followed by 26.4% in the good category, 16.7% in the low category, and only 8.3% achieving a very good level. The findings further indicate that learners frequently experience difficulties in specific grammatical components, particularly adjectives ($M = 2.93$), adverbs ($M = 2.90$), and action adverbs (M

= 2.79), with post hoc analysis using the Tukey test confirming significant differences between these components and others such as pronouns, nouns, participants, conjunctions, and the past tense. Moreover, grammar mastery is influenced by both internal and external factors, including motivation, learning strategies and habits, teaching methods, and the learning environment, highlighting the combined role of learner-related and instructional factors in shaping learners' overall grammar comprehension.

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