

TEACHING GRAMMAR IN CONTEXT: IS IT EFFECTIVE FOR INCREASING STUDENT’S ACHIEVEMENT IN GRAMMAR RULES?

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Abstract. This study aims to examine the role of grammar teaching in improving students' mastery of grammar rules and learning achievement through a Systematic Literature Review (SLR) approach. This study reviewed reputable journal articles published between 2013 and 2024 and selected based on predetermined inclusion and exclusion criteria. The data collection process followed the SLR stages, which included identification, screening, and assessment of article eligibility. The collected data were then analyzed using thematic synthesis to group and interpret the main findings from previous studies. The review results showed that teaching grammar in context consistently had a positive impact on improving students' mastery of grammar rules. In addition, this approach helps students use grammar more meaningfully in both oral and written communication. The application of grammar in context is generally carried out through the use of dialogue, stories, authentic texts, and audiovisual media. Based on these findings, it can be concluded that teaching grammar in context is an effective approach to improving grammar mastery and supporting the development of students' written and oral language skills.

Keywords: Grammar in Context, Teaching Grammar, Grammar Skill, English Language Teaching, Systematic Literature Review

Abstrak. Penelitian ini bertujuan untuk mengkaji peran pengajaran tata bahasa dalam konteks dalam meningkatkan penguasaan aturan tata bahasa dan prestasi belajar siswa melalui pendekatan *Systematic Literature Review* (SLR). Studi ini menelaah artikel-artikel jurnal bereputasi yang diterbitkan pada rentang tahun 2013 hingga 2024 dan dipilih berdasarkan kriteria inklusi dan eksklusi yang telah ditetapkan. Proses pengumpulan data mengikuti tahapan SLR yang meliputi identifikasi, penyaringan, dan penilaian kelayakan artikel. Data yang terkumpul kemudian dianalisis menggunakan sintesis tematik untuk mengelompokkan dan menafsirkan temuan-temuan utama dari penelitian terdahulu. Hasil tinjauan menunjukkan bahwa pengajaran tata bahasa dalam konteks secara konsisten memberikan dampak positif terhadap peningkatan penguasaan aturan tata bahasa siswa. Selain itu, pendekatan ini membantu siswa menggunakan tata bahasa secara lebih bermakna dalam komunikasi lisan maupun tulis. Penerapan tata bahasa dalam konteks umumnya dilakukan melalui penggunaan dialog, cerita, teks autentik, dan media audiovisual. Berdasarkan temuan tersebut, dapat disimpulkan bahwa pengajaran tata bahasa dalam konteks merupakan pendekatan yang efektif untuk meningkatkan penguasaan tata bahasa, serta mendukung perkembangan kemampuan berbahasa tulis dan lisan siswa.

Kata Kunci: Tata Bahasa dalam Konteks, Pengajaran Tata Bahasa, Keterampilan Tata Bahasa, Pengajaran Bahasa Inggris, Tinjauan Pustaka Sistematis

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INTRODUCTION

Language is a fundamental means of communication that occurs within a social context (Kuiper & Allan, 2017). As English is widely used across the world, many people learn English for academic, professional, and social purposes. Learning a language does not only involve developing the four language skills—listening, speaking, reading, and writing—but also requires mastery of grammar. Grammar plays a crucial role in enabling learners to communicate effectively and accurately in both spoken and written forms.

Grammar is defined as a system of meaningful structures and patterns governed by pragmatic constraints (Larsen-Freeman, 2021). In the context of English as a foreign language, grammar instruction is essential to help learners construct meaningful sentences and convey messages appropriately. Mastery of grammar supports learners in producing clearer and more accurate communication. Richards and Renandya (2002) emphasize two main reasons for teaching grammar: comprehensibility and acceptability. Comprehensibility refers to learners' ability to use language effectively across contexts, while acceptability concerns the appropriate use of language in different social situations so that communication is well received.

Various approaches have been employed in teaching grammar, one of which is teaching grammar through context. Teaching grammar in context exposes learners to the target language in authentic or near-authentic situations before focusing on grammatical forms (Riddell, 2023). Contextualized grammar instruction allows learners to observe how grammatical structures function within meaningful discourse. Wajnryb (1990) argues that context provides learners with a clearer understanding of grammatical use and enhances accuracy in both spoken and written language, as learners can see how grammar operates within sentences and extended texts.

The close relationship between language and context further highlights the importance of contextualized grammar instruction. Thornbury (1990) asserts that grammar cannot be separated from context, as meaning is shaped by how language is used in real situations. Teaching grammar through dialogues, stories, and videos enables learners to encounter grammatical structures in realistic communication. Among these strategies, dialogues are considered particularly effective because they reflect real-life interactions and help learners practice meaningful communication.

A number of previous studies have examined the role of contextualized grammar teaching. Bakhriddinovich (2024) discussed the principles of teaching contextualized grammar in English, while Jandildinov and Yersultanova (2023) explored the role of context in grammar instruction. Fridrikh, Bihunova, and Bihunov (2022) focused on grammar teaching in context,

and Ha and Van (2020) examined its effectiveness in improving speaking skills. Earlier studies by Amin (2015), Maulidiyah (2015), and Mart (2013) also emphasized the importance of teaching grammar in context and its impact on reducing grammatical errors.

Despite the growing body of research on contextualized grammar instruction, most existing studies focus on specific classroom implementations or skill-based outcomes. The novelty of this study lies in its use of a systematic and comprehensive review of past research to analyze how teaching grammar in context influences students' achievement in grammar rules. Furthermore, this study seeks to identify various adaptations of contextualized grammar teaching that remain effective in contemporary learning environments, including those influenced by technological and pedagogical developments. By synthesizing findings from recent and earlier studies, this research aims to provide a broader and updated perspective on the effectiveness of contextualized grammar instruction in modern English language teaching.

METHODS

This study employed a Systematic Literature Review (SLR) to comprehensively examine and synthesize previous research on teaching grammar in context in English language education. The SLR approach was chosen to ensure a transparent, rigorous, and replicable process in identifying, evaluating, and analyzing relevant empirical studies. This method allows the researcher to map existing evidence, identify research trends, and highlight gaps in the literature related to grammar instruction through contextualized approaches.

Data collection was conducted by searching three major academic databases: Google Scholar, ERIC, and ScienceDirect. These databases were selected because they provide broad access to peer-reviewed journals and reputable studies in the field of English language teaching and applied linguistics. The search process used a combination of keywords, including "grammar in context," "teaching grammar," "contextualized grammar," and "English Language Teaching." Boolean operators such as AND and OR were applied to refine the search results and ensure relevance.

The selection of articles followed clearly defined inclusion criteria. First, only studies published between 2013 and 2024 were included to capture recent developments and contemporary teaching practices. Second, the studies had to be empirical research focusing explicitly on teaching grammar in context, either in classroom-based settings or experimental designs. Third, only full-text articles written in English were considered to ensure accessibility and consistency in analysis. Studies that were theoretical papers, opinion articles, dissertations, or unrelated to grammar instruction were excluded.

The screening process was carried out in several stages, including identification, title and abstract screening, and full-text eligibility assessment. After the final selection, the included articles were analyzed using thematic analysis. This analysis involved coding the findings of each study, grouping similar themes, and identifying recurring patterns related to instructional strategies, learning outcomes, and innovations in contextualized grammar teaching. Through this process, the study synthesized evidence on how teaching grammar in context contributes to grammar rules achievement and how such approaches have been adapted to modern learning environments.

RESULT

There are some studies used to obtain the findings in this research, as it is shown in Table 1 below.

Table 1. Related Research (Newest to Latest)

No.	Author	Title	Findings
1.	Bakhrudinovich (2024)	The Principles of teaching Contextualized Grammar in English	Teaching contextualized grammar helps students to see grammar in a new way, more realistically; helps to use grammar in real contexts and situations; train grammar in interesting ways; changes the students' view of grammar from "dead" rules to a lively, meaningful understanding of speech actions; clearly helps students to be more conscious and motivated about grammar; it helps teachers to stimulate the cognitive mechanisms of students, to organize their independent reflexive activity; texts will provide students with an excellent opportunity to expand their vocabulary with modern vocabulary; texts can be used for retelling as well as for real-world discussion topics; texts of various genres and characters contribute to broadening the students' horizons and knowledge of the world.
2.	Jandildinov & Yersultanova (2023)	The Role of Contextualization in Teaching Grammar	De-contextualized instruction as it is normally practiced in high school contexts failed to promote successful use of the future continuous tense. In contrast, meaning-based contextualization did result in better performance on a written production grammar test involving the use of the future continuous tense.
3.	Fridrikh, Bihunova, & Bihunov (2022)	Focus on Teaching Grammar in Context.	The basic principles for teaching grammar, namely E Factor and A-Factor. E-Factor means Efficiency and, teaching any grammatical category, its components – economy, ease and efficacy – should be kept in mind. A-Factor means Appropriacy and contains a lot of factors, such as learners' age, their hobbies and interests, learners' previous level of knowledge, etc. Teachers should consider them all to succeed in grammar presentation. The authors offer

			multi-vector opportunities for learning grammar to encourage students to learn it understanding its necessity because mastering grammar is the basis of language proficiency.
4.	Ha & Van (2020)	Teaching Grammar in Context to Improve Speaking Skills for Pet Candidates.	All of the students have a positive attitude toward this technique and they think this technique helps them learn grammar better. In addition, it also helps the students to improve the score of the PET speaking skill. Hopefully, this study will make a relative contribution to help students improve their speaking skills and teachers have more techniques to make their grammatical lessons more interesting.
5.	Amin (2015)	Teaching Grammar-in-Context and Its Impact in Minimizing Students' Grammatical Errors	Teaching grammar in-context is considered to be effective in minimizing students' grammatical errors in writing.
6.	Maulidiyah (2015)	Teaching Grammar in Context: Why and How?	Teaching grammar in context is more useful and can help the students to master English better.
7.	Mart (2013)	Teaching Grammar in Context: Why and How?	Teaching grammar in context will give learners opportunities to see how grammatical structures function in sentences. Teaching grammar in context will help learners to acquire nature of the language which will facilitate their understanding of the language.

DISCUSSION

Teaching grammar in context has been widely examined in previous studies, all of which highlight its positive contribution to students' achievement in grammar rules as well as their writing and speaking skills. Rather than treating grammar as isolated rules, these studies emphasize grammar as a meaningful component of real communication. This shift in perspective allows learners to see how grammatical forms function in authentic language use, which supports deeper understanding and long-term retention.

Bakhritdinovich (2024) discusses the core principles of teaching grammar in context and emphasizes its motivational impact on learners. According to the study, contextualized grammar instruction helps students become more aware of how grammatical structures are used to express meaning in real situations. This approach transforms students' perception of grammar from rigid and abstract rules into meaningful language actions. As a result, learners show higher engagement and greater willingness to participate in grammar learning activities.

The influence of grammar teaching in context on productive language skills is further supported by Jandildinov and Yersultanova (2023), who focus on students' writing skills. Their findings indicate that when grammar is presented through meaningful texts and communicative tasks, students are better able to apply grammatical rules accurately in their writing. This suggests that contextualized instruction bridges the gap between grammatical knowledge and actual language use. Similarly, Amin (2015) reports that teaching grammar in context significantly reduces grammatical errors in students' writing, as learners develop a clearer understanding of how grammatical forms operate within sentences and discourse rather than memorizing rules in isolation.

Fridrikh, Bihunova, and Bihunov (2022) provide a broader theoretical perspective by examining the role of grammar in language learning and various instructional approaches. Their study reinforces the idea that grammar remains essential in language education, but its effectiveness largely depends on how it is taught. They argue that contextualized grammar instruction supports a more holistic understanding of language, integrating form, meaning, and use. This aligns with the views of Maulidiyah (2015) and Mart (2013), who emphasize that learning grammar through context helps learners acquire the natural patterns of language, making it easier for them to comprehend and use English in both spoken and written communication.

Overall, the reviewed studies consistently demonstrate that teaching grammar in context is not only effective in improving grammatical accuracy but also supports the development of broader language skills. However, most of these studies focus on classroom implementation and learning outcomes, while fewer address how contextualized grammar instruction can be adapted to modern learning environments. This highlights the need for further research that explores innovative adaptations of grammar teaching in context, particularly in response to technological advancements and evolving pedagogical practices.

CONCLUSION

In conclusion, teaching grammar in context can effectively improve students' achievement in grammar rules. This approach helps students communicate more accurately in both written and spoken language. By presenting grammar through meaningful contexts such as dialogues, stories, and videos that are relevant to students' lives, learners are able to understand how grammatical forms function in real communication. As a result, students can learn the language more naturally and apply their grammatical knowledge more confidently in authentic situations.

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