

EFL TEACHERS' PERCEPTION TOWARD THE IMPLEMENTATION OF INTEGRATED GRAMMAR TEACHING AMIDST THE GLOBAL PANDEMIC

Bayu Bima Dwipa

Universitas Negeri Surabaya

bayu.17020084068@mhs.unesa.ac.id

Abstrak

Penelitian ini dilaksanakan untuk mengetahui implementasi pengajaran *grammar* secara terpadu selama masa pandemi global, lalu persepsi guru bahasa Inggris terkait pengajaran *grammar* tersebut selama pandemi global dan tantangan apa saja yang mereka hadapi selama menerapkan pengajaran *grammar* secara terpadu. Penelitian ini sangat diperlukan mengingat perpindahan dari pembelajaran luring ke daring menimbulkan perubahan yang signifikan, khususnya dalam pengajaran *grammar* secara terpadu. Kemudian, penerapan pengajaran *grammar* secara terpadu di pembelajaran daring ini perlu diketahui oleh pembaca sehingga mereka dapat mengetahui penerapan pengajaran *grammar* secara terpadu, persepsi guru terkait penerapan pengajarannya dan tantangan apa saja yang dihadapi oleh guru dalam menerapkan pengajaran *grammar* secara terpadu tersebut. Untuk mengetahui tujuan penelitian tersebut, peneliti melakukan observasi menggunakan catatan lapangan dan wawancara semi-terstruktur kepada dua guru di salah satu sekolah di Gresik. Penelitian ini menggunakan pendekatan kualitatif dalam desain fenomenologi. Dari hasil penelitian, ditemukan bahwa guru bahasa Inggris disekolah tersebut telah mengajarkan *grammar* secara terpadu dengan baik. Lalu, peneliti juga menemukan bahwa semua guru menganggap bahwa pembelajaran *grammar* secara terpadu sangat penting untuk diajarkan kepada peserta didik. Mereka juga mengatakan bahwa semua kesalahan *grammar* yang dilakukan oleh peserta didik harus dikoreksi untuk mencegah dan meminimalisir kesalahan *grammar* peserta didik. Meskipun demikian, ada beberapa tantangan yang dihadapi guru dalam menerapkan pengajaran *grammar* tersebut, seperti rendahnya motivasi peserta didik, kurangnya waktu yang diberikan untuk mengajar di pembelajaran daring, dan pembelajaran yang hanya berpusat pada membaca. Oleh karena itu, guru membutuhkan beberapa dukungan untuk mengatasi permasalahan tersebut, seperti tambahan waktu mengajar apabila pembelajaran daring masih berlanjut, lalu perubahan pada silabus sekolah, dan yang terakhir adalah pelatihan guru untuk meningkatkan kemampuan mengajar mereka khususnya dalam mengajar *grammar* secara terpadu.

Kata Kunci: *Grammar*, pengajaran *grammar* secara terpadu, persepsi, persepsi guru, tantangan, pandemi global

Abstract

This study was conducted to explore the implementation of integrated grammar teaching amidst global pandemic, then the teachers' perceptions towards integrated grammar teaching amidst global pandemic, and the challenges they faced in implementing integrated grammar teaching. This research is necessary considering the shift from offline learning into online learning give a significant alteration. Then, it also necessary to know the implementation of integrated grammar teaching in online learning since the readers could understand the implementation of grammar teaching, teachers' perception towards it, and challenges they have face in implementing integrated grammar teaching. To determine the purpose of the study, the researcher conducted an observation using observation field notes and a semi-structured interview with all two English teachers in one of the schools in Gresik. This study used a qualitative approach with a phenomenological design. From the result of the study, it was found that the English teachers in that school implemented integrated grammar teaching well. Then, the researcher also found that all teachers considered that integrated grammar teaching is vital to be taught to the students. In addition, they also argued that the students' grammatical errors must be corrected to prevent and minimize their grammatical errors. However, the teachers faced several challenges in implementing integrated grammar teaching, for instance, the student's lack of motivation, insufficient teaching time, and reading-centered learning. Therefore, they need several supports to deal with those challenges, such as additional teaching time if the online learning is extended, the change of school syllabus, and teacher practice or training to help them improve their teaching skills.

Keywords: *Grammar*, integrated grammar teaching, perception, teachers' perception, challenges, global pandemic

INTRODUCTION

In English Language Teaching (ELT), writing is one of the four English skills students must learn at school. Harmer (2001) stated that writing must be done with good understanding and organization to inform and express the readers. Thus, the excellent writing quality can deliver information to the readers, so it has to be well organized and understandable. However, a well-organized, readable, and understandable writing quality cannot be separated from grammar. Therefore, it is vital to teach and learn grammar in the English as a Foreign Language (EFL) classroom since grammar knowledge helps the students improve their written work's quality (Debata, 2013).

Grammar is one of the essential components of writing. It is a set of rules that make sentences understandable to read. Swan (2005) also defines grammar as the rules that show how words are combined, arranged, or changed to show specific kinds of meaning. Besides, Harmer (2001) explains grammar as portraying how words can change their forms and be combined into sentences. Therefore, the teaching of grammar in the classroom must be planned well as the other skills in English language teaching since it can give beneficial language competence to the learners.

Grammar is also one of the several problems in English language teaching, leading to the learners' lack of writing competency. Besides, it becomes challenging for learners to learn, especially in the EFL context, because they do not study grammar in their primary language to use it in daily activities, such as speaking and writing. For instance, English is used and categorized as the EFL in Indonesia; therefore, EFL learners use the English language only when they are at school. Consequently, teachers have a vital role in the grammar of the learners. Therefore, they must teach grammar to the learners to improve their writing competency.

There are two kinds of approaches in conducting grammar teaching, namely isolated grammar teaching and integrated grammar teaching. Isolated grammar teaching means that teachers explicitly teach the rules of grammar. Ellis (2006) stated that isolated grammar teaching is the best way to teach grammar since the clear grammatical presentation of linguistic elements can increase learning speed. On the contrary, integrated grammar teaching means that the teacher implicitly teaches the rules of grammar. The students have to focus on the meaning within ingoing communicative content-based instruction and attention to language forms (Spada & Lightbown, 2008).

However, on the K-13 (2013 Curriculum), the teaching method used in grammar teaching in the EFL classroom is integrated grammar teaching since it is integrated with other language skills, i.e., listening, speaking, reading, and writing (Kemendikbud, 2016). According to Widodo, H.P. (2006), integrated grammar teaching is the process of attending to people's needs, experiences, and feelings to accomplish complete learning regarding using and combining words to show specific kinds of meaning embedded to the other language skills. Similarly, Shaffer (1989) stated that the integrated approach is considered when learners acquire language based on unconscious experience to the habitual formation processes of the target language. They learn by studying several examples of a structure until they can use the structure automatically. Shaffer (1989) stated that this approach is suitable for the students' competency since learners are stimulated to innately attain the target language without stating the specific rules in the structure and may not be fully aware of their learning. In addition, integrated grammar teaching was founded to promote students' ability to apply grammar in communication (Murtisari, 2020). It is also supported by Spada & Lightbown (2008) that integrating grammar into the learning framework provides constructive impact to the second language development both in the short and long terms. The integrated approach obtains more theoretical favour in EFL contexts as well as experimental settings. Also, this approach seems to link to communicative contexts. On the other hand, the deductive approach is often outdated and ineffective for the learners. Therefore, the researcher needs to examine the way teachers implement integrated grammar teaching in the EFL classroom.

According to Doff (1990), there are four steps to integrate grammar into other language skills: Motivating and building students to the grammar knowledge, presenting the grammar, practicing language skills, and assessing students' grammar knowledge. On the first step, teachers gave students some motivation and build their knowledge of grammar using media, whether visual, audio, or audio-visual. The teacher then asked several questions based on the media related to the grammatical item and topic. Then, the students must answer the teacher's question. This session is beneficial to brainstorm the students' knowledge of grammar. In the second step, the teacher wrote all questions and answers from the students in the motivating part. The teacher could give additional sentences as other examples. Then, the grammatical item or topic learned is underlined. If necessary, the teachers could stimulate the rules of grammar from the students. In the third step, the teacher gave several

exercises or drills to examine students' comprehension of the skills and the grammatical item learned. The exercises were conducted in the way that students were doing them individually. Also, it was conducted based on the grammatical item or topic that had been learned. In the last step, the teachers assessed students' comprehension of the grammatical item or skills taught in the last step. It was also conducted to make students apply the concept of the grammatical item learned productively. Therefore, the students needed to do the task individually.

Besides examining how teachers implement integrated grammar teaching, it is also crucial to examine the perceptions from the teachers who conduct the grammar teaching in an integrated way since it has often been abandoned in SLA (Second Language Acquisition) (Graus & Coppen, 2015a). Perception could be described as the thought regarding a particular phenomenon or object. It is the process of individuals organizing and inferring their sensory impressions to give meaning and understanding to their environment (Robbins, 2013). Correspondingly, Goldstein (2016) agreed with the previous statement that perception occurs due to sensory receptors receiving stimuli. On the condition that there is no stimulus which individuals perceive, then there is no existence of perception. Also, Ahen (2009) stated that perception is the product of how an individual views a specific object or particular thing, which affects people's beliefs and judgments. For these reasons, it can be concluded that perception is the product of the individuals' processes of organizing and inferring the sensory impressions that give them meaning and understanding, which affect their beliefs and judgments toward a particular phenomenon or object.

Several studies show the necessity of examining the teachers' perception of grammar teaching. For example, Farrell & Lim (2005) stated that the way teachers handle grammar is entirely affected by their perception of language learning, their beliefs about their students' needs and wants, and other contextual factors such as time. In other words, teachers conducted grammar teaching based on how they perceive language learning, their student's needs, and the time provided, whether it is long or short. Besides, the teachers' knowledge of grammar also influences their instructional decisions (Ong, 2011). Consequently, teachers' actual knowledge of grammar influences their teaching and how confident they feel about knowledge. Hence, the teachers should have a positive perception, strong beliefs, and total confidence to optimize their influence in grammar teaching. Therefore, the researcher needed to examine how

their views towards integrated grammar teaching focus on writing skills.

However, in the early 2020s, the entire world has struggled with the global pandemic caused by Coronaviruses' presence (Covid-19). It makes enormous changes of how human behaves in daily life. The countries affected by this contagious disease implement social distancing to avoid contagious diseases by minimizing contact between infected and non-infected people. As a result, most people do their activities, such as studying and working using advanced technology. In Indonesia, this pandemic enormously affects the education system, making the government create several policies, including the shift from face-to-face learning in the formal classroom into the online learning classroom, including English as a foreign language (EFL) teaching.

In recent years, studies on online learning of English classrooms by using digital technologies obtain vast consideration from ELT scholars (Nugroho & Rahmawati, 2020). First, Cole and Vanderplank (2016) stated that independent and natural learning by using digital technology in informal learning beyond the classroom contributes to language learners' ability to achieve outstanding levels of language proficiency. Then, Jensen (2017) found that gaming performed beyond a formal classroom affected young English language learners' competence in Denmark. Thus, it shows that a simple thing performed informally beyond the classroom could enhance learners' language competency. Lastly, Lee & Drajati (2019) examined how EFL students engage autonomously in informal digital learning of English activities, contributed to their perception of English varieties and cross-cultural communication strategies. The study results indicate that informal English learning using digital technology is a favorite activity to enhance language proficiency, especially socio-cultural competence.

Moreover, shifting face-to-face learning inside the classroom to online learning beyond the classroom leads to several challenges experienced by the teacher as the facilitator in the EFL classroom. According to the research finding conducted by Atmojo & Nugroho (2020), EFL teachers encountered several challenges during the Coronaviruses outbreak. First, the school did not have a representative electronic learning platform. It means that the school does not have any policy to use specific e-learning platforms used as the media to teach the students. Then, it consumes much time to prepare materials for online learning activities. As a result, most teachers are spending much time thinking and designing appropriate materials for online

learning. Lastly, students have lack motivation and engagement. It was found that several students did not attend the online learning based on the schedule. In addition, they often skipped the instruction from the teacher, which makes them could not understand the teachers' instruction although the instruction is explicit.

From the previous study results elaborated above, it was necessary to research the English teachers' perception of implementing integrated grammar teaching amidst the global pandemic. Therefore, the researcher formulated three research objectives of the study as follows:

1. To describe the teachers' implementation of integrated grammar teaching in the EFL classroom amidst the global pandemic.
2. To describe the teachers' perceptions of the implementation of integrated grammar teaching in the EFL classroom amidst the global pandemic.
3. To describe the teachers' perceptions related to the challenges of teaching grammar in the EFL classroom amidst the global pandemic.

METHOD

This study intended to reveal the English teachers' perception of integrated grammar teaching in the EFL classroom amidst the global pandemic; therefore, the researcher used the qualitative approach's phenomenological design. Qualitative research is an approach that focuses on comprehending a phenomenon done by analyzing the data in the form of words and describing it in a very detailed view (Ary et al., 2010). Besides, Deepa (2016) describes that phenomenology design permits the researcher to interpret a particular group of participants' meaning and nature while sharing their stories. The researcher used qualitative data analysis outlined by Ary et al. (2010) to analyze the data. First, the researcher observed the teacher's implementation of integrated grammar teaching by taking several important notes regarding the teaching and learning process. Then, the researcher used a semi-structured interview. The data was collected through an oral interview by conducting a one-to-one person interview so that the researcher can directly clarify the participants' answers individually. The interview conducted using phone calls. Besides, the researcher also used the audio recording to assist in the interview process and analyze the data. The actual data from the oral interview transcribed into written documents for supplementary analysis.

RESULTS AND DISCUSSION

Teachers' implementation of the integrated grammar teaching

This part describes the teachers' implementation of integrated grammar teaching in EFL classrooms, especially in teaching historical recount text. It answered the first research question regarding the way teachers implemented integrated grammar teaching in their classes.

The researcher conducted the observation towards two classes. The classes were tenth graders in one of the state senior high schools in Gresik. The first class consists of 36 students, and the second class consists of 38 students. The whole meeting was conducted asynchronously. It means that the teachers gave students the learning materials and instruction not at the same time. Therefore, the school used a Microsoft Team's digital platform to make the teachers share the materials and instructions and view the students' submitted tasks.

The researcher conducted the observation in three meetings. On the first meeting, on the pre-teaching activities, the teachers started the asynchronous learning in the Microsoft Team by greeting the students and gave a link that contains a form for students to check their attendance (1). After that, they shared the learning objectives that the students need to accomplish in historical recount text (2). Lastly, they gave the students the materials of historical recount text in videos linked to YouTube and gave the warming up assignments from their book. At this first observation, there were no whilst-teaching and post-teaching activities. These could be seen from the teachers' announcement shared on the stream in Microsoft Team.

(1) T: Good morning, everyone. How are you? Hopefully, healthy and happy always. We pray to Allah SWT for our study today. Start praying! We begin our study with a new text that topic is recount text. Then prepare yourself with textbooks and pens. Come on!

S: Good morning, Mrs.

T: Before starting the lesson, please click this link to check your attendance.

(2) T: Learn this video. Open your English book and try to answer pages 109-111 vocabulary and reading in your book.

T: Also, learn these videos on YouTube. Here are the links <https://youtube.com/watch?v=7FFI5hwQD2o> <https://youtube.com/watch?v=3yufdaYKkbM>

On the second observation, the teachers gave the students a link that contains the form for students to check their attendance on the pre-teaching activities. Then, they

recalled the students' background knowledge related to the past tense they have learned in the previous chapter and gave them a task. After that, on the whilst teaching activities, they gave a text about the Proclamation of Indonesia to the students and asked them to find an example of a sentence using past tense. The teachers also required the students to answer in the comment section on Microsoft Team (3). In this second observation, there were no post-teaching activities.

(3) T: Of course, you still remember about past tense, right? Which we have learned on the song's material that contained past tense. Now your task is to find and answer the examples on this text below about Proclamation. Then you have to answer it in the comment section. The answers are only accepted today. I will be waiting.

S3: Sayuti Melik typed the original Indonesian declaration of independence.

S16: The Proclamation of Indonesian independence was read at 10.10 a.m.

S2: The draft was prepared only a few hours earlier.

On the last observation, the teachers gave the students a link that contains the form for students to check their attendance on the pre-teaching activities. Then, they gave the students learning material related to passive voice in PDF (Portable Document Format) on the whilst-teaching activities. Lastly, the teachers gave the students a task related to the passive voice (4). In this last observation, there were no post-teaching activities.

(4) T: "Hello guys, in the last meeting, most of you already know which sentences contained past tense, now actually past tense in the form of passive voice and active voice. On the text that I will share today, please make five active sentences and five passive sentences. Do it in the comment section.

T: Here is the text. Please analyze and do it in the comment section. Remember, five active sentences and five passive sentences.

S5: Yes, Sir.

Based on the observation conducted in three meetings regarding the teachers' and students' behavior in the teaching activity, the teachers conducted asynchronous learning. On the pre-teaching activities, they usually check the students' attendance by giving them a link at the beginning of the lesson. Also, they only share the learning objectives of the historical recount text. Then, they gave the materials in the form of a video and a task for warming up. The teachers gave the students a text on the whilst-teaching activities and asked them to find a sentence that contains past tense on the text

given. Then, the teachers gave the students material related to the passive voice at the last meeting and gave their students a task related to it. On the whole observation, the researcher found that the teachers conducted no post-teaching activities.

The researcher used the study by Doff (1990) as the primary literature regarding integrated grammar teaching. There are four steps to integrate grammar into language skills: Motivating and building students to the grammar knowledge, presenting the grammar, practicing language skills, and assessing students' grammar knowledge. Both teachers did not motivate and build the students' grammar knowledge at the first step since the teachers used asynchronous learning in teaching historical recount text. In short, there is no direct interaction between teachers and students, which makes it challenging to motivate and build students' grammar knowledge. On the second step, according to the observation, the teachers had presented the grammar rules and grammar items to be learned by explicitly giving the students materials related to the passive voice in historical recount text. However, they only gave the materials, but they did not explain it or stimulate the students. In short, the teachers have presented the grammar rules, but they neither explain nor stimulate them to their students. Then, according to the observation, both teachers already gave the students two exercises on the third step. The first task was finding an example of a sentence using the past tense. Then, the second exercise was to make five sentences in active voice and five sentences too in passive voice. Lastly, on the fourth step, the teachers assessed the students by conducting a PTS (*Penilaian Tengah Semester*) or mid-term test held after the historical recount text's chapter.

To sum up, from the result of the observation, it can be concluded that the integrated grammar teaching implemented on the asynchronous learning ran well. The first step, motivating and building students to grammar knowledge, was unsuccessful since there was no live interaction between teachers and students on asynchronous learning. In addition, the teacher also did not explain or stimulate the grammatical item to the students on the presenting the grammar stage. As Doff (1990) stated, the teachers need to stimulate the grammatical items toward the students. However, for the third and fourth steps, the teachers successfully implemented the steps.

Teachers' perception toward the implementation of integrated grammar teaching

The researcher conducted a semi-structured interview and asked several questions regarding the teachers' perception

towards implementing integrated grammar teaching amidst the global pandemic. This part describes the teachers' perception regarding implementing integrated grammar teaching in EFL classrooms amidst the global pandemic

Regarding the importance of implementing integrated grammar teaching, both teachers stated that it is crucial to be taught and implemented in their English classes. These were their statements,

(Teacher 1) *"It is important to teach since they were not learned grammar at the kid, therefore sometimes they confused when entering high school."*

(Teacher 2) *"Very important, if we only teach the context without grammar, they will be unable to use grammar when they have to, and also they will produce grammatical errors on their sentences."*

These findings are in line with several previous studies (Pavazer, 2009; Ezzi, 2012; Subasini & Kokilavani, 2013), which stated that grammar teaching in EFL classroom is vital to be taught because the students cannot acquire "English" without learning grammar through the teaching of grammar process. Grammar is a set of rules that make sentences understandable to read. It is closely related to the structure and meaning of the sentences. If the teachers do not teach grammar properly, it may lead students to produce grammatical errors, resulting in their poor writing ability.

In teaching integrated grammar, the teachers must use several techniques or methods to help them in conducting the teaching effectively. The suitable techniques would have several benefits for the students since they could improve their grammar knowledge appropriately. Based on the finding, it was found that the teachers mainly used teacher demonstrations such as reading activities and drilling. They have also used videos and PowerPoint presentations to assist them in teaching grammar. It was also found that Teacher 1 applied several exciting techniques, those are song and quiz. Those techniques are needed in online learning since the students mostly got bored in online learning. As he stated, *"to attract my students, usually I give them a quiz."* As Rahayu (2019) and Prawira (2020) stated, quizzes in EFL classrooms positively impact and significantly improve their grammar. Also, it will lead to the students' motivation to get involved in the class since they enjoyed using the quiz.

Moreover, the researcher also found that the teachers' answer was diverse in improving the students' writing skills. For example, Teacher 1 stated that he was unsure that implementing integrated grammar teaching in the pandemic era could improve students' writing skills.

(Teacher 1) *"I am not sure about this because we cannot measure the benchmarks. For example, they have*

done their task, but the task maybe they copy-paste their friends' answer."

He also stated that giving students homework or online learning tasks was ineffective because it may not be authentic. This issue could happen in online learning when the students did not do their task independently; they looked for their friend's answer or their private teacher who did the task. Therefore, he was unsure that it could improve their writing skills since he could not measure their authenticity. On the contrary, Teacher 2 stated that teaching integrated grammar in the pandemic era could improve the students' writing skills. (Teacher 2), *"Yes, it could, but the percentage is different with offline learning because we cannot directly check their tasks."* The data shows that she believed that it could improve the students' writing skills, but the percentage was not the same as offline learning since the teacher could not directly check the students' tasks. This data was in line with the previous study, as Susilawati et al. (2020) stated that there was a significant improvement in the students' learning outcomes after conducting online learning.

Regarding the correcting grammatical error produced by the students, the researcher found that all of the teachers agreed that the error must be corrected in which reason was that they wanted their students to know their error and also to prevent fossilization towards them. (Teacher 2) *"If we do not correct them, then they will not know their errors. Therefore, we must correct their error to make them aware and realize where their errors are."* This finding was in line with previous studies (Al-Mekhlafi, 2011; Shi, 2017), which stated that the errors and mistakes produced by the learners must be corrected since it is related to the grammatical accuracy in students' communicative output and avoiding fossilization of errors in their language competence. In addition, Marina (2007) also stated that error could determine the learners' process and progress over the language acquisition process. Hence, they need to know what their errors are and how to overcome them. Therefore, the role of teachers to correct students' grammatical error is vital since the correction can help their students to prevent continued errors and broaden their knowledge; subsequently, it can improve their language ability, especially in writing skills.

Concerning the techniques to correct the errors produced by the students, all teachers used direct corrective feedback or explicit feedback as their techniques for correcting the errors. As elaborated before, they used Microsoft Team as the platform where the students submitted their tasks in the online learning system. From there, the teachers gave them several notes and corrections regarding their written task

directly on their account, so they could immediately check and fix their errors on their task. The teachers used this technique because they can directly correct the students' errors; also, they believed that the students would immediately know and remember their errors. In line with this finding, Sheen (2007) and Hamidun (2013) stated that direct corrective feedback is the best technique to increase students' writing ability, especially in past tense and articles. It also leads the students to promote their analytic skills when using the language and leads to a better result in the students' writing performance, especially for those who have low language proficiency. Hosseiny (2014) and Almasi (2016) also stated that direct corrective feedback was more beneficial and outperformed the other groups who received other types of feedback, for instance, sentence structure, prepositions, and word choices.

Teachers' perception toward the challenges in implementing integrated grammar teaching

On teaching grammar knowledge, there are several challenges that teachers need to deal with on implementing integrated grammar teaching. Also, the change from face-to-face learning to online learning leads to newer challenges. This study exposes that the students' motivation, lack of time in teaching, learning interaction, and reading-centered learning are the obstacles that obstruct the teachers from implementing a successfully integrated grammar teaching. From these challenges, the researcher found that the student's lack of motivation becomes the main challenge in implementing integrated grammar teaching during online learning that teachers need to cope with.

(Teacher 1), *"If online learning, we cannot directly interact with students. If directly via zoom or Microsoft Team, I do not require them to show their faces, but sometimes after they enter, they leave the meeting."*

Based on the teacher's statement above, students' lack of motivation is challenging in conducting grammar teaching, especially online learning. This statement was in line with the study conducted by Atmojo & Nugroho (2020), which stated that students mostly did not have high motivation and engagement during the online classes, which leads to several consequences, such as skipping the instruction even the class. Furthermore, another consequence that occurred when students have lack motivation is leading the teachers to repeat their explanations during their class, which is considered time-consuming. (Teacher 2) *"When I explain materials, then there are students who just enter the classroom, automatically they missed several materials. Therefore, I need to re-explain the material to them."* In line

with this statement, Atmojo & Nugroho (2020) stated that the teachers must repeatedly give the same explanation during the learning process to their students because only a few students joined at the early lesson. Then the rest joined after several minutes. Also, only a few of their students gave attention and followed the discussion.

Then, the other challenges are the lack of time in teaching and reading-centered learning. As stated by Teacher 2, *"The main challenge is because there is lack of time so the learning process could not be maximized."* She further stated that teaching in online learning is only 60 minutes, cut down from 90 minutes when the school used the face-to-face learning system. With this limited time, she cannot maximize the learning process because many materials need to be delivered to students, which is not adequate. In addition, the English teachers are required to teach all of the language skills, both written and oral, also the language aspects in terms of knowledge and competence (Permendikbud No.24, 2016).

(Teacher 1) *"I do not like the school syllabus at senior high school because it only emphasizes the reading skills. The students require to read a lot but not balanced with other skills."*

The syllabus that only emphasizes reading skills leads the teachers to feel more obliged to spend most of the time teaching reading skills as stated on the school's syllabus. Henceforth, the teachers need to teach other materials in the classroom since reading was not the only skill students must learn. Nartiningrum (2020) stated that students need to learn various learning materials, such as grammar, vocabulary, songs, games, comics, or movies, as their learning materials or assignments. Teacher 1 also stated that the school's syllabus was complicated, especially the learning material. It makes the students feel overrated, yet they also need to do tasks from other lessons.

The teachers have some insight that might help them cope with challenges in implementing integrated grammar teaching. The result of the teachers' interviews was varied. For example, Teacher 1 stated that he often conducted quiz to attract his students and encourage their motivation to be more involved in the classroom. As he stated, *"to attract my students, usually I give them a quiz."* Meanwhile, Teacher 2 stated that she often gave her students exercise and drilling in the classroom. These arguments were supported by some previous studies (Megawati, 2017; Rahayu, 2019; Prawira, 2020), which stated that the use of quizzes, grammar drills, and exercises in EFL classrooms has a positive impact and effectiveness to improve students' grammar understanding.

By knowing several challenges that teachers need to face, they undoubtedly need several supports. The researcher found that mostly all teachers need the same support to help them cope with the challenges. The first support that teachers need is to revise the syllabus because several points seem to be ineffective. As stated by Teacher 2, *"It is no need to repeat the same materials. It has been taught at junior high school but still taught again in senior high school. It was ineffective for me."* According to her, repeating the same material was not effective and could make the students feel bored. In addition, Teacher 1 also stated that the school syllabus needs to be simplified and not overriding the students.

Furthermore, one teacher argued that she needs additional time to maximize her teaching time and deliver the materials if the online learning system is extended. Therefore, it could maximize the teaching and learning process in the classroom. This argument was supported by Anyiendah (2017), who stated that language learners need sufficient experience in the target language. As stated by the researcher previously, the learners mainly use and learn the target language only at school in the EFL context. Therefore, the teachers need adequate time to maximize the teaching process to get sufficient intakes of the target language for the learners.

Lastly, the teachers' support is by cooperating with the competent institution or organization to give them some training regarding the teaching practice to help them improve their teaching skills. Therefore, they could teach the material, especially integrated grammar teaching, excitingly. Besides, with the online learning system that requires teachers to conduct synchronously and asynchronously, teacher practices toward online learning would be more beneficial. This finding was in line with previous studies (Boudersa, 2016; Efriana, 2021), which stated that teacher training gives many benefits for teachers' development in teaching grammar strategies and techniques used in online learning to improve students writing skills.

CONCLUSION

The present study was conducted to describe the English teachers' implementation of integrated grammar teaching and their perceptions of integrated grammar teaching implemented amidst the global pandemic. The researcher observe these aspects since they were the basic aspects that needed to observe earlier than the others. It was necessary to find out the teachers' implementation toward integrated grammar teaching before the researcher could observe more way deeper. Then, asking about their perception was also

necessary since the perception held a big role in the way teachers handled their class. Lastly, the challenges in teaching integrated grammar was also necessary to be exposed to make the readers understand the challenges.

First, related to the teachers' implementation of integrated grammar teaching, it could be concluded that integrated grammar teaching was adequately implemented on asynchronous learning. However, there was a step where the teachers were unsuccessful in motivating and building students' grammar knowledge in the first step. Overall, the teachers successfully implemented integrated grammar teaching in EFL classrooms amidst the global pandemic.

Regarding the teachers' perception of integrated grammar teaching amidst the global pandemic, it was found that both of the teachers agreed that integrated grammar teaching was vital to be taught since grammar knowledge helps students in writing ability. However, the teachers have different opinions related to how they define integrated grammar teaching. In addition, the teachers used several techniques to help them teaching integrated grammar in their class, such as quizzes, reading activities, and drilling. Lastly, both of the teachers agreed that the grammatical errors produced by the students were vital for being corrected.

Regarding the challenges in implementing integrated grammar teaching during the global pandemic, teachers stated that lack of students' motivation becomes the main challenge faced by the teachers. Nevertheless, the insufficient teaching time and the reading-centered learning also became their challenges when teaching integrated grammar during the global pandemic. Hence, they need several supports to deal with those challenges. For instance, they need additional teaching time if the online learning system is extended. They also needed several teacher practices or training to help them improve their teaching skills. Lastly, they need some changes to the school syllabus.

Suggestions

The researcher wants to give several suggestions to the EFL teachers and future researchers from the results elaborated above. The EFL teachers can use synchronous learning since it seems like face-to-face learning, but it will be conducted through virtual meetings on the digital platform. It is for the teachers' and students' interaction to maximize the teaching and learning process. Also, the teachers need to implement several learning strategies related to grammar teaching to maximize the learning process and optimize the students' intake of grammar knowledge. In addition, exciting learning strategies could improve students' learning motivation,

which becomes the main challenge while teachers teach grammar in the online learning system.

Lastly, since this study was only conducted in a particular school and only a few participants, further research related to a similar topic in enormous scope may be needed to explore more heterogeneous perceptions from the teachers. Also, it was found that the main challenge faced by the teachers was the students' lack of motivation. Therefore, it would be beneficial if future researchers conducted a study related to the strategies, methods, or techniques that could be implemented to increase students' motivation and grammar ability.

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