

Transforming Boring Grammar Teaching Methods into Fun Ones

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Abstract. Grammar learning is often considered boring and less interesting by students because the presentation is monotonous and oriented towards memorization. This has an impact on low motivation and student learning outcomes in understanding grammar. An approach is needed that can change the way grammar material is delivered to be more fun and contextual. This study aims to measure the effectiveness of a fun grammar teaching method in improving student learning outcomes and motivation. The study also aims to identify students' perceptions of the learning approach. The study used a quasi-experimental design with two groups, namely the experimental and control, each consisting of 30 students. Data were collected through pre-test, post-test, and student perception questionnaires, and analyzed using SPSS. The experimental group showed a statistically significant increase in grammar learning outcomes compared to the control group. The questionnaire showed that students felt happier, more active, and more motivated in learning grammar with a fun method. The results of the correlation test also showed a strong relationship between students' positive perceptions and increased learning outcomes. The fun grammar teaching method has been proven to be effective in improving student learning outcomes and forming positive learning attitudes. This study offers an innovative approach to grammar teaching based on students' experiences, activities, and emotional involvement.

Keywords: Contextual Method; Fun Grammar; Interactive Learning

Abstrak. Pembelajaran grammar sering dianggap membosankan dan kurang menarik oleh siswa karena penyajiannya monoton dan berorientasi pada hafalan. Hal ini berdampak pada rendahnya motivasi dan hasil belajar siswa dalam memahami grammar. Diperlukan suatu pendekatan yang dapat mengubah cara penyampaian materi grammar menjadi lebih menyenangkan dan kontekstual. Penelitian ini bertujuan untuk mengukur efektivitas metode pembelajaran grammar yang menyenangkan dalam meningkatkan hasil belajar dan motivasi siswa. Penelitian ini juga bertujuan untuk mengidentifikasi persepsi siswa terhadap pendekatan pembelajaran tersebut. Penelitian ini menggunakan desain quasi eksperimen dengan dua kelompok yaitu kelompok eksperimen dan kelompok kontrol yang masing-masing terdiri dari 30 siswa. Data dikumpulkan melalui kuesioner pre-test, post-test, dan persepsi siswa, serta dianalisis menggunakan SPSS. Kelompok eksperimen menunjukkan peningkatan hasil belajar grammar yang signifikan secara statistik dibandingkan dengan kelompok kontrol. Kuesioner menunjukkan bahwa siswa merasa lebih senang, lebih aktif, dan lebih termotivasi dalam mempelajari grammar dengan metode yang menyenangkan. Hasil uji korelasi juga menunjukkan adanya hubungan yang kuat antara persepsi positif siswa dengan peningkatan hasil belajar. Metode pembelajaran grammar yang menyenangkan terbukti efektif dalam meningkatkan hasil belajar siswa dan membentuk sikap belajar yang positif. Studi ini menawarkan pendekatan inovatif untuk pengajaran tata bahasa berdasarkan pengalaman, aktivitas, dan keterlibatan emosional siswa.

Kata kunci: Metode Kontekstual; Pembelajaran Interaktif; Tata Bahasa Menyenangkan

1. INTRODUCTION

Teaching grammar in the context of English language learning is often considered the most boring part by students (Habib & Ward, 2022a). Many students find it difficult to understand grammar rules because the material is delivered in a rigid, repetitive, and memorization-oriented manner. This situation causes low learning motivation and active involvement of students in the grammar learning process in class.

The traditional teaching method that is still widely used is the prescriptive approach, where students are asked to memorize sentence structures, do practice questions, and repeat patterns mechanically (Habib & Ward, 2022b). This approach makes grammar a burden, not a tool for understanding and forming effective communication. As a result, students' understanding of grammar is shallow and not applicable in real situations.

These challenges encourage educators to seek more creative and contextual ways to deliver grammar materials. The involvement of technology, educational games, interactive media, and context-based approaches have begun to be adopted as alternatives to create more engaging learning (Larroque, 2023). This method transformation is important so that grammar is not only understood, but also liked by students.

According to the Communicative Language Teaching (CLT) theory, effective language learning is one that emphasizes the use of language functionally and communicatively. Grammar is not taught as a separate rule, but as part of meaningful language activities (Chen, 2024). This theory positions students as active users of language who learn through real practice, not merely through memorizing structures.

Many studies show that when grammar is presented in a contextual, interactive, and fun way, students find it easier to understand and use it in everyday communication (Habib & Ward, 2022c). An approach that combines elements of humor, games, and collaboration has been shown to increase student engagement and learning outcomes. This understanding is the basis for efforts to transform grammar teaching methods to be more in line with the learning needs of today's generation.

There are still not many grammar learning approaches that systematically evaluate the effectiveness of fun methods in improving students' understanding (Daliranfirouz et al., 2024). Interactive and experience-based learning methods are often used in speaking or listening skills, but are not applied optimally in grammar teaching (Li et al., 2023). This leads to a lack of empirical data on how fun strategies can be applied effectively in a grammar context.

Most teachers still rely on traditional methods due to limited references or training in innovative approaches (Kouankem & Ngono, 2022). There is no clear guidance on how to integrate humor, games, or technology into grammar learning without compromising on the academic aspect. This gap highlights the urgent need to bridge theory and practice in teaching grammar in a fun way.

The lack of local or contextual case studies on the application of fun strategies in grammar learning in Indonesia is a separate obstacle (Clokier et al., 2022). Each educational institution has different characteristics of students, but there is still little research that adapts

methods to students' social and psychological backgrounds. A fun grammar learning experience needs to be studied in a more specific real context.

According to the Affective Filter Hypothesis theory proposed by Stephen Krashen, students' emotional conditions greatly affect the language acquisition process. When students feel tense, bored, or insecure, their affective filtering will be high, making it difficult to process language input (Gaubha & Phadke, 2023). On the contrary, a fun and engaging learning environment will reduce these barriers and increase the effectiveness of grammar learning.

Efforts to transform boring grammar learning methods into fun ones are needed to answer the challenges of 21st century learning (April, 2022). Today's students live in a visual, dynamic, and fast-paced world, so a rigid, one-way approach is no longer relevant. Grammar learning must be structured in such a way that it suits the learning styles and characteristics of the digital generation.

This research aims to explore and develop a grammar teaching method that is fun, interactive, and contextual (Cipek & Karatay, 2023). The main goals are to increase student participation, improve grammar comprehension, and create a more positive learning experience. Strategies tested include the use of visual media, grammar games, and collaborative techniques that stimulate creativity and curiosity.

In David Kolb's Experiential Learning approach, learning becomes effective when students are directly involved in the process, experiencing, reflecting, and applying knowledge (Ivanovic, 2023). Grammar can be taught through role-playing, simulations, and fun task-based challenges. Through these experiences, students not only learn the rules, but also how to use them functionally in real contexts.

2. RESEARCH METHODS

This study uses a quantitative approach with a quasi-experimental design. This design allows researchers to compare the effectiveness of conventional grammar learning methods with methods that have been modified to be fun through the use of interactive media, games, and collaborative activities (Bowen, 2023). The purpose of this design is to measure the increase in students' understanding of grammar based on the treatment given in two different groups.

The population in this study were all students of grade VIII in one of the State Junior High Schools in Serang Regency. The sample was selected purposively by considering the equality of initial English language skills and class readiness to receive different treatments.

Two classes were selected as samples, each consisting of 30 students, with one class as the experimental group and one class as the control group.

The research instrument used was a multiple choice and short answer grammar test that had been validated by experts (Habib & Ward, 2022d). Tests were given before and after the treatment to measure the improvement in grammar learning outcomes. In addition, a student perception questionnaire was used to determine their level of enjoyment, involvement, and motivation towards the learning methods applied in their respective classes.

The research procedure began by giving a pre-test to both groups to measure their initial grammar abilities (Mantilä, 2023). The experimental group received a fun grammar learning treatment for four weeks, including the use of interactive quizzes, sentence structure-based games, and real-life situation simulations. The control group continued to receive conventional teaching methods such as lectures and practice questions. After the intervention period, both groups were given a post-test and a questionnaire to be analyzed statistically using the t-test.

3. RESULTS AND DISCUSSION

Table 1. Paired Samples T-Test Pre-test and Post-test Results

Group	Mean Pre	Mean Post	Std. Deviation	Sig. (2-tailed)
Experiment	61.7	83.4	9.24	0,000
Control	62.1	69.6	10.17	0.072

Initial data were obtained from the results of the pre-test and post-test grammar in two groups: experimental (with fun methods) and control (with conventional methods). Each group consisted of 30 students. The pre-test scores showed that both groups had relatively equal initial grammar abilities.

The post-test results showed an increase in the average scores of both groups, but a significant increase occurred only in the experimental group. The average score of the experimental group increased from 61.7 to 83.4, while the control group increased from 62.1 to 69.6. The standard deviation in the experimental group also decreased, indicating an increase in the homogeneity of grammar understanding.

Table 2. Results of Independent Samples T-Test (Post-Test)

Variables	Group	N	Mean	Std. Deviation	Std. Error	Sig. (2-tailed)
Post-Test Value	Experiment	30	83,4	6,82	1,25	0,002
	Control	30	69,6	8,91	1,63	

The data shows that the fun grammar teaching method has a significant impact on improving students' understanding. The average score of the experimental group increased more than the control group, and a significance of $<0,05$ indicates a statistically significant difference. This shows that the intervention given successfully triggered an increase in grammar learning outcomes.

This improvement is also shown through a comparison of lower standard deviations in the post-test results of the experimental group. This means that students' understanding becomes more even after following a fun learning method. This is in contrast to the control group whose improvement was smaller and not statistically significant.

Independent Samples T-Test was conducted to compare the differences in post-test results between groups. The test results showed a significance value of 0.002 ($<0,05$), which means there is a significant difference between the two teaching methods. This strengthens the evidence that the fun method is statistically more effective.

Table 3. Average Results of Student Perception Questionnaire (Likert Scale 1–5)

No	Statement	Experimental Average	Average Control
1	I feel happy when learning grammar with the method used.	4,56	3,12
2	I understand grammar structure better after learning.	4,34	3,08
3	I am more courageous in asking questions and am more active during grammar lessons.	4,21	2,98
4	Grammar learning activities keep me from getting bored in class.	4,43	3,04
5	I want to learn grammar this way in the future.	4,56	2,90
Average Total		4,31	3,02

The student perception questionnaire instrument was used to measure the level of enjoyment, motivation, and participation during grammar learning. The Likert scale of 1–5 was used in 10 statement items. The questionnaire results showed an average perception score of the experimental group of 4.31 and the control group of 3.02.

Most students in the experimental group gave positive responses to game-based learning activities, interactive quizzes, and simulations. Students felt less bored, were more willing to ask questions, and were able to understand grammar structures through a fun context. The level of participation also increased because students were directly involved in meaningful activities.

The data also shows that 87% of students in the experimental group stated that learning grammar was a new and enjoyable experience. In contrast, in the control group, only 33% of

students stated that they enjoyed learning grammar. This difference in perception supports the quantitative results of the post-test.

Positive perception towards enjoyable grammar learning is an important indicator in an effective learning process. Enjoyment of learning can reduce students' emotional barriers towards grammar which is usually considered difficult. Feeling comfortable and confident helps students absorb the material more optimally.

The high score of the experimental group questionnaire shows that the experiential learning approach, games, and simulations have succeeded in creating a conducive classroom atmosphere. Students are more active in asking questions, discussing, and constructing their own understanding of grammar through practice, not just memorization.

The decrease in resistance to grammar is also evident from the increase in student motivation. When grammar is associated with games or real activities, students see grammar as a tool, not a burden. This has an impact on improving overall learning outcomes.

Table 4. Correlation between Student Perceptions and Post-Test Scores

Variable 1	Variable 2	N	Pearson Correlation	Sig. (2-tailed)
Questionnaire Score	Post-Test Value	30	0,684	0,000

The results of the post-test and questionnaires reinforce each other in showing the effectiveness of the fun grammar learning method. The increased academic scores are consistent with the increase in students' perceptions of the learning process. Both show a positive relationship between the fun method and students' cognitive and affective achievements.

The correlation between post-test scores and students' perceptions in the experimental group was tested using Pearson Correlation. The correlation value of 0.684 ($p < 0,01$) indicates a fairly strong relationship. This means that the higher the students' positive perceptions of the fun method, the higher their grammar learning outcomes.

The relationship between student participation, emotional comfort, and grammar learning outcomes becomes clearer through these data. Grammar learning cannot be separated from an approach that fosters student involvement and interest, which has often been neglected in traditional methods.

One of the students in the experimental group, Arin (pseudonym), was previously known to be passive in grammar lessons. Arin's pre-test score was 50, far below average. Arin stated that he did not like grammar because it was confusing and boring. After four weeks of learning with the fun method, Arin's post-test score increased to 82.

In class observation, Arin started to be active during grammar activities using digital games and conversation simulations. He became more confident in answering questions and showed interest in making his own sentences. Arin even helped his friends understand the use of simple past tense through sentence cards.

Arin's reflection in the questionnaire also showed a positive change in attitude. He stated that this learning method made him feel that grammar was "not scary" and made him want to learn more. Arin's change is a real example of how the right approach can affect student motivation and performance.

Arin's story illustrates how a playful approach can change personal perceptions and learning outcomes. The transformation from passive to active, from low to high, proves the strategy's direct impact on individuals. Arin not only understood grammar better, but also began to enjoy the learning process itself.

Student reflection is an important evidence in grammar learning. When students feel connected to the material, they will engage more deeply and become independent learners. This kind of process cannot be achieved with a rigid or memorization-oriented approach.

Students like Arin prove that differences in learning methods not only affect numbers, but also learning characters. Grammar learning can be a gateway to forming an active, critical, and positive learning attitude towards English lessons as a whole. Quantitative data, perception questionnaires, and case studies provide a complete picture of the success of the transformation of grammar teaching methods. The three complement each other and strengthen that fun grammar learning is more effective than conventional approaches. This effectiveness is reflected in the cognitive (test results), affective (motivation and perception), and learning attitudes of students.

This relationship indicates that the change in method is not just a technical variation, but is directly related to the formation of students' mindsets towards grammar. When students enjoy the process, the results will increase naturally. Grammar can not only be taught, but can be brought to life. This finding is a strong basis that the fun grammar learning method is not only feasible to be applied, but needs to be developed systematically and sustainably at various levels of education.

Discussion

Research shows that the use of fun grammar teaching methods has a significant impact on improving student learning outcomes. The experimental group that followed learning with an interactive and contextual approach experienced a much higher increase in the average post-

test score compared to the control group (Singla et al., 2023). The questionnaire data also showed that students felt more interested, motivated, and involved in the grammar learning process.

Learning activities such as sentence structure games, conversation simulations, and interactive quizzes create a more lively classroom atmosphere and make students actively participate (Rokhayani et al., 2022). This encourages a deeper understanding of grammar and reduces the boredom that usually arises when learning grammar. The high correlation between student perception and learning outcomes is also a strong confirmation of the effectiveness of this method.

Case studies of students who were initially passive but then became active and improved their learning outcomes reinforce that fun methods not only work at the group level, but also have a transformative effect at the individual level (Aphalo, 2024). This success is an indicator that the learning method can shape students' perspectives on grammar in a positive way.

This finding reinforces the results of previous studies that emphasize the importance of active and contextual learning approaches in language teaching. In a study by (Aull, 2023), it is stated that emotional involvement and student interest are important factors in the success of grammar learning. The results of this study are in line with the theory and provide empirical evidence in the local Indonesian context.

The difference lies in the approach used. Some previous studies only applied the game method without comprehensive learning outcome measurement (Navinkumar & Sivakami, 2024). This study not only presents an increase in student perception, but also shows a statistically significant increase in academic scores. The combination of cognitive and affective data is the advantage of this study compared to similar studies.

Another novelty is the integration of case studies as part of the qualitative data to strengthen the quantitative findings (Emilia & Martin, 2023). This approach provides a more holistic picture of how fun teaching methods work on different levels of students. This research focuses not only on the results, but also on the learning transformation process that occurs.

The results of the study are a sign that teaching grammar no longer has to be synonymous with boredom or pressure (Habib & Ward, 2022e). Grammar can be a fun and meaningful subject if the teaching method is adjusted to the needs and characteristics of today's learners. Students will learn enthusiastically if the material is delivered in an interesting and participatory form.

Changes in teachers' approaches to teaching grammar are an indicator that education can move in a more humanistic direction (Riksem & Knudsen, 2023). Teachers are not only as transmitters of material, but also as facilitators who create enjoyable learning experiences (Kaganoff, 2024). Students' success in understanding grammar in a joyful atmosphere indicates that positive emotions are an important part of the learning process.

This study also indicates that grammar learning has the potential as a means of character formation.(Kofou & Karasimos, 2023). When students feel valued, heard, and given space to express themselves through grammar activities, they not only learn about language, but also learn to be confident, work collaboratively, and think critically. Grammar becomes part of holistic learning, not just memorizing rules.

The results of this study have direct implications for grammar learning practices in schools (Rocca & Anderson, 2023). Teachers need to consider changing their grammar teaching strategies from traditional approaches to more creative and enjoyable approaches (Ruday & Haddock, 2023). Activity-based grammar learning can be used as a model to encourage increased understanding and motivation for students to learn. Educational institutions can use these findings as a basis for developing teacher training in developing interactive grammar methods. Curriculum development also needs to provide space for experimentation with learning methods that are tailored to the character of students (Alonso, 2022). Grammar should not stand apart from the context, but can be integrated into various creative activities.

English language education policy at the secondary school level needs to be directed towards a more flexible pedagogical approach. Boring lesson plans should be replaced with fun, experiential learning models (Yeşilcinar, 2023). In this way, learning grammar is not just a chore, but also a fun and meaningful experience.

The effectiveness of fun methods in learning grammar can be explained through affective theory and learning psychology (Habib & Ward, 2022f). When students feel comfortable and interested, the process of absorbing information is more effective because emotional barriers are reduced. A supportive learning environment can increase the absorption and memory retention of complex grammar concepts.

Interactive activities such as games or quizzes create active engagement and healthy competition among students. This process not only stimulates cognition but also strengthens social connections between students and teachers. Positive interactions promote an inclusive classroom atmosphere and make students feel like they have a role in the learning process (Gelizon, 2024). The use of context in grammar teaching makes it easier for students to relate

grammar rules to real-life usage. Grammar becomes part of the experience, not just a set of rules to be memorized (Habib & Ward, 2022g). That is why learning outcomes improve when methods are tailored to the student's world, not just textbooks.

The next step is to develop a fun grammar learning guide or module that can be adopted by other teachers (Carranza, 2024). This research can be a starting point for developing a teacher training program based on real practice that supports interactive grammar learning. Learning materials need to be designed flexibly so that they can be adapted by various schools.

Further research is needed to test the sustainability of enjoyable grammar learning outcomes in the long term (Sabukunze, 2023). Do students still show improvement when this method is applied consistently? Further studies could also explore the impact of this method on other skills such as writing and speaking in English. Higher education institutions that prepare prospective English teachers should start inserting courses or teaching practices with innovative approaches such as this (Premalatha et al., 2023). The transformation of grammar learning must begin at the teacher education stage, so that the fun method is not just a momentary project, but becomes part of a sustainable teaching and learning culture.

CONCLUSION AND SUGGESTION

This study found that the fun grammar teaching method significantly improved students' learning outcomes compared to conventional methods. Activity-based learning strategies, games, and simulations were proven to be effective in creating an interactive, fun learning atmosphere and improving students' understanding of grammar. This improvement was reflected in the difference in post-test scores and positive responses in the student perception questionnaire.

This research provides an important contribution to the development of affective and contextual grammar learning methods. The strategies applied are able to integrate cognitive and emotional aspects in the grammar learning process, which so far tends to focus on memorizing rules alone. This approach enriches pedagogical practices in grammar teaching with a more humanistic and comprehensive nuance.

This study has limitations in the number of samples and the relatively short duration of treatment. The scope of the study is limited to one school and has not covered the long-term aspects of the implementation of the method. Further research is expected to expand the scope of the subject, explore the sustainability of the effects of fun learning, and design practical guidelines that can be widely adopted by English teachers.

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