The Effect of Grammar Teaching Methods on *Structure* Assignments in Physiotherapy Students

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Abstract

Proficiency in English is a highly sought-after skill in today's job market. The physiotherapy study program has also shown a high awareness of the importance of English language proficiency in the current era. Thus, the physiotherapy study program provides courses that support students' English language skills. These courses include English for Physiotherapy and English Conversation. However, 55% of the 2023 class had a pre-test score below the criterion of 65. This indicates that the English language proficiency of physiotherapy students is still low. This study aims to determine the effect of grammar teaching methods on structure assignments. The design used is a "One Group Pre-test - Post-test Design". The research sample consisted of 45 physiotherapy students. The Wilcoxon test was used to test the hypothesis. The results of the Wilcoxon test showed that the use of grammar teaching methods had a significant effect on the results of the structure assignment test for physiotherapy students. This research has significant implications for the development of the English language curriculum and learning in the physiotherapy study program. The use of appropriate grammar teaching methods can be one solution to improve students' English language proficiency. Furthermore, the results of this study can also be a reference for other researchers who are interested in conducting further research on English language learning in an academic context..

Keywords: Methods, Teaching Grammar, Assignments *Structure*.

Abstrak

Kemampuan berbahasa Inggris merupakan keahlian yang sangat dicari di pasar kerja saat ini. Program studi Fisioterapi juga menunjukkan kesadaran yang tinggi akan pentingnya kemampuan berbahasa Inggris di era saat ini. Oleh karena itu, program studi Fisioterapi menyediakan mata kuliah yang mendukung keterampilan berbahasa Inggris mahasiswa. Mata kuliah tersebut meliputi Bahasa Inggris untuk Fisioterapi dan Percakapan Bahasa Inggris. Namun, 55% dari angkatan 2023 memiliki skor pra-tes di bawah kriteria, yaitu 65. Hal ini menunjukkan bahwa kemampuan berbahasa Inggris mahasiswa Fisioterapi masih rendah. Penelitian ini bertujuan untuk menentukan pengaruh metode pengajaran tata bahasa terhadap tugas struktur. Desain yang digunakan adalah "One Group Pre-test - Post-test Design". Sampel penelitian terdiri dari 45 mahasiswa Fisioterapi. Uji Wilcoxon digunakan untuk menguji hipotesis. Hasil uji Wilcoxon menunjukkan bahwa penggunaan metode pengajaran tata bahasa memiliki pengaruh yang signifikan terhadap hasil tes tugas struktur pada mahasiswa Fisioterapi. Penelitian ini memiliki implikasi penting bagi pengembangan kurikulum dan pembelajaran bahasa Inggris dalam program studi Fisioterapi. Penggunaan metode pengajaran tata bahasa yang tepat dapat menjadi salah satu solusi untuk meningkatkan kemampuan berbahasa Inggris mahasiswa. Selain itu, hasil penelitian ini juga dapat menjadi referensi bagi peneliti lain yang tertarik untuk melakukan penelitian lebih lanjut tentang pembelajaran bahasa Inggris dalam konteks akademik..

Keywords: Metode, Pengajaran Grammar, Penugasan Structure.

INTRODUCTION

Good English language skills are a skill that is needed in today's market share (Layagan, 2024; Mehdaoui, 2022). Speaking English has several advantages in today's world. English language proficiency is necessary in the modern world because learning the language can help with job searching, social interaction, career advancement, finding information or reading materials outside of one's country of residence to gain new perspectives on science and technology, and many other advantages. (Lubis, Fitri, & Ridwan, 2024; Putri & Wijayanti, 2018).

In order for the country to compete with other countries, higher education is a crucial component of its development and intelligence. (Sahrin, Arafat, & Hadi, 2022; Syukri, 2017). Universities play a crucial role in helping students acquire the English language skills they need to participate in the modern workforce. English learning is focused on the interests or demands of the workplace based on their unique fields of study, rather than just stressing English fluency for academic purposes (Setyowati, 2020). This demonstrates that the foundation of English instruction in higher education should not be focused on academic interests but rather on preparing graduates with the English language proficiency needed for specific occupations (English for Occupational Purposes) across various scientific groups (Ristati, Bahing, Norahmi, & Sudana, 2022).

The Physiotherapy study program also has a high awareness in responding to the importance of English language skills in the current era. Thus, the Physiotherapy study program provides courses that support students' English language skills. The courses are English Physiotherapy and English Conversation. These two courses are the answer to the challenges that exist in the current era of globalization.

The achievements of the English Physiotherapy course are students' understanding of the use of English in the scope of Physiotherapy, the fluency and skills of students in English, the creation of students' English communication both verbally and non-verbally. The ability that students must meet in the English Physiotherapy course is the ability to speak, write, and present using English. English Physiotherapy uses more formal language compared to English conversation which uses everyday conversational words.

English conversation courses help physiotherapy students learn how to use English in everyday conversations, comprehend how to use English in different contexts and fields, and gain a basic understanding of grammar, vocabulary, tenses, and forms of command and expression, including agreement and disagreement. Additionally, it is expected that students would be able to think critically when expressing their perspectives on a topic and will have the bravery to voice their ideas and arguments. Thus, the two courses are one of the ways the Physiotherapy study program responds to global challenges that require English as the most needed skill.

Based on the pre-test structure conducted by the researcher, there are facts related to the English language ability of Physiotherapy students. The following is the data of the recapitulation of the test structure score of Physiotherapy students:

Table 1. Data Recapitulation of pre Test structure scores

Criterion	Nominal	Percentage
Pass	31	45%
Not Passed	38	55%
Total Students	69	100%

Source: Pre-researcher survey, 2024

Based on the table above, it shows that more than 50%, namely 55% of students of the class of 2023, have a pre-test score below the criteria, which is 65. More than half of the students had pre-test scores below the criteria indicating that the English language skills of Physiotherapy students were still low.

Based on the observations made on students and by looking at the RPS (Semester Program Plan) of the two English Physiotherapy and English Conversation courses provide an explanation and understanding of what students need to deepen their English skills, both teach related to *Listening, grammar structure and written experience, reading comprehension* and *writing*. This should make it easier for students to do the structure test held. However, in fact, English language skills are still lacking.

In order to overcome these issues, teachers must implement various teaching strategies, one of which is the use of grammar instruction. Students study grammar principles in conjunction with lists or vocabulary groupings when using the Grammar Teaching Method. Then, using the acquired rules, these words are formed into phrases or sentences. (Salam, Mustain, Prasetyo, Purwaningsih, & Widowati, 2020). This approach prioritizes rule mastery over rule application. Pronunciation and other oral abilities are not used. Because teachers do not need to be proficient in the language being taught, this approach is simple to implement, and oversight and evaluation are equally straightforward.

Grammar teaching methods have an important role in the language learning process. With the right method, students can more easily understand the rules of grammar and apply them in the context of structural assignments. Teaching methods that are interactive, structured, and relevant to students' fields of study can provide better results than traditional teaching methods. This is because a relevant and engaging approach will increase students' motivation to learn, as well as help them in applying grammar practically in their tasks.

This study focuses on the influence of grammar teaching methods on the results of the assignment structure of physiotherapy students. The purpose of this study is to see whether the grammar teaching method applied is able to improve students' ability to understand and use grammar effectively in structure assignments. Thus, this research is expected to contribute to the development of better English teaching methods, especially in the field of health such as physiotherapy, where good communication skills are needed.

RESEARCH METHODS

The research method used is an experimental quantitative research method with the design of "*One Group Pre test – Post test Design*". This research was conducted in the Physiotherapy Study Program of the Surakarta Polytechnic. The population of this study is all students of the Physiotherapy study program for the 2024 academic year as many as 90 people. Meanwhile, the sample or subject of this study is 45 students. Sampling is carried out by random sampling (random system).

The instrument used in this study is the TOEFL structure test. The test structure consists of 40 numbers, because the number of questions is in accordance with the TOEFL question standards. Statistical analysis to test the normality of the data used the Shapiro-Wilk test. If the probability (p) > 0.05, then the data distribution is said to be normal, so the probability value of the statistical analysis used is parametric. Then the test used is a paired t-test. Meanwhile, if the probability value (p) < 0.05, then the distribution of the data is declared non-nullmal, then the statistical analysis used is non-parametric. Then the hypothesis test used was Wilcoxon.

RESULTS AND DISCUSSION
Normality Test

This normality test has the purpose of finding out whether a research data is normally distributed or not. The results of the normality test in this study can be seen in the table below.

Based on the table of normality test results above, it is known that the df (degree of freedom) value for the pretest and posttest is 45, respectively. So that means that the number of data samples for each group is less than 50. So that the use of *the shapiro wilk* technique to detect data normality in this study can be said to be appropriate. In the *shapiro wilk* test for *the pretest*, a value of sig. 0.000 (<0.05) was obtained, then *the pretest* data was abnormally distributed, while for *the posttest* a value of sig. 0.000 (<0.05) was obtained, the *posttest* data

was also abnormally distributed. Thus, the next step is for the researcher to test the difference using non-parametric statistics, so that in the test using the Wilcoxon test.

Table 2. Normality Test Results

Tests of Normality

	Group	Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistics	Df	Sig.	Statistics	Df	Sig.
Test	Pretest	.210	45	.000	.781	45	.000
	Posttest	.324	45	.000	.706	45	.000

a. Lilliefors Significance Correction

Difference Test

Non-parametric *wilcoxon* is used to test two *pretest* and *posttest data*, provided that the data is not normal. The following are the results of the *wilcoxon* test using SPSS.

Table 3. Rank

Ranks

		N	Mean Rank	Sum of Ranks
Posttest - Pretest	Negative Ranks	1a	19.00	19.00
	Positive Ranks	44b	23.09	1016.00
	Ties	0c		
	Total	45		

a. Posttest < Pretest
b. Posttest > Pretest
c. Posttest = Pretest

Table 3 shows that from *the negative rank* or difference (negative) there is 1 negative data which means that 1 physiotherapy student has experienced a decrease in the structure assignment test from the pretest score to the posttest score. *The mean rank* or average decrease is 19, while the number of negative rankings or *negative sum of ranks* is 19. Meanwhile, from *the positive rank* or difference (positive) there were 44 positive data which meant that 44 physiotherapy students experienced an increase in *the structure assignment test* from the pretest score to the posttest score. *The mean rank* or average increase is 23.09, while the number of positive rankings or *sum of positive ranks* is 1016.

These results show that most of the structure assignment tests through the grammar teaching method have increased. The improvement of *the structure assignment test* through the grammar teaching method can be strengthened by the results of the statistical table as follows:

Table 4. Improvement of Structure Assignment Test through Grammar Teaching Method

Test Statisticsa

	Posttest - Pretest
Z	-5.630b
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks.

Based on table 4, which is the output of "Test Statistics" above, it is known that Asymp.Sig. (2-tailed) is worth 0.000. Since the value of 0.000 is smaller than < 0.05, it can be said that "Ha is accepted". This means that there is a difference between the structure assignment test for Pretest and Posttest, so it can also be concluded that "there is an influence of the use of grammar teaching methods on the structure assignment test in physiotherapy students".

Discussion

The difference test findings demonstrated that the structure assignment test for physiotherapy students was impacted by the grammatical instruction methods used. This is because grammar is an important basis for understanding and using language correctly. Physiotherapy students, who may not have a background in language education, need an understanding of grammar to structure sentences appropriately in academic and professional communication. With a good grasp of grammar, they can express their ideas more clearly and precisely, both in writing and orally, which is essential for academic needs and professional interaction in the health field (Singodiwongso & Susilawati, 2021).

Proper grammar teaching methods help students understand the basic rules of language, such as sentence structure, use of tenses, and relationships between words (Murti, Dewi, Dewi, & Atmoko, 2024; Rachmawati, 2022; Suri, 2020). In terms of the structure assignment test, this teaching method provides students with a framework to build correct and logical sentences. They can avoid common mistakes in writing and communicate more effectively. This is important because mistakes in grammar can lead to misunderstandings (Mawarni & Siswanto, 2022), especially in medical contexts where clear communication is essential.

The influence of grammar teaching methods on the structure assignment test is also related to the evaluation of improving students' language competence (Lekatompessy, Rijoly, & Loppies, 2023). These tests are designed to measure the understanding and application of grammar in a specific context. With the right teaching method, students are able to apply the grammar rules learned during the learning process to the test, so as to show better results. In conclusion, grammar teaching methods play an important role in strengthening the linguistic ability of physiotherapy students, which ultimately has a positive impact on the results of their structure assignment test.

In addition, structured grammar teaching allows students to gradually master more complex language concepts (Herpindo et al., 2023). In the structure assignment test, students' ability to understand and apply these grammar rules is tested. If the teaching methods used are effective, students will be more confident and able to apply their knowledge better in real situations. This improvement will be seen in their posttest results, indicating that they have experienced significant improvement compared to before the teaching was implemented.

Students might be encouraged to participate more actively in their education by using interactive and contextual grammar teaching strategies (Ardianti et al., 2023). For example, the use of hands-on exercises, simulations, and contextual examples in the field of physiotherapy can make grammar learning more relevant and engaging for students. Students are more inclined to participate in learning when the technique is pertinent to their field of study, which eventually enhances their performance on organized assignment assessments.

Thus, mastery of grammar also contributes to students' ability to write reports, make medical records, and communicate with patients and other health professionals professionally. The ability to write and communicate with good grammar is essential in the physiotherapy profession, where miscommunication can have a serious impact on the quality of health care. Thus, effective grammar teaching not only improves the results of the structure assignment test, but also prepares students to communicate professionally in the world of work.

CONCLUSIONS AND SUGGESTIONS

Physiotherapy students' performance on the structure assignment test is significantly impacted by the grammar teaching methods used. The substantial difference between the pretest and posttest scores following the implementation of the teaching strategy demonstrates this and shows that the approach is successful in raising students' comprehension and suitable usage of grammar. A better mastery of grammar allows students to structure sentences correctly, which is important both academically and professionally in the field of physiotherapy.

It is recommended that more interactive and contextual grammar teaching methods continue to be applied, focusing on the relevance of the material to the field of study of physiotherapy. The use of real-life examples in the world of health will help students more easily understand and apply grammar in situations they will face in the future. Physiotherapy students should be provided with ongoing grammar training to strengthen their language skills, given the importance of clear and appropriate communication in professional interactions in the medical field. It is hoped that grammar teaching can be integrated with other courses, so that students can practice grammar contextual while learning material that is appropriate to their field.

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