

# THE IMPACT OF NON-FORMAL ENGLISH COURSE IN INCREASE THE GRAMMATICAL SKILLS OF JUNIOR HIGH SCHOOL STUDENTS

Grammar,  
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***Abstract** - Non-formal English course institutions can establish a learning environment that emphasizes not only students' affective side, but also their cognitive and psychomotor components. Therefore, this study was aimed to find out The Impact of Non-Formal English Course on The Grammatical Skills. This research uses a qualitative approach, such as a descriptive case study with observation and interviews. In addition, the data analysis used is data reduction, data display, and conclusions drawing. The findings reveal that non-formal English courses have a very good influence on students' foreign language skills. Besides having an impact on their formal school grades, these non-formal courses are also very useful in students' daily lives. In addition, students also really like the teaching methods in non-formal courses that are simple and easy to understand. Therefore, we need to know that the material obtained from informal schools is not enough to develop students' skills. Students need more intensive teaching and additional material to get satisfactory results, such as attending non-formal courses and so on.*

***Keywords:** Grammar, non-formal, the impact, ELT*

## I. INTRODUCTION

Grammar is one of the most important factors that can help children speak and write properly. Grammar is essential to learning a language because it is used in both speaking and writing. According to Kalend (2006) "Learning to communicate their thoughts, emotions, and sentiments to listeners or readers would be aided by having a decent grammatical system". In light of the current scenario, where English is a language that must be taught, understood, and used, grammar instruction in formal, informal, and non-formal education should be mandated.

Learning English in schools (formal education) is frequently not presented appealingly, resulting in poor learning passion among pupils. According to Joeng (2016) Acquiring English in schools (formal education), particularly in terms of learning grammar, is sometimes regarded as insufficient due to the short time spent learning at school (about 7-8 hours). Especially in light of the ongoing pandemic in Indonesia, the amount of time pupils spend in school is being reduced, which has an

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impact on their grades. Students' comprehension of what they are studying, particularly in English, although it is well known that mastering grammar is difficult since students must think and talk like native speakers. Azevedo et al (2019) stated the importance of grammar in learning English, a new medium or learning environment is required to address students' classroom issues. As a response to this challenge, the researchers propose non-formal English language courses as a learning choice.

Bahrani et al (2012) stated Non-formal English course institutions can establish a learning environment that emphasizes not only students' affective side, but also their cognitive and psychomotor components. Students will benefit considerably from course institutions' assistance in studying English more profoundly outside of formal education (schools). English classes are being implemented to teach pupils how to master the English language. This indicates that there are tasks in learning English that involve selecting, determining, and developing the best ways or strategies for achieving the intended outcomes. According to Yen et al (2012) stated the capacity to communicate in English necessitates a thorough understanding of spelling, grammar, vocabulary, and culture. Students' needs for learning English knowledge and skills are met by English language education institutions' efforts, allowing students to address and respond to future problems. Students will, of course, gain new knowledge, new experiences, and a different learning environment in this situation, as opposed to simply studying in school or classrooms because it is well known that classroom learning is frequently boring and lacks a reciprocal link between teachers and students. Teachers frequently merely present and explain stuff to their pupils without engaging them in meaningful and enjoyable interactions.

The goal of this study is to provide the best choice or solution for students studying English, particularly grammar so that they can continue to develop and improve their knowledge and abilities. Students will be more open-minded and think broadly about language acquisition as a result of research on the impact of non-formal English language classes on developing grammar abilities, according to the researcher. Grammar learning should not be solely based on formal education but should be supplemented by non-formal education.

Grammar is a crucial part of learning a language, particularly English. We can also arrange some words to make one or more sentences when learning grammar. Grammar aids in the organization of a sentence into a structured sentence. Larsen-Freeman claims that (2001). A language's grammar is a set of rules. "Grammar is a collection of meaningful structures and patterns regulated by pragmatic restrictions." "Grammar is a description of the rules for generating sentences, including an analysis of the meanings that these forms convey," according to another definition." (Thornbury, 1999, p.13).

Learning grammar is an important aspect of learning a foreign language since a correct understanding of the structure of the language is important in foreign language acquisition (Mart, 2013). Learners should study grammar to be good language users because grammar skills will help learners order words and messages and make them meaningful. Learners will be able to construct better sentences in their speaking and writing performances if they have a better understanding of grammar. Learners who have a good understanding of grammar can construct sentences that are easy to grasp. Grammar mistakes will not convey significant messages. "It is frequently pointed out that students confuse lie and lay, do not choose who and whom correctly, say infer instead of implying, mismatch subjects and verbs, mix up pronoun reference, use double negatives, and other mistakes and that these mistakes are evidence of their need to study grammar," Tabbert says." (Tabbert, 1984, p.39).

Learners need grammar abilities to build efficient communication; hence, speech becomes meaningless without grammar. Grammar is a necessary component of good communication. Furthermore, grammar only facilitates the production of well-organized reading and writing performances. "The chief benefit of grammar is that it provides a convenient and, indeed, as English is taught today, an almost indispensable collection of phrases to employ in discussing language," writes John Warriner (n.d., p. 8). (Tabbert, 1984, p. 40)." Grammar will teach students how to put words together to build sentences. Grammar expertise is required to construct completely completed sentences. Learners can't improve their language skills if they don't understand how language works. "Just as there are conscientious and effective drivers who have no idea what makes a car operate, there are some who have become

adequate, even effective, writers with little comprehension of the mechanics of the language through practice and smart observation. "However, the more you understand about the structure and function of the components that make up the bigger unit, the sentence, the more equipped you will be to recognize and build well-formed sentences...." Emery and colleagues (1978, p. 1; Mart, 2013).

Institutions that offer non-formal English courses can create a learning environment that stresses not just students' affective side, but also their cognitive and psychomotor aspects. Students will greatly benefit from the support of course institutions in learning English more deeply outside of official education (schools). Non-formal education can serve as a supplement (supplement) to formal education by presenting subjects or learning activities that are not covered in the official education curriculum (Faujiah, 2017). Some claim that education is divided into two types: formal and informal; school-based and non-school-based education. However, education is divided into three forms, according to Law No. 20 of 2003 on the National Education System: formal education, informal education, and non-formal education. The majority of people are still perplexed by the distinctions between them, particularly between informal and non-formal education (Faujiah, 2017).

Systematic activity outside of the school system that is performed independently or as part of a larger activity to assist specific learners in achieving their learning objectives. Non-formal education can be organized and divided into levels. Courses and pieces of training held by educational institutions with Authorization from the Ministry of Education, such as English language courses, abacus courses, acting training, and others, are examples of non-formal education. Non-formal education is even more challenging than formal education when it comes to real implementation. Because a tutor (informal education teachers) should be looking for people learning or WB (informal education students) in non-formal education, where learning is not available in formal education schools, then non-formal education harness can be: in the village hall, houses, or anywhere, by mutual agreement between the tutor and WB (Faujiah, 2017).

## **II. METHODS**

### **Research Design**

This study uses a qualitative approach, which is an approach in which the data are not in the form of numbers (numeric). Meanwhile Meleong (2007:6) stated that qualitative research is research that aims to understand the phenomena experienced by research subjects. It is more suitable and suitable to be used for researching matters relating to research on the behavior, attitudes, motivations, perceptions and actions of the subject. In other words, this type of research cannot use quantitative methods. The research instrument used in this study is the score data of students who have attended non-formal English courses for 6 months, namely the odd semester and even semester scores of students in grades 7-9 in one of the junior high schools in Central Lombok, totaling 30 people.

### **Data Collection**

This research was conducted by asking for data on the scores of students who has attended non-formal English courses for 6 months, namely in the form of odd semester and even semester test scores to the principal of the school concerned. To gain a deeper understanding of the data, an in-depth interview was conducted. The interviewees were the English teacher and several students who had taken the course.

### **Data Analysis**

Data analysis refers to the next step of explaining how to obtain or collect the data. This starts from identifying non-formal English courses and the impact of non-formal English courses, as well as analyzing the impact of non-formal English courses on students in learning English. As a step in identifying the course institution and the impact of the course institution itself, the researchers identified this by running a non-formal English course institution for an interval of six months for students who are in junior high school education level. The number of students who take this course is about 30 students, and on average all of them are from grades 7 and 9. Furthermore, referring to analyzing the impact of non-formal English courses on students, the researchers compare the scores of students before attending the institute course and after attending the course institution.

The researchers looked in great detail how the development of students before and after attending an English language course institution. If there is an increase in

terms of both formal and non-formal grades, it can be said that non-formal English courses have a significant positive impact on students' grammatical abilities. In addition to comparing the results of formal exams, the researchers also conducted interviews with several teachers and students who attended the course institution directly. The teachers were asked questions related to how they thought about the existence of the course institution, whether the teachers were helped by the existence of the course institution, and how the impact of the course institution itself was in the teacher's view. Meanwhile, questions for students will refer more to the impressions they get during the course, as well as how the impact of the course institution itself is from the students' point of view. This is very important in the data analysis process, because with this the researchers know that the non-formal English course institution has a good impact on students for the development of English, especially on the development and improvement of grammar.

### III. FINDING AND DISCUSSION

#### Students grade data

The first in this study, the researcher analyzed the data on the scores of the students that had been collected previously. Researchers will analyze these data to find results, how far students understand grammar and the impact on test scores in formal schools.

**Table 1. Analysis of student score data before taking non-formal English courses  
Mid-semester test scores**

No	Student's Name	Middle test scores (Before the course)	KKM
1	Student 1	60	65
2	Student 2	60	65
3	Student 3	65	65
4	Student 4	70	65
5	Student 5	60	65
6	Student 6	75	65
7	Student 7	60	65
8	Student 8	60	65
9	Student 9	65	65
10	Student 10	70	65
11	Student 11	65	65
12	Student 12	70	65
13	Student 13	75	65

14	Student 14	60	65
15	Student 15	65	65
<b>Average Value</b>		<b>65.3</b>	

From the results of data analysis on non-formal mid-semester English scores at SMPS NW Mumbang, out of a total of 15 students with the overall average score of students reaching the KKM target of only 65.3 they achieved. That means, from the data we can conclude that students' understanding has not reached the standard that must be targeted. Students need more intensive teaching related to foreign language learning that is applied in their formal schools to develop students' abilities. Then the next researcher will try to see the results obtained by students from the final semester exam after taking a non-formal English course that has been going on for 6 months.

### Student scores after taking non-formal English courses

After all procedures in data collection were carried out, a summary of the data before attending the course and after attending the course can be seen more clearly in the table below. The description which includes the student's score before and after attending the course institution shows that the score has succeeded in reaching the Minimum Completeness Criteria (KKM).

**Table 2. Junior High School NW Mumbang  
Mid-semester test scores with Final-semester test scores**

No	Student's Name	Middle test scores (Before the course)	Final test scores (After the course)	KKM
1	Student 1	60	70	65
2	Student 2	60	75	65
3	Student 3	65	80	65
4	Student 4	70	85	65
5	Student 5	60	75	65
6	Student 6	75	85	65
7	Student 7	60	75	65
8	Student 8	60	75	65
9	Student 9	65	80	65
10	Student 10	70	85	65
11	Student 11	65	70	65
12	Student 12	70	80	65
13	Student 13	75	85	65
14	Student 14	60	70	65
15	Student 15	65	75	65
<b>Average Value</b>		<b>65.3</b>	<b>77.6</b>	

Judging from the table above, it shows that the non-formal English course that was launched for students for several months showed good results. English skills of students who take this course are more prominent than those who do not take the course. The findings from the research support the theory or opinion of one of the experts that the researchers have included in the literature review. The theory reveals that non-formal English course institutions have a significant impact on the development of students' English skills in various aspects, including grammar. Grammar is the most important thing in learning and mastering a language, and in non-formal English institutions these courses are taught in a clear way, and easily understood by students. As described in the table, where students showed a significant improvement after knowing the course. Judging from the table, the initial grades of students before taking the course only ranged from 60-75, but after taking the course the student's scores jumped, all of which on average became 85.

In response to the fact that English language skills are important and must be understood, this non-formal English course is expected to help teachers as well as students to continue to improve their abilities in the midst of a pandemic. Non-formal English course institutions will provide support or a stimulus to support formal education carried out in schools. Non-formal English course institutions can establish a learning environment that emphasizes not only students' affective side, but also their cognitive and psychomotor components. Students will benefit considerably from course institutions' assistance in studying English more profoundly outside of formal education (schools). English classes are being implemented to teach pupils how to master the English language. This indicates that there are tasks in learning English that involve selecting, determining, and developing the best ways or strategies for achieving the intended outcomes. The capacity to communicate in English necessitates a thorough understanding of spelling, grammar, vocabulary, and culture. Students' needs for learning English knowledge and skills are met by English language education institutions' efforts, allowing students to address and respond to future problems. Students will, of course, gain new knowledge, new experiences, and a different learning environment in this situation, as opposed to simply studying in school or classrooms because it is well



known that classroom learning is frequently boring and lacks a reciprocal link between teachers and students.

Apart from the benefits that can be measured through grades, this non-formal English course can also be seen from the students' ability to use English as a language in daily conversation. This is known from the interviews we conducted with students attending the course institutions themselves. Most even almost all said that this non-formal English course was very helpful or had a huge impact on them (students), especially in understanding the most important elements in language, namely grammar. The impact of this course institution is not only felt when taking first-level education, but until students enter the upper secondary level. Besides students, teachers also feel the impact of this course institution. The impact that teachers feel about students' understanding is relatively faster than before attending the course institution.

Apart from this, non-formal English course institutions have many benefits in supporting formal education. The existence of non-formal institutions of English courses is like a spring that is able to quench students' thirst for knowledge which not all of them can be obtained through formal education. It is hoped that with this non-formal English course, students will be more open-minded and think broadly about language acquisition as a result of research on the impact of non-formal English classes on the development of grammar skills, according to the researcher. Grammar learning should not be based solely on formal education but must be complemented by non-formal education.

In addition to evaluating the value data, the researcher also conducted interviews with the aim of knowing the understanding and impact of what students felt during the non-formal course. This study provides interviews using Indonesian to several students who have attended non-formal courses. There are four (4) questions:

1. Teaching methods applied in non-formal courses
2. Regarding the material being taught
3. Benefits felt by students
4. The perceived impact of the course on students' formal schools

The results of student interviews at SMPS NW Mumbang are as follows:

Student 1: *“In my opinion, the teaching method in non-formal courses is very good and very easy for me to understand because the tutor explains in detail and is not boring. In addition, the material taught in the course is very useful for me who is still a beginner. Therefore, after I took the course, I no longer had difficulty answering my exam questions at school.”*

Student 2: *“The material taught in non-formal courses is equivalent to the material taught in high school and beyond. Therefore, when the teacher explained the material in English, I already understood it. I can even use it in other subjects too. So, the impact I feel is very much, ranging from increasing grades, being able to answer friends' questions related to English, even to the pleasure of the teacher.”*

Based on the results of the interviews above, we can conclude that non-formal English courses have a very good influence on students' foreign language skills. Besides having an impact on their formal school grades, these non-formal courses are also very useful in students' daily lives. In addition, students also really like the teaching methods in non-formal courses that are simple and easy to understand. Therefore, we need to know that the material obtained in formal schools is not enough to develop students' skills. Students need more intensive teaching and additional material in order to get satisfactory results, such as attending non-formal courses and so on.

#### **IV. CONCLUSION**

The Authors conducted research in a private school domiciled in the village of Mumbang. Then after doing research, the Authors managed to find the impact of this non-formal course. It turns out that this non-formal course is very helpful for students in every way, for example all forms of English exams at school. Students who have taken this course find it helpful in taking the exam. Then students easily understand English material better in formal schools because in non-formal courses it has been discussed previously.

Another influence felt by students was that the scores of students who took non-formal courses were relatively higher than those of students who did not take non-formal courses. Besides that, students also think that the material obtained in non-formal courses is easier to understand with a teaching style that makes students easier

to understand than teaching in formal schools that focuses on the syllabus. Therefore, there is a great hope for English teachers in formal schools so that ELT in non-formal courses is more developed to make it easier for teachers to teach English in formal schools.

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