



## Research Article

# Effects of Contextualized Grammar Instruction on Students' Paragraph Writing Achievement and Their Perception Towards the Instruction: Grade 11 In Getema High School in East Wollega Zone in Focus

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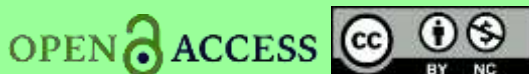
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### Abstract

The main purpose of this study was to investigate the effects of contextualized grammar instruction (CGI) on students' paragraph writing achievement and students' perception towards the instruction. In order to attain the purpose, two intact groups randomly assigned to treatment and comparison groups were involved in the study respectively. The embedded design was employed in the study since it was mainly conducted using quantitative data gathered through tests and questionnaire before and after the intervention. Accordingly, two groups of students were selected from the total of seven sections of Grade 11 of Gatema Secondary School students. In this study, therefore; a sequential mixed-method research approaches (QUAN qual) in which quantitative data are followed by qualitative data was utilized. Hence, test, questionnaire, self-reflection journal writing research tools were employed. In data analysis, the study employed paired sample t-test; independent sample t-test and some descriptive statistic (mean and standard deviation). Hence, it was confirmed that there was no statistically significant difference among the two groups before the intervention as the t-test value, ( $t = -.843$ ;  $p > .05$ ).  $p = .402$  at .05 level of significance at .05 level of significance, however; after the treatment group was taught for about eight weeks using the intervention manual, both treatment and comparison groups were given a post intervention, paragraph writing performance to see if any significant difference is seen because of the treatment. To this respect, in the findings of this study ( $t = 9.594$ ,  $df = 72$ ,  $p = .000$ , which is less than 0.05). The study found that contextualized grammar instruction intervention attributes to students' paragraph writing achievement and their perception. Therefore, this is an important input for the curriculum designers, English language teachers to put emphasis on contextualized grammar instruction in teaching and learning procedures so that the students manage their paragraph writing skills would be improved.

**Keywords:** Contextualized grammar instruction, paragraph writing achievement, writing perception .

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## Introduction

English is an international language which plays an essential role to link people from various cultures and countries. It has been used as means of communication across the globe in different sectors. According to Mydans (2007), the world continues to become ever more interconnected as English language has become more pronounced. This gives a chance to the language to become an official language of most international gatherings and the central language of communication throughout the globe. These days, second/ foreign language pedagogy has come through different paradigm shift of theories and methods developed one after the other. This happens because of the critique on the existing methods and another newly emerged method took the turn either in the form of newly invented or adapted the methods already in use. Thus, it is common that lane teaching methodology has been changed or emerged one after the other so that the gap seen in the former methods would be bridged. To this fact, the language teaching methodology shifts in terms of theoretical assumptions and pedagogical applications in different times (Sharma, 2020).

Rothman (2010) elucidates that around the turn of the 21<sup>st</sup> century language researchers complain about the expense and the convenience of the former methods of language teaching and learning. Thus, there has been a debate about the most effective way of teaching grammar in order to fix the problem appears due to the traditional way of grammar teaching. Due to this, language teachers, researchers attempted to develop other methods of language teaching that they think the newly emerged method could bridge the gaps. In addition to this, Nunan (1991) points out that in the early of 1970s attempt was made to marginalize grammar in favor of function but in reality, the language curriculum and syllabi had strong grammar basis.

Richard and Rodgers (2001) noted that teaching grammar was traditionally dominated by a grammar translation method. In the era of rule governed teaching in which linguistic aspect has got as the basis of language proficiency in which grammar points were presented in traditional way of teaching. In the long history, grammar was learnt as a discrete set of rigid rules to be memorized, practiced, and followed language teaching and learning. In a traditional way of grammar teaching and learning approach, grammar is defined primarily as a set of forms and structures which is the main focus of the textbook syllabus. During the influence of the grammar-translation method, it was important to learn about the forms of the foreign language. In connection to these points, Harmer (1987), states that grammar is one of the essential aspects in language teaching as it shows how language is used. The above scholars explain that the grammar aspect is tied to how words change themselves and join together to make meaningful sentences/

paragraphs. It is further suggested that English language teaching is related to the methods that are used by students to make use of language in making meaning to communicate appropriately either in spoken or written contexts (Mesfin, 2016). Besides, it's described that students better achieved when they are taught in line with tasks that based students' cultural contexts. This develops their sense of motivation in learning. In connection to this, at the beginning of 1980s, however; Chomsky's universal grammar became dominant and due attention was given to linguistic theory rather than language pedagogy (Gass, 1989) as cited in (Candlin and Mercer, 2001).

According to social constructivist theory, knowledge is not mechanically acquired rather actively constructed within the learning environment of the learners. Thus, the proponents of this theory Matthew (2008) believes that learning takes place with the immediate learning environment. This does mean that learning is considered to be situation-specific and context-bound activity. This indicates that the English language tasks need to be designed based on the learners contexts, background experiences so that they could achieve language competence. This is therefore, knowing the culture and the context of the society in which knowledge construction occurs considered as an important aspects. Besides, contextualized grammar instruction has become the target area of any language program. In line with this point, Celce-Murcia and Olshtain (2000) elucidated that the current cutting-edge pedagogy argues that language learning materials should be well contextualized and meaningful to learners. Therefore, the learning objectives should be grounded in some type of real world discourse.

Fotos (2004) contends that grammar is part of language teaching in which it helps learners' paragraph writing achievement in diversified environments where English is used for different purposes. Therefore, grammar teaching in a real context of the students is more fruitful than teaching grammar discretely. Grammar based practice in context in writing scenarios could enhance learners' understanding to master the rules as well as produce meaningful texts. Similarly, under the influence of contextualized grammar teaching, grammar-based methodologies can be practiced in the activities of different communicative tasks. This indicates that meaningful writing is developed when language structure is emphasized. Richards, et al. (2014) also explain that contextualized grammar practice involves using grammar in the context of written communication. In this regard, the writers suggest that meaningful practice will occur when contents are organized in the actual contexts of the learners.

The pedagogical assumption of producing effective writing is the result of using a systematic method of constructing sentences that enable students to develop paragraph writing



with the correct form of the language Janet (2007). This notifies that the method helps them to familiarize themselves with various syntactic patterns of the language. This empowers them improve their paragraph writing development with accurate forms of the language. In line with this view, Nunan (1991) elucidates that grammar teaching in context could be one of the essential elements of language teaching that enables learners to communicate in writing efficiently and meaningfully. It is recognized that writing demands language structure so that the writers produce a well-organized version. Effective writing is a result of teaching grammar in context as it allows students to apply conventions to produce effective writing (Weaver, et al, 2006). Similarly, Fearn and Farnan (2007) point out that contextualized grammar teaching in connection with writing made effective composition and rhetorical effects in the writing achievement of the learners. It is possible to generalize that grammar is best understood conceptually, rather than mechanically and is best learned in an inductive, discovery-based process that can be provided and illustrated in writing.

Atkins (1995) asserts that contextualized grammar teaching seems to supply a reasonable authentic and vivid context and situations in which new language items can be presented and application of rules can be established through motivating exercises and tasks that could help students understand language system and use inductively. This inspires the students to engage in different writing tasks with the sense of motivation. Hence, clear instruction should be provided regarding how elements of grammar system work so that students get privilege to be exposed to the necessary ingredients in recognizing the rules during paragraph writing. Therefore, language practice is usually centered on the students' own lives, their opinions, experiences of real life situations including facts that they are trying to learn the target language. This is because when teachers are treating grammar in context, learners have a chance to understand the lesson. In this regard, when teachers are treating grammar in context, learners have a chance to understand the lesson at easy. The authors added that when students are provided with the tasks and contents that are authentic (real world) contexts related with their interest, culture, gender, social, political aspects, etc. they are more likely motivated to be engaged in the contents and learning experiences.

English language proficiency is the extent to which students are able to communicate and use the language for various purposes in the real world rather than being confined to specific curriculum in which training has occurred. In relation to this, Ethiopia is also one of the countries which use English language as a medium of instruction at secondary and tertiary levels with the assumption that language contribute to the realization of knowledge and skills so that they can use the language skills for real and

genuine communication. Nevertheless, different studies conducted by Girma (2005); Geremew (1994); Haregawein (2008) at different levels show that most students' English language performance is deteriorating from time to time. Hence, students are required to generate further written materials with grammatically correct language. Though writing skill is considered extremely important, some research findings strongly suggested that high school students in Ethiopia seriously lack in all English skills in general and writing skills in particular. Students have scarcity of the English language to write up to their level best (Amlaku, 2010). Moreover, it is heard from different English teachers while they have been complaining about the students' paragraph writing achievement during conducting various trainings at various levels. Hence, the students' paragraph writing achievement at different levels of education in general and Grade 11 students at Getema secondary school in particular is also less encouraging. Moreover, as far as the knowledge of the researcher is concerned, the learners' grammatical problem during paragraph writing remains low and does their paragraph writing achievement and their perception of the method as well.

As to Lock (2010), there have been controversies between researchers whether grammar has any significant role on writing or not. The ideologically driven debates about whether teaching grammar improves writing, there was claim, counter-claim and criticism of the practice of grammar teaching. The effect of grammar instruction on language acquisition is argued among researchers with the ground of various language learning methods that have emerged one after the other. Some researchers claimed that teaching grammar does not benefits one's writing. On the contrary, other researchers like Hudson (2001); Wyse (2004) arrive at opposite conclusions that grammar instruction influences writing achievement when grammar and writing share one instructional context. Therefore, the purpose of this study was to see whether or not the grammar teaching in context has effects on students' paragraph writing achievement.

On the other hand, the researcher conducted textbook analysis on the grammar lessons presentation of the specified grade level and found that tasks in the textbook were also not considered the issue of contextualized grammar instruction to the required level. The analysis made revealed that the designed tasks did not suit learners to improve their grammar so that they could practice writing. This is because the contents of the textbook could not give much emphasis to students' real life experiences/contexts. Most of the contents are not well contextualized and familiarized with students' real world as it could offers them to practice the grammar skills. The major emphases of Grade 11 text book grammar activities



are mechanical drills, and the contextualized grammar activities in the text book have the lowest in proportion. As a result, learners fail to manipulate English grammar rules in paragraph writing session. These problems have initiated the researcher to get on the area to see whether the intended method affects the variables. Therefore, it could be sound to investigate the role of contextualized grammar instruction and its effects on paragraph writing achievement of the students and students' perception about the effects of contextualized grammar instruction.

## Materials and Methods

This study was conducted at Getema Secondary school, East Wollega zone, Oromia Regional State. Among many high schools Getema High School was selected as the focus of the study. The high school was selected among many high schools in the zone, has to do with convenience. Besides, it's hoped to ease administrative procedures of the study as the nature of the research needs extensive follow up. Moreover, Grade 11 students were chosen thinking that students need to have a good ground at paragraph writing, and preparing them for tertiary education. Accordingly, from seven sections of Grade 11 students, two sections were selected using lottery method. Of the two sections, one section was assigned as treatment group and the other as comparison group- this was done using lottery method in order to give equal chance to the groups. Since the study requires quantitative and qualitative data, different research tools were employed. These include: test, questionnaires and self-reflection journal writing. Besides, self-reflection journal was employed for the attainment of qualitative data. Cohen (2008) suggests that the more we use various data-collecting instruments, the stronger tendency to generate in-depth and reliable information from the participants of the study.

The rationales behind for choosing the two intact groups, randomly assigned to treatment and comparison groups, were involved in the study respectively. The embedded design was employed in the study since it was mainly conducted using quantitative data gathered through tests and questionnaire before and after the intervention. The design is related to the nature and the objectives of the problem to be studied. The other factor is the means of obtaining information are the most important factors to be considered to choose the appropriate research design. In this study, therefore, a sequential mixed-method research approaches (QUAN qual) in which quantitative data are followed by qualitative data was utilized (Creswell, 2003). Accordingly, quantitative research approach was used predominantly for this study. This approach was used to measure and compare the achievements of the treatment and the comparison group before and after interventions. Likewise, qualitative data from the participants' were

collected using self-reflection journal to complement the quantitative data.

### *Data Gathering Procedure*

The procedure of data collection via the three instruments listed above was carried out as follows. First, the quantitative and qualitative data were gathered sequentially. To this end, data through pre- post tests were collected respectively. Data gathered through self-reflection journal writing was also gathered soon after the experiment was done in order to supplement data gathered through quantitative tools.

The pretest was administered first to verify the two groups' initial homogeneity. Then, the training material was offered for the treatment group for some months. Nevertheless, no intervention was given for the group assigned as the comparison group. They were directed to use conventional way with the existing instructional materials. Next to the intervention, posttest was administered to test the effects of the approach (contextualized grammar instruction on students writing achievement). Likewise, journal writing in the form of self-reflection report was gathered to understand participants' writing skills improvement, their feeling and perception towards contextualized grammar instruction approach.

The employment of quantitative data in this study is with the assumption that it helps to show the effects of contextualized grammar teaching methods on paragraph writing achievement. Thus, the method enables the researcher to illustrate the existing situation in relation to the students' practices of contextualized grammar teaching in writing classes. The other qualitative method was also designed to attain data on students' perception towards the effects of contextualized grammar instruction on their paragraph writing achievement only to substantiate the quantitative findings.

### *Samples and Sampling Techniques*

This study was carried out at East Wollega zone, Oromia Regional State. The rationale for selecting East Wollega zone is the proximity of the study area to the researcher's workplace. Besides, based on the nature of the study, among many high schools, one high school in the zone was selected from East Wollega administrative zone. Accordingly, Getema High School was selected as a sample of the study. The main reason for the choice of Getema High School, among many high schools in the zone, has to do with convenience. It is one of the high schools located nearby to Nekemte, East Wollega zone. This was hoped to ease administrative procedures the study as the nature of the research needs extensive follow up. It also gave the researcher, an insider perspective that helped to effectively explore the real classroom situation, understand better and come up with more valid result (Crotty, 1998). In addition, it is one of the schools identified during different trainings





conducted by different stakeholders on the area reveal that students have writing difficulty in general and writing paragraph in particular. Besides, it is reflected that students inclined to be inefficient to produce a paragraph when they are asked to do so. It also gave the researcher, an insider perspective that helped to effectively explore the real classroom situation, understand better and come up with more valid result. Of the Grade 11 sections, two sections were selected using lottery method. And, of the two sections, one section was assigned as treatment group and the other as comparison group- this was done using lottery method. Since the study requires quantitative and qualitative data, different research tools were employed. These include: test, questionnaires and self-reflection journal writing. For the qualitative aspect, students' self-reflection journal was employed. Thus, the more we use various data- collecting instruments, the stronger tendency to generate in-depth and reliable information from the participants of the study (Cohen, 2008).

**Test**

Test is one of the data collecting instruments of this research which was designed to answer the third research question. During the study, the treatment group and the comparison group received pretest and posttest. The purpose of the pre-test administration is to provide a baseline data of students' genuine performance before the treatment. Accordingly, the pre-test was administered for both treatment and comparison group students. A pretest is to verify the groups' initial homogeneity, and a posttest was used to check the effects of the intended approach on students' writing motivation, writing self- efficacy and paragraph writing achievement. And these tests were developed based on the grade level of the students so as to address the intended research objectives. Hence, students were provided different topics with some helpful outlines and they are asked to elicit more supporting details to write a well organized paragraph. Further, students were given different topics for free writing practices so that they select a topic on the basis of their own interest and construct a paragraph. The result of the test was scored by two independent raters to produce reliable results. They were rater 1 and rater 2. Raters took brief orientation about scoring before marking and they employed analytical

scoring scheme. The pre-test was scored out of 50%. This is the ways inter rater reliability of the study achieved.

**Data Analysis and Procedures**

The quantitative data drawn from the students' questionnaires and paragraph writing achievement test were analyzed using an inferential statistics (paired samples t-test, and independent t- test). The result of the computation of paired sample t- test statistics is presented in Table.1.

**Results and Discussion**

As seen in Table.1, the analysis of the treatment group paragraph writing achievement result indicated in the table is (M=5.459, SD=3.096) and (T=10.724; p<0.05) which proved that the observed mean scores were significantly higher than the expected value. On the post intervention, however, the figure illustrates that there is a noticeable difference between the treatment group pre and post paragraph writing achievement mean score result. This does mean the paragraph writing achievement of the treatment group has noticeably inclined after the intervention. Similarly, the results of the analysis of comparison group students regarding the dependent variables writing motivation and paragraph writing achievement values are presented in Table 2.

As shown in Table 2, results of the paired sample t- test statistical analysis revealed that the Paragraph writing achievement is almost similar and the p-value for each variable is not significant. As the results depicts that M = 2.432, SD = 2.742) and that (t (36) =5.39, P>0.05). This does mean that the t- value indicates, T= 5.39 with 36 degrees of freedom at p > 0.05 level of significance which is (P=.371). This shows that the performance of comparison group students before and after the intervention was almost similar result. These values showed that there were statistically insignificant differences between the comparison group students' pre- and post-intervention data. Therefore, the performance of students in comparison group did not significantly differ since paired samples t-test for mean differences within the group on paragraph writing achievement remain similar results. This is because p-values of the variables were greater than 0.05. This indicates that the comparison group students have expressed slightly under mean score along the variables as they didn't get a chance to be part of the treatment.

**Table 1:** Paired Samples t-test for Mean Differences within the Treatment Group on paragraph writing achievement

Variables	N	Mean	SD	T-value	Df	Sig (2 way)
PWA	37	5.459	3.096	10.724	36	.000

**Table 2:** Paired Samples t-test for Mean Differences within the Comparison Group on PWA

Variables	N	Mean	SD	T-value	Df	Sig (2 way)
PWA	37	2.432	2.742	.539	36	.371



From the findings, it is possible to confirm that the groups do indeed similar result that shows their homogeneity among the intended variables at pre intervention phase of the study. Hence, based on this statistical figure, the treatment and the comparison group students were homogeneous for the p-value (probability value) is greater than 0.05. This means there is no observed mean differences with regard to the two dependent variables mean scores for the comparison and treatment group students together before the intervention. In general, from the pre-intervention data, the p-value ( $p > 0.05$ ) and mean scores confirmed that the treatment and the comparison group were homogeneous in paragraph writing achievement at the beginning of the study.

Hence, based on the obtained results, the treatment was carried out to investigate the effects of the contextualized grammar instruction on students' paragraph writing achievement. Therefore, the treatment group students were taught for about eight weeks using the intervention manual. Regarding this, the researcher thought that the 'eight weeks long' seemed optimal duration and it was found enough to manage the experiment. Thus, after the intervention, posttests were conducted for both treatment and comparison group students. Therefore, this could be noted that the treatment group students' performed significantly on the post-intervention when compared to the comparison group students. In this section, findings from analysis of this data were compared using the pre- and post-intervention findings. This indicated that the treatment group performance is almost different with the findings from the pre-intervention results. Therefore, this confirms that the changes in the treatment group were due to the training intervention.

The study therefore, revealed that students' who were treated with the training intervention exceed those who learned in conventional way. Therefore, it is possible to conclude that the contextualized grammar instruction has brought positive changes on the treatment group students. The implication is therefore, it is suggested that students' always better perform when they are acquainted with their own contexts so that they could understand the tasks easily and develop strong sense of writing motivation in their paragraph writing achievements

The above results favored the treatment group was probably due to the nature of the exercises that the treatment group was exposed during the intervention phase. This is because this group was given a number of exercises that are emphasized on grammatical structure in the form of contextualized grammar instruction. This is therefore, students gained more knowledge when they learn grammar in context, and this helps them to improve their writing. Most of the exercises provided in the intervention material demand the students to practice different grammar items.

This could be the possible reason for the better achievement succeeded by the treatment group students. Therefore, on the basis of the above data, one can infer that contextualized grammar instruction is relatively effective grammar teaching and learning method than teaching grammar discreetly. This enables learners to achieve linguistic competence and to be able to use grammar as a resource in different compositions in general and paragraph writing in particular in efficiently.

In connection to this, the main objective of the student self-reflection journal writing was to find out students' outlook towards contextualized grammar instruction on students' expository paragraph writing achievement. This was done to initiate students' self-reflection on the contextualized grammar instruction. Moreover, in collecting data using self-reflection journal writing, students were asked to write expository paragraph on their own topics. This helps to check whether contextualized grammar instruction contribute in their writing.

Accordingly, the students' self-reflection journal was one of the tools that were used to supplement the quantitative data for the study. The instrument was used to answer the research question which is stated as "explore how students' perceive the effects of contextualized grammar instruction on their writing motivation, writing self-efficacy and paragraph writing achievement". The main purpose of using reflective journal writing was to obtain qualitative data regarding students' perception about the effects of contextualized grammar instruction during the intervention time. Therefore, the participants (all the treatment group students) were asked to write the reflective journal.

The journal writing was done after the experiment was over as it was thought that the learners fully reflect their ideas, and provide adequate and relevant information. Thus, in the context of this study, reflective journal writing requires students help to express their perception about the subject and the issues under investigation. According to Nawar (2015), self-reflection through journal writing allows students to think back on the activities during the lesson, and give them a chance to reveal their judgments and feelings about the method used during the treatment.

In connection to the above points, the intention of using the self-reflection journal writing was to analyze students' perception about the effects of the contextualized grammar instruction used during the intervention. Hence, this instrument was used to gather information on how students reflect their perception and feeling of contextualized grammar instruction that they had during the intervention period. This helps the researcher to see how much the intended method was effective in resolving students writing problems. Therefore, the analysis was made by categorizing



the qualitative data into patterns to measure the students' self-reflection on the intervention taken during the treatment.

With regards to this, the presentation of grammar in context in line with students' background knowledge, cultural knowledge or awareness contributes has had a dramatic effect on the roles that learners are required to learn grammar and bring their grammar knowledge in the writing practices. It enables them to distinguish between accepted and unaccepted forms of communication in the target language. Deepti and Getachew (2011, p.69) found "The more students are motivated towards writing, the higher the use of writing strategies which in turn leads to the development of improved writing competence". Learning takes place when students express their ideas, interact with others, and get a chance to learn in their real world. Hence, this is part of presenting and learning language forms to overcome some writing difficulties. From this one can deduce that the method/ approach in which we present language activities need to be interesting and motivating to do.

The basic argument for meaningful and contextualized grammar teaching is that when teaching a grammatical structure, the presentation of the rules for that structure to the student in the form of formulas and the inclusion of these rules in sample sentences presented out of context is inadequate in foreign language instruction and this type of knowledge is stored as inert information in the student's memory (Van Lier, 2002). This does mean grammar as well as other language activities should be contextualized clearly to motivate students express their own ideas through writing. Hence, language teachers need to use creative, context based and innovative attempts to teach grammar so that the students might improve their writing. The data analysis was mainly focused on some motivation constructs; the extent to which students were interested in the approach and showed their effort when learning writing skills with the intended method. Moreover, the analysis also focused on the extent to which the contextualized grammar instruction affects the students writing.

In order to see any significant difference between pre- and post- intervention on the two dependent variables, the treatment group students were taught for about eight weeks using the intervention manual. The findings proved that there is statistically significant difference between the group as  $p=0.000$  which is less than 0.05. It could, therefore, be noted that the treatment group students performed significantly on the post- intervention when compared to the comparison group results.

In this section, findings from analysis of this data were compared to the pre- and post-intervention findings, and indicated that the treatment group performance is almost different with the findings from the pre-intervention data

confirming that the changes in the dependent variables was due to the training intervention.

From the above findings, students who have a chance to learn language tasks in the context are more likely to be motivated in increasing their writing achievement in a certain task more than those who learn the language skills discretely or in conventional way. These findings are proportionate with and support Weaver and Bush (2006) argue for the importance of contextualized grammar teaching which has a potential to use grammatical resources in producing effective writing. It is also stated that effective writing is a result of learning grammar in context as it allows learners to apply in mechanics and conventional ways and to be able to produce effective writing. This does mean teaching grammar in context assists the writers in governing the way writing takes place. As a result, the null hypothesis that says "there is a statistically significant difference in writing motivation between Grade 11 students who learn grammar through contextualized grammar instruction and those who learn grammar through the conventional method." that was retained in the pre-intervention was disproved through writing motivation after the intervention.

In connection to the above points, Hillocks (1986) explains that the teaching of grammar in isolation does not improve writing and indeed may adversely affect students' writing because of the precious allocations of time it consumes at the expense of instruction in the actual writing. In the same vein, Myhill (2005) also suggested that writing is a social practice, determined and influenced by social, cultural, and historical contexts. This is, therefore contextualization of grammatical resources to writing instruction promotes students writing performance.

The findings in this respect are consistent with other research findings; Amin (2015) conducted the study to determine the effectiveness of teaching grammar-in-context to minimize students' grammatical errors in writing. The study revealed that teaching grammar in context can reduce more grammatical errors in students' writing. Hence, the presentation of grammar in contexts allows students in making appropriate linguistic choices in order to shape and craft text to satisfy their rhetorical intentions. These pedagogical principles clearly signify that connection between writing and grammar in context support writers in their various language experiences as writers', readers', speakers' and others. This makes connections between what the students write and how they write it. From these points of view, it is possible to understand that grammar presentation in the context help students engage themselves in writing practices effectively to their level best. This could be the evidence for the progress seen in the post-intervention results of the treatment group students.



After the intervention, the students' self-reflection, they reported that they enjoyed and felt positive towards the contextualized grammar instruction as it assists them to write with the correct form of the language. This implies that the contextualized grammar instruction motivates students to engage in different writing activities. In connection to this, Hammond (1992) have found that writing has very close relationship with grammar proposes that writing is considered as a means of reinforcing and manipulating grammatical and rhetorical structures. As a part of language, grammar-in-context can relate grammar teaching to situational context. It is because language is used in context of situation as well a context of culture. It means that language can be easily understood in relation to the context in which it is used.

Language tasks that is meaningful to the learner supports the learning language performances. Moreover, it should be selected according to how well they engage the learner in meaningful and authentic language use rather than tasks which merely promote mechanical practice of language patterns. Johnson (1994) suggests letting learners practice language tasks with the student's real-world materials will benefit them perform different tasks to the required level. Similarly, different language educators believe that contextualized grammar can improve student writing if the grammar is taught in the context there is the tendency that it could bring about grammar accuracy in writing performance. The argument behind teaching grammar in context states that because students have difficulty transferring what they learn in drills to their writing, grammar should be taught through the writing itself. The methods of contextualizing grammatical concepts can be used to improve the writing ability of students (Weaver, 1996; Hudson, 2001).

On the other hand, from the self-reflection reported that they have positive feelings towards the method and it is so interesting. Similarly, students reflective journal writing activity in the treatment group reflected that they had different advantages which might have helped them improve their writing motivation. They further reported the importance of the manual they have had during the intervention encourages them to produce different writing activities confidently. In addition, they have included in their reflection that they felt excited about the contextualized grammar instruction as it showed them on how to learn grammatical structure in the given contexts so that they could use it in their writing practices.

In reflecting on the important things, the majority of the students reported that contextualized grammar tasks contributed a lot in improving their grammar knowledge and their paragraph writing skills. Students learned better when they became familiar with the meaning of some tasks. They reported that their level of using

grammar in writing also improved as a result of the treatment. Hence, the findings of the tests seem to indicate that contextualized grammar instruction had considerable contribution in enhancing students' grammatical accuracy in their written composition.

## Conclusion

On the basis of findings drawn, the following conclusions are set. The effects of contextualized grammar instruction on paragraph writing achievement were seen in depth. It was found that the paragraph writing achievement of treatment group students were significantly higher when compare with the comparison group. This does mean the treatment group students out performed in their post intervention test results at their paragraph writing achievement.

The present findings show us that the treatment group students achieved a significant change in their paragraph writing after the intervention. This indicates that the treatment group did better in their post intervention than the comparison group. It was also found out that the qualitative data substantiate the quantitative findings. The findings of the pilot study; therefore, suggests that teaching the students grammar items out of contexts did not benefit students to improve their grammatical accuracy in their paragraph writing achievement. The conclusion is, therefore, the intervention has positively influenced the students' paragraph writing achievement. In relation to the conception about contextualized grammar instruction, the analysis of the post-intervention data indicated that there is an observable change in the learners' understanding about the issue under investigation.

Teaching grammar in context determines the paragraph writing achievement of the students as it gives students a chance to learn the language structure easily from the given contexts. Thus, it is rational to conclude that the training has brought positive effect on the students' paragraph writing. Based on these, it can be concluded that contextualized grammar instruction appeared to be one of the important method that treat students' paragraph writing achievement. This is because students' writing skills via make use of contextualized grammar instruction in the classroom attribute to students paragraph writing achievement. This does mean that the contextualized grammar instruction attributed to students writing motivation and paragraph writing achievement. This research project, therefore, concludes that grammar items should be presented in context to improve learners' grammatical accuracy of their writing. The contextualized grammar activities have to be presented in line with students' real world, experiences, cultural knowledge and the others. On the bases of these findings, it may be stressed that students in the treatment group have significantly outperformed their grammar





accuracy in their writing after using the intervention material prepared on contextualized grammar instruction.

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