

English Teachers' Grammar Approaches and Grade 8 Students' Grammar Skills in Cluster 7 in the Division of Santa Rosa

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Abstract. This study investigated the relationship between English teachers' grammar approaches and the Grade 8 students' grammar skills in cluster 7 in the Division of Santa Rosa City. A descriptive-correlational research design was employed, utilizing a survey questionnaire for data gathering. The mean, 4-point Likert scale, paired t-test, and Pearson Product Moment Correlation Coefficient were utilized as a statistical treatment. The findings derived from the SOP were highly utilized and extensively applied in practice. The generated computed probability values of grammar approaches such as Deductive-.298, Inductive-.144, Functional-Notional-.865, Situational Context-.342, through Texts-.961, and through Stories-.469. There was no significant difference between the two variables. Students' average grammar skill performance was 86.28, and they were proficient. Regarding using grammar approaches and skills, the r values ranging from .224 to .341 were interpreted as having a low positive correlation. The computed probability values .000 and .001 were lesser than the level of significance ($P < 0.05$); thus, the null hypothesis was rejected. Therefore, the result showed a significant relationship between the two variables. It was concluded that there was a need for strategies to address and provide reinforcement of students' grammar shortcomings and ineptitude. In addition, as for the output, it was suggested that students' English proficiency enhancement and advancement for teachers' grammar approaches be implemented in the teaching-learning process.

Keywords: English teachers; Grade 8 students; Grammar approaches; Grammar skills.

1.0 Introduction

The significance of learning English grammar extends beyond the classroom, impacting students, educators, and the public. English is a crucial communication tool in various contexts, making it a universal language. In educational settings, English is a core subject demanding significant attention from teachers to ensure students develop strong language skills. Teaching grammar is paramount in this endeavor, enabling learners to acquire and apply the target language effectively in real-life situations. Each language has a unique grammatical structure, making grammar comprehension essential for native and non-native speakers. Effective communication relies heavily on understanding and applying grammar rules, making it an indispensable language acquisition component.

In a globalized world characterized by rapid technological advancements, proficiency in English communication has become increasingly vital for success in education, entrepreneurship, and international trade. Research in the

field of language education, such as the study by Pawlak (2021), highlights the importance of diverse theoretical perspectives to enhance grammar teaching. These perspectives emphasize the need for communicative approaches that enable learners to apply grammar rules effectively in real-world interactions. Furthermore, the study by Pablo (2022) underscores the transformative impact of the Internet, which has bridged geographical barriers and facilitated access to English language education globally. The English language market is projected to experience significant growth, reaching \$54.92 billion globally by 2027 (Meticulous Research, 2020), further emphasizing the demand for skilled English language teachers.

In the Philippines, English has long been a cornerstone of many academic programs, serving as the primary medium of instruction across a wide range of subjects, including science and mathematics. Filipinos are widely recognized for their fluency in English, often attracting foreign learners seeking an affordable and effective alternative to studying abroad. Building upon the findings of Pablo (2020), which highlighted the affordability of English language instruction in the Philippines, the market has evolved to include competition from native or English-native-sounding teachers at competitive rates. A recent study evaluating the grammar skills of 401 Filipino English teachers revealed a concerning trend: 90% of respondents failed to achieve a score of 75% or higher, demonstrating a lack of proficiency in fundamental grammar, particularly in the use of verbs and adverbs. This underscores the need for Filipino English teachers to critically assess their English proficiency, identify areas for improvement, and engage in ongoing professional development to maintain competitiveness in the evolving landscape of English language instruction. Teaching grammar in the Philippines presents unique challenges, including addressing concerns about teaching quality and regional accents. The presence of diverse dialects, characterized by variations in diction, sound, tone, and accent, can impact the acquisition and application of standard English. Teachers must be sensitive to the needs of learners and address grammar issues effectively, recognizing that the rules governing sentence formation can be complex and subject to debate. As Wyse (n.d.) notes, English's perceived "correctness" often sparks discussions and judgments, highlighting the importance of clear and consistent instruction.

Rossiter's (2021) study on "The Importance of Grammar" highlights a critical distinction between grammar pedagogy and linguistic analysis. While often conflated, these two areas are fundamentally distinct. Linguistic analysis critically evaluates language use, examining how grammar rules are applied or disregarded. However, such analysis can be confusing for average learners, potentially hindering rather than aiding their understanding. Effective grammar instruction, on the other hand, focuses on the fundamental rules and conventions that underpin everyday language use, empowering students to develop strong literacy skills.

This study aims to investigate the role of teachers' grammar skills in shaping students' language development. With over six years of experience teaching at Santa Rosa Science and Technology High School, the researcher has observed a direct correlation between students' proficiency in English grammar and their overall academic performance. This observation suggests that similar trends may exist in other schools within Cluster 7, prompting an exploration of the potential impact of teaching approaches on students' grammar skills. The awareness of using grammar correctly is directly linked to teachers' instructional approaches and students' responses to those approaches. Educators often express concerns about the effectiveness of grammar instruction, recognizing the need for engaging strategies that motivate learners to develop strong grammar skills. This study aims to bridge this research gap by investigating the relationship between teachers' grammar approaches and students' grammar proficiency, offering valuable insights for improving English language education in the Philippines.

This study sought to determine the correlation between the utilization of teachers' grammar approaches and students' grammar skills in Cluster 7 of the Division of Santa Rosa City. The teacher led the advancement of students' learning process to ensure their improvement in their grammar skills; therefore, it was helpful to improve their strategy in teaching grammar. The study aimed to understand how teachers' instructional practices influence students' grammar proficiency, recognizing the crucial role teachers play in advancing students' learning and ensuring their improvement in grammar skills. It recommended that English teachers consider the pedagogical and professional contexts of English grammar instruction to enhance students' grammar skills. This study also aimed to provide the Division of Santa Rosa and its teachers with alternative approaches to grammar instruction, ultimately developing a proposed framework for grammar learning that addresses students' needs and enhances their assessment capabilities.

2.0 Methodology

2.1 Research Design

This study employed a descriptive-correlational research design to investigate the relationship between English teachers' grammar approaches and students' grammar skills. This design aimed to define how these variables relate without assuming causation, providing a comprehensive and objective understanding of the situation. The research was carefully designed to ensure a thorough explanation of the findings, eliminate any bias in data collection, and minimize the potential for misinterpretation. The data collected was analyzed to highlight the key aspects of the information gathered. As suggested by Fowler (2013, as cited in IvyPanda.com, 2023), this approach allows for using statistical data independently or in conjunction with other research initiatives to reach robust conclusions. The analysis also aimed to identify the characteristics of the participants, ensuring a thorough understanding of the individuals involved in the study. By thoroughly analyzing each variable before concluding, the research sought to verify and validate existing circumstances, ultimately contributing to a more credible understanding of the relationship between teachers' grammar approaches and students' grammar skills. This design provided a clear and insightful framework for exploring the nature of the connection between these two key variables.

2.2 Research Locale

This study was conducted in Cluster 7 Public Secondary Schools within the Division of Santa Rosa City, Laguna Province, Philippines. The selection of schools in this specific cluster was driven by the need for data relevant to the research question and the logistical convenience of conducting the study in a location where the researcher was already an active teacher at Santa Rosa Science and Technology High School. The study's locale encompassed two public schools within Cluster 7: Santa Rosa Science and Technology High School and Sinalhan Integrated School. This selection enhanced the relevance and significance of the study by focusing on a specific cluster known for its access to quality educational resources, allowing for a focused examination of the effectiveness of grammar usage among English Language Teachers and the level of students' grammar skills within this context.

2.3 Research Participants

The study's target population comprised all JHS English teachers (n=10) and Grade 8 students (n=547) within Cluster 7 of the Division of Santa Rosa City. Purposive sampling was employed to select participants who met specific criteria relevant to the research question. As described by Thomas (2022), this method allowed for selecting respondents based on their knowledge and experience related to the study's focus on grammar approaches and skills. This sampling method ensured the selection of respondents well-versed in the study's topic, allowing for a more in-depth examination of the relationship between teachers' grammar approaches and Grade 8 students' English grammar skills. While purposive sampling differs from stratified sampling, selecting a representative sample enabled the study's findings to be generalized to the broader population of respondents within Cluster 7 of the Division of Santa Rosa City. The study included JHS English teachers and Grade 8 students from Santa Rosa Science and Technology High School (SRSTHS) and Sinalhan Integrated High School (SIHS). Of the 248 students at SRSTHS, 179 participated, along with 4 JHS English teachers. At SIHS, 46 out of 299 students participated, along with six teachers. The teachers were categorized as Teacher I (n=9) and Teacher II (n=1), with 4 Teacher I positions filled at SRSTHS and five at SIHS. A total of 10 teachers and 221 students participated in the survey, representing a subset of the overall population. All student respondents were enrolled in Cluster 7 public secondary schools within the Division of Santa Rosa City during the 2023-2024 school year.

2.4 Research Instrument

This study employed a questionnaire to gather data on teachers' grammar approaches and students' grammar skills. The instrument's content and analysis were clearly defined to ensure a focused and systematic approach to data collection. The study's primary objectives were: (a) to assess teachers' grammar approaches, this objective aimed to measure the frequency and types of grammar approaches employed by teachers in the classroom, including explicit and implicit instruction, inductive and deductive approaches, and focus on form versus focus on meaning; (b) investigating the relationship between teachers' grammar approaches and students' grammar skills, this objective sought to examine the correlation between teachers' reported grammar approaches and students' performance on a standardized grammar skills assessment. The goal was to determine if certain approaches were more effective than others in promoting students' grammar development. (c) This objective

aimed to assess students' understanding of grammar skills and the application of various grammatical concepts, including subject-verb agreement, adverbs and adjectives (modifiers), conjunctions, and parallel structure.

The teacher survey questionnaire included sections on demographic information (e.g., school, years of experience, subject taught, position, educational attainment) and grammar teaching practices/approaches (e.g., deductive, inductive, functional-notional, situational context, through text, through stories). The student survey questionnaire included demographic information (e.g., age, gender, grade level, school) and a grammar skills assessment consisting of multiple-choice questions to assess students' understanding of English structure, ability to identify and correct grammatical errors, and application of grammar rules in writing communication. To ensure the validity and reliability of the instrument, a pilot test was conducted with a sample group of teachers and students to identify any potential issues and make necessary revisions. Data analysis was meticulously planned and executed to accurately measure the study's objectives and provide answers to the research questions.

The instrument, developed as a researcher-made test, was tailored to the specific research questions and objectives, aiming to gather valuable data on teachers' grammar approaches and students' grammar skills, ultimately contributing to a deeper understanding of grammar teaching and learning. A researcher-made test instrument was utilized to evaluate the independent variable, "English Teachers' Grammar Approaches." The wording of questions and prompts was carefully considered and adjusted based on individual usage patterns to ensure that the evaluation reflected the dynamic nature of teachers' grammar approaches and effectively assessed students' knowledge. The multiple-choice test was administered to Grade 8 respondents. The completed tests were collected from the participating schools in Cluster 7 of the Division of Santa Rosa City, prioritizing the researcher's and respondents' confidentiality and integrity. This instrument, designed to determine the relationship between teachers' grammar approaches and students' grammar skills, aimed to provide precise and comprehensive statistical data based on the collected facts and information.

2.5 Data Gathering Procedure

This study employed a systematic approach to data collection, adhering to established research methodologies. A comprehensive review of relevant literature and studies was conducted to inform the development of the survey questionnaire, providing a foundation for understanding existing research on teachers' grammar approaches and students' grammar skills. Two researcher-made tests were created, one for teachers and one for students, designed to gauge participants' progress in developing their respective areas of expertise. Ethical considerations were paramount, with necessary permissions and approvals from the Dean, Division Superintendent, school administrators/principals, and participating respondents. Throughout the research process, the researcher sought advice and feedback from a research advisor, validator, statistician/analyst, and research director, ensuring the accuracy and validity of the findings. This collaborative approach enhanced the study's academic rigor. It contributed to a deeper understanding of the relationship between teachers' grammar approaches and students' grammar skills in Cluster 7 of the Division of Santa Rosa City.

2.6 Ethical Consideration

This research study adhered to the ethical guidelines outlined in the Research Manual of Laguna College of Business and Arts-School of Graduate Studies, ensuring the ethical conduct of the research throughout its entirety. The study prioritized participant rights and welfare, incorporating the following ethical considerations: Participants were fully informed about the nature and purpose of the study, potential risks and benefits, and their right to withdraw from participation at any time. Informed consent was obtained from all Santa Rosa Science and Technology High School participants and Sinalhan Integrated High School before data collection commenced. The study protected the privacy and confidentiality of participants' data, adhering to the Data Privacy Act of 2012 standards in the Philippines. All data was anonymized and securely stored, ensuring that individual identities were not disclosed. Participants were assured that their participation in the study was entirely voluntary and that there were no negative consequences for declining participation. By adhering to these ethical principles, the study aimed to uphold the highest standards of moral behavior, safeguard participant rights and welfare, and deliver reliable and trustworthy results. This commitment to ethical research practices ensured the integrity and credibility of the study's findings.

3.0 Results and Discussions

3.1 Teachers' Utilization of Grammar Approaches

In terms of the Deductive Approach

Table 1 indicates that the Deductive Approach was highly Utilized by teachers, with all indicators receiving a composite mean score of 3.53 or higher, signifying strong agreement or high utilization. The indicator "In teaching grammar, I make all learners actively involved, attentive, and motivated in teacher's classes" achieved the highest composite mean of 3.62, highlighting the importance of engaging students in learning. The indicator "In teaching grammar, I approach activities that are suitable for proficiency level of grammar skills through using a deductive method, a rule is first presented, then instances of how the rule is used are given" had the lowest composite mean of 3.45, suggesting that while the deductive approach was widely used, teachers needed to explore further ways to tailor activities to different proficiency levels.

Table 1. Descriptive statistics of the level of teachers' utilization of grammar approaches in terms of the deductive approach

Indicators	Teacher		Students		Composite	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1. Present the rules first, and then how the rules used are given.	3.60	Highly Utilized	3.30	Highly Utilized	3.45	Highly Utilized
2. Use English grammar that can be explained more quickly and easily than elicited from examples.	3.60	Highly Utilized	3.44	Highly Utilized	3.52	Highly Utilized
3. Identify the students' cognitive value by acknowledging their ability and understanding the language acquisition processes.	3.70	Highly Utilized	3.48	Highly Utilized	3.59	Highly Utilized
4. Discuss how to be more creative using English grammar, which students expect to acquire knowledge analytically.	3.70	Highly Utilized	3.45	Highly Utilized	3.58	Highly Utilized
5. Address the learner's needs to prepare for language points in advance.	3.60	Highly Utilized	3.41	Highly Utilized	3.50	Highly Utilized
6. Use the rules of form, including its features.	3.50	Highly Utilized	3.45	Highly Utilized	3.48	Highly Utilized
7. Help improve grammar skills by using this approach to fix mental structures.	3.50	Highly Utilized	3.42	Highly Utilized	3.46	Highly Utilized
8. Make all learners actively involved, attentive, and motivated in teacher's classes.	3.70	Highly Utilized	3.53	Highly Utilized	3.62	Highly Utilized
9. Assess the students' use of the patterns in English classes, as this helps them improve their speaking and listening and develop their English grammar skills.	3.50	Highly Utilized	3.46	Highly Utilized	3.48	Highly Utilized
10. Use clues and hints to make grammar easy and simple to understand.	3.70	Highly Utilized	3.45	Highly Utilized	3.58	Highly Utilized
Overall Assessment	3.61	Highly Utilized	3.44	Highly Utilized	3.53	Highly Utilized

Legend: 3.25 - 4.00 = Highly Utilized, 1.75 - 2.49 = Slightly Utilized, 2.50 - 3.24 = Utilized, 1.00 - 1.74 = Not Utilized

These findings suggested that the deductive approach was considered a highly effective method for teaching grammar in this context. Teachers perceived it as a motivating approach that empowers students to improve their grammar skills. The results indicated that teachers believe in students' capacity to learn grammar effectively through this approach, emphasizing the importance of providing clear rules and examples to guide students' understanding. These findings aligned with the insights provided by Blog (2023), which emphasized the importance of teachers providing clear rules and guidance to students, avoiding a "spoon-feeding" approach. By presenting rules first and then providing examples of their application, teachers enabled students to actively engage with the learning process and develop a deeper understanding of grammatical concepts.

In terms of the Inductive Approach

Table 2 indicates that teachers also highly utilized the inductive approach, with all indicators receiving a composite mean score of 3.54 or higher, resulting in strong agreement or high utilization. The indicator "In teaching grammar, I direct the learners' attention to precisely how the form choice affects the difference in meaning" achieved the highest composite mean of 3.61, highlighting the importance of emphasizing the connection between grammatical form and meaning. The indicator "In teaching grammar, I approach activities that are suitable for proficiency level of grammar skills through using an inductive method, provide rules that

will become as a result more valuable, significant, and unforgettable to learners" had the lowest composite mean of 3.39, implying that teachers needed to explore further ways to tailor activities to different proficiency levels and ensure that rules were presented in a way that makes them memorable and meaningful for students.

Table 2. Descriptive statistics of the level of teachers' utilization of grammar approaches in terms of the inductive approach

Indicators	Teacher		Students		Composite	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1. Provide rules that will become more valuable, significant, and unforgettable to learners.	3.40	Highly Utilized	3.37	Highly Utilized	3.39	Highly Utilized
2. Help students to be actively participative in the learning process, which increases their likelihood of being more focused and motivated.	3.70	Highly Utilized	3.47	Highly Utilized	3.59	Highly Utilized
3. Explain the strategy that encourages pattern recognition and problem-solving, indicating that it best suits learners who appreciate this challenge.	3.60	Highly Utilized	3.46	Highly Utilized	3.53	Highly Utilized
4. Allow students to collaboratively address issues while using the main language to practice their language skills further.	3.70	Highly Utilized	3.45	Highly Utilized	3.57	Highly Utilized
5. Assess the student's ability to make decisions independently to develop greater self-reliance, which supports learners independently.	3.70	Highly Utilized	3.36	Highly Utilized	3.53	Highly Utilized
6. Guide the learners' growing understanding of the advantages of self-solving language issues; resistance is frequently reduced.	3.70	Highly Utilized	3.36	Highly Utilized	3.53	Highly Utilized
7. Create a scenario to "generate" multiple examples of a structure in sentences.	3.70	Highly Utilized	3.50	Highly Utilized	3.60	Highly Utilized
8. Interact with the students to enjoy learning with classmates that they were quickly embraced for use in classrooms.	3.70	Highly Utilized	3.33	Highly Utilized	3.51	Highly Utilized
9. Help draw different aspects of language learning, such as grammar, vocabulary, and pronunciation, to necessitate a foundational understanding of grammatical terminology on the learners' side, as is the case with all rule-explicit presentations.	3.70	Highly Utilized	3.45	Highly Utilized	3.58	Highly Utilized
10. Direct the learners' attention to how the form choice affects the difference in meaning.	3.70	Highly Utilized	3.51	Highly Utilized	3.61	Highly Utilized
Overall Assessment	3.66	Highly Utilized	3.43	Highly Utilized	3.54	Highly Utilized

While the inductive approach was widely used, it implied that the results suggested room for improvement in its implementation. Teachers needed to explore additional techniques to ensure the approach consistently achieved the desired learning outcomes. Encouraging learner participation and enhancing their engagement in the classroom facilitated by providing a positive assessment of grammar using this approach. The findings indicated that teachers were focused on providing meaningful exercises and drills to facilitate effective learning and understanding of grammar concepts. These findings aligned with the insights provided by Kunene and Mthethwa (2020), who studied the effectiveness of deductive and inductive approaches for teaching tenses in secondary school students. Their research suggested that integrating both methods can be more effective than relying solely on one approach. This finding underscored the importance of considering a blended approach to grammar instruction, incorporating both deductive and inductive strategies to cater to the diverse learning needs of students.

In terms of Functional-Notional Approach

Table 3 indicates that teachers highly utilized the functional-notional approach, with all indicators receiving a composite mean score of 3.44 or higher, resulting in strongly agreed or highly utilized. The indicator "In teaching grammar, I help students develop to adopt the meaning of language as an integral part of grammar" achieved the highest composite mean of 3.52, highlighting the importance of emphasizing the communicative function of grammar. The indicator "In teaching grammar, I approach activities that are suitable for proficiency level of grammar skills through using a functional-notional method, teach linguistics which are verbal expressions or claims that result from a function, a circumstance, or a topic" had the lowest composite mean of 3.32, implying

that teachers needed to explore further ways to tailor activities to different proficiency levels and ensure that the connection between function, circumstance, and topic was made clear for students.

While the functional-notional approach was widely used, the results implied a need to focus on assessments and strategies that emphasize learning grammar through examples and real-world applications. Teachers prioritized emphasizing definitions and word signals to stress the relevance of grammar concepts in real-life scenarios over verbal explanations. They aimed to enhance students' reasoning skills and communication abilities through diverse instructional methods to deepen their comprehension of grammar. Teachers facilitated and fostered a more profound knowledge of the subject by employing various methods of instruction.

Table 3. Descriptive statistics of the level of teachers' utilization of grammar approaches in terms of the functional-notional approach

Indicators	Teacher		Students		Composite	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1. Explain that the employment of dialects, formality, or other linguistic features may change depending on the informal expression.	3.30	Highly Utilized	3.42	Highly Utilized	3.36	Highly Utilized
2. Teach linguistics, which are verbal expressions or claims that result from a function, a circumstance, or a topic.	3.20	Highly Utilized	3.43	Highly Utilized	3.32	Highly Utilized
3. Broaden students' view of the code of the shared language in a situation given.	3.50	Highly Utilized	3.30	Highly Utilized	3.40	Highly Utilized
4. Explain the functional categories of language in each example.	3.40	Highly Utilized	3.46	Highly Utilized	3.43	Highly Utilized
5. Utilize a language primarily curious about how to use language to establish meaning and draw attention to the issues and interests.	3.60	Highly Utilized	3.32	Highly Utilized	3.46	Highly Utilized
6. Explain language on what people should do and use the language for its purpose.	3.50	Highly Utilized	3.49	Highly Utilized	3.50	Highly Utilized
7. Help students develop to adopt the meaning of language as an integral part of grammar.	3.60	Highly Utilized	3.43	Highly Utilized	3.52	Highly Utilized
8. Assess students to develop language skills through criticism relevant to the studied content.	3.50	Highly Utilized	3.44	Highly Utilized	3.47	Highly Utilized
9. Contribute communicatively to the useful expression of teaching.	3.50	Highly Utilized	3.46	Highly Utilized	3.48	Highly Utilized
10. Include the different language categories to develop students' reasoning, investigative, and communication skills in the target language.	3.40	Highly Utilized	3.47	Highly Utilized	3.43	Highly Utilized
Overall Assessment	3.45	Highly Utilized	3.42	Highly Utilized	3.44	Highly Utilized

These findings aligned with the insights provided by TESOL/Notional-Functional Approach-Wikiversity (n.d.), which described the functional-notional approach as a method of organizing a syllabus based on "notions," or actual communication scenarios, which were then subdivided into "functions," or communication objectives. Teachers frequently used a real-world scenario as their "notion" while planning a session, selecting related functions to teach students to help them communicate in that scenario throughout the lesson. For example, asking prices is one of the functions of shopping, and if the lesson is on how to avail something at a store, one of its notions would be shopping. The findings suggested that teachers in Cluster 7 were incorporating elements of the functional-notional approach into their instruction. Still, there was a need to focus more on emphasizing communication rather than just memorizing grammatical rules.

In terms of Situational Contexts

Table 4 indicates that teachers highly utilized the situational context approach, with all indicators receiving a composite mean score of 3.54 or higher, suggesting strong agreement or high utilization. The indicator "In teaching grammar, I help students to contextualize the language to its meaning through the given statements and guide students to learn by utilizing the context in their understanding" achieved the highest composite mean of 3.60, highlighting the importance of emphasizing the connection between language and context. The indicator "In teaching grammar, I approach activities that are suitable for proficiency level of grammar skills through using a situational context, suggest the efficacy of increased knowledge in this approach" had the lowest composite mean of 3.44, suggesting that teachers needed to explore further ways to tailor activities to different situational needs and recognize effectively in language learning to see the relevance and application on their own.

While the situational context approach was widely used, the results implied that further opportunities to enhance its use in teaching grammar should be explored. Teachers provided examples of contextualized ideas from a given scenario before presenting them to the students to generate examples and develop understanding. With these, they formulated their context based on the given concept of examples. This approach was meaningful to the students as it allowed them to create and elaborate on their own experiences in real-life situations.

Table 4. Descriptive statistics of the level of teachers' utilization of grammar approaches in terms of the situational context

Indicators	Teacher		Students		Composite	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1. Guide students to comprehend the content through contextualizing grammar usage.	3.60	Highly Utilized	3.45	Highly Utilized	3.53	Highly Utilized
2. Use the generative situation to structure the lesson in a sentence.	3.60	Highly Utilized	3.46	Highly Utilized	3.53	Highly Utilized
3. Help students contextualize the language's meaning through the given statements.	3.70	Highly Utilized	3.49	Highly Utilized	3.60	Highly Utilized
4. Generate examples to provide learners with data in its form.	3.60	Highly Utilized	3.54	Highly Utilized	3.57	Highly Utilized
5. Engage students to develop an understanding of problem-solving through the explanation in the context.	3.60	Highly Utilized	3.47	Highly Utilized	3.53	Highly Utilized
6. Guide students to learn by utilizing the context in their understanding.	3.70	Highly Utilized	3.50	Highly Utilized	3.60	Highly Utilized
7. Assess students to provide their dialogue and practice doing it out of context.	3.60	Highly Utilized	3.48	Highly Utilized	3.54	Highly Utilized
8. Utilize various instructions to let students explain and extend the rules using context.	3.70	Highly Utilized	3.41	Highly Utilized	3.56	Highly Utilized
9. Suggest the efficacy of increased knowledge in this approach.	3.40	Highly Utilized	3.48	Highly Utilized	3.44	Highly Utilized
10. Help students be more memorable to the learners' learning than simply explaining.	3.70	Highly Utilized	3.42	Highly Utilized	3.56	Highly Utilized
Overall Assessment	3.62	Highly Utilized	3.47	Highly Utilized	3.54	Highly Utilized

These findings aligned with the insights provided by Pielmus (2020), who described a situational presentation teaching approach, also known as a Presentation-Practice-Production approach, commonly used in English language learning environments. This type of instruction aims to introduce students to an example that will help them acquire the language they will use in class. As a result, this method of instruction enables students to learn new grammar concepts, which they will use throughout the session in both limited and unrestricted practice exercises. The findings suggested that teachers in Cluster 7 were incorporating elements of the situational context approach into their instruction. Still, there was a need for teachers to create a more dynamic and engaging learning environment that helps students develop their skills in a meaningful and relevant way.

In terms of Through Texts

Table 5 indicates that the "Through Text" approach was highly utilized by teachers, with all indicators receiving a composite mean score of 3.49 or higher, suggesting strong agreement or high utilization. The indicator "In teaching grammar, I provide students to use their comprehension for identifying grammar usage, encourage a favorable understanding of grammar using text in grammar teaching, and allow my students to learn knowledge on analyzing grammar" achieved the highest composite mean of 3.60, highlighting the importance of using text to develop students' comprehension and analytical skills in grammar. The indicator "In teaching grammar, I approach activities that are suitable for proficiency level of grammar skills through using text approach, give the learners a chance to learn and use their native languages in a classroom context" had the lowest composite mean of 3.30, suggesting that teachers may need to explore further ways to tailor activities to different proficiency levels and ensure that the connection between text and native language use is made clear for students. While the "Through Text" approach was widely used, the results suggested a need to explore further opportunities to enhance its use in teaching grammar.

Table 5. Descriptive statistics of the level of teachers' utilization of grammar approaches in terms of the through texts

Indicators	Teacher		Students		Composite	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1. Offer grammar usage to help language learning and academic success.	3.50	Highly Utilized	3.57	Highly Utilized	3.53	Highly Utilized
2. Allow the learners to learn and use their native languages in a classroom context.	3.20	Highly Utilized	3.39	Highly Utilized	3.30	Highly Utilized
3. Acknowledge the text for linguistic structure.	3.30	Highly Utilized	3.42	Highly Utilized	3.36	Highly Utilized
4. Assist students in learning languages; it offers resources and information on grammar usage.	3.60	Highly Utilized	3.47	Highly Utilized	3.54	Highly Utilized
5. Teach grammar by asking students to examine the correct use of grammar.	3.40	Highly Utilized	3.52	Highly Utilized	3.46	Highly Utilized
6. Provide students with a way to use their comprehension to identify grammar usage.	3.60	Highly Utilized	3.50	Highly Utilized	3.55	Highly Utilized
7. Encourage a favorable understanding of grammar using text in grammar teaching.	3.60	Highly Utilized	3.49	Highly Utilized	3.55	Highly Utilized
8. Aid in developing the ability to comprehend the principles behind various grammar usage.	3.50	Highly Utilized	3.47	Highly Utilized	3.49	Highly Utilized
9. Allow my students to learn how to analyze grammar.	3.60	Highly Utilized	3.50	Highly Utilized	3.55	Highly Utilized
10. Help students gain more ideas using text to examine correct grammar usage.	3.60	Highly Utilized	3.48	Highly Utilized	3.54	Highly Utilized
Overall Assessment	3.49	Highly Utilized	3.48	Highly Utilized	3.49	Highly Utilized

It implied that using the entire text to increase students' comprehension of grammar was crucial when employing this approach in instruction. Deduction of meanings from unknown or unfamiliar phrases and incorporation of these into engaging activities helped highlight the language students used. They taught and practiced grammar in context, which is essential for developing fluency and understanding. These findings aligned with the insights provided by Qizi (2023), who argued that authentic texts were more effective than uniquely crafted EFL texts because they provided a more realistic and engaging learning experience. Authentic texts offered co-textual data, enabling students to infer the interpretation of unfamiliar grammatical terms from the surrounding text. They also demonstrated how language was used to exchange ideas in real-world contexts. The findings suggested that teachers in Cluster 7 were incorporating elements of the "Through Text" approach into their strategies. Still, there was a need to create a connection between students' interests and experiences to ensure their learning environment was effective.

In terms of Through Stories

Table 6 indicates that the "Through Stories" approach is highly utilized by teachers with all indicators receiving a composite mean score of 3.50 or higher, suggesting strong agreement or high utilization. The indicator "In teaching grammar, I analyze the use of grammar in each statement with the provided information" achieved the highest composite mean of 3.61, highlighting the importance of using stories to analyze and understand grammatical structures. The indicator "In teaching grammar, I utilize individualized feedback and practices grammar knowledge with stories" had the lowest composite mean of 3.40, suggesting that teachers needed to explore further ways to tailor activities to different proficiency levels and ensure that individualized feedback was provided to students when using stories to practice grammar. While the "Through Stories" approach was widely used, the results suggested a need to explore further opportunities to make it fun and interactive.

It implied that through stories, learners communicatively adopted the experiences of comprehending, relating, and exercising what they read. Stories helped them to reorganize and mold their knowledge in learning. Analyzing stories in their characterization based on the understanding of what they concluded from what they read helped them enrich their comprehension skills and adapt to learn grammar provided by the instructions through stories. It was a natural language acquisition where stories mirror how language was used in everyday communication, helping learners grasp grammar rules more naturally and intuitively. Exposure to authentic language usage and stories helped learners facilitate language acquisition and fluency.

Table 6. Descriptive statistics of the level of teachers' utilization of grammar approaches in terms of the through stories

Indicators	Teacher		Students		Composite	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1. Help my students to comprehend grammatical objectives and work independently through reading stories.	3.50	Highly Utilized	3.45	Highly Utilized	3.48	Highly Utilized
2. Utilize individualized feedback and practice grammar knowledge with stories.	3.40	Highly Utilized	3.40	Highly Utilized	3.40	Highly Utilized
3. Guide students to the enrichment of instructions to provide grammar requirements by reading stories.	3.50	Highly Utilized	3.40	Highly Utilized	3.45	Highly Utilized
4. Equip students with options on what they study and how they learn it.	3.60	Highly Utilized	3.38	Highly Utilized	3.49	Highly Utilized
5. Provide opportunities for students to consider their education by reading stories.	3.70	Highly Utilized	3.45	Highly Utilized	3.58	Highly Utilized
6. Help learners to determine in formative assessment.	3.60	Highly Utilized	3.42	Highly Utilized	3.51	Highly Utilized
7. Keep learners interested; incorporate various activities and assessments through reading stories.	3.50	Highly Utilized	3.46	Highly Utilized	3.48	Highly Utilized
8. Allow the learners to select understanding objectives based on comprehending the grammar provided by the stories.	3.60	Highly Utilized	3.39	Highly Utilized	3.49	Highly Utilized
9. Offer possibilities for students to benefit from one another's knowledge.	3.50	Highly Utilized	3.49	Highly Utilized	3.49	Highly Utilized
10. Analyze grammar in each statement using the provided information.	3.70	Highly Utilized	3.52	Highly Utilized	3.61	Highly Utilized
Overall Assessment	3.56	Highly Utilized	3.44	Highly Utilized	3.50	Highly Utilized

Legend: 3.25 - 4.00 = Highly Utilized, 1.75 - 2.49 = Slightly Utilized, 2.50 - 3.24 = Utilized, 1.00 - 1.74 = Not Utilized

These findings aligned with the insights provided by Vandana (2022), who highlighted the benefits of storytelling in education. By telling stories, teachers helped students build relationships and acquire new experiences from peers. Narrating stories is a powerful method to share knowledge, mold experiences, and comprehend who they are about other people. Storytelling is a natural teaching strategy that helps students learn and retain information. Telling and listening to stories fosters creativity, motivation, and language skills while serving as a bridge between the fantastic and the actual world. Not only does storytelling support good curriculum acquisition and cognitive growth in the classroom, but it can also facilitate cross-cultural communication and language learning. The findings suggested that teachers in Cluster 7 were incorporating elements of the "Through Stories" approach into their instruction. Still, they needed to further develop their language skills, creativity, and critical thinking in focusing grammar lessons through engaging stories.

3.2 Grammar Skills of Grade 8 Students

Table 7. Descriptive statistics of the Grammar skills of grade 8 students based on a 50-item test

Grade	Indicators	Frequency	Percentage
90 - 100	Advanced	95	42.97%
85 - 89	Proficient	67	30.32%
80 - 84	Approaching Proficient	16	7.24%
75 - 79	Developing	16	7.24%
74 and below	Beginning	27	12.22%
Overall Performance		86.28%	

As shown in Table 7, Grade 8 students' overall grammar skills performance was assessed at 86.28%, interpreted as Proficient. Among the students, 95 individuals, accounting for 42.97%, were classified as Advanced, while 67 students, representing 30.32%, were categorized as Proficient. Additionally, 16 students, equivalent to 7.24%, were identified as Approaching Proficient and Developing, while 27 students, making up 12.22%, were categorized as Beginning. These results suggested that in Cluster 7 in the Division of Santa Rosa, a significant number of Grade 8 students demonstrated a strong grasp of grammar skills by engaging in activities incorporating unknown or unfamiliar phrases into interesting contexts. Their teachers were crucial in providing targeted practice and remediation, especially for students struggling with specific grammar concepts. Incorporating enhanced grammar instruction and practice into the curriculum, along with regular assessments to track progress and identify areas needing improvement, contributed to the student's current proficiency in English grammar.

Barman (2014, as cited in Pascual, 2021) observed that students' grammar skills did not significantly improve despite teachers' efforts in teaching grammar. This challenge often resulted in difficulties for students in accurately writing and speaking English, impacting their performance in various areas, including future employment opportunities. Paystrup (2014, as cited in Pascual, 2021) highlighted that the current state of grammar proficiency among students was concerning, emphasizing the need for enhanced grammar instruction in schools, especially in the ongoing technological revolution. These insights underscored the importance of continuous improvement in grammar instruction and the implementation of effective strategies to enhance students' grammar skills, ensuring that they are well-equipped for academic success and future endeavors in the ever-evolving landscape of language and communication.

3.3 Difference in the Assessments of the Grade 8 Students and Teachers Regarding the Utilization of Grammar Approaches

Table 8 shows no significant difference between the responses of Grade 8 students and teachers regarding the level of utilization of various grammar approaches. The computed probability values for the deductive approach (.298), inductive approach (.144), functional-notional approach (.865), situational contexts (.345), through texts (.961), and stories (.469) were all greater than the level of significance at 0.05. Therefore, the null hypothesis, which stated that there was no significant difference between the responses of the two groups, was accepted. This finding suggested that Grade 8 students and teachers employed similar grammar approaches in language usage or teaching-learning practices. The teaching methods used by the teachers were effectively transferred to the students, indicating a shared understanding and application of grammar principles in both writing and speaking. However, it was important to note that this similarity in approach did not necessarily imply equal proficiency in grammar. Rather, it suggested that both groups comparably utilized grammar approaches. This finding highlighted the importance of consistent grammar instruction that aligns with the approaches used by teachers.

Table 8. Analysis of the difference in the assessments of the grade 8 students and teachers regarding the utilization of grammar approaches

Sub-variables		Sum of squares	df	Mean square	F Ratio	Sig.	Remarks	Decision
Deductive Approach	Between Groups	0.275	1	0.275	1.089	0.298	Not Significant	Accept H_0
	Within Groups	57.57	228	0.253				
	Total	57.85	229					
Inductive Approach	Between Groups	0.518	1	0.518	2.152	0.144	Not Significant	Accept H_0
	Within Groups	54.88	228	0.241				
	Total	55.39	229					
Functional-Notional Approach,	Between Groups	0.008	1	0.008	0.029	0.865	Not Significant	Accept H_0
	Within Groups	60.22	228	0.264				
	Total	60.23	229					
Situational Contexts,	Between Groups	0.217	1	0.217	0.907	0.342	Not Significant	Accept H_0
	Within Groups	54.44	228	0.239				
	Total	54.66	229					
Through Texts	Between Groups	0.001	1	0.001	0.002	0.961	Not Significant	Accept H_0
	Within Groups	60.72	228	0.266				
	Total	60.72	229					
Through Stories	Between Groups	0.144	1	0.144	0.525	0.469	Not Significant	Accept H_0
	Within Groups	62.58	228	0.274				
	Total	62.72	229					

Level of significance 0.05

Moreover, it underscored the need for teachers to prioritize grammar instruction, as outlined by Ellis (2006, as cited in Musa, 2021), to ensure that learners develop accuracy in their language use. While words may be relevant and understandable, learners' accuracy can be lacking without a strong foundation in grammar. The study emphasized the importance of teaching grammar both "about" and "apart from" language use, providing students with a comprehensive understanding of grammatical concepts and their application in real-world contexts. By addressing the challenges teachers face in the classroom and equipping students with proficiency in grammar, the study contributed to improving student's writing and speaking abilities.

3.4 Relationship Between Teachers' Utilization of Grammar Approaches and the Student's Grammar Skills

As shown in Table 9, a significant relationship was observed between the teacher utilization of grammar approaches and the level of students' grammar skills, with correlation coefficients (r values) ranging from .224 to .341, indicating a low positive correlation. The computed probability values of .000 and .001 were less than the level of significance ($P < 0.05$), leading to the rejection of the null hypothesis. This finding suggested that as teachers' utilization of grammar approaches increases, based on the result, there was a corresponding improvement in students' grammar skills.

Table 9. Analysis of the relationship between teachers' utilization of grammar approaches and the student's grammar skills

Grammar Approaches	Grammar Skills	r value	P value	Remarks	Decision
Deductive Approach	Grammar Skills	0.341**	0.000	Significant	Reject H_0
Inductive Approach		0.334**	0.000	Significant	Reject H_0
Functional-Notional Approach,		0.315**	0.000	Significant	Reject H_0
Situational Contexts,		0.341**	0.000	Significant	Reject H_0
Through Texts		0.309**	0.000	Significant	Reject H_0
Through Stories		0.224**	0.001	Significant	Reject H_0

**Correlational at the level 0.01

*Correlational at the level 0.05(Two-tailed)

Effective grammar teaching methods adopted by teachers positively impact students' grammar proficiency. Teachers played a pivotal role in shaping students' grammar skills, and diverse teaching approaches enhanced students' grammar proficiency. By providing explanations, ample practice opportunities, and constructive criticism, teachers helped students develop a strong foundation in grammar. Cortez and Genisan (2021) emphasized the importance of conscious learning of grammar rules and implicit learning through relevant language contexts. While not all forms of instruction were equally effective, the study highlighted the need for teachers to consider the most effective teaching methods for grammar instruction. Students' readiness to grasp language nuances and variations influenced grammar teaching and learning effectiveness. By incorporating various activities and instructional styles, teachers catered to the diverse learning needs of students and optimized their grammar learning experience. In conclusion, the study underscored the critical role of teachers in enhancing students' grammar skills through effective grammar-teaching approaches. By prioritizing varied teaching philosophies and methods, teachers created a dynamic and engaging learning environment that supports students in mastering grammar concepts and improving their language proficiency.

3.5 Proposed Action Plan

This study investigated the relationship between teachers' grammar teaching approaches and students' grammar proficiency. The findings revealed a need for improvement in students' grammar skills, particularly for those who demonstrated a low level of proficiency, scoring 7.2% in the development phase and 12.22% in the assessment. An action plan (Table 10) was developed to address this gap, emphasizing the crucial role of enhancing grammar learning capabilities. This action plan served as the foundation for Project MARICEL, which aimed to implement the proposed strategies and improve students' grammar skills.

Table 10. Proposed Action Plan

Key Result Area (Approaches)	Objectives	Strategies/ Activities	Time Frame	Persons Involved	Source of fund	Success Indicators
Grammar Approaches						
Deductive Approach	Design the correct process of practical reasoning to a logical conclusion from a broad idea to a specific one.	The teacher will teach and instruct the learner to give the target language gradually to certain examples.	The entire school year of 2024-2025 as grammar integrates into the lesson.	Junior High School English Language Teachers, Grade 8 students	None	100 % of the objectives have been attained
Inductive Approach	To propose a way of reasoning with a bottom-up approach from generic examples to broader generalizations.	The teacher will provide the learners with different examples and let them give their conclusions while the teacher discusses the course adjustment on the idea.	The entire school year of 2024-2025 as grammar integrates into the lesson.	Junior High School English Language Teachers, Grade 8 students	None	100 % of the objectives have been attained
Functional-Notional Approach	To develop and improve the learner's grammar ability to understand semantics when learning vocabulary.	The teacher will emphasize different ways of instruction and practices to acquire knowledge to enhance language's actual and suitable meaning as an expression of communication.	The entire school year of 2024-2025, as the teacher teaches the grammar lesson in the class.	Junior High School English Language Teachers, Grade 8 students	None	100 % of the objectives have been attained
Situational Context	To clarify meaning in conceptualizing the idea in language, especially in	The teacher will introduce the clarity of the target language, including how it is	The entire school year of 2024-2025 as	Junior High School English Language	None	100 % of the objectives

	correct grammar and pronunciation, express a thought or feeling through articulating sounds, attain language structures, and dominate language skills.	created and verbally used at a certain level.	grammar integrates into the lesson.	Teachers, Grade 8 students		have been attained
Through Stories	To incorporate grammar skills in teaching by narrating different scenarios of events, either in the past or present.	The teacher will develop and teach an effective understanding of grammar by incorporating it through narrative text structures.	The entire school year of 2024-2025 as grammar integrates into the lesson.	Junior High School English Language Teachers, Grade 8 students	None	100 % of the objectives have been attained
Through Texts	To use and practice vocabulary skills to target the preparation in independent learning of the learners.	The teacher will link grammar to analyze critical interaction and critical thinking in evaluating texts from what they read, viewed, and analyzed to develop the target language for significant communication learning.	The entire school year of 2024-2025 as grammar integrates into the lesson.	Junior High School English Language Teachers, Grade 8 students	None	100 % of the objectives have been attained
Grammar Skills Subject-Verb Agreement	To understand the appropriate use of agreement between subject and verb.	The learner will ensure how to identify the subject and the verb in the sentence by giving the whole concept of an idea before presenting certain examples of statements to show the proper use of it and providing specific examples before showing the general concept or vice versa.	The entire school year of 2024-2025, as the teacher teaches the grammar lesson in the class.	Junior High School English Language Teachers, Grade 8 students	None	100 % of the objectives have been attained
	Construct sentences accurately using subject and verb agreement.					
	To properly use subject-verb agreement in writing and speaking appropriately.	The learner will show the accuracy of the verbs that agree with the subject in the sentence by utilizing them in making short stories and or series of examples through different contexts.				
Adjectives and Adverbs	Modifiers are used to express meaningful words or phrases in statements.	The learner will utilize the precise use of subject-verb agreement in different skills of communication The learner will effectively apply the added information to explain more about certain words or phrases that have essential and significant connotations. Introduce modifiers in the specific statement before presenting the whole idea of these grammar skills. Give the whole idea first before presenting the example in each statement.	The entire school year of 2024-2025 as the teacher teaches the grammar lesson in the class	Junior High School English Language Teachers, Grade 8 students	None	100 % of the objectives have been attained
	To use different words to modify or describe the improvement of a certain meaning to be used in a statement.					
Conjunctions	To achieve consistency in writing, connect words in a sentence or paragraph.	The learner will utilize the description words in different contexts of four language skills to give clarity and a sense of meaning. The learner will add the connectors to a statement to bind the word elements to create well-formed sentences in specific examples before proceeding to a general idea and also from broad information to a precise detail, and vice versa.	The entire school year of 2024-2025 as the teacher teaches the grammar lesson in the class	Junior High School English Language Teachers, Grade 8 students	None	100 % of the objectives have been attained
		The learner will use transitional devices from one sentence to another to link it smoothly to avoid abrupt and break ideas that can be applied in different texts or narrative types.				
Parallelism	To develop the importance of ideas in a grammatical pattern.	The learner will create the structure of sentences with a balanced idea and coherence to have a logical connection in each part by presenting a topic with a specific sentence to broader examples. Using different texts or stories, the learner will utilize the grammatical patterns of words to show the same level of importance.	The entire school year of 2024-2025 as the teacher teaches the grammar lesson in the class	Junior High School English Language Teachers, Grade 8 students	None	100 % of the objectives have been attained

4.0 Conclusions

The conclusions derived from the findings emphasized the significance of employing varied and engaging approaches to teaching grammar, emphasizing the need for interactive learning, real-life application, and authentic significant feedback exposure to the students to reach the target language. Grade 8 students and teachers employed similar grammar approaches in language usage or teaching-learning practices. The teaching methods used by the teachers were effectively transferred to the students. Both groups had a comparable understanding and application of grammar principles in writing or speaking. However, it did not imply that students and

teachers were equally proficient in grammar, rather, it suggested that their utilization of grammar approaches was similar.

Therefore, the students in Cluster 7 public secondary schools in the division of Santa Rosa incorporated unknown or unfamiliar phrases into interesting activities as teaching and practicing grammar in context contributed to their proficiency in grammar skills. Their teachers provided target practices and remediation, especially for students struggling with specific grammar concepts, incorporated more grammar instruction and practice into the curriculum, and regularly assessed grammar skills to track progress and identify areas needing more focus. Grade 8 students built their current strong foundation in English grammar due to continued emphasis on grammar instruction and assessment. The higher the teacher's utilization of grammar approaches, the higher the student's grammar skills. It was profound, especially when teachers adopted effective grammar teaching methods, positively impacting students' grammar skills. It also implied that it improved grammar skills, and teachers played a crucial role in shaping students' grammar skills.

Implementing a comprehensive plan utilizing different teaching approaches has proven highly effective in teaching and instructing learners in a way that allows them to target language through gradual exposure to examples given. The plan had been implemented for an entire school year with Junior High School English Language Teachers and Grade 8 students. It yielded impressive results, with 100% of the objectives being attained for each approach. These outcomes affirmed the plan's success in helping students develop their grammar skills, underscoring the importance of innovative and tailored teaching strategies in fostering language proficiency and academic growth.

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