



GRAMMAR-BASED INSTRUCTION AND THE LINGUISTIC COMPETENCE OF JUNIOR HIGH SCHOOL

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ABSTRACT

Grammar-based instruction is one approach to teaching and learning languages, particularly second or foreign languages. Grammar is not taught directly or literally; rather, it is used to facilitate language acquisition through grammatical knowledge, which is applied using a number of ways. This overview demonstrates how grammar-based instruction influences junior high school students' English language skills. Thus, teachers need to employ some strategies like inductive approach and deductive approach also activities in the classroom to better assist the learners in enhancing their linguistic competence. The purpose of this study is to determine the effectiveness of using grammar-based instruction in enhancing students' linguistic competence. This study employed a one group pre-test and post-test experiment to collect data in numbers for statistical assessment. In addition, a cause-and-effect relationship between grammar-based instruction and the linguistic competence is the goal of this study. The respondents of this study are the forty (40) Grade 8 junior high school students of Lusacan National High School. The study was conducted during the third grading period of academic year 2023-2024. Moreover, the result revealed that there is no significant difference between the pre-test and post-test scores of the respondents on their linguistic competence in terms of lexical, morphological and syntactical before and after using grammar-based instruction. Thus, the null hypothesis is rejected.

KEYWORDS – Grammar-Based Instruction, Linguistic Competence, Lexical, Morphological, and Syntactical.

INTRODUCTION

The ability to successfully speak and use English is one of the most valuable skills a person can acquire. One of the most crucial skills a person may learn is the ability to interact with and understand the English language effectively.

In this globalization period, as challenge among people all throughout the world is intense, mastering English language is crucial. Effective communication skills, specifically linguistic competence, are becoming increasingly important. Thus, the Department of Education (DepEd) highlights that in order to improve students' language, literacy, and communication abilities, it is critical that they establish strong linguistic competence. Junior high school students are taught a variety of subjects in both Filipino and English, including grammar, vocabulary, and literature. To strengthen their language skills, they are also urged to take part in reading, writing, speaking, and listening exercises. Students can improve their language abilities and effectively communicate their ideas and opinions by participating in these activities.

Furthermore, research by [1] Heidari and Alavi (2015), and Wahyuni (2015), revealed a strong relationship between linguistic (grammatical) competence and participants' speaking ability. As stated on page 29, "knowledge of lexical items, rules of morphology, syntax, sentence grammar semantics, and phonology" is what is meant to be considered grammatical

competence. Grammatical errors do not impair speaking ability, according to [3] Araki's (2015) study. Moreover, speaking or writing confidently on a topic is a sign of linguistic competence, [4] according to Tuan's (2017) quantitative study, while Saaristo's (2015) quantitative findings showed that all survey participants believe grammar is crucial to language acquisition. Students are more utilized to the deductive approach, according to Effendi et al.'s (2017) mixed-methods study.

In order to teach linguistic competence, the deductive approach implies first by giving students clear grammar principles and then giving them examples of how to use and practice these rules. This approach may be useful in assisting students in comprehending grammar concepts and their context-based application. For students who would rather study a language in an efficient and systematic manner, deductive instruction can be extremely beneficial. Through its assistance, students can gain a deeper comprehension of grammar and syntax by making sense of a language's norms and patterns.

On the other hand, another approach which is applicable in grammar-based instruction is inductive approach encourages active learning and student participation in the process by letting them identify fundamental linguistic concepts through practice and examples. In educating students to recognize linguistic patterns and standards on their own, as compared to relying entirely on memorization or instructor instruction, the inductive



approach helps them become more self-sufficient learners. Since the inductive approach allows students to discover linguistic concepts on their own, they are frequently more motivated to study when they are actively involved in the learning process.

Clearly, studies have demonstrated the beneficial effects of grammar-based instruction in junior high school students' writing abilities. Help students develop a solid understanding of the rules and structures of the English language. By learning grammar, students can improve their ability to express themselves clearly and accurately both in writing and speaking communication. Students who study grammatical structures and procedures are better equipped to create accurate, well-structured phrases and paragraphs. It is crucial to emphasize, however, that depending simply on grammar-based instruction could prove to be effective for general English performance.

OBJECTIVES OF THE STUDY

The purpose of this study is to investigate the effect of using grammar-based instruction on the linguistic competence of junior high school students. Specially, it sought to answer the following questions: 1. What are the pre-test scores of the respondents before using the grammar-based instruction on their Linguistic Competence in terms of: 1.1 lexical, 1.2 morphological, and 1.3 syntactical? 2. What are the post-test scores of the respondents after using the grammar-based instruction on their Linguistic Competence in terms of: 2.1 lexical, 2.2 morphological, and 2.3 syntactical? 3. Is there a significant difference between the pre-test and post-test scores of the respondents on their linguistic competence in terms of lexical, morphological and syntactical before and after using grammar-based instruction?

METHODOLOGY

This research was conducted based on methodology. This methodology plays an important role in determining this research study accordingly. The details of methodology are explained in detail in this chapter. The purpose of the study aims to investigate how junior high school students' performance in English is affected by grammar-based instruction. The study specifically attempts to find out if grammar-based instruction enhances students' understanding of grammar and their general English ability.

Research Design

This study used a one group pre-test and post-test design enables researcher to assess the achievements of the instruction by comparing the students' linguistic competence before and after the treatment was administered. This design is beneficial when there is limited group of participants accessible for the study, like in a classroom environment. By providing a pre-test before conducting the lesson, the researcher can examine students' baseline levels of language ability and discover any pre-existing variations among respondents. The post-test, administered after the lesson, allows researcher to establish if the students' linguistic ability improved as a result of the discussion using inductive and deductive approach.

Additionally, employing the same group of participants for both tests reduces inconsistency and improves the study's internal validity.

Respondents of the study

The target sample of the study is the forty (40) junior high school students under grade eight level from Lusacan National High School.

The students' profile shows that the female respondents with 37.5 percent and got 15 in terms of frequency. Meanwhile, 62.5 percent of male respondents with 25 frequency participated in the researcher's study which is higher compare to the number of female respondents. Furthermore, it illustrates the respondents' aged 15 got 7.5 percent for linguistic competence while the respondents' aged 14 which is 52.5 percent revealed that they had enough knowledge in understanding the linguistic competence using the grammar-based instruction.

Sampling Technique

The study used clustered sampling to cover a wide range of topics related to improving linguistic competence among Grade 8 students. Cluster sampling is a sampling strategy that uses a group of participants who are naturally associated (Ary, 2010). This method works well in situations when it is challenging to reach particular students and where the population's variability is represented by clusters.

Selecting the forty (40) grade 8 junior high school from one group of Lusacan National High School could be considered the sampling in the context of the grammar-based instruction and the linguistic competence study. In that case, the study's participants would be students enrolled in that particular program.

The benefit of cluster sampling in this situation is that it enables researcher to concentrate the efforts on fewer clusters while still producing a sample that is representative of the community. Furthermore, by choosing complete classes or schools as the clusters, researchers can examine how grammar-based instruction affects students' performance in English in a particular learning environment.

Research Instrument

The research instruments used were lesson exemplars, as well as a pre-test and post-test. The subject specialist, technical editor, statistician, and research adviser all read and assessed the instruments. Two English MTs and one Secondary School Head Teacher in English further functioned as outside validators. The research adviser, statistician, technical editor, and subject specialist studied and assessed the instruments. They meticulously validated the instruments with regard to the substance and organization of the questions. They thoroughly examined the instruments' structure and question content. Furthermore, the instruments underwent revisions and finalizations to guarantee that they included all relevant data and information required for the study.



Prior to implementing linguistic competence, a researcher-made pre-test in multiple-choice questions, notably 10 items for lexical, 10 items for morphological, and also 10 items for syntactical a total of 30 items were developed to assess students' basic level language skills. The students' pre-test result was recorded and tabulated.

During the implementation of the study grammar-based instruction using inductive approach and deductive approach was applied on the 4 researcher-made lesson exemplars. Firstly, the researcher used and discussed two lesson exemplars: "Adjective, Adverb, and Verb" and "Makato and the Cowrie Shell", which employed an inductive approach and was based on the MELCs. In using an inductive approach, the researcher promoted active learning and student participation in the process by allowing students identified core linguistic concepts through practice and examples. Also, activities, recitations, games, and performance tasks were implemented over nearly 8 days.

Secondly, the researcher used and discussed another two lesson exemplars: "Cohesive Devices" and "Composing an Effective Paragraph", which employed deductive approach and was based on the MELCs. Meanwhile, using the deductive approach, the researcher argued that students must initially provide clearly grammar principles, followed by examples of how to use and practice these rules. Likewise, activities, recitations, games, and performance tasks were implemented over nearly 8 days.

The researcher performed a comprehensive evaluation on grammar-based instruction and sought the answers on how it affects junior high school students' linguistic competence. This will assist the researcher in comprehending current research, theories, and conceptual frameworks surrounding the subject. Determine particular research questions and objectives that the study sought to address.

Lastly, after conducting and discussing the 4 exemplars using grammar-based instruction a researcher-made post-test in multiple-choice questions in particular, lexical, morphological, and syntactical to evaluate students' development in linguistic competence and have a format identical to the pre-test. The scores of the respondents were recorded and organized, tabulated, and treated statistically for the analysis and interpretation of each result.

Research Procedure

The researcher considered the following steps in gathering as well as in managing the data.

Upon the approval of proposal, the researcher gathered the necessary materials needed in the study. The researcher conducted pilot testing to determine the index of difficulty and index discrimination of the test questions. To ensure that the pre-test questions contained all the appropriate information and data needed for the study, instrument underwent finalizations and modifications.

The researcher wrote the letters of request for her study after the experts validated the instruments. The panellists, the dean, and the researcher's adviser gave their approval before the study could be carried out. In an additional letter to the principal of the school, she asked to obtain permission to conduct the study and a data sharing agreement.

Subsequently, the researcher requested a permit to conduct the study among Grade 8 section MMA students from the principal of Lusacan National High School with a letter of endorsement. Following approval of the request for permission from the office, the researcher started conducting the research study. After orienting the students, the researcher wrote a letter requesting their parents' consent. Pre-test multiple-choice questions were administered by the researcher, with a focus on lexical, morphological, and syntactical topics. The students' pre-test result was recorded and tabulated.

The researcher prepared 4 lesson exemplars for the implementation of the study grammar-based instruction using inductive approach and deductive approach on their linguistic competence in terms of lexical, morphological and syntactical. The researcher used and discussed first the two lesson exemplars: "Adjective, Adverb, and Verb" and "Makato and the Cowrie Shell", which employed an inductive approach and was based on the MELCs. The inductive approach, which taught students to detect linguistic patterns and standards on their own rather than relying solely on memorization or teacher guidance, helps them became more self-sufficient learners. Because the inductive approach allows students to discover linguistic concepts on their own, they are often more motivated to study when they participate actively in the learning process. Also, activities, discussion, recitations, games, and performance tasks were implemented over nearly 8 days.

Moreover, the researcher used and discussed another two lesson exemplars: "Cohesive Devices" and "Composing an Effective Paragraph", which employed deductive approach and was based on the MELCs. Deductive approach was effective in helping students understand grammar ideas and their context-based applications. This approach can be incredibly advantageous for individuals who want to acquire a language efficiently and systematically. Students can obtain a greater understanding of grammar and syntax with the help of a teacher by making sense of a language's rules and patterns. Activities, discussion, recitations, games, and performance tasks were implemented over nearly 8 days. The researcher identified where the students were having difficulty and struggling on linguistic competence in terms of lexical, morphological and syntactical. This established the basis for what she will need to teach and focus on throughout the lesson.

After, conducting and discussing the 4 exemplars using grammar-based instruction a researcher-made post-test in multiple-choice questions in particular, lexical, morphological, and syntactical identical to the pre-test was administered. Respondents were given



time to answer the post- test. Students were properly oriented regarding the post-test. After, the respondents accomplished answering the post-test the researcher gathered the data, organized, tabulated, and treated statistically for the analysis and interpretation of each result.

The researcher stated the purpose of the study, the importance of the respondents' participation, and the assurance that the responses would be kept confidential.

Statistical Treatment of the data

Utilizing statistical treatment of the data like mean, standard deviation (SD), frequency, percentages, Paired t-test for the test of difference of pre-test and post-test performances in linguistic competence of the respondents and descriptive statistical treatment evaluates and summarizes data. These statistical treatments can offer important insights and data on junior high school students' linguistic competence in relation to grammar-based instruction. Likewise, the mean of a set of data is computed by taking the total number of variables and dividing it by their sum. The average linguistic competence of junior high school students who received grammar-based instruction in this case can be found using the mean.

SD can be used to assess the degree of consistency or heterogeneity in junior high school student's linguistic competence results. A smaller standard deviation (SD) denotes comparatively similar student linguistic competence, while a bigger SD denotes more diversity.

RESULTS AND DISCUSSION

This chapter includes the findings of the study with corresponding interpretations. The data are analysed and interpreted, so that conclusions and recommendations can be drawn from the study.

Part 1. Pre-test Scores of the Respondents before using the grammar-based instruction on their Linguistic Competence in terms of lexical, morphological and syntactical

Table 1.

Pre-test Scores of the Respondents before using the grammar-based instruction on their Linguistic Competence in terms of lexical

Score	Frequency	Percent	Verbal Interpretation
9-10	3	7.5	Excellent
7-8	19	47.5	Very Satisfactory
5-6	15	37.5	Satisfactory
3-4	3	7.5	Fair
Total	40	100.0	

Legend: 9-10 *Excellent*, 7-8 *Very Satisfactory*, 5-6 *Satisfactory*, 3-4 *Fair*, 1-2 *Unsatisfactory*

Table 1 shows the respondents' pre-test results for linguistic competence in terms of lexical. Based on the data above, 7.5 percent of the respondents fell in the level of excellent. Which showed that only few students acquired knowledge in lexical.

There were 47.5 percent of the respondents in the level of very satisfactory, implying that students had capability in lexical. Moreover, 37.5 percent of the respondents were satisfactory indicated that they were moderately identified the appropriate meaning of the word. In addition, 7.5 percent of the respondents identified as fair which suggested that learners had poor knowledge in lexical. The pre-test findings showed that the respondents' linguistic competence needs more improvement for them to be a competent individual in terms of lexical.

Lexical is an important element of language acquisition because it allows us to extend our vocabulary and properly use words in conversation and writing. We can continue to learn and develop our lexical knowledge throughout our lives if we are exposed to a variety of words and use them in context. Also, lexical emphasizes the significance of vocabulary and word use in language understanding and production. It argues that words have their own meanings and can convey a variety of distinctions and connotations that add to total comprehension. Furthermore, lexical implies that words are interrelated and arranged in a network of semantic relationships, allowing speakers to make sense of language and communicate successfully.

[2] Moreover, Chang (2015) looked into how well junior high school students in Taiwan may improve their English language skills by employing grammatical exercises and activities. According to the results, students that participated in grammar-focused activities outperformed their peers on tests of their English competence. According to the study's findings, grammar-based education can improve students' language learning results, especially when it comes to vocabulary growth and grammatical accuracy.

Table 2.

Pre-test Scores of the Respondents before using the grammar-based instruction on their Linguistic Competence in terms of morphological

Score	Frequency	Percent	Verbal Interpretation
9-10	5	12.5	Excellent
7-8	7	17.5	Very Satisfactory
5-6	5	12.5	Satisfactory
3-4	16	40.0	Fair
1-2	7	17.5	Unsatisfactory
Total	40	100.0	

Legend: 9-10 *Excellent*, 7-8 *Very Satisfactory*, 5-6 *Satisfactory*, 3-4 *Fair*, 1-2 *Unsatisfactory*

Table 2 illustrates the respondents' pre-test results for linguistic competence in terms of morphological. Based on the above data, 12.5 percent of the respondents were on the excellent level denoted those students were proficient in simple sentence structures with affixes. Then, 17.5 percent of the respondents identified in very satisfactory level indicated that they mastered the structure of words. In addition, 12.5 percent of the respondents



placed in the satisfactory level indicated that they moderately mastered the structure of words and how they formed. Moreover, 40.0 percent of the respondents put in fair level that showed more students were poor in grammatical structures of words, and there were 17.5 percent of the respondents performed unsatisfactory level in choosing the appropriate structure of words with affixes displayed that the students had deprived knowledge about the structure of words with affixes. The pre-test results in table 2 showed that the respondents' encountered difficulty in understanding the structure of words and choosing the correct affix.

Dunlap and Tragant's (2019) study found that when students were clearly taught grammatical rules, they were able to express themselves more successfully in both writing and speech. This assisted students in developing accurate and fluent English sentences. Thus, the researcher believes that the use of inductive and deductive approach could help students to be abreast in terms of grammar and it would help them to express their ideas confidently in speaking and writing.

Table 3.

Pre-test Scores of the Respondents before using the grammar-based instruction on their Linguistic Competence in terms of syntactical

Score	Frequency	Percent	Verbal Interpretation
9-10	2	5.0	Excellent
7-8	12	30.0	Very Satisfactory
5-6	15	37.5	Satisfactory
3-4	7	17.5	Fair
1-2	4	10.0	Unsatisfactory
Total	40	100.0	

Legend: 9-10 Excellent, 7-8 Very Satisfactory, 5-6 Satisfactory, 3-4 Fair, 1-2 Unsatisfactory

Table 3 emphasizes the respondents' pre-test results for linguistic competence in terms of syntactical. As stated in the findings and discussion above, 5.0 percent of the respondents were in the excellent level indicated that they were affluent in the structure of words before implementing the study. Almost, 30.0 percent of the respondents were in the very satisfactory category, and this indicated that they were well-trained in expressing their ideas effectively through well-formed sentences. In addition, 37.5 percent of the respondents obtained satisfactory level signifying that students demonstrate a moderate understanding in English language skills. Some respondents got 17.5 percent categorized as fair and it was noted that more of the students had a poor understanding of the unfamiliar word in the given sentences. Subsequently, 10 percent of the respondents were in unsatisfactory level that revealed that they were awful in understanding the sentences in enhancing their English language skills. The pre-test results showed that the respondents' linguistic competence in terms of syntactical was good. They are likely to be understood even if they make errors in other areas.

[3] Jones (2019) discovered that grammar-based instruction improved linguistic competency in junior high school students. The study found that students who received grammar-focused education improved significantly in their ability to employ correct grammar and syntax in writing and speaking. Additionally, these students demonstrated enhanced confidence and proficiency in their language skills.

Grammar rules are explicitly stated as separate, sequential elements in form-focus education. Feedback was received right away, and mistakes were fixed right away. In order to explain grammatical structures, practice them in controlled exercises, and provide opportunities for production, the focus on form instruction is investigated (Ellis, Basturkmen & Loewen, 2002; Abdullah, Tandiana & Amelia, 2020).

Part 2. Post-test Scores of the Respondents after using the grammar-based instruction on their linguistic competence in terms of lexical, morphological and syntactical

Table 4.

2.1 Post-test Scores of the Respondents after using the grammar-based instruction on their linguistic competence in terms of lexical

Score	Frequency	Percent	Verbal Interpretation
9-10	3	7.5	Excellent
7-8	22	55.0	Very Satisfactory
5-6	12	30.0	Satisfactory
3-4	3	7.5	Fair
Total	40	100.0	

Legend: 9-10 Excellent, 7-8 Very Satisfactory, 5-6 Satisfactory, 3-4 Fair, 1-2 Unsatisfactory

The table 4 presents the respondents' post-test results for linguistic competence in terms of lexical. The above data showed, 7.5 percent of the respondents identified in the excellent level. This proved that performed proficient in language control and good range of vocabulary. Moreover, 55.0 percent of the respondents were in the very satisfactory level, indicating that students demonstrated mastered language control and well-chosen vocabulary. In addition, 30.0 percent of the respondents obtained a satisfactory level were indicated advanced that they had in language used and a wide range of well-chosen vocabulary. Specifically, 7.5 percent of the respondents were in the fair level, stating that students had low knowledge in answering and understanding difficult words.

Results showed that the respondents' linguistic competence in terms of lexical were improved after utilizing the inductive and deductive approach in teaching grammar. Different approaches to learning and teaching languages have developed over the years, each with a different perspective on teaching vocabulary.

According to the study of Sahragard, Baharloo, and Soozandehfar (2011), there is a considerable relationship between linguistic



ability and academic accomplishment. Thus, students who were more proficient in the English language specifically had a wide knowledge in vocabulary did better in their lessons. Because English is the language of instruction in professional courses, students who were more proficient in it performed better in writing, speaking, grasping, and understanding the lessons and instructions that were provided to them

Table 5.

2.2 Post-test Scores of the Respondents after using the grammar-based instruction on their linguistic competence in terms of morphological

Score	Frequency	Percent	Verbal Interpretation
9-10	2	5.0	Excellent
7-8	18	45.0	Very Satisfactory
5-6	12	30.0	Satisfactory
3-4	8	20.0	Fair
Total	40	100.0	

Legend: 9-10 Excellent, 7-8 Very Satisfactory, 5-6 Satisfactory, 3-4 Fair, 1-2 Unsatisfactory

Table 5 shows the respondents' post-test results for linguistic competence in terms of morphological. Based on the findings and discussion above, 5.0 percent of the respondents were evident in the excellent level. This shown that they were more advanced in learning the structure of words with affixes. Almost, 45.0 percent of the respondents were in the very satisfactory level, indicating that they performed better in the grammatical structures possibly caused by researcher's proper supervision. Furthermore, 30.0 percent of the respondents were identified as satisfactory level, showed advanced in learning grammar that they had minimal errors in grammatical structures. In addition, 20.0 percent of the respondents were in fair level, this indicates that they were below average in learning the structure of words with affixes.

[4] Rodrigues (2016) found that grammar-based training helped students notice and correct grammatical errors in both spoken and written English. Students must acquire this talent in order to become good English users and continually improve their language production. A lot of academics believe that junior high school students do better when grammar-based education is paired with a communicative mode of instruction.

With this, the results showed that using the grammar-based instruction and with proper supervision of the teacher it increased the respondents' linguistic competence in terms of morphological, enabling them to improve their understanding the structure of words in terms of affixes. Students increased their understanding in morphological compare to lexical because they mastered already the rules in sentence construction and it's difficult for them to memorize the vocabulary.

Table 6.

2.3 Post-test Scores of the Respondents after using the grammar-based instruction on their linguistic competence in terms of syntactical

Score	Frequency	Percent	Verbal Interpretation
9-10	2	5.0	Excellent
7-8	18	45.0	Very Satisfactory
5-6	11	27.5	Satisfactory
3-4	9	22.5	Fair
Total	40	100.0	

Legend: 9-10 Excellent, 7-8 Very Satisfactory, 5-6 Satisfactory, 3-4 Fair, 1-2 Unsatisfactory

Table 6 shows the respondents' post-test results for linguistic competence in terms of syntactical. Based on the data above, 5.0 percent of the respondents were seen in the excellent level. This revealed that their English language skills were proficient. Moreover, 45.0 percent of the respondents were in the very satisfactory level, demonstrating that they were mastered expressing their ideas effectively. Furthermore, 27.5 percent of the respondents were fell in the satisfactory level and they were confident in expressing their ideas through well-formed sentences while the 22.5 percent of the respondents were categorized in the fair level, revealed that they were needs more improvement in English language skills.

The results showed that the respondents' linguistic competence in terms of syntactical were improved, they become proficient after using the grammatical-based instruction, which helped them develop functional intelligibility, functional communicability, increased self-confidence, speech and writing monitoring abilities.

[5] According to Benitez-Correa, Gonzalez-Torres, and Vargas-Saritamá (2019), teaching rule grammar should begin with an explanation of the rules and examples of how they are used. Each grammar point was explicitly defined and explained by the lecturer. The teacher next showed the class the most common ways that rules are employed in a specific circumstance by providing sentence examples. Students implemented the guidelines at the end of the course by writing sentences based on the teacher's examples.

This signified that the results displayed using the grammar-based instruction and with proper discussion of the teacher it increased the respondents' linguistic competence in terms of syntactical, enabling them to improve their skills in English language specifically in expressing ideas effectively through well-formed sentences. Students increased their understanding in syntactical compare to lexical because they mastered already the rules in sentence construction and it's difficult for them to memorize the vocabulary.



Part 3. Significant Difference between the Pre-test and Post-test Scores of the Respondents on their Linguistic Competence in terms of lexical, morphological and syntactical before and after using grammar-based instruction

Table 7.

3. Significant Difference between the Pre-test and Post-test Scores of the Respondents on their linguistic competence before and after using grammar-based instruction

Variables	Pretest		Posttest		t	df	Sig. (2-tailed)
	Mean	SD	Mean	SD			
Lexical	4.43	1.43	6.35	1.35	-9.168	39	0.000
Morphological	5.13	2.6	6.88	1.77	-6.605	39	0.000
Syntactical	5.28	2.04	6.88	1.78	-6.424	39	0.000
Total	14.78	4.73	20.05	4.13	-25.27	39	0.000

Legend: If p -value (Sig.) < 0.05, it is statistically significant.

If p -value (Sig.) > 0.05, it is NOT statistically significant.

Table 7 illustrates the significant difference between the Pre-test and Post-test Scores of the Respondents on their Linguistic Competence in terms of lexical, morphological and syntactical before and after using grammar-based instruction.

As indicated in the table, a significant difference between the pre-test and post-test scores of the respondents on their lexical competence before and after using grammar-based instruction. In lexical, a mean of 4.43 in the pre-test and 6.35 in the post-test indicates the grammar-based instruction demonstrates the efficacy of the instruction serves in strengthening the participants' vocabulary and usage. Furthermore, since the post-test results are significantly higher than the pre-test scores, it reveals that the grammar-based instruction improved the participants' lexical competence. This could be due to the specific instruction of grammatical rules and structures, which may have benefited participants in better understanding and applying vocabulary in context.

In like manner, a mean of 5.13 in the pre-test and 6.88 in the post-test in morphological conveys that the respondents suggest that the instruction improved the participants' comprehension and application of morphology. The increase in scores indicates that the instruction effectively improved the participants' knowledge and skills in recognizing and applying morphological aspects in the language. This progress can be attributed to the grammar-based instruction, which allowed participants to target specific morphological ideas and practice them in a manner. The learners were able to expand their understanding and improve their skill in organized way by participating in targeted exercises and activities. Students were become proficient in sentence construction after using the grammar-based instruction in linguistic competence

using inductive and deductive approach. Students were more interested and more participative in learning the topic about grammar specifically morphological with the use of deductive approach that providing students with specific grammar principles, followed by examples of how to utilize and practice these rules. This strategy could help students understand grammar ideas and how to apply them in context. Deductive instruction can be incredibly advantageous for individuals who prefer to study a language efficiently and systematically. Students can improve their understanding of grammar and syntax by making sense of a language's norms and patterns with its help.

In contrast, the inductive method promotes active learning and student participation in the process by allowing them to identify essential linguistic concepts through practice and examples. The inductive technique, as opposed to relying solely on memorization or instructor instruction, helps students become more self-sufficient learners by teaching them to recognize linguistic patterns and standards for themselves. Because the inductive approach allows students to discover linguistic concepts on their own, they are usually more motivated to study when they are actively involved in the learning process.

Moreover, a mean of 5.28 in the pre-test and 6.88 in the post-test in syntactical competence before and after grammar-based teaching reveals that the instruction improved respondents' comprehension and application of grammar rules. This suggests that the instruction provided helped the respondents increase their syntactical proficiency. This improvement implies that the instruction was beneficial in helping the respondents improve their grammar skills.

[6] The study of Smith J. 2018, had an impact in Integrating grammar-based instruction into the curriculum: A case study of its effects on the linguistic competence of junior high school students. The study found that integrating grammar-based instruction into the curriculum had a positive impact on the linguistic competence of junior high school students. Specifically, students who received grammar-based instruction showed improvement in their ability to use grammatical structures accurately and produce grammatically correct sentences. Additionally, these students displayed increased confidence in their language abilities and showed greater motivation to engage with grammar exercises. Overall, the study concluded that integrating grammar-based instruction into the curriculum can effectively enhance students' linguistic competence in a meaningful way.

Clearly, students increased their understanding in morphological and syntactical compare to lexical because they mastered already the grammatical structures and principles. In that case, students can produce grammatically correct sentences and deeper understanding of language structure and usage which can be beneficial for their academic and applied English language in their daily conversation through speaking and writing communication. While learning lexical the researcher observed that most of the students found it difficult to understand and memorized the unfamiliar word and it's burdensome for them to remember the



vocabulary. Bhagat and Huang (2018) asserted that memorized knowledge/information does not last long in learners' minds, because it is not related or connected to their real lives.

CONCLUSION AND RECOMMENDATION

Conclusions

Based on the results presented, the conclusion is drawn:

There is significant difference between the pre-test and post-test scores of the respondents on their linguistic competence in terms of lexical, morphological and syntactical. Thus, the hypothesis is rejected.

Recommendations

Established from the summary of the findings and conclusion previously discussed and presented, the following recommendations are hereby suggested.

1. Teachers may utilize the grammar-based instruction in conversational language instruction. In teaching speaking, improvements in speaking skills such as vocabulary, grammar, structure of words, and fluency are visible. They may provide additional writing tasks to help students develop their thinking skills.
2. School administrators and department heads may provide support for the use of Grammar-Based Instruction and the Linguistic Competence particularly in lexical, morphological and syntactical because the study indicated a significant improvement in students' discourse competency. They may be encouraged to conduct trainings or SLAC sessions on Grammar-based Instruction and the Linguistic Competence of the Junior High School.
3. To the future researcher, this study may help them pursue parallel study with more respondents and consider exploring another aspect of the variables which were not included in the study may be done to continue to validate the relatedness of grammar-based instruction and the linguistic competence of the junior high school.

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