
Grammatical Competence of UM Digos College English Language Learners

Abendan, Jovel Bea¹, Briones, Jamillah Aprille², Tecson, Jamie Carylle³, Ana Mae Monteza, PhD⁴

^{1,2,3,4}UM DIGOS College, Philippines

ABSTRACT: The primary objective of teaching grammar is to equip students with an understanding of the structural aspects of language, enabling them to effectively comprehend, communicate, and articulate themselves through listening, speaking, reading, and writing. This study aims to determine the impact on grammatical proficiency by scrutinizing the different parts of grammar, such as nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections, in the essays submitted by 39 third-year BSED English students at UMDC. Moreover, the tool employed is the Grammarly application, which incorporates Grammarly functionality. Based on the findings, it is evident that language learners had experienced significant challenges with a diverse set of grammatical structures, such as nouns, verbs, and adjectives, which are areas where students frequently make mistakes. Language educators are thus faced with employing inventive and pioneering methods to teach grammar to accomplish this objective effectively. Regardless of the activities assigned, the teacher needs to offer students the chance to generate grammatical structures using accurate examples of sentences that are syntactically and semantically acceptable and include suitable and relevant terminology.

KEYWORDS: grammatical competence, Grammarly, descriptive, parts of speech

INTRODUCTION

The need to utilize English language has become increasingly evident because of the integration of modern technology that unites the world into a global community. In contemporary English language instruction, it is imperative to bear in mind two things: firstly, the difficulties and challenges encountered by each pupil are likely to vary due to their distinct linguistic and educational backgrounds, and secondly, virtually every individual struggles with grammar in virtually all written work. Previous studies indicate that utilizing students' written work as a foundation for examining grammatical concepts is the most efficacious approach to enhancing learners' grasp of grammar in writing. Nevertheless, their papers have consistently exhibited several things that could be improved.

From a global perspective, Iraqi EFL learners of English encounter challenges when acquiring specific grammatical elements in the language (Salman & Hazem, 2022). These types of grammatical issues pose a challenge for first-year students. Although specific grammatical rules are comparable between the two languages, Arabic speakers must still acquire grammatical proficiency in English. Essay writing continues to present an intermittent challenge for students at Purworejo Muhammadiyah University in Indonesia, as it demands the organization of their thoughts into a logical and cohesive composition. Moreover, they need help implementing grammatical regulations accurately (Toba et al., 2019). Mastering the English language necessitates sufficient knowledge of the acknowledged grammatical rules that govern it in order to convey ideas that are precise, unambiguous, and significant (Valizadeh & Soltanpour, 2020).

In the Philippines, English has been a part of the curricula of shifted academic programs (Merza, 2022). Despite significant curriculum changes, the fundamentals of English language learning remain the same. Despite this, some students still need help developing their grammatical proficiency (Dangan & Cruz, 2021). Predicated on the following eight elements of speech, English grammar recognizes the following: noun, pronoun, adjective, adverb, preposition, conjunction, interjection, and verb. Students are instructed in the appropriate application of these grammatical elements in a fictional context. Researchers with considerable experience in English language instruction have observed that students' functional understanding of subject-verb agreement is one of their primary challenges. The decline in students' adherence to and utilization of proper English grammar is broader than the primary level; it also affects those enrolled in secondary and tertiary education (Alova & Alova, 2023).

In the local context, learners have been observed and regarded as among the more fluent speakers of the English language but could be better in their prescriptive grammatical competence (Rodriguez, 2023). In light of this, the advocates proposed the research proposal, assuming that assessing students' grammatical proficiency could yield insights into enhancing the pedagogical

Grammatical Competence of UM Digos College English Language Learners

process. Effective identification of students' grammatical competence enables educators to readily design instructional activities (Sioco & De Vera, 2018) that are efficient and relevant to the learners' academic requirements and capabilities (Lavadia, 2023). The researcher examined the grammatical proficiency of the participants in this study in preparation for additional interventions and a resolution to the issue. The researcher meticulously recorded the discerned grammatical proficiency of the participants via essays employing Grammarly for morphosyntactic analysis.

The foundation of this investigation is Noam Chomsky's (1965) grammatical competence, which consists of theoretical and practical knowledge of grammar principles (Cook, 1985). Acquiring a comprehensive comprehension of the various grammatical elements of a language empowers students to articulate themselves with precision. It lays the groundwork for solid foundational abilities in subsequent written assignments. This is corroborated by the theory founded on the work of Dell Hymes (1992), who introduced the concept of communicative competence to delineate and explain the proficiencies that presenters and audiences must possess to engage in successful communication across diverse social contexts. Furthermore, this study emphasizes grammatical competence as a component of communicative competence, explicitly examining the morphosyntactic aspects of words. Both comprehension of the language code and the ability to utilize language effectively within a text are elements of morphosyntactic competence. This is consistent with the assertion made by Celce-Murcia (1995) that grammatical competence encompasses lexical resources and vocabulary, in addition to the essentials of communication such as syntax, morphological inflections, spelling, and punctuation.

With thorough interpretations, this study yields essential insights regarding various organizations and individuals. This will allow teachers to scrutinize and review discussions for the components of speech in which students make the most inaccuracies. In addition, language learners can increase their cognitive profundity by accumulating or initiating rule knowledge. Furthermore, this study significantly advances the existing knowledge base in the language instruction field and deepens understanding of language studies in the context of English instruction for specific goals. This serves as a benchmark and point of comparison for subsequent researchers interested in exploring the same domain. Its contents are relevant to the researcher's subject matter and encourage further investigation into the foundational factors that impact grammatical proficiency.

Research Objectives

The study aimed to determine the implications of grammatical competence using the parts of speech through submitted essays. Specifically, addressed to this study are the following objectives:

1. To determine the level of grammatical competence of the respondents.
2. To identify the common errors committed by the students based on their submitted essays in terms of:
 - 2.1 Nouns;
 - 2.2 Pronouns;
 - 2.3 Adjectives;
 - 2.4 Verbs;
 - 2.5 Adverbs;
 - 2.6 Prepositions;
 - 2.7 Conjunctions; and
 - 2.8 Article.
3. To provide intervention program retrofitted to address the challenges of achieving grammatical competence.

METHOD

Respondents

The respondents of this study were comprised of students from UM Digos College. The inclusion requirements for respondents are as follows: Firstly, respondents were bona fide students of UMDC admitted in the academic calendar year 2022-2023 with an enrolled subject in ELT 22. Secondly, the students are from the college's Department of Teacher Education, majoring in English. Thirdly, the respondents are willing to take part in the study. Consequently, the respondents received the consent form prior to the commencement of the survey. Upon signing, they were allotted sufficient time to respond to the questionnaire. Therefore, researchers employed random sampling to obtain a sample size of 39 participants. This is parallel to the notion that a small population with a reasonable sample size of at least 50% is sufficient to reveal the range of opinions required to address the questions and produce findings of sufficient interest to the field of research (Capili, 2021). Data from respondents' essays is collected, analyzed, and interpreted in diagnostic analysis to identify the underlying causes of errors and issues. Diagnostic analysis aims to provide insight into the factors contributing to problems so that appropriate action can be taken to address them.

Grammatical Competence of UM Digos College English Language Learners

Instrument

In this study, the proponents used students' essays to determine their grammatical competence with the use of the Grammarly app. Grammarly software is superior at identifying and minimizing errors on three indicators, including word usage and punctuation, and identifying mistakes in parts of speech from students' output. The Grammarly App features morphosyntactic analysis, which refers to analyzing the structure and meaning of linguistic units from sentence to word level. Grammarly's algorithms are programmed with grammatical rules, including morphosyntax rules, which govern the formation of words and their combination into sentences and phrases. The algorithm examines the composition of sentences in order to detect possible inaccuracies in word arrangement, sentence formation, and accord. The algorithm evaluates the composition of sentences in order to detect possible inaccuracies in word arrangement, sentence formation, and accord.

The essays of the education students were interpreted through this Likert scale.

Rating Scale	Range of Means	Descriptive Level	Interpretations
5	80.00 – 99.00	Very High	This indicates that the level of grammatical competence in an essay among college students is excellent.
4	61.00 – 80.00	High	This indicates that the level of grammatical competence in an essay among college students is very satisfactory.
3	41.00 – 60.00	Average	This indicates that the level of grammatical competence in an essay among college students is satisfactory.
2	21.00 – 40.00	Low	This indicates that the level of grammatical competence in an essay among college students is fair
1	1.00 – 20.00	Very Low	This indicates that the level of grammatical competence in an essay among college students is poor.

Range of Means	Descriptive Level	Interpretations
0-5	No Significant Error	This indicates that the students committed no errors in their essays.
6-10	Minimal Error	This indicates that the students committed minimal errors in their essays.
11-15	Acceptable number of errors	This indicates that the students committed an acceptable error in their essays.
16-20	Average number of errors	This indicates that the students committed an average number of errors in their essays.
21 and above	Maximum Error	This indicates that the students committed maximum errors in their essays.

DESIGN AND PROCEDURE

The study employed a quantitative and descriptive research methodology. Descriptive research seeks to provide an accurate and methodical depiction of a population, situation, or phenomenon (Taherdoost, 2022). It can respond to inquiries regarding what, where, when, and how and can employ various research methodologies to examine one or more factors (Siedlecki, 2020). A descriptive analysis is appropriate for identifying frequency ranges and means in the current research methodology. Subsequently, the mean determines students' grammatical competence and frequency by assessing the number of mistakes students commit in different parts of speech.

Grammatical Competence of UM Digos College English Language Learners

Furthermore, the statistical analysis for this academic endeavor involved the utilization of mean and frequency for identifying the level of a student's grammatical competence and the frequency of errors in an essay. An increased mean error rate signifies a more significant occurrence of errors in proportion to the essay's length. With frequency, this denotes the cumulative count of distinct categories of errors that occur within the essay. Grammar concepts such as subject-verb agreement, consistent verb tenses, article usage, punctuation errors, and primarily parts of speech are utilized to classify errors. A more significant occurrence of errors within particular grammatical categories signifies potential deficiencies in the student's grammatical proficiency.

In data gathering, the researchers' first step is to ask permission to conduct the study. Researchers crafted a letter to ask for permission from the school to gather data on the school campus. In administering the essay, researchers personally collected and retrieved all submitted essays and referred to statistical treatment and procedures through the Grammarly app. After the participants' data were collected, the data were headed for analysis and interpretation. They were analyzed and interpreted to develop formulated conclusions and recommendations.

ETHICAL CONSIDERATIONS

Ensuring adherence to ethical principles is paramount as it safeguards research participants' dignity, rights, and welfare. Consequently, an ethics committee should evaluate all human subjects research to ensure the necessary ethical standards are followed. Thus, the researchers adhered to the following ethical aspects:

Authorship. Acknowledging the works of other authors used in any part of the dissertation using the APA referencing system was followed. The researcher affirmed that authorship standards were considered during the research. The researcher and advisor evaluate the manuscript and revise it introspectively for important intellectual content.

Confidentiality and Personal Privacy. In order to protect the participants' rights, all information gathered during this study was kept private and confidential.

Informed Consent Methodology. The researcher ensured that respondents were well informed about the potential benefits of the study to the school. The essay writing was conducted with the consent of the respondents and the approval of the respective school administrator.

Location Authorization is Necessary. The formal letter to the research site demonstrates that the research was conducted formally and strictly with ethical standards. The study was conducted only with the approval of the relevant authorities.

Plagiarism. The researcher ensured that the proper and accurate citation of other authors' and specialists' ideas would be followed. To accomplish this, Grammarly and Turnitin were used to check this document for grammatical errors and instances of plagiarism.

Voluntary Participation. Informants' participation is voluntary and anonymous to protect their privacy, and information is provided whenever they have questions before deciding whether to participate. The names of respondents were listed in confidence.

RESULT AND DISCUSSION

Level of Grammatical Competence

Table 1. Level of Grammatical Competence of the 3rd year English Major

	\bar{x}	SD
Grammatical Competence	85.358974	11.444344

The synthesis of the results in Table 1 indicates that the level of grammatical competence in an essay among college students is very high, and this means that third-year English primary students possess good grammatical competence. The finding only indicates that learners possess sufficient proficiency in grammar, which encompasses their knowledge of the language and their ability to apply it. Students comprehend the set of principles around which a language is constructed, contingent upon their level of grammatical proficiency. Individuals can successfully convey their opinions through their essays by demonstrating a clear understanding of sentence structure and a solid commitment to their major coursework (Salman & Hazem, 2022).

One of the most efficacious methods for assessing students' grammatical proficiency is through essays, which place a language instructor in a position of considerable authority (Febriani, 2022). The provision of personalized, constructive criticism has the potential to significantly augment their command of grammar (Fitrawati & Safitri, 2021). Essays allow students to exhibit their proficiency in employing grammatical structures accurately. The veracity of students' language usage, including their command of nouns, verbs, adjectives, adverbs, prepositions, and other grammatical components, can be evaluated by evaluators. In general, essays offer a comprehensive and diverse method for evaluating the grammatical proficiency of students, enabling evaluators to assess numerous facets of language utilization and mastery (Sholihin & Haris, 2020).

Grammatical Competence of UM Digos College English Language Learners

That said, the outcome demonstrates a robust display of acquiring grammar skills, which can significantly enhance their communication ability. It may be confidently inferred that the students have thoroughly examined the regulations and framework of language, encompassing components such as parts of speech, sentence structure, and punctuation (Abbasian et al., 2020). Recognizing that knowledge of grammar rules does not substitute for having an innate intuition for grammar, one must develop both simultaneously. The initial and fundamental aspect of acquiring knowledge is accurately identifying the various components of speech (Valizadeh & Soltanpour, 2020). The English language comprises nine distinct word categories: nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, interjections, and articles. Studying the nine components of speech and understanding their interconnections is advantageous. Identifying each word's role in a sentence is crucial to employing it accurately (Abdelaziz & Al Zehmi, 2021).

Common Errors Committed by Students based from their Submitted Essays

Table 2. Number of Errors Committed by the Students

Parts of Speech	No. of Error
Noun	10
Pronoun	1
Verb	21
Adjectives	32
Adverb	0
Conjunction	1
Preposition	4
Interjection	0
Overall	69

Noun. The table indicates that students have made ten errors concerning nouns. This indicates that the students commit minimal errors in their essays. The outcome reveals a negligible fault, yet it is essential to address it, considering that the noun is the foremost part of speech. College students are expected to understand the basic principles of nouns thoroughly. In grammar, a noun is a lexical unit that signifies a tangible or intangible entity, encompassing live organisms, locations, activities, attributes, and concepts. It is essential to remind them that a noun can function as an object or subject in a phrase, clause, or sentence.

Notably, with nouns, one can use verbs, adjectives, and adverbs. The absence of nouns will eliminate any subject or object from a sentence, rendering communication fundamentally meaningless (Themistocleous et al., 2021). Students should recognize that nouns are crucial for achieving language clarity, precision, comprehension, individualization, memory enhancement, and vocabulary expansion (Kouneli, 2021). The significance of nouns is evident because communication would be arduous and limited without them (Suhrob & Vasila, 2022). Nouns are crucial components of language. Individuals can improve their communication capacity by comprehending the diverse categories of nouns.

Pronoun. Only one inaccuracy is made in classifying pronouns as part of speech. This indicates that the students committed no significant errors in their essays. This suggests that students have acquired knowledge about pronouns and have developed a solid understanding of this particular grammatical category. Recognizing and utilizing an individual's accurate pronouns is crucial as it validates their identity, fosters a sense of safety and security inside their being, and demonstrates acknowledgment and esteem for their true self. As widely recognized, pronouns serve as substitutes for nouns. When acquiring English as a second language, it is crucial to memorize the often-used pronouns: he, she, it, they, and this.

The participants in this study have comprehended the primary function of pronouns, which is to prevent redundancy and enhance the clarity of sentences (Kovbasko, 2020). They know that these elements are crucial to their verbal or written communication. The significance of pronoun communication, therefore, is paramount. Students need to recognize that pronouns are used to identify or refer to someone (Muryasov, 2021). Demonstrating respect for an individual's gender identification can be achieved by inquiring about and accurately employing their preferred pronouns (Jamaliddinova, 2022). It is essential to acknowledge that misgendering someone by using the wrong pronoun might cause them to feel disrespectful, invalidated, rejected, isolated, or dysphoric.

Verb. As indicated in the table, the verb, as a speech component, is one of the components in which students made errors. This resulted in twenty-one errors, ranking second highest on the list of commonly committed errors. This indicates that the students commit the most errors in their essays. Learning verbs, especially in the context of subject-verb agreement, is often challenging and exasperating in the English language. This is a frequent error area for pupils, and it will require them a significant amount of time to comprehend even the fundamental principles. Indeed, even if one acquires complete knowledge of all the rules, the transformation of verb forms is contingent upon their usage. Verbs are linguistic units that express acts or behaviours, making them a crucial component of one's lexicon. The definition is straightforward, but their actual function could be more accessible.

Grammatical Competence of UM Digos College English Language Learners

Furthermore, the absence of a verb in any sentence would render it impossible to construct or employ. A language learner must categorize common irregular verbs together (Freudenthal et al., 2021). Regular verbs may be easily identified. However, irregular verbs do not adhere to any specific norms, thus making them difficult to recall. Instead of acquiring knowledge of verbs in alphabetical sequence, consider categorizing them into related categories. Acquire a comprehensive understanding of newly introduced vocabulary and its corresponding verb conjugations (Suhrob & Vasila, 2022). To facilitate the mastery of irregular verbs for future students, it is advisable to commence their learning right from the outset (Sung, 2020). When someone acquires a new verb, they should familiarize themselves with its conjugations.

Adjectives. The table illustrates that thirty-two errors were made in total when using adjectives. This indicates that the students commit the most errors in their essays. This is quite negative compared to the errors the respondents have commonly constructed. Learners must recognize that the primary function of adjectives is to describe or alter other words, usually nouns or pronouns. People who made mistakes may have excessively used adjectives in an essay that calls for direct and concise phrases instead of overly embellished ones. Hence, it remains crucial to acknowledge that a rule exists governing the correct sequence of adjectives in a phrase. The rule adheres to the mnemonic: Do not access my handbag: phone, viewpoint, state, necessities (dimensions, form, age, colour), origin, composition, and function.

Numerous languages possess intricate regulations regarding the usage of adjectives. In contrast to German, English is not renowned for its intricate adjective endings. However, even seemingly uncomplicated Spanish adjectives can pose challenges for individuals unaccustomed to the concept of gendered words (Kovbasko, 2020). Before delving too far into the complexities of adjective forms, students must have a fundamental understanding of adjectives in their simplest form (Haryana & Fatimah, 2020). Knowledge of a word's most basic form will decrease the mental effort required later on while attempting to learn it in all its variations. Specific courses or textbooks may overwhelm a learner by presenting many adjectives simultaneously (Hesseltine & Davis, 2020). Nevertheless, it is unnecessary to exert effort in committing extensive compilations of adjectives to memory as long as one is familiar with the mnemonics that aid in recalling their proper order.

Adverb. The table's result reveals that no errors have been committed under the adverb category. This indicates that the students committed no significant errors in their essays. Evidently, many individuals have previously seen that numerous adverbs conclude with the letter *ly*. This implies that language students possess knowledge in that area. An adverb is a grammatical element that modifies another adverb, verb, or adjective. The *-ly* suffix at the end serves as a familiar identifier. This typically denotes an action by specifying its manner, timing, location, and degree.

Furthermore, adverbs are lexical items that can change another adverb, an adjective, or a verb inside a sentence. Students have comprehended that adverbs are crucial in grammar as they offer additional information and detail (Larsson et al., 2020). This tool can answer crucial inquiries, such as the timing, location, or manner in which something occurs. When teaching, it is advisable to begin by introducing the fundamental classifications of adverbs (Kovbasko, 2020). Next, proceed to a sequence of exercises where students can hone their sentence construction skills by utilizing various adverbs, such as engaging in correction-oriented worksheets (Keizer, 2020). This learning strategy is effective since it lets individuals playfully engage with language.

Conjunction. As previously mentioned, there is just one inaccuracy in terms of conjunction, indicating that the students commit no errors in their essays. This implies that the students have comprehended and acquired the accurate use of these elements within a phrase. Conjunctions that connect clauses can be located in the latter portion of a sentence. It is understood that conjunctions can be placed at the beginning, middle, or end of a sentence depending on the position of the objects or phrases they connect. Language learners can identify and recognize the appropriate conjunctions based on their written essay.

A conjunction is a linguistic element that connects words, phrases, or clauses. Three often utilized conjunctions include "and," "but," and "or" (Kuswoyo et al., 2020). Fortunately, these responders have acquired proficiency in the three categories of conjunctions: coordinating conjunctions, subordinating conjunctions, and correlative conjunctions. Coordinating conjunctions serve as the cohesive element that connects the many components of a phrase (Hurrell, 2021). They conjoin elements like words, phrases, or clauses with a shared syntactic purpose, as indicated by their name. This lesson imparts a mnemonic technique for coordinating conjunctions and facilitates students' comprehension of their nuanced significance (Suhrob & Vasila, 2022). The essay also incorporates an exercise for selecting the appropriate conjunction for each sentence.

Preposition. Learning prepositions in English can be challenging and aggravating, but the result indicates that the students committed no errors in their essays. The outcome demonstrates that students are proficient in utilizing and discerning the appropriate usage of these prepositions. Only four errors have been made in the submitted essays. The learners have already acquired a comprehensive understanding of all the rules and are aware that prepositions exhibit variations in meaning based on their usage. Writing an essay is suitable for practicing prepositions in a specific context. Consequently, students could have actively participated in discussions with proficient English speakers, perused literature or articles that incorporate prepositions, and consumed podcasts or films that naturally employ prepositions.

Grammatical Competence of UM Digos College English Language Learners

In addition, numerous English prepositions consist of only one syllable, such as on, for, or to (Rendle-Short, 2021). Consequently, individuals learning a language may struggle to identify prepositions inherently when babbled. However, this difficulty needs to be apparent to the study participants. Furthermore, using prepositions within a given context exhibits significant variations across different languages, frequently resulting in adverse syntactic transfer (Nurhamidah, 2021). A practical method for aiding language learners in comprehending prepositions is to motivate them to follow instructions that contain prepositions (Kovbasko, 2020). Clear and concise instructions that focus on prepositions can be highly successful in acquainting learners with prepositions.

Interjection. While interjections may receive less emphasis in studying the nine parts of speech, they nonetheless hold a significant role as a part of speech. No errors were made in their essays regarding the use of interjections. This indicates that the students committed no significant errors in their essays. This implies that students possess the ability to comprehend the utilization of interjections. Students are already aware that interjections are words that convey emotion or astonishment. Given their prevalence in spoken English, it is advisable to refrain from using them in formal written communication. Interjections, being one-of-a-kind, possess distinct properties and do not serve any grammatical purpose in sentence structure.

Interjections enhance effective communication by introducing diverse emotional elements instead of a straightforward narrative (Drzazga, 2021). Interjections, one of the eight elements of speech in English grammar, are grammatically autonomous and separate from the surrounding words. Consequently, these elements lack grammatical cohesion with other phrase components (Suhrob & Vasila, 2022). Interjections are frequently used in regular conversation and casual writing (Ponsonnet, 2023). There are no specific guidelines regarding the placement of interjections within a sentence, but typically, they are seen to occur at the beginning of a sentence. Exclamatory sentences are formed using these.

Intervention Program retrofitted to address the Challenges in achieving Grammatical Competence

Table 3. Intervention Program

Intervention	People Involve	Process
Diagnostic Assessment	Instructors and Students	Commence the process by administering a diagnostic assessment to ascertain distinct domains of deficiency in each student's subject-verb agreement, noun usage, and adjectives. This may be accomplished via pre-tests, writing samples, or grammar examinations.
Implemented Instruction	Instructors and Students	Construct instructional activities and courses specifically designed to address the identified areas of weakness. Demonstrate the concepts through visual aids and concise explanations that are easier to comprehend.
Interactive Activities	Instructors and Students	This should foster student engagement by integrating interactive exercises into the curriculum, including collaborative exercises, games, and group discussions, reinforcing subject-verb agreement, noun usage, and adjective composition. Such activities include sentence-building exercises, grammatical puzzles, and role-playing scenarios.
Use of Technology	Instructors and Students	Utilize online resources, grammar-checking software, and interactive grammar tools to supplement classroom instruction. These tools can offer students supplementary opportunities for practice and immediate feedback.

The grammatical competence intervention program shown in Table 3 is based on the results and data gathered by the researchers during their study. The submitted essays were analysed using morphosyntactic analysis to determine the results for grammatical competence. Consequently, the advocates deduced that the subsequent intervention enhanced grammatical proficiency. As previously mentioned, the proposed procedure was developed utilizing the principles of SLA theory, specifically regarding practice and consciousness-raising, acquisition and learning, and deductive and inductive methods.

Implement regular formative assessments and progress checks to monitor students' improvement in noun usage, adjectives, and subject-verb agreement throughout the semester. As required, modify instruction and offer targeted support using the assessment data. Foster a sense of accountability among students by furnishing them with self-study materials, including grammar textbooks, online tutorials, and practice exercises. Promote seeking clarification and posing inquiries in the face of challenges. Grammar must be taught both explicitly and implicitly in the context of learning and acquisition. This means that, initially, instructors encourage

Grammatical Competence of UM Digos College English Language Learners

students to discover the rules independently rather than explicitly instructing them. Following the students' exploration of the rule, instructors may reinforce it to prevent students from reaching erroneous conclusions.

Furthermore, concerning practice and awareness-raising, the practice serves to capitalize on a student's comprehension of the rule and support its implementation. Simply practicing the rule will not ensure that the learner fully grasps it. As a consequence, the suggested methodology endeavours to incorporate consciousness-raising as well. In this instance, the students must be acutely aware of particular aspects of the rule. Upon careful examination of the concept of the deductive-inductive approach, its integration into a novel grammar teaching procedure is essential. In conclusion, the suggested methodology instructs learners on the principles of word, phrase, clause, and sentence problems. Specifically, it involves introducing the students to the intended sentence pattern through exercises progressing from form to function. Understanding and applying the rule's meaning instinctively is crucial in this situation.

CONCLUSION

The study's findings led the researchers to draw the following conclusions:

There is proof that L1 language learners can handle various grammatical forms, except for nouns, verbs, and adjectives, where students frequently need to correct their grammar. More effective language acquisition will likely result from concentrating on connected forms instead of solitary linguistic elements. The study concludes that third-year English students must still improve their proficiency with nouns, adjectives, and subject-verb agreement. With this, offer constructive feedback on students' writing assignments, with a particular emphasis on aspects concerning subject-verb agreement, noun usage, and adjective composition. Encourage learners to revise their work in light of the received feedback to strengthen their understanding and progress. The strengths and basics of the findings were identified and used as inputs to create more subject-verb agreement learning materials. The study proposes an intervention and a set of guidelines for enhancing methods and approaches in teaching and creating educational resources that will support the objective of helping students get the necessary skills in English language learning.

RECOMMENDATIONS

After conducting comprehensive interpretations, this study will deliver significant findings regarding various organizations and individuals. The researchers then propose the following recommendations for these entities:

As for **teachers**, commence by administering a diagnostic evaluation to pinpoint particular domains of deficiency in which each student struggles with subject-verb agreement, noun usage, and adjectives. This may be accomplished via pre-tests, writing samples, or grammar examinations. Provide students with prompt and constructive feedback on their writing assignments, emphasizing corrections about subject-verb agreement, noun usage, and adjective usage. Motivate students to incorporate the feedback received into their work revisions.

Additionally, **students** should participate in consistent practice routines to strengthen their comprehension and implementation of grammar rules. Additionally, students may utilize the writing centres, tutoring services, and online writing resources that the college provides. Request feedback on written assignments to detect and rectify errors in subject-verb agreement, noun usage, and adjective employment. Additionally, one encounters well-written texts that enhance one's comprehension of grammatical rules and proper usage.

Lastly, the research made a tangible contribution to the current body of knowledge in the domain of language instruction and enhanced comprehension of language studies as it relates to the instruction of English for particular objectives. For **future researchers** interested in investigating the same field, this will function as a point of reference and comparison that may be pertinent to the researcher's subject matter. Subsequent research should comprehensively examine the fundamental elements that influence the degree of grammatical proficiency. Individuals should delve deeper into this specific field of scholarly investigation to bolster prior research endeavours and advance novel notions about grammar.

ACKNOWLEDGMENT

The researchers emphasize their gratitude to all who have provided consistent support and direction during this project, enabling its completion.

We are grateful to our distinguished adviser, Dr. Ana Mae Monteza, for her rigorous efforts in reading and editing our work and her patience in allocating her essential time to assist us.

To research coordinator Sir Conrado B. Panerio Jr., MAT, who contributed to structuring our work. Their positive comments, hopeful ideas, and exceptional recommendations significantly impacted the outcome. And to Miss Pearl Lettee Maunes, MBA, for her timely and informed responses to our concerns and her analytical skills.

We greatly appreciate our participants' cooperation in delivering responses to our inquiries. Our family and friends' unwavering financial, emotional, and spiritual support filled us with encouragement, boosting our morale and aiding our academic accomplishment.

Above all, we thank the divine entity, God, for giving us the strength to persevere, the resolve to overcome all obstacles,

Grammatical Competence of UM Digos College English Language Learners

and the intelligence required to conduct precisely prepared scholarly inquiries. Furthermore, with the divine favor placed upon us, we may have become visible in pursuing this intellectual accomplishment.

REFERENCES

- 1) Abbasian, R., Hadian, B. and Vaez-Dalili, M., 2020. Examination of the role of family socio-economic status and parental education in predicting English as a foreign language learners' receptive skills performance. *Cogent Education*, 7(1), p.171-989. Retrieved from <https://www.tandfonline.com/doi/pdf/10.1080/2331186X.2019.1710989> on January 31, 2024
- 2) Abdelaziz, H.A. and Al Zehmi, O., 2021. E-cognitive scaffolding: does it have an impact on the English grammar competencies of middle school underachieving students. *Open Learning: The Journal of Open, Distance and e-Learning*, 36(1), pp.5-28. Retrieved from https://scholar.google.com/scholar?output=instlink&q=info:jwdKQ50UzawJ:scholar.google.com/&hl=en&as_sdt=0,5&as_ylo=2020&scillfp=7495255089008344444&oi=lle on January 31, 2024
- 3) Alova, I.M.C. and Alova, C.A.R., 2023. Grammatical and Academic Writing Competence of Special Science Class Students. *Online Submission*, 4, pp.747-763. <https://eric.ed.gov/?id=ED625379>
- 4) Capili, B., 2021. Selecting the Study Participants. *The American journal of nursing*, 121(1), pp.64. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9525998/>
- 5) Celce-Murcia, M., Dörnyei, Z. and Thurrell, S., 1995. Communicative competence: A pedagogically motivated model with content specifications. *Issues in Applied linguistics*, 6(2), pp.5-35.
- 6) Cook, V.J., 1985. Chomsky's universal grammar and second language learning. *Applied linguistics*, 6(1), pp.2-18. <http://www.viviancook.uk/Writings/Papers/AL85.htm>
- 7) Dangan, J.P.N.P. and Cruz, R.A.O.D., 2021. Effectiveness of English Learner's Material in Enhancing Grammatical Competence of Grade 9 Bilingual Students: A Basis for Supplementary Material Development. *Asian Journal of Multilingual and Multicultural Education*, 1(1), pp.1-12. <http://e-journal.naifaderu.org/index.php/ajmme/article/view/4>
- 8) Drzazga, A., 2021. The English interjection oh in specialist literature and translation. *Linguistica Silesiana*, pp.239-259. Retrieved from <https://journals.pan.pl/Content/120274/2021-01-LINS-11-Drzazga.pdf> on February 04, 2024
- 9) Freudenthal, D., Ramscar, M., Leonard, L.B. and Pine, J.M., 2021. Simulating the acquisition of verb inflection in typically developing children and children with developmental language disorder in English and Spanish. *Cognitive Science*, 45(3), p.e12945. Retrieved from <https://onlinelibrary.wiley.com/doi/pdfdirect/10.1111/cogs.12945> on February 03, 2024
- 10) Haryani, E. and Fatimah, S., 2020. An analysis of English language and literature department students' ability in constructing adjective clause in essay writing. *Journal of English Language Teaching*, 9(1), pp.119-128. Retrieved from <https://ejournal.unp.ac.id/index.php/jelt/article/viewFile/107881/103195> on January 31, 2024
- 11) Hesselstine, K. and Davis, J., 2020. The communicative function of adjective-noun order in English. *Word*, 66(3), pp.166-193. Retrieved from https://academicworks.cuny.edu/cgi/viewcontent.cgi?article=1875&context=cc_pubs on February 03, 2024
- 12) Hurrell, D., 2021. Conceptual knowledge or procedural knowledge or conceptual knowledge and procedural knowledge: Why the conjunction is important to teachers. *Australian Journal of Teacher Education (Online)*, 46(2), pp.57-71. Retrieved from <https://ro.ecu.edu.au/cgi/viewcontent.cgi?article=4746&context=ajte> on February 04, 2024
- 13) Hymes, D., 1992. The concept of communicative competence revisited. Thirty years of linguistic evolution, pp.31-57. <https://www.torrossa.com/gs/resourceProxy?an=5063600&publisher=FZ4850#page=90>
- 14) Jamaliddinova, D.M., 2022. The System of Case and The Study of Nouns In Primary School. *Galaxy International Interdisciplinary Research Journal*, 10(12), pp.1088-1095. Retrieved from <https://giirj.com/index.php/giirj/article/download/4433/4338> on February 04, 2024
- 15) Kakhramonovich, A.A., 2021. Principles of communicative competence and its practical reflection on homework. *Galaxy International Interdisciplinary Research Journal*, 9(12), pp.480-484. Retrieved from on January 31, 2024
- 16) Keizer, E., 2020. Modelling stance adverbs in grammatical theory: tackling heterogeneity with Functional Discourse Grammar. *Language Sciences*, 82, pp.101-273. Retrieved from <https://www.sciencedirect.com/science/article/pii/S038800012030005X> on February 04, 2024
- 17) Kouneli, M., 2021. Number-based noun classification: The view from Kipsigis. *Natural Language & Linguistic Theory*, 39, pp.1195-1251. Retrieved from <https://link.springer.com/article/10.1007/s11049-020-09494-8> on February 04, 2024

Grammatical Competence of UM Digos College English Language Learners

- 18) Kovbasko, Y., 2020. On the problem of parts of speech identification in the English language: A historical overview. *Kalbu Studijos*, (36), pp.30-45. Retrieved from <https://www.kalbos.ktu.lt/index.php/KStud/article/download/24312/14557> on January 31, 2024
- 19) Kuswoyo, H., Sujatna, E.T.S., Indrayani, L.M. and Rido, A., 2020. Cohesive conjunctions and and so as discourse strategies in English native and non-native engineering lecturers: A corpus-based study. *International Journal of Advanced Science and Technology*, 29(7), pp.2322-2335. Retrieved from https://www.researchgate.net/profile/Heri-Kuswoyo-2/publication/344486791_Cohesive_Conjunctions_and_and_so_as_Discourse_Strategies_in_English_Native_and_Non-Native_Engineering_Lecturers_A_Corpus-Based_Study/links/5f7bef34a6fdccfd7b4a7b1d/Cohesive-Conjunctions-and-and-so-as-Discourse-Strategies-in-English-Native-and-Non-Native-Engineering-Lecturers-A-Corpus-Based-Study.pdf on February 03, 2024
- 20) Larsson, T., Callies, M., Hasselgård, H., Laso, N.J., Van Vuuren, S., Verdaguer, I. and Paquot, M., 2020. Adverb placement in EFL academic writing: Going beyond syntactic transfer. *International Journal of Corpus Linguistics*, 25(2), pp.156-185. Retrieved from <https://www.jbe-platform.com/content/journals/10.1075/ijcl.19131.lar?crawler=true> on February 04, 2024
- 21) Lavadia, M.B., 2023. Revisiting Competence and Performance: Do Grammatical and Discourse Competence Facilitate Productive Skills. *Management, Education and Social Sciences Organized by Inceed and Space*, pp.245. https://www.academia.edu/download/88618763/ISBN_International_Conference_Journal.pdf#page=264
- 22) Merza, H.N.M., 2022. English Grammar Competence of Filipino College Freshmen. *Journal of Positive School Psychology*, pp.2949-2958. <https://journalppw.com/index.php/jpsp/article/view/3766>
- 23) Muryasov, R.Z., 2021. The Pronouns in the system of the parts of speech. *International Journal of Language and Linguistics*, 9(4), p.145. Retrieved from <https://pdfs.semanticscholar.org/f05e/c32b1c3421070e0535ef2af373ef5f1313e5.pdf> on January 31, 2024
- 24) Nurhamidah, R., 2021. An Error Analysis of the Use of Prepositions in Students' Descriptive Writing. *Asian TESOL Journal*, 1(1), pp.38-45. Retrieved from <https://ejournal.altascentre.org/index.php/asiantj/article/download/20/7> on February 04, 2024
- 25) Ponsonnet, M., 2023. Interjections. *The Oxford Guide to Australian Languages*, (1), pp.564-572. Retrieved from <https://hal.science/hal-04173332/document> on February 03, 2024
- 26) Rendle-Short, F., 2021. Preposition as method: creative writing research and prepositional thinking, methodologically speaking. *New Writing*, 18(1), pp.84-96. Retrieved from https://scholar.google.com/scholar?output=instlink&q=info:Yuclt1wb6z1AJ:scholar.google.com/&hl=en&as_sdt=0.5&as_ylo=2020&scillfp=13241894018132553645&oi=lle on February 04, 2024
- 27) Rodriguez, E., 2023. Language Learning Strategies and Grammatical Competence of the English-Major Students in Zamboanga del Norte HEIs. *Sprin Journal of Arts, Humanities and Social Sciences*, 2(04), pp.27-42. <https://sprinpub.com/sjahss/article/view/sjahss-2-4-3-27-42>
- 28) Salman, Z.M. and Hazem, A.H., 2022. The impact of grammatical competence on 1st year university English students' written performance. *Education*, pp. 101-115. Retrieved from https://www.researchgate.net/profile/Ali-Hazem/publication/360455436_The_impact_of_grammatical_competence_on_1st_year_university_English_students%27_written_performance/links/629cb4e16886635d5cc18915/The-impact-of-grammatical-competence-on-1st-year-university-English-students-written-performance.pdf on January 31, 2024
- 29) Setiyorini, T.J., Dewi, P. and Masykuri, E.S., 2020. The grammatical error analysis found in students' composition. *Lensa: Kajian Kebahasaan, Kesusastraan, dan Budaya*, 10(2), pp.218-233. Retrieved from <https://pdfs.semanticscholar.org/ed15/97d787dfbcad033f12146dd2c55a96b9ff1e.pdf> on February 04, 2024
- 30) Siedlecki, S.L., 2020. Understanding descriptive research designs and methods. *Clinical Nurse Specialist*, 34(1), pp.8-12. Retrieved from https://journals.lww.com/cns-journal/Fulltext/2020/01000/Understanding_Descriptive_Research_Designs_and.4.aspx
- 31) Sioco, E.C. and De Vera, P.V., 2018. Grammatical Competence of Junior High School Students. *TESOL International Journal*, 13(1), pp.82-94. <https://eric.ed.gov/?id=EJ1247221>
- 32) Suhrob, E. and Vasila, K., 2022. Parts Of Speech and Sentence Structure in English Grammar. *Galaxy International Interdisciplinary Research Journal*, 10(7), pp.156-160. Retrieved from <https://www.giirj.com/index.php/giirj/article/download/2557/2464> on February 04, 2024

Grammatical Competence of UM Digos College English Language Learners

- 33) Sung, M.C., 2020. Underuse of English verb–particle constructions in an L2 learner corpus: Focus on structural patterns and one-word preference. *Corpus Linguistics and Linguistic Theory*, 16(1), pp.189-214. Retrieved from <https://www.degruyter.com/document/doi/10.1515/cllt-2017-0002/html> on January 31, 2024
- 34) Taherdoost, H., 2022. What are different research approaches? Comprehensive Review of Qualitative, quantitative, and mixed method research, their applications, types, and limitations. *Journal of Management Science & Engineering Research*, 5(1), pp.53-63. Retrieved from <https://hal.science/hal-03741840/document>
- 35) Themistocleous, C., Webster, K., Afthinos, A. and Tsapkini, K., 2021. Part of speech production in patients with primary progressive aphasia: An analysis based on natural language processing. *American journal of speech-language pathology*, 30(1S), pp.466-480. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8702871/> on February 04, 2024
- 36) Toba, R., Noor, W.N. and Sanu, L.O., 2019. The current issues of Indonesian EFL students' writing skills: Ability, problem, and reason in writing comparison and contrast essay. *Dinamika Ilmu*, 19 (1), pp. 57–73. http://journal.uinsi.ac.id/index.php/dinamika_ilmu/article/view/1506
- 37) Valizadeh, M. and Soltanpour, F., 2020. The Flipped Pedagogy: Effects on the Grammatical Competence and Writing Skill of Basic Users of English. *International Journal of Instruction*, 13(3), pp.761-776. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1259235.pdf> on February 04, 2024