Clavis: A New Selection and Gradation to Accelerate a Comprehensive Para-Tenses Mastery

Jaelani

Universitas Islam Negeri Mataram
allanj@uinmataram.ac.id

Abstract

This study delves into the effectiveness of the Clavis Selection and Gradation approach in teaching English as a Foreign Language (EFL). Grounded in the theories of Richards (2017) and Faravani & Zeraatpishe (2016), which underscore the significance of grammar selection and gradation, this research employs a mixed-methods approach to address its objectives comprehensively. Two distinct groups of English teacher trainees from Universitas Islam Negeri Mataram are strategically selected for the study, with one group undergoing the Clavis Selection approach. At the same time, the other follows the conventional scheme. Data collection encompasses Pre-Test and Post-Test assessments and open-ended interviews. The assessments cover various grammatical aspects, and both groups receive treatment through five sessions. By integrating quantitative and qualitative data analysis, this study aims to provide a nuanced understanding of the Clavis Selection approach's impact on EFL learners, contributing to the field of language education. Pre- and Post-Test assessments, coupled with open-ended interviews, reveal that the Clavis Selection approach significantly improves learners' grammar proficiency compared to conventional methods. This mixed-methods research advances our understanding of grammar instruction and underscores the relevance of systematic selection and gradation in EFL pedagogy.

Keywords: English As a Foreign Language (EFL), Gradation, Grammar Instruction, Selection, Tenses

1. INTRODUCTION

The field of education is a constantly evolving landscape globally, with a plethora of new pedagogical approaches emerging to cater to the diverse needs of students. In the context of Indonesia, the education system has witnessed the implementation of various curricular changes across different administrations. These changes have been aimed at addressing past shortcomings and expediting the attainment of educational objectives. Notably, in pursuit of international engagement and participation in global events, Indonesia has introduced English as a lingua franca within its formal education system, starting from the secondary level, with some primary schools also offering English as a subject (Jaelani, 2021; Suprapto, 2016).

Simultaneous with the integration of English, formal instruction in English grammar, particularly the intricacies of verb tenses, has been incorporated into the curriculum, spanning from primary to higher education levels. Consequently, Indonesian students undergo an extended period, exceeding six years, in their quest to master this fundamental aspect of the English language (Andriani et al., 2021). Regrettably, despite the myriad of pedagogical approaches and methods available to facilitate the mastery of verb tenses, the success rates of these methodologies remain questionable, given the prolonged learning period. A substantial number of tertiary-level students still exhibit inadequate comprehension of tenses and struggle with their appropriate application in various communicative contexts (Morganna et al., 2020).

One plausible explanation for this persistent issue lies in the prevailing emphasis on 'how to teach' methodologies, while the equally critical aspect of 'what to teach' often receives insufficient attention. Richards (2017) underscores the pivotal role of instructional materials and their sequencing in shaping learning outcomes. Thus, as a constructive endeavor to furnish a more enduring and comprehensive language learning experience, this research endeavors to introduce a novel pedagogical approach termed "Clavis". The term "Clavis," derived from Latin and signifying "key," embodies a groundbreaking concept system in language instruction. It seeks to usher in a fresh and positive paradigm of comprehensive language learning, encompassing both instructional materials and comprehension.

The inception of the Clavis concept system stems from the researcher's preliminary observations, which highlight the existence of two distinct types of language learners: those inclined towards rote memorization and those who favor a deep understanding of language constructs. Significantly, the existing conventional education system tends to cater more to the former group while inadequately addressing the latter. Thus, this study aims to investigate the efficacy of the proposed Clavis approach in accommodating a broader spectrum of learners, fostering comprehensive language acquisition, and reducing the time investment required for proficiency.

a. Evolving Trends in English Grammar Teaching Methods and Tense Instruction

Traditional Grammar Instruction has a long history in English language teaching, emphasizing the explicit teaching of grammatical rules and structures, with a primary focus on accuracy and correctness (Larsen-Freeman, 2015). In this approach, learners are typically introduced to grammatical rules, followed by exercises and drills aimed at reinforcing their understanding and application. While this method provides a systematic framework for learning grammar, it has faced criticism for potential limitations in fostering communicative competence (Richards & Rodgers, 2014). Proponents of Traditional Grammar Instruction argue that it lays a strong foundation for learners by ensuring they grasp the intricacies of language structure (Hinkel, 2011). However, critics contend that it may lead to

mechanical language use, as learners might prioritize grammatical accuracy over natural and meaningful communication.

On the other hand, Communicative Language Teaching (CLT) represents a paradigm shift in language education, emphasizing the development of communicative competence. CLT views language as a tool for communication and encourages learners to engage in meaningful, real-life interactions. Instead of rote memorization of grammatical rules, CLT advocates learning grammar in context, where learners acquire linguistic skills through authentic communication (Willis & Willis, 2007). CLT activities often involve group discussions, problem-solving tasks, and role-playing exercises, providing learners with opportunities to apply grammar in practical situations. This approach prioritizes fluency over accuracy initially, with the belief that accuracy will improve as learners gain confidence in using the language. CLT has received praise for its effectiveness in promoting functional language skills and enhancing learners' ability to navigate real-world communication. However, challenges exist in implementing CLT, particularly in settings where traditional methods are deeply ingrained (Hinkel, 2011). Some argue that CLT may not provide sufficient grammatical instruction for learners who require a solid foundation in the language's structure. Nonetheless, the influence of CLT has been significant in reshaping language teaching methodologies and fostering communicative competence among language learners.

Task-Based Language Teaching (TBLT) offers an innovative approach that places language learning in real-world contexts, focusing on communication through meaningful tasks (Ellis, 2003). In TBLT, learners engage in activities and projects that require them to use the language for problem-solving, decision-making, and interaction with others. The emphasis is on fluency and the practical application of language skills in authentic situations. TBLT has gained popularity for its ability to foster not only language acquisition but also critical thinking and problem-solving abilities. Learners are encouraged to negotiate meaning, collaborate with peers, and draw on their linguistic resources to complete tasks successfully. While TBLT is effective in promoting communicative competence, it can pose challenges related to grammatical accuracy, as learners may prioritize fluency over precision in language use (Willis & Willis, 2007).

The integration of technology in grammar teaching has transformed language education by providing engaging and interactive tools for learners. Technology offers various platforms, such as language learning apps, online exercises, and multimedia resources, to enhance grammar instruction. These digital resources can cater to diverse learning styles and preferences, making grammar learning more accessible and engaging. Moreover, virtual communication tools enable learners to practice

grammar in real-time conversations, bridging the gap between instruction and authentic language use. However, the integration of technology may require careful planning and monitoring to ensure that learners receive well-structured and effective grammar instruction (Chapelle, 2010).

Balancing accuracy and fluency in grammar teaching represents a fundamental challenge for educators. While the acquisition of grammatical accuracy is essential for effective communication, an overemphasis on precision can hinder learners' fluency and confidence (Brown, 2014). Striking the right balance between these aspects is crucial for a well-rounded language learning experience. Educators often employ strategies that incorporate both accuracy-focused activities, such as error correction and grammar drills, and fluency-focused activities, like open discussions and storytelling. This dual approach aims to develop learners' grammatical competence while allowing them to practice using the language naturally and meaningfully. Achieving this balance requires a nuanced understanding of learners' needs and the ability to tailor instruction accordingly.

Furthermore, in the 1950s and 1960s, a massive number of new language teaching approaches were times of methodological excitement. As previously mentioned approaches in English as Foreign Language (EFL) teaching practices are dynamically changed adapting to the learners' needs the very first method introduced in the 1800s was the Grammar Translation Method (GTM) and the most contemporary approach is called the Communicative approach. As noted the proposed new method in EFL learning practices does not necessarily mean that the latter approach replaces the initial ones. Some educators can be found to still apply GTM in the modern day (Jaelani, 2021; Richards, 2017). GTM focusing on how to teach gained less attention when what to teach becomes the concern of authorities. To fulfill the needs of wider stakeholders, an oral-based learning approach namely the Direct Method (DM) is proposed in the late 1890s. DM proposed some yet-to-be-considered aspects in EFL practices namely the authentic use of EFL, intensive questions and answers learning method -especially regarding the meanings of words-, and the orders of grammar and vocabulary.

Several weaknesses of DM were addressed by Palmer (1921) through a new approach called the Structural Method (SM). SM attempted to eliminate inaccurate expressions taught in EFL, prepare learners for a more sequencing learning process, offer more abstract content thus levying students' interest, and propose a better understanding of a targeted language. From this proposed method, variously considered new approaches concerning the selection of vocabulary and grammatical contents were born. In the initial years, one focus area required to be addressed was the selection of the total corpus to be taught and the set of grammatical structures and their order in EFL teaching practice. The vocabulary was selected by the frequency used by the students; the more frequently a lexical utter, the more likely and the

sooner the being is taught (McCarthy & Carter, 1995). Other criteria in selecting vocabulary are teachability, similarity, availability, coverage, and defining power. Teachability is the selection of vocabulary based on whether or not the vocabulary can be illustrated or demonstrated; thus, by this criteria, the vocabulary learned was focused on concrete vocabulary. The similarity is choosing vocabulary based on the EFL similar to the native word, while availability utilizes a mental process of learners; when 'garden' is taught, learners will also mentally imagine flowers, grasses, and so forth. Coverage means that the words are chosen because they cover the meaning of other items, whereas defining power indicates that the lexical are chosen since they can help define other words (Richards, 2017).

In EFL learning practice, determining the sequences of grammar to teach is also significant, hence it became a priority in the 1920s. Some criteria in choosing grammar gradation are simplicity and centrality, frequency, linguistic distance, and communicative need. Simplicity and centrality (in some cases also called intrinsic difficulty) mean choosing a simpler grammar unit to be taught first before the more complex ones, while frequency means prioritizing a more common structure use over the less frequently used structures. Moreover, linguistic distance criteria propose the gradation of grammar based on the similarity of the native language and the targeted language in terms of structure. This factor is suggested based on the contrastive analysis which is an approach to comparing languages. Communicative need criteria suggest that despite its difficulty, several structures cannot be avoided use because of their users' frequent encounters (Hornby, 1959; Richards, 2017). Thus, this type of grammar should be initially taught. Based on the previous explanation, it is crucial for the stakeholders to carefully analyze and propose any approach to EFL teaching practices. However, modern studies, especially studies conducted in Eastern Asian countries, concerning such a topic are more likely focused on methods to teach (how) and tend to neglect (what) to teach.

b.   English Tenses Teaching Practices in Indonesia

In English grammar instruction, educators often grapple with the question of whether to adhere to traditional methods or embrace modern approaches. Striking a balance between these two paradigms has become a common practice in contemporary language classrooms. This blended approach combines the systematic structure of traditional grammar instruction, which emphasizes the explicit teaching of rules and structures, with the communicative and contextual orientation of modern methodologies like Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) (Richards & Rodgers, 2014). Educators acknowledge the importance of imparting grammatical accuracy while ensuring that learners can apply their knowledge in authentic communication. This balance not only

enhances learners' language proficiency but also equips them with the skills needed for effective language use in real-life situations.

Moreover, in the diverse landscape of language education, the cultural dimension plays a significant role in grammar instruction. Recognizing and integrating cultural aspects into grammar teaching has gained traction as educators strive to make language learning more meaningful and relatable to learners' lives. Cultural considerations encompass not only language-specific nuances but also broader cultural contexts, values, and communication norms (Byram, 1997). In the Indonesian context, for instance, educators may incorporate local cultural references and examples into grammar lessons to enhance learners' understanding and engagement. This approach not only enriches the learning experience but also fosters intercultural competence, preparing learners for effective cross-cultural communication.

The effectiveness of grammar instruction is closely tied to the expertise and professional development of educators. In Indonesia, as in many other countries, teacher training programs play a crucial role in preparing instructors to deliver high-quality grammar instruction. These programs often focus on equipping teachers with the pedagogical skills needed to navigate the complex terrain of grammar teaching (K. E. Johnson, 2009). Additionally, ongoing professional development is essential to keep educators updated with the latest research, teaching strategies, and technological advancements in the field (Richards & Farrell, 2005). Collaborative learning communities, workshops, and conferences provide opportunities for teachers to refine their grammar teaching techniques and adapt to evolving educational contexts. The landscape of grammar teaching in Indonesia presents several unique challenges. One of the significant challenges is the diversity of linguistic backgrounds among learners. Indonesia is a linguistically diverse nation with numerous regional languages and dialects, and learners often come to English classes with varying degrees of proficiency in Bahasa Indonesia, the national language. Consequently, teachers must navigate this linguistic diversity when delivering grammar instruction. Additionally, resource constraints and varying levels of access to technology can pose challenges in implementing modern teaching methods that require digital tools (Cahyani & Cahyono, 2012). Moreover, addressing the need for both grammatical accuracy and communicative competence can be a delicate balance in a context where standardized testing often prioritizes the former. Overcoming these challenges necessitates innovative and context-specific solutions in grammar instruction.

c.   English Tense Teaching Methods vs. English Tense Selection and Gradation

In English grammar instruction, there exists an ongoing debate between traditional and modern teaching methods. Traditional methods, deeply rooted in explicit grammar rules and rote memorization, have been a long-standing approach in language education (Larsen-Freeman, 2015). These methods

prioritize the precision and accuracy of grammatical usage. Learners are typically presented with grammatical rules, followed by exercises to reinforce their understanding. While traditional methods provide a structured framework for learning grammar, they have faced criticism for their potential limitations in fostering communicative competence (Richards & Rodgers, 2014). Critics argue that such methods may lead to mechanical language use, as learners prioritize grammatical accuracy over natural communication. In contrast, modern teaching methods, such as Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT), emphasize the development of communicative competence (Willis & Willis, 2007). CLT, for instance, encourages learners to engage in real-life interactions, viewing language as a tool for communication. These methods advocate learning grammar in context, where learners acquire linguistic skills through authentic communication experiences. This approach initially prioritizes fluency over accuracy, with the belief that accuracy will improve as learners gain confidence in using the language. While these modern approaches excel in promoting functional language skills and enhancing learners' ability to navigate real-world communication, they may face challenges in settings where traditional methods are deeply ingrained (Larsen-Freeman, 2015). The ongoing debate between these two approaches underscores the evolving landscape of grammar instruction.

Furthermore, in the context of effective language teaching, the role of selection and gradation remains paramount. Selection involves the deliberate process of choosing specific linguistic components from the entire language corpus. These selected elements are then integrated into textbooks and teaching materials, systematically curating relevant language features that align with the goals of language education. Gradation, on the other hand, concerns the grouping and sequencing of teaching items in a syllabus (Richards & Rodgers, 2014). It determines the order in which language components are introduced and the progression of complexity. The role of selection and gradation in effective teaching is paramount, providing structure and coherence to language instruction. It ensures that learners are introduced to language components in a logical sequence, building upon previously acquired knowledge. This systematic approach allows educators to strike a balance between grammatical accuracy and communicative competence, catering to learners' developmental stages (K. E. Johnson, 2009). It provides a scaffolded learning experience where learners progressively acquire language skills while consolidating their understanding of previously learned components. This systematic integration optimizes the learning process and contributes to comprehensive language mastery.

Thus, focusing on selection and gradation in language instruction yields several benefits for both educators and learners. Firstly, it offers a structured and organized curriculum that facilitates effective

teaching and learning (Richards & Rodgers, 2014). Educators can plan lessons with clarity, ensuring that learners are exposed to language components in a logical order. This organization aids in tracking learners' progress and addressing specific learning needs. Secondly, selection and gradation support the development of a strong language foundation (Richards, 2017). By introducing language components systematically, learners can build upon their existing knowledge and skills. This progressive approach enhances learners' grammatical accuracy while allowing them to engage in meaningful communication. Furthermore, the systematic progression of language components reinforces previously learned material, preventing knowledge gaps and promoting retention. Learners revisit and deepen their understanding of language components, leading to sustained mastery. Lastly, the focus on selection and gradation aligns with learner-centered instruction. It allows educators to tailor teaching materials and activities to meet learners' specific needs and abilities, promoting a personalized learning experience. This adaptability enhances learner engagement and motivation, contributing to a more effective and enjoyable learning process. Thus, selection and gradation play a pivotal role in effective language instruction, offering structure, coherence, and sustained learning benefits for both educators and learners (Faravani & Zeraatpishe, 2016). Their systematic integration fosters comprehensive language mastery and supports learner-centered teaching approaches.

2. RESEARCH METHOD

This study is grounded in the influential theories of Richards (2017) and Faravani & Zeraatpishe (2016), which emphasize the significance of grammar selection and gradation in the field of English as a Foreign Language (EFL) teaching. Richards highlights the interplay between selecting and systematically arranging grammatical components, underscoring the importance of comprehensive needs and situational analyses to align materials and strategies with learners' requirements and the learning context. Faravani & Zeraatpishe provide further insights into the selection and gradation of materials, with a focus on language-centered and learner-centered perspectives, offering valuable theoretical underpinnings for this study.

The research design incorporates both qualitative and quantitative methodologies to comprehensively address the research inquiries. Qualitative methods, such as interviews, observations, and content analysis, are employed to gather rich, context-specific data regarding the Clavis Selection and Gradation approach. The integration of qualitative and quantitative data analysis methods enhances the study's comprehensiveness and statistical significance, allowing for both in-depth exploration and quantification of findings. This mixed-methods approach aligns with the study's aim of providing a well-

rounded perspective on the impact of the Clavis Selection approach compared to conventional methods in English language teaching (Creswell & Creswell, 2017; Roever & Phakiti, 2017).

Participants from the English teacher training department at Universitas Islam Negeri Mataram are strategically chosen due to their high proficiency expectations in tenses, making them ideal candidates for the study. The diversity of participants' backgrounds enhances the richness and applicability of the findings. To ensure robust data, one group is designated as the experimental group, while the other serves as the control group. Both groups undergo similar treatment conditions, with the key difference being the approach to selection (Clavis Selection vs. conventional methods), allowing for a rigorous assessment of the Clavis Selection approach's effectiveness (Roever & Phakiti, 2017).

Data are collected through a multi-faceted approach, encompassing Pre-Test and Post-Test assessments and open-ended interviews. The assessments consist of 50 questions, meticulously divided into subthemes covering Parts of Speech, tenses, sentence structures, and English Academic Punctuation. Both groups receive treatment through five distinct sessions each, with instructors sharing similar social and cultural backgrounds to minimize potential biases and ensure study robustness. The combination of quantitative data from pre-tests and post-tests with qualitative insights from interviews offers a comprehensive analysis of the impact and implications of the Clavis Selection approach in English language teaching (Creswell & Creswell, 2017; R. B. Johnson & Onwuegbuzie, 2004). Triangulating these data sources aims to provide a well-rounded perspective on the research objectives, ultimately contributing to a deeper understanding of the Clavis Selection and Gradation approach's effectiveness in language education.

By adopting this holistic research approach, the study seeks to provide valuable insights into the effectiveness of Clavis Selection and Gradation in grammar instruction, thereby contributing to the existing body of knowledge in language education research (Creswell & Creswell, 2017; Roever & Phakiti, 2017). Furthermore, the study exclusively drew participants from an Islamic University, overlooking the richness of their cultural, gender, and social diversity. This limitation raises questions about the direct applicability of the research outcomes to populations with dissimilar (R. B. Johnson & Christensen, 2019). Additionally, it is important to note that this research exclusively compared the effectiveness of the Clavis Selection and Gradation approach to conventional approaches concerning the selection and gradation of teaching materials, without delving into the specifics of the teaching methods employed. This omission may restrict a comprehensive understanding, as the chosen teaching methods can also significantly influence student learning outcomes (Brown, 2014).

3. FINDINGS AND DISCUSSION

3.1 Clavis vs. Conventional Selection and Gradation

Grammar is considered a sentence-making machine for its crucial function to form meaningful sentences. Tenses, as a part of grammar, in Indonesia have been taught from elementary school (some started from the secondary level) by dividing tenses into 16 tenses (Figure 1). Tenses, in Indonesia, are considered a core of grammar, thus, initial observation indicates that some students use tenses and grammar interchangeably. The tense teaching practices are commonly conducted by providing the students with formulas to form sentences and applying drilling techniques to strengthen their understanding. Such a technique leads to an excessive amount of time to learn grammar and neglects the communicative aspects of language learning.
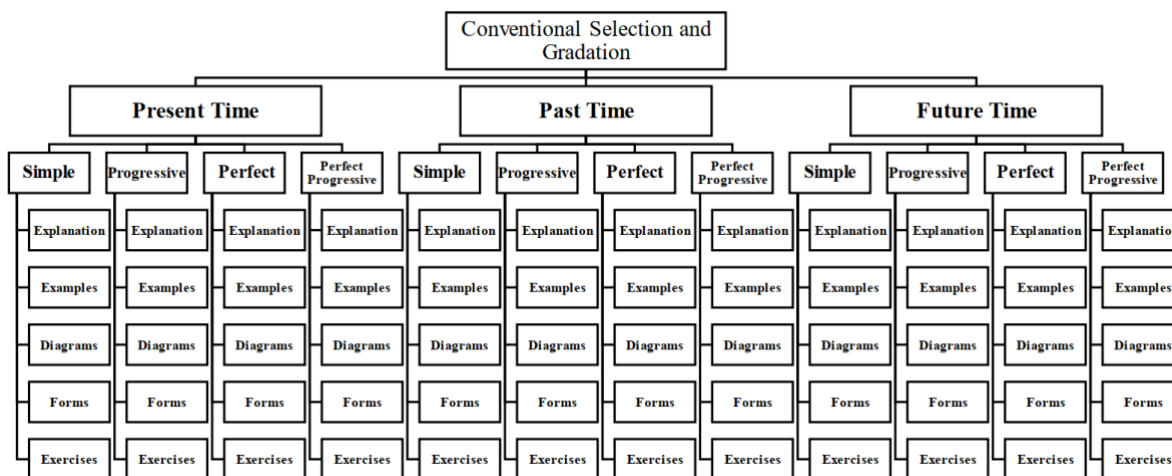

Figure 1 Conventional Selection and Gradation

Although humans are known as a symbolic species which means that humans can creatively and flexibly utilize symbols to fulfill or ease their needs, the use of repetitive and monotonous symbols in tense teaching practice might negatively affect the learning output. Thus, instead of merely focusing on the methods or techniques to teach tenses, a new selection for sustained and comprehensive tenses gradation needs to be initiated. It aligns with Gardner stating that EFL teaching practices have evolved and are still evolving to provide better EFL learning experiences. To fulfill such a purpose, the author offers a new selection called Clavis. Clavis is a new concept system in language teaching allowing the emergence of a new positive paradigm regarding a more comprehensive language learning (tenses), both in material and understanding. This concept system starts from the inventor's initial findings indicating that there are two types of language learners -those with strong memory capacity (memorizing) and those

who prefer to understand (understanding)-, and the existing conventional system failed to address the latter type.

Consequently, a significant number of students consider grammar, especially tenses, as a frightening specter in English learning. Some possible advantages offered by this new concept system exceeding the conventional system and, potentially, being monetized are related to time, cost, and coverage. Materials that are conceptualized as lighter yet more comprehensive can save costs on their supplies -16 tenses in the conventional system vs. two tenses as the basis for student understanding in such a contemporary concept system-. Furthermore, this new concept system covers the needs of a wider type of learners. It has a positive potential effect on increasing students' motivation to learn.

Furthermore, instead of starting with introducing the conventional formula in English tenses, tense learning in the Clavis selection is started with the introduction of parts of speech (noun, verb, adjective, adverb, pronoun, preposition, conjunction, interjection, numeral, article, and determiner), followed by tenses analysis and the function of each tense. To master tenses, learners will be asked to analyze tenses with the selection: Present vs. past, Verb-ing = Continuous or Progressive, Have + Verb 3 = Perfect, and Will/Would or shall/should = Future (Figure 2). To facilitate a communicative aspect in EFL tense practices, common mistakes committed by students will be addressed in the selection.
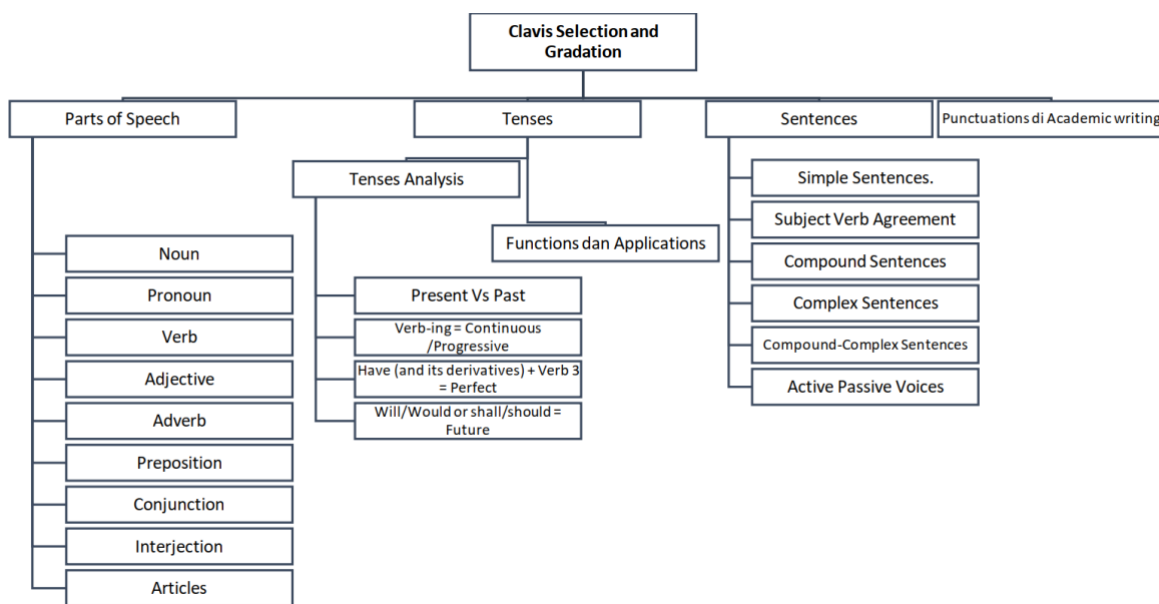

Figure 2. Clavis Selection and Gradation

3.2 Homogeneity of Variance Test

In this section, an assessment of the homogeneity of variance is conducted, an essential assumption in statistical analysis. Homogeneity of variance, often referred to as homoscedasticity, is the assumption that the variances of the dependent variable are roughly equal across different groups or conditions. Maintaining this assumption is crucial as it influences the validity of various statistical tests, including t-tests and analysis of variance (ANOVA). To evaluate the homogeneity of variance in your research, we utilized Levene's Test, a robust statistical method introduced by Levene (1960). This test assesses whether statistically significant differences exist in the variances among multiple groups or conditions. The primary aim is to determine if the assumption of equal variances holds across these groups. The test generates a Levene Statistic, which is a numerical value used to assess the degree of variance inequality among the groups.

The results also include the significance level (Sig), calculated based on the Mean, which is an indicator of whether any observed differences in variances are statistically significant. A Sig value greater than 0.05 ($p > 0.05$) generally suggests that there are no significant differences in variances among the groups, supporting the assumption of homoscedasticity. In your analysis, the Levene Statistic, which we calculated, provides information about the degree of variance inequality. However, the key indicator of interest is the Sig value. In this study, as shown in Table 1, the Sig value associated with the Levene Statistic is 0.410.

Table 1 Test of Homogeneity of Variance

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
SCORE	Based on Mean	.690	1	58	.410
	Based on Median	.614	1	58	.436
	Based on the Median and with adjusted df	.614	1	56.331	.437
	Based on trimmed mean	.660	1	58	.420

A Sig value of 0.410, being greater than the conventional significance threshold of 0.05, indicates that there are no statistically significant differences in variances among the groups or conditions you examined. In practical terms, this means that the assumption of homogeneity of variance is met, and the variances in the data are reasonably consistent across experimental and controlling groups. Meeting the assumption of homoscedasticity is essential for the validity of parametric statistical tests. When this assumption is satisfied, the results of tests like t-tests and ANOVA are considered trustworthy, allowing for accurate inferences about population parameters.

3.3 Participants' Cognitive Performance Before and After Treatments

a.   Experimental Group's Pre-Test and Post-Test Performance

The Descriptive Statistics table provides valuable insights into the performance of the experimental group in both the Pretest and Post-test assessments. For the Pretest, the data reveals that the participants' scores ranged from a minimum of 48 to a maximum of 94. The average score for this initial assessment stands at 62, with a standard deviation of 10.700. This standard deviation indicates that the scores exhibited a moderate degree of variability around the mean score. The distribution of Pretest scores showcases the participants' baseline proficiency levels in tenses and related grammatical concepts before any treatment intervention.

Table 2. Descriptive Statistics (Experimental Group)
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Experimental Group	30	48	94	62.00	10.700
Posttest Experimental Group	30	56	96	71.13	9.062
Valid N (listwise)	30				

In contrast, the Post-test scores for the experimental group exhibit a different pattern. The minimum score in the Post-test assessment is 56, while the maximum score reaches 96. The average Post-test score is notably higher at 71.13, with a lower standard deviation of 9.062. This reduction in standard deviation implies a narrower spread of scores around the mean, suggesting a more consistent improvement among the participants following the treatment. The substantial increase in average Post-test scores compared to Pretest scores highlights the potential impact of the Clavis Selection and Gradation approach on enhancing participants' mastery of tenses and related grammatical elements. These descriptive statistics offer a preliminary glimpse into the effectiveness of the approach and set the stage for further inferential analysis to determine the significance of these improvements.

b.   Control Group's Pre-Test and Post-Test Performance

The Descriptive Statistics table for the Controlling Group provides valuable insights into the performance of this group in both the Pretest and Post-test assessments. For the Pretest, the data indicates that the participants' scores ranged from a minimum of 42 to a maximum of 76. The average score for this initial assessment stands at 63.13, with a standard deviation of 8.233. This standard deviation suggests a moderate degree of variability in scores around the mean score. The Pretest scores reflect the participants' baseline proficiency levels in tenses and related grammatical concepts before any treatment intervention, similar to the experimental group.

Table 3. Descriptive Statistics (Controlling Group)

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Controlling Group	30	42	76	63.13	8.233
Posttest Controlling Group	30	52	88	66.60	8.240
Valid N (listwise)	30				

Moving on to the Post-test results for the controlling group, the data reveals a different pattern. The minimum score in the Post-test assessment is 52, while the maximum score reaches 88. The average Post-test score is 66.60, with a standard deviation of 8.249. Similar to the experimental group, the standard deviation for the controlling group implies a moderate degree of variability in Post-test scores around the mean. However, the increase in average Post-test scores compared to Pretest scores suggests that some improvement has occurred in the controlling group as well. When comparing the descriptive statistics between the experimental and controlling groups, it is evident that the experimental group had a higher average Post-test score (71.13) compared to the controlling group (66.60). This difference in average Post-test scores may indicate the potential impact of the Clavis Selection and Gradation approach on enhancing participants' mastery of tenses and related grammatical elements when compared to the conventional approach used in the controlling group. Further inferential analysis will be conducted to determine the significance of these differences and provide more robust insights into the effectiveness of the approach.

c.   Comparison of Experimental and Control Groups

To assess the impact of the Clavis Selection approach on language proficiency, an in-depth analysis of the Pre-Test and Post-Test results for the Experimental Group was conducted. This analysis aimed to determine the extent of any statistically significant improvements in language proficiency following the implementation of the Clavis Selection approach. The paired samples t-test, a powerful statistical tool for comparing means within the same group before and after an intervention, was employed in this evaluation.

Table 4 Paired Samples Test
Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest Experimental Group - Posttest Experimental Group	-9.133	7.347	1.341	-11.877	-6.390	-6.809	29	.000
Pair 2	Pretest Controlling Group - Posttest Controlling Group	-3.467	10.634	1.942	-7.438	.504	-1.786	29	.085

The results of the paired samples t-test for the Experimental Group yielded a two-tailed p-value of 0.000. This p-value is of utmost significance as it falls well below the conventional threshold of 0.05, thereby establishing statistical significance. This outcome provides compelling evidence that the Clavis Selection approach had a substantial and positive impact on the language proficiency of the Experimental Group participants. The statistically significant improvement in language proficiency within the Experimental Group underscores the effectiveness of the Clavis Selection approach in enhancing the participants' grasp of linguistic concepts and their ability to apply these concepts effectively. It is noteworthy that this improvement was observed after a period of exposure to the Clavis Selection approach, suggesting that this method contributed significantly to their language proficiency development. Conversely, the Pre-Test and Post-Test performance of the Control Group, which represents the conventional teaching approach, was also analyzed using the paired samples t-test. The objective was to determine whether the conventional teaching approach led to significant changes in language proficiency over the study period.

In contrast to the Experimental Group's results, the paired samples t-test for the Control Group yielded a two-tailed p-value of 0.085. This p-value surpasses the typical significance threshold of 0.05, indicating a lack of statistically significant changes in language proficiency within the Control Group from the Pre-Test to the Post-Test. This outcome implies that the conventional teaching method, as represented by the Control Group, did not result in significant improvements in language proficiency during the study's duration. These findings underscore a striking disparity in the language proficiency outcomes between the Experimental Group and the Control Group. The Experimental Group, exposed to the Clavis Selection approach, exhibited substantial and statistically significant improvements in language proficiency. In contrast, the Control Group, following a conventional teaching approach, did not

experience significant changes in language proficiency. The implications of these divergent outcomes are profound, highlighting the potential efficacy of the Clavis Selection approach in enhancing language proficiency. The statistically significant improvement observed in the Experimental Group suggests that this innovative method plays a pivotal role in bolstering language proficiency among learners, serving as a valuable addition to the field of language education.

d. Cognitive Performance Analysis (Pre-Test vs Post Test)

Table 5 Independent Samples Test
Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
									Lower	Upper
Paratense Mastery SP	Equal variances assumed	1.160	.286	-.460	58	.647	-1.13333	2.46480	-6.06717	3.80050
	Equal variances not assumed			-.460	54.426	.647	-1.13333	2.46480	-6.07408	3.80741
Paratense Mastery EP	Equal variances assumed	.175	.677	2.027	58	.047	4.53333	2.23624	.05701	9.00965
	Equal variances not assumed			2.027	57.484	.047	4.53333	2.23624	.05616	9.01051

The comparison of cognitive performances between the experimental and controlling groups is a critical aspect of this study's analysis. To assess whether there are significant differences in cognitive performance before and after treatment, as well as between the two cohorts, various statistical tests were employed. Firstly, Levene's Test for Equality of Variances was conducted to examine the homogeneity of variances between the groups. For the participants before treatment, Levene's Test yielded a value of 0.286, indicating that the variances in cognitive performance scores between the experimental and controlling groups were relatively homogeneous. Similarly, for the participants after treatment, the Levene's Test produced a value of 0.677, suggesting that the variances remained relatively consistent between the groups. Next, independent samples t-tests were conducted to evaluate the significance of differences in cognitive performances. Before treatment, the t-test revealed a p-value (sig. 2-tailed) of 0.647. This result suggests that there were no significant differences in cognitive performance between the experimental and control groups before any treatment interventions were administered. It indicates

that, initially, both cohorts had comparable cognitive abilities related to tenses and associated grammatical elements.

However, the dynamics changed after the treatment interventions were implemented. Post-treatment, the independent samples t-test produced a p-value (sig. 2-tailed) of 0.047. This finding implies that there were significant differences in cognitive performance between the two cohorts after they received treatment. Specifically, the experimental group, which underwent the Clavis Selection and Gradation approach, exhibited different cognitive performance compared to the controlling group, which followed the conventional approach. The significant difference observed in cognitive performances after treatment suggests that the Clavis Selection and Gradation approach may have had a notable impact on enhancing participants' cognitive skills related to tenses and associated grammatical elements when compared to the conventional approach used in the controlling group. These findings provide preliminary evidence of the effectiveness of the Clavis approach in facilitating cognitive growth in language education.

6.4 Qualitative Insights Regarding Experiences and Challenges

Qualitative insights derived from participant interviews and classroom observations provide valuable perspectives on the Clavis Selection and Gradation approach's impact in contrast to the conventional teaching method. Firstly, the data reveal that the Clavis Selection and Gradation approach fostered a more dynamic and interactive learning environment, characterized by increased teacher-student interactions. Participants in classes implementing this approach engaged in more extensive question-and-answer sessions, indicating that this method facilitated a higher degree of teacher-student discourse. Furthermore, the classroom atmosphere was noted to be less rigid and formal compared to conventional classes. This finding underscores the Clavis approach's potential to create a more dynamic and engaging classroom milieu, conducive to effective language learning (K. E. Johnson, 2009). Conversely, interviews with participants from the conventional Selection and Gradation group unveiled some challenges. Some participants expressed difficulties in memorizing all tenses, particularly when presented with images or illustrations.

This finding contradicts the assumption that graphic illustrations aid students in comprehending tenses and paratenses more effectively. These interviews highlight the importance of considering diverse learning styles and cognitive preferences when implementing teaching materials (R. C. Gardner, 2010; S. Gardner, 2008). The challenges faced by some participants may suggest a need for more varied instructional strategies within the conventional approach to accommodate different learning needs. Additionally, an intriguing disparity emerged regarding the number of topics covered between the Clavis

and conventional approaches. Participants noted that the Clavis approach encompassed a more extensive array of topics compared to the conventional approach. This discrepancy may indicate that the Clavis approach offers a more comprehensive curriculum, potentially broadening students' exposure to different linguistic elements (Richards & Rodgers, 2014). However, further investigation is required to assess the specific implications of this disparity for students' language acquisition and proficiency.

4. CONCLUSION

Drawing upon the findings and insights obtained from this study, several conclusions can be drawn regarding the Clavis Selection and Gradation approach and its implications for language education. First and foremost, the quantitative data reveal that participants exposed to the Clavis approach exhibited significant improvements in their paratense mastery. This suggests that the approach, with its systematic selection and gradation of linguistic components, can effectively enhance language proficiency in this specific domain. The positive impact of the Clavis approach on language learning underscores its potential as a valuable tool for educators. Qualitative insights further highlight the Clavis approach's strengths, particularly in fostering dynamic and interactive classroom environments. The approach's ability to facilitate teacher-student interaction and engagement is a noteworthy advantage that can contribute to more effective language teaching and learning experiences. Recommendations for language educators stem from the findings of this study. Firstly, educators should consider integrating elements of the Clavis Selection and Gradation approach into their teaching practices, especially when aiming to improve language proficiency in specific areas like paratenses. The systematic approach to selection and gradation can provide a structured and effective framework for language instruction. Furthermore, educators should explore strategies to promote teacher-student interaction and engagement in the classroom. The dynamic learning environments observed in Clavis-implemented groups indicate the importance of fostering active participation and communication among learners.

REFERENCES

Andriani, A., Yuniar, V. D., & Abdullah, F. (2021). Teaching English grammar in an Indonesian junior high school. *AL-ISHLAH: Jurnal Pendidikan*, *13*(2), 1046–1056.

Brown, H. D. (2014). *Principles of language learning and teaching: A course in second language acquisition*. Pearson.

Byram, M. (1997). *Teaching and assessing intercultural communicative competence (Multilingual Matters)*. Multilingual Matters.

Cahyani, H., & Cahyono, B. Y. (2012). Teachers'attitudes And Technology Use In Indonesian Efl

Classrooms. *Teflin Journal*, *23*(2), 130.

Chapelle, C. A. (2010). The spread of computer-assisted language learning. *Language Teaching*, *43*(1), 66–74.

Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.

Ellis, R. (2003). *Task-based language learning and teaching*. Oxford university press.

Faravani, A., & Zeraatpishe, M. (2016). Selection and Gradation in Materials Development: A Language-Centered and Learner-Centered Perspective. In *Issues in materials development* (pp. 43–56). Brill.

Gardner, R. C. (2010). *Motivation and second language acquisition: The socio-educational model* (Vol. 10). Peter Lang.

Gardner, S. (2008). Changing approaches to teaching grammar. *Order*, *11*.

Hinkel, E. (2011). *Handbook of Research in Second Language Teaching and Learning: Volume 2*. Routledge.

Hornby, A. S. (1959). *The teaching of structural words and sentence patterns: Stage one*. Oxford University Press.

Jaelani, J. (2021). The Lingua Franca Core (LFC) and Its Impact on Pronunciation Teaching Practice in Indonesia. *Humanitatis: Journal of Language and Literature*, *8*(1), 107–116.

Johnson, K. E. (2009). *Second language teacher education: A sociocultural perspective*. Routledge.

Johnson, R. B., & Christensen, L. (2019). *Educational research: Quantitative, qualitative, and mixed approaches*. Sage publications.

Johnson, R. B., & Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational Researcher*, *33*(7), 14–26.

Larsen-Freeman, D. (2015). Research into practice: Grammar learning and teaching. *Language Teaching*, *48*(2), 263–280.

Levene, H. (1960). Robust tests for equality of variances. *Contributions to Probability and Statistics*, 278–292.

McCarthy, M., & Carter, R. (1995). Spoken grammar: what is it and how can we teach it? *ELT Journal*, *49*(3), 207–218.

Morganna, R., Sumardi, S., & Tarjana, S. S. (2020). Tertiary English students' attitude towards intercultural language learning. *Indonesian Journal of Applied Linguistics*, *9*(3), 657–665.

Palmer, H. E. (1921). *The principles of language-study* (Issue 5). GG Harrap, Limited.

Richards, J. C. (2017). *Curriculum development in language teaching*. Cambridge University Press Cambridge.

Richards, J. C., & Farrell, T. S. C. (2005). *Professional development for language teachers: Strategies for teacher learning*. Cambridge University Press.

Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching*. Cambridge university press.

Roever, C., & Phakiti, A. (2017). *Quantitative methods for second language research: A problem-solving approach*. Routledge.

Suprapto, N. (2016). What should educational reform in Indonesia look like?-Learning from the PISA science scores of East-Asian countries and Singapore. *Asia-Pacific Forum on Science Learning & Teaching*, *17*(2).

Willis, D., & Willis, J. (2007). *Doing Task-based Teaching: Oxford University Press*.