DEVELOPING AN INNOVATIVE ENGLISH GRAMMAR LEARNING MODULE TO IMPROVE WRITING SKILLS IN JUNIOR HIGH SCHOOLS

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Abstract: Writing skills play a crucial role in language mastery, requiring a deep understanding of linguistic structures, particularly grammar. In the current junior high school (SMP) curriculum, grammar is integrated into various learning modules, often making students unaware that they are acquiring grammatical concepts. This research aims to develop an innovative grammar learning module to: (1) facilitate students' comprehension of grammatical rules, (2) improve students' writing proficiency with a strong grammatical foundation, (3) evaluate the module's suitability for junior high school writing instruction, and (4) gather feedback from educators and students on its implementation in Bekasi City schools. Utilizing the Research and Development (R&D) methodology with the 4-D model—definition, design, development, and dissemination—this study employed interviews and questionnaires for data collection. Content, media, and language experts validated the module to ensure its effectiveness. The findings demonstrate that the grammar learning module significantly enhances students' writing skills, as reflected in improved writing test scores and positive feedback from both teachers and students. This research contributes to the advancement of grammar instruction by offering a structured and engaging approach tailored to the needs of junior high school learners.

Keywords: *learning module; English grammar; writing skills; junior high school students; research and development (R&D).*

INTRODUCTION

Language serves as a primary tool for communication, with both spoken and written forms playing essential roles in daily interactions (Mailani et al., 2022). English, as a global language, has become a fundamental skill that must be mastered by students worldwide (Budi et al., 2021). In Indonesia, English proficiency is a key competency within the education system, encompassing four core language skills: listening, speaking, reading, and writing (Wijaya, 2015). Among these, writing is a productive skill that demands not only creativity but also a strong grasp of grammar (Franscy & Siahaan, 2021). However, many Indonesian students struggle with writing due to difficulties in understanding grammar rules, which hinders their ability to construct coherent and grammatically correct sentences (Faruq, 2015; Lestari, Mulyanto, & Hamzah, 2020).

Research has shown that writing proficiency is closely linked to grammar mastery. Studies have highlighted that grammar instruction is often merged with vocabulary in teaching materials,

lacking a structured approach that explicitly focuses on grammar (Bulqiyah et al., 2021). The absence of clear grammar instruction creates challenges for students in applying appropriate sentence structures in their writing (Franscy & Siahaan, 2023). Existing educational resources often do not provide adequate support for students to independently practice and improve their writing skills, leading to a gap in their language development (Setyawan et al., 2020).

Aisyiyah et al. (2024) emphasized the role of technology in teaching grammar, arguing that integrating digital platforms into grammar instruction significantly enhances students' engagement and understanding. The study found that students who used interactive digital tools showed better comprehension and retention of grammar rules, leading to improved writing skills. This finding underscores the need to incorporate innovative technological approaches into grammar learning modules.

Alharthi (2025) examined gender differences in grammar performance among EFL students and found that female students generally outperformed their male counterparts in structured grammar tests. The study suggested that tailored learning modules should address different learning styles and needs to ensure equitable learning outcomes for all students. This highlights the necessity of personalized approaches in grammar instruction to cater to diverse student needs.

Boudouaia et al. (2024) investigated the impact of AI-driven language tools like ChatGPT-4 on students' writing skills. Their findings showed that students who engaged with AI-powered grammar correction tools exhibited significant improvements in sentence structure, coherence, and vocabulary use. This suggests that integrating AI-based tools into the grammar learning module could be an effective way to enhance students' writing proficiency.

Cesilia et al. (2025) explored the effects of problem-based learning (PBL) integrated with the Pearson English Portal on students' grammar mastery. The study revealed that students who participated in PBL-based grammar learning demonstrated a deeper understanding of grammar concepts and greater ability to apply them in writing tasks. This supports the integration of problem-solving methodologies in designing grammar learning modules.

Jiang (2025) developed an artificial intelligence model for English grammar correction, demonstrating its potential to provide real-time feedback on students' writing. The study concluded that AI-assisted grammar learning could significantly improve students' self-correction abilities and writing accuracy. This reinforces the importance of incorporating intelligent feedback mechanisms into grammar learning resources to support independent learning.

Several studies have explored the impact of structured learning modules on language proficiency. Andika et al. (2023) developed a grammar module based on constructivist theory, which proved effective in enhancing grammar comprehension. Similarly, Sembiring et al. (2021) demonstrated that a structured descriptive text writing module significantly improved students' writing performance. Baene (2024) found that subject-specific modules in other academic areas also led to better learning outcomes. Abdelmohsen et al. (2020) confirmed that well-designed writing modules could enhance writing skills significantly, as evidenced by post-test score improvements.

Boy Jon et al. (2021) discuss the general difficulties in English teaching in Indonesia, such as limited resources and outdated methods, while Zaxidovna (2025) highlights similar struggles faced by non-native speakers globally. Chairina (2019) adds that English is often treated as a foreign language, resulting in a less immersive learning experience for students. Maria (2022) and Wakerkwa (2023) emphasize the need for innovative approaches to address these barriers, particularly in writing skills where grammar plays a foundational role. Furthermore, Susini (2020) identifies grammar-related challenges that hinder effective communication among students, supporting the notion that comprehensive modules are essential for growth.

Khalil et al. (2025) explore the use of AI chatbots for grammar learning, which enhances student engagement and provides personalized feedback. Similarly, Katili (2025) showcases the effectiveness of Quizizz application integration for basic grammar lessons, boosting both comprehension and interaction. Noori (2025) argues that gamification and social media can transform grammar learning into an interactive experience, while Valijonovna (2025) supports this idea by illustrating how website games can aid grammar practice. Suryani et al. (2024) further emphasize the importance of digital technology in fostering improved writing skills, making it a cornerstone for the proposed module's design.

Erwin et al. (2024) highlight the importance of tailoring teaching modules to local contexts, making them relevant and engaging for students. Maria (2022) reinforces this view by advocating for globalization-oriented modules that still respect local cultural contexts. Mailani et al. (2022) describe language as a communication tool influenced by societal norms, which underscores the need for a culturally responsive design. Moreover, Tolliboyeva & Shakarova (2024) link grammar learning to vocabulary expansion, demonstrating how context plays a role in retention. This approach aligns with Yugafiati et al. (2020), who promote localized strategies to enhance writing through engaging activities.

Hulkar (2025) underscores the importance of communicative activities in grammar teaching, while Karim & Na (2024) demonstrate the effectiveness of project-based learning (PBL) in improving writing skills. This is supported by Saragih et al. (2024), who developed a project-based e-module for written language skills, and Suryani et al. (2024), who examined PBL's role in digital learning environments. Similarly, Quan (2024) advocates for innovative grammar instruction techniques that integrate writing exercises, making grammar more practical and applicable. These studies collectively emphasize that interactive methods can bridge the gap between grammar mastery and writing proficiency.

Erwin et al. (2024) stress the need for empowering English teachers with tools and training for innovative module implementation. Zolkapli et al. (2025) also identify teacher preparedness as a critical factor in overcoming grammar learning challenges, especially for students from diverse backgrounds. Maria (2022) highlights the impact of well-trained educators on module effectiveness, while Noyori-Corbett & Moxley (2025) discuss the role of teacher innovation in designing culturally responsive materials. Zhang & Tang (2025) review grammar teaching frameworks that aid teachers in delivering content more effectively, fostering stronger writing outcomes.

Karlina (2022) and Katili (2025) show that student motivation significantly influences grammar learning outcomes, especially when modules are designed to be interactive and engaging. Noori (2025) and Valijonovna (2025) advocate for gamification techniques that spark interest and make learning enjoyable. Maria (2022) highlights the importance of integrating culturally relevant examples to maintain engagement, while Khalil et al. (2025) demonstrate how technology-driven tools cater to individual student needs, promoting deeper involvement in learning activities.

Studies by Quan (2024), Tolliboyeva & Shakarova (2024), and Hulkar (2025) emphasize the direct link between grammar mastery and improved writing skills. Saragih et al. (2024) and Susini (2020) further illustrate how writing exercises can reinforce grammar learning, making it a cyclical and impactful process. Worden-Chambers & Yazan (2025) discuss the role of scientific grammar concepts in shaping language ideologies, which ultimately influence writing proficiency. These findings advocate for a module design that integrates grammar lessons seamlessly into writing practices for maximum impact.

Despite the existing research on grammar instruction and writing skills, there remains a gap in integrating a comprehensive grammar-focused learning module tailored specifically for junior high school students in Indonesia. Most prior studies have focused on high school or vocational students, leaving a lack of resources for junior high school learners who are in the early stages of mastering English writing. Additionally, while grammar modules have been developed, they have not been extensively applied in real classroom settings to measure their effectiveness in improving students' actual writing skills.

This study introduces an innovative English grammar learning module specifically designed for junior high school students in Bekasi. Unlike existing grammar resources that combine grammar with vocabulary in a non-structured manner, this module adopts a systematic, student-centered approach to grammar instruction. It incorporates guided questions and contextual exercises that align with students' learning experiences, ensuring better engagement and comprehension. Moreover, the module applies the 4D research and development model to ensure its validity, practicality, and effectiveness in real classroom settings.

This research contributes to the improvement of English language education in Indonesia by providing a structured grammar module that can be utilized by teachers and students to enhance writing skills. The findings will be beneficial for educators in designing more effective teaching materials that address students' difficulties in writing. Additionally, this study will help policymakers develop curriculum improvements that integrate structured grammar instruction into English language learning. Ultimately, this

research aims to bridge the gap between theoretical grammar instruction and practical writing skills, equipping students with the necessary tools to communicate effectively in English.

By developing and implementing this innovative learning module, the study aspires to foster better writing skills among junior high school students in Bekasi, providing them with a strong foundation for future academic and professional success.

METHOD

This study employs the Research and Development (R&D) approach, which is widely recognized for its application in educational research, particularly in the development of instructional materials (Kainulainen, 2024). R&D is an iterative process that allows for the creation, testing, and refinement of educational tools, ensuring they are both effective and adaptable to real-world learning environments. By incorporating the 4D development model—Define, Design, Development, and Dissemination—this study follows a structured method to develop an innovative English grammar learning module tailored to the needs of junior high school students in Bekasi (Zhao & Wang, 2022).

The Define stage serves as the foundation of the research, involving a detailed needs analysis of students and teachers regarding grammar instruction in writing. This phase examines student characteristics, such as their proficiency levels, learning preferences, and common challenges in grammar application. Additionally, a concept and task analysis is conducted to identify key grammatical topics that require reinforcement. A clear learning objectives framework is established to ensure that the module effectively targets writing challenges faced by students. This stage is crucial as it aligns the module with the current curriculum and addresses gaps in existing teaching methods (Rauteda, 2025).

In the Design stage, the focus shifts to structuring and developing the content of the learning module. The module is carefully organized into well-defined sections, ensuring a logical flow that facilitates progressive learning. Various instructional strategies are integrated, including problem-based learning and gamification, to enhance engagement and retention. To measure student progress, assessment tools such as exercises, quizzes, and structured writing tasks are developed. These assessments provide a formative evaluation of students' grammar comprehension while allowing teachers to track improvements in their writing skills. This stage is essential in creating a module that is both interactive and pedagogically sound (Bidwell & Báez, 2025).

The Development stage consists of two key steps: Expert Validation and Development Testing. In the Expert Validation phase, the module undergoes rigorous review by content, media, and language specialists, who provide feedback for refinement. Their evaluations ensure that the module meets academic and pedagogical standards. Following the revision process, the Development Testing phase is conducted, where the module is piloted with a small group of junior high school students. The trial aims to assess the module's usability, clarity, and effectiveness in improving students' writing skills. Any weaknesses identified during testing are addressed before the final implementation. This phase ensures that the module is evidence-based and well-suited to student learning needs (Noyori-Corbett & Moxley, 2025).\

In the Dissemination stage, the refined grammar learning module is introduced to a broader learning environment. Teachers receive training sessions to familiarize them with the module and its instructional strategies. The module is then implemented in multiple schools to evaluate its adaptability across different classrooms. A continuous evaluation mechanism is established to gather feedback from both students and teachers, allowing for future refinements. This phase ensures that the module is scalable, sustainable, and adaptable to various educational contexts, making it a valuable contribution to English language learning in junior high schools (Kainulainen, 2024).

By following the 4D development model, this study ensures a systematic and structured approach to the development of an innovative English grammar learning module for junior high school students. The research process allows for the identification of learning gaps, targeted instructional design, expert validation, practical testing, and large-scale implementation. The findings from this study are expected to contribute to improving grammar instruction and writing skills, offering a practical, research-based solution for enhancing English language education. This study applies the Research and Development (R&D) approach, incorporating the 4D development model (R&dgr et al., n.d.), which is

widely recommended for creating educational resources. The 4D model consists of four sequential stages: Define, Design, Development, and Dissemination (Zhao & Wang, 2022).
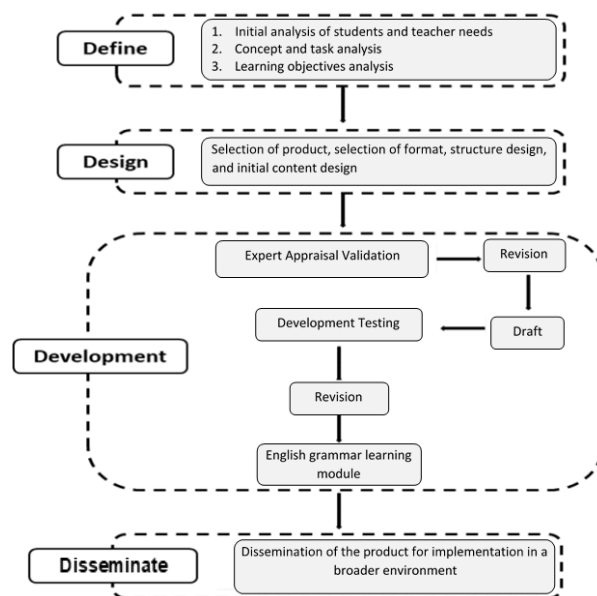
Here is the flow of the 4D method in this study:

Figure 1. *The flow of the 4D method*

This study employs multiple data collection techniques to ensure a comprehensive understanding of the effectiveness of the developed English grammar learning module. The primary methods include interviews and questionnaires, which are applied during different research phases. These techniques help gather insights from both students and educators, ensuring that the learning module aligns with their needs and expectations (Kainulainen, 2024). Interviews are conducted with junior high school students and educators in Bekasi City. The purpose of these interviews is to explore the types of learning materials currently used in writing instruction and identify challenges students face in grammar learning. Educators provide insights into teaching strategies, material preferences, and the impact of existing learning resources on students' writing skills. These findings contribute to the refinement of the module and ensure that it meets instructional needs (Noyori-Corbett & Moxley, 2025).

A structured questionnaire is utilized to collect data throughout the research, validation, and testing phases. The questionnaire is designed to evaluate various aspects of the developed learning module, including perceptions, usability, and effectiveness. It consists of a series of targeted questions that provide insights into how well the module meets the needs of students and educators.

The questionnaire is distributed to three key respondent groups. First, subject matter experts assess the accuracy and relevance of the module's content, ensuring that the grammar instruction aligns with educational standards. Second, media specialists evaluate the quality of module presentation and instructional design, determining whether the materials are visually engaging, well-structured, and accessible for learners. Finally, educators and students participate in the assessment to measure ease of use, engagement, and overall effectiveness of the module in enhancing writing skills.

To maintain objectivity and consistency, the validation process employs a Likert scale, allowing respondents to rate the feasibility and effectiveness of the module systematically. This approach provides quantifiable data, which helps identify strengths and areas for improvement in the module's design and implementation (Bidwell & Báez, 2025).

The data collected from interviews and questionnaires is analyzed using a Likert scale-based approach. The Likert scale is a widely used tool for measuring attitudes, perceptions, and responses towards a phenomenon. It provides a structured way to interpret expert assessments regarding the feasibility and effectiveness of the learning module (Rauteda, 2025).

The validation questionnaire focuses on the appropriateness of the material and the instructional design of the developed module. Each item includes four response options that assess different aspects of the learning module. The scores obtained from the questionnaire responses are compiled, averaged, and used to determine the overall feasibility of the module.

The results are then recorded in structured tables for further analysis. The validation scores guide the revision and refinement process, ensuring that the module meets established educational standards. The conversion of scores into feasibility levels is detailed in Table 1 Likert Scale Validity Scoring.

Table 1. *Likert scale and validity scoring*

Score	Category	Interpretation	Range of Scores	Validity	Decision

				Interpretation	
4	Strongly Agree	Highly Feasible	3.50 - 4.00	Very Valid	Use without Revision
3	Agree	Feasible	2.50 - 3.49	Valid	Use with Minor Revisions
2	Disagree	Less Feasible	1.50 - 2.49	Less Valid	Revise and Re-evaluate
1	Strongly Disagree	Not Feasible	1.00 - 1.49	Not Valid	Not Recommended

RESULTS AND DISCUSSION

The English language continues to pose a challenge for many learners. Recognizing this, the government has introduced English as a subject at the primary school level to strengthen students' foundational knowledge. At this stage, students are introduced to basic grammatical structures, including tenses. This study aims to develop a learning module to improve junior high school students' writing skills. The module is designed to enhance students' ability to compose texts proficiently and accurately, adhering to established grammatical rules.

The research was conducted in six junior high schools across various subdistricts in Bekasi City in September 2024. The schools involved in this study include SMP Negeri 35 Bekasi, SMP Negeri 6 Bekasi, SMP Negeri 15 Bekasi, SMP Negeri 54 Bekasi, and SMP Negeri 29 Bekasi. The primary goal of the developed module is to serve as a teaching reference for educators, ultimately supporting students in improving their writing skills. This study follows the 4D development research methodology, which consists of four key phases: Define, Design, Develop, and Disseminate.

Define stage

A review of interviews with multiple English language teachers revealed that grammar learning modules are not widely incorporated into classroom instruction. Additionally, a needs analysis conducted among students highlights that existing textbooks do not comprehensively support grammar learning in writing. In response to these findings, a specialized grammar learning module has been developed, specifically tailored to junior high school students' grade level and the Kurikulum Merdeka (PHASE D).

The needs analysis results confirm the validity of the module's development, as presented in Table 3 above. Each statement in the needs assessment meets the criteria of r count > r table at a 0.05 significance level, indicating that the module is designed based on well-established learning needs.

Table 2. *Reliability of student and teacher needs analysis*

Needs Analysis	Cronbach's Alpha	Threshold Value	Interpretation
Student Needs Analysis	0.954	> 0.60	Highly Reliable
Teacher Needs Analysis	0.922	> 0.60	Highly Reliable

This table provides a concise summary of the reliability test results, demonstrating that both student and teacher needs analyses meet the required statistical reliability standards. These findings support the effectiveness and necessity of the developed grammar learning module in junior high school education.

Design

The design stage is developed based on the findings from the define stage and focuses on structuring the learning module to ensure that it effectively addresses the identified learning needs. This phase involves organizing the content, instructional approach, and assessment tools to create a comprehensive and engaging module for junior high school students.

The module structure consists of three primary sections. The opening section includes essential elements such as the module cover, preface, table of contents, and chapter covers. Each chapter cover provides details on teaching material identity, learning outcomes (CP), a brief description of the content, learning objectives, and instructions on how to use the module effectively. The content section is designed to facilitate progressive learning, incorporating grammar lessons, exercises, and final practice activities to reinforce students' understanding and application of grammar in writing. The closing section contains a bibliography, blank note pages for student reflections, and the back cover, allowing students to document their learning and refer back to key concepts.

The module content is carefully aligned with CP Phase D of the Kurikulum Merdeka to ensure relevance and consistency with educational standards. The learning materials are sourced from reputable academic texts to guarantee credibility and effectiveness. The module is specifically designed to enhance students' grammatical proficiency, with a strong emphasis

on developing their writing skills in English. By integrating structured content with clear instructional guidance, the module provides a student-centered approach to learning.

In addition to content development, the study employs a variety of research instruments in the form of questionnaires, each tailored to meet the study's objectives. The needs analysis questionnaire is distributed to students and teachers in the preliminary study phase to assess existing challenges in learning and teaching grammar. The expert validation questionnaire is used to evaluate the feasibility and effectiveness of the learning module, gathering insights from subject matter experts, media specialists, and linguists. Finally, the student and teacher response questionnaire is administered after the module implementation phase to measure user engagement, practicality, and overall appeal. These instruments provide valuable feedback, ensuring that the learning module is well-designed, effective, and suitable for classroom use.

Development
The development stage is a crucial phase in the creation of the learning module, as it translates the design plan into a structured, practical, and engaging educational resource. This stage ensures that the module is effectively tailored to enhance students' grammar comprehension and writing proficiency. The development process consists of several key steps that contribute to the refinement and usability of the module.

The preparation of the learning module begins with designing grammar materials aligned with CP Phase D and insights gathered from the teacher needs analysis questionnaire. The primary goal of this module is to provide a systematic and interactive learning experience, allowing students to improve their writing skills through structured grammar instruction. The module is organized into three essential sections. The opening section includes a visually engaging front cover, a preface, and a table of contents, ensuring that students and teachers can navigate the module easily. The content section consists of step-by-step grammar lessons, practical exercises, and final assessments, enabling students to progressively develop their understanding and application of grammar in writing. The closing section contains references, additional notes, and the back cover, offering supplementary learning materials and space for student reflections.

The module cover design is carefully crafted to

reflect its purpose and appeal to junior high school students. Figure 2 presents an example of the front cover for each grade level, designed using Canva. The cover prominently displays the title and description, clearly indicating that this module is dedicated to enhancing writing skills through grammar-focused instruction. The module is specifically developed for students in Grades 7, 8, and 9, ensuring that the content aligns with their respective proficiency levels. The structured presentation of the module allows students to engage with the material effectively, making grammar learning more accessible and enjoyable.

Content
The following is an example of a display of the content of the material taken from one of the module content sheets. The content of this module use Microsoft Word 2013 with Poppins font and sizes ranging from 8 – 11 pt. The images that become the content in the module are mostly from the Microsoft Bing and Canva platforms.
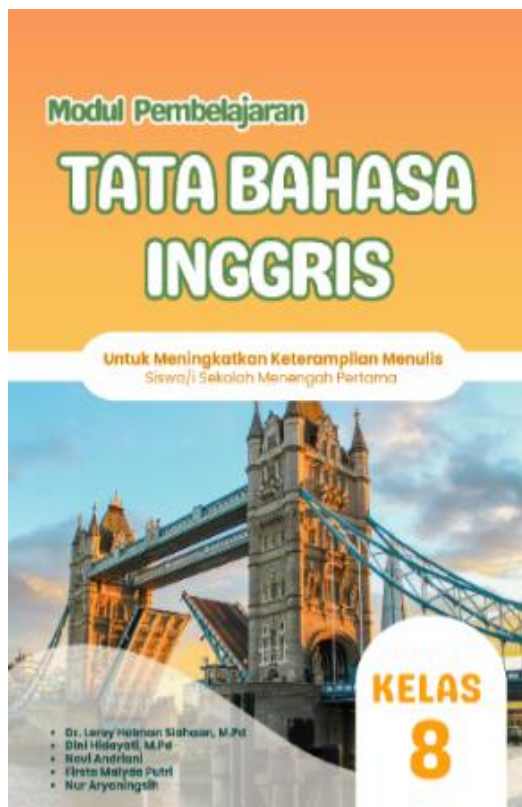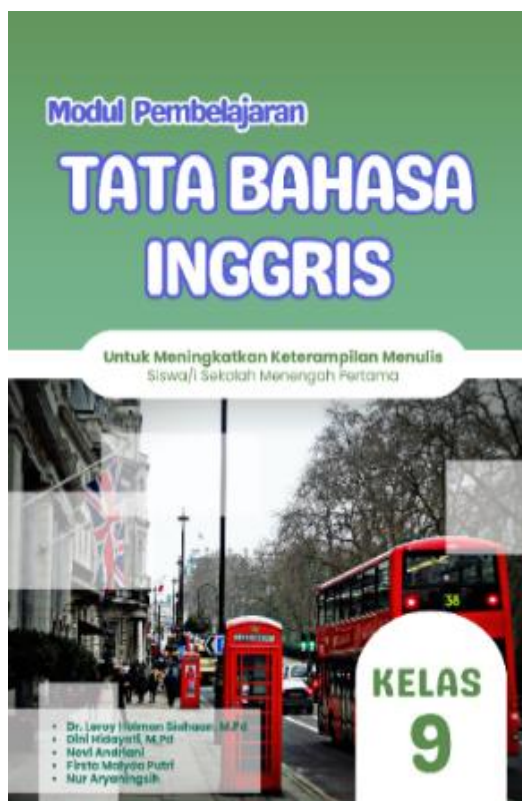

Figure 2. *Module covers of* 7th grade

Figure 4. *Module covers of grades 9th grade*

Closing

The closing section marks the final part of the learning module, containing essential elements such as a bibliography, a blank notes section for students to record key insights, and the back cover of the module. This section ensures that students have additional space for reflections and references to support their continued learning.

Expert validation

The expert validation process plays a crucial role in ensuring the quality, feasibility, and effectiveness of the developed module. This validation was conducted by a panel of subject matter experts, media specialists, and linguists. The panel included Dr. Yon AE, M.Pd as a Material Expert, Lenny Solo, S.S., M.Hum as a Media Expert, and Syamsi Edi, M.Pd as a Linguist. Each expert provided a thorough assessment of the module, evaluating its content accuracy, instructional effectiveness, media presentation, and language clarity.

To maintain objectivity and reliability, the validation process utilized a structured questionnaire based on four assessment scales. The questionnaire assessed key areas, including feasibility, content relevance, media effectiveness, and linguistic appropriateness. In addition to numerical evaluations, the experts also provided constructive feedback and recommendations, which were instrumental in refining the module. Their insights helped enhance clarity, engagement, and instructional value, ensuring that the module aligns with educational standards and student learning needs.

Expert validation scores by category

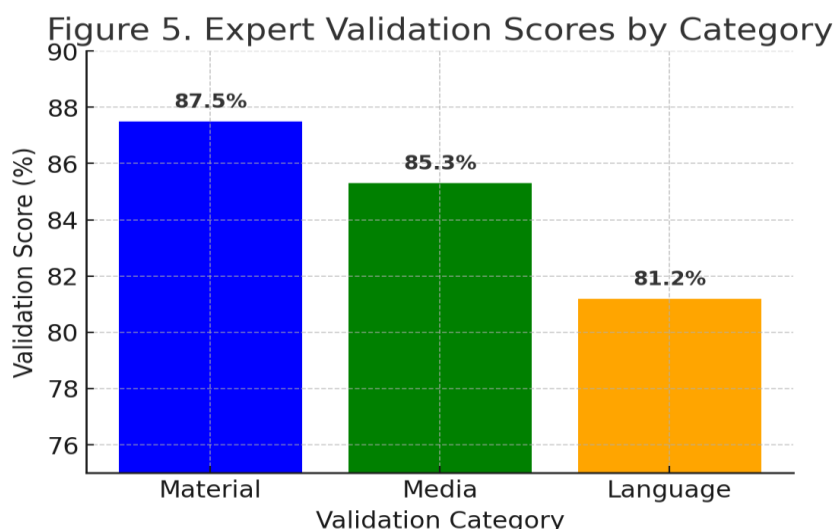Figure 3. *Module covers of* 8th grade

Figure 5. Expert validation scores by category

The following table presents the average validation scores assigned by the experts for each learning module:

Table 3. *Expert validation scores*

Validation Category	Expert Assessment Score (%)	Interpretation
Material	87.5%	Strongly Valid
Media	85.3%	Strongly Valid
Language	81.2%	Strongly Valid

The evaluation results indicate that the English grammar learning module has been classified as "Strongly Valid" by the experts. Based on the assessments of material, media, and language specialists, the modules for grades 7, 8, and 9 received average scores ranging from 81.2% to 87.5%. These results confirm that the module is well-developed and suitable for implementation after incorporating expert recommendations.

Development trial results
The development trial was conducted with a total of 30 students, including those with high, medium, and low academic achievement levels. This trial aimed to evaluate the effectiveness of the developed learning module across Grades 7, 8, and 9.

The trial process involved pre-test and post-test assessments to measure the improvement in students' learning outcomes after using the module. Initially, students took a pre-test based on previously learned material without the developed module. After being introduced to the module, students were given a post-test to assess the module's effectiveness.

The results indicate a consistent increase in average scores across all grade levels. On average, student performance improved by 19 to 22 points, demonstrating the positive impact of the module on students' writing and grammar skills.

Table 4 . *Student and teacher responses to module appeal*

Response Category	Average Score (%)	Interpretation
Student Responses	79.6%	Valid
Teacher Responses	81.0%	Valid

The validation responses from students indicate an average score of 79.6%, placing the module within the 61-80% range, which is classified as valid. Similarly, the teacher validation responses show an average score of 81%, also within the valid category. These results confirm that both students and teachers perceive the module as engaging and effective for learning.

Dissemination
The final stage of the 4D model is the dissemination phase, where the finalized learning module—which has been validated by experts and tested in development trials—is introduced to a broader audience. The dissemination process was carried out in several junior high schools across Bekasi City, with each school representing a different subdistrict. The module was distributed exclusively to English teachers in these schools to support grammar and writing instruction in their classrooms. This targeted dissemination ensures that the module is implemented effectively and reaches students who will benefit most from its

structured approach to grammar learning.

CONCLUSION

This study successfully developed an innovative English grammar learning module designed for junior high school students in Bekasi to improve their writing skills. The module was structured using the Research and Development (R&D) approach, following the 4D model to ensure its feasibility, practicality, and effectiveness in real classroom settings.

The module underwent expert validation, development trials, and field testing, confirming its suitability for instructional use. Feedback from students and teachers indicated that the module was engaging, easy to use, and effective in supporting grammar learning. Additionally, pre-test and post-test results showed that students who used the module demonstrated notable improvements in their writing skills, particularly in grammar accuracy and sentence structure.

The findings highlight the importance of structured and interactive learning resources in enhancing English language proficiency. The module serves as a valuable tool for educators, providing a well-organized reference for teaching grammar while encouraging independent learning among students. By addressing gaps in traditional grammar instruction, this study contributes to the advancement of language education and offers a practical solution for improving students' writing performance.

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