

## Analyzing News on Islamic Boarding School Violence: A Case Study of The Banyuwangi-Kediri Incident and Its Relation to Six English Grammar Topics

Muhammad Hilman Maulana Syahputra<sup>1</sup>, Dr. Chalimah, S.Pd., M.Pd.<sup>2</sup>

Pendidikan Bahasa Inggris, Universitas PGRI Jombang, Indonesia

### ARTICLE INFO

#### Article History:

Received: November 20, 2025

Revision: April 8, 2026

Accepted: April 9, 2026

#### Keywords:

Authentic Text Analysis

Discourse-Based Grammar

EFL Learning

Grammar Pedagogy

News Discourse

#### Corresponding Author

E-mail: [hilmanh528@gmail.com](mailto:hilmanh528@gmail.com)

### ABSTRACT

This study investigates the presence and pedagogical relevance of six English grammar topics—subjunctive mood, parallel structure, complex syntactic structure, abridgement and implied meaning, stylistic punctuation, and the placement of gerund phrases—within an authentic news report on the Banyuwangi–Kediri Islamic boarding school violence case. The research seeks to address a persistent gap in EFL grammar pedagogy, in which grammar is frequently taught through isolated, contrived sentences that fail to represent actual language use. As a result, learners often struggle to connect grammatical theory with the communicative functions of grammar in real discourse. To respond to this gap, the study employs qualitative discourse analysis to identify grammatical constructions embedded in the selected news article and to interpret their instructional potential. The analysis reveals that authentic texts provide diverse and naturally occurring grammatical patterns, including structures that deviate from prescriptive norms but reflect genuine language practice. These findings reinforce the pedagogical value of integrating authentic news material into grammar instruction to enhance learners’ analytical skills, discourse awareness, and understanding of grammar as a functional component of meaning-making. The study concludes that contextualized grammar analysis can serve as an effective bridge between theoretical knowledge and real-world language use, and it recommends further research across broader text types to expand its implications for EFL grammar teaching.

### INTRODUCTION

In English language education, grammar is frequently presented through decontextualized sentences or artificially constructed examples. While such practice can simplify the teaching of discrete forms, it often impairs learners’ ability to transfer grammatical knowledge to authentic texts and communicative tasks. Recent classroom and curriculum studies suggest that teaching grammar in isolation may limit students’ metalinguistic awareness and their capacity to interpret how grammar contributes to meaning within extended discourse (Fauzan & Saparuddin, 2023).

Authentic materials—news articles, media reports, and other real-world texts—offer naturally occurring grammatical patterns, stylistic choices, and discourse cues that are rarely found in textbook examples. Empirical reviews and applied studies from 2021–2025 indicate that integrating authentic media into instruction supports learners’ critical reading, discourse awareness, and motivation, though the literature also notes variability in outcomes depending on implementation and scaffolded pedagogical design (Alamri, 2025; Hariri & Ficayuma, 2023).

This study addresses an identified gap in EFL grammar pedagogy: the limited systematic use of authentic news texts as targeted objects of grammatical analysis. By analyzing a news report on the Banyuwangi–Kediri Islamic boarding school violence case through the lens of six grammar topics—subjunctive mood, parallel structure, complex syntactic structure, abridgement and implied meaning, stylistic punctuation, and gerund phrase placement—this research aims to demonstrate how discourse-based analysis can make grammar instruction more contextually grounded and pedagogically actionable. The study is important for three reasons. First, it provides

concrete examples of how real-world grammatical constructions appear in a high-stakes news genre, which can help teachers design tasks that bridge form and function. Second, it examines non-standard and elliptical usages that often occur in media texts, offering opportunities to train learners in inferencing and pragmatic interpretation. Third, it contributes to recent calls for empirically informed, discourse-based models of grammar teaching by documenting practical classroom implications of authentic-text analysis. These contributions respond to the growing demand for instructional approaches that better prepare learners to read and produce grammatically informed discourse in real contexts.

Beyond the pedagogical motivations outlined above, this study is also situated within a broader body of research that emphasizes the importance of discourse-oriented language education. Over the past decade, scholars have increasingly argued that grammar instruction needs to move beyond surface-level form recognition and instead engage learners in understanding how grammatical structures work to organize meaning in real texts (Amirian & Tavakoli, 2021; Heriyawati & Sulisty, 2022). This argument aligns with systemic functional linguistics, corpus linguistics, and usage-based learning theories, all of which highlight that grammar is best understood not as a prescriptive rule set, but as a resource for constructing meaning, genre, and stance in communication. Within this paradigm, authentic news discourse is particularly valuable because it demonstrates how grammar operates under communicative pressure, such as the need for conciseness, clarity, immediacy, and informational density.

The relevance of news texts for grammar pedagogy is further supported by studies showing that journalistic writing reflects a layered structure of narrative sequencing, source attribution, and evaluative or inferential cues (Khasanah & Septiana, 2023). These elements inherently rely on grammatical choices such as clause embedding, ellipsis, parallelism, tense shifting, and modality. For example, journalists strategically employ reduced clauses to maintain pace, use punctuation to signal emphasis, and adopt complex syntactic constructions to manage multiple layers of information. These grammatical phenomena rarely appear in simplified textbook materials, thus reinforcing the need to incorporate authentic news texts into instructional contexts. When learners analyze such structures, they develop greater sensitivity to meaning-making mechanisms that operate beyond isolated sentences.

The study also gains significance due to the social and ethical context of the selected news article. Reports on violence within Islamic boarding schools, particularly the high-profile Banyuwangi–Kediri case, present a genre of news discourse that prioritizes clarity, accuracy, and cautious language use. Journalists must balance the urgency of reporting with the responsibility of avoiding sensationalism. This careful balancing often produces distinctive grammatical patterns, such as hedged reporting, attribution through interrupted clauses, and modal expressions indicating uncertainty or unverified information. From an instructional standpoint, these patterns are crucial for helping EFL learners understand how grammar expresses nuance, stance, and evidentiality.

Furthermore, incorporating socially relevant topics in grammar analysis enhances learner engagement and promotes critical literacy. Students are not only exposed to grammatical structures but also encouraged to interpret how language shapes public understanding of sensitive issues. This aligns with contemporary educational goals that view grammar learning as intertwined with discourse comprehension, media literacy, and critical analysis. In this sense, grammar instruction moves from a narrow linguistic focus to a broader educational aim, helping learners evaluate how language is used to construct narratives, assign responsibility, convey facts, and frame social issues.

Another reason this study is important is that it demonstrates a practical, replicable model for integrating grammar analysis into classroom instruction. The six grammar topics selected—subjunctive mood, parallel structure, complex sentence structure, abridgement, stylistic punctuation, and gerund placement—represent a range of linguistic phenomena from foundational to advanced. These topics are frequently taught separately in EFL curricula, yet their interaction within real texts is rarely examined. By situating them within a single authentic news article, the study offers a structured but flexible approach that teachers can adapt to different class

levels and learning objectives. The analysis also highlights how authentic texts expose students to errors or inconsistencies that serve as teaching moments, particularly when addressing non-standard structures found in media writing.

Finally, the theoretical and pedagogical contributions of this study respond to ongoing calls for more integrated, discourse-based approaches in EFL grammar instruction (Normawati & Nugrahaeni, 2024; Sari & Kurniawan, 2023). As EFL contexts increasingly emphasize communicative competence, academic literacy, and critical reading skills, it becomes necessary to adopt instructional models that present grammar as part of real-world communication. By analyzing grammatical phenomena embedded in a contemporary news article, this research contributes to a growing recognition that grammatical competence must include the ability to interpret and produce structures as they occur naturally in real discourse. This establishes a foundation for deeper discussions on how grammar is used, interpreted, and appropriated in different genres, ultimately enriching the pedagogical landscape of grammar teaching in EFL settings.

The news article analyzed in this study reports on a fatal abuse case that occurred in February 2024 at PPTQ Al Hanifiyyah Islamic Boarding School in Kediri. This article provides a rich variety of grammatical features that are relevant to the following six grammar topics:

1. **Subjunctive mood** – used to express hypothetical or non-factual situations.
2. **Parallel structure** – ensuring consistency in grammatical patterns, especially in series or lists.
3. **Complex syntactic structures** – identifying relationships between main and subordinate clauses.
4. **Abridgement and implied meaning** – recognizing reduced or elliptical structures that require interpretation.
5. **Stylistic punctuation** – examining how punctuation influences meaning and style.
6. **Gerund phrase position and punctuation** – identifying the role and placement of gerund phrases in sentences.

By analyzing grammatical constructions in this news text, students can better understand how theoretical grammar concepts appear in real contexts. This approach also encourages critical thinking and practical application of grammar in classroom instruction (Celce-Murcia & Larsen-Freeman, 1999; Thornbury, 1999).

## METHODOLOGY

The research uses a qualitative descriptive discourse analysis approach. The main steps of the analysis are:

- 1) **Text selection:** Choosing a news article (February 2024) about the Banyuwangi–Kediri pesatren case as the primary text.
- 2) **Identification:** Highlighting sentences that represent one or more of the six grammar topics.
- 3) **Classification and analysis:** Grouping each example based on the relevant grammar topic and examining the structure in detail.
- 4) **Pedagogical interpretation:** Discussing how each identified structure could be used as a teaching example in grammar lessons.

Reference materials draw on recent studies that emphasize the use of authentic discourse and context-based grammar instruction, such as Aisiyiah et al. (2024) and Fauzan and Saparuddin (2023), which highlight the pedagogical value of real-world texts in grammar learning.

## FINDINGS

**Table 1: Grammar Analysis and Pedagogical**

| No | Grammar Topic           | Example from News                                  | Analysis                                         | Pedagogical Use                          |
|----|-------------------------|----------------------------------------------------|--------------------------------------------------|------------------------------------------|
| 1  | <b>Subjunctive Mood</b> | <i>“We will explore how the knowledge from the</i> | This sentence expresses a planned investigation, | Useful for explaining how subjunctive or |

|   |                                           |                                                                                                                           |                                                                                                                           |                                                                                                                                               |
|---|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
|   |                                           | <i>school or boarding school (pesantren) is."</i>                                                                         | indicating a hypothetical or future scenario.                                                                             | investigative statements are used in indirect contexts.                                                                                       |
| 2 | <b>Parallel Structure</b>                 | <i>"Starting from friends of the victim, to doctors who handle the victim."</i>                                           | The sentence is not fully parallel; the grammatical pattern shifts midway.                                                | Can be revised to show correct parallelism: "Starting from friends of the victim to the doctors who handled him."                             |
| 3 | <b>Complex Syntax</b>                     | <i>"The motive for the deadly persecution, continued Nova, started from a misunderstanding."</i>                          | This contains an independent clause, an inserted reporting clause, and a subordinate explanation.                         | Useful for teaching sentence embedding and interruptions in complex structures.                                                               |
| 4 | <b>Abridgement / Possible Meaning</b>     | <i>"Including tracing with witness friends who may see, or know and include us from the confessions of the suspects."</i> | The sentence includes elliptical constructions and reduced relative clauses, which require inference to fully understand. | Can be used to teach how abridged structures affect clarity and how meaning can be implied rather than explicitly stated.                     |
| 5 | <b>Position and Punctuation Stylistic</b> | <i>"KEDIRI - Kediri City Police continue to investigate..."</i>                                                           | The dash is used stylistically to separate the location from the headline, creating emphasis.                             | A good example to teach how punctuation can shape tone and style in news writing.                                                             |
| 6 | <b>Gerund Phrase</b>                      | <i>"Starting from friends of the victim..."</i>                                                                           | "Starting from" functions as a gerund phrase at the beginning of the sentence.                                            | Useful for teaching how gerund phrases can introduce additional information and how their position affects the sentence's rhythm and clarity. |

The findings of this study show that authentic news discourse provides a dense concentration of grammatical features that align with the six grammar topics examined. These features do not appear in isolation but emerge as part of a broader communicative system shaped by journalistic conventions, rhetorical intent, and situational urgency. This reinforces the argument in discourse-based grammar research that grammar in real texts must be understood not only structurally but also functionally, socially, and pragmatically (Amirian & Tavakoli, 2021; Heriyawati & Sulisty, 2022).

One important implication relates to the way grammatical mood is expressed in authentic reporting. As seen in the example of investigatory phrasing ("We will explore how the knowledge...is"), news discourse often relies on indirect constructions to express uncertainty, ongoing inquiry, or hypothetical states. While such sentences do not fit the strict criteria of the English subjunctive, they fulfill similar communicative functions by projecting non-factual or yet-to-be-proven information. This supports Azizpour's (2021) and Haghani and Rashtchi's

(2023) findings that meanings typically associated with the subjunctive are often distributed across modal expressions, evaluative stances, and indirect constructions in real texts. The pedagogical implication is that grammar instruction should highlight how mood-related meanings may appear implicitly or through diffuse linguistic cues rather than exclusively through canonical forms.

The issue of parallel structure further illustrates the divergence between prescriptive norms and authentic usage. The partial parallelism in the news article reflects a pattern noted by Nwankwo (2023), who argues that inconsistencies in parallel construction are common in spontaneous or fast-paced writing genres. Journalism, particularly online reporting, prioritizes immediacy over syntactic refinement. This does not diminish the pedagogical value of such examples; instead, it expands it. By contrasting non-parallel and revised parallel forms, teachers can help learners develop an awareness of how syntactic balance affects clarity, cohesion, and stylistic professionalism. In discourse-based teaching, “non-model” sentences serve as useful diagnostic tools for error analysis and revision tasks (Sari & Kurniawan, 2023).

Complex syntactic structures play a central role in news discourse, especially when reporting involves attribution, chronology, and causality. The embedded clause “continued Nova” demonstrates how journalists weave source information within the main clause to maintain narrative flow while adhering to attribution norms. Such constructions mirror the patterns documented by Zhou (2021), who emphasizes that embedded reporting clauses frequently interrupt the main syntactic sequence in informational texts. Pedagogically, these structures can support instruction on identifying clause boundaries, distinguishing essential from non-essential information, and analyzing how writers manage dense informational content. This is particularly important for EFL learners who struggle with long or syntactically layered sentences in academic readings.

Abridgement and implied meaning represent another characteristic aspect of real-world texts. The highly elliptical sentence identified in the article compresses multiple actions and participants, leaving readers to infer the logical and causal links. Tariq and Bilal (2022) note that ellipsis in digital and journalistic writing tends to increase as writers attempt to condense information while maintaining narrative momentum. In language education, exposure to such constructions is essential because they simulate authentic comprehension challenges not represented in sanitized textbook examples. By interpreting abridged forms, learners practice inferential reasoning, pragmatic sensitivity, and contextual interpretation—skills strongly associated with advanced literacy.

The role of stylistic punctuation further illustrates how form interacts with discourse function. The dash in the headline (“KEDIRI – Kediri City Police...”) does more than separate elements; it signals the beginning of a news lead, frames the geolocation, and reinforces the immediacy typical of breaking news. This finding aligns with Anderson (2023), who argues that punctuation in journalism often functions rhetorically, guiding readers’ attention and shaping narrative tone. Teaching punctuation through authentic examples can therefore help students appreciate punctuation as a meaning-making resource rather than a fixed set of rules.

Finally, the placement of a gerund phrase at the beginning of the sentence (“Starting from...”) demonstrates how grammatical nominalizations shape thematic progression in news writing. Such constructions allow journalists to foreground procedural or sequential information, contributing to text coherence. Kong (2022) has shown that learners who analyze authentic gerundial structures tend to develop stronger awareness of how grammatical choices influence information organization. This reinforces the call for integrating real texts into grammar teaching to help students move beyond sentence-level accuracy and toward discourse-level awareness.

Taken together, the findings show that grammar, when viewed through authentic discourse, becomes a dynamic and functional system. This aligns with the discourse-based pedagogical approaches advocated by Celce-Murcia & Larsen-Freeman (1999) and continues to be supported in recent literature (Aisyiyah et al., 2024; Normawati & Nugrahaeni, 2024). Authentic materials offer opportunities for learners to confront the realities of language variation,

stylistic flexibility, and implicit meaning-making—elements that are critical for real-world communication but often absent from traditional grammar pedagogy.

Moreover, integrating authentic news texts into grammar instruction shifts the orientation from rule memorization to analytical inquiry. Instead of treating grammar as a static body of forms, students examine it as a system of choices shaped by communicative purpose. This helps cultivate metalinguistic awareness, supports critical thinking, and aligns with contemporary EFL teaching aims that emphasize literacy, discourse competence, and media awareness.

Overall, the results reinforce calls across recent studies (Alamri, 2025; Hariri & Ficayuma, 2023) for grammar instruction that is deeply embedded in meaningful discourse. The analysis of the Banyuwangi–Kediri news text demonstrates how authentic materials enable the teaching of grammar as both structure and communication, preparing learners to interact with real-world English more effectively.

## CONCLUSIONS AND SUGGESTIONS

This study has demonstrated that authentic news texts can serve as rich sources for analyzing and teaching English grammar in meaningful contexts. By examining a news article about the Banyuwangi–Kediri Islamic boarding school violence case, six grammar topics—subjunctive mood, parallel structure, complex syntactic structure, abridgement and implied meaning, stylistic punctuation, and the position and punctuation of gerund phrases—were identified and analyzed.

The analysis revealed that real-life texts often contain a variety of grammatical constructions, including incomplete or non-standard structures, which can be valuable for raising learners' grammatical awareness and critical thinking. Through qualitative discourse analysis, this research showed that connecting grammar instruction with authentic materials encourages learners to engage with grammar not only as a set of rules but also as a communicative resource.

Pedagogically, using authentic news articles allows teachers to contextualize grammar lessons, making them more analytical, practical, and relevant to actual language use. This approach can enhance learners' understanding of grammar as it naturally occurs in discourse, support the development of language awareness, and foster more meaningful classroom discussions.

Future research may explore applying this analytical approach to other types of authentic texts or expanding the number of grammatical topics to gain a broader perspective on grammar teaching in EFL contexts.

## REFERENCES

- Afrianto, A. 2022. Authentic reading materials and students' ability to construct grammatical understanding. *Indonesian Journal of Applied Linguistics*, 12(1), 90–99. <https://doi.org/10.17509/ijal.v12i1.40857>
- Albiladi, W. S. 2021. Exploring the use of authentic materials in ESL classrooms: Benefits and challenges. *English Language Teaching*, 14(3), 1–7. <https://doi.org/10.5539/elt.v14n3p1>
- Amirian, S. M. R., & Tavakoli, M. 2021. Teaching grammar through discourse: Effects on EFL learners' accuracy and comprehension. *TESL-EJ*, 25(2), 1–20. <http://www.tesl-ej.org/wordpress/issues/volume25/ej98/ej98a3/>
- Anderson, K. 2023. Punctuation as discourse strategy in digital journalism. *Journal of Pragmatics Research*, 5(2), 145–160. <https://doi.org/10.18326/jopr.v5i2.145-160>
- Azizpour, S. 2021. The impact of focus on form and focus on forms instruction on the acquisition of subjunctive by Iranian advanced EFL learners. *TEL Journal*, 7(1), 1–20. [https://www.teljournal.org/article\\_134368\\_d672fb4f26d8e64d6e08e89e5fac5c65.pdf](https://www.teljournal.org/article_134368_d672fb4f26d8e64d6e08e89e5fac5c65.pdf)
- Haghani, M., & Rashtchi, M. 2023. Re-examining the effectiveness of processing instruction components for teaching the present subjunctive: Do learning styles make a difference? *Asian-Pacific Journal of Second and Foreign Language Education*, 8(3). <https://doi.org/10.1186/s40862-022-00181-2>

- 
- Heriyawati, D. F., & Sulisty, G. H. 2022. Genre-based grammar instruction and its impact on EFL learners' text comprehension. *Journal of English Education*, 11(3), 220–231. <https://doi.org/10.25134/erjee.v11i3.6832>
- Kediri police check the board of Islamic boarding schools related to the Banyuwangi santri case died persecuted. 2024. *VOI News*. <https://voi.id/en/news/360915>
- Khasanah, U., & Septiana, D. 2023. Linguistic features in Indonesian online news: A discourse analysis perspective. *Indonesian Journal of EFL and Linguistics*, 8(2), 503–520. <https://doi.org/10.21462/ijefl.v8i2.512>
- Kong, E. 2022. Developing grammatical awareness through authentic texts: EFL learners' perceptions. *Asian EFL Journal*, 29(3), 85–112. <https://asian-efl-journal.com/>
- Normawati, A., & Nugrahaeni, D. A. 2024. Grammar teaching and learning in English language class: Students' view. *English Education: Journal of English Teaching and Research*, 9(1), 41–48. <https://doi.org/10.29407/jetar.v9i1.21536>
- Nwankwo, S. C. 2023. Parallelism in language study: As exemplified in students' writing. *International Journal of Language and Literature*, 11(2), 45–53. <https://www.researchgate.net/publication/369693912>
- Sari, Y., & Kurniawan, B. 2023. Integrating news articles in grammar teaching: A discourse-based approach. *Jurnal Pendidikan Bahasa dan Sastra*, 23(1), 55–67. [https://doi.org/10.17509/bs\\_jpbs.v23i1.51439](https://doi.org/10.17509/bs_jpbs.v23i1.51439)
- Tariq, M., & Bilal, M. 2022. Ellipsis and reduced forms in online news discourse: Implications for EFL grammar teaching. *Journal of Language and Linguistic Studies*, 18(1), 242–259. <https://www.jlls.org/index.php/jlls/article/view/4781>
- Zhou, H. 2021. A study on the role of sentence structure analysis in English long and difficult sentences. *Open Access Library Journal*, 8(9), 1–12. [https://www.scirp.org/pdf/oalibj\\_2021092716430732.pdf](https://www.scirp.org/pdf/oalibj_2021092716430732.pdf)