

Chapter Four

Finding and Discussion

In this chapter, the researcher reports the findings based on the data analysis and the discussions of the findings. The research findings show the data obtained from the analysis results to see the students' problems in learning grammar at one of the courses in Yogyakarta based on the teachers' perspective. There are four findings found in this research. Those findings are the students' problem in the use of parts of speech, sentence, WH questions and tenses.

The Problems Faced by The Students in Learning Grammar at One of the English Courses in Yogyakarta Based on the Teachers' Perspective

Based on the interview conducted, there were some findings revealed from the data. Linguistics is the study of the language, and it is divided into two parts namely general and applied linguistics. English is included in general linguistics because in learning English, the learners will automatically learn about grammar which includes several components on it. Hence, those components are phonetic, phonology, morphology, syntax, semantics and others.

In addition, some of the findings obtained from the interviews showed that the problems faced by the students when learning grammar came from linguistic problems. The problems faced by students in this course occurred in the difficulties of the students to learn language in terms of the smallest aspect to larger aspects such as word and sentences. Therefore, the researcher concluded that all of problems were included in the linguistic components of morphology and syntax because those component were the linguistic in language learning. Besides, those linguistic in language learning discussed about linguistics as the basic units of grammatical arrangements such as verb, adjective, word, phrase, clause and sentence. Lumiwu (2017) stated that morphology and syntax are the components of English linguistic which

examine about the formation of words and sentences such as the composition, function, and meaning. All of the students' linguistic problem were divided into four findings, and those were part of speech problem, sentence problem, WH question, and tenses problem. For more detailed information, each finding is explained in the following paragraphs.

Finding 1: Part of speech problem. The first group of problem in learning grammar was about the part of speech problem. There were several points of problem included in this part. In this part of speech problem, the participants gave their opinion, and the problems indicated that some students generally felt confused when learning part of speech. Besides, the part of speech problems faced by the students were the use of noun, pronoun, verb, adverb, adjective, preposition and conjunction. For more detailed information, each problem in the parts of speech is explained in the following paragraphs.

Problem in using noun. In part of speech problem, the students faced the difficulty to distinguish the use of countable and uncountable nouns. Rahmat said "Students cannot distinguish between countable and uncountable nouns (P1.3)". From the statement mentioned, it conveyed about the students' problems when learning part of speech in terms of nouns. Noun is a word that mentions a thing such as table, eraser, house, salt and so forth.

The problem mentioned above was in line with Rosid (2016) who explained that students already understand about the difference between countable and uncountable nouns, but in their application of them, when they write a sentence, they still face the difficulties to distinguish those kinds of nouns. He also said that the students' problem in learning countable and uncountable noun is influenced by their background knowledge, facility, and the teacher. From the participant's opinion, the researcher concluded that the students' problem in learning

countable and uncountable noun was caused by their own difficulties to differentiate the use of noun.

Problem in using pronoun. Another problem in learning grammar was about pronoun. There were three participants who gave their opinions in this problem. Rahmat argued “Students often do incorrect placement about the use of the subject and object of the pronoun (P1.4)”. Dinda also stated “Students feel the difficulty to distinguish between the use of a subject, object, possessive 1 and possessive 2 in pronoun (P2.3)”. Beni gave three answers about this term. Firstly, he argued that the students are confused to distinguish the pronouns as the subject or object (P3.4). Then, the participant three said that the students often the mistake when changing possessive adjective and possessive pronoun (P3.12). Lastly, he said “The students also sometimes replace the reflexive pronouns incorrectly (P3.6)”.

Those opinions mentioned were in line with the research results of Kamlasi and Nokas (2017) who stated that on the students' worksheets about pronoun, there are mistakes made by the students such as the use of pronoun when it has to be subject, object and possessive. Besides, the students have difficulties to changes the pronouns because the use of pronouns can replace the function of noun. Following this, the students feel confused to use the appropriate pronouns to replace the subject, object and possessive. Accordingly, this research results had the relation with the first problem of noun which could affect the students' mastery in the use of pronouns. Likewise, if the students still did not understand about the use of nouns, it could affect the students' mastery in understanding the pronouns.

Problem in using verb. As the following problem in the use of part of speech, it was found the students' problem in learning verb. In this part of problem, there were three participants who gave their opinions towards this problem. Rahmat said “Students are confused

in distinguishing verbs whether those have the activities or not (P1.6)”. Regarding the statement mentioned, this opinion was already explained by Widianingsih and Gulo (2016) who asserted that in making sentences, sometimes the students do not write substitute verbs such as was and were because they do not understand these words can be verbs or not. Dinda added “Students are confused about the addition of the letter "s" in the third singular person (P2.1)” and “Students are still confused in using verb 1, verb 2 and verb 3 (P2.7)”. The last opinion came from Beni who said “Students are confused about adding "s" in verb one (P3.3)”. The second and third opinions from the participants were supported by Widianingsih and Gulo (2016) who said that when making sentences to involve the past tense, the students usually do not change the verb into the past form. This statement showed that the students are not aware of the changes in verbs whether those change in verb 1, 2 or 3.

Problem in using adverb. The fourth problem in learning part of speech occurred in the understanding of the adverb. The only one participant gave the answer to this problem. Dinda said “Students are still confused in distinguishing the adverb of manner from adjective (P2.6)”. The second participants’ opinion was supported by Hernandez (2006) who mentioned that one of the mistakes made by the students when making sentence structures is about using the adverbs. Besides, the use of adverb is quite difficult to explain because it has many complex meanings and does not have a specific suffix. The meaning of adverb consists of manner, time and place. He also explained that the use of adverbs are difficult to recognize because they can change to the nouns, adjectives, verbs, other verbs and even whole sentences.

Problem in using adjective. The fifth problem found was about the understanding an adjective. All the participants gave their opinion towards this problem. Rahmat said “Students feel difficult to rank adjectives (P1.5)”. Besides, Dinda said that “the students feel difficult to

distinguish between adjective and adverb (P2.4)”. Beni also mentioned “The students do not understand the order or arrangement in the use of adjective (P3.7)”, and the students cannot place the adjective positions (P3.8)”. Lastly, Gatot said “Students face the difficulty to sort when composing words in making phrases or sentences (P4.4)”.

The researcher concluded that all of the participants’ opinions mentioned indicated that as the problem of learning adjective, the students did not understand the meaning, function, and application of adjective. All of those opinions are in line with Adelabu (2014) who said that in adjective learning, the students’ problems occur in the use of adjectives as main clause of nouns, possessive adjectives, nouns as adjectives, quantifiers and quantitative. He also added that other problems of adjective use emerge in the part of derivation, comparison and adjective settings.

Problem in using preposition. The sixth problem was found in the use of preposition. Two participants argued in this problem. Dinda said “Students are confused in the use of in, on, and at as the prepositions (P2.8)”. Besides, Gatot also said “Students are confused to use prepositions (P4.5)”. This opinion was an incident as the prove that the use of preposition occurred as the problem for the second language learners. As the second language learners, it might be the difficulty for them to use the prepositions because in their first language, they did not usually use those kinds of word.

Regarding the statement mentioned, some of experts gave the similar statements towards the preposition problem. Etisa (2017) stated that the different source and the target language greatly affects the occurrence of errors in the use preposition. She also mentioned that mostly, the students’ problem occur in the use of preposition, and many students usually still make the mistakes in using preposition of place and time. Lorincz (2012) stated “numerous analyses of the

linguistic output of ELLs have revealed that the prepositional errors of substitution, omission, and addition account for the majority of syntactic errors” (p.1).

Problem in using conjunction. The last problem faced by the students in terms of part of speech in learning grammar was the use of conjunction. Dinda gave the opinion in this part, and she said “Students are still confused about the use of the correlative conjunction (P2.5)”. This problem happened because the students were not familiar with kind of conjunction in English. According to Budiarto (2018), the students can understand the material of conjunction, but they still get the difficulty to practice in daily life context because the use of conjunction has different rules between mother tongue and English. Besides, Novalia (2018) added that the students made some errors in using correlations based on subject of omission, addition, misformation and misordering.

Finding 2: Sentence problem. The second linguistic problem faced by the students in learning grammar was about sentence. In this part, most of students still did not understand about the meaning, function and application of sentence. There were some participants who gave their opinions about sentence problem. Rahmat said “Students cannot distinguish verbal and nominal sentences (P1.2)”. Dinda said that the students were still confused to use verbal and nominal sentences (P2.9). Gatot stated “The students feel confused to distinguish the positive, negative and interrogative sentences (P3.2)”. Besides, he also added “Students have wrong understanding about verbal and nominal sentences (P3.9)”.

From those opinions mentioned above, the researcher concluded that the students’ problem in learning sentence were similar. Those problems showed that they were still confused to make a correct sentence because they did not understand about the meaning and function of verbal, nominal, positive, negative and interrogative sentences. According to Silalahi (2017), the

students often make the mistakes in making a sentence when designing interrogative sentences. Besides, the statement mentioned was also supported by Setiarini (2012) who expressed that many cases show that the students cannot distinguish the verbs of has, have and had and to be (is, am, are, was and were as verb) and auxiliary so that it makes them not be able to identify verbal and nominal sentences.

Finding 3: WH question problem. WH question problem arised as one of the problems in learning grammar. Some of students made the errors or mistakes when they made the question sentences. Beni shared his experience occured towards his students. He said “Students are confused about the function of who and whom (P3.10)”. The problem mentioned was in line with Silalahi (2017) who expressed “The worst problem came up in mkaing the question sentences when the students made a wrong choice in picking up the suitable question words for a certain purpose. For example, the students generally mixed to use either “Who” or “Whom” for formulating a question which required an object as the answer”. (p.157).

Finding 4: Tenses problem. The use of tense came as the last problem in part of linguistic aspect in the English grammar learning faced by the students. There were some opinions conveyed by all participants. Rahmat gave four answers about this problem. Firstly, he said “Difficult grammar tenses make the students feel lazy to learn it (P1.1), students are lazy to learn tenses because they feel distressed (P1.7), and the students do not memorize tense formulas and functions (P1.8)”. Dinda also gave her opinion, and he said “Students feel confused in understanding the formula (P2.2), and they are confused about learning tenses because of the changing forms (P2.10)”. In addition, Beni added “Students are confused and feel the difficulty to learn grammar formulas (P3.1), and they have the difficulty in memorizing and understanding verbal and nominal tenses (P3.18)”. Gatot said that “It is difficult to memorize the grammar

formula (P4.1), and they feel confused in learning the functions in grammar material (P4.2)”. Besides, the fourth participant also said “The students always do incorrect selection of to be (is, am, and are) in the use of tenses (P4.7)”. At last, the participant four stated “Students often forget to use the function of each tenses (P4.8)”.

All the participants’ opinions indicated that the students felt confused on how to arrange a correct sentence, and they got the difficulty to memorize all of the formulas towards each tense use. In English, every single time has their own rules in making a correct English sentence both in spoken and written context. All of the grammar aspects could make the students face the difficulty to adapt to the rules and formulas in English tenses because they had different rules from the Indonesia language rules and grammar. Those mentioned statements were supported by Cakir (2011) who stated that the language differences such as ways and rules can affect the students’ mastery as the procedures to understand the foreign language rules such as understanding formulas and their application. According to Wahyuningtyas and Bram (2018), the students have the difficulty in remembering the formula from each tenses. They also said that the students feel the difficulty to analyze the present continuous tense, the present perfect tense and the present perfect continuous tense.