

## **Chapter One**

### **Introduction**

This chapter presents the introduction of the research. There are several important points mentioned in this chapter. In this chapter, it provides the background of the research, identification of the problem, delimitation of the problem, research question, objective of the research, and significance of the research. In the last part of this chapter, the researcher mentions the outline of this research.

### **Background of the Research**

Nowadays, English language comes as one of crucial languages for the majority of worldwide people especially in Indonesia. Due to its importance, English has been taught as a foreign language started from the first grade of elementary school until university level in Indonesia. Besides, the students have to study hard in order to acquire good skills in English. Wahyuningtyas and Bram (2018) as cited in Lie (2007) argued that in all education levels in Indonesia, the students should learn English started from elementary school, junior high school and senior high school. At the school, the students have to learn speaking, listening, reading and writing. As the reason, all these skills can not be separated from grammar as one of the aspects in a language learning. English teaching and learning context in Indonesia have been focused to understand about the grammar as the main objective of the learning process. Besides, grammar is one of important aspects which should be mastered by the students in learning English in order to be able to use English language accurately in accordance with the order and rules in English language itself. Areni (2013) argued that grammar is a basic element in language learning to master English language skills such as speaking, writing, reading, and listening. Kiruthika (2016) said that grammar is intended to form a sentence and utterance. Therefore,

according to Ali (2018), language will be more structured and understood using appropriate grammar in the learning context (as cited in Brown, 2007).

In addition, grammar consists of forms which have comprehensive different functions. According to Zuhriyah (2017), grammar has many rules for forming words and sentences which automatically have different functions ranging from easy to complex rules. Grammar can also be referred as the procedure or structure of language. In English, there are eight basic points of learning grammar called as parts of speech, and those are pronoun, noun, verb, adjective, conjunction, interjection and preposition. Kiruthika (2016) stated that there are two important basic forms in English grammar such as syntax as the arrangements of items and morphology as the structure of word. Hence, basic form and aspect of grammar are fundamental knowledge in learning English. Besides, Nunan (1991) as cited in Joshi (2018) argued that by knowing basic knowledge of grammar, the students are able to communicate with the others using English well.

Furthermore, the students should follow the language rules in accordance with the system in English grammar. From the statement mentioned, it is able to make the students face the difficulties of learning English while practicing as well as speaking and writing. Following this, they feel that they face the limitation or the difficulty when they want to express what they want to say and write their thoughts in the English context. From this problem mentioned, it has raised other problems for the students so that they have a negative mindset about grammar. Besides, those problems can inhibit the students to have enthusiastic feeling in learning grammar. Al-Mekhlafi and Nagaratnam (2011) stated that in terms of motivation and learners' success with the languages, grammar has become the main problem, but it can be an effective way to help the majority of the learners to communicate fluently in making conversation context. They also added that when the students apply grammar rules, they feel the difficulty to

make the correct sentences in English. In addition, when the students learn grammar, probably the students understand the rules to use grammar. However, they are not capable to implement it well because they have their different understanding of grammar in the English context

In this case, the teacher was as a leader of the class who could analyze what the learning problems became the students' difficulties when they learnt grammar. Besides, when the teachers taught in the class, they gave the students about the grammar materials as the knowledge which should be mastered by them in learning English. From those learning processes, there were some problems arised from each student. Regarding the problems occured, those could be the same or even different problems faced by each student in learning English especially grammar. Therefore, the researcher is interested in conducting a research to investigate the problems in learning grammar at an English course in Yogyakarta based on the teachers' perspective regarding the phenomena mentioned above.

### **Identification of the Problem**

There are two factors which can affect the students in learning grammar, and those are internal and external factors. Internal factors originate from the students such as their interest, talent, intelligence, motivation, maturity, readiness and fatigue. Besides, the external factors are dominated by the environment around the students such as family, school friends, and society. Hence, the problem of learning grammar can be caused by some of those factors.

Based on the researcher's experiences in learning grammar, there are some problems faced by the students in learning grammar such as problem in learning tenses, word, clause and sentence. The majority of the students sometimes feel the difficulty in memorizing the function of different type of tenses. Following this, they face the difficulty to practice those grammar aspects when they have to use the rule of tenses in speaking and writing context. Besides, as one of the problems in learning grammar which usually happen to the students, they always get the

difficulty to make a correct sentence. Sometimes, the students do not write a verb in the sentence. As another problem of learning grammar, the students often do the incorrect placement to places towards the use of subject and object both in English spoken and written context. As the reason, the students cannot understand where and when the subject and object should be applied correctly in making correct English sentences.

Based on the previous explanation mentioned, grammar has the form of broad different function in English. To understand the grammar, the students should memorize the formula of grammar in order to know how to create English correct sentences. Besides, memorizing the formulas of English grammar is difficult to do. Following this, grammar has not only various forms but also it has different feature of grammar use from Indonesian grammar so that the students still get the difficulty to focus on learning grammar. Consequently, when the students do not remember the grammar formula, the lesson which has been learnt will also be difficult to understand in learning process.

Furthermore, grammar comes as a crucial aspect in learning languages especially English. There are some steps which the students can do in learning grammar, and those are memorizing, understanding and practicing. Understanding the grammar needs to be underlined in learning grammar which rises as the main core of learning grammar. In understanding the grammar, the students will face various problems which can be caused by the internal and external factors. Therefore, when the students understand the material in learning grammar, they are automatically required to be more serious and focused due to the some aspects which they need to know.

### **Delimitation of the Problem**

In this section, the researcher only focuses on investigating the students' problems in learning grammar at an English course in Yogyakarta based on the teachers' perspective.

Besides, the researcher aims to find out the teachers' perspective about the students' problem in learning grammar. This research discusses the various students' problems in learning grammar. Following this, the researcher purposes to find out the effects of learning English grammar which has the complex materials on the students problems-caused in learning grammar. Accordingly, the topic of this study is about the students' problem in learning grammar at an English course in Yogyakarta: the teachers' perspective.

### **Research Question**

The problem of this study is formulated into "What are the problems faced by the students in learning grammar at an English course based on the teachers' perspective?"

### **Research Objective**

The objective of the study is intended to find out the students' problems in learning grammar at an English course based on the teachers' perspective.

### **Significance of the Problem**

This research is aimed to give positive advantages for some parties such as teachers, students, and future researchers.

**For the teachers.** From this research, the teachers can know various problems faced by the students in learning grammar at an English course based on the teachers' perspective. The existence of this research is expected to help the teachers to know the information about the teaching grammar. Additionally, this research is expected to help the teachers find out the solutions to solve the students' problems in learning grammar. In addition, this research can be useful for the teachers as a reflection to their teaching. Moreover, this research can be an evaluation for the teachers on how they should teach and introduce the use of grammar to the students in teaching and learning process. Hence, the teachers can consider that teaching grammar comes as the core aspect in learning English both spoken and written context.

**For the students.** The existence of this research is expected to help the students to gain knowledge about the grammar due to their learning process. From this research, it is expected that the students can gain the knowledge and information about the problems in learning grammar so that they can avoid the problems in learning grammar. Additionally, the students are able to know that the grammar comes as the main aspect in learning English in which they can create correct sentences in speaking or writing context.

**Other researchers.** Conducting this research, other researchers can know the students' problems in learning grammar based on the teachers' perspective. Besides, the other researchers can use the findings of this research as the theoretical overview of further research on the same topic and might become recommendation of further research. Therefore, by conducting this research, it can also encourage the researchers to conduct the researches towards the problems of learning grammar faced by the students at university level related to the same area of this research.

### **Organization of the Chapters**

This research consists of five chapters which explain an overview of each research chapter. The first chapter presents the introduction of the research. In introduction, there are seven parts namely background of the research, identification of the problem, delimitation of the problem, research question, research objective, and significances of the research. In the last part of this chapter, the researcher mentions organization of the chapter.

The second chapter of the research is a literature review. This chapter provides all the information and basic theory which cover a topic discussion of the students' problems in learning grammar based on the teachers' perspective. In the literature review, it highlights some theories related to this research. Besides, this chapter two covers teaching and learning English as a foreign language, learning grammar, aspect of learning grammar, problems in learning grammar,

and review of related studies. In the following of the chapter two, it includes the conceptual framework.

In the chapter three, it discusses about research methodology. This chapter gives clear illustration of how this research is conducted and how the data are collected. Besides, this chapter three consists five parts of methodology namely research design, research setting, research participants, data gathering technique, and data analysis.

In chapter four, it discusses the research finding and discussion. This chapter provides the detailed information about the data gathering from the conducted research and analysis of the data. Besides, the researcher also relates the findings of the research to the relevant literature reviews or theories provided in this research to be the discussion of the research.

Chapter five includes the conclusion and suggestion. In this chapter, researcher presents the conclusion of the research finding related to the research problems. In addition, this chapter contains the suggestion for some parties related to this research.