

## **Chapter Two**

### **Literature Review**

This chapter reviews the theory and some studies related to this research. In this chapter, the researcher writes some essential studies from the previous research, books, and journals related to this research. There are several significant points in this chapter. In this literature review, the topic composes teaching English as a foreign language, learning grammar, aspect of learning grammar, problems in learning grammar, and review of related studies. In the last of chapter two, the researcher also puts conceptual framework.

### **Teaching and Learning English as a Foreign Language**

In teaching and learning activities, there are many factors which must be considered. In term of teaching and learning process, the government has the authority to regulate the education system in Indonesia. The government must pay attention to the factors which determine the success of a teaching and learning process. Besides, English comes as one of the subjects taught in Indonesia which must also be taught as easy as possible so that students can learn easily. An easy teaching process needs to be done because English is the foreign language in Indonesia which is certainly not easy to learn. Marcellino (2008) stated that there are more than seven hundred languages in Indonesia that come from different ethnicities. Regarding the statement mentioned, those languages make the linguistic conditions of Indonesia to be complex, so it affects the English learning mastery.

In addition, Susanto (2013) explained that to improve the quality of learning and teaching in English, the Republic of Indonesia government has made several attempts including the production of the textbook series for various types of schools such as providing language laboratories, implementing in-service teachers' training programs and changing the curriculum. He also quoted from Retmono (1992) and Huda (1994) who showed some of the results of their investigations about teaching English in Indonesia. Hence, the result still includes the unclear of teaching objectives (curriculum), material selection, and teaching methods and unqualified teachers.

In general, there are many aspects in process of teaching and learning English which need to get attention. However, while the process of teaching and learning takes places, the teachers can be the main actors in teaching and learning activities. Besides, the teachers must master and understand many aspects of teaching especially in teaching English as foreign language. In other word, the teachers' role is crucial for the students who learn English as a foreign language. Accordingly, the teachers enroll as one of factors in teaching and learning process who know the student more than others. The teachers are also able to know about the students' needs, lack of learning materials and some aspects which need be added for the students' learning.

### **Learning Grammar**

Grammar is one of the language aspects in learning English. Ali (2018) said that one of English language components is grammar. In every school of Indonesia, grammar must be taught to the students. Besides, grammar comes as

crucial aspect to learn in order to achieve the fluency in English skills such as speaking, writing, listening, and reading. According to Kiruthika (2016), there is no limitation for the students to learn grammar either outside or inside the class in terms of improving English language. The second language learners of English have so many problems and difficulties in learning. As the reason, the arrangement of the sentences-making and the language rules between Indonesia language and English are highly different. Kamlasi and Nokas (2017) explained the majority of the students in Indonesia face the difficulty in learning English owing to the fact that English is different from the mother tongue of Indonesians in terms of pronunciation, vocabulary and grammar.

### **Aspect of Learning Grammar**

For second language learners, English is a quite complex language. Regarding the statement mentioned, there are many new aspects which have to be learned by them such as vocabulary, word functions, word use, and structure or language order. Besides, English will never be missed from communication activities namely speaking, writing, reading and listening. For each of individual, it is necessary to master the linguistic properly and correctly. This fact demands that everyone who studies linguistics must learn grammar. Parera (1997) as cited in Utami (2017) stated that the rules of language or grammar come as the psychological fact. She also explained that there are three basic aspects which need to pay attention in learning English especially grammar, and those aspects are syntactic, semantic and pragmatic rules. Syntax is used to explain form while semantics is used to explain meaning, and pragmatics aims to explain the context.

In Indonesia, English comes as a foreign language. Foreign language automatically makes anyone who wants to learn is spend even more serious efforts. Besides, lack of input is one of the causes in mastering foreign language such as English language. According to Suroso (2009), the the aspects which must be considered in learning language are vocabulary and grammar because those can help students master and understand English widely. Therefore, as the students who learn English, grammar can help them to do speaking, reading, writing and listening activities well.

### **Problems in Learning Grammar**

The problems in learning grammar are divided into two parts. Those problems are the students difficulties in accepting and achieveing their goals in mastering English grammar. The first problem of learning grammar comes from the students' problems of their ability in learning and acquiring the language material of linguistic. As the second problem of learning material, the problems arise from outside the language as well as the students' motivation, environment, and psychology. Therefore, each problem of learning grammar is explained in the following paragraphs in detail.

**Linguistic problem.** Effendi et al. (2017) as cited in Ellis (2009) stated that the linguistic factors are relevant to the nature of the grammar. In grammar, the learners need to know how to structure the language correctly. There are various problems faced by the students who learn grammar. As the students who learn second language, it is possible for them to make errors and mistakes. Besides, errors and mistake can be concluded as the problems for the second

language learners. Brown (2007) as cited in Kamlasi and Nokas (2017) asserted that the errors lead to misjudgments, miscalculations, and erroneous assumptions of important information obtained when the students learn the target language. He also added that the error is a form of performance which is not appropriate from the actual system. Ellis (2003) as cited in Kamlasi and Nokas (2017) explained that errors occur due to lack of knowledge and the learners' understanding of the language materials.

From the two aspects mentioned above, it can be concluded that the students have problems in learning English especially in learning grammar. The problems faced by the students can affect their abilities or skills in English as well as when learning to listen, read, write, speak and even grammar. Kamlasi and Nokas (2017) said that the students do not have good competence in four basic skills in English because they have lack of vocabulary, and they do not use the use of appropriate English grammar. Besides, the problem of grammar occurs in the parts of speech. In this chapter, the students often misunderstand both in compiling and practicing those parts of speech. There are several points which the students learn in this section such as noun, pronoun, conjunction, adverb, adjective, verb and preposition.

In addition, the second problem in linguistic aspect of learning grammar occurs when the students acquire the material of the tenses. Besides, tenses is one of the materials which must be taught in the English of classroom activity. In the other words, English language requires good competence in its use. Following this, English has so many rules in its application started from the way of speaking,

writing, and even the arrangement of words. According to Kamlasi and Nokas (2017), knowing the grammar of a language comes as important aspect because it can make the use of good language and correct and appropriate sentences of English . They said that English has spacious grammar which includes tenses, verb, noun, pronoun and others. It can be concluded that as the second language learners, it is not easy to learn grammar especially in tenses. Consequently, the students will face the problems on the grammar use in language context.

Wahyuningtyas and Bram (2018) stated that the students have the difficulty in remembering the formula of each tense use. They also said that the students face the difficulty to analyze the present continuous tense, the present perfect tense and the present perfect continuous tense.

**Students' motivation problem.** As the problem in learning grammar, the students feel demotivated in learning English. As the reason, the expectation of the students is not in accordance with their thought. Regarding the statement mentioned, this students' problem in learning grammar relates to the students' motivation in learning grammar. Al-Mekhlafi and Nagaratnam (2011) stated that in terms of motivation and the learners' success with languages, grammar has been seen to be a problem, but it also comes as a way of language learning in order to have good communication in English fluently. They also said that when the students apply grammar rules, they are sometimes not capable to make the correct sentences in English. When the students learn grammar, probably they understand the rules to use grammar. However, the students are not capable to use English grammar well because Indonesia language grammar understanding is

different. Besides, the students might expect that English grammar is as same as grammar of Indonesia which is incidentally easy to learn. Therefore, when the students are aware about the use of English grammar, it is not in line with their expectations. As the reason, it makes them feel demotivated to learn and difficult to absorb the English materials well.

**Environmental problem.** Environment is one of the students' factors towards the difficulties in achieving their goals in learning grammar. The environment refers to an environment which has good and positive influence on the students' learning. According to Effendi et al. (2017) as cited in Ellis (2009), one of the students' difficulties in learning grammar comes as the language environmental factor. He also explained that when the input obtained from the environment does not support the students' condition in learning grammar, it will complicate them in acquiring the grammar knowledge. In other words, the students who never practice what they have got before from their teachers in learning grammar, sometimes they will face a problem in their learning activity. In addition, the students will forget about the previous materials, so it will affect the next English materials which will be given by their teachers. Therefore, learning grammar materials has the relation to other English aspects..

**Psychological problem.** The grammar factor related to the students' ability is the psychological problem. Effendi et al. (2017) as cited in Ellis (2009) said that the difficulty in learning grammar can come from the students' psychological condition which exists in their ability of understanding the material. Besides, there are three aspects of the students' ability in learning grammar. First

aspect comes from the cognitive skill which relates to the students' knowledge. Secondly, the affective aspect is related to the students' attitudes. Thirdly, it is the psychomotor aspect or the students' skill. Those three aspects exist for each student, but not all students have the same abilities of those three aspects. For example, if the students have lack of cognitive aspect, they will have the difficulty to analyze the understanding of grammar material.

### **Review of Related Studies**

The researcher provides several studies related to this research topic. In conducting the study, the researcher has reviewed several studies. Two studies have been reviewed by the researcher. Besides, all studies have a relation with the topic of the researcher's study. The first previous study was conducted by Uibu and Liiver (2015) entitled "Students' grammar mistakes and effective teaching strategies". The purpose of this study aimed to know the factors caused the students' mistakes in learning grammar and how the teachers solved those problems using their strategies. Besides, the researcher was to investigate twenty-five Estonian teachers from 17 schools. The genders of the participants were 19 of women and one man, and there were some participants who were not pleased to mention their gender. This study adopted the quantitative research design. The data gathering technique used by the researcher was the questionnaire. Following this, the participants answered the questionnaires by filling out the electronic form of an open-ended questionnaire via internet. Therefore, the results showed that there were some mistakes of the students in learning grammar namely misconception, remembering, comprehension, thinking, inattentiveness, analysis,



and absorption. Therefore, the researcher assumed that those kinds of problem could cause the lack of the students' cognitive skill.

In addition, the second previous study was conducted by Affandi, Rokhyati, Rachman, Rackhmawati, and Pertiwi (2017) entitled "A study on grammar teaching at an English education department in an EFL Context". The purpose of this research was to find out the approach used by the teachers to treat their students in learning grammar, describe the difficulties encountered by students in learning grammar, and analyze the students' ability in learning grammar. Besides, this study used the qualitative and quantitative methods. The research participants were English department students in semester 2, 4, and 6. The sample was taken using the technique of random based on Krejcie and Morgan table. The instruments used to collect data were tests, observation sheets and questionnaires. Hence, the results showed some difficulties encountered by the students in learning grammar such as the differences between Indonesia language and English structure, interference when using English language, lack of motivation in learning English and passive students in asking about the materials.

Both of two previous studies are related to this research which focus on investigating the students' problems in learning grammar. Besides, those related studies have similar purpose to this research. As the reason, both of those studies are aimed to find out the students' problems in learning grammar in English context.

## Conceptual Framework

This research aims to investigate the students' problems in learning grammar based on the teachers' perspective. This study takes a place at one of English courses in Yogyakarta. The point of discussion in this study is about the teaching problems faced by the students in learning grammar. Therefore, the researcher purposes to investigate the teachers towards the students' problems in learning grammar when they learn grammar in the teaching and learning process. Besides, the following chart is to simplify the concept of the research.

Figure 1

### *Conceptual Framework*



