

Chapter One

Introduction

In this study, the researcher examines several points that will be discussed in this chapter. The first point discusses the research background and problem identification. Based on this background, the researcher explains several reasons why the researcher conducts the study. The second point discusses the limitation of the problem, which consists of several questions and the factors that limit this study. The third point discusses the formulation of the problem. The fourth point discusses the research objectives, the research significance, and the research outline.

Background of Research

Grammar is the most significant element in learning a language and has a position in mastering it. If the mastery of a language does not use correct grammar, the language skills such as speaking, listening, writing, and reading will not improve without proper grammar knowledge. Progressing beyond almost basic levels of expression, learners of any language, whether they are learning their native or foreign language, are bound to master the essential grammatical rules and principles (Rossiter, 2021). Additionally, the importance of grammar is very influential for foreign language learners. They not only learn how to read, write, or speak a foreign language but also have to recognize the proper and correct use of grammar to help improve their understanding, increase their creativity, and foster their communicative competence (Sun, 2017).

Grammar is a sentence structure. Research on Larsen-Freeman defined it as a system of meaningful structures and patterns ruled by particular pragmatic constraints (as cited in Mart, 2013). Grammar has a very significant position for learning a foreign language or second language as it is the subject or the basic learned to regulate language procedures

properly. As stated by Wang (2010), grammar is a set of rules for choosing and putting words together to make meaning. It also presents a significant role in language teaching: for communication so that it is easy to understand when delivering information. In another study, it was stated that mastery of grammar help avoids misunderstandings in conveying information. Using grammar correctly is significant to evade misunderstandings and help the listener understand the speaker (Kokilavani, 2013). As argued by Mafisa and Walt, mastery of grammar will affect a person in achieving language competence (as cited in Indriastuti, 2015). On the other hand, Tarone and Rutherford argued that grammar should be taught since, without some understanding of grammar, learners will not communicate efficiently in English (as cited in Syvak, 2018).

Grammar is very influential in helping make sentences or conversations clear and understandable when communicating. The success of learners in learning grammar is hope for teachers. Of course, it is not easy for them to deliver learning materials and requires a long process and effective learning media used in the teaching process. According to Rohani, (as cited in Karo-Karo & Rohani, 2018) the media is anything that can be a sense that functions as an intermediary/tool for the communication process (teaching and learning process). Based on the understanding, we know that the media is a tool or means as an intermediary to convey learning materials from teachers to learners.

However, most teachers nowadays only focus on correct pronunciation without paying attention to proper grammar (Sun, 2017). Learners only care about fluency in speaking the language rather than its accuracy. As a result, many grammatically incorrect sentences have been pronounced. The importance of learning grammar requires learning media in teaching to help convey material in an easy-to-understand and fun way. Some of the media used, such as grammar by games, grammar by song, or teaching grammar by

memorizing with finger movements, are considered fun and easy to understand so that learners are easier to remember and learn grammar.

Education that is growing following the improvement of the quality of human resources globally demands that global information and communication consumption is unstoppable. In communicating this information, a communication tool is needed, which is called language. English is an international language. In English, some people must pay attention to correct grammar to reduce misunderstandings when delivering information. Currently, like it or not, it must be controlled by the community because it is used for various purposes. In overcoming this, awareness and cooperation from the community about how essential grammar is for the initial foundation of English has been accommodated by the construction of informal schools or English language course institutions that teach English intensively, such as teaching grammar, adding vocabulary, and improving speaking. It can be followed by various ages and educational backgrounds of learners.

The establishment of this informal course or school institution was because the atmosphere in the teaching process was different. Like playing and learning to use media in the learning process, it is a unique feature for course institutions or informal schools so that learners feel more fun, easy, and quickly during the learning process. This research is to find out the types of instructional media most often used by English instructors in teaching grammar in Desa Bahasa Borobudur. In addition, the researcher wants to investigate the teachers' challenges faced by English instructors in teaching grammar.

Identification of the Problem

Grammar is one of the most significant concepts for English learners to grasp. Besides, the use of grammar will make it easier for them to comprehend how to listen, pronounce, and write well in English. However, many learners are reluctant to learn grammar as they find it difficult and unpleasant. It becomes one of the challenges for teachers how to

teach grammar that is so easy to understand and fun that learners can comprehend the materials.

However, some EFL teachers are paying less attention to how to teach grammar in the teaching process. Some people assume that communicative ability is the end of the language learning process. As long as it does not affect communication activities, sentences with some grammatical errors are also acceptable. Therefore, grammar has been placed in a less significant position. Some teachers even ignore it since they consider that teaching grammar is a challenging process.

With fun and fast English learning, this informal institution was established as a form of responsibility to the government to educate the public, especially in active and communicative knowledge of English as the most needed skill globally today. Desa Bahasa Borobudur provides a way to master and memorize 16 tenses using learning media only taught there.

Delimitation of the Problem

Based on the identification of the problems, this study has delimitations to the problem. The researcher focused on the use of instructional media for teaching English grammar in Desa Bahasa Borobudur and find out what the teachers challenges in teaching grammar faced by the English instructors there. The participants in this study was English instructors at Desa Bahasa Borobudur.

Research Questions

Based on the explanation of the research background above, this research is intended to answer the following questions:

1. What are the instructional media used by the English instructors in Desa Bahasa Borobudur to teach grammar?

2. What are the teachers' challenges in teaching grammar faced by the English instructors in Desa Bahasa Borobudur?

The Objective of the Research

Based on the research problems above, the objectives of this study are as follows:

1. To find out the instructional media used by English instructors in Desa Bahasa Borobudur to teach grammar.
2. To investigate the teachers challenges in teaching grammar faced by the English Instructors in Desa Bahasa Borobudur.

Significance of the Research

This study will offer various advantages. They are supposed to be for teachers, students, and other researchers.

For Teachers

This study can be used as a reference for teachers or lecturers to teach grammar to their students. This research can also be a reference for teachers and lecturers who will teach grammar using learning media that is applied in Desa Bahasa Borobudur because it can help students understand the material being taught and can improve students' language skills.

For Institution

This research can be used as a reference for institutions regarding the use of instructional media. So that institutions can facilitate and develop the instructional media to assist teachers in the teaching and learning process.

For Other Researchers

This study benefits other researchers who want to conduct future studies about the instructional media for teaching grammar and investigate the challenges faced by teachers. In

addition, they can use this study as a theoretical study or as a reference for further studies on the same topic.

Organization of the Research

There are five chapters in this study. Chapter one presents the research background, problem identification, problem definition, research statement, research questions, research objectives, and the significance of this research.

Chapter two is the literature review of this study. This chapter reviews theories and previous studies on using instructional media for teaching grammar in Desa Bahasa Borobudur and teachers' challenges of using instructional media in teaching grammar.

Chapter three discusses the methodology of this study. This chapter explains how the researcher will conduct the study: the method, instrument, participants, settings, and data collection techniques. In addition, the researcher explains how to analyze the data in this chapter.

Chapter four contains findings and discussion. This chapter presents the results of the data analysis: The Use of Instructional media in teaching grammar in Desa Bahasa Borobudur and the challenges using instructional media faced by English instructors in teaching grammar in Desa Bahasa Borobudur

Chapter five contains conclusions and recommendation. This chapter discusses the summary of the findings and provides recommendations for some parties. The recommendation are for teachers, institutions, and for others researchers.