

Chapter One

Introduction

In this chapter, the researcher examines several points of the study. The first point is background of the study that explains several reasons why the researcher is interested in conducting the study. It is followed by problem identification. The next point discusses the delimitation of the study, research questions and the objectives of the study. The final points present the significance of the study and organization of the chapters.

Background of the Study

Grammar is one of the most important aspects in English. Grammar guides how to organize words, word groups, and sentences. It regulates the proper arrangement of words to express ideas, feelings, and messages. For effective communication, sentence must adhere to certain rules or grammar. Failure to understand it can result in reduced communication skills and long-term negative consequences (Mujtaba et al., 2018). Therefore, without grammar, a language cannot function properly. Since grammar plays fundamental role in language learning, students usually begin their language learning with grammar. The grammar guidelines are essential for the functioning of the sentences structure in the process of learning a language, be it in writing, listening, or speaking.

Students who study grammar usually find it easier to communicate in

English. Meanwhile, most teachers also think that grammar is important (Toprak, 2019). The capacity to recognize, interpret, apply, and check for grammatical errors is known as grammatical competency. To reach a high level of competency in English, it is essential for students to master English grammar. However, a lot of students still consider mastering grammar to be the hardest part of learning English. Proficient knowledge of grammar is essential, as language abilities are difficult to cultivate without a foundational understanding of grammatical principles (Cam et al., 2017). Firstly, the researcher's interest in this topic stems from the classroom observation that the researcher conducted, which allowed the researcher to observe and teach at the school during the internship period. Therefore, the researcher took up this study and conducted interviews with teachers at a private high school in Yogyakarta. This is probably a result of grammar's complexity. The complexity of grammar can present challenges for learners of the English language. For example, they cannot fully comprehend all the various grammar rules, exceptions, and facts. As a result, to help students become proficient in grammar, teachers are required to assist their students in comprehending grammar while they study English. Students also indicated that mastering grammar enhances their linguistic proficiency. The grammar classes impart understanding of the correct structural patterns essential for language practice (Navaz & Sama, 2017).

Teachers must be able to deliver interesting instruction to support students' learning of English in the classroom. They can achieve this by utilizing their teaching activities. Teachers can help students learn grammar more effectively by employing effective strategies and making use of their grammatical expertise.

With their expertise and insight, teachers can implement active learning strategies and techniques. Research has established that implementing active learning techniques and approaches enhances the effectiveness of grammar instruction. The learning environment becomes more productive, fulfilling and cooperative (Sherralyn & Pudín, 2017). Teachers develop the resources that facilitate students' understanding of grammar. By employing suitable approaches and strategies, teachers can profoundly impact their students' development of grammatical proficiency.

Multiple prior research has concentrated on different aspects of learning processes, specifically within the framework of English grammar. The study of Souisa and Yanuarius (2020) focused on the perspectives of high school teachers regarding the teaching of English grammar and the strategies employed. It was discovered that numerous teachers depend on conventional methods like repetitive practice yet encounter challenges when dealing with students' diverse learning preferences and limited resources. Al-Khresheh and Orak (2021) investigated the overall perspectives of English teachers on the significance of grammar instruction in schools where English is taught as a foreign or second language. The primary results indicated that most teachers recommended an inductive and explicit methodology for teaching grammar. The participants' perspectives on grammar teaching were influenced by their seniority and place of origin, but factors such as age and educational background did not have a significant impact. Although inductive and drilling approaches are commonly used in grammar education, these two studies highlight a lack of implementation of more

innovative and contextualized strategies. The research has primarily emphasized conventional teaching techniques and has paid little attention to investigating strategies that include technology and context-based learning. This is particularly relevant for addressing challenges related to students' varied learning styles and limited resources. The educators' ideas about grammar demonstrated a restricted understanding of the connection between communicative fluency and grammatical accuracy, leading to an increased adoption of rule-based teaching practices (AlKhresheh & Orak, 2021).

By understanding the students' challenges, it is essential for the teachers to have solutions adjusted to their students' need. Furthermore, it is crucial to comprehend the challenges the teachers have while employing specific strategies in their grammar teaching. Understanding the challenges faced in implementing teaching strategies can enhance teachers' readiness and competence in the classroom. This study intended to explore teachers' perception on the teachers' strategies in teaching grammar as well as the teachers' challenges in teaching grammar at a private high school in Yogyakarta.

Identification of the Problems

Grammar is one of the most important parts of language for students to master. If the students do not understand the rules of grammar, they would fail to communicate. Acquiring knowledge of grammar has been a crucial part of language proficiency, as syntax serves as a fundamental aspect of any language. To effectively communicate in a particular language, learners must have a clear

understanding of its grammar rules (Yusob, 2018). Therefore, teachers need to determine the appropriate teaching strategies in teaching grammar to students. This research focuses on teachers' strategies and challenges in teaching English grammar in a private senior high school in Yogyakarta. There are some problems that may raise related to the teachers' strategies.

The problem raised was that the students' grammar mastery was considered unsatisfying based on the researcher's informal interview with the teachers. This was probably caused by the lack of time needed by the teachers. In addition, the specific teaching strategies implemented by the teachers were also probably needed. Throughout the internship program, the researcher acquired various English grammar teaching strategies employed by the teachers that could be also implemented. The researcher also adapted to different work environments and situations, and recognized the importance of professionalism, responsibility, and a strong work ethic. Evaluating the strategies learned during the program was essential to assess their effectiveness and ensure that these English grammar teaching strategies aligned with the educational objectives. asserted that students' motivation is an intangible process that cannot be directly observed but can be inferred by attitudes such as effort, persistence, and vocal expression. Consequently, the teachers must foster student motivation by incorporating goals that promote purposeful action and providing both physical and emotional support to help students reach those goals.

Students' deficiencies in language proficiency pose a challenge for teachers to customize materials to accommodate varying levels of students' competence. The important issue is the insufficient grammatical knowledge among students. Even students lack knowledge of the fundamental structural principles that should be acquired at the initial stages of their education. Hence, it is crucial for English teachers to be aware of their students' proficiency and challenges in acquiring English grammar.

In addition, the researcher emphasized the various challenges encountered during the internship program, particularly while teaching the class. Additionally, the researcher observed confusion regarding how to address certain situations when teaching English grammar. Naturally, challenges such as time constraints arose during the instruction of English grammar. Exploring these challenges was crucial to identifying barriers in the effectiveness of teaching strategies for English grammar. Teaching English grammar is often challenged. Teachers often face challenges during teaching. When acquiring proficiency in the English language, certain learners may encounter a multitude of challenges and obstacles (Elttayef, 2017). Dicasaran (2022) identified technological elements as the primary challenges. Students' diverse learning demands can be a contributing factor to this phenomenon.

Moreover, the strategies used for teaching grammar is related to the students' process in learning grammar. The difficulties encountered in learning grammar are directly related to the obstacles that teachers encounter when developing their instructional approaches and teaching English grammar to

students. This issue highlights the significance of teachers' strategies in teaching grammar, as well as the difficulties they face when teaching English grammar in the classroom. Abrar (2016) asserted that teachers should possess expertise in transitioning from a basic grammatical structure to a more intricate one, as well as from a familiar topic to an unfamiliar one.

Delimitation of the Study

research focuses on exploring the teachers' strategies and difficulties involved in teaching English grammar. The strategies were focused on the general ways the teacher implemented in teaching grammar. Meanwhile, the challenges were also focuses on the general difficulties the teachers faced during their grammar teaching in the classroom. Therefore, this research focused on two aspects teaching strategies in English grammar and the challenges faced in teaching grammar.

Teaching strategies in English grammar in this research specifically examined the types of strategies used in senior high schools in Yogyakarta. These included some strategies employed by teachers and further developed by the researchers. The primary focus was on the teaching strategies in English grammar acquired during the internship experience. Challenges in Teaching English Grammar in the Classroom in this research was also limited to investigating the challenges teachers faced in teaching English grammar. It explored difficulties experienced by teachers, such as limited study time and other related issues.

The research was carried out at a senior high school located in Yogyakarta, Indonesia. The research was conducted in August 2024 using qualitative approach with interview as the data collection technique. The participants were delimited only with two participants as the school has only two English teachers. This research was delimited on the strategies and challenges the teachers experienced in their grammar teaching, so this research was based on their perception.

Research Questions

The researcher formulated two questions in this study.

1. What are the teachers' strategies in teaching grammar at a private senior high school in Yogyakarta?
2. What are the challenges in teaching grammar at a private senior high school in Yogyakarta?

The Objectives of Study

The objectives of this research are as follows:

1. To investigate the teachers' strategies in teaching grammar
2. To explore the challenges in the strategies in teaching grammar

Significance of the Study

This study is expected to provide some advantages for teacher, students, and other researchers whomever read this study and consider the findings as a phenomenon to conduct the further study.

Teachers

This study provides teachers with a resource for teaching grammar, especially related to strategies and challenges. Teachers may choose effective methods for teaching grammar suitable for their students. In addition, it is expected that teachers get some ideas which can enhance their comprehension of teaching grammar from this research.

Students

This research is expected to provide the information regarding the strategies and challenges that their teachers experience in teaching them English grammar. Therefore, it is expected that with the guidance of their teachers, the students can cooperate with their teachers to acquire the language.

Researchers

Not only teachers and students, other researchers who read this study are also expected to get benefits. The other researchers can hopefully have more information about the teaching strategies and challenges in teaching grammar. Hopefully, this researcher can provide references to other researchers that explore the same topic.

Organization of the Chapters

This research report is divided into five chapters. The first chapter contains the introduction to the research, and the researcher explains the background of the research. The research background explains the state of the research topic and why the researcher is interested in conducting research on this topic. The second

chapter discusses the literature review of this research. This chapter also discusses the fundamental references and previous research on teaching English grammar strategies and challenges.

The third chapter discusses methodology. This chapter discusses how researchers conduct research with methods, instruments, participants, settings, and data collection techniques. The researcher also explains how to analyse data in this chapter. Chapter four contains findings and discussion, where this chapter presents the results of data analysis regarding teacher strategies for learning English grammar and challenges. Chapter five contains conclusions and recommendations. This chapter summarizes the findings and provides recommendations for several parties. Recommendations are intended for teachers, students, and other researchers.