

Chapter I

Introduction

The researcher of this study divides this chapter into several points. First, this chapter discusses the main problem which includes the background of the study, followed by identification and delimitation of the problem, and the research questions. Then, the objectives as well as the significances of the study and the organization of the chapters are also presented in this chapter.

Background of the Study

Grammar is one of the important components in learning English. It is necessary because grammar relate with learning language skills such as listening skill, writing skill, speaking skill, and reading skill. This statement is in line with Anugraheni (2016) who stated that without knowing grammar of a language, students cannot learn the language skill. Grammar is the basic skill to learn listening skill, reading skill, writing skill and speaking skill.

Grammar is an important component in learning English that must be understood by EFL students. Because besides the grammar makes it possible for us to talk about the language, grammar also can be referred as the procedure or structure of language. They recognize the sound of English words, the meaning of those words and the different ways of putting words together to make meaningful sentences. According to Zuhriyah (2017), grammar has many rules of forming words and sentences which automatically have different functions ranging from easy to complex rules. In Indonesia, English as an international language is important even though English is not included as a subject in the early school when they were children

There are many challenges to learn English for the students because not every student learns English from an early age. As a result, it affects the learning of English at university. Garber (2013) asserted that children have amazing ability to learn the language fast, as children it is easier

for children to get the new knowledge especially new language because they imitate what they see and hear. 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. This is in line with Abdulrahman (2013) who agreed that every student has different challenges in learning English. According to Rahayu (2015) the students feel difficult to understand English since the structure of English and Indonesian are different. The students also mention that they get difficulties when they have to use tenses in the correct form. In a research conducted by Al-Mekhlafi and Nagaratnam (2011) mention that students face difficulties in applying tenses in speaking or writing correctly.

Following this, students feel that they face the limitation or the difficulty when students want to express what they want to say and write their thoughts in the English context. From the problems that have been mentioned, it has raised other problem 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. Thus, the use of a good teaching materials can affect students' understanding on grammar lesson.

Meanwhile, selecting the teaching materials related to the student's needs is one of the factors which can help students to learn English grammar easily. In language learning, teaching material is important as one of the language inputs. Besides, teaching material also can be a great resource in learning English, although there are many other language inputs. Then, the form of teaching material is not only the written materials but also the unwritten materials that a teacher delivers in the process of learning of the class. According to Pangasti (2016), the important role of teaching material is to achieve the learning objectives. To achieve the good communication using English, the teachers should pay attention to the teaching material that the teachers use in the class. According to Djono (2013) who stated that teaching material is important to develop because it can improve the effectiveness and the efficiency for learning objectives and contain the substance of competence for class that will be taught. In addition, teaching material can be a guide or path for the teacher in delivering the material in teaching and learning activity.

In this case, teaching materials have important roles in learning proses; it can gain students' attention, and the teacher was as a leader of the class who could analyze what the teaching materials problems became the students' difficulties when they learn grammar. From those learning processes, there were some problems arised from each student. Regarding the problems that have occurred, those can be the same or even different problems faced by each student in teaching material especially grammar course.

Based on the background, the researcher wants to conduct this research to investigate the problems of teaching materials used in grammar course. This research will investigate the EFL students' perception of the teaching materials used in the grammar course at the ELED at an Islamic Private University in Yogyakarta

Identification of the Problem

According to the explanation above and related to the researcher's experience in the grammar course, there are many issues in learning grammar. The teaching materials used by teachers in grammar course have not served in interesting ways or there were no various teaching materials that have been served. Based on students' experience in the grammar class at the ELED at an Islamic Private University in Yogyakarta, they only use text book. Then, it makes them felt bored. They assumed that the teaching material is not interesting. Besides, the students want to use another teaching material, such as in the text book, there should be another instruction for the example watching video, using CD, doing role play or conversation activities. It causes students are not interested in joining grammar course. Students who have low motivation in joining grammar course might get the effect on their score. Besides, while the teachers have the creative teaching materials but they cannot deliver them in interesting method, it can also affect to the students' motivation of learning grammar. In fact, the teaching materials used in grammar course affect students' motivation in learning grammar. To make an effective teaching and learning language process, selecting the teaching material should be suitable with the student's needs. Choosing and developing the teaching materials is not simple. The selection of the teaching material should be related to the observation on student's needs. Therefore, identifying the students' need to prepare the suitable teaching materials is also important.

Delimitation of the Problem

The research of the EFL students' perception towards teaching materials used at ELED in an Islamic Private University in Yogyakarta will be focused on the EFL student's perception related to teaching material in Capita Selecta on Grammar class and Capita Selecta on Linguistics

class at ELED in an Islamic Private University in Yogyakarta. There are several issues focused in this study. The first is EFL students' perception of the teaching materials used in the grammar course. The second is EFL students' perception on the types of the interesting teaching material in grammar course such as: the created material and the authentic material. The third is EFL students' perception on the aspects of the interesting teaching material in grammar course in terms of creativity and relevancy.

Research Questions

The research questions for this study are formulated as follow:

1. What types of teaching materials that are used in grammar course as perceived by EFL students?
2. What factors that make teaching materials in grammar course interesting as perceived by EFL students ?

Research Objectives

The objectives of the study are constructed to investigate the EFL students' perception on:

1. To explore the perceptions of EFL students about the types of teaching materials used in grammar course.
2. To find out the factors that make teaching materials in grammar course interesting as perceived by EFL students.

Significances of the Research

This research has several benefits for teachers, institution, and other researcher.

Teachers or pre-service teachers.

The teachers know and consider the students' perception on the selected teaching material by the teacher for teaching and learning process. It is important as the reference for the teacher because the student which can be affected. This research can provide additional criteria for the teacher in selecting teaching materials.

The institution

This research can give the information about the students' perception on the teaching materials that the students like. It can be used as a consideration for the institutions' policies that will be used to revise the next book to suit student interests. Hopefully the institution can take the suggestion of create or select the teaching material based on the student's perception. The institution also can support the plan for educational programs to be more effective and appropriate.

Other researchers

This research can be a resource for other researchers who want to conduct the study about teaching material or to develop teaching material according to the students' needs. Besides, other researchera can take the findings from this study for their theoretical review.

Organization of the Chapters

This research is reported in five chapters. Here is introduction, literature review, research methodology, finding and discussion, and the last chapter is the conclusion and recommendation.

The first chapter discusses about introduction of this research. This chapter explains the background of the research. The contents explain about the reason of the researchers' interest in choosing the students' perception on the teaching materials used in grammar course as the topic for this research, as well as the identification and delimitation of the problem. This chapter also

presents the two research questions. They are: what are the students' perceptions on the types of the interesting teaching materials in grammar course. The second research question about what the students' perceptions on the aspects of the interesting teaching materials in grammar course are. This chapter also has the research objectives, the significances of the research and the organization that will be explained in this chapter.

The second chapter presents a literature review which relate with this research. This chapter consists of five sub-chapters; first, it will present some definitions of teaching materials, types of teaching materials, the aspects of teaching materials, and the definition of grammar. Next, it will discuss about teaching materials of grammar course. After that, the researcher discusses the review of related study.

The third chapter explains about the methodology of this study. This study consists of research design, setting of places and setting of time, as well as the participants of this research, data collection method, data collection procedure, data analysis. First, this research uses qualitative design. Then, the setting and participant will be the students of ELED of Private Islamic University of Yogyakarta.

The next chapter reports the finding and discussion. The first finding will be about the types of the interesting teaching materials in grammar course in ELED of Private Islamic University of Yogyakarta. The second finding will be about the students' perception on the aspects of the interesting teaching materials in grammar course in ELED (ELED) of Private Islamic University of Yogyakarta.

The last chapter presents about conclusion and recommendation of this study. This chapter will conclude the research findings. It will propose some recommendations emerged from the

findings. The researcher will propose some recommendations for the teachers, the institution, and for future researchers.