

## **CHAPTER 1**

### **INTRODUCTION**

There are problems that occur during the teaching and learning process of English grammar and failure on the course. In this part, the writer put the problems during the learning and teaching process, the research questions with the objectives, the framework, the significance, the terms mostly used on this research, and the organizational structure of this research.

#### **1.1 Background of the Study**

Grammar is one of the challenging components to be discussed. Many things can we talk about grammar. But in fact, it is quite difficult to learn grammar. Many students find difficulties in learning English grammar. Including me personally, I also find difficulties to learn grammar since there are many functions of grammar. Not only I who faced that problem or the other grammar aspects but the many other students also find difficulties.

The students find difficulties in many aspects of grammar such as the comprehension and production, complexity of grammar features, and the linguistic forms (Kaçani & Mangelli, 2013). However, in the end, each student needs to master grammar. The reason students need to master is that grammar is the foundation of a language. The difficulty found by students might happen because they did not learn English grammar explicitly when they were high school students. During their high school life, their teacher might teach them theoretical ways without explaining the use of each grammar concept. The teachers also gave students' scores quite easily since the teacher also did not teach them explicitly. During the class, the teacher mostly teaches only the basic grammar. The teacher rarely teaches advance grammar.

Then, when they go to college especially to the English Department, EFL students find difficulties in learning English grammar. In the department, the students are required to have good basic English grammar and they need to learn advanced grammar. Some students find difficulties in learning advanced grammar. Based on my experience in the English department, there were many students who failed in the advanced grammar class. During the class, they found it difficult understanding the materials. They had difficulties using the grammatical formulae for phrases, clauses, and sentences. To help them to understand the materials, it requires students to be creative in creating their way to learn advanced grammar in the department.

The learning methods or learning strategies are very important for the students to understand the materials. According to the theories, learning strategies can help the learner to comprehend the materials properly (Kadir & , Alfan Zuhairi, n.d.). This means the learning strategies is very important for the students to have since it helps them to get an understanding of the materials. Especially in understanding the materials of grammar.

However, some students still get confused to find a creative way or method to learn advanced grammar. And this is the problem because it might cause them to retake the course. They cannot apply the proper learning to understand and use English grammar. Then, some students might need to retake the course. Considering this issue, I am interested in exploring students' and teacher's stories on this issue.

This topic is interesting because knowing other people's stories on a certain issue may help us understand the issue better and may provide solutions on the issue. In this case, the issue is the learning strategies on learning and teaching advanced English grammar. Since everyone knows that grammar itself is the foundation of a language. Also, grammar is one of the most difficult parts of a language. So, it is fun to know the story or experience of others on learning advanced English grammar. In addition, this can help others to find his or her learning strategies for learning English

grammar. In addition, to help the other teachers to use the techniques in learning English grammar. Also, it can help the other new teacher to find their strategies in learning English grammar.

Therefore, the students find ways to learn grammar and teacher also find ways to teach grammar to their students. In this research, we will know those ways based on their experience and the analysis of narrative inquiry.

### **1.2 Statements of the Problems**

In line with the discussion above, the research problem would be as follows:

- a. based on the students' experiences, what strategies did they use to learn grammar? Why did they prefer those certain strategies of learning English Grammar?
- b. based on the teacher's the experiences, what strategies did he/she use to teach grammar? Why did he/she prefer those certain strategies of teaching English grammar?

### **1.3 Objectives of the Study**

This study aims to find out:

- a. what strategies did the students use to learn grammar and why did they prefer those certain strategies of learning English grammar.
- b. and what strategies did the teacher use to teach grammar and why did he/she prefer those certain strategies of teaching English grammar.

### **1.4 Significance of the Study**

This study is expected to give English learner and teacher inspiration on how to learn grammar and pass the course or teach English grammar. This study is also expected to give the other grammar teacher inspiration on how to teach their students grammar well.

## **1.5 Theoretical Framework**

The theoretical framework for this study is narrative inquiry. The theory of narrative inquiry is also taken from Nelson, Woolhouse, Mertova, Webster, and Barkhuizen. Narrative inquiry according to Nelson (2011) is a learning tool that is quite common in language education literature which includes studies that focus on how reading and writing narratives can foster students learning or teacher development. The base of the study is narrative inquiry and inside it there are other theories used. The theories used are grammar, grammar teaching, grammar learning, and belief's theories.

## **1.6 Scope and Limitation of the Study**

This study discusses the experiences of teaching and learning grammar. The experiences itself was taken from the grammar students and grammar teacher from a private university in Surabaya. However, the results of this research may not be generalized because this study may not represent other people's experiences in learning and teaching grammar.

## **1.7 Definitions of Key Terms**

Below are the definitions of key terms used in this study:

1. Grammar is the rules of making good sentences which is being used in writing, reading, listening, and speaking. (Freeman & Anderson, 2016)
2. Grammar Learning is the process of accepting new knowledge about language grammar. (Freeman & Anderson, 2016)
3. Grammar Teaching is the process of giving knowledge about language grammar. (Freeman & Anderson, 2016)
4. Narrative Inquiry is a qualitative research method with a focus on people's experiences which are presented in narratives. It is well suited to addressing the complexities and subtleties of human experience in teaching and learning and researchers are allowed to present experience holistically in all its complexity and richness. (Mertova & Webster, 2019)

5. Belief itself is something that someone holds consciously and unconsciously. This might be evaluated as true by an individual and it also can be the guide for their thought and behavior (Wach, 2013)

### **1.8 Organization of the Thesis**

This thesis consists of five main chapters. Chapter one is the introduction chapter which mainly discusses the research background, research questions, research objectives, theoretical framework, the significance of the study, definition of key-terms, limitation and scope, and organizational of the proposal. Chapter two is the review of literature chapter which mainly discusses the related theories of practices of grammar teaching and learning and previous studies. Chapter three is research methodology chapter which mainly discusses the research design, participants, instrument, the procedure of collecting data, technique of data analysis, and research schedule. Chapter four is data analysis and discussion chapter which consists of data analysis, discussion, the mismatch of students' preferred strategies in learning English grammar and teacher's preferred strategies in teaching English grammar, and the implications of the preferred strategies of teaching and learning grammar. The last chapter, chapter five which is conclusion and suggestions chapter consists of the conclusion, suggestions, and future research agenda.