

CHAPTER I

INTRODUCTION

A. Background

Al-arifi said that English was used in many nations across the world for communication and understanding, as well as for publication and scientific study in a wide range of subjects. It is also the language of political and scientific conferences and forums. Notably those are medical and technological.¹ Since English is an international language, proficiency in the language is required to boost each graduate's competitiveness. As a result, English is now required in Indonesian school curriculum. Offering English classes is thought to be able to meet students' educational needs and prepare them to become proficient in the language on a global scale.²

As we know that English as an international language means that all the countries in the world will use English for communication to other people from different countries, English can be the first language (mother tongue), second language, and foreign language like in Indonesia. English becomes one of the general subjects in education world, we get English subject from elementary school, junior high school, senior high school, even in university, by learning

¹Khasawneh, Mohmmad. The Relationship of Curriculum, Teaching Methods, Assessment Methods, and School and Home Environment with Learning Difficulties in English Language from the Students' Perspectives. *Journal of Innovation in Educational and Cultural*.2022 Research; DOI:<https://doi.org/10.46843/jiecr.v3i1.5>

²wulandari Pranawengtias, "Undergraduate Students' Motivation On English Language Learning At Universitas Teknokrat Indonesia, 3, no. 2 (2022): 27–32.

English well we can build our network bigger with people from another country. English as foreign or other language (EFL/ESOL) learners frequently believe that English is a challenging language with many indicative grammatical rules. This is not really true. As a predominantly "analytic" language, English has a lot fewer "rules" to master than "synthetic" languages such as French or Spanish, with their vast tables of tenses and endings and agreements. While English does have tenses and endings and agreements, it has far less than many languages do, and the rules for using them are often relatively simple and intuitive.³ Therefore, a better understanding of the characteristics of the English language can facilitate a more effective learning process, allowing learners to overcome the challenges they face and develop their language skills with greater confidence.

Learning is a complicated phenomenon controlled by multiple elements connected not only to intra-individual aspects such as past knowledge and metacognition but also to the social and environmental settings in which the learner is located.⁴ Learning is an internal process in which experience or practice leads to changes in a person's knowledge, abilities, attitudes, and behavior. This definition covers a wide range of detailed elements, such as cognitive, emotional, and psychomotor.⁵ Learning activities can not only be carried out at school but can also be carried out outside the school environment, both with friends, parents

³ Rossiter, Andrew. "The Importance of Grammar." Online Submission (2021).

⁴ Giannakos, M., & Cukurova, M. The role of learning theory in multimodal learning analytics. *British Journal of Educational Technology*, 2023). <https://doi.org/10.1111/bjet.13320>

⁵ Widyanthi, Desak Gede Chandra, et al. *Learning and Teaching Theory*. PT. Sonpedia Publishing Indonesia, 2024.

and things around us, with the aim of gaining new knowledge about something we do not know and students can understand the potential that exists within themselves and learn how to develop this potential, so that this potential can be increased and can be introduced to other people. There are some benefits of learning: increased motivation and engagement, better mastery of the material, life skills development, increased self-efficacy, preparation for the future.⁶

However, in this learning process, some students may encounter learning difficulties that hinder their development of knowledge and skills, making it essential to understand and address these obstacles so that each individual can reach their maximum potential.

Learning difficulties are obstacles or learning disorders in students which are characterized by a significant gap between the level of intelligence and academic ability that should be achieved.⁷ in Ervita's paper Masroza stated that This disorder, which is genuinely related to general or specific activities is assumed to be caused by neurological dysfunction, psychological processes, or other factors. As a result, children who struggle in class exhibit low learning achievement.⁸It can be inferred from the responses to the three samples and the findings of the questionnaire administered to class V students that there are two

⁶ Ibid. p. 16

⁷ Syarif Abdurrahman and Asriana Kibtiyah, "Strategies for Overcoming Student Learning Difficulties by Understanding Student Learning Styles"(Case Study at Ma Al-Ahsan Bareng)," Tambusai Education Journal. 2021:

⁸ Kusumasari, Ervita Dwi, Arti Handayani, and Dini Rakhmawati. "Application Of Piaget's Learning Theory In Overcoming Difficulties In Learning Multiplication In Elementary School Students." Inspirational Education Essence 6.3 (2024).

types of elements that affect students' learning challenges: internal and external factors.^{9 10}

From the statement above we can say that learning disorders that occur to students with significant differences between understanding and skills that students should have in learning purposes, these disorders could be caused by neurological dysfunction, environment, situation, and psychology specifically, there are two general factors causing disorders in learning namely internal factors and external factors. Understanding these learning difficulties variables is critical for educators and policymakers developing effective measures to increase and improve the quality of English language instruction. The study seeks to add to the body of knowledge on learning difficulties in English language acquisition, specifically in the Indonesian context. These learning difficulties can be particularly pronounced when it comes to mastering English grammar, as students often struggle to bridge the gap between their cognitive abilities and the complexities of grammatical rules and structures.

English grammar is renowned for its intricate sentence forms, rules, and exceptions. Verb tenses, articles, prepositions, and word order are among the English grammatical principles that learners may find difficult to understand. A recurring challenge is knowing how to use grammar rules correctly and applying

⁹ Hadi Cahyono, "Factors of Min Janti's Learning Difficulties," *Journal of Educational and Learning Dimensions*. 2019: 1, <https://doi.org/10.24269/dpp.v7i1.1636>.

¹⁰ Frita Devi Asriyanti and Indah Sri Purwati, "Analysis of Learning Difficulty Factors Reviewed from the Mathematics Learning Outcomes of Fifth Grade Elementary School Students," *Elementary School: A Study of Educational Theory and Practice*. 2020. <https://doi.org/10.17977/um009v29i12020p079>

them correctly.¹¹ EFL students in Indonesia face real difficulties in learning and mastering grammar "in general" actually struggling with grammar, which affects their ability to communicate in English.¹² In Andriani's article Chang says that Grammar or the set of language rules is essential to language instruction and acquisition. English grammar is regarded as a crucial resource for successful English language learning. Additionally, English grammar is crucial for improving one's language proficiency and contextual social skills.¹³

In Gunawan's paper English topics that are still difficult to understand by the students are as follows; Grammar (66%), Speaking (22%), Listening (7%), Writing (4%), and Reading (1%). Researchers are eager to see the outcomes. This study serves as a roadmap for educators, particularly English teachers, across Indonesia on how to carry out more research, particularly on specific topics.¹⁴

Based on the study above and preliminary interview that the researcher did to university students at fourth term, the researcher gave some questions to 23 students of IAIN Ambon in English

¹¹ Nosirova Dilnoza, "Learning English as a Second Language: Challenges and Strategies," *Modern Science and Research*. 2023. <https://doi.org/10.5281/zenodo.8356219>

¹² Cahya Komara and Fidaniar Tiarsiwi, "Exploring Indonesian EFL Learners' Perception of English Learning Grammar," *Journal of English Language Teaching and Linguistics*. (2021: 459, <https://doi.org/10.21462/jeltl.v6i2.564>).

¹³ Agis Andriani, Vani Dwi Yuniar, and Fuad Abdullah, "Teaching English Grammar in an Indonesian Junior High School," *AL-ISHLAH: Jurnal Pendidikan*. 2021: 1046–56, <https://doi.org/10.35445/alishlah.v13i2.956>.

¹⁴ Tambunsaribu, Gunawanand Galingging, Yusniaty. Problems Faced by English Language Learners in Understanding English Lessons. *Dialetika Journal*, 2021. <http://repository.uki.ac.id/id/eprint/13512>

Education Department at fourth term students, for 3 students said that "they feel difficult in writing". For 2 students said that "they feel difficult in listening". And 18 students said that "they feel difficult in understanding grammar because there are so many patterns, kind of verb, differentiated tenses, and difficult to understand. So from both of the problems above the researcher is interested in studying about "Factors Affecting English Students Difficulty in Understanding English Tenses at English Education Department IAIN Ambon"

B. Research Scope

This study aims to investigate the challenges faced by university students in understanding English tenses, focusing on several factors affecting university students in understanding grammar Namley: body condition, lack of competence, lack of motivation. Meanwhile external factors such as: family factors, school facilities, environmental factors, and teaching or learning methods. Beside that researcher also studied about kinds of difficulties faced by university students, these kinds consist of auxiliary verb, verb form, tense rules, function, and time signals, The limitation in this study is just focused to find what factors and kinds affected university students' difficulties in understanding grammar tenses especially for university students of State Islamic Institute of Ambon at next term.

C. Research Questions

From the research scope above researcher will study about

- a. How do difficulties affect students in understanding tenses at intermediate class?
- b. What do factors affect students' difficulties in understanding English tenses?

D. Research Purposes

Based on two questions above so, researcher has two research purposes namely:

- a. To find out kind of difficulties affect students in understanding tenses at intermediate class.
- b. To find out factors affect students' difficulties in understanding English tenses.

E. Research Benefits

There are two kinds of research benefits that researchers use, the first is practical benefits for teachers, students, and researchers. The second is theoretical benefits.

1. Practical Benefits

Through observations carried out by researchers, it is hoped that it can provide benefits and contributions to schools, teachers, students and researchers themselves. Among them:

a. Lecturer

Lecturer gets to know the students' difficulties in learning English grammar, so lecturer can take action to solve this problem and make students understand tenses.

b. Student

Students know what things make them difficult in understanding tenses and they have to learn more to solve their difficulties in understanding tenses.

c. Researcher

Knowing the factors of student learning difficulties so that researchers can create English classes that are more attractive to students and finish my study.

2. Theoretical Benefit

Researchers hope that this study can be used as the reference for lecturers or teachers in teaching grammar to know students' problems in understanding grammar and can be teaching material that is being given to students. and for other researchers in the next study.

F. Explanation of Term

Factors: Elements that influence, both internal and external, which may include teaching methods, motivation, and learning environment.¹⁵

¹⁵Hidayati, N. "The Role of Teaching Methods in Language Acquisition." Journal of Language Teaching and Research. (2021).

Affecting: The impact is generated by these factors on students' ability to understand English grammar, which can contribute to the level of difficulty experienced.¹⁶

Students difficulty: The level of difficulty experienced by students in understanding and applying the rules of English grammar, which can be measured through test results and feedback from students.¹⁷

English grammar: The structure and rules governing the use of the English language, including syntax, morphology, and word usage.¹⁸ Grammar is an important part of the language. Grammar is sometimes described as the rules of language.¹⁹ Kroeger and Cowan say that grammar, as many people have known, grammar is defined as a systematic pattern of language or simply understood as the rules that form a language. In English besides four main skills grammar include as the most important subject to understand, by learning grammar we know the way to make sentences in present, past, future, combined sentences, etc.

¹⁶Sari, D. "Motivation and Its Impact on Language Learning." International Journal of Educational Research. (2022).

¹⁷Rahman, A. "Assessing Students' Difficulties in Learning English Grammar." Journal of Linguistics and Language Teaching. (2023).

¹⁸Nugroho, S. "Understanding English Grammar: A Comprehensive Guide." Linguistics Journal. (2022).

¹⁹Ataboyev, I., & Rustamov, I. The Basis Of Learning A Foreign Language Is Grammar. Журнал иностранных языков и лингвистики. 2023. извлечено от <https://phys-tech.jdpu.uz/index.php/fil/article/view/7866>