

CHAPTER II

LITERATURE REVIEW

A. Previous Study

In this study researcher has five articles as the comparison to get the difference between me and some previous studies to prove that my study is different from other previous studies. I will show five previous studies that have been conducted and explain the similarities and differences with my study.

1. Intan and Lukman found in their article with the title "Teachers' Perception Difficulties in Teaching and Learning EFL Grammar" results show that the teachers and towards students still face many difficulties in teaching and learning grammar such as difficulty with implicit grammar instruction, difficulty to use the rules of grammar accurately in both written and spoken communication, difficulty in using certain terms of grammatical terminology, difficulty to correct student errors of grammar within a spoken communicative context, difficulty in the use of authentic text, and difficulty with communicative activities.¹

Based on study above the different is on the title, Lukman and Intan study about teachers' perceptions when they teach English to students, while my study will find out students' difficulties in learning based on their experience and it is not specific like my study, in my study I choose grammar

¹ Chodija, IT, & Habibul Umam, L. Teachers' Perceptions about Difficulties in Teaching and Learning Grammar of EFL. *Al-Akmal: Journal of Islamic Studies*. 2022. Retrieved from <https://journal.iaidalampung.ac.id/index.php/al-akmal/article/view/41>

as the subject that I will study and make it more specific, while , Lukman and Intan they do not tell what subject they studied about in teacher's perceptions. The similarities are on the method, , Lukman and Intan use quantitative method and study about difficulties in English.

2. Gunawan Tambunsaribu and Yusniati Galingging state in their study with the title "Problems Faced by English Learners in Understanding English Lessons" This researcher found out that the 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%). knowledge in English. The researchers also classified the internal factors which make the students difficult in learning English into three main categories. They are; 1) the students think that the English lesson is confusing (77%); 2) They don't like English (15%); reflection to English teachers generally related to their skills and methods in teaching English.²

The difference with the second article is in this article they study about students' difficulties in English which explains in all five skills in English including grammar, while mine focuses on one skill in English namely grammar, I want to see factors and kind of university students face in learning grammar. The similarities are we study about a problem in English, the research place is also done in the college with the college students as the population and sample, and the last is using quantitative methods.

3. Isa Spahiu and Naim Kreyziu found in their article with the title "Grammatical

²Ibid. p. 1

Mistakes of Albanian Students in Learning English as a Foreign Language”

The study's findings revealed that 73.3 percent of Albanian students made various grammatical errors. The majority of them were discovered by scholars with different language backgrounds Learning.³

For the third article the difference is on the method, this study use desk research approach, this study get data through a written essay, while my study use quantitative approach that means my study will get relationship with number, and in Isa's article the population and samples are the students in secondary school, on the other side my population and samples are college students. The similarity is both of our studies about student difficulties in learning English grammar.

4. Jonathan and Raquel found in their research with the title “Lag effects in grammar learning: A desirable difficulties perspective Lag effects in grammar learning: A desirable difficulties perspective” Results showed no main effect of ISI, a main effect of RI, and a small but significant $ISI \times RI$ interaction. Lag effects.⁴

As we can see on the title of this article and my article, this article study about lag effects in grammar learning that means that previous researcher study about the effects of learning grammar, moreover my article

³Spahiu, I., & Kryeziu, N. Grammatical mistakes of Albanian students in learning English as a foreign language. *Linguistics and Culture Review*. 2021. <https://doi.org/10.21744/lingcure.v5nS3.1366>

⁴Serfaty, J. and Serrano, R. Lag effects in grammar learning: A desirable difficulties perspective. *Applied Psycholinguistics*. 2022. <https://doi.org/10.1017/S0142716421000631>

study about some factors that make students feel difficult in learning English grammar. But both of these articles still study about grammar problems and use quantitative methods.

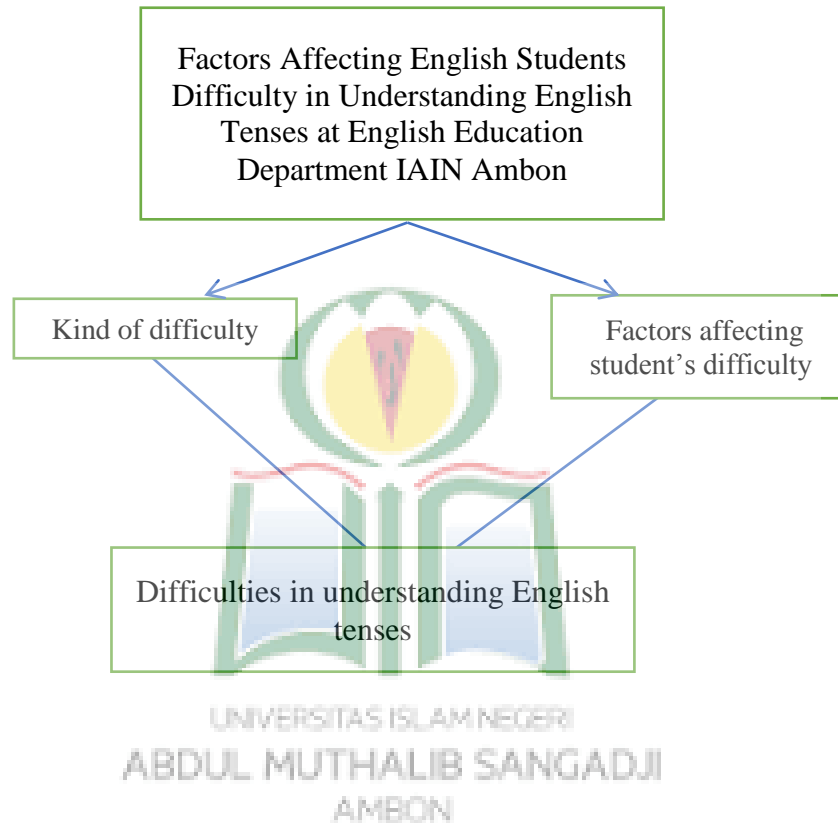
5. Fergina and Tirza found in their article with the title "The Challenges of Teaching Grammar at the University Level: Learning From the Experience of an English Lecturer" The findings and explanations above clearly explain that lecturers who are experienced in teaching English, especially grammar, also face difficulties in teaching grammar. Students come from different regions and from different school backgrounds, which means that lecturers face different difficulties. Problems and difficulties of students are no less important for lecturers to know in teaching grammatical structures. In this case, English lecturers are challenged to find more strategic and creative ways of teaching grammar.⁵

There are some comparisons between this article with my study, the differences are this article study about teacher difficulties in teaching study based on the experience of English lecturer, besides that the method of this article use qualitative method it is totally different with my study on my research I will study about students difficulties in learning English from their experience and in the method I use quantitative method to collect and analyze my data. The similarities are our article study about difficulties in grammar

⁵Kumayas, T., & Lengkoan, F. The Challenges of Teaching Grammar at the University Level: Learning From the Experience of English Lecturers. Journal of English Culture, Language, Literature and Education. . 2023. <https://doi.org/10.53682/eclue.v1i1.6058>

and college students as the population and sample.

B. Framework



C. Tenses

1. Tenses Definition

A language's structure and usage are governed by a systematic set of rules called tenses. In order to facilitate effective communication, it includes the rules that specify how words fit together to create phrases, clauses, and sentences. Despite being thought of as a strict set of rules, tenses is dynamic and develops as language is used, reflecting shifts in communication patterns, society, and culture.⁶

⁶Hinkel, E. Teaching Academic ESL Writing: Practical Techniques in Vocabulary and

2. The Importance of Understanding Tenses.

Mastering English tenses is really important for efficient communication and comprehension in the English language, mastering English tenses is crucial. The structural basis for communicating meaning in both written and spoken forms is provided by tenses. It enables students to create sentences that are clear and cohesive by covering the rules and conventions that control how clauses, phrases, and words are composed in the English language.⁷ Furthermore, learning English tenses is essential for language learners since it improves their capacity for acceptable and accurate idea expression. A strong command of tenses enables students to appreciate the subtleties of the language, which is essential for successful communication in a variety of settings, including social, professional, and academic ones.⁸

Additionally, mastering tenses increases learners' confidence in their ability to use the language in addition to helping them become more proficient in it. Students who understand tenses norms are more likely to communicate in writing and in discussions without worrying about making mistakes. Increased engagement in language learning activities and

Grammar. Routledge. . 2022.

⁷Biber, D., Conrad, S., & Reppen, R. Corpus Linguistics: Investigating Language Structure and Use. Cambridge University Press. 2021.

⁸Celce-Murcia, M. Teaching English as a Second or Foreign Language. Cengage Learning. 2021.

enhanced general language proficiency can result from this confidence.⁹

Mastering English tenses is essential for effective communication and comprehension in the English language. Tenses provides the structural basis for conveying meaning in both written and spoken forms, enabling students to create clear and cohesive sentences. A strong command of tenses improves language learners' ability to express ideas accurately and confidently, leading to increased engagement in language learning activities and enhanced overall language proficiency.

3. Elements of Tenses.

In English sentences have several types there are four types in English, namely:

a. Part of Speech

In English grammar there are word categories that will be used in a sentence, these words have been classified into classes of words or we are known them as parts of speech, knowing parts of speech we will be able to create a sentence and speak, I will show you parts of speech.

1) Pronoun

In English, a pronoun is a word that replaces a person's, place's, or thing's name in a sentence. A pronoun is a term used in sentences to substitute one or more nouns.¹⁰

⁹Ibid. pp. 1-4

¹⁰Ibid. pp. 13-17

Table 2.1 Kinds of Pronouns

No	Kinds of pronoun	Examples
1	Personal pronoun	I, me, you, we, us, they, them, she, he, him, it.
2	Possessive pronoun	There, theirs, my, mine, her, hers, etc
3	Reflexive pronoun	Myself, myself, myself, themselves, etc.
4	Demonstrative pronoun	This, that, these, and those.
5	Interrogative pronoun	Who, whom, which, what, etc.
6	Indefinite pronoun	Someone, something, anyone, anything, etc

2) Noun

A noun is a name of a person, place, animal, plant, and thing. Such as: fajrin, pen, fish, apple, beans, market, stone, etc. there are several kinds of nouns namely: concrete noun, abstract noun, countable noun, uncountable noun, singular, and plural noun.¹¹

Table 2.2 Kinds of Noun

No	Kind of noun	Meaning	Examples
1	Concrete noun	Has form, can touch and look	Team, fish, pen, etc.
2	Abstract noun	Has no form, cannot touch and look	Kindness, pain, brotherhood, etc
3	Uncountable noun	Cannot be counted	Water, air, salt, sugar, etc
4	Countable noun	Can be counted	Car, planet, laptop, etc
5	Singular noun	Single noun or only one noun	Foot, tooth, mouse, book, etc
6	Plural noun	More than one noun	Feet, teeth, mice, books, etc

¹¹Burton, Noel. *Analysing Sentences: An Introduction To English Syntax*. Routledge. London. 2021. H 45-48

3) Verb

A verb is a term that expresses activity or the subject's condition. Such as: run, swim, cut, laugh, etc. There are several kinds of verbs namely: finite verb, infinite verb, transitive verb, intransitive verb, regular verb, irregular verb, full verb, linking verb, and auxiliary verb.¹²

Table 2.3 Kinds of Verbs

No	Kind of verb	Meaning	Examples
1	finite verb	To express specific deed or condition	Eat, write, see, learn, teach, etc.
2	infinite verb	To express general	To eat, to write, to see, to learn, to teach, atec.
3	transitive verb	Need an object	Cut, give, put, etc.
4	intransitive verb	No need for an object	Swim, fly, sleep, etc.
5	Regular verb	Change form with d and ed	Dry-dried-dried Agree-agreed-agreed
6	irregular verb	Change form except d and ed	Eat-ate-eaten Put-put-put
7	full verb	To state an action or job	Break, pass, push, etc.
8	linking verb	To connect subjects with pronouns, adjectives and complements.	Look, feel, remind, get, taste, etc.
9	auxiliary verb	Helping verbs to make sentences	Am, have, was, could, etc.

4) Adjective

A class of words known as adjectives endows nouns with characteristics. An adjective is a word that describes or modifies a noun or pronoun. It provides information about the characteristics,

¹²Ibid 3-6

state, or quality of the noun or pronoun. Such as: beautiful, good, delicious, sick, etc. there are several kinds of adjectives namely: proper adjective, adjective of quality, adjective of quantity, numeral adjective, demonstrative adjective, interrogative adjective, possessive adjective, and distributive adjective.¹³

Table 2.4 Kinds of Adjectives

No	Kinds of Adjective	meaning	Examples
1	proper adjective	Adjective from name	American, Islamic, etc.
2	adjective of quality	To state the condition of a noun	Strange, deep, big, etc.
3	adjective of quantity	To state the amount of a noun	Much, many, sufficient, etc.
4	numeral adjective	Adjective of number	First, second, double, etc.
5	demonstrative adjective	Adjective of point	These, those, such, the other, etc
6	interrogative adjective	To ask about noun	What, which, whose, etc.
7	possessive adjective,	To explain ownership	Your, our, their, etc.
8	distributive adjective	To explain what nouns do individually	Every, each, either, etc.

¹³Ibid. pp. 6-8

5) Adverb

An adverb is a term that qualifies or changes a verb, adjective, or other adverb. An adverb is a word that provides more information about a verb, an adjective, or another adverb.¹⁴

Table 2.5 Kinds of Adverbs

No	Kinds of Adverb	Examples
1	Adverb of manner	Daily, often, gladly, etc.
2	Adverb of time	Now, today, February, etc.
3	Adverb of place	Here, in front of, school, etc.
4	Adverb of direction	Below, forward, up there, left, etc
5	Adverb of frequency	Often, never, rarely, etc.
6	Adverb of quantity	Twice, three times, once, etc.
7	Adverb of degree	Extremely, fairly, only, etc

6) Preposition

A word that comes before a noun or pronoun is called a preposition. Prepositions serve as indicators of time, place, and direction. For instance, to, on, in, at, and so on.¹⁵

¹⁴ Sari, Yardian. The Influence Of Part Of Speech Mastery Towards The Students Ability In Analyzing Sentences By Using Tree Diagram At English Education Study Program Class Of 2019. Diss. Sinjai Muhammadiyah Islamic Institute, 2022.

¹⁵Ibid p. 14

Table 2.6 Kinds of Preposition

No	Kind of Preposition	Examples
1	Consist of one syllable	At, in, on, above, inside, into, etc.
2	Consist of two syllables	According to, along with, instead of, etc.
3	Consist of three syllables	As well as, in spite of, etc.
4	Consist of four syllables	For the sake of, with a view to, etc.

7) Conjunction

Words or groups of words are connected by conjunctions.¹⁶

Conjunctions are words used to connect two words, phrases, or clauses that have a similar or different relationship.

Table 2.7 Kinds of Conjunctions

No	Kind of Conjunctions	Meaning	Examples
1	Coordinating conjunction	Singular conjunction	For, but, and , etc.
2	Correlative conjunction	Connect two sentences with same importance	Because, and, but, either, or, etc.
3	Subordinating conjunction	Connect two sentences with different importance	Because, although, if, although, etc

8) Interjection

Interjection is a term that commonly ends in an exclamation point (!) and is used to convey intense emotions or

¹⁶Ibid. pp. 29-30

thoughts that are felt or occur suddenly, such as pain, excitement, grief, teasing, reproaches, and so on.

For examples: *auch!*, *look!* *good willing!* *oops!* etc.¹⁷

b. Tenses

Tenses are verb forms used to indicate the time when an action or event takes place. They help us understand whether something happened in the past, is happening now, or will happen in the future. In English, there are three main tenses: past, present, and future. Each of these tenses can be further divided into simple, continuous (progressive), perfect, and perfect continuous forms.

Each tense form conveys different meanings about the timing and nature of the action. For instance, the present perfect tense, such as "I have eaten," indicates that an action was completed at an unspecified time before now but is still relevant to the present.

a well-known English grammar expert, explains, "Tense is the form of the verb that shows the time of the action or state of being."¹ This statement emphasizes the essential role of tense in placing events within a time framework.¹⁸

¹⁷Ibid. p. 15

¹⁸ Betty Schramper Azar, *Understanding and Using English Grammar*, 4th ed. Pearson Education, 2002.

c. Sentence Structure

There are four kinds of sentence structure those are:

1) Simple Sentence

A simple sentence consists of a single independent clause, containing a subject and a predicate. According to Yu simple sentences are foundational for language learners as they provide a clear and straightforward way to express ideas. For example, "The cat sleeps." This structure is essential for beginners to grasp basic grammatical concepts.¹⁹

2) Compound Sentence

Compound sentences are formed by joining two or more independent clauses using coordinating conjunctions (eg, and, but, or). Alsalamy emphasizes that compound sentences allow for more complex ideas to be expressed while maintaining clarity.²⁰ For example, "I wanted to go for a walk, but it started to rain." This structure helps learners understand how to connect related thoughts.

¹⁹Yu, X. A Study on the Role of Sentence Structure Analysis. *International Journal of Linguistics*, 2021. 13(2), 1-12.

²⁰Alsalamy, AI Challenges of Short Sentence Writing Encountered by First-Year Students. *International Journal of Instruction*, 2022. 15(1), 1-16.

3) Complex Sentence

A complex sentence contains one independent clause and at least one dependent clause. Balthazar notes that complex sentences are crucial for expressing nuanced ideas and relationships between concepts.²¹ An example is, "Even though it was raining, we decided to go for a walk." This structure introduces learners to subordination and the use of dependent clauses.

4) Compound-Complex Sentence

These sentences combine elements of both compound and complex sentences, containing at least two independent clauses and one or more dependent clauses.²²

For example, "Even though it was raining, we decided to go for a walk, and we enjoyed it." Understanding this structure is vital for advanced learners as it allows for sophisticated expression of ideas.

²¹Balthazar, C. H. (2023). Sentences Are Key: Helping School-Age Children and Adolescents. *Language, Speech, and Hearing Services in Schools*, 2023. 54(1), 1-12.

²²Ibid. pp. 1-12

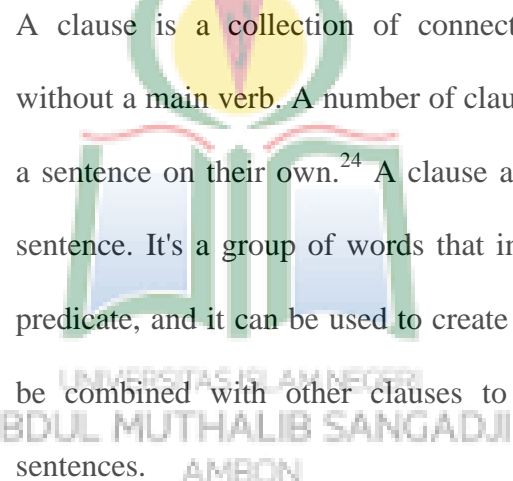
d. Phrase and Clause

a) Phrase

A phrase is made up of multiple syllables that come together to convey a single definition.²³ Phrases are groups of words that have meaning, but cannot stand alone as complete sentences.

b) Clause

A clause is a collection of connected grammatical terms without a main verb. A number of clauses that can function as a sentence on their own.²⁴ A clause as a building block of a sentence. It's a group of words that includes a subject and a predicate, and it can be used to create a complete sentence or be combined with other clauses to create more complex sentences.



e. Subject Verb Agreement

Subject-verb agreement is a fundamental rule that requires the subject and verb in a sentence to match in number, ensuring the sentence is grammatically correct and clear in meaning. For example, in the sentence "She walks to school," the subject "She" is singular, so the verb must also be singular, which is

²³Indrianty, Septy. Et al. Basic English Grammar. PT Sonpedia Publishing Indonesia. Jambi. 2024.

²⁴ Ibid. pp. 1-25

"walks."²⁵

f. Modal Verbs

Huddleston and Pullum explain that modal verbs like can, may, must, shall, and will are used to express modality, reflecting the speaker's perspective on an action or condition, including notions of possibility, necessity, or permission. For instance, "She can swim" demonstrates capability, whereas "You must finish your homework" conveys a sense of duty.²⁶

g. Passive Voice

Passive voice is a sentence structure in English where the subject receives the action of the verb rather than performing it. In passive sentences, the main focus shifts to the object of the active sentence, which becomes the subject in the passive form. Typically, the passive voice is formed by combining a form of the auxiliary verb *to be* with the past participle of the main verb.

As Azar explains in **Understanding and Using English Grammar**, the passive voice is used when the doer of the action is unknown, irrelevant, or when the emphasis is placed on the action itself rather than who performed it. For example, the active sentence

²⁵ Azar, Betty Schramper. *Understanding and Using English Grammar*. 4th ed., Pearson Education, 2002.

²⁶ Huddleston, Rodney, and Geoffrey K. Pullum. *A Student's Introduction to English Grammar*. Cambridge University Press, 2005.

"The chef cooks the meal" can be transformed into the passive sentence "The meal is cooked by the chef," where the focus shifts to the meal."²⁷

h. Direct and Indirect Speech

Direct and indirect speeches are two methods used to convey what someone has expressed. Direct speech quotes the speaker's exact words, typically placed within quotation marks. On the other hand, indirect speech, or reported speech, restates or summarizes the original message without using the exact wording, often necessitating changes in pronouns, verb tenses, and references to time.

As explained by Swan that direct speech reproduces the speaker's original statement verbatim, for example: She said, "I am going to the market." Conversely, indirect speech communicates the essence of the statement without quoting it word-for-word, such as: She said that she was going to the market. This process usually requires shifting the verb tense backward and modifying pronouns to suit the new context.²⁸

²⁷ Ibid, 78

²⁸ Swan, Michael. *Practical English Usage*. 3rd ed., Oxford University Press, 2005

i. Question Forms

In English, questions can take several forms depending on what information is being requested. The main types include yes/no questions, wh-questions, and tag questions. Yes/no questions typically start with auxiliary verbs like *do*, *does*, *is*, or *are* and expect a simple affirmative or negative response. Wh-questions use interrogative words such as *what*, *where*, *when*, *why*, *who*, and *how* to seek specific details. Tag questions are statements followed by a brief question that asks for confirmation, for example, *You're coming, aren't you?*

Betty Schramper Azar points out that knowing how to form these different types of questions is crucial for effective communication, as they enable speakers to ask for information, verify facts, or clarify points. She also notes that tag questions play a social role by encouraging agreement or confirmation from the listener.²⁹

j. Relative Clause

A relative clause adds extra information about a noun mentioned earlier in the sentence. There are two kinds: defining relative clauses, which provide essential details that specify the

²⁹ Azar, Betty Schramper. *Understanding and Using English Grammar*. 5th ed., Pearson Education, 2009.

noun, and non-defining relative clauses, which add supplementary information without limiting the noun's meaning. Common relative pronouns include *who*, *which*, *that*, *whose*, and *where*.

According to Azar, relative clauses help avoid repeating nouns unnecessarily and make sentences clearer and more concise. She also explains the punctuation rules that distinguish defining from non-defining clauses.

k. Conditional Sentences

Conditional sentences express a cause-and-effect relationship between two events or situations. They are categorized into four types: zero, first, second, and third conditionals. The zero conditional is used for universal truths, the first conditional for real possibilities in the future, the second conditional for hypothetical or unlikely situations in the present or future, and the third conditional for imagined scenarios in the past.

Michael Swan emphasizes that understanding these distinctions is vital for conveying the intended meaning accurately, especially in both formal and informal settings. He also highlights that conditionals are often used to offer advice, warnings, or express hopes.³⁰

³⁰ Swan, Michael. *Practical English Usage*. 4th ed., Oxford University Press, 2016.

1. Gerund and Infinitive

A gerund is a verb form ending in *-ing* that functions as a noun, while an infinitive is the base form of a verb preceded by *to*. Both can act as subjects or objects in sentences but follow different grammatical rules and can change the meaning depending on which is used. Some verbs are followed exclusively by gerunds, others only by infinitives, and some accept both with a shift in meaning.

Azar stresses the importance of learning which verbs pair with gerunds or infinitives and understanding the subtle differences in meaning that result from their use.³¹

m. Preferences

Expressions of preference are used to indicate what someone likes or chooses, often using words like *prefer*, *would rather*, and *would prefer*. For example, one might say, *I prefer tea over coffee* or *I would rather stay home tonight*.

Raymond Murphy explains that these expressions carry different shades of meaning and levels of formality, so it is important to select the appropriate phrase depending on the situation.³²

³¹ Ibid

³² Murphy, Raymond. *English Grammar in Use*. 4th ed., Cambridge University Press, 2012.

n. Elliptical Construction

Elliptical constructions occur when parts of a sentence are left out because they are understood from the context, making the sentence shorter and more natural. For example:

A: *Do you want to go?*

B: *I do.* (omitting *want to go*)

Azar notes that ellipsis helps avoid unnecessary repetition and makes conversations flow more smoothly, especially in spoken English.³³

4. Students' Difficulties in Learning Tenses

In learning tenses we will find students who feel that it is easy to understand, on the other hand many students find more challenges in understanding tenses, this problem can be caused by various factor like difficult to differentiate between verb form among V1,V2, and V3 this happen because students do not memorize the form of the verb, beside that students also still get challenge in determine auxiliary verb for subject or the function of tense, because some different tenses almost have the same function and rules.

Ellis explains that learners often struggle with correctly using auxiliary verbs and selecting the appropriate verb forms, such as "do," "does," and

³³ Ibid

the past participle, when studying tenses.³⁴ John Harmer points out that many students feel confused due to the need to master various tense rules, particularly in distinguishing the functions and forms of each tense.³⁵

1) Auxiliary Verbs

Based on Ellis statement that auxiliary verbs include as one of the difficulty kinds that student get when studied tenses, mistake in use auxiliary verb always happened to students, place unsuitable auxiliary on a sentence like place present auxiliary at past or future tense even the present tense itself. Sometimes use it in the correct sentence but not match with the subject.

many learners had trouble correctly applying auxiliary verbs, particularly regarding their forms and placement within sentences. The complexity of auxiliary verbs, including their syntactic functions and tense variations, was a significant factor contributing to these challenges. Additionally, learners who had more exposure to English, either through formal education or immersive environments, tended to perform better in this area.³⁶ auxiliary verbs are among the most difficult grammatical elements for learners, with frequent errors

³⁴ Ellis, R. *The Study of Second Language Acquisition* (2nd ed.). Oxford University Press. (2006)

³⁵ Harmer, J. *The Practice of English Language Teaching* (4th ed.). Pearson Longman. (2007).

³⁶ Rina Sari and Ahmad Fauzi, "Challenges in Mastering Auxiliary Verbs Among EFL Learners: A Study in Indonesian Context," *Journal of Language Teaching and Research*, vol. 12, no. 3, 2021

occurring in question formation, negation, and tense usage. These difficulties were largely attributed to the complexity of auxiliary verb rules and interference from learners' first languages.³⁷

Auxiliary verbs remain a challenging aspect of English grammar, especially in terms of correct form and syntactic placement. Learners who received targeted instruction and had greater exposure to authentic English materials showed improved understanding and use of auxiliary verbs. The study emphasized the necessity of explicit teaching and ample practice to help learners master this complex grammatical feature.³⁸

Multiple studies indicate that English auxiliary verbs are one of the most difficult areas for learners of English because of the complicated syntax and the complexity of their meaning. Errors in the use of auxiliary verbs that were analyzed; study show that learners omit auxiliary verbs, add other auxiliary verbs, create forms of verbs wrongly, or arrange auxiliary verbs incorrectly. Such errors are due to influence from the learners' first language and limited contact.³⁹

³⁷ Michael Johnson and Sarah Lee, "Auxiliary Verb Usage Errors Among ESL Learners: Causes and Pedagogical Implications," *International Journal of English Linguistics*, vol. 11, no. 2, 2021.

³⁸ Li Wei and Zhang Min, "The Role of Input and Instruction in Learning English Auxiliary Verbs: Evidence from Chinese EFL Learners," *TESOL Quarterly*, vol. 55, no. 1, 2021.

³⁹ Putri, A., et al. "Error Analysis on Auxiliary Verbs in English Language Learning." *Journal of Language Studies*, vol. 12, no. 1, 2025

The cognitive and syntactic complexities that auxiliary verbs impose upon learners, which accounts for the errors which persist over time. Sari and colleagues also determined that there were other sociolinguistic variables, in particular, the context of use of English, in formal or informal situations that had a pronounced effect on the auxiliary verbs' control. Students who had a higher level of language immersion and informal interaction in the environment used auxiliary verbs better than those who had been taught through translation or other forms of mechanical memorization.⁴⁰

The difficulties that learners have with auxiliary verbs, particularly the modals that create problems of meaning and use in context. Learners frequently do not differentiate modals from main verbs. The necessity for teaching pragmatism together with grammar is clear.⁴¹ This research calls for refined teaching strategies tailored to auxiliary verbs in oral and auditory skills, aligning with prior observations on challenges with verb morphology and auxiliary elements. Collectively, these studies underscore the value of targeted interventions in English grammar education, particularly for tenses

⁴⁰ Sari, D., et al. "The Impact of Sociolinguistic Factors on Auxiliary Verb Acquisition." *Indonesian Journal of Applied Linguistics*, vol. 9, no. 2, 2022

⁴¹ Jovanovska, Sashka. "Challenges with Modal Auxiliary Verbs in ESL Learners." *Linguistics and Education Review*, vol. 7, no. 1, 2024

and auxiliary verbs, to elevate Indonesian students' linguistic competencies across diverse communicative tasks.⁴²

2) Verbs Form

The next kind of difficulty is form of the verb, as researcher knows that there are two kind of verb form those are regular verb and irregular verb, for researcher the most difficult between them is irregular verb because it, is not simple as only add -ed in the verb but there is an evolution from v1 to v2 and v3, so that is why students will get confuse to determine which word they should use in the sentence they make, especially for students who do not memorize the changing of the verb.

Learners found it challenging to apply these verb forms accurately, which often resulted in grammatical mistakes and hindered effective communication. However, some learners showed stronger command over verb forms, a difference the authors linked to variations in learners' previous exposure to English and the quality of instruction they received.⁴³ Similarly, Sarah Kim and John Martinez, the study also found that learners who engaged in more practice and received effective teaching exhibited fewer errors, underscoring the importance

⁴² Winata, "Students' Accuracy in Using Auxiliary Verbs in Asking Questions During Teaching and Learning," 2023.

⁴³ Maria Thompson and David Lee, "The Challenges of Verb Form Acquisition Among EFL Learners," *Journal of Applied Linguistics*, vol. 15, no. 2, 2021

of focused pedagogical approaches.⁴⁴

Additionally, Li Chen errors with verb forms, especially irregular verbs and participles, were common. Nevertheless, learners who benefited from explicit grammar instruction and ample practice demonstrated better accuracy. The authors highlighted that differences in learners' backgrounds and teaching methods played a crucial role in their success with verb forms.⁴⁵ Building on these insights, their study uncovered that learners grappled with discrepancies in tense structures compared to their mother tongue, insufficient exposure to tenses in everyday scenarios, and instructional strategies lacking engagement. Key difficulties encompassed identifying suitable temporal markers and adapting verb forms across different tenses. Consequently, the researchers advocated for more participatory and situation-based teaching of tenses to foster better understanding and practical use in conversational settings.⁴⁶

3) Tense Rules

In tenses there are four kind of time type namely: present past, future, and past future tense and each tense have four kind of pattern that students should know, for students with good

⁴⁴ Sarah Kim and John Martinez, "Verb Form Errors in ESL Writing: Causes and Pedagogical Strategies," *International Journal of Second Language Studies*, vol. 9, no. 1, 2021

⁴⁵ Li Chen and Emily Roberts, "Mastering English Verb Forms: A Study of Chinese EFL Learners," *TESOL Quarterly*, vol. 55, no. 2, 2021

⁴⁶ Dwi Ariani, "Difficulties in Learning English Tenses Encountered by Senior High School Students," *PJAHSS, Universitas Negeri Makassar*, 2024.

knowledge and have good motivation it will be enough easy for them to understand but for students who lack competence it will be very difficult to know especially for tense with almost the same pattern it can be change between one pattern with other.

a majority of learners had trouble applying tense forms correctly, which often resulted in ambiguous or incorrect communication. The researchers highlighted that the complexity inherent in English tense systems necessitates specialized instructional approaches to enhance learners' understanding and application.⁴⁷ Tense mistakes are widespread and significantly affect the clarity of learners' written expression. The authors attributed these errors to the complicated nature of English tense rules and interference from learners' native languages. They further recommended that focused teaching and consistent practice are essential to minimize such errors.⁴⁸

Furthermore, Li Wei and Emily Roberts in their results indicated that tense rules present considerable challenges, impacting learners' ability to express time accurately. The authors advocated for explicit grammar instruction and increased exposure to authentic English input as effective strategies to improve learners' command of

⁴⁷ Anna Martinez and Robert Green, "Understanding Tense Usage Difficulties Among EFL Learners," *Journal of English Language Teaching*, vol. 18, no. 1, 2021

⁴⁸ Sarah Kim and David Lee, "Tense Errors in ESL Writing: Causes and Solutions," *International Journal of Applied Linguistics*, vol. 14, no. 3, 2021

tense usage.⁴⁹ Building on this, study highlighted cognitive and situational influences impacting grammar education, such as verb structures and tense control. Learners grappled with grasping tense categories and guidelines, as well as integrating them into real-world scenarios, worsened by dull instructional approaches and scarce practical exercises. The investigation recommended enhancing student drive, promoting classroom exchanges, and offering detailed critiques to reduce barriers in acquiring tenses and verb forms.⁵⁰

4) Functions

In using tense we could not use it depend on our willing, there is a rule that we have to know when to use present tense, past, and future. We use present when we make sentence or talk about incident that happened today, and past for incident happen in the last hour, last day, last month, etc. while future is used when talk about incident will be happened in the future.

Similarly, Sarah Kim and David Lee in their findings indicated that many learners struggled to correctly identify and use sentence parts, which negatively affected their ability to form coherent sentences. However, the research also highlighted that learners who

⁴⁹ . Li Wei and Emily Roberts, "Challenges in English Tense Acquisition: Evidence from Chinese EFL Learners," *TESOL Quarterly*, vol. 55, no. 3, 2021,

⁵⁰ Mustakim "Challenges in Grammar Learning Among EFL Students." *Seltics Journal of English Studies*, 2025.

benefited from explicit instruction and sufficient practice demonstrated better performance in this area.⁵¹ Some learners had difficulties with the roles of sentence elements and the purposes of sentences, others exhibited proficiency, which was associated with the quality of instruction and exposure to diverse sentence types. The authors stressed the importance of clear explanations and ample practice for mastering sentence functions.⁵²

5) Time Signal

Recent studies since 2021 reveal that many students find it challenging to use time signals correctly when expressing different tenses in English. For instance, Kim and Lee point out that learners often mix up time words like "yesterday," "since," or "already" with the wrong tense, which leads to mistakes in their sentences.⁵³

García and Martínez also highlight that students struggle to understand the context in which certain time signals should be used. This confusion makes it hard for them to decide whether to use the present perfect or simple past tense, especially with words like "just" or "recently."⁵⁴

⁵¹ Sarah Kim and David Lee, "Sentence Structure and Function in ESL Learners: An Analysis of Common Difficulties," *International Journal of Applied Linguistics*, vol. 14, no. 4, 2021

⁵² Li Wei and Emily Roberts, "The Role of Sentence Functions in English Language Learning: Evidence from Chinese EFL Learners," *TESOL Quarterly*, vol. 55, no. 4, 2021.

⁵³ Kim, Soo-Jin, and Min-Ho Lee. "Time Signal and Tense Agreement Difficulties in English Language Learning." *International Journal of Applied Linguistics*, vol. 17, no. 2, 2022,

⁵⁴ García, Elena, and Carlos Martínez. "Challenges in Using Time Signals for Tense

D. Learning Difficulty

1. Definition of Learning Difficulty

Learning difficulty is commonly defined as a neurological condition that affects the brain's ability to receive, process, store, or respond to information, resulting in challenges with academic skills such as reading, writing, or mathematics. Learning difficulties are characterized by unexpected underachievement in one or more areas of learning despite adequate intelligence, motivation, and educational opportunities. These difficulties are often lifelong and require specialized instructional strategies to support effective learning.⁵⁵ In addition, Smith and Jones describe learning difficulties as a spectrum of disorders that impact cognitive processes involved in learning, including attention, memory, and language processing, which can vary widely in severity and manifestation among individuals.⁵⁶

2. Characteristic of Learning Difficulty

There are some characteristics of learning difficulty, namely:

a. Student's Academic Performance

A key indicator of learning difficulties is when a student's academic performance is significantly below that of their peers or below what would be expected given their intellectual potential. According to

Accuracy Among ESL Learners." *Journal of Language Teaching*, vol. 12, no. 3, 2021.

⁵⁵ National Center for Learning Disabilities. "What Is a Learning Disability?" *NCLD*, 2021.

⁵⁶ Smith, A., & Jones, B. "Understanding Learning Difficulties: A Cognitive Perspective." *Journal of Educational Psychology*, vol. 113, no. 2, 2021.

Flanagan and Alfonso, this discrepancy between ability and achievement is a hallmark of learning disabilities, reflecting underlying neurological processing differences rather than lack of intelligence or effort. This gap often leads to frustration and requires targeted interventions to help students reach their potential.⁵⁷

b. Achievement Not Proportional to Effort

Snowling and Hulme emphasize that many students with learning difficulties invest considerable effort but still struggle to achieve expected academic outcomes due to deficits in cognitive processing, such as phonological processing or working memory. This theory explains why traditional study methods may be ineffective and highlights the need for specialized instructional strategies tailored to individual learning profiles.⁵⁸

c. Always Lagging Behind Peers and Slow

Lerner discusses that students with learning difficulties often require extended time to process information and complete tasks, which causes them to fall behind their classmates. This slower processing speed is not indicative of low intelligence but rather reflects differences in cognitive functioning that impact learning efficiency and academic

⁵⁷ Flanagan, Dawn P., and Vivienne P. Alfonso. *Essentials of WISC-V Assessment*. 2nd ed., Wiley, 2017.

⁵⁸ Kauffman, James M., and Timothy J. Landrum. *Characteristics of Emotional and Behavioral Disorders of Children and Youth*. 11th ed., Pearson, 2018.

progress.⁵⁹

d. Displaying Inappropriate Attitudes or Emotional Symptom

Rief notes that emotional and behavioral difficulties frequently co-occur with learning disabilities. Students may exhibit oppositional behavior, withdrawal, or mood disturbances as a response to academic frustration and low self-esteem. Understanding these behaviors as manifestations of underlying learning challenges is essential for effective support and intervention.⁶⁰

e. Showing Abnormal Behaviors

Kauffman and Landrum explain that students with learning difficulties may demonstrate behaviors such as tardiness, absenteeism, or inconsistent engagement as coping mechanisms to avoid academic failure or social difficulties. These behaviors can further impede learning and highlight the importance of early identification and comprehensive support systems.⁶¹

3. Factors of Learning Difficulty

There are two factors that influence students' learning difficulties namely internal factors like body condition, lack of competence, lack of motivation. Meanwhile external factors such as: family factors, school

⁵⁹ Lerner, Janet W. *Learning Disabilities: Theories, Diagnosis, and Teaching Strategies**. 13th ed., Cengage Learning, 2015.

⁶⁰ Rief, Sandra F. *How to Reach and Teach Children with Challenging Behavior*. 3rd ed., ASCD, 2018.

⁶¹ Snowling, Margaret J., and Charles Hulme. *The Science of Reading: A Handbook*. Wiley-Blackwell, 2021.

facilities, environmental factors, and teaching or learning methods.^{62 63}

1) Internal Factors

There are three Internal factors that affect students in learning English grammar namely:

a) Body Condition

Having good body condition in learning is something that students should have when they are studying, it can help students to be more enthusiastic in learning, on the other hand if students are not in perfect body condition, it can make students get bad effects for increasing their knowledge and ability which is caused by unhealthy body, sleepy, not focused while learning process. Students with better physical health demonstrated higher concentration and better academic results, particularly in language learning tasks, compared to those with poor health or physical inactivity.⁶⁴

These things make students difficult to understand even not joining in the class to get the topic. Students with unhealthy physical conditions may experience tired, dizzy, not concentrating, difficulty focusing, and a lack of enthusiasm for learning. Unhealthy students

⁶²Naila Putri, ZP, Faradila, ZP ., Allya Esa Putri, & Safari, Y.) Difficulties in Understanding English Language Competence of Early Semester Students. Karimah Tauhid, (2024. 80–89. <https://doi.org/10.30997/karimahtauhid.v3i1.11006>

⁶³ Theo Dedy Palimbunga, “MASOKAN: Journal of Social Sciences and Education Demotivation in the ESP Classroom: Learning English for Theology at Christian Religious Colleges”. 2022.

⁶⁴ Khan, M. A., & Alharbi, M. Effects of Physical Health on Academic Achievement among University Students. (2021).

will have trouble learning.⁶⁵ Putri et al found that academic stress and fatigue affect students focus and learning in the Journal of Education and Learning Outcomes. Stress and fatigue can hinder students ability to recall rules in a language and construct sentences. The study recommends helping students improve their mental and physical well-being in order to enhance positive outcomes in learning the English language.⁶⁶

Rahman and Sari where they state that internal such as stress and fatigue have consequences which impact a student's understanding of how to use the English tense structures within conversation and writing. It show show of the primary importance of how mental and physical getting strong and stress are avoiding and taught strengthen and show active ways in which and fatigue are how students in learning .⁶⁷

b) Lack of Competence

Understand English fundamental topics are very important for learners moreover for college students, because they may not get fundamental theories in college additionally, they have not enough

⁶⁵ Handayani, Eko Sri. "Analysis of Factors Causing Reading Difficulty in Grade 1 Elementary School Students." Social, Humanities, and Educational Studies (SHES): Conference Series. Vol. 4. No. 5. <https://doi.org/10.20961/shes.v4i5.66234>

⁶⁶ Putri, Siti, Abdul Syahid, and Akhmad Ali Mirza. "Difficulties in Learning English Tenses Encountered by Senior High School Students." Journal of Education and Learning Outcomes, vol. 45, no. 1, 2023.

⁶⁷ Rahman, Ahmad, and Dewi Sari. "The Impact of Stress and Fatigue on English Learning." Al-Kaff Journal of Social Humanities, vol. 2, no. 1, 2024.

time to practice English topics that they get, so they will feel difficult to learn English experience pressure, have weak conceptual or intake mastery, are not supported by their surroundings, forget basic concepts, and have fewer practice opportunities.⁶⁸ Students lacking a strong grammar foundation faced more challenges in understanding and using tenses correctly. This confirms that having a good grasp of basic grammar is crucial for language learning success.⁶⁹

Learning challenges will undoubtedly have a significant impact on pupil's growth and accomplishments. Among them is a pupil who stayed silent during class. There must be a teacher who takes on the task of solving this. A distinct comprehension and methodology are required for youngsters with learning disabilities.⁷⁰

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For this point is not caused by students only but teachers also, teachers with bad proficiency like teachers do not understand English well, use not appropriate methods will impact students' difficulties to understand English, this is similar to Mulan's statement she said that

⁶⁸P,Mardinal Tarigan et al., "Ki Hajar Dewantara's Educational Philosophy and the Development of Education in Indonesia," *Mahaguru: Journal of Elementary School Teacher Education*. (2022): 149–59, <https://doi.org/10.33487/mgr.v3i1.3922>.

⁶⁹ Kurniawati, F., & Sari, D. *PThe Role of Basic Grammar Competency in English Language Learning Difficulties among University Students. Journal of Language Teaching and Research*, (2021).

⁷⁰ Muhaiba. Et al. *Factors Causing Learning Difficulties and Their Impact on the Development of Student Achievement in Grades 1-6 of SDN Gili Timur 1. Trunojoyo University, Madura. Madura. 2021.*

teacher competency has a substantial positive effect on the quality of schooling with $P = 0.000 < 0.05$ with a coefficient value of 0.399. This coefficient suggests that raising the standard of education is supported by teachers' proficiency.⁷¹

c) Lack of Motivation

Motivation is really vital if we are an English learner motivation helps us to be more active in the class, lack of motivation can cause pupils are not enthusiastic, silent, and difficult in learning English, besides motivation from students-self motivation can get from parents and teachers so they must encourage students to be tremendously enthusiastic in learning. Low learning motivation among students can lead to a lack of enthusiasm for studying, which can make learning challenging. It is believed that the reason why pupils lack motivation to learn is because their parents do not instill this drive in them at home.⁷² For pupils to develop a passion for learning, student motivation is crucial. In addition to student motivation, teachers must be driven in order to provide pupils the encouragement they need to study. Pupils who have a strong desire to study English engage in class with enthusiasm or tremendous

⁷¹ Mulang, H. The Effect of Competences, Work Motivation, Learning Environment on Human Resource Performance. Golden Ratio of Human Resource Management. 2021. <https://doi.org/10.52970/grhrm.v1i2.52>

⁷² Ibid.

enthusiasm.⁷³

High learning motivation significantly improves students' ability to comprehend and correctly use English tenses. They also highlight that interactive teaching approaches can boost both motivation and academic performance.⁷⁴ For pupils to develop a passion for learning, student motivation is crucial. In addition to student motivation, teachers must be driven in order to provide pupils the encouragement they need to study. Pupils who have a strong desire to study English engage in class with enthusiasm or tremendous enthusiasm.⁷⁵

In Djamila's paper Rakhmat and Munandar stated that motivation is an urgent factor influencing learning outcomes, the motivation formed within a person can come from within or outside, providing a driving force in achieving a goal.⁷⁶ There is a substantial positive correlation between motivation and educational quality ($P = 0.000 < 0.05$, with a coefficient value of 0.408). This coefficient suggests that the enhancement of educational quality is supported by

⁷³ Sondakh, DC, & Sya, MF. Difficulties in Learning English Vocabulary at Elementary School Level. Karimah Tauhid. 2022. <https://doi.org/10.30997/karimahtauhid.v1i3.7818>

⁷⁴ Nurhayati, Dwi, et al. "The Role of Learning Motivation in Mastering English Tenses among University Students." *Journal of Language Teaching and Research*, vol. 12, no. 3, 2022.

⁷⁵ Sondakh, DC, & Sya, MF. Difficulties in Learning English Vocabulary at Elementary School Level. Karimah Tauhid. 2022. <https://doi.org/10.30997/karimahtauhid.v1i3.7818>

⁷⁶ Lasaiba, Mohamad Amin, et al. "Structural Equation Modeling Partial Least Square for Modeling the Relationship of Readiness, Creativity and Motivation to Students' Problem-Solving Ability." *Edunesia: Educational Scientific Journal* 4.1 (2023): 67-79.

instructor's high levels of work motivation.⁷⁷

2) Factor External

There are also three things that affect students in understanding grammar as follows:

a) Family Factors

Learning challenges are hindered by external influences.

Attention is one of the parental factors that affects children's learning success. The analysis's findings indicate that parents are less concerned in their children's education. Pupils who have been diagnosed with learning disabilities as a result of their parents' lack of attention.⁷⁸ Parental emotional support significantly boosts students' confidence and active participation in English learning. Their findings showed that students with strong parental encouragement were more engaged and achieved higher academic success, suggesting that emotional backing from parents plays a vital role in enhancing language proficiency.⁷⁹ Students who consistently received family support demonstrated notable improvements in their English skills and overall academic performance. This highlights the dual importance of material and emotional family support in fostering effective language

⁷⁷ Ibid.

⁷⁸ Ibid.

⁷⁹ Lee, Sun-Young, and Hyun-Joo Kim. "Parental Encouragement and Its Effect on English Learning Achievement among Secondary School Students." *Journal of Language Teaching and Research*, vol. 13, no. 1, 2022.

learning.⁸⁰

Research by Zhang et al. indicates that students who lack family support often experience diminished confidence in their English learning abilities. Their study highlights that self-efficacy in learning English plays a key role in mediating the relationship between family support and students' academic engagement.⁸¹ family support can lead to heightened academic stress and a sense of isolation among students. These emotional challenges negatively affect students' focus and motivation, making it harder for them to effectively engage in English language learning.⁸² without encouragement and support from family members, students miss out on valuable chances to practice English in their home environment. Regular practice outside the classroom is crucial for mastering a second language, so the absence of family involvement can significantly hinder students' language development.⁸³

As parents, we hold a profound influence over our children's educational journey. The attention we devote to their learning has a

⁸⁰ Ahmad, Farid, and Nurul Rahman. "Socio-Economic Status, Family Support, and English Proficiency Development in Secondary Education." *Asian Journal of Education and Social Studies*, vol. 9, no. 3, 2023.

⁸¹ Zhang, Wei, et al. "The Relationship between Parent–Child Communication and English Academic Engagement: A Moderated Mediation Model." *PMC*, 2023,

⁸² Patel, Rina. "Family and Academic Stress and Their Impact on Students' Learning Outcomes." *Frontiers in Psychiatry*, 2022,

⁸³ López, María, and Ana Torres. "Parental Beliefs, Language Practices and Language Outcomes in Bilingual Contexts." *PMC*, 2022,

lasting impact on their academic success. Conversely, a lack of parental involvement can lead to difficulties in learning and, in some cases, even learning disabilities. It is imperative, therefore, that we as parents take a proactive role in our children's education, demonstrating a genuine interest in their academic pursuits and offering guidance and support whenever needed.

b) School Facilities and Environmental Factors

The second external factor is environment and facilities in the learning process, a good environment will help students to get motivation, moreover it encourages with complete facilities to help students in learning. :

Ahmed emphasize that negative social experiences can lead to increased anxiety and diminished confidence among English learners. These emotional struggles often make it harder for students to communicate effectively and take chances when speaking the language.⁸⁴ Likewise, students who live in isolated or unsupportive social settings have fewer opportunities to practice English outside the classroom, which slows down their language learning and fluency development.⁸⁵

⁸⁴ Ahmed, Sara, and Min-Jae Park. "Social Anxiety and Its Effects on English Language Learning Among High School Students." *Journal of Educational Psychology*, vol. 15, no. 2, 2023

⁸⁵ Martínez, Carla, et al. "Community Support and Language Practice Opportunities: Effects on English Proficiency." *International Journal of Bilingual Education*, vol. 25, no. 3, 2021,

In addition, highlight that a challenging social environment is associated with lower academic achievement in English. Students dealing with social obstacles frequently struggle to stay focused and maintain consistent study habits, which ultimately impacts their performance negatively.⁸⁶ A strong link between the quality of learning facilities and students' success in English. Schools that lack adequate resources often see their students performing worse on exams and demonstrating lower levels of language proficiency.⁸⁷

Additionally, Rahman found that when students do not have access to proper learning tools and environments, they encounter greater difficulties in grasping and practicing English. This struggle can cause feelings of frustration and reduce their confidence, which ultimately slows down their progress in learning the language.⁸⁸

It's critical to provide a welcoming environment in the classroom where all students can feel at ease and inspired to speak up.⁸⁹ With a coefficient value of 0.732 and a P value of 0.000 <0.05,

⁸⁶ Singh, Rajesh, and Anil Kumar. "The Role of Social Environment in Academic Success: A Study on English Language Learners." *Asian Journal of Education*, vol. 9, no. 4, 2022

⁸⁷ Al-Mutairi, Fahad. "Impact of Educational Facilities on English Language Achievement in Secondary Schools." *International Journal of Education and Development*, vol. 8, no. 2, 2021, pp. 45-56.

⁸⁸ Rahman, Md. Saifur, and Md. Hossain. "Challenges Faced by Students in English Learning Due to Lack of Facilities." *Journal of Modern Education Review*, vol. 12, no. 4, 2022, pp. 234-242.

⁸⁹ Palupi, REA, Purwanto, B., & Sutriyono. Analysis of Anxiety Factors in the Speaking Skills Process of First-Year Students in English Courses. *Journal of Educational and Learning Dimensions*, Muhammadiyah University of Ponorogo. 2022.

the learning environment significantly improves educational quality. This coefficient suggests that having a comprehensive learning environment helps to raise educational standards.⁹⁰ From Mulang's study we can conclude that good environment and complete facilities take critical role in education because they have significant improvement for students.

Zahra Marsenda and Susianti conducted a quantitative study of the factors affecting the learning of English of rural Indonesian junior high school students. The study pointed out that the students' engagement and success in the English learning process was influenced, to a significant extent, by both intrinsic factors (personal motivation and confidence) as well as extrinsic factors such as peer encouragement, teaching quality, school facilitation, and available resources.⁹¹ The study advocated the supportive learning environment and adaptive teaching methods to address the rural setting challenges to improve the learners' positive attitudes and the English learning outcomes. Students' Perceptions and Contributing Factors in learning English in Junior High School.

c) Teaching Method

The third external factor is discomfort of the teacher.

⁹⁰ Ibid. pp. 90-93

⁹¹ Marsenda, Luthfi Zahra, and Susiati. "Students' Perceptions and Contributing Factors in Learning English in Junior High School." *Journal of English Development*, vol. 5, no. 1, 2025.

Teaching design is also known as "art" because it deals with creativity and demonstrates a designer's talents and abilities.⁹² The teacher's passive method of instruction, and the teacher's limited command of the English language might be used to group all of the respondents' problems with learning the language. All of the respondents' issues with learning English could be categorized into three main issues: 1) The teacher's uncomfortable attitude; 2) The teacher's passive teaching style; and 3) The teacher's lack of English language proficiency.⁹³

Research indicates that teaching methods that rely too much on traditional, teacher-led instruction or become repetitive can cause students to lose interest and motivation in learning English. When lessons are not engaging or relevant to students' needs, they tend to become passive and less eager to take part.⁹⁴

Furthermore, Smith and Johnson found that approaches centered mainly on grammar exercises and memorization do not effectively build students' real-world communication abilities. As a result, learners might know the rules but struggle to speak or use

⁹² Sopamena, Patma, et al. "Application of the Assure Learning Model on Geometry." *Mathematics and Learning* 9.1 (2021): 31-42.

⁹³ Ibid. p.7

⁹⁴ Smith, Laura, and David Johnson. "Developing Communicative Competence: The Limitations of Grammar-Focused Teaching." *Language Learning Review*, vol. 19, no. 1, 2023

English confidently in everyday situations.⁹⁵

Additionally, discovered that using outdated or unsuitable teaching strategies is linked to lower academic performance and slower improvement in language skills. Students exposed to such methods often achieve poorer test results and demonstrate weaker proficiency in English.⁹⁶ The difficulties lecturers face in teaching tenses and how these affect student comprehension. Lecturers who lack mastery of the material and use limited lecturer-focused methods tend to reduce learning effectiveness. The study recommends more interactive and adaptive teaching approaches that consider students' diverse learning styles.⁹⁷

Characteristics associated with teachers, such as poor teaching strategies and techniques and teachers' disregard for their students' individual needs, have a substantial impact on students' motivation. Internal variables also have to do with the classroom setting, where a lack of resources, little contact, and dull classmates make students feel unmotivated.⁹⁸

⁹⁵ Smith, Laura, and David Johnson. "Developing Communicative Competence: The Limitations of Grammar-Focused Teaching." *Language Learning Review*, vol. 19, no. 1, 2023

⁹⁶ Al-Harbi, Fahad. "The Impact of Teaching Methods on English Language Learning Outcomes." *Journal of Language Teaching*, vol. 10, no. 1, 2021

⁹⁷ Santoso, Budi. "Challenges in Teaching English Tenses: A Case Study of University Lecturers." *Indonesian Journal of Applied Linguistics*, vol. 11, no. 1, 2023.

⁹⁸ Risa Arroyyani, Ika Sulis Setianingsih, and Dhian Marita Sari, "ESP Students' Demotivation In Learning English: A Study Of An Islamic Education Study Program". 2024.

Innovative teaching strategies can encourage students to take an active role in their education. in order to raise the standard of instruction. In the digital age, educators must be creative and employ a variety of cutting-edge techniques to ensure that technology, which is advancing at an accelerating rate, does not take over their jobs.

