

**AN ANALYSIS OF TEACHERS' CHALLENGES IN TEACHING
GRAMMAR IN SMPN 1 BAKI IN ACADEMIC YEAR 2023/2024**

THESIS

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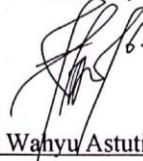
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Wassalamu'alaikum warahmatullahi wabarakaatuh

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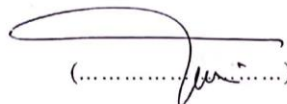
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DEDICATION

This thesis is dedicated to:

1. My beloved mother (Supatmah) and father (Supardi)
2. My sister (Wulan Suci Rahmadani)
3. My advisor (Nuning Wahyu Astuti, M. TESOL)
4. My Best Friend (Irfan Maulana)
5. My Friends (Rahma Indana L, Yeni Rahmawati, Elenia Nadila, Nanjung Nurani, Maulana Al Ghofur, Alm Habib Salim)
6. To Baba Yaga productions, BabaYaga Channel, and Verse of Blue AKA V.B
7. Myself

MOTTO

“Fortis Fortuna Adiuvat”

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “An Analysis of Teachers’ Challenges in Teaching Grammar in SMPN 1 Baki in Academic Year 2023/2024” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, 29 November 2023

Stated by,



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ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled An Analysis of Teachers' Challenges in Teaching Grammar in SMPN 1 Baki in Academic Year 2023/2024. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

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6. Nor Laili Fatmawati, M.Pd., has given her time to be the Chairman.

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11. Respected by the SMPN 1 Baki, both teachers', staff, administrators, and high officials.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, 29th November 2023

The Researcher



Bagas Nur Muhamad

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ABSTRACT

Muhamad, Bagas Nur. 2023. *An Analysis of Teachers' Challenges in Teaching Grammar in SMPN 1 Baki in Academic Year 2023/2024*. Thesis. English Language Education Study Program, Faculty of Cultures and Languages, Raden Mas Said State Islamic University of Surakarta.

This research focused on teachers' challenges in teaching grammar and the teachers' solution to facing the challenges in teaching grammar in SMPN 1 Baki in academic year 2023/2024. The purposes of this research were to describe the teachers' challenges in teaching grammar in SMPN 1 Baki in academic year 2023/2024 and find out the teachers' solutions to facing the challenges in teaching grammar in SMPN 1 Baki in academic year 2023/2024.

This research design used a case study. The subject of this research were two teachers' who teach seventh grade at SMPN 1 Baki in academic year 2023/2024. The data collected by using interview, observation, and documentation.

This research findings that the researcher found in this research are the teachers' challenges in teaching grammar in SMPN 1 Baki in academic year 2023/2024 and the teachers' solutions to facing the challenges in teaching grammar in academic year 2023/2024. The first challenge that faced by teachers' is teachers' difficulty choosing the right approach, the second challenge is motivated students to learn grammar, and the last challenge is ensuring deep understanding.

Finally, to facing the teachers' challenges in teaching grammar in SMPN 1 Baki in academic year 2023/2024. The teachers' applied some solutions to facing the challenges. The first solution is teachers' providing choice in learning, the second solution is teachers' motivation students with intriguing content and utilization of technology, and the last solution is teachers' using cooperative based activities, and providing constructive feedback.

Keywords: *Challenge, Teaching, Teaching Grammar, Grammar*

CHAPTER I

INTRODUCTION

A. Background of the study

Grammar is the rules of language. Grammar is a system of meaningful structures and patterns that are governed by particular pragmatic constraints (Larsen-Freeman, 2001). Thornbury (1999) also said that grammar is a description of the rules for forming sentences, including an account of the meanings that these forms convey. In another definition Ur (2012), stated that grammar is defined as the words that are put together to make correct sentences, which means grammar is related to the sentence. According to Crystall as cited in Nawaz et al., (2022) stated that grammar is the structural base of our capability to express ourselves. Swain as cited in Dwipa (2021) also clarifies grammar as the rules that display how words are combined, organized, or shifted to exhibit special kinds of substance. Based on the theory above, it can be concluded that grammar is very important because without the researcher know about grammar, the researcher cannot make good sentences, grammar is included in subskill which supports other skills in English, that's why grammar is always taught at the school and existed in academic setting from junior high school until university.

Grammar gives the essential framework and style of organizing information. It is associated with the system of language and function as the

backbone of a language and learning grammar has been piece of language competences since grammar is a principal factor of a language. If students fall through to comprehend the rules of grammar, they will fail to communicate effectively in that language, as for utilizing grammatically proper language can not only increase speaking, listening, reading and writing skills moreover it also makes a good impression, set up self-reliance and rise accuracy. Teaching grammar is almost the same as teaching other skills in English (Syafryadin, 2021). Teaching grammar is an essential aspect of foreign language instruction, and function of teaching grammar is to show how language works (Mart, 2013). According to Ellis (2006), about why teaching grammar was influential is:

Grammar Teaching involves any instructional technique that draws learners' attention to some specific grammatical form in such a way that it helps them either to understand it meta linguistically and/or process in comprehension and/or production so that they can internalize it.

Based on statement above, it can be concluded that grammar teaching is important to learners, and in grammar teaching there is a process transferring a knowledge about grammar and the person who transfer the knowledge is teacher. Teachers' has a vital role in teaching and learning process, not only in charge of conveying knowledge to students but also in supporting and encouraging students to have the motivation and a positive attitude towards the subject bring learned (Linda, 2020).

Thus, teaching is not easy job. In teaching grammar, as a teacher has to involve any instructional technique or activity that draws students' attention to some specific grammatical form in such a way that helps students to comprehend the process and the production so that they can fully internalize it. To learn and teach effectively, the researcher needs to have the knowledge of teaching principles, method, and techniques (Regmi, 2021).

Teaching grammar became the most challenging and controversial issues in the history of language teaching in the beginning of the twentieth century, teaching grammar was considered as the core of language teaching and the importance of other sub-skills was downplayed and degraded Richards & Renandya 2022 as cited in (Nazari et al., 2022). Similarly, according to Larsen-Freeman (2001) also declared that teaching grammar means enabling language students to use linguistic forms accurately, meaningfully, and appropriately. So, to achieve the goal, the teacher has to preparation about various teaching strategies to overcome the obstacle, such as Presentation, Practice and Produce or PPP. Furthermore, Penny Ur as cited in Hinkel (2011) added various strategies to overcome the obstacles such as input-or task-based instruction, the natural approach, task-based instruction, focus on form and consciousness-raising, skill-theory-based instruction, classroom implementation, a possible solution: mix and match? and future direction.

However, based on the results of pre-research observations that researcher conducted through observation and interview procedures carried out for two days, namely on February 9 and 11, 2023, it was found that teachers' at SMPN 1 Baki in grade seven felt challenges in teaching grammar. For instance, students' weakness due to the loss of learning due to the pandemic, the differences in understanding and comprehending the material presented that occurs between superior and non-superior class students, then the tendency of students to use google translate as a student aid, and with the implementation of an independent curriculum at the SMPN 1 Baki which has forced teachers to insert English material in other lessons and reduced time for English lessons.

On top of the long debating issue of grammar teaching approaches, language instructors often find grammar as a challenging part in teaching English language subject (Yusob, 2018). In relation to this issue, many studies have been conducted by several researchers, such as research conducted by Manoj Kumar Yadav in 2018 entitled "Novice Teachers' Experiences and Perceived Challenges in Teaching Grammar". This study focused on researching new teachers about their experiences in teaching grammar and this study used a descriptive survey design (Yadav, 2018). Then, this becomes a gap in which the current study uses a qualitative design and focuses not on new teachers' and different research places in the previous study located in the country of Nepal and the current study located in Indonesia which is certainly different in its education system.

Furthermore, according to research conducted by Khairul Firhan Yusob in 2018 entitled "Challenges of Teaching Grammar at Tertiary Level: Learning from English Lecturers' Insight" which found that there are 6 results from his research, namely, lack of experience, expectations from students, lack of facilities, negative perceptions in teaching grammar, expectations of English lecturers and preparing grammar lesson (Yusob, 2018). This study took place in Malaysia with the subjects being lecturers from universities in Malaysia and this is a gap for the current study which focuses on junior high schools in Indonesia and the subjects are teachers.

The changes that occur in the context of the challenges of teaching grammar from some of the explanations above always follow the times and in Indonesia the challenges of teaching grammar are not only from something that comes from outbreaks / events that attack the order throughout the world community. In a study conducted by Akhmad Zaeni in 2020 entitled "Problems in Learning Grammar at an English Course in Yogyakarta: Teachers' Perspective", also explained that from the teacher's perspective there were problems divided into four parts based on the syllabus in the course (Zaeni, 2020). This study, emphasizes more on the problems experienced by students in learning grammar at courses in Yogyakarta through the teacher's perspective. The current research explores the challenges of teaching grammar for teachers in junior high school. From the above research, the syllabus is also a problem in teaching grammar, in Indonesia the syllabus is an elaboration of the curriculum into subject

matter, learning activities, and assessment development and in Indonesia there have been various curriculum changes, in the past there was the Education Unit Level Curriculum (KTSP), Thirteen Curriculum (Kurtilas), Emergency Curriculum (2020-2021), Prototype Curriculum or known today as the Merdeka Curriculum (Nugroho & Narawaty, 2022).

Based on the explanation and theory above, this research was conducted to find out the challenges of teachers' teaching grammar in the SMPN 1 Baki, this research was conducted to fill the gaps that exist from the explanation of previous research. Previous research explained that there were challenges in teaching grammar from time to time, before the pandemic, the pandemic and in this study wanted to examine the challenges of teachers in teaching grammar in the present. Therefore, this research uses the title "Teachers' Challenges in Teaching Grammar in SMPN 1 Baki in Academic Year 2023/2024".

B. Identification of the Problems

Based on the background, it is found that the challenges of teaching grammar vary in a certain period of time. In the pre-research observation found that teacher felt challenging when teaching grammar such as,

1. Student weakness due to the loss of learning due to the pandemic
2. The differences in understanding in comprehending the material presented that occurs between advanced and regular class students
3. The tendency of students to use google translate as a student aid and with the implementation of an independent curriculum at the SMPN 1

Baki which has forced teachers to insert English material in other lessons and reduced time for English lessons.

Hence, the researcher wants to explore the challenges of teachers in teaching grammar in SMPN 1 Baki. It is hoped that the results of this study will be useful for English teachers', schools, and the government in developing new policies to improve English teaching at the junior high school level.

C. Limitation of the Problems

The limitation of this study is focuses to find the teachers' challenges in teaching grammar and the solutions to facing the challenges at the SMPN 1 Baki in academic year 2023/2024, this research focuses in teachers' who teach grade seventh as the participant. This study using **Larseen-Freeman theory** to answer the formulation of the problem in this study.

D. Formulation of the Problem

Based on the background above, researcher can formulate the following problems:

1. What are the Teachers' Challenges in Teaching Grammar in SMPN 1 Baki in Academic Year 2023/2024?
2. What are the Teachers' Solutions to Facing the Challenges in Teaching Grammar in SMPN 1 Baki in Academic Year 2023/2024?

E. Objectives of the Study

The objectives of the research intended:

1. To describe what are the Teachers' Challenges in Teaching Grammar in SMPN 1 Baki in Academic Year 2023/2024.
2. To find out the Teacher' Solutions to Facing the Challenges in Teaching Grammar in SMPN 1 Baki in Academic Year 2023/2024.

F. Benefits of the Study

The researcher hopes that the results of this study can produce some useful information for anyone who reads this research. The researcher also hopes that it can contribute theoretically and practically.

1. Theoretical Benefit:

The researcher hopes that this study will provide additional information to readers about teachers' challenges in teaching grammar as well as to fill the existing gap about teachers' challenges in teaching grammar.

2. Practical Benefit:

- a. For Teacher

The results of this study can be used as additional information about the current challenges of teaching grammar.

- b. For Researcher

This research can help and be valuable for researchers to improve and complete their studies. Furthermore, the researcher hopes that this research can be useful for further research.

G. Definition of Key Terms

The Researcher defines the keywords below:

1. Challenge:

According to Cholif (2023) a challenge is a problem that exists in an activity such as a teaching and learning process, using appropriate and quality solutions.

2. Teaching:

Teaching is process of helping the students to get information, idea, skill, value, thinking style, the facilitator to express themselves, and manner how to learn (Rahyubi, 2012).

3. Grammar:

Grammar is a system of meaningful structures and patterns that are governed by particular pragmatic constraints (Larsen-Freeman, 2001).

4. Teaching Grammar:

Teaching grammar is an activity that happen in a language class, which was enabling the students to use the forms of linguistics accurately with full meaning and in an appropriate way (Shams, 2019).

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Teaching Grammar

a. Definition of Grammar

Grammar is one of the linguistic aspects of learning English. Etymologically, the word "grammar" comes from the Greek word "grammatika," meaning "the art of writing," part of the philosophy that purifies language. In other words, it guarantees accuracy when using a particular language (Regmi, 2021). Grammar is a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the grammar language (Richards & Schmidt, 2010). Similarly, grammar is traditionally defined as the way words are used to form sentences Al-khresheh & Orak (2021). It is supported by (Thornbury, 1999) who said that Grammar is a set of rules that explores the forms and structures of sentences that can be used in language. Furthermore, Brown (2000), point out that grammar is the system of rules governing the conventional arrangement and relationships of words in a sentence. Similarly, according to Larsen-Freeman (2014) said that grammar is a system of lexicogrammatical patterns that are used to make meaning in appropriate. According to Ali as cited in Zaeni (2020) said that one of English language

components is grammar. So, based on the explanation above it can be concluded that grammar is important thing in sentences, because when the learners learn about grammar rules, it can make the learners understand about how to make a good sentence that will be useful in language process.

b. Types of Grammar

According to (Cook, 2008), analyse three different types of grammar: prescriptive grammar, traditional grammar, and structural grammar.

- 1) Prescriptive Grammar: That was called prescriptive grammar because it prescribes what people should say or should not say ought to do. In another definition prescriptive grammar is when the correct use language is prescribed by set a rule. For instance, the use of 'a few' and 'a little'. In prescriptive grammar, 'a few' determines count noun (a few students) and 'a little' is related to non-count noun (a little salt) (Alem, 2021).
- 2) Traditional Grammar: traditional grammar is grammar which is usually based on earlier grammars of Latin or Greek and applied to some other language, often inappropriately (Richards & Schmidt, 2010). Traditional grammarians have identified and defined eight parts of speech in teaching the syntactic construction of sentences: nouns, verbs, pronouns, adverbs, adjectives, prepositions, conjunctions, and interjections. These

different parts of speech form sentences. Traditional grammarians focus on the relationships of words in sentences, such as subjects, objects, complements, and adverbs, to describe different types of sentences (Alem, 2021).

3) Structural Grammar: Structural grammar is the grammar that deals with how words are transformed into phrases and phrases are transformed into sentences. Traditional grammar focuses on the written language, while structural grammar focuses on the spoken language (Alem, 2021).

c. Three Dimensions of Grammar:

Linguists and scholars define the term "grammar" in different ways. Grammar is the practice and study of the various rules that govern how words transform to form sentences (Al-khresheh & Orak, 2021). Therefore, grammar is not only discrete set of meaningless, de-contextualized, static structures and prescriptive rules about linguistic form but it is an expression of meaning (semantic) in context of appropriate use (pragmatic). The following three-dimensional framework developed by Larsen-Freeman (2001), provides the understanding of the different dimensions of grammar:

1) Form/Structure: This format dimension focuses on how grammatical structures are constructed and organized within a text. It includes specific disciplines such as phonology,

morphology, graphology, and syntax, which play important roles in the teaching and learning of linguistic forms.

- 2) Meaning/Semantic: This dimension of meaning relates to the meaning conveyed by a particular structure. This includes unique units such as words, derived morphemes, multi-word lexical strings, and terms with specific lexical or grammatical meanings.
- 3) Use/Pragmatic: The dimension of use indicates when and why a speaker chooses to use a particular grammatical structure over other grammatical structures that may convey the same meaning. This includes related entities such as social functions and discourse patterns.

Moreover, grammar plays one crucial role in language learning by providing language learners with a set of rules. This means that teaching grammar can greatly impact learning to master a language. Based on the explanation above, it can be inferred that grammar is necessary to be learned by students and taught by teachers in every school in Indonesia, because it consists of the procedure for constructing a sentence and is one of the components of the English language.

The teaching of grammar holds a central position in the literature on language teaching, largely but not only for historical reason (Ur, 2012). According to Larsen-Freeman (2001), the real

interpretation of teaching grammar is enabling language learners to use linguistic forms accurately, meaningfully, and appropriately. Teaching grammar simply refers to the formal instruction on forms or on different grammatical items in classroom setting. It is about the approaches, methods, techniques for practicing grammar in the classroom (Yadav, 2018). From the explanation above, it can be concluded that teaching grammar plays a vital role in teaching the rules of English grammar, by teaching grammar it will have an impact on students, namely students become aware of how to use English grammar and know how to form good and correct sentences according to applicable rules.

2. Approaches in Teaching Grammar

According to Harmer (2007), divide two approaches there are:

a. Deductive Approach:

Deductive approach starts with the presentation of rule and is followed by examples in which the rule is applied. Similarly, in Harmer (2010), said that in a deductive approach, students are given explanation or grammar rules, for example, and then, based on these explanations or rules, they make phrases and sentences using the new language. The advantages of this approach are teachers can save teaching time, because students have more time to practice and practice, they can improve learning efficiency and cultivate

innovative learning abilities Huang, (2023). Here is an example of the deductive approach:

Step 1: Demonstrate the definition of present perfect tense directly to the students

Step 2: Introduce and show the basic structure on the whiteboard or PPT

Step 3: Explain the basic usage of the present perfect tense

➔ It refers to the influence or result of an action in the past on the present. For instance, he has read the book.

➔ It means that the actions that happened in the past continue to the present, and may continue. Usually used with adverbs expressing a period of time. For instance, he has worked here for 30 years.

Step 4: Exercise

b. Inductive Approach

An inductive approach starts with some examples from which a rule is inferred. In addition, inductive approach is going from the rules to the examples, students see examples of language and try to work out the rules Harmer, (2007). Moreover, according to Huang (2023) said that the inductive approach is student-centered, it means when use this approach to teach grammar, students can conclude their own observation and analysis of example sentences, which is conducive to the full understanding and mastery of knowledge points and can

also improve their ability to analyse and solve problems. For example: by creating a situation, the teacher writes the following sentences: (Come here. /Go there. Open the door. /Close the window. / Stand up, please / Sit down, please.) on the whiteboard to inspire students to think about the common points of the above sentences, and try to summarize the usage of imperative sentences.

3. Methods in Teaching Grammar

According to Larsen-Freeman (2000), mentioned that methods in teaching grammar as follows:

a. Community Language Learning (CLL)

According to Brown (2000), community language learning is a good example of an emotion-based approach. According to Larsen-Freeman & Anderson (2011), community language teachers' are advised to view their students as "whole people." Holistic learning means that the teacher not only takes into account the student's intelligence but also understands to some extent the relationship between emotions, physical reactions, instinctive protective reactions and the desire to learn from students.

b. Desuggestopedia

According to Larsen-Freeman (2000), desuggestopedia is an application of suggestive study to pedagogy, it was developed to help students eliminate feelings that they cannot succeed and

negative associations that they can have towards their learning and thus help them to overcome barriers in learning.

c. Silent Way

The Silent Way depends on cognitive rather than emotional arguments for its theoretical support. According to (Larsen-Freeman (2000), one of the basic principles of the silent method is that "teaching must depend on learning". In other words, teaching means serving the learning process, not dominating it. The teacher's goal when using this method is that students can use language for (self-expression) to express their thoughts, perceptions, and feelings. To do this, children must develop independence from the teacher, and develop their own internal criteria of correctness. Students become independent by relying on themselves. Therefore, teachers' must only give them what they really need to promote their learning.

d. Total Physical Response (TPR)

Total physical response was developed in order to reduce the stress people feel when they are studying other languages and thereby encourage students to persist in their study beyond a beginning level of proficiency and the major technique in this method is the use commands to direct behaviour (Larsen-Freeman & Anderson, 2011). In this method, the teacher gives instructions and the

students listen and follow them. The important thing is that there are no grammar rules as such.

4. Grammar Teaching Techniques

According to Brown & Lee (2015), mentioned the grammar techniques that can be used in teaching grammar as follows:

a. Charts

Charts and graphs are useful tools for practicing patterns, clarifying grammatical relationships, and even understanding sociolinguistic and discursive constraints.

b. Objects

Objects can make classroom situations lively, so they can be used as media or techniques for grammar lessons. Additionally, objects not only liven up the context, but also add a kinesthetics and hands-on dimension to the lesson.

c. Maps and drawings

Maps and pictures are mediums or techniques that can be used to teach grammar in the classroom. The maps encourage students to use prepositional phrases, questions, imperatives, and appropriate discourse to get someone's attention or ask for directions.

d. Dialogues

Dialogue is an older technique for introducing and practicing grammar points. Through dialogue, students can learn grammar and analyse the usage of grammar in dialogue.

e. Written text

The written text can be used by lecturers and teachers for grammar lessons. A written text is given to the student and the student can recognize the grammar of the written text.

5. Importance of Teaching Grammar

Grammar reflects the internal laws of the structural organization of the language edifice and language teaching is inseparable from grammar teaching (Huang, 2023). Thornbury (1999), argue that the importance of teaching grammar is crucial, in other word the importance of why teach grammar are divided into seven arguments:

a. The sentence-machine argument

By teaching a finite set of grammar rules, learners can enumerate a finite number or boundary clauses. Grammar is therefore understood as a kind of sentence-building machine.

b. The fine-tuning argument

This argument hypothesizes that grammar lessons help language learners form correct sentences and structures while minimizing the chances of making mistakes.

c. The fossilization argument

This argument reveals that receiving grammar instruction appears to carry less petrifying risk than no instruction.

d. The advance-organizer argument

It has been argued that grammar lessons can have an indirect impact on language learning. This means that later realization is a prerequisite for learning the language.

e. The discrete item argument

External languages are assumed to be vast and vague, creating potential challenges for learners. Therefore, dividing grammatical elements into the smallest specific elements or neat categories (sometimes called discrete elements) makes it easier for learners to comprehend.

f. The rule-of-law argument

Grammar is viewed as a system of rules that can be learned, thus advocating the inevitable aspects of grammar: rules, order and discipline.

g. The learner expectations argument

Many learners come to language classes in hopes of improving their grammar skills for successful language learning.

6. Challenges of Teaching Grammar

Teaching grammar has been a part of language teaching skills since grammar is a prominent feature of language. Grammar lessons play an essential role in learning a language effectively. However, the place of

grammar in the teaching of foreign languages is controversial (Ur, 2012). Accordance with that Ahmad as cited in (A. Ahmad, 2020) said that teaching grammar for English as foreign language is commonly challenging. Many factors are involved such as students' negative mindset of grammar itself which is quite hard to be mastered because it has different rules with their mother tongue.

According to Larsen-Freeman & Anderson (2011), there are some of the challenges teachers' face in teaching grammar include:

a. Overemphasis on Error Avoidance

When teaching grammar, the challenge that arises is the teacher's excessive worry or anxiety about grammatical mistakes made by students, so the teacher may tend to avoid using complex language and use simple language instead.

b. Difficulty choosing the right approach

The next challenge is that teachers may find it difficult to choose a suitable method approach to teach grammar to students, with the many existing methods making it difficult for teachers to choose which one and according to the ability of the students taught by the teacher.

c. Integrating Grammar into Communicative Contexts

Teaching grammar in situations that have a communicative context can be difficult and challenging for teachers when teaching

grammar, this happens when teachers want to ensure that the use of grammar is appropriate for the needs of communication.

d. Assessing Student Progress

It can be challenging for a teacher to assess students' grammar understanding and progress in a meaningful context, especially if the teacher's grammar assessment measures or standards focus only on grammar practice.

e. Time Constraints

The next challenge is about the limited time or hours of English lessons in class, it may make it difficult for teachers to cover all aspects of grammar well, because not every day / every lesson teachers teach English grammar and certainly teach other English materials.

f. Dealing with Individual Differences

Finding students with different backgrounds and learning styles is also a challenge for teachers themselves when teaching grammar, so overcoming these differences in grammar teaching can be a challenge for teachers.

g. Motivating students to Learn Grammar

The next challenge is when the teacher gets students who may be less motivated to learn grammar because of the perception of the students themselves who feel that learning grammar is difficult or

less interesting, this becomes one of the obstacles for teachers in teaching English grammar to students.

h. Ensuring Deep Understanding

As a teacher, it is certainly a desire to ensure that students not only memorize grammar rules while learning, but actually understand and be able to use them in communication is also a challenge for teachers when teaching English grammar to students.

Thus, in Yusob (2018) has presented some challenges faced by English language teachers' in teaching grammar, namely: students, experience, facilities, perceptions, expectation of the english teachers', and lesson. Similarly, according to Kumayas & Lengkoan (2023), divided three different challenges; experiences, students, and lesson.

7. Grammar Teaching Solutions

There is a long-standing debate among language practitioners around the world about the effectiveness of approaches to grammar education (Yunita et al., 2019). According to Larsen-Freeman & Anderson (2011) the solution to overcome teachers' challenges in teaching grammar include: Implementing Diverse Approaches, Providing Constructive Feedback, Using Cooperative-Based Activities, Utilization of Technology, Motivating Students with Intriguing Content, Providing Choice in Learning, Selecting Relevant Materials, and Language Awareness Approach. Then, Ur (2012) has also clarified that

there is a distinction between implicit or explicit as the best way to teach grammar. According to Ahmad et al., (2022) said that there are differences in teachers' perspectives on the use of inductive or deductive methods in teaching grammar, with some teachers' claiming that inductive methods was appropriate to introduce new grammar topics. Some claimed that it was necessary to use the deductive method to teaching new grammar topics, which could give students a clear and systemic understanding of grammar rules. Generally, grammar teaching in Indonesia uses the traditional grammar translation method (GTM). GTM was chosen because it is the easiest method to use for English teachers to achieve their target language through the importance of vocabulary and grammar rules (Milawati, 2019). In addition, Richards & Rodgers (1986), possess a first language as a basic approach to acquire the grammar rules of their target language. It can be concluded that GTM requires the students to know the syntax and apply the grammar knowledge in translating. Nowadays, the new methods of teaching grammar in Indonesia are starting to grow, such as in the research of (Silalahi & Halimi, 2020) and the results indicated that students who learned from the video achieved higher scores than those who learned from textbooks. The learning-style questionnaire results revealed that learning with videos was enjoyable. Therefore, this medium is highly recommended as a crucial grammar-teaching tool in the classroom.

Then, in research from Ahmad (2020), about the implementation of Padlet as one useful alternative to teach basic English grammar to elaborate others multimedia which can enhance students' understanding of the lesson and ease students to create and submit students' work creatively as an effort to fulfil the challenge of 21 century competence.

Furthermore, in the research (Andriani et al., 2021) who said that there are two grammar teaching techniques used by the teacher. These techniques are form-focus and form-focus. In focus-on-forms, the teacher teaches English grammar by Deductive English Teaching Grammar, Score-Oriented English Language Learning Activities, and Accuracy-Oriented English Language Learning Activities. Focusing on the form, the teacher teaches English grammar by Task-Based Sentence Making, and Contextual teaching of English Grammar. Next, in the research by (Syafryadin, 2021) which explains that visual illustration technique is effective in teaching grammar for students. In addition, the research conducted by (Fakhruddin et al., 2022) shows that after implementing Quizziz, the data showed that the students can master grammar in written discourse easily and the students became active in participating in the grammar class like asking and answering question. Various new methods used at the current time are expected to overcome the problems or challenges that exist in teaching grammar in Indonesia.

B. Previous Related Studies

A number of research have been carried out related to the topic of this research. Some of related major research works and articles have been mentioned below:

The First is the research conducted by Manoj Kumar Yadav in 2018 entitled "Novice Teachers' Experiences and Perceived Challenges in Teaching Grammar". This study focused on researching new teachers about their experiences in teaching grammar and this study used a descriptive survey design. Then this becomes a gap in which the current study uses a qualitative design and focuses not on new teachers' and different research places in the previous study located in the country of Nepal and the current study located in Indonesia which is certainly different in its education system.

Second, the research conducted by Khairul Firhan Yusob in 2018 entitled "Challenges of Teaching Grammar at Tertiary Level: Learning from English Lecturers' Insight" which found that there were 6 results from his research, namely, lack of experience, expectations from students, lack of facilities, negative perceptions in teaching grammar, expectations of English lecturers and preparing grammar lessons. This study took place in Malaysia with the subjects being lecturers from universities in Malaysia and this is a gap for the current study which focuses on junior high schools in Indonesia and the subjects are teachers.

Third, in a study conducted by Akhmad Zaeni in 2020 entitled "Problems in Learning Grammar at an English Course in Yogyakarta: Teachers' Perspective", also explained that from the teacher's perspective there were problems divided into four parts based on the syllabus in the course. In this study, it emphasizes more on the problems experienced by students in learning grammar at courses in Yogyakarta through the teacher's perspective. Fourth, the research conducted by Tanzina Halim, Rizwana Wahid and Shanjida Halim in 2021 entitled "Challenges of Teaching and Learning Grammar in Online Classes at Tertiary Level" whose results show that there are more challenges when teaching online than traditional teaching and there are cases that students when online do not respond to teacher questions and are reluctant to participate. In the above research, there is a gap, namely that the previous research focused on the challenges of teaching grammar in online classes in Saudi Arabia and used quantitative methods in its research while the current research focuses on challenges in traditional classes in Indonesia and uses qualitative methods and the previous research has similarities with the current research where the subject is the teacher.

The last is the research conducted by Tirta A. Kumayas and Fergina Lengkoan in 2023 entitled "The Challenges of Teaching Grammar at the University Level: Learning from the Experience of English Lecturer". The result of this research was divided into three sections. The researcher found that the challenges of teaching grammar at the university level are from

experience lecturer, students, and from lesson. This research conducted in Indonesian University and used qualitative method with an interactive component in which data will be obtained through semi-structured interview, 10 English lecturers from a university will be served as participants.

Previous Study Similarities and Differences

Table 2. 1

No	Previous Study	Similarities	Differences
1	Manoj Kumar Yadav in 2018 entitled "Novice Teachers' Experiences and Perceived Challenges in Teaching Grammar"	The study used same subject/participants and same the topic discussed	The study used descriptive survey design and focuses not on new teachers' and different research places in the previous study located in the country of Nepal and the current study located in Indonesia which is certainly different in its education system.

2	<p>Khairul Firhan Yusob in 2018 entitled "Challenges of Teaching Grammar at Tertiary Level: Learning from English Lecturers' Insight"</p>	<p>The research used qualitative method and same of the topic discussed.</p>	<p>This study took place in Malaysia with the subjects being lecturers from universities in Malaysia and for the current study which focuses on junior high schools in Indonesia and the subjects are teachers'.</p>
3	<p>Akhmad Zaeni in 2020 entitled "Problems in Learning Grammar at an English Course in Yogyakarta: Teachers' Perspective"</p>	<p>The study used Qualitative research design</p>	<p>The study only focuses on investigating the students' problems in learning grammar at an English course in Yogyakarta based on the teachers' perspective and the current research</p>

			focus in teachers’ challenges in teaching grammar at junior high school.
4	Tanzina Halim, Rizwana Wahid and Shanjida Halim in 2021 entitled "Challenges of Teaching and Learning Grammar in Online Classes at Tertiary Level"	This study used the same subject and same of the topic discussed	This study used quantitative method and conducted in online classes at the tertiary level in Saudi Arabia. Meanwhile, this study used qualitative method.
5	Tirta A. Kumayas and Fergina Lengkoan in 2023 entitled “The Challenges of Teaching Grammar at the University Level: Learning from the	The study used qualitative research and same of the topic discussed	This research conducted in Indonesian University and lecturers served as participants, in current research conducted in junior high school and teacher will be

	Experience of English Lecturer”.		served as participants.
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CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

According to (Merriam, 2009) qualitative research is interested in understanding how people construct meaning, that is, how they make sense of their world and their experiences in it. The definition of qualitative research according to Muri Yusuf (2014) is a process of discovering, collecting, analysing, and interpreting comprehensive visual and narrative data to understand a phenomenon or problem of interest. Qualitative methods are used to obtain in-depth data, data that contains meaning. The meaning is the actual data, data that is a value behind the visible data. Therefore, qualitative research does not emphasize generalizations but puts more emphasis on meaning (Sugiyono, 2014).

In this research, the problem was discussed and provided through descriptive data. For the design, the researcher used a case study. A case study according to Merriam (2009), said that a case study is an in-depth description and analysis of a bounded system. In addition, case study is a process of collecting data and information in depth, detailed, intensive, holistic, and systematic about people, events, social settings, or groups using various methods and techniques and many sources of information to effectively understand how people, events, natural settings operate or function in accordance with their context (Muri Yusuf, 2014). Therefore, in

this research, the case study design was selected as the appropriate research to describe the teachers' challenges in teaching grammar in SMPN 1 Baki as well as the solutions to overcome the challenges.

B. Research Setting

1. Place of Setting

This research was conducted in SMPN 1 Baki. SMPN 1 Baki have 33 classrooms, 4 laboratories, 1 mosque, and 26 sanitation rooms. The researcher will conduct the research at seventh grade class.

2. Time of the Research

This research will be carried out from pre-research observation in February and ends in December as shown in the table below.

Timeline of Research Thesis

Table 3.2

No	Activities	February 2023	March 2023	June 2023	September 2023	October 2023	November 2023	December 2023
1	Pre-Research							
2	Write Research Proposal							
3	Seminar Proposal							
4	Collecting and Analysis of the Data							
5	Munaqosyah							

C. Research Subject

The research subjects are two 7th-grade teachers at SMPN 1 Baki school. The researcher chooses the subject because one of the research subjects has experience in teaching English for approximately 10 years, and has teaching experience below that. So, the researcher took two research subjects, a young teacher and a senior teacher, this study focuses on the challenges of teachers in teaching grammar at SMPN 1 Baki and how to overcome them.

D. Data and Source of the Data

The data in research basically consists of all information or materials provided by the surrounding. In qualitative research the data is generally soft data in the form of words, expressions, sentences, and actions, not hard data in the form of statistical numbers as in quantitative research (Nugrahani, 2014).

Sources of data in qualitative research can be taken from informants, places and events, and archives or documents related to research problems. This study uses two data sources, namely primary and secondary data sources, primary data sources are data sources that directly provide data to data collectors, and secondary sources are sources that do not directly provide data to data collectors, for example through other people or documents (Sugiyono, 2016). Thus, in this research, researcher divide into two data sources, namely primary and secondary data sources.

1. Primary Data

Primary data sources are data sources obtained directly in the field, obtained from participants. Primary data is obtained from the results of interviews and observations. This study uses primary data sources obtained from participants, namely two teachers' who teach seventh grade at SMPN 1 Baki.

2. Secondary Data

Secondary data sources are additional data sources obtained from sources obtained from sources that have been made by others, such as syllabuses, lesson plans, journals, books, theses. The secondary data of this study through documentation techniques in the form the result of interviews and the teaching and learning process, and also from journals, books and theses.

E. Research Instrument

The tools used in qualitative research are people or the researcher himself. Qualitative researchers are key players, examining and exploring entire spaces with care, order, and freedom. The researcher in qualitative research is even called the key instrument (Helaludin & Wijaya, 2019). Thus, as a "key tool", the person who conducts interviews, records documents, and observes is also the researcher, so to support this process it is necessary to come up with other tools. Support such as tour guide, voice recorder, smartphone, notebook, etc.

F. Techniques of Collecting the Data

In qualitative research, data collection techniques are divided into three, namely interviews, observation and documentation (Sugiyono, 2014). In this study using interview, observation and documentation data collection techniques.

1. Interview

Interview is a data collection technique that occurs through a meeting between two people to exchange information through questions and answers that ultimately produce meaning according to certain existing topics.

There are three types of interviews according to (Esterberg, 2002), such as:

a. A structured interview

Structured interviews are used as a data collection technique, when the researcher or data collector already knows with certainty about what information will be obtained. Therefore, in conducting interviews, data collectors have prepared research instruments in the form of written questions whose alternative answers have also been prepared.

b. Semi-structured interview

This type of interview is included in the in-depth interview category, where its implementation is freer than structured interviews. The purpose of this type of interview is to find problems

more openly, where the interviewee is asked for his opinions and ideas.

c. Unstructured interview

Unstructured interviews are free interviews where researcher do not use interview guidelines that have been arranged systematically and completely for data collection. The interview guide used is only an outline of the problems that will be asked.

In this study, researcher choose to use semi-structured interviews. Semi-structured interviews are one type of interview used to find problems more openly. The reason researcher uses this type of interview is that in semi-structured interviews the interviewees/participants are free to provide responses and ideas compared to structured interviews. The purpose of semi-structured interviews is to find problems more openly, the interviewees are asked for their opinions and ideas. The researcher only needs to record what is said (Anisah, 2022).

Interview Guideline

- a. *Apakah ada kekhawatiran berlebihan pada guru akan kesalahan dalam mengajar grammar pada siswa, sehingga guru menghindari penggunaan bahasa kompleks?*
- b. *Apakah guru kesulitan menemukan pendekatan yang tepat dalam mengajar grammar, karena banyaknya metode yang ada dalam mengajar?*

- c. *Apa yang anda lakukan untuk mengatasinya?*
- d. *Apakah guru mengalami kesulitan mengintegrasikan tata bahasa ke dalam konteks komunikatif?*
- e. *Apakah guru mengalami kendala dalam menilai kemajuan pemahaman siswa terhadap materi grammar itu sendiri?*
- f. *Apakah guru mengalami kendala terhadap keterbatasan waktu yang ada dalam mengajar grammar itu sendiri?*
- g. *Apakah guru mengalami kesulitan dalam mengatasi perbedaan pada individu siswa, karena siswa memiliki latar belakang yang berbeda dan gaya belajar yang berbeda?*
- h. *Apakah guru mengalami kendala dalam memotivasi siswa untuk belajar grammar itu sendiri karena persepsi siswa mengenai grammar yang sulit dan kurang menarik?*
- i. *Apa yang anda lakukan untuk mengatasi tantangan tersebut?*
- j. *Apakah guru mengalami kendala dalam memastikan pemahaman mendalam pada siswa, sehingga siswa tidak hanya menghafal rumus, tapi benar paham tentang grammar itu sendiri dan mampu menerapkan dalam konteks komunikasi?*
- k. *Apa yang anda lakukan untuk mengatasi kendala tersebut?*
- l. *Apa saja tantangan yang sering Anda hadapi dalam mengajar grammar di kelas tujuh?*
- m. *Apa yang Anda lakukan untuk mengatasi tantangan tersebut?*

- n. *Menurut Anda, apa tantangan tersulit dalam mengajar grammar di kelas tujuh?*
- o. *Bagaimana strategi Anda untuk menghadapi tantangan tersulit tersebut?*
- p. *Menurut Anda, apa saja tantangan dalam mengajar grammar di kelas tujuh yang muncul dari siswa itu sendiri?*
- q. *Bagaimana cara Anda untuk menghadapinya?*
- r. *Apakah ada kesulitan dalam mengajar grammar yang datang dari diri Anda sebagai guru?*
- s. *Apa yang anda lakukan untuk mengatasi tantangan yang muncul dari diri Anda sebagai guru?*
- t. *Selama proses pengajaran, apakah Anda menemukan tantangan yang tidak terduga?*
- u. *Bagaimana Anda menghadapi tantangan yang tidak terduga tersebut?*
- v. *Bagaimana dengan tantangan yang datang dari sekolah itu sendiri, seperti fasilitas dan lingkungan pembelajaran?*
- w. *Apa yang Anda harapkan dari pihak sekolah untuk mengatasi tantangan tersebut?*

2. Observation

Observation is a data collection technique in which the researcher goes directly to the research site and observes the environment related to the

research object. According to (Muri Yusuf, 2014) observation is divided into 2, namely:

a. Participant Observation

Participant observation is an observation in which the researcher is involved in the daily activities of people who are being observed or used as sources and research.

b. Non-Participant Observation

Non-participant observation is an observation in which the researcher is not directly involved in the activities of the person being observed.

The observation was only used to support the interview results and avoid bias from the participants. The researcher observed the conditions, situations, and activities during teaching. Non-participatory observation was used in this study. This is an observation in which the researcher does not participate directly in the process that occurs (Muri Yusuf, 2014). Therefore, the researcher took notes on the situation and process of teaching grammar in the seventh grade at SMPN 1 Baki

Observation Checklist

Table 3. 3

No	Observed Aspects	Yes	No	Note
1.	Overemphasis on error avoidance		✓	
2.	Difficulty choosing the right approach		✓	
3.	Integrating grammar into communicative contexts		✓	
4.	Assessing student progress		✓	
5.	Time constraints		✓	
6.	Dealing with individual differences		✓	
7.	Ensuring deep understanding		✓	
8.	Teachers' motivating students	✓		
9.	The utilization of technology		✓	There is a regulation that prohibits students from bringing

				smartphones to school. Since the use of smartphone is prohibited, teachers cannot use some interesting ways to teach grammar such as using app-based learning.
10.	Use of cooperative learning activities	✓		
11.	Providing constructive feedback	✓		

3. Documentation

Furthermore, the data collection technique with documentation is used to further deepen and detail the research findings (Sugiyono, 2014). Therefore, it is expected that the research methods that researchers use are complete and support this research. Documents that researchers

collect include photos and data on learning activities derived from the process of learning activities and the results of interviews.

G. Trustworthiness of the Data

Data verification (trustworthiness) is a way to minimize errors in the process of obtaining research data which of course has an effect on the validity of the final results of a study. Checking is carried out by researchers to produce data that can be accounted for and trusted scientifically. Qualitative research can be declared valid if it has a level of credibility, transferability, dependability, and confirmability tests.

1. Credibility

In testing credibility, researcher use the triangulation, the type of triangulation chosen is method triangulation. Method triangulation is a data validity check that directs researcher to collect data from a variety of available methods. Method triangulation is done by checking data information obtained through interviews, observations and documentation. Furthermore, the data is returned to the participants to be member-checked so that the results of the data obtained are valid (Helaludin & Wijaya, 2019).

2. Transferability

In transferability testing, so that other people can understand the results of qualitative research, researcher in making their reports must provide detailed, clear, systematic, and reliable descriptions. Thus, the reader becomes clear on the results of the research, so that he can decide

whether or not to apply the research results elsewhere, so the research report meets the transferability standard (Abubakar, 2021).

3. Dependability

In qualitative research, the dependability test is carried out by auditing the entire research process. Sometimes it can happen that researcher do not conduct research or collect field data, but obtain the data needed. Therefore, research like this needs to be tested for dependability. Research that does not have a research process in the field, but obtains data, then research like this is called unreliable or dependability (Abubakar, 2021).

4. Confirmability

Confirmability testing in quantitative research is called the research objectivity test. Research is said to be objective if the results of the research are agreed upon by many people. In qualitative research, the confirmability test is similar to the dependability test, so the tests can be carried out simultaneously. Testing confirmability means testing the results of the research, associated with the process carried out. If the results of the research are a function of the process carried out, then the research has met the confirmability standard. In research, don't let the process not exist, but the results exist (Sugiyono, 2014).

H. Techniques of Analyzing of the Data

Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes and documentation, by

organizing data into categories, breaking it down into units, synthesizing, compiling into patterns, choosing which ones are important and which ones will be studied, and making conclusions so that they are easily understood by themselves and others (Sugiyono, 2014).

In this study using the interactive model data analysis technique from Matthew B. Miles, A. Michael Huberman who explained that there are three components in qualitative data analysis, including:

1. Data Reduction

The data obtained from the field is quite a lot, for that it needs to be recorded carefully and in detail. With the acquisition of large, complex and complicated data, it is necessary to immediately analyse the data through data reduction (Sugiyono, 2014). Data reduction means summarizing, selecting themes, making certain categories and patterns so that they have meaning. Data reduction is a form of analysis to sharpen, select, focus, discard and organize data towards drawing conclusions (Helaludin & Wijaya, 2019). If the data collected is data about the quality of learning, then diverse data such as geographical location, vision, mission, school culture, teacher education, teacher tenure, teacher salary, teacher competence, teaching preparation, learning methods, assessment system, curriculum, number of education personnel, number of students, student background, a distance of residence and others, then not all of these data are taken. The data will

be selected and reduced so that only relevant data is used (Helaludin & Wijaya, 2019).

2. Data Display

After the data has been reduced, the next step is to display the data. In qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories, flowcharts, and the like. Presentation of qualitative research data in the form of narrative text is the most commonly used, however, data presentation can also be in the form of graphs, matrices, networks, and charts (Sugiyono, 2014). Thus, the data that has been systematically arranged will make it easier for readers to understand concepts, and categories, as well as relationships and differences in each pattern or category.

3. Drawing Conclusion

The third step according to Miles and Huberman is conclusion drawing and verification. In qualitative research, the initial conclusions drawn are still temporary, so they can change at any time if not supported by strong evidence. But if the conclusions that have been drawn are supported by valid and consistent evidence, then the conclusions drawn are flexible (Helaludin & Wijaya, 2019). The conclusion of the research results must be able to provide answers to the formulation of the problems posed, besides that, it must also produce findings that can be in the form of a description or description of an

object that was previously dim or dark so that after research it becomes clear, it can also be a causal or interactive relationship, hypothesis or theory (Sugiyono, 2014).

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

The findings of the research that has been conducted by the researcher regarding the challenges in teaching grammar and how to overcome these challenges are as follows.

1. Teachers' Challenges in Teaching Grammar in SMPN 1 Baki in Academic Year 2023/2024

Based on interview data and observations that have been carried out by researchers, researchers found that teacher challenges in teaching grammar in SMPN 1 Baki in Academic Year 2023/2024 are divided into three aspects, namely:

a. Difficulty choosing the right approach

In teaching English grammar to students, there are sometimes teachers who feel confused in choosing the right approach in teaching to students. This is coupled with the many methods of teaching English grammar which makes it a challenge for teachers to sort and choose which methods are appropriate when used to teach English grammar to students. By choosing the right approach/method when teaching students will greatly affect the success/achievement of the target of learning English grammar itself. As in the following quote:

“Ya kadang ada mas kesulitan, apalagi menemukan perbedaan yang ada pada siswa, ada yang siswa aktif dan ada yang pasif mas dalam belajar.” Teacher B AT

“Hanya saja kesulitan sering muncul di awal pembelajaran ketika guru blm mengetahui kemampuan grammar peserta didik serta latar belakang mereka.” Teacher B EA

Based on the quote above, it can be concluded that the challenge of choosing the right approach in using methods when teaching grammar to students is one of the challenges for a teacher.

b. Motivated students to learn grammar

Motivation is the encouragement of desires that arise from a human being, the higher the human motivation, the higher the curiosity or search for something that the human being wants to achieve. In relation to grammar learning, student motivation is very influential in the success of learning English grammar, especially when teachers are faced with the perception of students that learning grammar is difficult and less interesting, making it a challenge for a teacher when teaching the material. Like the following interview excerpt:

“Iya, ada mas, kadang siswa ngomong, sulit bu, malas bu. Jadi agak harus sabar dalam memotivasi siswa yang seperti itu mas.” Teacher B AT

“Ya kendalanya ada untuk siswa yang memiliki mindset belajar grammar masih sulit...” Teacher B EA

So, it can be concluded from the interview excerpt above that motivating student to learn grammar is also one of the challenges for a teacher when teaching grammar.

c. Ensuring deep understanding

In teaching English grammar teachers can also have obstacles in understanding students related to the English grammar material being learned. The different abilities in student understanding that occur make their own challenges for the teacher himself. Like the following quote:

“Untuk membuat paham siswa itu agak susah, murid masih harus perlu bimbingan dalam belajar grammar.” Teacher B AT

“Tantangan tersulit yaitu memberikan pemahaman anak bahwa grammar itu penting.” Teacher B EA

Based on the quote above, it can be concluded that the understanding ability that occurs between students is the most difficult challenge for teachers when teaching grammar. Then, the teacher faces the obstacle that understanding the material does not only emphasize students to memorize grammar rules but the teacher must really be able to ensure that students understand the English grammar material taught by the teacher. As the following quote:

“Ya mas, ada kendalanya karena siswa masih bingung dan masih salah kalau diberikan contoh yang berbeda meskipun sudah hafal rumusnya.” Teacher B AT

“Kendala pasti ada, terutama untuk peserta didik yang memiliki minat belajar rendah, minim literasi dan pasif.” Teacher B EA

Based on the quote above, it can be concluded that the ability of students to understand when teachers teach grammar is very closely related. This makes it a challenge for teachers to ensure that students really understand English grammar material.

2. Teachers' Solutions to Facing the Challenges in Teaching Grammar in SMPN 1 Baki in Academic Year 2023/2024

Based on interviews and observations that have been conducted by researchers at the research place and have found several solutions for teachers', which are divided into three:

a. Providing choice in learning

As an English teacher, you have to know how to teach material that is good and easy to understand. Teaching English grammar material that is indicated to be difficult for students makes teachers have to think and examine how to overcome it. One way that can be used is to provide options for students to choose the language topics that students want to learn or the types of activities that students want to learn during learning. Like the following quote:

“Ya, saya mencoba memberikan pilihan kepada anak, namun juga tergantung pada materi yang akan disampaikan. Kadang-kadang siswa yang memilih topik kadang guru, yang jelas pembelajaran selalu berpusat pada peserta didik.” Teacher B AT

“Ya guru melakukan pendekatan pada siswa, guru bertanya, mau belajarnya enakny gimana, mau lewat lagu bu, mau lihat video.”

Teacher B EA

So, it can be concluded that offering students to choose the grammar topics they want to learn can overcome the challenges in the difficulty of teachers choosing the right method approach when teaching. By providing learning options to students, teachers will also find it easier to choose an approach that suits the student's wishes when teaching English grammar in the classroom.

- b. Motivation students with intriguing content and utilization of technology

The next challenge for teachers is to motivate students to learn grammar. The solution that can be done by the teacher is to find the cause of why students find it difficult to be motivated to learn grammar. With the assumption that learning English grammar is difficult and less interesting, as a teacher must be able to overcome it by using interesting content and utilizing existing technology and

being able to support the learning process of English grammar. Like the interview excerpt below:

“Biasanya, saya mengajar dengan disisikan permainan agar siswa tertarik dan termotivasi.” Teacher B AT

“Saya menggunakan media lagu atau video supaya anak tertarik dengan belajar grammar.” Teacher B EA

Based on the quote above, it can be concluded that teachers motivate children or encourage children to learn grammar using methods that attract students by designing in such a way. Furthermore, how to overcome the teacher's challenges in motivating students by utilizing existing technological developments. Like the quote below:

“Saya biasanya menggunakan media LCD dalam pemanfaatan teknologi, meskipun jumlahnya terbatas.” Teacher B AT

“... dengan media pembelajaran yg mampu menambah minat belajar peserta didik seperti; Kahoot, Quizizz, wordwall, Educaplay, Chat GPT, padlet, dll.” Teacher B EA

It can be summarized that the use of technology when teaching grammar to students can increase students' interest in learning and make students motivated to learn English grammar. Providing motivation to students to overcome challenges that occur to teachers can also be done not only through multimedia and the use of technology but also through speech from a teacher himself.

Based on observations made by researchers, it was found that remarks such as "good job" or "well done" made by the teacher when getting children who dare to make presentations in front of the class have made these students feel appreciated by the teacher, this is what can trigger children to be motivated to learn English grammar. So, it can be concluded that overcoming challenges to motivate students can use a variety of interesting content such as the use of videos, and songs, the use of technology such as related applications, and appreciation conveyed by the teacher can overcome these challenges.

- c. Using cooperative based activities and providing constructive feedback

The next challenge of ensuring students understand the material can make it difficult for a teacher to overcome this challenge. The ways that can be used are the use of group activities and providing constructive feedback. Like the following quote:

“Ya, pertama dengan aktivitas berbasis kelompok maka siswa lebih aktif, lebih percaya diri dan lebih memahami materi.” Teacher B

AT

“Saya menggunakan metode PBL/PJBL dengan pembelajaran secara berkelompok yang mampu meningkatkan keaktifan & pemahaman peserta didik dengan materi mas.” Teacher B EA

Based on the interview excerpt above, it can be concluded that overcoming the teacher's challenge in emphasizing students' understanding of grammar material can be done by using group-based activities. Then, providing constructive feedback can also overcome the challenge of differences in understanding and ensure students really understand the material. Like the following quote:

“... dengan pemberian umpan balik sangat berpengaruh agar siswa tahu dan paham letak salahnya dimana.” Teacher B AT

The above statement is supported by observations made by researchers where, after the teacher gives assignments to students, the teacher goes around from table to table to check student work and provide constructive feedback at that time to correct mistakes that occur to students. Then, the interview excerpt from B EA also supports B AT's statement and observation that giving feedback can have a positive impact on students, as follows:

“Biasanya, setiap akhir pembelajaran saya sering melakukan refleksi bersama peserta didik. Menanyakan hal-hal yang belum mereka pahami / memberi umpan balik materi yg sudah disampaikan agar siswa lebih mudah memahami. Saya juga meminta pendapat/masukan dari peserta didik yang mana yang perlu dirubah/dikoreksi untuk pembelajaran selanjutnya.” Teacher

B EA

Based on the interview excerpts and observations above, it can be concluded that the teacher's way to overcome differences in understanding and to really make students understand English grammar material can be done by using group activities (cooperative) and providing constructive feedback.

B. Discussions

This research has presented data about Teachers' Challenges in Teaching Grammar in SMPN 1 Baki in Academic Year 2023/2024 and Teachers' Solutions to Facing the Challenges in Teaching Grammar in SMPN 1 Baki in Academic Year 2023/2024. The researcher first discussed the findings about Teachers' Challenges in Teaching Grammar in SMPN 1 Baki in Academic Year 2023/2024. This study found 3 Teachers' Challenges in Teaching Grammar in SMPN 1 Baki in Academic Year 2023/2024, including:

1. Difficulty choosing the right approach

One of the challenges for teachers in teaching English grammar is the difficulty in choosing the right approach for students. According to (Larsen-Freeman & Anderson, 2011) states that the difficulty faced by teachers is in choosing an approach that is suitable for students, because of the many methods that exist. In line with that Dewi (2014), stated that the method that teachers use can be a problem when teaching grammar. Accordance with that Mishra (2010) also stated that teaching English becomes difficult because of the many

methods that exist. So, it can be concluded that the number of existing methods and in the use of methods can be a problem that has been a challenge for a teacher in teaching grammar to students. The above statement is supported by (Daskan, 2023) stating that the challenges felt by students come from the selection of methods in teaching grammar used by teachers. In line with the above opinion Paputungan et al., (2022), stated that one of the factors that cause students to have difficulty learning grammar is the teacher's teaching method. based on the above statement states that the teacher's method is very influential for the success of the grammar learning process. Moreover, Rasyimah et al., (2022), stated that the use of appropriate teacher methods is an influential factor in learning success. Based on the above statement, it can be concluded that the selection of the right method has made one of the success factors in teaching grammar. Therefore, the challenge of choosing the right approach when teaching grammar must be thoroughly thought out by the teacher so that the learning and teaching process of grammar can be more effective.

2. Motivated students to learn grammar

Grammar is a difficult subject and has been a challenge for most teachers when teaching the material. When teachers find that students' motivation is low when teaching grammar, it becomes a challenge for teachers to how to motivate them. According to (Larsen-Freeman & Anderson, 2011) stated that motivating students becomes

one of the challenges for teachers when teaching grammar, because of students' assumptions that grammar is difficult and uninteresting material. Iaremenko (2017) also added that motivating students is a challenge for a teacher. The influence of motivation is very large on every line of learning because motivation is understood as an inner drive, emotional impulse, or desire that causes a certain action (Suryani, 2018). Therefore, high and low motivation is very influential, because it can encourage students' desire to learn or not. According to (Guendouze, 2011) explains that motivation becomes a problem that concerns learners and teachers and then becomes challenging for them. The challenge of motivating students for teachers has become an obstacle for teachers when teaching grammar, and it is seen when teachers get students whose motivation is low. According to (Paputungan et al., 2022) low motivation has become one of the difficult factors for students in learning grammar. Kumayas & Lengkoan (2023), clarified that low motivation to learn causes students not to focus on participating in learning and spend time learning with unproductive things and Utomo et al. (2020), also stated that low motivation to learn becomes the hardest part for teachers to teach grammar to students. In addition, high motivation can affect student success and achievement (Widodo & Winarti, 2020). It is supported by Aslam et al. (2021), which states that the student's learning process experiences the best period when the student is motivated. So, it can be concluded that the high and low

motivation of students affects the learning process of students, especially when learning grammar. Therefore, how teachers can overcome low motivation/find unmotivated students is a challenge that must be overcome by an English teacher.

3. Ensuring deep understanding

The next challenge is an obstacle experienced by teachers in ensuring deep understanding for students when teaching grammar. Making students understand this difficult grammar material is quite challenging for teachers, especially when dealing with students who have quite different understandings, from one student to another. According to (Larsen-Freeman & Anderson, 2011) said that for a teacher who teaches grammar in a class that has different understandings, it will be difficult for them to make each of the different students understand the material taught. In this case, it is in line with Kumayas & Lengkoan (2023), which states that the differences in understanding and ability of each student are a challenge for teachers' when teaching grammar. The two statements above are in line with the findings that making students understand is the most difficult challenge for the teacher himself, it is further exacerbated when students' interest in learning is also low, and it will be a difficult challenge for teachers to find solutions to overcome these challenges. According to (Solikhah, 2019) states that in Indonesia there are several students who have

difficulty understanding English material, one of which is understanding English grammar. So, it can be concluded that making students understand grammar material has become one of the challenges for a teacher who teaches grammar.

Furthermore, the researcher will discuss the findings about Teachers' Solutions to Facing the Challenges in Teaching Grammar in SMPN 1 Baki in Academic Year 2023/2024. This study found 3 Teachers' Solutions to facing the Challenges in Teaching Grammar in SMPN 1 Baki in Academic Year 2023/2024, which are:

1. Providing choice in learning

In overcoming the challenges of teachers when teaching English grammar in the form of obstacles in finding the right approach for students can be overcome by giving flexibility of choice to the students themselves. This is in line with (Ibrahim, 2016) which stated that in teaching and learning processes, teachers and students are like actors and actresses. Through this analogy, teachers and students can carry out several activities such as creating a report, discussing materials, and other activities that support the teaching and learning process. Therefore, the relationship that is presented in the form of giving students the flexibility to choose appropriate activities can overcome the challenges in the form of teacher difficulties in choosing an approach to students. The above conclusion is supported by (Larsen-

Freeman & Anderson, 2011) which stated that giving students choices regarding grammar topics or through activities that they want to learn can overcome the obstacles mentioned above. It is because the teacher has given the choice to the students and indirectly the teacher cooperates to realize a suitable activity that can be enjoyed by the students when the teacher teaches English grammar. based on the findings show that a teacher can also cooperate with students to achieve a condition that can support the achievement of the grammar teaching process itself, it can be realized when the teacher asks students about what kind of learning method/type of activity they want and from the finding, students like use a song or a video. According to (Sorohiti & Aini, 2021) there are four materials that make grammar teaching interesting, namely audio-visual, audio, PowerPoint, and games. This is supported by research conducted by Rochmawati (2019), which found that songs, poems, music, and games have paved a positive way for students to learn grammar meaningfully. Then, the research conducted by Ambarini & Wilujeng (2012), which is about the integration of songs and games proven to increase student motivation in learning grammar. So, with the freedom given to students, the results will create a solution to overcome what methods are suitable for students themselves.

2. Motivation students with intriguing content and utilization of technology

Motivating students to like English grammar has become part of a teacher's challenge. It is complicated by the assumption that learning grammar is difficult and uninteresting. Because of this assumption, a teacher must be able to find solutions to overcome these challenges, one of which is presenting interesting content in the form of multimedia such as songs and videos. According to (Arina & Febrina Sya, 2023) said that the use of PowerPoint Presentation media can also increase students' motivation in learning grammar. In line with that Silalahi & Halimi (2020) explained that teaching grammar to students using videos achieved higher scores than learning through textbooks. Then, the utilization of technology can also help teachers in overcoming challenges to be able to motivate students to learn English grammar. (Larsen-Freeman & Anderson, 2011) stated that the use of technology in the process of teaching grammar can create a fun teaching atmosphere for students. Therefore, with fun learning, students will enjoy or be interested in learning grammar, this is in line with (Redjeki & Muhajir, 2020) said that teaching grammar should be made fun so that it can help students get better results. Meanwhile, based on the findings, there are also some applications that can be used to motivate students to learn grammar. According to (Ahmad, 2020) said that applications such as Padlet and Kahoot are also useful as an alternative to teaching basic grammar and can reduce students' anxiety when learning grammar. Furthermore, based on the findings above teachers can motivate students

with giving praise like good job, well done to students. The finding of the research is line with (Fredyarini Soedjiwo, 2017) that explains the steps to motivate students, namely giving praise such as good, excellent, and great job, using props such as pictures or objects, playing games, and as a teacher must be interactive and communicative. So, it can be concluded that motivating students to be interested in learning grammar, namely by providing several alternative media that are fun and interesting for students can be a solution to overcome the existing challenges.

3. Using cooperative based activities and providing constructive feedback

Overcoming the challenge of ensuring students understand the material that has been delivered by the teacher is quite a difficult challenge. Based on the findings, it can be concluded that to overcome these challenges, using cooperative-based activities (groups) and providing constructive feedback to students are the best ways to ensure that students understand the material. According to (Johnson, 1997) defined that cooperative learning as the instructional use of small groups that allow students to work together to maximize their learning. In line with that Larsen-Freeman & Anderson (2011), added that in cooperative learning teachers teach students collaborative or social skills so that they can work together more effectively. Then, the use of this method can produce benefits for students because cooperative learning allows for a greater increase in individual confidence and self-esteem than is present

in competitive or individualistic learning (Johnson & Johnson, 2005). It is supported by Yu & Singh (2018), who said that cooperative learning can increase students' self-confidence and interest in learning, which indirectly contributes to better academic achievement. Furthermore, the providing of constructive feedback. According to (Larsen-Freeman & Anderson, 2011) the use of constructive feedback to students can make students know and understand their mistakes during the grammar learning process. It is supported by Omer & Abdularhim (2017), stated that providing constructive feedback can provoke students, and improve learning. In line with that Selvaraj et al. (2021), added that students who get constructive feedback experience better evaluation and performance because they know the learning that happens with practice. So, based on some of the statements above, it can be concluded that overcoming the challenges of understanding English grammar material students through the use of cooperative activities (in groups) and providing constructive feedback.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

The conclusion of this research is to answer the problem formulated in the first chapter. Based on the research findings and discussion in the previous chapter, the researcher then concludes with two major points, namely: Teachers' challenges in teaching grammar and how to overcome these challenges. From these two points, it can be concluded that:

1. Teachers' Challenges in Teaching Grammar in SMPN 1 Baki in Academic Year 2023/2024

To answer to first formulation of the problem about teachers' challenges in teaching grammar, the researcher concluded several challenges that found during the research, such as teachers' difficulty choosing the right approach, motivating students to learn grammar, and ensuring deep understanding.

2. Teachers' Solutions to Facing the Challenges in Teaching Grammar in SMPN 1 Baki in Academic Year 2023/2024

To answer to second formulation of the problem about teachers' solutions to facing the challenges in teaching grammar, the researcher concluded several solutions that found during the research, such as teachers' providing choice in learning, motivation students with

intriguing content, utilization of technology, using cooperative based activities, and providing constructive feedback.

B. Suggestions

1. Recommendation for practical use:
 - a. This research can be used as additional information to find out the challenges of teaching grammar at this time.
 - b. This research can be used as additional information to find solutions to overcome the current challenges of teaching grammar
 - c. For teachers', the results of the study can be used as a piece of information on how to teach grammar that is fun for students
 - d. For schools, the results of the study can be used as information to review the existing rules
2. Recommendation for further research:
 - a. This research only focuses on teachers as the main source/informant and for further research can add students as new informants, so that a different perspective is found from this research.
 - b. This research involved a small number of teachers', and for future research can add informants so that more findings in the field.

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APPENDICES

Appendic 1

Documentation



The interview process with teacher B AT



The interview process with teacher B EA



Group activities in non-superior class



Group presentation in front of class to minimize lack of confidence from each student.



The learning process in advanced class



The learning process in regular class

Appendic 2

Interview Results

Date of interview	: Wednesday, 20 September 2023
Time of interview	: 07.30-08.10
Place	: Administration Office
Interviewer	: The Researcher
Interviewee	: Teacher B AT

The Researcher	: Apakah ada kekhawatiran berlebihan pada guru akan kesalahan dalam mengajar grammar pada siswa, sehingga guru menghindari penggunaan bahasa kompleks?
The Participant	: Tidak mas, karena saya mengajar kelas 7 yang masih rendah pemahaman dan kurang kosakatanya, jadi masih dengan kalimat yang sederhana, akan tetapi kadang kala disisipkan kalimat yang kompleks.
The Researcher	: Apakah guru kesulitan menemukan pendekatan yang tepat dalam mengajar grammar, karena banyaknya metode yang ada dalam mengajar?
The Participant	: Ya kadang ada mas kesulitan, apalagi menemukan perbedaan yang ada pada siswa, ada yang siswa aktif dan ada yang pasif mas dalam belajar.
The Researcher	: Apa yang anda lakukan untuk mengatasinya?
The Participant	: Ya, saya mencoba memberikan pilihan kepada anak, namun juga tergantung pada materi yang akan disampaikan. Kadang-kadang siswa yang memilih topik kadang guru, yang jelas pembelajaran selalu berpusat pada peserta didik.

The Researcher	: Apakah guru mengalami kesulitan Mengintegrasikan Tata Bahasa ke dalam Konteks Komunikatif?
The Participant	: Tidak mas, karena saya percaya dengan kemampuan yang saya miliki dan jam terbang saya dalam mengajar. Jadi saya tidak mengalami kesulitan tersebut.
The Researcher	: Apakah guru mengalami kendala dalam menilai kemajuan pemahaman siswa terhadap materi grammar itu sendiri?
The Participant	: Tidak, karena saya menilai sesuai latihan yang ada. Jadi apabila siswa sudah paham biasanya saya tes dan hasil tesnya saya masukan ke form penilaian siswa.
The Researcher	: Apakah guru mengalami kendala terhadap keterbatasan waktu yang ada dalam mengajar grammar itu sendiri?
The Participant	: Tidak, karena saya mengajar dengan menyesuaikan waktu yang diberikan, jadi tidak mengalami kendala tersebut.
The Researcher	: Apakah guru mengalami kesulitan dalam mengatasi perbedaan pada individu siswa, karena

	siswa memiliki Latar belakang yang berbeda dan Gaya belajar yang berbeda?
The Participant	: Tidak, Karena dari pihak sekolah sudah melakukan penyaringan terlebih dahulu kepada setiap siswa yang mendaftar. Jadi siswa ada yang masuk kelas unggulan dan kelas non unggulan.
The Researcher	: Apakah guru mengalami kendala dalam memotivasi siswa untuk belajar grammar itu sendiri karena persepsi siswa mengenai grammar yang sulit dan kurang menarik?
The Participant	: Iya, ada mas, kadang siswa ngomong, sulit bu, malas bu. Jadi agak harus sabar dalam memotivasi siswa yang seperti itu mas.
The Researcher	: Apa yang anda lakukan untuk mengatasi tantangan tersebut?
The Participant	: Biasanya, saya mengajar dengan disisikan permainan agar siswa tertarik dan termotivasi dan juga saya biasanya menggunakan media LCD dalam pemanfaatan teknologi, meskipun jumlahnya terbatas.
The Researcher	: Apakah guru mengalami kendala dalam memastikan pemahaman mendalam pada siswa, sehingga siswa tidak hanya menghafal rumus,

	tapi benar paham tentang grammar itu sendiri dan mampu menerapkan dalam konteks komunikasi?
The Participant	: Ya mas, ada kendalanya karena siswa masih bingung dan masih salah kalau diberikan contoh yang berbeda meskipun sudah hafal rumusnya.
The Researcher	: Apa yang anda lakukan untuk mengatasi kendala tersebut?
The Participant	: Ya, pertama dengan aktivitas berbasis kelompok maka siswa lebih aktif, lebih percaya diri dan lebih memahami materi, lalu dengan pemberian umpan balik sangat berpengaruh agar siswa tahu dan paham letak salahnya dimana.
The Researcher	: Apa saja tantangan yang sering Anda hadapi dalam mengajar grammar di kelas tujuh?
The Participant	: Tantangan yang sering dihadapi ialah vocabulary anak-anak yang masih kurang, dan untuk menghapalkan tenses begitu sulit, menggunakan permainan (kelompok), kelas 7 tenses (present tense), untuk mengenal tobe masih sulit, Kalo dijelaskan misal Ani... Beautiful (he, she, it) klo dijelaskan satu per satu bisa namun kalau diberi pertanyaan yg beda murid menjadi bingung.

The Researcher	: Apa yang Anda lakukan untuk mengatasi tantangan tersebut?
The Participant	: Karena anak kelas 7 itu kan masa peralihan ya, jadi guru mengatasi tantangan dengan permainan pada saat pembelajaran agar anak-anak senang dan bahagia.
The Researcher	: Menurut Anda, apa tantangan tersulit dalam mengajar grammar di kelas tujuh?
The Participant	: Murid ga menyukai grammar ² seperti itu. (Is, am, are) udah bisa (namun kalo merubah kalimat menjadi positif, negatif, introgative murid masih bingung, semisal kalimat my father... Not work, dikasih is/does. Murid masih bingung. Murid paham ketika pembagian misal grup ini untuk is/am/are, grup ini untuk do/does murid sudah bisa, tapi kalau dicampur murid masih bingung dan menyuruh siswa untuk gausa takut salah dalam maju kedepan, nanti ibu guru bantu kalo gatau artinya.
The Researcher	: Bagaimana strategi Anda untuk menghadapi tantangan tersulit tersebut?
The Participant	: Ya, untuk menarik siswa agar berani mencoba maka guru harus melakukan pendekatan kepada

	siswa, seperti ayo maju mas nanti dapat uang kalo benar, kalo salah dibantu nanti, mendengar pendapat siswa, ajak siswa jadi teman, dan ya sama pas ngajar itu disisipkan permainan.
The Researcher	: Menurut Anda, apa saja tantangan dalam mengajar grammar di kelas tujuh yang muncul dari siswa itu sendiri?
The Participant	: Kalau sudah masuk grammar yang berupa tenses siswa mudah ngantuk serta bosan dan untuk membuat paham siswa itu agak susah, murid masih harus perlu bimbingan dalam belajar grammar.
The Researcher	: Bagaimana cara anda untuk menghadapinya?
The Participant	: Ya, dalam setiap pembelajaran guru membuat contoh yang terdekat dengan siswa itu sendiri agar menarik, misalnya yang ada dalam kelas seperti barang-barang atau benda-benda serta nama ² anak di kelas dan untuk mencapainya guru harus ekstra sabar saat menghadapi murid seperti itu.
The Researcher	: Apakah ada kesulitan dalam mengajar grammar yang datang dari diri Anda sebagai guru?

The Participant	: Ya, metode yang digunakan guru masih hanya menggunakan media konvensional modul/LKS papan tulis serta spidol belum menggunakan media modern karena terbatasnya alat dan fasilitas.
The Researcher	: Apa yang anda lakukan untuk mengatasi tantangan yang muncul dari diri Anda sebagai guru?
The Participant	: Ya, sepertinya harus upgrade diri lagi, sebagai guru harus memiliki keinginan untuk terus dapat berkembang sesuai tuntutan zaman yang ada dan ya mau tidak mau harus belajar lagi dalam menggabung metode konvensional dan modern kurang lebih seperti itu.
The Researcher	: Bagaimana dengan tantangan yang datang dari pihak sekolah itu sendiri?
The Participant	: Tantangan dari sekolah yaitu alat seperti LCD hanya sering digunakan untuk kelas 8 dan 9 sedangkan kelas 7 belum menggunakan LCD karena keterbatasan alat. Jadi guru pada saat mengajar grammar cenderung menggunakan media konvensional seperti modul dan LKS kalau mau menggunakan LCD harus antri.

The Researcher	: Apa yang Anda harapkan dari pihak sekolah untuk mengatasi tantangan tersebut?)
The Participant	: Untuk sekolah, ya sebaiknya kalau ada dana, ya semua kelas difasilitasi, meskipun tidak mudah tapi sedikit-sedikit pasti bisa untuk menambah jumlah LCD yang digunakan untuk kelas 7.
The Researcher	: Selama proses pengajaran, apakah Anda menemukan tantangan yang tidak terduga?
The Participant	: Tantangan tidak terduga ya murid banyak diam kalau pas ga mudeng, ngelamun karena gapaham ketika pelajaran berlangsung hal ini banyak ditemukan di kelas non-unggulan ya, kalo kelas unggulan lebih aktif.
The Researcher	: Bagaimana Anda menghadapi tantangan yang tidak terduga tersebut?
The Participant	: Kalau ada siswa yang ngalamun, guru mendekati dan bertanya ada apa, lagi mikir apa, yang mana yang sulit mari ibu bantu nah itu kalau di kelas non unggulan, kalo kelas unggulan karena siswa lebih aktif daya kritisnya ya guru harus benar-benar menyiapkan untuk menjawab daya kritis kelas unggulan itu nah biasanya guru memberikan

	jawaban/nilai benar semua pada soal yang telah dikritisi siswa di kelas unggulan tersebut.
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Date of interview	: Wednesday, 20 September 2023
Time of interview	: 08.45-09.20
Place	: Administration Office
Interviewer	: The Researcher
Interviewee	: Teacher B EA

The Researcher	: Apakah ada kekhawatiran berlebihan pada guru akan kesalahan dalam mengajar grammar pada siswa, sehingga guru menghindari penggunaan bahasa kompleks?
The Participant	: Tidak, karena saya memahami untuk penguasaan vocabulary/grammar kelas 7 SMP memang masih terbatas. Sehingga untuk memudahkan siswa dalam memahami materi memang perlu pembelajaran yg sederhana dulu,

	jika berhasil maka akan dinaikkan levelnya lebih tinggi/ memberi latihan soal lebih kompleks/ pengayaan.
The Researcher	: Apakah guru kesulitan menemukan pendekatan yang tepat dalam mengajar grammar, karena banyaknya metode yang ada dalam mengajar?
The Participant	: Hanya saja kesulitan sering muncul di awal pembelajaran ketika guru blm mengetahui kemampuan grammar peserta didik serta latar belakang mereka.
The Researcher	: apa yang anda lakukan untuk mengatasinya?
The Participant	: Ya guru melakukan pendekatan pada siswa, guru bertanya, mau belajarnya enakna gimana, mau lewat lagu bu, mau lihat video.
The Researcher	: Apakah guru mengalami kesulitan Mengintegrasikan Tata Bahasa ke dalam Konteks Komunikatif?
The Participant	: Ngga mas, Namun saat menyampaikan ke peserta didik yang memiliki minat belajar yang rendah, pasif dikelas, kurang percaya diri dan grammar yang masih terbatas terkadang guru mengalami kesulitan.

The Researcher	: Apakah guru mengalami kendala dalam menilai kemajuan pemahaman siswa terhadap materi grammar itu sendiri?
The Participant	: Tidak, saya berusaha menggunakan metode yang tepat, gaya mengajar yang modern dan menggunakan berbagai media yang menarik agar peserta didik semangat belajar bahasa Inggris. Ada peningkatan dalam grammar walaupun tidak signifikan.
The Researcher	: Apakah guru mengalami kendala terhadap keterbatasan waktu yang ada dalam mengajar grammar itu sendiri?
The Participant	: Tidak, karena saya menyesuaikan alokasi waktu yang ada pada modul ajar. Sehingga saya bisa mengatur waktu antara pendahuluan, inti hingga akhir pembelajaran. Dengan harapan pembelajaran bisa berjalan lancar, sesuai dengan waktunya dan berjalan maksimal.
The Researcher	: Apakah guru mengalami kesulitan dalam mengatasi perbedaan pada individu siswa, karena siswa memiliki Latar belakang yang berbeda dan gaya belajar yang berbeda?

The Participant	: Tidak, Kebetulan di SMP 1 Baki, siswa sudah dites untuk siswa yang unggul/nilai tinggi masuk kelas unggulan dan siswa yg nilai rendah/sedang masuk kelas regular. Pembagian kelas sesuai dengan kemampuan siswa ini mampu memaksimalkan guru dalam mengajar dengan menggunakan metode yg tepat sehingga mampu meningkatkan kemampuan peserta didik sesuai dengan kondisi mereka.
The Researcher	: Apakah guru mengalami kendala dalam memotivasi siswa untuk belajar grammar itu sendiri karena persepsi siswa mengenai grammar yang sulit dan kurang menarik?
The Participant	: Ya kendalanya ada untuk siswa yang memiliki mindset belajar grammar masih sulit maka saya akan melakukan pendekatan secara pribadi kpd peserta didik tersebut, menanyakan kendala/masalah apa yang dia alami dan kemudian mencari solusi bersama. Saya juga menerima beberapa masukan dr peserta didik untuk mengevaluasi cara mengajar saya & melakukan pembelajaran sesuai seperti yg mereka inginkan. Biasanya anak lebih suka

	pembelajaran dengan permainan & menggunakan media ajar yang menarik.
The Researcher	: Apa yang anda lakukan untuk mengatasi tantangan tersebut?
The Participant	: Saya menggunakan media lagu atau video supaya anak tertarik dengan belajar grammar juga dengan media pembelajaran yg mampu menambah minat belajar peserta didik seperti; Kahoot, Quizizz, wordwall, Educaplay, Chat GPT, padlet, dll.
The Researcher	: Apakah guru mengalami kendala dalam memastikan pemahaman mendalam pada siswa, sehingga siswa tidak hanya menghafal rumus, tapi benar paham tentang grammar itu sendiri dan mampu menerapkan dalam konteks komunikasi?
The Participant	: Kendala pasti ada, terutama untuk peserta didik yang memiliki minat belajar rendah, minim literasi dan pasif.
The Researcher	: Apa yang anda lakukan untuk mengatasi tantangan tersebut?
The participant	: Saya menggunakan metode PBL/PJBL dengan pembelajaran secara berkelompok yang mampu meningkatkan keaktifan & pemahaman peserta

	<p>didik dengan materi mas dan biasanya setiap akhir pembelajaran saya sering melakukan refleksi bersama peserta didik. Menanyakan hal-hal yang belum mereka pahami / memberi umpan balik materi yg sudah disampaikan agar siswa lebih mudah memahami. Saya juga meminta pendapat/masukan dari peserta didik yang mana yang perlu dirubah/dikoreksi untuk pembelajaran selanjutnya.</p>
The Researcher	<p>: Apa saja tantangan yang sering Anda hadapi dalam mengajar grammar di kelas tujuh?</p>
The Participant	<p>: Anak-anak masih susah memahami soal, vocabulary anak yang masih rendah, ga tahu artinya gatau maksud e pasti menghambat semua.</p>
The Researcher	<p>: Apa yang Anda lakukan untuk mengatasi tantangan tersebut?</p>
The Participant	<p>: Untuk mengatasinya biasanya guru menggunakan model pembelajaran yang menarik, awalnya saya melihat kondisi siswa, latar belakang bagaimana, saya menganalisis bagaimana cara memberikan metode belajar yang benar (game, pbl) dulu tahun 2020 pas siswa boleh membawa hp masih pake quizizz dan padlet</p>

	nah itu seru semua semangat, karena sekarang siswa tidak boleh membawa hp maka menggunakan alat seperti picture, kartu-kartu, permainan sederhana, kelas 7 masih kayak SD.
The Researcher	: Menurut Anda, apa tantangan tersulit dalam mengajar grammar di kelas tujuh?
The Participant	: Tantangan tersulit yaitu memberikan pemahaman anak bahwa grammar itu penting dan membuat anak suka materi dulu.
The Researcher	: Bagaimana strategi Anda untuk menghadapi tantangan tersulit tersebut?
The Participant	: Ya, guru melakukan pendekatan pada siswa, mau belajarnya gimana? Lewat apa.? Jadi guru memfasilitasi belajar anak lewat metode yang menarik dan ya itu pake metode menarik yang pas dengan kemampuan peserta didik.
The Researcher	: Menurut Anda, apa saja tantangan dalam mengajar grammar di kelas tujuh yang muncul dari siswa itu sendiri?
The Participant	: Misal saya sudah menggunakan metode yang beda, metode yg menarik pake game atau pake video, ternyata ada masalah lagi, anak masih ga pede untuk takut ngomong Bahasa Inggris, ya

	karena siswa masih terbatas vocab, siswa masih kurang percaya diri dan pribadi anak yang malas belajar.
The Researcher	: Bagaimana cara anda untuk menghadapinya?
The Participant	: Ya, tetep pokoknya semua harus aktif di kelas, siswa yg pasif, saya minimalisir dengan cara semua siswa harus maju kedepan untuk presentasi coba seadanya, misalkan salah dibenarkan, tapi semua mencoba maju kedepan dan untuk siswa yang malas belajar cara mengatasinya ya dengan komunikasi dengan orang tua, karena pasti orang tuanya tau, grammarnya masih rendah, nah guru melakukan komunikasi dengan orang tua. “Dia itu anaknya pemalu, dia itu belum bisa, ga dikasih hp dirumah, anak masih sering bermain”. Jadi klo dirumah males belajar, nah peran orang tua disini penting untuk memotivasi anaknya agar tidak malas belajar lagi.
The Researcher	: Apakah ada kesulitan dalam mengajar grammar yang datang dari diri Anda sebagai guru?
The Participant	: Tantangan dari guru itu sendiri ya banyaknya tugas yang guru kerjakan di sekolah (diluar mengajar). Jadi menjadikan guru sibuk dan tidak

	fokus untuk mengajar, kalau banyak tugas pasti cepet capek, karena beban kerja yang berlebihan.
The Researcher	: Apa yang anda lakukan untuk mengatasi tantangan yang muncul dari diri Anda sebagai guru?
The Participant	: Ya, solusinya mungkin guru lebih difokuskan untuk mengajar saja, meskipun ada tugas kerja tambahan, sebaiknya secukupnya saja kalo tugas dari sekolah banyak nanti guru bisa capek dan suasana hati menjadi menurun dan itu bisa mempengaruhi proses belajar mengajar pada saat di kelas.
The Researcher	: Bagaimana dengan tantangan yang datang dari pihak sekolah itu sendiri?
The Participant	: Fasilitas kurang, harusnya ada lab bahasa, namun disini belum ada, jadi otomatis pake seadanya yaitu pake LCD atau pake hp anak tapi hanya bisa dari rumah.
The Researcher	: Apa yang Anda harapkan dari pihak sekolah untuk mengatasi tantangan tersebut?
The Participant	: Harapan untuk fasilitas ya kalau bisa memadai, seperti adanya lab bahasa kalau dirasa sulit, mungkin sekolah dapat melonggarkan aturan

	yang mana siswa dilarang membawa hp, jadi kalau aturannya sedikit longgar, guru nya jadi enak untuk menggunakan beberapa games yang dapat dikerjakan melalui hp siswa itu sendiri.
The Researcher	: Selama proses pengajaran, apakah Anda menemukan tantangan yang tidak terduga?
The Participant	: Tantangan tidak terduga seperti ada kata-kata baru, misal di modul, kan sekarang dari dulu k13 pindah ke kurikulum merdeka itu ada beberapa materi yang berbeda, nah itu biasanya ada kata baru yang belum saya tahu artinya.”
The Researcher	: Bagaimana Anda menghadapi tantangan yang tidak terduga tersebut?
The Participant	: Solusinya ya langsung cari artinya, biasanya saya baca modulnya dulu kalau ada kata yg lupa dicari artinya dulu, jadi kalau di kelas sudah siap, jadi sudah prepare dari awal sebelum mengajar, misal hari ini mau ngajar ini yang disiapkan ini.

Appendic 3

Observation Checklist

No	Observed Aspects	Yes	No	Note
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1.	Overemphasis on error avoidance		✓	
2.	Difficulty choosing the right approach		✓	
3.	Integrating grammar into communicative contexts		✓	
4.	Assessing student progress		✓	
5.	Time constraints		✓	
6.	Dealing with individual differences		✓	
7.	Ensuring deep understanding		✓	
8.	Teachers' motivating students	✓		
9.	The utilization of technology		✓	There is a regulation that prohibits students from bringing smartphones to school. Since the use of smartphone is prohibited, teachers cannot use some interesting ways to teach grammar such as using app-based learning.
10.	Use of cooperative learning activities	✓		
11.	Providing constructive feedback	✓		