



Ika Swantika¹
 Refin
 Harissandi²
 Rossya Diva Anwar³

THE DIFFICULTIES OF USING GRAMMATICAL STRUCTURE BY HIGH SCHOOL STUDENTS

Abstrak

Studi ini menyoroti permasalahan dalam pengajaran tata bahasa Inggris di sekolah menengah. Pembelajar bahasa Inggris harus mempraktikkan komunikasi yang efektif dalam bahasa tersebut dan memperoleh aturan tata bahasa yang mendasar dari bahasa tersebut. Desain deskriptif kualitatif dilakukan dalam penelitian ini. Subyek penelitian ini adalah mahasiswa Teknologi Informatika STMIK Pelita Nusantara Medan. Data dikumpulkan dengan melakukan observasi dan mencatat ucapan siswa di kelas. Dari penelitian, ditemukan bahwa siswa mempunyai beberapa masalah dalam menggunakan tata bahasa ketika mereka melakukan diskusi kelas. Dari penelitian, ditemukan bahwa siswa kesulitan dalam memahami penggunaan tata bahasa ketika mereka berada di kelas. Ada beberapa faktor yang menyebabkan mereka mengalami kesulitan dalam menggunakan struktur tata bahasa ketika mereka berada di kelas. Faktornya adalah banyaknya pengecualian terhadap peraturan, dan penutur asli bahasa Inggris, cenderung sedikit malas untuk mengikutinya dengan benar. Penelitian ini juga menemukan strategi apa yang dapat ditingkatkan ke gaya mengajar lama ketika siswa mempelajari struktur tata bahasa, dan kemudian membuat pembelajaran tata bahasa menjadi menyenangkan. Solusi efektif selama siswa belajar untuk meningkatkan tata bahasa adalah dengan berlatih secara teratur.

Kata Kunci: Struktur Tata Bahasa, Mahasiswa.

Abstract

The study highlights the problems in teaching English grammar to the high school. Learners of the English language must practice effective communication in the language and acquire the fundamental grammatical rules of the language. Descriptive qualitative design was conducted in this study. The subjects of this study are the students from the Teknologi Informatika STMIK Pelita Nusantara Medan. The data were collected by doing observation and recording the students' utterances in the class. From the research, it was found the students difficult to understanding for using grammar when they were having a class. There were factor causing them got difficulties of using grammatical structure when they were having a class. The factor are so many exceptions to the rules, and native English speakers tend to be a little lazy with following them correctly. The research also find out was strategic which can be improved to the old teaching style when students learning gramatical structure, and than make learning grammar fun. The effectively solution during the students' learning to improve one's grammar is to practice regularly.

Keywords: Grammatical Structure, High School Student.

INTRODUCTION

The structure and meaning system of language is known as grammar. the characteristics of a language, including its sounds, words, word construction, word organization, etc. Each and every language has its unique grammar. Because they automatically understand the grammar, they are able to communicate in the same language with ease. However, students must first comprehend and acquire grammar for other languages. They have to commit several tenses and other English grammar formulas to memory. They can then practice using simple sentences, which will make grammar easier for them to learn. Students need to be resourceful in order to learn grammar outside of their teacher. Teaching and learning in any language is essential for improving the intellect. The study highlights the problems in teaching English grammar to the

^{1,2,3}STMIK Pelita Nusantara
 email:ikaswan91@gmail.com

high school students learners. With study grammar of target language, the students more understand with grammar. So, they will speak and write their better than before. Finally, if they study foreign language the students will grow intellectually. According to Ellis (1993) if they do not make focus on the learning of grammar rules, they will never be able to express their ideas and thoughts precisely and accurately. The learners have to focus on the reading and listening skills to understand what other people, have to say.

In the high school of Pelita Nusantara Medan, Furthermore, the existence of media is very important to support language learning, when grammar is taught with authentic materials and audiovisual aids, it is concluded that grammar is no longer boring but rather dynamic and engaging. Therefore, teachers are required to not only provide monotonous language learning but also provide language learning that can foster independence and creativity and create a learning atmosphere where students become more productive in learning. The target language in accordance with the demands of 21st-century skills where students are required to have creativity and High innovation, is required to be able to express, analyze and solve problems, and be able to interact and be able to work well with others. These requirements will make students more confident, independent in the future, and able to compete domestically and even internationally. Regarding to the explanation above, the research is interested to hold a research by the title “The Difficulties of Using Grammatical Structure by High School Students”

RESEARCH METHODOLOGY

This project is done by applying Descriptive Method because this research describes and explains something that is an accurate and systematic fact (Sugiyono, 2014). An observation was conducted to scan the classroom interaction, and the data taken of this study were the results of utterances that expressed when the students were having discussion in the class.

The instruments used for collecting data were audio/video recording, questionnaire and interview. The techniques of analyzing data were as follows: Observe the transcript of the utterances from the students in the class. The observation was done by making the transcript of the students' statements from the discussion sessions. Next stage was identification, the writer identified the utterances which pronounced by the students when they were having discussion in English. Describe the Factors that caused the students' get difficulties in using Gramatical English when they are having a class. The last, draw the conclusion

RESULT AND DISCUSSION

The research finds out that students in various stages face many difficulties and problems in learning English grammar, there are so many exceptions to the rules, and native English speakers tend to be a little lazy with following them correctly. Some of the most common problems include: Tenses -in some languages, tenses don't even exist. Some words can have many meanings, thus making it difficult for students to understanding. Find out the strategies for learning grammatical structure make grammar relevant and useful to students with these research-supported practices. Which can be improved to the old teaching style, teach grammar with authentic writing, focus on usage over terminology, teach and assess one skill at a time, scaffold learning through practice and application and engage with high interest mentor texts.

The effectively solution during the students' learning its make learning grammar fun, the most effective way to improve one's grammar is to practice regularly. Read extensively, write often, and pay attention to the grammar and sentence structure of the material students read. Also, consider taking a grammar class or working with a teachers to learn the rules of grammar and how to apply them.

CONCLUSION

Based on the analyzing some aspects of this study, the writer concluded that: Learning grammar many difficulties and problems but students can be improve grammar is to practice regularly. Who want to learn English are of course required to be able to use English well and correctly in four basic language skills, namely; listening, speaking, reading, and writing. Grammar can be defined as a structure and meaning system of language. The identity of a language, such as sounds, words, formation and arrangement of words, et cetera. After that students can practice in simple sentences, it will help them to mastery grammar easily.

REFERENCES

- Ellis, R. (1993). The structural syllabus and second language acquisition. *TESOL Quarterly*, 27, pp. 91-113.
- Eun J. (2010). Contextualizing grammar teaching using authentic materials. Retrieved from <http://www.fbcinc.com/e/LEARN/e/korean2010/presentations/>
- Ezeani, S. I. (1998). *Research methods: A realistic approach*. Ibadan: Elohim publishers.
- Fridrich, D., Kern, M., Fritz, J., Pahlke, G., Köhler, N., Winterhalter, P., & Marko, D. (2007).
- Gay, L. R., Mills, G. E., Airasian, P. W. (2008). *Educational research: Competencies for analysis and applications 9th ed.* Prentice Hall.
- Graver, B. D. (1986). *Advanced English Practice*. Oxford: Oxford University Press. Downing, A., & Locke, P. (2002). *A university course in English grammar*. Psychology Press.
- Harris, T. L., & Hodges, R. E. (1995). *The literacy dictionary: The vocabulary of reading and writing*.
- Lauder. (2016). *OKARA Journal of Languages and Literature* , Vol . 1 , Tahun 1 , Mei 2016
- OKARA Journal of Languages and Literature , Vol . 1 , Tahun 1 , Mei 2016. *OKARA Journal of Languages and Literature*, 1(1), 54–65.
- National Education Policies of English Teaching in Pakistan, Sharif Commission, 1959, Implementation, 1980. P. 27
- Overton, S. L., & Medina, S. L. (2008). The stigma of mental illness. *Journal of Counseling & Development*, 86(2), 143–151.
- Rahayu, P. (2012). Improving Students' Motivation and Speaking Skill Through Negotiated Materials Based on Current Syllabus at Grade XI Accounting of SMK. N 1 Pasir Pengaraian Rokan Hulu Riau. *Edu Research*, 1(1), 55–76.
- Rahayu, P. (2015). Role play strategy in teaching speaking. *Edu Research*, 4(1), 61–70.
- Saufi, M. (2018). Improving Student's Speaking Skill Through Storytelling Of Narrative Text.
- Singh, C. K. S., Singh, T. S. M., Abdullah, N. Y., Moneyam, S., Ismail, M. R., Eng Tek, O., Karupayah, T., Chenderan, K., Singh, M. K. R., & Singh, J. K. S. (2020). Rethinking english language teaching through telegram, whatsapp, google classroom and zoom. *Systematic Reviews in Pharmacy*, 11(11), 45–54. <https://doi.org/10.31838/srp.2020.11.9>
- Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta,2013), cet ke-19, hlm. 224.
- Tasmia, T. E., Ritonga, H., & Firdiansyah, F. (2019). Student's Problem In Speaking English At Eight Grade Of MTs Darul Ulum Kepohbaru. *Uin Sulthan Thaha Saifuddin Jambi*.
- The epidermal growth factor receptor and human topoisomerases represent potential cellular targets of oligomeric procyanidins. *Molecular Nutrition & Food Research*, 51(2), 192–200.
- Vannestal, M. E. (2008). Corpora in grammar teaching: towards higher motivation, deeper understanding and more solid proficiency in English grammar. Retrieved from <http://hdl.handle.net/2077/18136> on March 18, 2012.
- Wang, S. (2010). The significance of English grammar to middle school students in China. *Journal of Language Teaching and Research*, 1(3), 313-319.
- Высшей Нервной Деятельности, 2(1), 227–249.
- Richards, J.C. & Schmidt,R. (2010). *Longman dictionary of language teaching and applied linguistics*. Fourth edition. Great Britain: Pearson Education Limited.
- Tuan, N. H., & Mai, T. N. (2015). Factors Affecting Students' Speaking Performance at Le Thanh Hien High School. *Asian Journal of Educaitional Research*, 3(2), 8–23.
- Wiesemes, R., & Wang, R. (2010). Video conferencing for opening classroom doors in initial teacher education: Sociocultural processes of mimicking and improvisation. *Seminar. Net*, 6(1).