CHAPTER I

INTRODUCTION

This chapter describes the overview of this research, including the background of research, the research questions, research purposes, research significances, research framework, and previous studies.

A. Background of Research

According to Harmer (2001), grammar describes the aspects in which words can be transformed their forms and can be integrated into sentences in a language. It assumes that when students learn grammar, they must comprehend how to construct a sentence correctly, use a pattern precisely, and interpret a sentence correctly. However, in practice, many students struggle and are unmotivated to learn grammar. It is supported by Nia (2011), who stated that it is not easy to understand grammar; it is complex, uninteresting, and tiresome. Also, Gala (2018) stated that commonly students' understanding of grammar is low. Then, the teachers consider teaching grammar to be difficult since grammatical rule is one of the most common difficulties found in the process of learning other languages (Widianingsih & Gulo, 2016).

In line with learning grammar, which is not easy, teachers also should teach grammar effectively to make students understand. The teachers in the class should make a significant strategy to ensure that all the pupils can comprehend the grammar materials. Furthermore, teachers need an effective strategy to present English grammar in a simple, clear, and understandable explanation to make it enjoyable and beneficial learning (Al-Mekhlafi & Nagaratnam, 2011).

In full face-to-face classes where teachers can interact and pay attention to students directly, teaching English grammar is faced with challenges. Souisa and Yanuarius (2020) pointed out that teachers face several challenges, including students who are not always focused and severe, students who lack prior knowledge of English Grammar, students who are not motivated to develop grammar knowledge, limited time, inappropriate teaching method, and students who lack English vocabulary.

Souisa and Yanuarius (2020) presented that a teacher needs to apply several strategies when teaching grammar. These strategies are packaged in teaching methods such as use several methods and approach (Contextual Teaching and Learning, Cooperative Learning, Grammar-Translation Method, demonstration, Think-Pair-Share, Total Physical Response, games, text, role play, and storytelling), create the enjoyable activity, and use various sources.

Then, it is linked to applying a new learning model caused by the COVID-19 pandemic. The Indonesian Ministry of Education and Culture released a decree in 2020 which instructs schools and colleges to adopt learning from home. Afterward, in 2021 when the spread of COVID-19 decreased, the government issued a new policy on face-to-face learning. Kemdikbudristek, in 2021 informed that of Indonesia's 435,650 elementary to high school levels, 27.17% had held limited face-to-face meetings. An Islamic senior high school in Majalengka, West Java, Indonesia, implemented limited face-to-face meetings with a shift system. In limited face-to-face meetings, the hybrid learning model is also applied. By unpacking some groups of people online from home, the hybrid classroom concept aims to reduce the number of people involved in each activity (Tryason et al., 2020). Hybrid or mixed learning is planned to navigate the intricate and implicated components of the changing pedagogical paradigms in these digital changes (Prihadi et al., 2022).

Changes in the learning process could be found when transitioning from the face-to-face learning model to the online one. In online learning during the pandemic, both teachers and students feel compelled to embrace the digital academic experience as the highest of the online teaching-learning process (Mishra et al., 2020). According to Wang et al. (2022), in online classes, both teachers and students experience changes in habits during the learning process, which affects academic and emotional competence. Therefore, the transition from online learning to hybrid learning creates another change in the learning process, especially in English Grammar, which was previously believed to be challenging to teach.

Thus, schools also need to adapt as Sarta et al. (2017) in Hazim et al. (2021) classified adaptation into three concepts: a state, an ability, and a process. As a

process, the organization (here are schools) needs to adapt to a new environment's challenges. Due to the changing circumstances and teaching conditions, An English teacher at Islamic Senior High School in Majalengka, West Java, Indonesia, found changes in presenting material on English grammar teaching since the implementation of the hybrid class. Of course, these changes are related to the challenges and strategies that the teacher employs to teach grammar in the hybrid class.

Dwipa (2021) conducted a similar study with the title EFL Teachers' Perception toward the Implementation of Grammar Teaching Amidst the Global Pandemic. Secondly, the previous related study was by Nanquil (2021) with the research title Changes and Challenges in Teaching of Grammar in the Age of Disruption. Thirdly, Krajka (2021) conducted the related research titled Teaching Grammar and Vocabulary in COVID-19 Times: Approaches Used in Online Teaching in Polish Schools during A Pandemic. Based on these previous studies, the gap that arises is that this research will combine challenges and strategies in teaching English grammar in a pandemic. In addition, this research will be aimed at the hybrid class situations during the post-pandemic. This research will also be conducted in a senior high school in Majalengka, West Java, Indonesia.

Thus, since this change, this research aims to investigate the challenges and strategies in teaching English Grammar in a hybrid class at a senior high school in the Majalengka, West Java, Indonesia, during the pandemic context. Therefore, this research was conducted under the title Investigating Teacher's Challenges and Strategies in Teaching English Grammar in the Hybrid Class: A Case Study at Islamic Senior High School in Post-Pandemic Context.

B. Research Questions

Based on the background above, the followings are the questions that arise to be answered by this research:

1. What challenges do teacher faces when teaching English grammar in the hybrid class?

2. How are the teacher's strategies to tackle the challenges of teaching English

grammar in the hybrid class?

C. Research Purposes

As the research questions mentioned above, the followings are the objectives of this research:

1. To investigate teacher's challenges in teaching English grammar in the hybrid class.
2. To find out teacher's strategies to tackle the challenges in teaching English Grammar in the hybrid class.

D. Research Significances

This research is inferred to give theoretical and practical significance to the readers. For the theoretical significance, this study could show the strategies of teaching grammar in a hybrid class.

Then, for the practical significance, the result of this study can be a reference to help teachers overcome the challenges or difficulties of teaching grammar in a hybrid class. Additionally, the result of this study can help the teachers know the effective strategies to teach grammar in hybrid class.

E. Research Scope

This study investigates the teacher's challenges and strategies when teaching grammar in a hybrid class. This study only scoped the teaching process at an eleventh-grade class at an Islamic senior high school in Majalengka. Meanwhile, the concentrated teaching grammar material was tenses, specifically past tense. This past tense material refers to the Personal Letter material that the teacher explained in the previous meeting. Students were asked to write a letter in the Personal Letter material about events that had occurred, are occurring, or will occur. Afterward, the teacher explained the past tense feature. Thus, the learning process regarding the past tense material was what the researcher investigated in this research.

F. Conceptual Framework

According to Radford (2004), grammar studies the rules and principles that regulate the construction and explanation of words, phrases, and sentences. Grammar is the foundation of English, it plays a crucial role in the four language skills, and no language is complete without structure. The main objective of teaching grammar is to make students communicate effectively. It is implied that it is required for students to overt instruction that relates grammar points to larger communication contexts. In addition, only those aspects of each grammatical point that are important to the immediate communication task must be mastered by students. Iqbal et al. (2017) argued that students dislike grammar instruction, and if the term "grammar" is spoken, they become irritated. Learners think that grammar, in every language, is a tedious topic because of the assumptions outlined above. The primary reason for their dislike is that grammar is a subject rarely taught in an engaging way in classrooms. It can be inferred that it is challenging to find the appropriate teaching way and manage the time for explaining.

From the teachers' side, teaching grammar has its challenges. A challenge is a thing or object that needs to be overcome. When confronted with challenges, someone will seek out solutions to overcome them. Khazanchi et al., (2021) argued that teacher challenges are the barriers and hardships teachers face in successfully teaching students in their classrooms. It is asserted by Aman (2020) eight challenges were found in presenting grammar based on the teachers' belief, they were; varying students' abilities, differentiated instruction, engaging and interesting lessons, teachers' subject content knowledge, availability of teaching resources, lack of time, subject matter, and assessment.

To overcome a challenge, teachers will prepare their own strategies. Specific methods of approaching a problem or task is called as a strategy (Brown, 2007). In teaching, strategy can be defined as a plan, standpoint, educator opinion in the organization of the primary lesson, content transfer, and managing the activity teaching and learning process to meet course objectives (Yuliastina, 2017). Particularly in teaching grammar, there are six grammar learning strategies

categories to present English grammar to students effectively: compensation, metacognitive, memory, cognitive, social, and practical (Supakorn et al., 2018).

The term "hybrid learning model" relates to the blending and combining of two types of learning environments: face-to-face classroom instruction and online learning environments (Doering, 2006). The benefits of face-to-face and online learning are combined in the hybrid class and the role of technology. In a hybrid class, teachers are both facilitators and instructors, as facilitators to help students as needed and instructors to provide complimentary lessons in line with the students' online courses.

Sutisna and Vonti (2020) stated that teachers need the best strategy in English teaching and learning activities (including learning English grammar material) in a hybrid class. They agreed that the most challenging thing in teaching English in hybrid classrooms is the level of digital literacy of the students, which needs to be improved. Then, the main strategy that teachers need to do in teaching English lessons is to provide organized activities for both face-to-face learning and online learning and by paying attention to the intensity of feedback given for each student activity as well.

G. Previous Studies

A related study was conducted by Dwipa (2021) with the title EFL Teachers' Perception toward the Implementation of Grammar Teaching Amidst the Global Pandemic. This research aimed to describe the teachers' implementation, the teachers' perceptions, and the teachers' teaching challenges in teaching grammar in the EFL classroom amidst the global pandemic. Related to the teachers' implementation, the application of integrated grammar was a good option in teaching grammar during the pandemic. Then, regarding the teachers' perception, they believed that grammar was essential to be taught since it helps students, especially in writing ability. Thus, the teachers believed that teaching grammar by using various applications would have the good impact. Lastly, regarding the challenges that the teachers faced, it concluded that challenges including the student's lack of motivation, insufficient teaching time, schools' syllabus, the

system of online learning, and student-centered learning. Furthermore, the teachers believed that they need several teacher practices or training to assist them improve their teaching skills to make the English grammar teaching-learning more effective.

In addition, Nanquil (2021) conducted the related research titled Changes and Challenges in Teaching of Grammar in the Age of Disruption. Examining and describing the challenges and changes in the teaching of grammar was the objectives of this study. Discussed in this study that since the pandemic, grammar teaching has undergone several changes due to having to adapt to a new learning environment. Then, this study shows that in the new-normal era, due to the covid pandemic, the challenges of teaching English grammar are caused by a lack of learning materials, lack of students' motivation and practice, and limited opportunities to develop grammatical competence. This study also revealed that it is a big challenge for language teachers to upgrade their skills so that the grammar teaching and learning in the new normal era could be well implemented and achieve its objectives.

Lastly, the study entitled Teaching Grammar and Vocabulary in COVID-19 Times: Approaches Used in Online Teaching in Polish Schools during A Pandemic was related to this study; this study was conducted by Krajka (2021) with the conclusion that the chosen strategy in teaching grammar in COVID-19 is using three approaches called CALL (Computer-Assisted Language Learning), SAMR (Substitution, Augmentation, Modification, and Redefinition) approach and Skills Pyramid approach. Besides, Krajka (2021) highlighted several strategies that teachers should aware of in teaching grammar that involved the virtual class. The strategies are managing students in virtual learning environment, setting up the class, and organizing the students' assignments as well.

Based on these previous studies, the gap that arises is that this research will combine both challenges and strategies in teaching English grammar in. In addition, this research will be aimed at a hybrid class situation during the post-pandemic, and this research will be conducted at an Islamic senior high school in Majalengka, West Java, Indonesia.