

**INVESTIGATING STUDENTS' DIFFICULTIES IN LEARNING GRAMMAR:
A STUDY AT A PRIVATE SCHOOL IN INDONESIA**

A THESIS

Submitted as Fulfillment of the Requirements for Obtaining *Sarjana Pendidikan* Degree
in the English Language Education Study Program



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STATEMENT OF WORK'S ORIGINALITY

I declare that the thesis with the above title and all its contents are my own work and are not the work of anyone else, except for the quotations that have been mentioned and the bibliography that has been included, in a manner that is in accordance with scientific ethics.

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MOTTO

“The sun does not need to imitate stars to shine; simply being himself, he lights up the world”

- Mr.Nabs -

DEDICATIONS

Gratefully and thankfully, I dedicate this thesis to:

1. My Almighty God, Allah SWT, who always bestows his grace, guidance and gifts on me, so that I can complete this thesis well.
2. My beloved parents, Mr. Harliyanto, SH. & Mrs. Magfiroh, S.Am., Keb. who always provide peace, comfort, motivation, best prayers, and set aside their finances, so that I can complete my education. You mean a lot to me.
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I realize that the writing of this thesis still has many shortcomings both in terms of material and writing techniques. Hopefully this thesis is useful for readers in the process of learning English, especially in learning grammar. Therefore, I really hope for criticism and suggestions from readers to improve and perfect this thesis.

Rangakasbitung,

Nabil Ashidqi

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ABSTRACT

This study aims to investigate the difficulties experienced by senior high school students in learning English grammar. The research focuses on seven interrelated aspects: cognitive, affective, physiological, morphological, syntactic, semantic, and pragmatic. A qualitative descriptive method was used, and data were collected through interviews and focus group discussions involving eight students from a private senior high school in Indonesia. The data were analyzed using the Miles and Huberman model, including data reduction, data display, and conclusion drawing. The findings revealed that students experienced grammar learning difficulties in various forms, such as problems related to learning styles and thinking speed (cognitive), motivation and anxiety (affective), learning time and environment (physiological), verb form changes and modal usage (morphological), sentence structure and passive voice (syntactic), article and preposition use (semantic), and challenges in reported speech and distinguishing formal-informal language (pragmatic). These difficulties are influenced by both linguistic and non-linguistic factors, including limited understanding of grammar rules, low confidence, and a lack of contextual learning support. The implications of this study highlight the need for grammar instruction that is contextual, adaptive, and responsive to students' individual needs and learning backgrounds to support more effective grammar mastery.

Keywords: Grammar difficulties, learning styles, grammar aspect, qualitative study.

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Learning English has become one of the main curriculums for students at school. Other than to make students actively increase their potential to understand foreign languages, the aim of learning English is to improve four competencies, namely writing, reading, speaking and listening. These four abilities are very important because these competencies related to each other (Harahap, 2021). In addition, one of the basic things that can improve these four competencies when teaching writing skills is grammar. Grammar is one of the most important elements in language learning, especially for students who are studying and mastering it. As a similar opinion according to Singodiwongso & Susilawati (2021) that mastery of English structure or grammar has a very vital role in developing students' writing skills, including sentence writing. A similar opinion Sacal & Potane (2023) states that mastery of English grammar contributes to developing acceptable levels of speaking and writing skills. Similarly, Hu et al. (2022) found that grammatical knowledge not only directly impacts reading comprehension but also indirectly influences reading comprehension through vocabulary comprehension. Therefore, a good understanding and mastery of grammar are essential keys to supporting the overall success of English language learning.

Grammar is an important part of learning a language, especially English. If language learners wants to learn a new language formally, they usually have to learn grammar. Although vocabulary introduces the basic terms used in a language,

grammar is responsible for understanding the systematics and basic rules for using that vocabulary. It is like when you look at a map and want to go somewhere, grammar is the one that navigates it to reach your destination. In learning, grammar is very important because it plays an important role in communication. Communication is two-way, where each person must understand what is being communicated. To avoid misunderstandings, spoken or written words should not cause confusion. If students master grammar, they will become more communicative in speaking English in everyday life. If students do not pay attention to grammar, the sentences or paragraphs students form tend to have irregular patterns and ambiguous meanings. To avoid this, learning grammar is crucial for students, as it is a complex process that requires both understanding and proper implementation.

Many studies have proof that students still face several shortcomings in regard to grammar whether it is in written or oral communication. As Ameliani (2019) pointed out in her study, she found there are several students' difficulties in learning grammar involving tenses, plurality, articles, prepositions and pronouns. The second is a study by Sorohiti et al. (2024) which revealed that teachers had the awareness to identify their students' difficulties in learning grammar. Additionally, the challenges students face mainly stem from limited exposure to English and a lack of motivation. The next research results came from Ajaj (2022) stated that students still experience difficulties in learning English, especially grammar, and they experience weaknesses at the grammatical, semantic and pragmatic levels that appear in their spoken or written language. In addition, according to Sandy (2020)

stated that the majority of the students felt that the grammar items in the Basic Grammar Course were easy and relatively easy while only a small number of participants considered the grammar items difficult. However, the test results indicated that the overall score was not satisfactory.

Based on the teaching observation and teaching experiences of the researcher, who was also an English teacher in high school for three years, it was found that students' grammar proficiency as reflected in their writings, has not adhered to correct grammatical structures. Interviews with several students revealed their struggles in learning grammar, particularly in constructing sentences and understanding grammar material comprehensively. The school environment also plays a role in influencing students' English language skills, as most daily interactions predominantly use Arabic. Additionally, the primary focus of the school's curriculum is on religious subjects, which mainly employ Arabic, while general subjects are taught only to a limited extent. To balance language proficiency, the school has implemented a rule alternating the use of Arabic and English every two weeks. However, this approach has not fully enabled students to speak English with accurate grammar, particularly male students, who tend to have lower English proficiency. Only a few students are able to correctly apply grammar in their daily conversations.

Based on the background of the problem above, the researcher interest to dig more detail the factors that causes students' difficulties while learning grammar. Which have not discussed further by several previous studies above who get in touch more in examining types of grammar that is difficult to be learnt and

comprehended without exploring more factor that causes of those difficulties. Hence, this becomes the research gap of this study by formulating this research title into “Investigating Students’ Difficulties in Learning Grammar: A Study at a Private School in Indonesia.”

1.2. Identification of the Problem

Based on the research background above, several problems can be identified in this research such as:

1. Students have shortcomings in mastering English material, such as grammar.
2. Students’ writing shows a lack of conformity to correct grammar.
3. Students face difficulties in composing sentences and understanding grammar comprehensively.
4. Students have poor English proficiency because the learning environment predominantly uses Arabic and the curriculum focuses more on religious subjects.
5. Students have minimal ability to write and speak English especially in constructing the sentence with proper grammar in their daily activities.

1.3. Limitation of the Problem

Based on the identification of the problem above, the researcher will investigate students' difficulties and grammar aspects that causes difficulties in learning grammar. This study limited the problem focus on the factors and the reasons that made students difficult for learning grammar.

1.4. Formulation of the Problem

Based on the limitation of the problem above, this research problem is formulated in the following question:

1. What are the difficulties faced by students in learning grammar?
2. What are the grammar aspects that students face difficulties?

1.5. Objective of the Study

The aim of this research are:

1. To investigate students' difficulties in learning grammar.
2. To investigate the grammatical aspects in which students face difficulties.

1.6. Significance of the Study

The result of this study from a practical point of view:

1. For Teachers

This study to provide teachers with insights into the factors contributing to students' difficulties in learning grammar, as well as an understanding of the common grammatical challenges students face. By addressing these issues, teachers can adapt their instructional strategies to be more effective and create a supportive learning environment that helps students overcome obstacles, which may stem from learning methods or motivational factors.

2. For Students

This study helps students recognize the challenges they face in learning grammar, both in terms of materials and external factors, and motivates them to overcome their weaknesses. By understanding the factors that contribute to their difficulties, students can be more motivated to apply effective learning

strategies, utilize various learning resources, and improve their understanding of grammar, both independently and with guidance from their teachers.

3. For Further Researcher

This study is important for other researchers as it provides empirical data related to the challenges and factors affecting grammar learning, which can serve as a reference for future studies. This research has examined the general difficulties students face in learning grammar, but future research should investigate specific types of difficulties and the factors influencing these challenges. The empirical data generated can be used to develop more innovative approaches or interventions to address difficulties in grammar learning. Additionally, future studies could explore specific teaching methods or the use of technological tools to enhance grammar learning, as well as assess the long-term effectiveness of various strategies applied, along with the impact of motivation and external factors on grammar learning outcomes.

CHAPTER II

LITERATURE REVIEW

2.1. Grammar

Grammar plays a central role in language learning, serving as the foundation for constructing clear and meaningful communication. This section discusses grammar from three main perspectives: its definition, function in language, and practical use in language learning, particularly in English.

2.1.1. Definition of Grammar

Grammar is a collection of rules or structures regarding rules in English. In other words, it is a rule or guide used to learn a language. Grammar is also often referred to as a science that teaches us how to speak, read, and write English correctly. Not only that, grammar is also the most important part of English. Without grammar, language does not function properly. According to Singodiwongso & Susilawati (2021), grammar is the rules of language that allow someone to construct sentences to convey meaning in language. Therefore, grammar functions as the basis for effective communication in English that allows individuals to convey their thoughts clearly and accurately through the correct sentence structure and language rules.

In the process of learning English, understanding various aspects of language is very important. One aspect that is often considered crucial is grammar. Some opinions emphasize that grammar plays a major role in conveying meaning clearly and effectively. According to Effendi et al. (2017). Grammar is an important element in a language. Mastery of the grammar of a language will influence mastery of language skills. Therefore, when studying

a language formally, grammar is a subject that deserves to be studied in depth. Students need to be provided with adequate grammar so that they have good language skills.

In this case, it is also not only about the rules in understanding the learning process in the scope of education. But also, the social scope as an implementation of the grammar material that students have learned, especially in how to communicate well. As According to Isnaini (2014), it is an integrated part of the language that learners use in everyday communication. We realize that without learning it, we will not be able to speak English correctly, because communication is very necessary. Someone who can communicate means he has learned things in the form of material, how to convey something and what to convey.

It can be concluded that grammar is an essential component in learning English that affects a person's communication skills. As a rule, and structure of language, grammar not only helps in speaking, reading, and writing correctly but also plays a major role in conveying meaning clearly and effectively. As expressed by various experts, understanding and mastering grammar is the key to acquiring good language skills. In the context of education, studying grammar in depth is an important step to ensure effective communication in English, both in academic and social settings.

2.1.2. Function of Grammar

The function of grammar is to know how to structure sentences properly and correctly that are intended for communication. In the study of grammar,

the functional approach offers a different perspective on how grammar is applied in the context of communication. This approach emphasizes the importance of understanding grammar not only as rules to be followed but also as a tool for interacting effectively. According to Panggabean (2011), functional grammar is a way of looking at grammar in relation to how grammar is used. It is used to describe a language functionally. The focus is on developing grammatical systems as a means of interaction between humans.

In learning English, an approach that focuses on the use of grammar in the context of communication has a significant impact on students' skills. The emphasis on communicative grammar and its practical applications can improve students' overall language skills. As stated by Hisyam & Zainil (2012), communicative grammar can improve students' grammar skills both in oral and written form much more significantly. In Addition Murti et al. (2024) believe that English grammar has a very vital role in developing students' writing skills, including writing sentences. Therefore, the application of communicative and relevant grammar in learning is very important to achieve more effective and applicable language skills.

From the previous opinions, it can be concluded that grammar functions to construct sentences correctly and effectively for communication. The functional approach views grammar as a tool for interaction, not just a rule. In English language learning, this approach has been proven to significantly improve students' skills, both orally and in writing. The improvement in grammar skills obtained through this approach greatly supports students'

writing skills. Overall, the use of proper grammar is very important in developing overall language skills.

2.1.3. The Use of Grammar

Grammar is a fundamental aspect of learning and using language, especially in English. A good understanding of grammar allows a person to form sentences correctly so that the message to be conveyed can be understood properly. In the context of communication, grammar is very important, although many people find it difficult. According to Murti et al. (2024) The use of English grammar is very important in English communication. However, in this case some people still think learning grammar is difficult to understand. This situation indicates the need for a more effective and appropriate learning approach to help individuals understand grammar more easily, so that they can improve their English language skills optimally

In addition, grammar also plays a very important role in reading and writing skills. According to Panggabean (2011), the use of grammar can be used in written texts to improve reading and writing skills. Not only that, the role of grammar is important in the language translation process. According to Amaniarsih & Nafisah (2023), grammar is used to increase students' knowledge and understanding in improving English grammar skills as well as improving students' abilities in translating the mother tongue into the target language or vice versa, for example Indonesian to English or English to Indonesian. Thus, a good understanding of grammar not only supports reading

and writing skills, but is also key to the process of accurate and effective translation between languages.

From these various opinions, it can be concluded that grammar plays an important role in English communication, both spoken and written. Mastery of grammar helps improve reading, writing, and translation skills between the mother tongue and a foreign language. Although many people find grammar difficult to learn, a good understanding can enrich language skills. The use of proper grammar ensures that the message is conveyed clearly. Therefore, it is important to continue to improve grammar skills in the process of learning English.

2.2. Types of Difficulties in English Learning

Students often face various challenges in learning English, which can affect their ability to understand lessons or master language skills. This section discusses these difficulties, their causes, and how they specifically impact grammar learning.

2.2.1. Understanding Types of English Learning Difficulties

Basically, the learning activities of students who carry out the learning process, it does not always run smoothly. Sometimes they find it easy to understand, sometimes they also find it difficult to understand the material being taught. According to Utami (2020, P. 96-97) in Eviliasani et al. (2018), she states that learning difficulties are a condition of students where the learning process is characterized by obstacles in achieving learning outcomes, so it is a condition where students cannot learn properly. According to Asman in Twomey, (2006), learning disabilities are generally used to refer to students

who experience certain difficulties in achieving at school that are not caused by disabilities or disorders. While according to Hammill in Suryani (2010), learning difficulties are various forms of real difficulties in listening, speaking, reading, writing, reasoning, and calculating activities. Therefore, a more adaptive and supportive learning approach is needed so that students can overcome these obstacles and develop their potential to the maximum in the learning process.

From the various explanations above, it can be concluded that learning difficulties are conditions experienced by students that hinder the learning process and achievement of learning outcomes which are not caused by disabilities or disorders, but by various challenges in understanding the material. This includes difficulties in various aspects such as listening, speaking, reading, writing, reasoning, and arithmetic. When students experience it, it will affect the learning process which can make it difficult to concentrate, forget easily, be lazy, get tired easily, and get bored easily.

2.2.2. Factors of English Learning Difficulties

Difficulties in learning English can be influenced by various factors, including learning styles that involve cognitive, affective, and physiological aspects. According to Brown (2000), learning style is a combination of how an individual processes information and responds to the learning environment. Learning styles include "cognitive, affective, and physiological traits that are relatively stable indicators of how learners perceive, interact with, and respond to the learning environment." The interaction between these factors affects the

extent to which learners understand and apply English correctly. Brown (2000) also emphasized that learning styles act as mediators between emotions and cognition, where reflective style relates to reflective personality or mood. Differences in learning styles can affect how students interact with learning materials. For example, students who prefer visual or kinesthetic learning may have difficulty with a more verbal or abstract approach. Therefore, understanding students' learning styles is essential for educators to design effective teaching strategies, increase engagement, and help students overcome learning barriers.

In Brown (2000), he discusses how learning styles, which encompass cognitive, affective, and physiological aspects, influence how individuals understand, interact with, and respond to the learning environment, particularly in relation to grammar learning. These styles affect the way students process grammatical concepts and can contribute to the difficulties they experience in learning grammar, as follows:

- 1) Cognitive

The cognitive aspect of learning styles relates to how learners process information, including their preference for visual or auditory processing. Visual learners tend to understand information better through images or written text, while auditory learners are more effective through sound or discussion. Additionally, the speed of information processing also affects learning styles, which can be impulsive or reflective. Impulsive learners tend to make quick decisions,

while reflective learners are more careful and analyze information before acting. These factors influence how learners interact with the material and overcome learning difficulties.

2) Affective

The affective aspect relates to emotions, attitudes, motivation, and values that influence the learning process. Affect, which refers to emotions or feelings, reflects the emotional side of human behavior connected to the cognitive aspect. Factors such as self-confidence, motivation, anxiety, and attitudes toward learning, particularly grammar, play an important role. Positive emotions like self-confidence can enhance learning success, while negative emotions like stress or anxiety can hinder the process. These feelings are also influenced by how one views themselves and others in the learning interaction.

3) Physiological

The physiological aspect of learning styles relates to physical factors that affect how a person learns, such as their body condition, health, or energy levels. Additionally, effective study time and the learning environment also play a significant role in supporting the learning process. For example, fatigue or health issues can reduce concentration and memory, while regular study time and sufficient sleep can enhance focus and learning efficiency. Environmental factors, such as lighting, noise, or room comfort, also affect the learner's ability to stay focused and sustain their learning. Therefore, physical condition, study time, and

a supportive environment are essential to ensure learners can learn optimally and overcome existing challenges.

Understanding cognitive, affective, and physiological factors is crucial for educators to create supportive learning environments. Recognizing learners' styles helps tailor strategies, boost engagement, reduce barriers, and improve success, enabling learners to reach their potential.

Objective factors are also apparent to students when they experience learning difficulties which can be seen from low learning outcomes. According to Fatah et al. (2021), the subjective factors that appear to students are the learning atmosphere, learning foundation, learning environment, learning design and delivery of material. Thus, understanding these factors is very important to create more effective learning strategies, so that they can help students overcome learning difficulties and improve their learning outcomes.

Not only that, there are 2 (internal & external factors) that make students experience learning difficulties, namely the individual conditions of students and their existence in the social environment. According to Armella & Rifdah, (2022), the factors of student difficulties in learning are divided into 2 categories, namely internal factors that come from within the student which include psycho-physical disorders in cognitive, affective, psychomotor aspects & external factors that come from the characteristics of the student's environment related to society. This is also similar to Paputungan et al. (2022), the factors that influence students' difficulties in learning start from lack of motivation, learning strategies, teaching methods, educational background, and

family environment. Therefore, understanding and addressing internal and external factors that influence students' learning difficulties is essential to creating a conducive learning environment that supports the development of students' potential to the fullest.

From the several opinions above, it can be concluded that learning difficulties in students arise due to various interrelated factors that influence their experiences in the learning process. Different learning styles can determine how students understand and respond to the learning environment, while the learning atmosphere and teaching design also play an important role in creating a conducive atmosphere. In addition, internal factors such as psychological and emotional disorders can hinder students' learning abilities, while external factors such as teaching methods and educational backgrounds also affect learning outcomes. Lack of motivation and the use of ineffective learning strategies further worsen this condition. Therefore, it is important to understand and address these factors in order to create a learning environment that supports and facilitates student success.

2.2.3. Difficulty in Learning English Grammar

In learning grammar, students often face various challenges that can hinder their understanding and application. These difficulties are rooted in various interrelated aspects of research. According to Swan (2005), several main categories of grammar aspects that describes include: morphology, syntax, semantics, and pragmatics. Swan (2005) also emphasizes that The study of grammar is difficult because it involves rules and exceptions, and the

rules can vary greatly between languages. This highlights that the difficulty in learning grammar is often caused by the diversity of rules and exceptions, which can be confusing for learners, especially when these rules differ from their native language. Additionally, the variation in rules between languages further complicates grammar learning, as each language has its own unique structure. Therefore, a deep understanding of the structure and nuances of the target language is essential, and grammar teaching must be tailored to address the difficulties learners encounter in each category. According to Swan (2005), grammar encompasses several key categories, including morphology, syntax, semantics, and pragmatics, each of which plays a significant role in shaping how learners comprehend, use, and engage with the language structure, as outlined below:

1) Morphology

Morphology category focuses on the structure and formation of words. Learners often struggle to understand how words are formed through affixation, word form changes, or conjugation, especially when the morphological structure of the target language differs from their native language. These difficulties often include aspects such as incorrect tense changes or misunderstandings in the use of modal verbs, which are common challenges in grammar learning.

2) Syntax

Syntax refers to the rules for arranging words and sentences in a language. Learners often struggle when adapting to different word

orders in the target language, especially if its syntactic structure does not align with their native language. These challenges include difficulties in understanding correct word order and using the passive voice, which often become obstacles in constructing accurate and grammatically correct sentences.

3) Semantics

Semantics relates to the meaning of words and sentences, including how learners understand the differences between literal and contextual meanings as well as variations in meaning across different communication situations. These challenges are often compounded by words in the target language that have multiple or idiomatic meanings. Additionally, errors in the use of articles and prepositions frequently arise as part of semantic difficulties, as both play a crucial role in ensuring clarity and accuracy in conveying meaning.

4) Pragmatics

Pragmatics involves the use of language in specific social and cultural contexts, where learners often face challenges in understanding how language is used for social purposes, such as giving commands, making requests, or expressing opinions, which require adjustments to local cultural norms. This difficulty also includes the proper use of reported speech and confusion between formal and informal language, which are crucial in adapting communication to different social situations.

Exploring the key categories of grammar, such as morphology, syntax, semantics, and pragmatics is essential for understanding the challenges that learners face in language acquisition. Each category presents distinct difficulties that influence how learners comprehend and use the language. By addressing these challenges, educators can design more effective teaching strategies, ultimately supporting learners in improving their language proficiency and communication skills.

Grammar is a crucial but challenging aspect of learning English. Many students struggle with various grammatical rules and structures, impacting their language skills. Ahsan (2020) revealed the majority of students have difficulty when studying grammar, such as: subject-verb agreement, plural markers, or rules related to tense, confusion in using verb forms, difficulty in memorizing two-word verbs, confusion in using verb tenses, difficulty in using phrasal verbs and idiomatic expressions may be caused by the linguistic conditions of the students. Furthermore, Ajaj (2022) added that students still have difficulty in learning English, especially grammar, and they experience weaknesses in grammar, semantics, and pragmatics that appear in their spoken or written language. Likewise, according to Papatungan et al. (2022), most students do not understand and are confused about using all modal auxiliaries, the use of 'to' and without 'to', and do not memorize the formula patterns of positive, negative, and interrogative sentences. Furthermore, students are also confused in changing tenses because they do not know the formula, and confused in using pronouns and time pronouns because they do not memorize them.

The conclusion of this discussion shows that English grammar learning often faces various challenges related to morphology, syntax, semantics, and pragmatics. Students often have difficulty in understanding basic grammar rules, such as subject-verb agreement, the use of modal auxiliaries, and tenses. In addition, confusion in the correct use of phrasal verbs, idioms, and sentence patterns also hinders their language skills, both in spoken and written forms. Weaknesses in these aspects indicate the need for a more comprehensive and contextual teaching approach to help students overcome these obstacles.

2.3. Review of Relevant Study

There are some previous researches which are relevant to this study, they are:

The first research was conducted by Alharbi (2021) titled "*The Struggling English Language Learners: Case Studies of English Language Learning Difficulties in EFL Context*". The aim of this study was to gain insights into the 'struggles' of English as a Foreign Language (EFL) learners facing difficulties. The study involved 10 intermediate students selected from the bottom 20th percentile in their English language courses, with data collected through observations and interviews, and descriptive evaluation used for data analysis. The results of this study found that most participants felt their English proficiency was very good (80%), while 20% felt it was average. There was a significant relationship between English proficiency and factors such as the desire to learn for education, career, and career progression. Many participants became more serious about learning English after experiencing positive or negative situations. These findings suggest that

attitude and motivation greatly influence language proficiency, with a focus on a socio-psychological perspective.

The second research was conducted by Ajaj (2022) with the title “*Investigating Students' Difficulties in Learning Grammar and Suggested Methods to Overcome them*”. This study aims to investigate the difficulties of learning English grammar and suggested methods to address them. The research employed a qualitative method using interviews and thematic synthesis for data analysis. The participants were English teachers and students from secondary schools in Iraq, making the setting focused on formal classroom environments in Iraqi secondary education. The results of the study showed that students still had difficulties in learning English, especially grammar, and they experienced weaknesses in grammar, semantics, and pragmatics that appeared in their spoken or written language.

The third research was conducted by Sri Handayani & Salija (2022) with the title “*The Difficulties of High School Students in Learning Tenses in Bone District*”. The purpose of this study is to determine the difficulties faced by high school students in learning tenses, the factors that cause high school students to have difficulty in learning tenses and solutions to overcome high school students' difficulties in learning tenses. This study uses a qualitative method with interviews in data collection and also uses 3 stages such as: data reduction, data display and drawing conclusions as data analysis techniques. The researcher involved high school students whose scores were below 75 after checking their results to be interviewed. The results showed that the difficulties experienced by students in learning tenses came from student perceptions, most students considered tenses

difficult to form, they had difficulty distinguishing changes from verb1 to verb2 or verb3, also when using regular verbs and irregular verbs. Most students were also influenced by external factors in their difficulties in learning English, especially in tense lessons.

The fourth research was conducted by Damis et al. (2024) with the title "*Difficulties in Learning English Tenses Encountered by Senior High School Students*". This study aimed to investigate grammatical difficulties faced by senior high school students in mastering tenses. The study employed a qualitative design using observations and interviews with students at several senior high schools in Makassar, Indonesia. The participants included eleventh-grade students selected to explore their perceptions and challenges in learning English tenses. The findings revealed that students struggled with tense structures due to differences between their native language and English, limited exposure to English in everyday life, and less interactive teaching methods. Many also encountered problems in recognizing appropriate tense usage, distinguishing verb forms, and applying tenses in real contexts. These difficulties hindered their ability to master grammar and affected their overall English learning performance

The last research was conducted by Sorohiti et al. (2024) on "*Teacher Awareness, Identification of Learning Difficulties, and Effective Teaching Strategies for Grammar Mastery*". The aim was to identify teacher awareness of the challenges faced by students in mastering grammar, and effective teaching strategies. This study used qualitative methods with interviews in data collection and thematic analysis involving 3 English teachers of grade 10 from 2 high schools

in Yogyakarta. The results showed that teachers have awareness to identify students' difficulties in learning grammar. In addition, the challenges faced by students mainly come from their limited exposure to English and lack of motivation. To overcome these challenges, teachers use effective strategies such as guided oral sentence construction and the use of games.

From the above research, the researcher found similarities and differences between the research conducted in this study and previous studies. The similarity between this study and previous studies is that both study students' difficulties in learning grammar using qualitative methods, using grammar as primary skill to be the research issue, and students' senior high school as the research participant. Not to mention most of the previous studies above focus on inspecting students' difficulties in learning grammar and do not discuss further the factor that causes those difficulties and this is become this research gap. In addition, the difference from the previous research lies in the research aspects, namely cognitive, affective, physiological, morphology, syntax, semantics, and pragmatics, as well as the research location and the number of participants.

2.4. Theoretical Framework

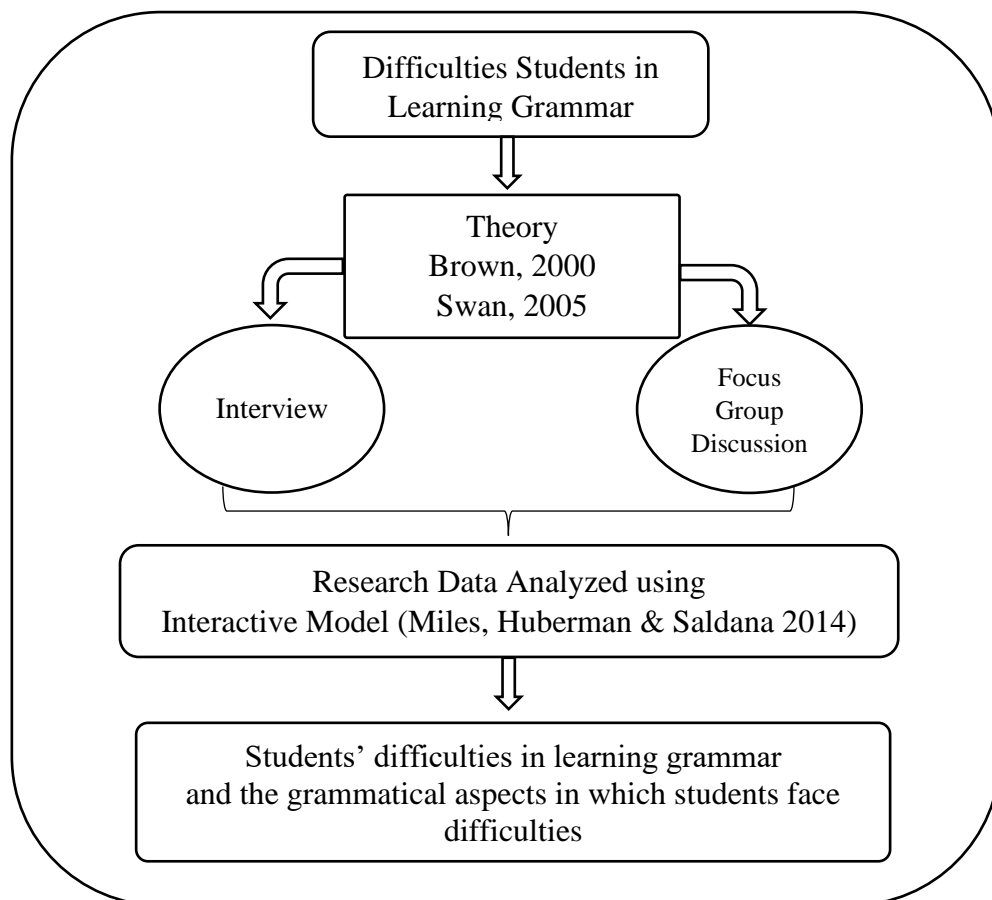


Figure 2.1. Theoretical Framework of The Study

Figure 2.1 shows the theoretical framework of the study. This research was conducted at a private school in Indonesia by using two main theoretical perspectives. The first theory proposed by Brown (2000) highlights several factors that affect language learning, including cognitive, affective, and physiological aspects. The second theory proposed by Swan (2005) emphasizes grammatical dimensions that may cause difficulties in learning, such as morphology, syntax, semantics, and pragmatics. The research focuses on case study that occurred on students. Here the Researcher will ask to students about their

difficulties and factors that causes those difficulties in learning grammar through interviews & focus group discussions (FGD). In this study, the researcher uses an interactive model, as stated by Miles, Huberman, and Saldana (2014) that activities in qualitative data analysis are carried out interactively and continuously until complete, so that the data is saturated. This analysis activity includes data reduction, data display, and drawing conclusions/verification (Miles, Huberman, and Saldana, 2014). Therefore, researchers collect data by writing, editing, classifying, reducing, presenting, and explaining related to the study discussed.

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

This study used a qualitative research type with a case study. According to Creswell (2017), qualitative research is defined as an activity that places the observer in the world consisting of a series of interpretive and material practices that make the world visible. These practices transform reality into various forms of representation, such as field notes, interviews, conversations, photographs, recordings, and personal notes. In this context, qualitative research adopts an interpretive and naturalistic approach. This means that qualitative researchers investigate various phenomena in their natural environment, seeking to understand or interpret these phenomena based on the meanings given by individuals.

The case study design was chosen because it allows researchers to explore a specific issue in depth and within its real-life context. As Creswell (2017) defines, case study is a design of inquiry found in many fields, especially evaluation, in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals. Case study provide rich qualitative data that offer deeper insights into complex issues, often highlighting unique characteristics that may not be captured through other research methods. This approach is invaluable for understanding real-life situations and for answering “how” or “why” questions in a natural setting.

Based on the explanation above, it can be concluded that this study employed a case study design to explore in depth the difficulties faced by twelfth-grade

students in learning grammar and the factors contributing to these challenges in a real-life educational context. The focus of this study was to investigate the types of difficulties faced by twelfth grade students in learning grammar, as well as the factors contributing to these challenges. This approach allows the researcher to gain a deeper understanding of the learners' experiences and the underlying reasons for the difficulties they encounter in their language learning process.

3.2. Setting & Participants

The research setting refers to the environment or area determined by the researcher as the object of study. On the other hand, participants are individuals who are selectively chosen because they have relevant knowledge and are needed in the research. For conducting this study, the researcher took the research location at one of the Islamic Senior High Schools in Indonesia and involved twelfth-grade students. This study involved a population consisting of 20 students, and the sample selected for data collection was 8 students. The selection of this research location was based on several important considerations, namely the challenges faced by students in learning grammar, the availability of relevant data, and the status of the school that has never been used as an object of similar research so as to minimize the risk of excessive research.

The 8 participants were selected through purposive sampling based on several specific criteria, including their varied levels of grammar proficiency, willingness to participate, and ability to express their learning experiences clearly. Demographically, the participants consisted of 4 male and 4 female students aged between 17 and 18 years old, with academic achievements in English ranging from

high to low. The decision to limit the number of participants to 8 was made to allow for in-depth exploration, detailed data analysis, and rich interpretation, which aligns with the nature of qualitative research that emphasizes depth over quantity.

3.3. Data Collection Techniques

Data collection technique in this study will be carried out through interview and Focus Group Discussions (FGD). According to Creswell (2017) in qualitative interviews, the researcher conduct face-to-face interviews with participants, telephone interviews, or engage in focus group interviews with 8 participants in each group. In this data collection process, researcher use semi-structured interviews by designing a list of relevant and open-ended core questions to encourage respondents to provide in-depth answers in accordance with the objectives of this study. During the interviews, the researcher took notes or recorded the sessions (with permission) and then analyzed the transcripts to find themes and patterns. This process also involved reflection to validate the findings through additional interviews or comparison with other data, in order to gain a richer understanding of the perspectives and experiences of respondents who were selected based on their knowledge or experience relevant to the topic.

1) Interview

Interview is one of the data collection methods used in various studies is qualitative research, which is the collection of detailed information from each individual through semi-structured interviews. According to Jamshed (2014), qualitative interviews are a type of framework in which practices and standards are not only recorded, but also achieved, challenged, and also reinforced. With

this approach, researchers can ask basic questions that have been formulated previously, while still providing an opportunity to explore other issues that arise during the interview. This is very useful for exploring the experiences and perspectives of participants in more detail.

The participant selection process in this study used purposive sampling, where the researcher chooses individuals with relevant experience related to the research topic. According to Nyimbili & Nyimbili (2024), the advantage of this method is that the researcher can directly select participants based on their knowledge and experience of the topic being studied. The researcher then visited potential participants to explain the purpose and benefits of the study, so they can understand the importance of their contribution to this research. This approach ensures that the selected participants can provide valuable insights that are crucial for the success of the study.

Interview was conducted for 60 minutes at the LIC office (male students) and at the Avicenna dormitory (female students) to provide comfort for participants, minimize distractions, and create a conducive discussion atmosphere. A total of 8 students involved in the interviews, which recorded using smartphones with the permission of the participants to ensure the accuracy of data transcription. The research instrument consists of two main topics described in fifteen guiding questions. The first topic is the difficulty factors in learning grammar based on Brown's theory (2005), which includes cognitive, affective, and physiological aspects. The second topic is the grammatical aspects studied based on Swan's theory (2005), which includes morphology,

syntax, semantics, and pragmatics. In addition, the researcher will take field notes to record nuances, emotions, and interactions during the interviews that are not captured in the recording.

The ethical aspect is the main focus of this study. Before the interviews conducted, the researcher ensured that all participants provide informed consent, where they gave an explanation of the purpose of the study, the interview process, and their rights, including the right to withdraw at any time without consequence. It is expected that this study produced valid and reliable data and respect the rights and privacy of participants.

2) Focus Group Discussion (FGD)

The second data collection method used in this study is Focus Group Discussion (FGD), aimed at gaining insights and perspectives from a group of individuals on a specific topic. According to Gundumogula (2020), focus group helps discover new aspects and information in research, as participants can share perspectives that are far more diverse than what the researcher might imagine. This method provides a significant opportunity to capture and consider participants' feelings, views, beliefs, and responses during the data collection process. The researcher formulated several relevant guiding questions but also encourage participants to freely share their ideas and opinions to support a dynamic discussion.

The participant selection process used purposive sampling, involving a total of 8 participants divided into 2 groups, each consisting of 4 students with knowledge or experience relevant to the discussed topic over a duration of 30

minutes. The research instrument consisted of two main topics which are described in seven guiding questions. The first topic is the difficulty aspects in learning grammar based on Brown's theory (2005), which includes cognitive, affective, and physiological aspects. The second topic is the grammar aspect studied based on Swan's theory (2005), which includes morphology, syntax, semantics, and pragmatics. Questions were designed to explore students' experiences in each of these areas.

During the discussion, the researcher acted as a moderator, guiding the conversation based on the guiding questions while remaining flexible to explore emerging themes. The researcher also took note of key moments and recorded the sessions with the participants' consent to ensure data accuracy. At the end of the discussion, participants gave the opportunity to share final thoughts or ask unanswered questions.

With this approach, focus group discussion is expected to produce rich and diverse data while respecting participants' rights and privacy. The researcher ensured the confidentiality of the information and guaranteed that the data obtained will only be used for research purposes, as agreed upon beforehand.

3.4. Data Analysis Technique

In this study, the researcher used the data analysis model in the interactive model from Miles, Huberman and Saldana (2014) which is a systematic process for managing and analyzing qualitative data. This model emphasizes the interaction between various components of the analysis to obtain a deep and detailed understanding of the phenomenon being studied. This data analysis began after the

researcher collects data through observation, interviews and documents conducted from the preparation of the study to the implementation of the interview so that the data is relevant and useful. The following is an explanation of the 3 main components of the interactive data analysis model: Data condensation, Data display, Conclusion drawing/verification.

3.4.1. Data Condensation

Data condensation is the process of filtering and selecting relevant data from the information that has been collected. According to Miles, Huberman, and Saldana (2014), researchers take steps such as coding to categorize data, filtering out irrelevant information (raw data), and highlighting important themes that emerge. The purpose of this process is to focus the analysis on the most significant information, so that researchers can better understand the phenomenon being studied. In practice, researcher select relevant data, group them by category, and ignore information that does not support the research objectives. After that, more focused data is analyzed to find relevant patterns or themes, allowing researchers to produce deeper understanding and useful findings.

3.4.2. Data Display

Data display is a stage in qualitative data analysis that focuses on presenting information in a structured and easy to understand format. According to Miles, Huberman, and Saldana (2014), the purpose of data display is to organize the reduced data so that researcher can identify patterns, relationships, and meanings that emerge. Researcher need to organize the data

visually using tables, graphs, or diagrams, and add narratives to provide context. In addition, it is important to highlight patterns or themes that are found and organize the data systematically so that it is easy to follow. In this way, the researcher can present findings clearly and informatively, which supports the process of drawing conclusions.

3.4.3. Conclusion Drawing/Verification

Conclusions Drawing/verification is a stage in qualitative data analysis where researchers draw conclusions from the data analyzed and verify the accuracy of these conclusions. According to Miles, Huberman, and Saldana (2014), the researcher must take several steps, including reflecting on the findings that have been collected, identifying patterns or themes that emerge, and linking conclusions to research questions so that the results are relevant. In addition, researchers need to verify conclusions using techniques such as member checking, data triangulation, and audit trails to ensure that the resulting interpretations are accurate. Conclusions must also be clearly and structured, and explain the implications of the findings. With these steps, the researcher can ensure that the conclusions drawn are accurate and make significant contributions to the field being studied.

3.5. Trustworthiness

Every study requires criteria to assess the level of trustworthiness or truth of its results, which in the context of qualitative research is called data validity (trustworthiness). According to Creswell (2017), researchers are advised to use accepted strategies to document the ‘accuracy’ of the study or ‘validation strategies’

using several specific terms, such as credibility, authenticity, transferability, dependability, and confirmability, as ‘naturalist equivalents’ to internal validation, external validation, reliability, and objectivity in qualitative research. This process aims to reduce errors in data collection that can affect the validity of research results.

In this study, triangulation was one of the main strategies applied to ensure trustworthiness. Based on Creswell (2017), triangulation involves cross-checking information from different sources or theoretical perspectives to minimize bias and increase the accuracy of findings. The researcher used two types of triangulation, namely data source triangulation and theory triangulation.

Data source triangulation was theoretically aimed at validating findings by comparing data from participants with different backgrounds, and was practically applied by involving eight students with varied learning styles, academic achievements, and personal characteristics to provide broader perspectives and strengthen credibility and transferability.

Theory triangulation was theoretically aimed at strengthening interpretation by using more than one theoretical framework, and was practically applied by analyzing the findings through Brown’s (2000) theory, which addresses cognitive, affective, and physiological aspects, and Swan’s (2005) theory, which focuses on morphological, syntactic, semantic, and pragmatic aspects, thereby providing a more comprehensive explanation of the research results.

By integrating these triangulation strategies along with member checking and audit trails, this study strives to produce findings that are credible, transferable,

dependable, and confirmable, ensuring that the research is accountable and relevant to the studied context.

3.5.1. Credibility

Credibility is a fundamental aspect of qualitative research that determines the extent to which the findings accurately represent the reality experienced by participants. Creswell (2017) emphasizes that researchers must take systematic steps to ensure their research findings are credible, such as using multiple data sources, conducting member checking, and spending sufficient time in the field to develop a deeper understanding of participants' perspectives.

In this study, credibility was ensured through several techniques. First, the researcher applied data source triangulation, which involved collecting information from eight students with varied backgrounds, learning styles, and academic abilities. This diversity of sources allowed the researcher to cross-check and validate the findings from different perspectives. Second, theory triangulation was used by interpreting the results through Brown's (2000) and Swan's (2005) theoretical frameworks, enabling the findings to be analyzed from both non-linguistic (cognitive, affective, physiological) and linguistic (morphological, syntactic, semantic, pragmatic) perspectives.

Another strategy to enhance credibility was member checking, where the researcher returned the transcribed interview and focus group discussion data to the participants to verify accuracy and alignment with their intended

meaning. This process helped ensure that the interpretation of the findings truly reflected participants' experiences.

Furthermore, the researcher ensured objectivity by following scientific procedures during data collection, maintaining transparency in reporting the findings, and acknowledging research limitations. These measures collectively strengthened the credibility of the study, making the results reliable and acceptable to various audiences.

3.5.2. Transferability

Transferability in qualitative research refers to the extent to which the findings of a study can be applied or considered relevant in other contexts or situations. According to Creswell (2017), researchers can enhance transferability by providing rich and detailed descriptions of the research context, participants, and methods used, allowing readers to judge the applicability of the findings to their own settings.

In this study, transferability was enhanced by presenting a thorough description of the research context, including the school setting, the characteristics of the eight student participants, and the conditions under which data were collected. These detailed descriptions allow readers or other researchers to compare the context of this study with their own and determine whether the findings can be applied in different settings.

Data source triangulation played an important role in supporting transferability. The researcher involved participants with varied backgrounds, learning preferences, and academic performance levels to ensure that the

findings were not confined to a single type of learner. This diversity of perspectives increases the scope of applicability and relevance of the findings across different contexts.

Theory triangulation also contributed to transferability by linking the findings with multiple theoretical frameworks. The results were analyzed through Brown's (2000) theory, which addresses cognitive, affective, and physiological aspects, and Swan's (2005) theory, which covers morphological, syntactic, semantic, and pragmatic aspects. This approach provides a comprehensive explanation of the findings, making them more adaptable to other relevant contexts.

By combining detailed contextual descriptions, diverse participant perspectives, and multiple theoretical viewpoints, the researcher ensured that the findings are not only valid for the original research setting but are also potentially relevant and useful in other educational contexts.

3.5.3. Confirmability

Confirmability in qualitative research refers to the extent to which the results can be proven, remain objective, and are not influenced by the researcher's personal bias. It requires transparency in the data sources and analysis processes so that the findings can be demonstrated to be evidence-based rather than subjective interpretations. Creswell (2017) emphasizes that confirmability is achieved when research data is verifiable and traceable, and highlights the importance of maintaining a detailed audit trail to allow replication or review by other researchers.

In this study, confirmability was strengthened through the implementation of an audit trail, which involved recording every step of the research process. Starting from data collection and analysis to the interpretation of results in a clear and systematic manner. This documentation ensured that the procedures and decisions taken during the study could be examined by others to verify that the findings were grounded in the actual data.

Finally, confirmability was further supported through peer review, where colleagues were invited to review the research process and results, provide objective feedback, and assess whether the interpretations were consistent with the evidence. These combined strategies ensured that the findings of this study are objective, verifiable, and trustworthy.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter is divided into two main sections: research findings and discussion. The findings section presents the data obtained from semi-structured interviews and focus group discussions with participants who experience difficulties in learning grammar. Meanwhile, the discussion section provides an interpretation of the findings reported in this study.

4.1. Research Finding

This chapter presents the data obtained by the researcher through interviews and Focus Group Discussions (FGD) with eight senior high school students. All interview and FGD sessions were recorded, and the audio recordings were subsequently transcribed into written form for further analysis. The findings focus on students' difficulties in learning grammar, categorized into cognitive, affective, and physiological aspects based on Brown's (2000) theory, as well as morphological, syntactic, semantic, and pragmatic aspects based on Swan's (2005) theory. The following is the compilation of data interpreted through the lens of both Brown's and Swan's theoretical perspectives.

4.1.1. Difficulties of Learning Grammar

4.1.1.1. Cognitive

The cognitive aspect of learning styles relates to how learners process information, including their preference for visual or auditory processing. Visual learners tend to understand information better through images or written text, while auditory learners are more effective through

sound or discussion. Additionally, the speed of information processing also affects learning styles, which can be impulsive or reflective. Impulsive learners tend to make quick decisions, while reflective learners are more careful and analyze information before acting. Based on the findings of the factors that influence how learners interact with the material and overcome learning difficulties, explained as follows:

a. Lack of Auditory Processing Exposure

Auditory processing exposure plays a crucial role in grammar learning because it enables students to understand concepts through listening, verbal explanations, and interactive discussions. According to Oladele (2024), auditory learners benefit greatly from verbal instruction, discussions, and sound-based learning activities, which enhance their ability to process and retain information effectively. Sufficient auditory input allows students to connect abstract grammatical concepts with practical usage, seek clarification when needed, and strengthen their comprehension through repeated exposure to spoken language.

In line with these theoretical benefits, the findings of this study revealed that most students (S1, S2, S3, S5, S7, S8) preferred to learn grammar through auditory methods, especially by listening directly to the teacher's explanations because it allowed them to ask questions freely and clarify the difficulties they faced. As some students expressed:

“In my opinion, understanding grammar is easier by listening to the teacher's explanation because I can imagine it based on my own perspective and summarize it independently” (I/S2-GF-PTE)

“In my opinion, I find it easier to understand grammar by listening to the teacher's explanation directly than just looking at pictures or tables. Through direct explanations, I can more freely ask about the difficulties I face when learning grammar, such as noun phrases that I find quite challenging or auxiliary verbs that I don't fully understand.” (I/S5-GF-PVS)

While two students who preferred the visual method said:

“Visual aids help me see the structure more clearly and make it easier to remember.” (I/S4-GF-PVS)

These responses indicate that auditory input is highly valued by many students. However, in the context of this study, such auditory exposure was perceived as not always sufficient to meet their learning needs. Although grammar lessons included teacher explanations, the limited frequency and depth of auditory-focused activities meant that some students still faced cognitive difficulties in processing and understanding certain grammar concepts. This finding suggests that optimizing auditory input could better support their grammar learning. Therefore, increasing both the frequency and quality of auditory-based learning activities could enhance students' comprehension and address the cognitive challenges they face in mastering grammar.

b. Lack of Reflective Processing Speed Exposure

Based on the results of the interviews and focus group discussions, this study found a mixture of impulsive and reflective learners, which revealed that most students (S1, S2, S3, S4, S5, S6) tended to process

grammar rules slowly and reflectively. The reflective approach was considered to help understanding because it allowed them to learn step-by-step, avoid confusion, and ensure grammatical accuracy, as reflected in their statements:

“When learning grammar, I prefer to take the time to read and understand the rules one by one. I find it easier to understand if I learn the rules slowly. I don’t rush because if I do it quickly, I’ll just get confused. The factors that make it easier for me are structured explanations and clear steps.” (I/S1-UG-UGS)

“When learning grammar, I tend to think about the rules first, especially when writing. But when speaking, I often speak straight away without having time to think, so I often make mistakes. Grammar feels easier if there is regular practice and the explanations are not complicated.” (I/S3-UG-TRF)

“I usually think first before writing so that the grammar is correct. But when I’m speaking, I tend to panic and just answer without thinking about the grammar. What makes it easier for me to learn grammar is if the teacher gives me lots of examples and exercises.” (I/S4-UG-TBG)

while two students (S7, S8) learned impulsively without thinking much about the rules by expressing:

“I usually just try to use grammar without thinking too much about the rules. Maybe because I don’t really focus on learning grammar, so I only remember the basic parts. I find grammar difficult because I rarely pay attention to the details of the rules.” (I/S7-GA-OPQ)

In this case, some students also experienced difficulties in processing speed in understanding grammar rules in general. The results of this interview are also supported by their focus group discussions, they said:

“I find the difference between the second and third forms of the verb confusing. When I study, it often takes me longer to figure out the right rule.” (FGD/S2)

“I have difficulty in determining the correct tense in sentences. Although I understand general grammar, I need time to think and make sure the tense is correct before speaking.” (FGD/S4)

The findings show that most students (S1, S2, S3, S4, S5, S6) preferred a reflective approach, taking time to fully understand grammar rules, which helped them avoid mistakes and gain clearer understanding. In contrast, two students (S7, S8) tended to be impulsive, which often led to errors. This is consistent with Bagheri Masoudzade & Fatehi Rad (2021), who stated that higher reflectiveness correlates with better performance in grammar tests.

This study suggests that limited opportunities for reflective processing during spontaneous tasks like speaking, combined with impulsive tendencies, made it harder for some students to apply grammar rules quickly and accurately. Therefore, providing more structured opportunities for reflective practice alongside activities that gradually train faster grammar application could help address these difficulties.

From the cognitive perspective, the most prominent finding is that most students showed a strong preference for auditory learning and reflective processing. This suggests that students tend to understand grammar more effectively when they can listen to verbal explanations and take time to process the information carefully. Therefore, it can be concluded that auditory-reflective learning styles dominate students' cognitive tendencies in grammar learning.

4.1.1.2. Affective

The affective aspect of language learning encompasses emotional factors that influence how students learn, such as motivation, anxiety level, and attitude towards grammar learning. Motivation drives student engagement, while anxiety can hinder the learning process. Attitudes towards grammar determine how much students value the importance of grammar. The findings in this study provide insights into how these affective aspects influence students' learning experiences.

a. Motivation

Based on the interview results, it was found that almost all students (S1, S2, S3, S4, S5, S6, S7) had intrinsic motivation in learning grammar. They were driven by personal interests, the desire to communicate better, hobbies, and future plans such as studying abroad.

As stated by some of them:

“I study grammar because I want to improve my English, not because I really enjoy grammar. If I don’t get the grammar, it’s hard to speak. So, it’s more out of necessity” (I/S2-GM-IC)

“I learn grammar just to understand Western songs and movies. It’s more about getting the meaning when watching, not because I actually enjoy grammar itself.” (I/S3-GM-EI)

“I first studied grammar just so I could sing English songs properly. I didn’t really think it was that important, just wanted to sing better. I only realized it mattered later on—it didn’t come from real interest at first. (I/S6-GM-MPE)

Meanwhile, one of the student stated:

“Honestly, I’m not really interested in grammar. I study it just because it’s part of the school curriculum. So yeah, it’s the grades that keep me going, not because I actually enjoy it.” (I/S8-GM-GMI)

Based on the interview results, the majority of students have intrinsic motivation in learning grammar, such as personal interest, improved communication, and aspirations to study abroad. Meanwhile, one student showed extrinsic motivation, studying because of academic demands. This finding is in line with Matatula & Tupalessy (2024) who stated that intrinsic motivation is influenced by the pleasure of learning, practical relevance, and the relationship with student self-development.

b. Anxiety Level

Based on the interview results, it was found that six students (S1, S2, S3, S4, S5, and S8) showed high levels of anxiety when learning grammar. They were afraid of making mistakes, especially in conversations and exams, and were anxious about new materials that continued to develop. In contrast, two students (S6 and S7) showed low levels of anxiety, felt more confident in learning grammar, and saw mistakes as a natural part of the learning process. Support from the surrounding environment and positive learning experiences were factors that supported their self-confidence. As some students expressed:

“I feel anxious and afraid of making mistakes when learning grammar. This is because every time we learn, there is always new material added.” (I/S2-GF-GA)

“I feel afraid when speaking or writing in English because sometimes there are people who are more knowledgeable and correct my grammar mistakes.” (I/S3-GF-CA)

The findings indicate that most students experience high levels of anxiety while learning grammar, particularly due to the fear of making mistakes and the pressure of speaking. However, a few students exhibit low anxiety because they enjoy the learning process and feel supported. This level of anxiety is influenced by how students perceive mistakes and the support they receive. According to Salihoglu (2024), "the fear of making mistakes can lower students' self-confidence in language learning." However, with the right approach, such as creating a supportive learning environment and reinforcing self-confidence, students can overcome this anxiety and improve their language skills.

c. Attitude Towards Grammar Learning

In this section, the researcher explores students' attitudes toward grammar learning, focusing on whether they consider it important and useful or a difficult and boring task. Based on the interviews, most students showed positive attitudes towards grammar, acknowledging its importance for effective communication, career prospects, and English language comprehension. Only one student (S8) showed a negative attitude, considering grammar learning as challenging and often boring due to repetitive content. Factors contributing to these attitudes ranged from the perceived benefits of grammar in professional and everyday communication to the teaching methods used in the classroom. The results showed that seven students (S1, S2, S3, S4, S5, S6, S7) had positive attitudes towards grammar learning, emphasizing its

importance for communication, both in everyday life and in professional contexts. Some of them said:

“Yes, I think grammar is important if we want to deepen our understanding of English and it is beneficial if we make it a profession in the future. However, its complexity sometimes requires extra effort to fully grasp, particularly for those aiming to use it in academic or career settings.” (I/S1-GV-BFP)

“I consider grammar important and beneficial, particularly for future work in any field that involving English. Nevertheless, ensuring consistent understanding and correct usage... remains a challenge for learners.” (I/S7-GV-IUG)

Meanwhile, one of student showed a negative attitude stated:

“In my opinion, learning grammar is very important and beneficial. However, I sometimes feel a bit bored because the material we study is often repetitive. Especially during oral exams, the questions are usually about the same topics, such as tenses.” (I/S8-GV-BRM)

The findings above were then further explored through a Focus Group Discussion (FGD) to gain deeper insights into the reasons behind students’ attitudes toward grammar learning. The students said:

“My feelings when learning grammar depend on my mood and the teaching method. If the teacher explains well, I feel comfortable and can understand easily. If not, I have trouble understanding. I usually ask a friend who already understands to explain it in a simpler way.” (FGD/S1)

“I feel happy and excited when learning grammar if I understand the material. However, when trying to write or speak, I often get confused, wondering, “Is this tense correct?” To overcome the confusion, I reread the material multiple times until I understand it better.” (FGD/S3)

“I find learning grammar interesting and fun. My initial interest came from listening to English songs, and seeing people speak English amazed me. When I tried speaking it myself and succeeded, I felt proud. At first, it was hard, but playing games that required English helped me expand my vocabulary and understand grammar better.” (FGD/S6)

The findings reveal that most students hold a positive attitude toward grammar learning, recognizing its usefulness for communication, education, and career advancement. These attitudes were influenced by factors such as teaching methods, as shown by students who stated they understood better when the teacher explained clearly (FGD/S1); personal motivation, such as developing interest through English songs or games and feeling proud after successfully speaking English (FGD/S6); and perceived relevance to real-life situations, as expressed by students who saw grammar as beneficial for future careers (I/S1, I/S7). Only a few students expressed negative views, mainly due to repetitive materials or difficulty understanding rules. This aligns with the study by M. Ameen (2023), which found that while students recognize the importance of grammar in language learning, they find it challenging to learn.

Although most students viewed grammar as important and beneficial for communication and future goals, several still experienced difficulties. These included boredom caused by repetitive material, confusion in understanding rules, and a lack of engaging teaching methods. This shows that while attitudes toward grammar are generally positive, challenges still hinder students' learning experiences.

In the affective aspect, most students showed intrinsic motivation in learning grammar, driven by personal interest, enjoyment, and goals such as improving communication or studying abroad. While several students

experienced high levels of anxiety, especially related to making mistakes and facing new material, others felt more confident due to supportive environments. In addition, most students expressed positive attitudes toward grammar, recognizing its usefulness for communication, education, and career. These findings indicate that intrinsic motivation, low anxiety for some, and positive attitudes shape students' emotional responses in grammar learning.

4.1.1.3. Physiological

The physiological aspect of learning relates to physical conditions that support students' learning effectiveness, such as their preferred study time and the environment in which they learn best. Effective study time influences students' concentration and absorption of material, while learning environment conditions, such as noise level, lighting, or comfort can enhance or hinder learning performance. The findings in this section describe how these physical preferences impact students' grammar learning experiences.

a. Effective Study Time

Based on the interview results, students were categorized into two groups based on their preferred and most effective time to learn grammar: five students (S1, S4, S5, S6, and S7) preferred to study in the morning, three students (S2, S3, and S8) preferred to study in the afternoon. Morning learners felt their minds were fresher, more focused after a break and had full energy, as expressed by several students:

“I find it difficult to study grammar effectively outside the morning because when I’m not at school, I can’t easily ask my classmates or the teacher if I don’t understand something.” (I/S1-GE-EMS)

“I tend to lose concentration when studying grammar at times other than the morning. When my mind is already filled with other thoughts, or when I feel sleepy, it becomes harder to understand the material.” (I/S5-GE-FST)

“I can focus better when studying in the morning because my mind is still fresh and not distracted by other thoughts. This makes it easier for me to understand the material. Compared to other times that often make me sleepy and make me lose concentration when studying.” (I/S6-GE-BFM)

While afternoon learners appreciated the quiet atmosphere and supported concentration when studying grammar expressed:

“It’s harder for me to concentrate on grammar lessons outside of the afternoon, especially when the environment is busy or noisy. Without a calm and comfortable environment, my mind doesn’t feel fresh enough to study. (I/S2-GE-MFD)

Based on the interview results, most felt that learning grammar was more effective in the morning because their minds were still fresh and they were more focused, while others chose to study in the afternoon because the calm atmosphere supported concentration. This finding is in line with research by Muhammad et al. (2020) which showed that students who received instruction in the morning and early afternoon showed better academic performance compared to those who studied in the evening. This suggests that optimal study time can improve understanding and retention of material.

b. Learning Environment Conditions

Based on the interview results, it was found that students (S2, S3, S4, S6, S7, and S8) were more comfortable studying grammar in a quiet and peaceful environment, while other students (S1, S5) preferred a

learning environment with little noise. A quiet environment was considered to support better concentration and focus, while little noise actually helped other students not to feel lonely and to be able to discuss directly when facing difficulties. This shows that students' learning environment preferences are influenced by the need for focus and learning comfort. One student who preferred a quiet learning environment stated:

"I feel more comfortable studying grammar in a quiet and peaceful place because it allows me to focus. Sometimes, if there is a bit of noise, I get distracted by other people's conversations and feel like listening to them. As a result, I lose my focus on studying grammar." (I/S3-GLE-QE)

Meanwhile, students who like environments with less noise expressed:

"I feel comfortable studying in a place with a bit of noise. This is to avoid feeling lonely because when it's too quiet, I have trouble understanding. What I mean by a bit of noise is having friends around. That way, if I don't understand, I won't get confused on my own and can ask my friends for help." (I/S1-GLE-CBN)

The results of this interview were also supported by their focus group discussion, they said:

"I can learn grammar more effectively when I am in a good physical state. If I am hungry or exhausted, I lose motivation and struggle to understand complex rules. I usually study after meals or when I feel energetic to absorb the material better." (FGD/S1)

"My ability to learn grammar depends on my physical condition and the learning environment. If the classroom is quiet and well-lit, I feel comfortable and can focus easily. But in a noisy or crowded place, I struggle to concentrate, so I prefer studying in a calm environment." (FGD/S4)

Based on the results of interviews with eight students, it was found that physical conditions and learning environments have a significant influence on their understanding of learning English grammar. Most students stated that they find it easier to understand the material when they are in good physical condition and a conducive learning environment. This finding is in line with Zhang (2023), which states that the learning atmosphere and support in the learning environment including physical and social conditions have an impact on English language learners' learning. A positive learning climate and supportive social environment can motivate students and provide a favorable learning atmosphere and learning conditions. The study highlights the importance of a supportive learning environment in increasing the effectiveness of language learning.

From the physiological aspect, it was found that unsuitable study times and environmental conditions can hinder grammar comprehension. Some students struggled to concentrate when studying outside their preferred times, such as when feeling tired, sleepy, or distracted by noisy surroundings. Additionally, an environment that is too quiet also made some students find it difficult to understand the material because they could not discuss when confused. This indicates that poor physical conditions and unsupportive environments can be obstacles in the grammar learning process.

Students' difficulties in learning grammar with theory by Brown (2000) are influenced by cognitive, affective, and physiological factors. Cognitively, students with reflective and auditory learning preferences tend to perform better, while impulsive learners often struggle due to rushed processing. Affectively, although most students are intrinsically motivated and view grammar as useful for communication and future goals, many still experience anxiety and boredom, especially when learning feels repetitive or pressure-filled. Physiologically, students' grammar learning is affected by their preferred study times and environment; many focus better in the morning or in quiet settings, while others need a bit of social interaction to feel comfortable. Overall, grammar difficulties are not solely caused by the complexity of the material but also shaped by each student's unique mental processing, emotional state, and physical learning conditions.

4.1.2. Aspect of Grammar

4.1.2.1. Morphology

The morphological aspect of learning grammar focuses on students' understanding of word forms, particularly verb changes related to tense and structure. Difficulties in this area often involve confusion with specific tenses or inconsistency in using the correct verb forms in context. These challenges suggest that learners may struggle to recognize or apply morphological rules when forming sentences. The findings in this section reveal how such issues affect students' ability to construct grammatically accurate expressions in English.

a. Difficulty Changing Tenses

Based on the interview results, students' difficulties in changing tenses were divided into two categories. Four students (S1, S2, S4, and S6) experienced difficulty with specific tenses, particularly in using the future continuous and past perfect continuous forms. These difficulties were mainly caused by the complexity of the tense structures and a lack of regular practice, which made it harder for them to apply these tenses accurately. As stated by some students:

“At first, I found it difficult to understand verb form changes. For example, distinguishing between ‘has been’ and ‘had been’ or knowing when to use ‘will have’.” (I/S4-VC-ICU)

“I get confused when I have to change verbs in sentences like ‘I had been studying’ because it involves two time aspects at once, past perfect and continuous.” (I/S6-VC-DUV)

Meanwhile, the other four students (S3, S5, S7, and S8) expressed general difficulty with verb forms, such as confusion in identifying verb changes and problems with recall or application during communication. They did not highlight specific tenses but described a broader challenge with verb usage across contexts. For instance:

“I don't have difficulty understanding the changes in verb forms for different tenses. However, I struggle to apply them in communication.” (I/S5-VC-AVT)

“I sometimes find it difficult to understand the changes in verb forms. Although I can understand the meaning, I cannot explain it when asked.” (I/S8-VC-DUE)

In the focus group discussion, students shared challenges related to changing verb tenses, which were mostly caused by confusing verb

forms, limited practice, and unsupportive learning environments. Some students emphasized that memorizing without real application often led to misunderstanding and forgetting the rules. One student explained:

“I often forget their correct usage... probably because I only study them before exams and don't practice.” (FGD/S8)

Based on the findings of interviews and focus group discussions (FGD), most students have difficulty in changing verb forms due to complex tense structures, similarity of verb forms, and lack of practice in daily communication. Learning environment factors and physical conditions also affect students' concentration in understanding tense changes. This is supported by Listia & Febriyanti (2020), who found that learners often made errors in using perfect and continuous tenses because of their structural complexity, confusion between similar verb forms, and limited exposure in real contexts.

In conclusion, most students experienced difficulty in changing tenses due to complex tense structures, similar verb forms, and limited practice. Some struggled with specific tenses such as the future continuous and past perfect continuous, while others had more general difficulties in recalling and applying verb changes. Limited exposure and lack of regular practice, especially in daily communication, often led to forgetting or confusing the rules. These challenges affected their ability to apply correct grammar in both written and spoken communication. Addressing these issues requires more varied and

contextual grammar practice to reinforce students' understanding and usage.

b. Misunderstanding of the use of modal verbs

The interview results showed that students (S1, S2, S3, S4, S6, and S8) found it easy to use modal verbs, and few of them found it difficult to use modal verbs (S5 and S7). Most students stated that they did not experience significant difficulties in using modal verbs such as "can" and "must" in sentences because they often use them in everyday communication and consider the rules simple and familiar. Several students expressed:

"I don't find it difficult to use the words 'can' or 'must' when making sentences, because their usage rules are quite simple and not too complicated." (I/S6-MV-EUM)

"Of course, I still find it difficult to use certain modal verbs, such as 'must'. For example, I often use 'have to' in sentences where I should use 'must.' Although they have similar meanings, their usage differs depending on the context of the sentence." (I/S5-MV-UMV)

Most students felt confident using modal verbs like "can" and "must" due to frequent practice, while a few struggled to apply them correctly in context. This aligns with the perspective of Kurniawan et al. (2024), who revealed that students face notable obstacles in their utilization of modal verbs, particularly in understanding their functions, practical applications, linguistic forms, and the instructional resources necessary to enhance their grasp of this grammatical construct.

Most students found modal verbs easy to use due to familiarity and frequent exposure in everyday communication. However, a few still

experienced confusion, particularly in distinguishing between similar modals like “must” and “have to” when used in different contexts.

In conclusion, the morphological aspect of grammar learning reveals that students mainly have difficulties with changing verb forms and understanding modal verbs. Most students experienced difficulties in applying specific tenses, such as the future continuous and past perfect continuous, due to the structural complexity and lack of practice. Others faced general confusion in recalling and using verb forms correctly in communication. While the majority found modal verbs like "can" and "must" easier to use due to frequent exposure, a few still misunderstood their contextual usage. These findings indicate that both the complexity of grammatical forms and insufficient practice hinder students' ability to apply morphological rules effectively.

4.1.2.2. Syntax

The syntactic aspect of learning grammar involves students' ability to arrange words into correct sentence structures. Common difficulties in this area include incorrect word order, which can affect sentence clarity, and challenges in constructing passive voice sentences. These issues often stem from a limited understanding of how English sentence patterns differ from those in students' native language. The findings in this section highlight how such syntactic problems interfere with students' ability to form accurate and coherent sentences.

a. Word order difficulties

Based on the interview results, it was shown that three students (S3, S4, and S7) experienced general difficulties in arranging sentence elements, especially regarding the correct order of subjects, predicates, and objects. This confusion often arises due to interference with the structure of their mother tongue and a lack of confidence in identifying sentence patterns. Students shared:

“Yes, sometimes I find it difficult to arrange the correct word order in a sentence, especially in terms of the placement of subjects, predicates, and objects.” (I/S3-WO-DCS)

“Yes, I often find it difficult to arrange the word order in a sentence, especially when thinking about the placement of subjects, predicates, and objects according to English grammar rules.” (I/S4-WO-SSP)

Meanwhile, five students (S1, S2, S5, S6, and S8) faced greater challenges when dealing with more complex sentence structures. These challenges included difficulties in combining verb forms, adjectives, and unusual word orders—especially when sentences became longer or included elements such as adjectives, adverbs, or passive voice. Some students explained:

“At a basic level... I understand. However, I struggle when sentences are combined with predicates or verb forms, or when the grammar material becomes more complex.” (I/S1-WO-SVC)

“Structures like subject, predicate, and object are easy, but what makes it difficult is when the sentences are long.” (I/S2-WO-DSS)

“Yes, I find it quite difficult to arrange word order when constructing sentences. This is because to order words correctly.” (I/S6-WO-DAW)

In focus group discussions, students reiterated these difficulties, especially when speaking spontaneously or writing longer texts. The challenges they faced were often related to low self-confidence, limited vocabulary, and lack of structured practice. One student said:

“My biggest difficulty is forming sentences in daily life, especially when I want to express or tell something to my friends. I think this is mainly due to the lack of practice in speaking. If I practiced more, I would feel more confident and not as confused.” (FGD/S4)

The findings indicate that students encounter word order difficulties at both basic and complex sentence levels. While some struggle with the fundamental arrangement of sentence elements, others face challenges when constructing more intricate sentences involving modifiers and extended clauses. These difficulties are compounded by factors such as limited vocabulary, insufficient practice, and anxiety during language use. This aligns with the study by Pratiwi et al. (2020), which found that a significant number of tertiary students had difficulties in combining clauses to generate complex sentences, particularly in using subordinate connectors appropriately.

In conclusion, students showed difficulties in both basic and complex word order. Some struggled to organize simple sentence elements like subject, predicate, and object, while others found it challenging to construct longer, more complex sentences involving modifiers or clauses. These difficulties were often linked to limited vocabulary, lack of structured practice, and low confidence, especially during spontaneous communication.

b. Passive Voice Issues

Based on the interview results, most students (S2, S3, S5, S6, and S7) experienced difficulties in using passive sentences, especially in understanding changes in verb forms and sentence structures. The main causes of these difficulties include confusion with verb changes, particularly from verb 1 to verb 3, difficulty distinguishing between active and passive sentence forms when both use past tense verbs, limited understanding of sentence structures in certain tenses, such as past, future, or perfect, and challenges in applying passive voice orally, especially when converting passive to active forms during speaking. Several students stated:

“I find it a bit difficult to change active sentences into passive I find it a bit difficult to change active sentences into passive, perhaps because in passive sentences, we need to use verb 3. Not everyone understands the verb changes, like from ‘eat’ to ‘ate.’ This difficulty arises because I have to figure out the change from verb 1 to verb 3, especially since sometimes verb 2 and verb 3 have the same form, and other times they are different” (I/S2-PS-DVF)

“Oh, I don’t find it too difficult to change active sentences to passive or vice versa. The difficulty lies when converting passive sentences to active ones in oral.” (I/S7-PS-DCPO)

In contrast, two students (S1 and S8) found it easy to change sentences between active and passive forms because they often practiced and understood the structure. As one of them said:

“I don’t find it difficult to change active sentences into passive, and vice versa. I feel quite capable of this change because I have practiced it often, so I can do it easily.” (I/S1-PS-CAP)

These findings indicate that most students faced challenges in using passive voice due to confusion with verb forms and structural complexity, particularly in less familiar tenses and during oral use. This supports Mardiah (2022), who found that students often make misformation and omission errors in passive voice due to limited understanding of grammatical structure and lack of sufficient practice. Their study emphasized that appropriate learning strategies, such as frequent exposure and guided exercises, are crucial for overcoming these errors.

Students generally experienced difficulties in using passive voice, mainly due to confusion with verb form changes, structural complexity in certain tenses, and challenges in oral application. Although a few students felt confident because of frequent practice, most struggled with accurately constructing passive sentences, particularly when speaking or dealing with complex verb transformations.

Overall, the syntactic aspects of grammar learning indicate that students experience difficulties both in constructing basic sentences and forming more complex structures. Many students struggle to correctly structure subjects, predicates, and objects due to the influence of their native language and a lack of confidence in recognizing English sentence patterns. Meanwhile, some students face greater challenges when constructing longer and more complex sentences, especially those involving adjectives, verb forms, or passive voice. These difficulties are often influenced by limited

vocabulary, lack of practice, and anxiety when speaking or writing. While some students find using passive voice easy due to frequent practice, most struggle, especially in changing verb forms and restructuring sentences. These findings underline the role of structured exposure and practice in mastering syntax.

4.1.2.3. Semantic

The semantic aspect of grammar learning relates to how students understand and use meaning in language, particularly through small but essential elements like articles and prepositions. Difficulties in this area often appear when students misuse articles (a, an, the) or choose incorrect prepositions, leading to sentences that sound unnatural or confusing. These errors suggest gaps in understanding how meaning shifts with different word choices. The findings in this section show how such semantic issues affect students' ability to express precise and accurate ideas in English.

a. Article Usage Issues

Based on the interview results, two students (S4 and S6) stated that they still had difficulties in using articles, especially in choosing between a and an and in determining when to use the in a sentence. As one of them said:

*“Yes, I sometimes find it difficult to use articles like a, an, or the, especially when deciding whether a noun needs an article or not.”
(I/S4-A-DCA)*

In focus group discussions, students with these difficulties explained that the influence of Indonesian made them less sensitive to vowel sounds, which affects the choice of articles. As some stated:

“I’m still confused about using articles, like distinguishing between ‘a’ and ‘an’. The difference depends on whether the noun starts with a vowel sound. But when speaking, I sometimes get influenced by Indonesian, which doesn’t consider vowel sounds in nouns.” (FGD/S2)

“Personally, I find using articles somewhat confusing, especially when speaking or writing words that start with vowel sounds. I learned that vowel letters (a, i, u, e, o) affect the use of articles, and it also depends on pronunciation.” (FGD/S6)

Meanwhile, five students (S1, S2, S3, S5, and S7) did not experience significant difficulties in using articles such as a, an, and the. They felt familiar with the basic rules of article use and stated that their understanding helped in application. Some students said:

“I don’t find it difficult to use articles like ‘a,’ ‘an,’ or ‘the,’ because I know their functions. ‘a’ is used for singular nouns starting with a consonant, ‘an’ is used for words starting with a vowel, and ‘the’ is used for specific nouns.” (I/S2-A-CAF)

“I don’t find it difficult to use these articles because I understand their usage.” (I/S3-A-CAU)

“I don’t find it difficult to use articles like ‘a,’ ‘an,’ or ‘the’ in sentences. For example, I can say ‘I eat an apple’.” (I/S7-A-CUA)

Based on the above findings, most students are comfortable in using basic articles in English. However, some still face challenges, especially in more complex usage contexts. These difficulties are often caused by the influence of the mother tongue and a lack of in-depth understanding of the rules of article usage. This is in line with the study

by Ahmad & Khan (2021), which stated that the use of articles in English is a significant challenge for EFL learners, especially when their mother tongue does not have an article system.

Although most students demonstrate ease in using basic English articles such as a, an, and the, some still struggle in more complex situations, particularly in distinguishing when to use definite articles. These difficulties are primarily influenced by first language interference and an incomplete understanding of pronunciation rules, particularly when speaking or writing. Moreover, this indicates a need for more targeted teaching strategies that address these specific challenges. Increasing learners' exposure to varied examples and providing focused practice on article use in different contexts can help improve their accuracy and confidence. Ultimately, addressing these issues will support better mastery of article usage and enhance overall English proficiency.

b. Preposition Errors

Based on the interview results, five students (S3, S4, S5, S6, and S7) reported difficulties in using prepositions, especially when distinguishing between time and place. They expressed confusion due to overlapping usage, similar meanings, and differences between English and Indonesian usage. Some students said:

"Yes, I have been confused about their usage, especially when talking about time or place. For example, when someone asks about a place, 'in' and 'at' sound quite similar." (I/S3-P-CPU)

"Yes, I have been confused between 'in' and 'on'. For example, when I was asked about my birthdate, I wasn't sure whether to say 'I was born on' or 'I was born in'. I know that 'on' is used for specific dates, and 'in' is used for locations or general time periods." (I/S7-P-CIO)

Meanwhile, three students (S1, S2, and S8) stated that they had no difficulties using prepositions like *in*, *on*, or *at*. They felt confident because they were familiar with the basic rules and had enough practice.

One student said:

"No, I've never been confused about using prepositions like 'in', 'on', or 'at' in sentences. I find them fairly straightforward, especially because I've practiced using them in different contexts." (I/S1-P-UPP)

The interview results showed that most students had difficulty in using English prepositions, especially those related to time and place. Common errors include choosing inappropriate prepositions, adding unnecessary prepositions, and omitting prepositions that should be there. These errors are generally caused by interference from students' first language and a lack of understanding of the rules for using prepositions in English. This finding is in line with research by Damayanti & Sundari (2022), which states that errors in the use of prepositions among EFL learners are mostly caused by interlingual interference.

Most students struggled with the use of English prepositions, especially when distinguishing between time and place expressions. These difficulties were largely caused by first-language interference

and an incomplete understanding of prepositional rules, leading to confusion and frequent errors in usage.

In conclusion, students' semantic difficulties in grammar primarily involve the use of articles and prepositions. While several students felt confident using basic articles such as *a*, *an*, and *the*, others struggled, especially in distinguishing their usage in specific contexts. Confusion often arose from interference by their first language and the lack of article equivalents in Indonesian. Similar challenges were also observed with prepositions. Some students expressed ease with prepositions like *in*, *on*, and *at* due to regular practice, yet the majority encountered difficulties, particularly when differentiating between time and place expressions. These struggles often stem from overlapping meanings, interlingual interference, and limited understanding of grammatical rules. Therefore, semantic errors in grammar reflect how small functional words can significantly affect students' clarity and accuracy in English expression.

4.1.2.4. Pragmatics

The pragmatic aspect of grammar learning focuses on how students use language appropriately in different contexts. Common difficulties include transforming sentences into reported speech and distinguishing between formal and informal language. These issues indicate that students may struggle to adjust their grammar based on the situation or audience. The findings in this section reveal how such pragmatic challenges affect their ability to communicate clearly and appropriately in English.

a. Reported Speech Difficulty

Based on the interview results, students' challenges in using reported speech were categorized into two groups. Only one student (S4) reported ease in converting direct speech into indirect speech, attributing this to a solid understanding of basic rules and consistent practice. The student stated:

"I don't find it too difficult to change direct speech into indirect speech because I already understand the basic rules" (I/S4-RS-CIF)

In contrast, seven other students (S1, S2, S3, S5, S6, S7, and S8) expressed difficulties in using reported speech. Their challenges included confusion over sentence structure changes, verb tense adjustments, and the application of rules during communication. For instance, some students remarked:

"I find it a bit difficult to construct indirect sentences because sometimes I get confused with the changes in sentence structure, especially when converting direct speech into indirect speech." (I/S2-RS-DIS)

"Yes, it's more difficult than changing active sentences to passive ones because it confuses me." (I/S3-RS-CIS)

"Yes, I still find it difficult to change direct speech into indirect speech because I often forget when speaking." (I/S5-RS-DIS)

In the focus group discussion, students shared varied experiences regarding reported speech. Some students found it manageable, attributing their ease to regular practice and understanding of rules:

"I don't find it difficult to change direct speech into reported speech. I consider it easy. My strategy for dealing with this is to read my notes more often and understand them on my own." (FGD/S3)

“I don't have any difficulty changing direct speech into reported speech after I've studied it. However, to make sure I don't forget, I often practice by creating many example sentences and reviewing the material I've learned.” (FGD/S1)

Conversely, others highlighted persistent challenges and their strategies to overcome them:

“I often struggle with changing direct speech to reported speech, as well as vice versa, just like NB. My strategy for overcoming this is to find a teacher or other resources, like YouTube videos provided by the library, which can help me understand it better.” (FGD/S2)

“Personally, I often find it difficult to change direct sentences into indirect ones. My strategy is to ask friends who are more knowledgeable to help solve this problem.” (FGD/S8)

“I often find it difficult, especially when writing. My strategy is to translate the sentence into Indonesian first, understand the meaning, and then make the necessary changes.” (FGD/S6)

The findings indicate that while a minority of students feel confident in using reported speech due to understanding and practice, the majority face challenges related to structural changes, verb tense adjustments, and application during communication. These difficulties are often compounded by limited practice and reliance on memorization without contextual application. This finding aligns with research by Kos & Lara (2025), who stated that difficulties in reported speech are common among EFL learners due to syntactic complexity and the need for simultaneous grammatical changes, such as changes in subject, tense, and adverb. They also emphasized that peer collaboration and structured practice significantly helped students overcome these difficulties.

b. Formal-informal language confusion

The findings from student interviews revealed two categories regarding students' ability to distinguish between formal and informal language. Six students (S1, S2, S4, S5, S7, and S8) reported difficulties in using formal and informal language appropriately. They mentioned reasons such as lack of explicit instruction, limited vocabulary, and habits of using slang expressions. Some students explained:

"Yes, until now I am still confused about the use of formal and informal words because I have never studied them and this material has never been discussed in class." (I/S1-FI-CFI)

"Yes, I have definitely felt confused. Most of us, including myself as a Gen Z, often use slang in daily conversations. Sometimes, I forget that in formal situations, I accidentally use slang words, which are influenced by my everyday speech habits. As a result, I also become an element about what words I should use in these formal situations." (I/S5-FI-CFI)

"I sometimes get confused about choosing the right words for formal and informal situations when speaking or writing. For example, I sometimes hesitate whether to use purchase instead of cash, or when writing a speech or talking to an older person." (I/S4-FI-CNL)

In contrast, two students (S3 and S6) reported that they had no difficulty distinguishing between formal and informal language. They felt confident in using appropriate language in different contexts, attributing their ability to familiarity and experience. One student shared:

"I don't have much difficulty using words or sentences in both formal and informal situations. I think this ability comes more from experience." (I/S6-FI-EAL)

These students also reflected on how social contexts such as public speaking or organizational meetings often trigger uncertainty, especially when trying to avoid appearing too casual or inappropriately formal. As another student mentioned:

“Yes, I sometimes get confused in choosing the right words for formal and informal situations during linguistic activities such as DUBA and PSC. In those moments, I struggled to distinguish between formal and informal vocabulary, which was caused by my limited English vocabulary.” (I/S7-RS-UCD)

These findings suggest that most students experience confusion in distinguishing between formal and informal language, especially in situations such as giving presentations, writing speeches, or speaking with older individuals. This confusion stems from the lack of direct instruction in class, limited vocabulary, and the habitual use of slang in daily conversations. However, some students feel confident in making this distinction due to their personal experiences. This finding aligns with Purwati (2020), who stated that the variation of formal and informal language influences learners' comprehension and that using language appropriately in context can enhance communication effectiveness.

These findings suggest that most students experience confusion in distinguishing between formal and informal language, especially in situations such as giving presentations, writing speeches, or speaking with older individuals. This confusion stems from the lack of direct instruction in class, limited vocabulary, and the habitual use of slang in

daily conversations. However, some students feel confident in making this distinction due to their personal experiences.

In conclusion, most students face pragmatic difficulties in grammar learning, especially when converting direct speech into reported speech and distinguishing between formal and informal language. Although a few students feel confident due to frequent practice or personal experience, the majority struggle with sentence structure changes, verb tense adjustments, and choosing appropriate words based on the context. These challenges are often caused by limited exposure, lack of classroom instruction, and habitual use of informal expressions. As a result, students may find it difficult to communicate clearly and appropriately in different social or academic situations.

Based on Swan's (2005) grammatical theory, this study found that students face difficulties across four main aspects of grammar: morphology, syntax, semantics, and pragmatics. Morphologically, many struggle with verb tense changes and the application of correct verb forms, especially in complex structures, although modal verbs are generally easier. Syntactic challenges include incorrect word order and forming passive voice, often due to native language interference and lack of structured practice. Semantically, confusion arises in using articles and prepositions, particularly when Indonesian language patterns conflict with English grammar rules. Pragmatic difficulties involve challenges in transforming direct to reported speech and distinguishing formal from informal language, mostly due to limited exposure and classroom

instruction. Overall, these issues highlight the need for more contextualized, communicative, and practical grammar learning approaches.

4.2. Discussion

In this section, the researcher discusses the research findings on students' difficulties in learning English grammar based on seven aspects: cognitive, affective, physiological, morphology, syntax, semantics, and pragmatics.

In the cognitive aspect, differences in learning styles (visual and auditory) and thinking speed (impulsive and reflective) both contribute to students' grammar difficulties, but they influence the learning process in different ways. Learning styles affect how students receive and understand input; for example, visual learners struggle when grammar materials are delivered orally without visual aids, while auditory learners face challenges when there is a lack of verbal explanation. Meanwhile, thinking speed impacts how students process and produce responses; impulsive learners tend to respond quickly but make frequent grammatical errors, whereas reflective learners are more accurate but slower and often hesitant, which may reduce their active participation in class. When these cognitive preferences are not accommodated in the teaching process, students' difficulties in understanding grammar become more complex. Qadha & Al-Wasy (2024) showed that visual grammar tools significantly improved grammar comprehension among visual learners. In addition, Bagheri Masoudzade & Fatehi Rad (2021) found that impulsive students made more grammatical mistakes than reflective ones, emphasizing that both learning styles and processing speed should be considered together in grammar instruction.

In the affective aspect, there is a clear contrast between students' motivation and anxiety in learning English grammar. Some students show strong internal motivation due to their awareness of the importance of mastering grammar for their future. However, this motivation does not always align with the emotional realities they face. Feelings of anxiety, fear of making mistakes, and boredom caused by the perception that grammar is difficult and repetitive, tend to hinder their willingness to actively practice grammar. This indicates an affective conflict between the desire to learn and the emotional pressure experienced during grammar learning. Matatula & Tupalessy (2024) found that EFL students often have a strong drive to learn grammar for long-term goals, but emotional factors such as fear and frustration can reduce the effectiveness of learning. Supporting this, Salihoglu (2024) stated that high levels of grammar-related anxiety can lead to low self-confidence, even in students who are actually motivated. In other words, while high motivation can serve as a positive driving force, without proper anxiety management, grammar learning outcomes may still be significantly hindered.

In the physiological aspect, the findings of this study indicate that an unsupportive learning time and environment are significant obstacles to grammar comprehension. Some students reported difficulty concentrating when studying grammar at inappropriate times, such as when they are tired, sleepy, or after a busy schedule of other classes. Furthermore, a learning environment that is too quiet actually makes some students uncomfortable and reluctant to ask questions or participate in discussions, thus hindering their comprehension. These findings are supported by Muhammad et al. (2020), who stated that physical fatigue and

inappropriate study times can reduce students' concentration and absorption. Meanwhile, Zhang (2023) also emphasized that an unsupportive learning environment, such as a very quiet atmosphere or a lack of social interaction, can reduce the effectiveness of language learning. Therefore, if physiological factors such as time and learning environment are not taken into account, students' difficulties in learning grammar tend to increase and persist.

The findings on the morphological aspect show that students still face significant difficulties in morphology, especially in changing verb forms related to certain tenses such as the future continuous and past perfect continuous. These difficulties are caused by the complexity of tense structures, the similarity of verb forms, and lack of practice, which often lead to confusion and an inability to apply the rules correctly in real communication. Although some students reported more general difficulties in applying verb forms than specific tenses, the root of the problem still lies in their limited understanding of morphological patterns. Furthermore, while most students find modal verbs such as 'can' and 'must' easy to use due to frequent exposure, some still misuse them, especially in differentiating 'must' and 'have to', indicating a lack of contextual understanding. This finding is in line with research by Listia & Febriyanti (2020), which stated that students often make errors in using the perfect and continuous tenses due to their complexity and unfamiliarity in everyday contexts. Similarly, Kurniawan et al. (2024) emphasized that students' misunderstandings of modal verbs stem from a limited understanding of their function and contextual use, even though their meanings appear similar. In short, morphological difficulties in grammar learning are primarily caused by

complex grammatical forms and a lack of practice, which hinders students' ability to understand and apply the rules effectively.

From a syntactic perspective, many students still experience difficulties in constructing grammatically correct sentences, both in basic word order and more complex structures. Findings indicate that many students struggle to correctly structure sentence elements, particularly in placing subjects, predicates, and objects. This problem becomes more pronounced when they have to construct complex sentences involving adjectives, multiple verb forms, or longer clauses. These difficulties are largely due to the influence of their mother tongue, a lack of confidence in constructing sentences, and a lack of structured practice in using various syntactic forms. Furthermore, most students also face challenges in using passive sentences, particularly in changing verb forms and understanding the structural transformation from active to passive sentences. Although a small number of students (S1 and S8) are able to do this well due to frequent practice, the majority still struggle, especially in spoken sentences. This finding aligns with research by Pratiwi et al. (2020) and Mardiah (2022), who also found that students frequently make errors in word order and verb form in passive sentences due to limited grammatical understanding and minimal sentence combination practice. Therefore, it can be concluded that students' syntactic difficulties are mainly caused by low mastery of sentence structure, limited vocabulary, and minimal opportunities to practice using varied and complex sentence forms, both in writing and orally.

In terms of semantics, students experience difficulties in the use of articles and prepositions, especially in more complex contexts. While some students are able to use articles such as *a*, *an*, and *the* correctly due to understanding the basic rules, others still experience difficulties, particularly in distinguishing when certain articles should be used or in choosing between *a* and *an*. This difficulty is influenced by the absence of an article system in Indonesian, which forces students to translate directly from their native language without considering the meaning or function of words in English. This is similar to the findings of Ahmad and Khan (2021), who showed that many EFL learners also experience similar difficulties due to the negative influence of their L1. However, unlike their study, which focused more on errors in academic writing, the findings in this study emerged in everyday speaking contexts, indicating that semantic difficulties are not limited to formal writing. Furthermore, the errors in the use of prepositions such as *in*, *on*, and *at* found in this study are also in line with the findings of Damayanti & Sundari (2022), who stated that prepositional errors are often caused by direct translation from the native language. However, this study found that in addition to L1 influence, the lack of structured practice and understanding of context also exacerbated these errors. Thus, this comparison shows that although there are similarities in error patterns with previous studies, the context and causes in this study show broader dimensions.

In terms of pragmatics, most students experience difficulty converting direct sentences into indirect ones and distinguishing between formal and informal language. This difficulty stems from changes in sentence structure, adjustments to

verb tenses, and a lack of contextual understanding. Although some students feel confident due to frequent practice or personal experience, the majority report confusion due to a lack of direct classroom instruction, limited vocabulary, and the habit of using informal expressions in everyday life. When faced with formal situations such as presentations or communicating with elders, they feel unsure about choosing appropriate words. This is in line with Kos & Lara (2025), who stated that difficulties in reported speech commonly occur due to complex sentence structures and the need to change several grammatical elements simultaneously, and Purwati (2020), who emphasized that variations in formal and informal language usage affect communication effectiveness. Therefore, strengthening students' understanding of language use based on context is crucial for communicating appropriately in various social and academic situations.

It can be concluded that students' difficulties in learning English grammar are influenced by various interrelated aspects, including cognitive, affective, physiological, morphological, syntactic, semantic, and pragmatic dimensions. Students' difficulties in comprehending information are caused by differences in learning styles, thinking speed, lack of motivation, anxiety, physical conditions such as fatigue, and an unsupportive learning environment. Furthermore, they struggle to understand word formation, sentence construction, interpret meaning, and use language appropriately in context. Specifically, students face difficulties changing verb tenses, constructing passive sentences, arranging word order, converting direct sentences into indirect ones, and distinguishing between formal and informal expressions. These difficulties are not only caused by the complexity

of grammatical rules, but also by limited practice, limited vocabulary mastery, and a lack of explicit grammar instruction in the classroom.

These findings highlight the complex and interconnected nature of students' grammar difficulties, which go beyond simply memorizing rules. They involve cognitive preferences, emotional factors, environmental conditions, and contextual language use. In the broader context of English language education, this suggests that grammar should not be taught in isolation but rather integrated into meaningful, communicative, and adaptive learning activities. Teachers and curriculum designers must recognize that students bring diverse learning styles, emotional responses, and linguistic backgrounds into the classroom, all of which influence how they comprehend and apply grammatical knowledge. Addressing these varied needs is essential to promote deeper grammar understanding, build learners' confidence, and support more effective communication in both academic and real-world contexts.

CHAPTER V

CONCLUSION & RECOMMENDATION

After analyzing the research findings and discussing the various difficulties students encountered, this chapter presents the conclusion and recommendation as the final part of the study.

5.1. Conclusion

The research concludes that students experienced various obstacles in learning grammar, which are influenced by cognitive, affective, and physiological factors, as well as linguistic aspects such as morphology, syntax, semantics, and pragmatics. These difficulties emerged not only due to the complexity of grammar rules but also because of individual learning preferences and environmental conditions that were not always supportive.

From the cognitive aspect, many students struggled due to impulsive thinking patterns, which caused them to make grammar-related mistakes when responding too quickly without sufficient reflection. Even though some students preferred auditory explanations, this learning style did not always lead to better understanding, especially if not supported by examples or time to process the information.

Affective difficulties were also apparent. Most students reported experiencing anxiety when learning grammar, especially when afraid of making mistakes or being corrected. This fear limited their confidence, particularly in speaking and writing. In addition, some students did not enjoy grammar and only learned it because of school obligations, leading to low enthusiasm and limited engagement.

Physiologically, students often faced problems related to learning conditions. Many of them found it hard to concentrate when they were tired, studying at the wrong time, or placed in a noisy environment. These physical and environmental factors negatively affected their focus and reduced their ability to understand grammar material effectively.

In terms of grammar itself, students encountered various challenges. In morphology, they had difficulty changing verb tenses and using modal verbs appropriately. In syntax, they struggled with arranging correct word order and forming passive voice. In semantics, common mistakes involved the use of articles and prepositions. Finally, in pragmatics, students often failed to convert direct speech into reported speech and could not distinguish between formal and informal expressions.

5.2. Recommendation

1. For English Teachers

English teachers are advised to pay attention to each student's learning style and the specific grammar difficulties they face. To address these issues, teachers can apply varied and interactive teaching methods that align with students' needs. Providing clear explanations, diverse practice activities, and emotional support can help reduce students' anxiety and enhance their understanding of grammar. In addition, it is important for teachers to create a safe, comfortable, and pressure-free learning environment where students are not afraid to make mistakes. Allowing students to try, ask questions, and engage in discussions

without fear of harsh correction can significantly boost their confidence in learning grammar.

2. For Students

Students are encouraged to understand their learning style and determine a study time and place that supports concentration. They also need to get into the habit of consistently practicing grammar, especially areas they find difficult, such as verb tenses, sentence structure, and word choice. Furthermore, students need to be aware of their own weaknesses and be proactive in seeking help from both teachers and classmates. Creating a study schedule that suits their physical and environmental conditions, for example, studying in the morning or in a quiet place, can also help improve their learning effectiveness.

3. For Future Researchers

This research can serve as a reference and inspiration for future researchers in examining difficulties in grammar learning. It is recommended that further research delve deeper into the influence of factors such as anxiety, impulsivity, and environmental conditions on the specific grammar learning process. Furthermore, future research could focus on a specific aspect of grammar for a more detailed and in-depth analysis.

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APPENDICES

Appendix 1. Coding Translation

| Aspects | Indicator | Sub Indicator | Code |
|---------------|--|------------------------------|------|
| Data Source | Interview | | I |
| | FGD | | F |
| Student | Student 1 | IH | S1 |
| | Student 2 | AS | S2 |
| | Student 3 | NB | S3 |
| | Student 4 | CHS | S4 |
| | Student 5 | RY | S5 |
| | Student 6 | DA | S6 |
| | Student 7 | ALF | S7 |
| | Student 8 | FI | S8 |
| Cognitive | Visual or Auditory Processing Preference | Grammar Formula | GF |
| | Processing Speed (Impulsive or Reflective) | Understanding of Grammar | UG |
| Affective | Motivation | Grammar Motivation | GM |
| | Anxiety Level | Grammar Feeling | GF |
| | Attitude Towards Grammar Learning | Grammar View | GV |
| Physiological | Effective Study Time | Grammar Effectiveness | GE |
| | Learning Environment Conditions | Grammar Learning Environment | GLE |
| Morphology | Difficulty Changing Tenses | Tense Difficulty | TD |
| | misunderstanding of the use of modal verbs | Modal Verbs | MD |
| Syntax | Word Order Difficulties | Word Order | WO |
| | Passive Voice Issues | Active-Passive Sentence | PS |
| Semantics | Article Usage Issues | Articles | A |
| | Preposition Errors | Prepositions | P |
| Pragmatics | Reported Speech Difficulty | Reported Speech | RS |
| | Formal-informal language confusion | Formal-Informal | FI |

Appendix 2. Semi-Structured Interview Guideline

| Theory | Aspect | Indicator | Question |
|--|---------------|---|--|
| Brown (2000) Factors Contributing to Students' Difficulties in Learning Grammar | Cognitive | 1. Visual or Auditory Processing Preference | 1) Which do you find easier to understand grammar formula using visual like picture or table, or when you just listen to the teacher explains directly? |
| | | 2. Processing Speed (Impulsive or Reflective) | 2) When learning grammar, do you usually take time to understand the rules carefully, or do you prefer to move quickly without much thinking? What factors make learning grammar easier or more difficult for you? |
| | Affective | 1. Motivation | 3) What motivates you to study grammar? Are you studying because you are interested, because it is important for your grades, or because of pressure from others? |
| | | 2. Anxiety Level | 4) How do you feel when learning grammar? Do you feel confident, or do you feel anxious and afraid of making mistakes? What factor that make you feel it? |
| | | 3. Attitude Towards Grammar Learning | 5) Do you feel that learning grammar is important and useful, or do you find it a difficult and boring task? Explain the factor that build that feeling? |
| | Physiological | 1. Effective Study Time | 6) When do you feel least focused and less effective when studying grammar? Is it in the morning, afternoon, or evening? Explain the |

| | | | |
|--|------------|---|--|
| | | | factors that cause those situations. |
| | | 2. Learning Environment Conditions | 7) Do you feel more comfortable studying grammar in a calm and quiet place, or in an environment with little background noise? Explain the factor that build that feeling? |
| Swan (2005) Aspect Of Grammar | Morphology | 1. Difficulty Changing Tenses | 8) Do you find it difficult to understand the changes in verb forms in tenses such as present, past, or future? Can you give an example and share a situation where you felt confused? |
| | | 2. misunderstanding of the use of modal verbs | 9) What about the use of modal verbs such as 'can' or 'must'? Do you find it difficult to use them in sentences? |
| | Syntax | 1. Word order difficulties | 10) Do you often find it difficult to arrange the correct word order in a sentence? For example, the placement of the subject, predicate, and object? |
| | | 2. Passive Voice Issues | 11) What about passive sentences? Do you have difficulty changing active sentences into passive ones? Can you explain the factors that cause this difficulty? |
| | Semantics | 1. Article Usage Issues | 12) Do you have difficulty using articles like 'a', 'an', or 'the' in sentences? Can you give examples of when this confusion happens and explain the factors behind it? |

| | | | |
|--|------------|---------------------------------------|---|
| | | 2. Preposition Errors | 13) Have you ever been confused about using prepositions like 'in', 'on', or 'at' in sentences? |
| | Pragmatics | 1. Reported Speech Difficulty | 14) Do you have difficulty changing direct sentences into indirect (reported speech)? Can you explain the factors that make it challenging for you? |
| | | 2. Formal-informal language confusion | 15) Have you ever felt confused in choosing the right words for formal and informal situations? |

Appendix 3. Semi-Structured Interview Sheet

INTERVIEW SHEET 1

Pre setting

Previously, the researcher asked permission from the students to collect data and asked about the students' willingness to become participants and be interviewed about their experiences related to difficulties in learning grammar. After the students confirmed their willingness, the researcher tried to set a date and time for the interview.

Day/ Date : Wednesday, 12 of February 2025
Place : Avicenna Cottage
Time : 13.30 – 14.00
Interviewer : Researcher
Interviewee : Student 1
Student Initial : IH

| Student & Reseacher Code | Statements (Raw Data) | Preliminary code | Final code |
|--------------------------|---|---|--------------------|
| R | 1. Which do you find easier to understand grammar formula using visual like picture or table, or when you just listen to the teacher explains directly? | | S1-GF-1 |
| S-1 | <i>I find it easier to understand grammar through grammar explanations, because it is clearer and more directly accompanied by examples.</i> | <i>Table Explanations</i> | I/S1-GF-TE |
| R | 2. When learning grammar, do you usually take time to understand the rules carefully, or do you prefer to move quickly without much thinking? What factors make learning grammar easier or more difficult for you? | | S1-UG-2 |
| S-1 | <i>When learning grammar, I prefer to take the time to read and understand the rules one by one. I find it easier to understand if I learn the rules slowly. I don't rush because if I do it quickly, I'll just get confused. The factors that make it easier for me are structured explanations and clear steps.</i> | <i>Prefer to understand grammar rules slowly.</i> | I/S1-UG-UGS |
| R | 3. What motivates you to study grammar? Are you studying because you are interested, because it is important for your grades, or because of pressure from others? | | S1-GM-3 |
| S-1 | <i>At first, I studied grammar just for the grades. It wasn't because I liked it, more like something I had to do. I only</i> | <i>Motivation:intrinsic</i> | I/S1-GM-MI |

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| | <i>got a bit interested later, maybe because I once dreamed of being a traveler.</i> | | |
| R | 4. How do you feel when learning grammar? Do you feel confident, or do you feel anxious and afraid of making mistakes? What factor that make you feel it? | | S1-GF-4 |
| S-1 | <i>When I first started learning grammar, I felt afraid of making mistakes because I didn't yet understand how to speak English properly, especially in conversations</i> | Feeling Afraid | I/S1-GF-FA |
| R | 5. Do you feel that learning grammar is important and useful, or do you find it a difficult and boring task? Explain the factor that build that feeling? | | S1-GV-5 |
| S-1 | <i>Yes, I think grammar is important if we want to deepen our understanding of English and it is beneficial if we make it a profession in the future. However, its complexity sometimes requires extra effort to fully grasp, particularly for those aiming to use it in academic or career settings.</i> | Beneficial for Future Profession | I/S1-GV-BFP |
| R | 6. When do you feel least focused and less effective when studying grammar? Is it in the morning, afternoon, or evening? Explain the factors that cause those situations. | | S1-GE-6 |
| S-1 | <i>I find it difficult to study grammar effectively outside the morning because when I'm not at school, I can't easily ask my classmates or the teacher if I don't understand something.</i> | Effective in the morning at school | I/S1-GE-EMS |
| R | 7. Do you feel more comfortable studying grammar in a calm and quiet place, or in an environment with little background noise? Explain the factor that build that feeling? | | S1-GLE-7 |
| S-1 | <i>I feel comfortable studying in a place with a bit of noise. This is to avoid feeling lonely, because when it's too quiet, I have trouble understanding. What I mean by a bit of noise is having friends around. That way, if I don't understand, I won't get confused on my own and can ask my friends for help.</i> | Comfortable with a bit of noise | I/S1-GLE-CBN |
| R | 8. Do you find it difficult to understand the changes in verb forms in tenses such as present, past, or future? Can you give an example and share a situation where you felt confused? | | S1-TD-8 |
| S-1 | <i>I don't find it that difficult to understand. However, I still struggle with changing the verb form for the future tense</i> | Struggle with future Continuous Tense | I/S1-SFC |

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| | <i>continuous. This is because it's usually just memorized without being practiced directly.</i> | | |
| R | 9. What about the use of modal verbs such as 'can' or 'must'? Do you find it difficult to use them in sentences? | | S1-MV-9 |
| S-1 | <i>I don't find it difficult at all to use this word in a sentence, including modal verbs like 'can' or 'must.' I feel quite comfortable using them in sentences because I have encountered and practiced them quite often.</i> | Comfortable Using Modal Verbs | I/S1-MV-CMV |
| R | 10. Do you often find it difficult to arrange the correct word order in a sentence? For example, the placement of the subject, predicate, and object? Can you explain the factors that cause this difficulty? | | S1-WO-10 |
| S-1 | <i>At a basic level, such as the placement of subject, predicate, and object, I understand. However, I struggle when the sentence is combined with the predicate or verb tense, or when the grammatical material becomes more complex, I often find it difficult.</i> | <i>Struggle with verb tense and complex sentence.</i> | I/S1-WO-SVC |
| R | 11. What about passive sentences? Do you have difficulty changing active sentences into passive ones? | | S1-PS-11 |
| S-1 | <i>I don't find it difficult to change active sentences into passive, and vice versa. I feel quite capable of this change because I have practiced it often, so I can do it easily.</i> | Capable with active-passive transformation | I/S1-PS-CAP |
| R | 12. Do you have difficulty using articles like 'a', 'an', or 'the' in sentences? Can you give examples of when this confusion happens and explain the factors behind it? | | S1-A-12 |
| S-1 | <i>In my opinion, using articles like 'a', 'an', or 'the' is not difficult, and I can use them well without feeling confused. However, sometimes I need a bit of extra attention to ensure the correct usage, especially when choosing between 'a' and 'an' or determining when to use 'the'.</i> | <i>Occasional difficulties with the use of articles</i> | I/S1-A-ODA |
| R | 13. Have you ever been confused about using prepositions like 'in', 'on', or 'at' in sentences? | | S1-P-13 |

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| S-1 | <i>No, I've never been confused about using prepositions like 'in', 'on', or 'at' in sentences. I find them fairly straightforward, especially because I've practiced using them in different contexts. I understand the general rules, such as using 'in' for larger places or time periods, 'on' for surfaces or specific days, and 'at' for precise locations or times.</i> | <i>Understanding prepositions through practice</i> | I/S1-P-UPP |
| R | 14. Do you have difficulty changing direct sentences into indirect (reported speech)? Can you explain the factors that make it challenging for you? | | S1-RS-14 |
| S-1 | <i>Yes, I don't fully understand this material, probably because I studied it on my own and it was never covered in class. However, it was discussed at my language course, but I've forgotten it since it was quite a while ago.</i> | <i>Limited understanding due to self-study and time lapse</i> | I/S1-RS-LT |
| R | 15. Have you ever felt confused in choosing the right words for formal and informal situations? | | S1-FI-15 |
| S-1 | <i>Yes, until now I am still confused about the use of formal and informal words, because I have never studied them and this material has never been discussed in class.</i> | <i>Confusion about formal vs informal word usage</i> | I/S1-FI-CFI |

INTERVIEW SHEET 2

Pre setting

Previously, the researcher asked permission from the students to collect data and asked about the students' willingness to become participants and be interviewed about their experiences related to difficulties in learning grammar. After the students confirmed their willingness, the researcher tried to set a date and time for the interview.

Day/ Date : Wednesday, 12 of February 2025
Place : Avicenna Cottage
Time : 14.00 – 14.30
Interviewer : Researcher
Interviewee : Student 2
Student Initial : AS

| Student & Researcher Code | Statements (Raw Data) | Preliminary code | Final code |
|---------------------------|---|---|-------------|
| R | 1. Which do you find easier to understand grammar formula using visual like picture or table, or when you just listen to the teacher explains directly? | | S2-GF-1 |
| S-2 | <i>In my opinion, understanding grammar is easier by listening to the teacher's explanation, because I can imagine it based on my own perspective and summarize it independently.</i> | <i>Prefers Teacher Explanation for Grammar Understanding</i> | I/S2-GF-PTE |
| R | 2. When learning grammar, do you usually take time to understand the rules carefully, or do you prefer to move quickly without much thinking? What factors make learning grammar easier or more difficult for you? | | S2-UG-2 |
| S-2 | <i>Usually, I need time to really understand grammar rules, especially about tenses. I can't apply them straight away without thinking first. I find it easier to learn grammar if the teacher explains them clearly and I can see example sentences.</i> | <i>Takes time to understand tenses with clear explanation</i> | I/S2-UG-TTU |
| R | 3. What motivates you to study grammar? Are you studying because you are interested, because it is important for your grades, or because of pressure from others? | | S2-GM-3 |

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| S-2 | <i>I study grammar because I want to improve my English, not because I really enjoy grammar. If I don't get the grammar, it's hard to speak. So, it's more out of necessity.</i> | Improving Conversation | I/S2-GM-IC |
| R | 4. How do you feel when learning grammar? Do you feel confident, or do you feel anxious and afraid of making mistakes? What factor that make you feel it? | | S2-GF-4 |
| S-2 | <i>I feel anxious and afraid of making mistakes when learning grammar. This is because every time we learn, there is always new material added. It starts from what we learned yesterday, and then we move on to the next topic the following day. It makes me feel overwhelmed and confused. I also worry when the teacher asks about previous material, as I am already more focused on the new topic.</i> | Grammar Anxiety | I/S2-GF-GA |
| R | 5. Do you feel that learning grammar is important and useful, or do you find it a difficult and boring task? Explain the factor that build that feeling? | | S1-GV-5 |
| S-2 | <i>I believe grammar is important for me because what we say should be with proper and correct grammar, without mistakes. It is also beneficial when communicating with native English speakers. If we don't study grammar, we will be confused and unable to understand the meaning of what they say. So, aside from the difficulty in speaking, we also struggle with understanding what is being discussed.</i> | Grammar ensures effective communication | I/S2-GV-GEF |
| R | 6. When do you feel least focused and less effective when studying grammar? Is it in the morning, afternoon, or evening? Explain the factors that cause those situations. | | S2-GE-6 |
| S-2 | <i>It's harder for me to concentrate on grammar lessons outside of the day, especially when the environment is busy or noisy. Without a calm and comfortable environment, my mind doesn't feel fresh enough to study.</i> | More focused during the day | I/S2-GE-MFD |

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| R | 7. Do you feel more comfortable studying grammar in a calm and quiet place, or in an environment with little background noise? Explain the factor that build that feeling? | | S2-GLE-7 |
| S-2 | <i>I feel more comfortable studying in a quiet place because I can focus better while studying. I don't like it when there is noise while I study, as it makes it hard for me to focus and achieve the goal I want to reach.</i> | <i>Comfortable studying in a quiet place</i> | I/S2-GLE-QP |
| R | 8. Do you find it difficult to understand the changes in verb forms in tenses such as present, past, or future? Can you give an example and share a situation where you felt confused? | | S2-VC-8 |
| S-2 | <i>Yes, I have difficulty distinguishing verb 2 and verb 3, especially in the past perfect continuous, because I'm confused with the verb forms and the complicated structure.</i> | <i>Difficulty with verb forms in past perfect continuous</i> | I/S2-VC-PPC |
| R | 9. What about the use of modal verbs such as 'can' or 'must'? Do you find it difficult to use them in sentences? | | S2-MV-9 |
| S-2 | <i>I don't find it difficult to use "can" and "must" in sentences, because I often use them in daily conversations.</i> | <i>Proficient in using modal verbs</i> | I/S2-MV-PMV |
| R | 10. Do you often find it difficult to arrange the correct word order in a sentence? For example, the placement of the subject, predicate, and object? Can you explain the factors that cause this difficulty? | | S1-WO-10 |
| S-2 | <i>Sometimes I find it difficult to form sentences because of the headword, and in English, the structure is usually reversed compared to Indonesian. For example, in Indonesian, we say "saya meminjam bukumu," while in English it becomes "I borrow your book." There's also a difference in placement, like in Indonesian, it's usually at the front, while in English, it can be at the end or in the middle. For example, "Jakarta Barat" becomes "West Jakarta." Structures like</i> | <i>Difficulty with sentence structure and word order</i> | I/S2-WO-DSS |

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| | <i>subject, predicate, and object are easy, but what makes it difficult is when the sentence is long.</i> | | |
| R | 11. What about passive sentences? Do you have difficulty changing active sentences into passive ones? | | S2-PS-11 |
| S-2 | <i>I find it a bit difficult to change active sentences into passive, perhaps because in passive sentences, we need to use verb 3. Not everyone understands the verb changes, like from 'eat' to 'ate.' This difficulty arises because I have to figure out the change from verb 1 to verb 3, especially since sometimes verb 2 and verb 3 have the same form, and other times they are different.</i> | <i>Difficulty with verb form changes in passive sentences</i> | I/S2-PS-DVF |
| R | 12. Do you have difficulty using articles like 'a', 'an', or 'the' in sentences? Can you give examples of when this confusion happens and explain the factors behind it? | | S2-A-12 |
| S-2 | <i>I don't find it difficult to use articles like 'a,' 'an', or 'the', because I know their functions. 'a' is used for singular nouns starting with a consonant, 'an' is used for words starting with a vowel, and 'the' is used for specific nouns.</i> | <i>Comfortable using articles and understanding their functions</i> | I/S2-A-CAF |
| R | 13. Have you ever been confused about using prepositions like 'in', 'on', or 'at' in sentences? | | S2-P-13 |
| S-2 | <i>No, I have never been confused using them in sentences because it's basic.</i> | <i>Basic understanding of Prepositions</i> | I/S2-P-BUP |
| R | 14. Do you have difficulty changing direct sentences into indirect (reported speech)? Can you explain the factors that make it challenging for you? | | S1-RS-14 |
| S-2 | <i>I find it a bit difficult to construct indirect sentences, because sometimes I get confused with the changes in sentence structure, especially when converting direct speech into indirect speech.</i> | <i>Difficulty with indirect speech structure</i> | I/S2-RS-DIS |
| R | 15. Have you ever felt confused in choosing the right words for formal and informal situations? | | S2-FI-15 |

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| S-2 | <p><i>Yes, I have been confused about choosing formal and informal words. In formal situations, such as presentations or speeches, we can't just use any words. In Indonesian, we also have to use formal language, not everyday language. Similarly, in English, there is something called slang. So, I feel confused about choosing the right words for formal situations.</i></p> | <p>Confusion in choosing formal vs informal language</p> | <p>I/S2-FI-CCFI</p> |
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INTERVIEW SHEET 3

Pre setting

Previously, the researcher asked permission from the students to collect data and asked about the students' willingness to become participants and be interviewed about their experiences related to difficulties in learning grammar. After the students confirmed their willingness, the researcher tried to set a date and time for the interview.

Day/ Date : Wednesday, 12 of February 2025

Place : Avicenna Cottage

Time : 14.30 – 15.00

Interviewer : Researcher

Interviewee : Student 3

Student Initial : NB

| Student & Researcher Code | Statements (Raw Data) | Preliminary code | Final code |
|---------------------------|--|--|-------------|
| R | 1. Which do you find easier to understand grammar formula using visual like picture or table, or when you just listen to the teacher explains directly? | | S3-GF-1 |
| S-3 | <i>I find it easier to understand grammar when the teacher explains it directly. Just looking at pictures and tables alone doesn't necessarily help me fully understand the purpose and meaning of the grammar material.</i> | <i>Preference for Direct Explanation</i> | I/S3-GF-PDE |
| R | 2. When learning grammar, do you usually take time to understand the rules carefully, or do you prefer to move quickly without much thinking? What factors make learning grammar easier or more difficult for you? | | S3-UG-2 |
| S-3 | <i>When learning grammar, I tend to think about the rules first, especially when writing. But when speaking, I often speak straight away without having time to think, so I often make mistakes. Grammar feels easier if there is regular practice and the explanations are not complicated.</i> | <i>Tend to think about the rules first</i> | I/S3-UG-TRF |
| R | 3. What motivates you to study grammar? Are you studying because you are interested, | | S3-GM-3 |

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| | because it is important for your grades, or because of pressure from others? | | |
| S-3 | <i>I learn grammar just to understand Western songs and movies. It's more about getting the meaning when watching, not because I actually enjoy grammar itself.</i> | <i>Motivated by enjoyment and interest</i> | I/S3-GM-EI |
| R | 4. How do you feel when learning grammar? Do you feel confident, or do you feel anxious and afraid of making mistakes? What factor that make you feel it? | | S3-GF-4 |
| S-3 | <i>My feelings when learning grammar are mixed, both confident and afraid. I feel confident when using simple grammar in conversations. However, I feel afraid when speaking or writing in English, because sometimes there are people who are more knowledgeable and correct my grammar mistakes.</i> | <i>Mixed feelings: confident vs. Afraid</i> | I/S3-GF-CA |
| R | 5. Do you feel that learning grammar is important and useful, or do you find it a difficult and boring task? Explain the factor that build that feeling? | | S3-GV-5 |
| S-3 | <i>Yes, I think grammar is important because grammar is a part of the English language. Seeing others speak fluently... can create pressure to meet similar standards, even if mastering grammar is not always easy.</i> | <i>Importance of grammar in communication</i> | I/S3-GV-IGC |
| R | 6. When do you feel least focused and less effective when studying grammar? Is it in the morning, afternoon, or evening? Explain the factors that cause those situations. | | S3-GE-6 |
| S-3 | <i>Studying grammar becomes less effective in morning classes when the environment isn't peaceful. Without a calm atmosphere, it's difficult for me to concentrate and visualize how grammar is used.</i> | <i>Learning grammar effectively in the afternoon</i> | I/S3-GE-LGA |
| R | 7. Do you feel more comfortable studying grammar in a calm and quiet place, or in an environment with little background noise? Explain the factor that build that feeling? | | S3-GLE-7 |

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| S-3 | <i>I feel more comfortable studying grammar in a quiet and peaceful place because it allows me to focus. Sometimes, if there is a bit of noise, I get distracted by other people's conversations and feel like listening to them. As a result, I lost my focus on studying grammar.</i> | <i>Need quiet environment for better focus</i> | I/S3-GLE- QE |
| R | 8. Do you find it difficult to understand the changes in verb forms in tenses such as present, past, or future? Can you give an example and share a situation where you felt confused? | | S3-VC-8 |
| S-3 | <i>Yes, I find it difficult to change verb forms, especially in determining when to use verb 2 and verb 3. Since both refer to the past, I often get confused about which verb to use. For example, in a story text in a book, we need to indicate something that has already happened or something that just happened.</i> | <i>Confusion with verb 2 and verb 3 in past tense usage</i> | I/S3-VC- CVP |
| R | 9. What about the use of modal verbs such as 'can' or 'must'? Do you find it difficult to use them in sentences? | | S3-MV-9 |
| S-3 | <i>I have no difficulty at all with the use of those two modal verbs. They are very easy to understand, I already know their meanings, and they are simple to incorporate into sentences.</i> | <i>Ease in using modal verbs</i> | I/S3-MV- EMV |
| R | 10. Do you often find it difficult to arrange the correct word order in a sentence? For example, the placement of the subject, predicate, and object? Can you explain the factors that cause this difficulty? | | S3-WO-10 |
| S-3 | <i>Yes, sometimes I find it difficult to arrange the correct word order in a sentence, especially when it comes to the placement of the subject, predicate, and object. If the vocabulary is easy to understand, it's not a problem, but when I encounter more complex words, I get confused about how to properly structure the sentence. The difficulty usually arises when I'm not sure where to place certain words, and this makes it hard to categorize the sentence correctly.</i> | <i>Difficulty in structuring sentences with complex words</i> | I/S3-WO- DCS |

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| R | 11. What about passive sentences? Do you have difficulty changing active sentences into passive ones? | | S3-PS-11 |
| S-3 | <i>Yes, I find it a bit difficult to change active sentences into passive ones because I get confused about distinguishing the words in active and passive sentences. In passive sentences, we use the 'past' form of the verb, whereas active sentences also have verbs in the 'past' form. This makes it a bit tricky for me to differentiate their usage.</i> | <i>Confusion in distinguishing verbs between active and passive</i> | I/S3-PS-DAP |
| R | 12. Do you have difficulty using articles like 'a', 'an', or 'the' in sentences? Can you give examples of when this confusion happens and explain the factors behind it? | | S3-A-12 |
| S-3 | <i>I don't find it difficult to use these articles because I understand their usage. 'A' and 'an' are used for singular nouns, while 'the' is not always used for singular nouns.</i> | <i>Understanding article usage</i> | I/S3-A-CAU |
| R | 13. Have you ever been confused about using prepositions like 'in', 'on', or 'at' in sentences? | | S3-P-13 |
| S-3 | <i>Yes, I have been confused about their usage, especially when talking about time or place. For example, when someone asks about a place, "in" and "at" sound quite similar. Examples include: "in the class" or "at the class".</i> | <i>Confused with preposition usage</i> | I/S3-P-CPU |
| R | 14. Do you have difficulty changing direct sentences into indirect (reported speech)? Can you explain the factors that make it challenging for you? | | S3-RS-14 |
| S-3 | <i>Yes, it's more difficult than changing active sentences to passive ones because it confuses me. So, in indirect speech, for example, "he said," it means conveying someone else's words, and it tends to be longer. While direct speech is easier because it's quoted directly.</i> | <i>Confused with indirect speech</i> | I/S3-RS-CIS |
| R | 15. Have you ever felt confused in choosing the right words for formal and informal situations? | | S3-FI-15 |

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| S-3 | <i>Yes, I never feel confused in this matter of choosing formal and informal words. Because sometimes in everyday informal conversations I also use formal language. Basically, I can just differentiate.</i> | <i>Able to differentiate formal and informal words</i> | I/S3-FI-AFI |
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INTERVIEW SHEET 4

Pre setting

Previously, the researcher asked permission from the students to collect data and asked about the students' willingness to become participants and be interviewed about their experiences related to difficulties in learning grammar. After the students confirmed their willingness, the researcher tried to set a date and time for the interview.

Day/ Date : Wednesday, 12 of February 2025
Place : Avicenna Cottage
Time : 06.00 – 16.30
Interviewer : Researcher
Interviewee : Student 4
Student Initial : CHS

| Student & Researcher Code | Statements (Raw Data) | Preliminary code | Final code |
|---------------------------|--|--|-------------|
| R | 1. Which do you find easier to understand grammar formula using visual like picture or table, or when you just listen to the teacher explains directly? | | S4-GF-1 |
| S-4 | <i>In my opinion, it is easier to understand grammar rules when they are presented visually, such as through images or tables. Visual aids help me see the structure more clearly and make it easier to remember.</i> | <i>Prefers visual tools for understanding grammar</i> | I/S4-GF-PVS |
| R | 2. When learning grammar, do you usually take time to understand the rules carefully, or do you prefer to move quickly without much thinking? What factors make learning grammar easier or more difficult for you? | | S4-UG-2 |
| S-4 | <i>I usually think first before writing so that the grammar is correct. But when I'm speaking, I tend to panic and just answer without thinking about the grammar. What makes it easier for me to learn grammar is if the teacher gives me lots of examples and exercises.</i> | <i>Think first before writing so that the grammar is correct</i> | I/S4-UG-TBG |
| R | 3. What motivates you to study grammar? Are you studying because you are interested, | | S4-GM-3 |

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| | because it is important for your grades, or because of pressure from others? | | |
| S-4 | <i>My motivation for studying grammar stems from my understanding of its importance for effective communication. Initially, I studied grammar solely to get good grades in school, not because I considered it important. However, over time, I became interested in it because it helps me express my ideas more clearly, improves my communication skills, and makes learning another language easier. Furthermore, I feel proud when I can speak or write grammatically correct, especially in English.</i> | <i>Motivation shifts from grades to effective communication</i> | I/S4-GM-MGE |
| R | 4. How do you feel when learning grammar? Do you feel confident, or do you feel anxious and afraid of making mistakes? What factor that make you feel it? | | S4-GF-4 |
| S-4 | <i>When learning grammar, I experience mixed emotions. Sometimes I feel confident when I understand the material well and practice a lot. However, there are also moments when I feel anxious or afraid of making mistakes, especially when using grammar in spontaneous conversations.</i> <i>My confidence grows when I learn from my mistakes, use helpful resources like grammar books or learning apps, and am in a supportive environment. When people around me see mistakes as normal and motivate me, I feel more comfortable and confident to try. On the other hand, anxiety arises when I don't fully understand the material or feel under pressure, such as during exams or speaking in front of many people.</i> | <i>Confidence through practice and support; anxiety from pressure</i> | I/S4-GF-CA |
| R | 5. Do you feel that learning grammar is important and useful, or do you find it a difficult and boring task? Explain the factor that build that feeling? | | S4-GV-5 |
| S-4 | <i>I feel that learning grammar is important and very beneficial, even though it sometimes feels difficult and boring. Grammar is essential for daily</i> | <i>Grammar is essential but</i> | I/S4-GV-GDM |

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| | <i>communication, both spoken and written. Boredom usually arises when faced with too much material or excessive memorization of rules. What makes me more positive about grammar is when teachers provide interesting explanations, use real-life examples, or involve creative practices. With such an approach, learning grammar feels much more enjoyable.</i> | <i>depends on teaching methods</i> | |
| R | 6. When do you feel least focused and less effective when studying grammar? Is it in the morning, afternoon, or evening? Explain the factors that cause those situations. | | S4-GE-6 |
| S-4 | <i>I struggle to focus on grammar lessons in the afternoon because I often feel tired from earlier activities. Unlike the morning, my energy is low, and it becomes harder to memorize or stay concentrated.</i> | <i>Morning is the most productive time for studying.</i> | I/S4-GE-MPS |
| R | 7. Do you feel more comfortable studying grammar in a calm and quiet place, or in an environment with little background noise? Explain the factor that build that feeling? | | S4-GLE-7 |
| S-4 | <i>I feel more comfortable studying in a quiet and calm place because it allows me to focus and absorb the material better without distractions from surrounding activities. In my opinion, focus is crucial for understanding grammar concepts. If the environment is noisy, I find it hard to concentrate and grasp the material. This feeling is influenced by my need to maintain focus and stay comfortable.</i> | <i>Comfort and focus are achieved in a quiet and calm environment.</i> | I/S4-GLE-QC |
| R | 8. Do you find it difficult to understand the changes in verb forms in tenses such as present, past, or future? Can you give an example and share a situation where you felt confused? | | S4-VC-8 |
| S-4 | <i>At first, I found it difficult to understand verb form changes. For example, distinguishing between “has been” and “had been” or knowing when to use “will have”. This often confused me because there are many rules to remember, especially when used in specific sentence contexts. However, with practice and by learning the usage patterns, I have gradually started to understand the differences.</i> | <i>Initially confused by verb forms, improved through practice and understanding patterns.</i> | I/S4-VC-ICU |

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| R | 9. What about the use of modal verbs such as ‘can’ or ‘must’? Do you find it difficult to use them in sentences? | | S4-MV-9 |
| S-4 | <i>At first, I had difficulty using modal verbs like “can” or “must” and distinguishing their meanings in conversations. For example, I often got confused about when to use “can” to express ability or permission, and “must” to convey obligation or necessity. However, by studying example sentences and understanding the context of their usage, I have gradually become more accustomed to and confident in using these modal verbs in daily conversations.</i> | Improved modal verb usage through contextual learning and examples. | I/S4-MV-MCE |
| R | 10. Do you often find it difficult to arrange the correct word order in a sentence? For example, the placement of the subject, predicate, and object? Can you explain the factors that cause this difficulty? | | S4-WO-10 |
| S-4 | <i>Yes, I often struggle with arranging the word order in a sentence, especially when thinking about the placement of the subject, predicate, and object according to English grammar rules. My difficulties usually arise when determining the correct position for adverbs in a sentence. This often makes me wonder whether the structure I created is correct or not.</i> | <i>Struggles with sentence structure, particularly adverb placement</i> | I/S4-WO-SSP |
| R | 11. What about passive sentences? Do you have difficulty changing active sentences into passive ones? | | S4-PS-11 |
| S-4 | <i>I sometimes find it difficult to change active sentences into passive ones, especially when I need to ensure the tense remains consistent. One of the challenges I face is understanding the past participle form of some irregular verbs, which often leaves me confused and confused about constructing passive sentences correctly.</i> | <i>Difficulty in active-to-passive conversion with irregular verbs and tense consistency.</i> | I/S4-PS-DCVT |
| R | 12. Do you have difficulty using articles like ‘a’, ‘an’, or ‘the’ in sentences? Can you give examples of when this confusion happens and explain the factors behind it? | | S4-A-12 |
| S-4 | <i>Yes, I sometimes find it difficult to use articles like a, an, or the, especially when deciding whether a noun needs an article or not. For example, I often</i> | <i>Difficulty in choosing between “a” and “an.”</i> | I/S4-A-DCA |

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| | <i>get confused about when to use a or an. For example, I might mistakenly say, "I saw an elephant," when it should be, "I saw an elephant."</i> | | |
| R | 13. Have you ever been confused about using prepositions like 'in', 'on', or 'at' in sentences? | | S4-P-13 |
| S-4 | <i>I often feel confused because English usage is different from Indonesian. For example, I once mistakenly said, "I am on the bus," when it should have been, "I am on the bus."</i> | <i>Confusion arises from English-Indonesian usage differences.</i> | I/S4-P-CEI |
| R | 14. Do you have difficulty changing direct sentences into indirect (reported speech)? Can you explain the factors that make it challenging for you? | | S4-RS-14 |
| S-4 | <i>I don't find it too difficult to change direct speech into indirect speech because I already understand the basic rules. For example, I know that the tenses need to be changed if the main sentence is in the past tense, like in this example: Direct speech: She said, 'I am happy.' Indirect speech: She said that she was happy.</i> | <i>Comfortable with indirect speech due to rule familiarity.</i> | I/S4-RS-CIF |
| R | 15. Have you ever felt confused in choosing the right words for formal and informal situations? | | S4-FI-15 |
| S-4 | <i>I sometimes get confused about choosing the right words for formal and informal situations when speaking or writing. For example, I sometimes hesitate whether to use purchase instead of cash, or when writing a speech or talking to an older person. For example, I was confused whether it was better to use I would like to request or just I want when making a direct request. In addition, I also get confused when I have to speak casually with friends in English. Sometimes, I accidentally use words that are too formal, such as I appreciate your assistance, when in an informal situation, it would be simpler to use Thanks for helping me.</i> | <i>Challenges in navigating formal vs. informal language.</i> | I/S4-FI-CNL |

INTERVIEW SHEET 5

Pre setting

Previously, the researcher asked permission from the students to collect data and asked about the students' willingness to become participants and be interviewed about their experiences related to difficulties in learning grammar. After the students confirmed their willingness, the researcher tried to set a date and time for the interview.

Day/ Date : Friday, 14 of February 2025
Place : LIC Office
Time : 07.30 – 08.00
Interviewer : Researcher
Interviewee : Student 5
Student Initial : RY

| Student & Researcher Code | Statements (Raw Data) | Preliminary code | Final code |
|---------------------------|---|---|-------------|
| R | 1. Which do you find easier to understand grammar formula using visual like picture or table, or when you just listen to the teacher explains directly? | | S5-GF-1 |
| S-5 | <i>In my opinion, I find it easier to understand grammar by listening to the teacher's explanation directly rather than just looking at pictures or tables. Through direct explanations, I can ask questions more freely about the difficulties I face while learning grammar, such as noun phrases that I find quite challenging or auxiliary verbs that I don't fully understand yet.</i> | <i>Easier with direct explanation</i> | I/S5-GF-LTE |
| R | 2. When learning grammar, do you usually take time to understand the rules carefully, or do you prefer to move quickly without much thinking? What factors make learning grammar easier or more difficult for you? | | S5-UG-2 |
| S-5 | <i>I can understand grammar better when I write, because I can think first. But when I speak directly, I often forget the rules, especially about verbs 1, 2, or 3. The factor that makes it difficult for me to learn grammar is when I have to use grammar spontaneously.</i> | <i>Think about grammar rules before writing</i> | I/S5-UG-TGW |
| R | 3. What motivates you to study grammar? Are you studying because you are interested, | | S5-GM-3 |

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| | because it is important for your grades, or because of pressure from others? | | |
| S-5 | <i>I say I'm interested, but it's mostly because I watch English movies and listen to songs. Also, since I want to study abroad, grammar feels necessary. But it's not like I really love the subject.</i> | <i>Motivated by interest and future educational goals</i> | I/S5-GM-FEG |
| R | 4. How do you feel when learning grammar? Do you feel confident, or do you feel anxious and afraid of making mistakes? What factor that make you feel it? | | S5-GF-4 |
| S-5 | <i>I feel confident when learning grammar in the context of writing. However, when practicing it in speaking, I still feel hesitant, which makes me anxious. The factor that boosts my confidence is frequent practice in writing. Meanwhile, the factor that makes me anxious is the fear of making mistakes in sentence structure when communicating with friends, as it might not align with proper grammar.</i> | <i>Confidence in writing, anxiety in speaking, fear of mistakes</i> | I/S5-GF-WS |
| R | 5. Do you feel that learning grammar is important and useful, or do you find it a difficult and boring task? Explain the factor that build that feeling? | | S5-GV-5 |
| S-5 | <i>For me, grammar is essential for communication, especially when interacting with people abroad or in professional settings. Still, the fear of making mistakes or being judged for incorrect grammar can make learning feel stressful at times.</i> | <i>Importance of grammar for communication and professionalism</i> | I/S5-GV-ICP |
| R | 6. When do you feel least focused and less effective when studying grammar? Is it in the morning, afternoon, or evening? Explain the factors that cause those situations. | | S5-GE-6 |
| S-5 | <i>Studying grammar later in the day is less effective for me because my brain feels more distracted and less fresh than in the morning. It's harder to absorb material when I'm no longer mentally alert.</i> | <i>Focused study time in the morning</i> | I/S5-GE-FSM |

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| R | 7. Do you feel more comfortable studying grammar in a calm and quiet place, or in an environment with little background noise? Explain the factor that build that feeling? | | S5-GLE-7 |
| S-5 | <i>In my opinion, I feel more comfortable studying grammar in a slightly noisy environment. This is because I can ask questions to the people around me. If the environment is too quiet, people tend to focus on their own studies, and when I ask questions, they might respond indifferently. That's why I prefer studying in a slightly busier environment, as it allows me to freely ask questions to my friends or others.</i> | <i>Comfortable with a slightly noisy learning environment</i> | I/S5-GLE-SNE |
| R | 8. Do you find it difficult to understand the changes in verb forms in tenses such as present, past, or future? Can you give an example and share a situation where you felt confused? | | S5-VC-8 |
| S-5 | <i>I don't have difficulty understanding the changes in verb forms for different tenses. However, I struggle to apply them in communication. For example, when talking with friends about past activities, I should say "I went to school," but instead, I say "I went to school." That's where my difficulty lies in using past tense verbs.</i> | <i>Struggles with applying verb tenses in communication</i> | I/S5-VC-AVT |
| R | 9. What about the use of modal verbs such as 'can' or 'must'? Do you find it difficult to use them in sentences? | | S5-MV-9 |
| S-5 | <i>Of course, I still find it difficult to use certain modal verbs, such as 'must'. For example, I often use 'have to' in sentences where I should use 'must.' Although they have similar meanings, their usage differs depending on the context of the sentence.</i> | <i>Struggles with using modal verbs correctly</i> | I/S5-MV-UMV |
| R | 10. Do you often find it difficult to arrange the correct word order in a sentence? For example, the placement of the subject, predicate, and object? Can you explain the factors that cause this difficulty? | | S5-WO-10 |

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| S-5 | <i>No, I find it easy to form basic sentences, such as subject, predicate, and object. However, when the sentences become more complex or include additional structures, I still feel uncertain about constructing them.</i> | <i>Uncertainty with complex sentence structures</i> | I/S5-WO-UCS |
| R | 11. What about passive sentences? Do you have difficulty changing active sentences into passive ones? | | S5-PS-11 |
| S-5 | <i>In my opinion, changing an active sentence to a passive one is quite easy, especially in writing. However, converting a sentence from passive to active still feels difficult to me, especially when speaking.</i> | <i>Difficulty with passive to active conversion in speaking</i> | I/S5-PS-PAC |
| R | 12. Do you have difficulty using articles like ‘a’, ‘an’, or ‘the’ in sentences? Can you give examples of when this confusion happens and explain the factors behind it? | | S5-A-12 |
| S-5 | <i>No, I don’t find it difficult to use articles like ‘a’, ‘an’, or ‘the’ in a sentence. ‘A’ is used for nouns without further description, ‘an’ is used for nouns that begin with a vowel sound, and ‘the’ is used when there is additional information following the noun.</i> | <i>Understanding article usage</i> | I/S5-A-UA |
| R | 13. Have you ever been confused about using prepositions like ‘in’, ‘on’, or ‘at’ in sentences? | | S5-P-13 |
| S-5 | <i>Yes, I have sometimes been confused about the usage and placement of prepositions like ‘in’, ‘on’, or ‘at’ in sentences. For example, “I’m in/on/at that country.”</i> | <i>Confusion with prepositions placement</i> | I/S5-P-CPP |
| R | 14. Do you have difficulty changing direct sentences into indirect (reported speech)? Can you explain the factors that make it challenging for you? | | S5-RS-14 |
| S-5 | <i>Yes, I still find it difficult to change direct speech into indirect speech because I often forget when speaking. This is because I usually just read and memorize it when studying, but don’t practice it when speaking.</i> | <i>Difficulty with direct to indirect speech</i> | I/S5-RS-DIS |

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| R | 15. Have you ever felt confused in choosing the right words for formal and informal situations? | | S5-FI-15 |
| S-5 | <i>Yes, I have definitely felt confused. Most of us, including myself as a Gen Z, often use slang in daily conversations. Sometimes, I forget that in formal situations, I accidentally use slang words, which are influenced by my everyday speech habits. As a result, I also become an element about what words I should use in these formal situations.</i> | <i>Confused about using formal vs informal words</i> | I/S5-FI-CFI |

INTERVIEW SHEET 6

Pre setting

Previously, the researcher asked permission from the students to collect data and asked about the students' willingness to become participants and be interviewed about their experiences related to difficulties in learning grammar. After the students confirmed their willingness, the researcher tried to set a date and time for the interview.

Day/ Date : Friday, 14 of February 2025
Place : LIC Office
Time : 08.00 – 08.30
Interviewer : Researcher
Interviewee : Student 6
Student Initial : DA

| Student & Researcher Code | Statements (Raw Data) | Preliminary code | Final code |
|---------------------------|--|---|-------------|
| R | 1. Which do you find easier to understand grammar formula using visual like picture or table, or when you just listen to the teacher explains directly? | | S6-GF-1 |
| S-6 | <i>I find it easier to understand grammar formulas when explained using visuals like diagrams or tables. However, if the teacher explains it clearly, whether through visuals or verbally, I can still understand it well.</i> | <i>Prefers visual aids but adapts to clear verbal explanations.</i> | I/S6-GF-PA |
| R | 2. When learning grammar, do you usually take time to understand the rules carefully, or do you prefer to move quickly without much thinking? What factors make learning grammar easier or more difficult for you? | | S6-UG-2 |
| S-6 | <i>I feel more comfortable if I can learn grammar slowly and understand the explanation first. If the teacher's explanation is too fast or complicated, I get confused. But if it is explained using a table or a method that I understand, grammar becomes easier to learn.</i> | <i>More comfortable learning with time to understand grammar</i> | I/S6-UG-CLT |
| R | 3. What motivates you to study grammar? Are you studying because you are interested, | | S6-GM-3 |

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| | because it is important for your grades, or because of pressure from others? | | |
| S-6 | <i>I first studied grammar just so I could sing English songs properly. I didn't really think it was that important, just wanted to sing better. I only realized it mattered later on—it didn't come from real interest at first.</i> | <i>Motivated by personal interest in English, initially for songs, now for broader use.</i> | I/S6-GM-MPE |
| R | 4. How do you feel when learning grammar? Do you feel confident, or do you feel anxious and afraid of making mistakes? What factor that make you feel it? | | S6-GF-4 |
| S-6 | <i>I feel confident when learning grammar because I see it as an enjoyable process. The more I understand grammar, the better I become at singing English songs and understanding their meanings. I don't feel anxious or afraid of making mistakes because, for me, mistakes are a natural part of learning. If someone never makes mistakes, it means they have never truly learned. This mindset keeps me motivated to keep trying without fear of failure.</i> | <i>Confident due to enjoyment of the learning process.</i> | I/S6-GF-CEL |
| R | 5. Do you feel that learning grammar is important and useful, or do you find it a difficult and boring task? Explain the factor that build that feeling? | | S6-GV-5 |
| S-6 | <i>I believe learning grammar is very important and beneficial, especially when I want to express ideas or statements clearly. Although in everyday life grammar doesn't always seem that important, I realize that one day I will need proper grammar, especially when making statements that require accurate communication. Therefore, even though it can sometimes feel difficult, I still see learning grammar as something very useful.</i> | <i>Sees grammar as important for communication</i> | I/S6-GV-SGI |
| R | 6. When do you feel least focused and less effective when studying grammar? Is it in the morning, afternoon, or evening? Explain the factors that cause those situations. | | S6-GE-6 |
| S-6 | <i>I tend to lose concentration when studying grammar at times other than the morning. When</i> | <i>Better focus in the morning</i> | I/S6-GE-BFM |

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| | <i>my mind is already filled with other thoughts, or when I feel sleepy, it becomes harder to understand the material.</i> | | |
| R | 7. Do you feel more comfortable studying grammar in a calm and quiet place, or in an environment with little background noise? Explain the factor that build that feeling? | | S6-GLE-7 |
| S-6 | <i>I feel more comfortable studying grammar in a quiet and peaceful place because the silence helps me focus better on understanding the material. Without external noise distractions, I can concentrate more and absorb the information more effectively.</i> | <i>Focus enhanced by quiet environment</i> | I/S6-GLE-FEQ |
| R | 8. Do you find it difficult to understand the changes in verb forms in tenses such as present, past, or future? Can you give an example and share a situation where you felt confused? | | S6-VC-8 |
| S-6 | <i>Yes, I sometimes find it difficult to understand the changes in verb forms across different tenses, especially when using the past perfect continuous tense. For example, I get confused when I have to change verbs in sentences like ‘I had been studying’ because it involves two times aspects at once, past perfect and continuous.</i> | <i>Difficulty in understanding changes in verb forms, especially in tenses</i> | I/S6-VC-DUV |
| R | 9. What about the use of modal verbs such as ‘can’ or ‘must’? Do you find it difficult to use them in sentences? | | S6-MV-9 |
| S-6 | <i>I don’t find it difficult to use the words ‘can’ or ‘must’ when making sentences, because their usage rules are quite simple and not too complicated.</i> | <i>Ease in using modal verbs</i> | I/S6-MV-EUM |
| R | 10. Do you often find it difficult to arrange the correct word order in a sentence? For example, the placement of the subject, predicate, and object? Can you explain the factors that cause this difficulty? | | S6-WO-10 |
| S-6 | <i>Yes, I find it quite difficult to arrange word order when constructing sentences. This is because, to order words correctly, we need to understand and</i> | <i>Difficulty in arranging word order</i> | I/S6-WO-DAW |

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| | <i>memorize the sequence, including determiners and other elements, which is often abbreviated as DOOSASCOMP.</i> | | |
| R | 11. What about passive sentences? Do you have difficulty changing active sentences into passive ones? | | S6-PS-11 |
| S-6 | <i>I find it quite difficult to change sentences from passive voice to active voice, especially in past, future, or perfect tenses. This difficulty arises because I don't fully understand the correct sentence structure for each of these tenses.</i> | <i>Difficulty in converting passive to active voice</i> | I/S6-PS-DCV |
| R | 12. Do you have difficulty using articles like 'a', 'an', or 'the' in sentences? Can you give examples of when this confusion happens and explain the factors behind it? | | S6-A-12 |
| S-6 | <i>I don't find it too difficult to use articles like 'a,' 'an,' or 'the,' because their usage is relatively simple. You only need to know whether the noun is singular or plural. However, what can be a bit confusing is the use of 'an,' as there are situations where not all words beginning with a vowel use 'an,' but it also depends on the pronunciation.</i> | <i>Confusion in article usage, especially with "an" and vowel pronunciation</i> | I/S6-A-CAVP |
| R | 13. Have you ever been confused about using prepositions like 'in', 'on', or 'at' in sentences? | | S6-P-13 |
| S-6 | <i>I don't find it too difficult to use prepositions like 'in,' 'on,' or 'at' when making sentences. However, I do struggle a bit when using them to indicate time or place accurately.</i> | <i>Minor struggles with prepositions in time and place contexts</i> | I/S6-P-MSP |
| R | 14. Do you have difficulty changing direct sentences into indirect (reported speech)? Can you explain the factors that make it challenging for you? | | S6-RS-14 |
| S-6 | <i>Yes, I find it quite difficult to change direct sentences into indirect sentences. This is because you need to fully understand the meaning of the sentence being changed, as well as pay attention to adjustments in verb forms, pronouns, and expressions of time or place.</i> | <i>Challenges in converting direct to indirect speech due to adjustments.</i> | I/S6-RS-CCDA |

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| R | 15. Have you ever felt confused in choosing the right words for formal and informal situations? | | S6-FI-15 |
| S-6 | <i>I don't have much difficulty using words or sentences in both formal and informal situations. I think this ability comes more from experience. The more often we use language in both situations, the easier it is for us to string words together for both formal and informal purposes.</i> | <i>Ease in adapting language formality through frequent practice.</i> | I/S6-FI-EAL |

INTERVIEW SHEET 7

Pre setting

Previously, the researcher asked permission from the students to collect data and asked about the students' willingness to become participants and be interviewed about their experiences related to difficulties in learning grammar. After the students confirmed their willingness, the researcher tried to set a date and time for the interview.

Day/ Date : Friday, 14 of February 2025
Place : LIC Office
Time : 08.30 – 09.00
Interviewer : Researcher
Interviewee : Student 7
Student Initial : ALF

| Student & Researcher Code | Statements (Raw Data) | Preliminary code | Final code |
|---------------------------|--|--|-------------|
| R | 1. Which do you find easier to understand grammar formula using visual like picture or table, or when you just listen to the teacher explains directly? | | S7-GF-1 |
| S-7 | <i>Hmm... I find it easier to understand grammar when I hear the teacher explains it directly. This is because learning through pictures and tables requires self-study, which doesn't work well for me. I believe that grammar should first be taught by a teacher, and only then can I study it independently.</i> | <i>Easier to understand grammar with direct explanation from the teacher</i> | I/S7-GF-EET |
| R | 2. When learning grammar, do you usually take time to understand the rules carefully, or do you prefer to move quickly without much thinking? What factors make learning grammar easier or more difficult for you? | | S7-UG-2 |
| S-7 | <i>I usually just try to use grammar without thinking too much about the rules. Maybe because I don't really focus on learning grammar, so I only remember the basic parts. I find grammar difficult because I rarely pay attention to the details of the rules.</i> | <i>More often respond quickly without thinking deeply about grammar</i> | I/S7-UG-OPQ |
| R | 3. What motivates you to study grammar? Are you studying because you are interested, | | S7-GM-3 |

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| | because it is important for your grades, or because of pressure from others? | | |
| S-7 | <i>I study grammar because I feel like I have to, English is important. But it's not because I really like grammar. It feels more like an obligation. Not only that, I felt grammar would be useful for future opportunities, and because English is a global language, I felt I had to learn it.</i> | <i>Motivation: interest in grammar, future opportunities, global language</i> | I/S7-GM-IFG |
| R | 4. How do you feel when learning grammar? Do you feel confident, or do you feel anxious and afraid of making mistakes? What factor that make you feel it? | | S7-GF-4 |
| S-7 | <i>When I first started learning grammar, I felt afraid of making mistakes and lacked confidence when speaking. However, over time, with encouragement from myself and support from my teacher, I managed to learn and understand grammar better. This eventually boosted my confidence in applying it.</i> | <i>Overcame fear and gained confidence with encouragement and support</i> | I/S7-GF-FC |
| R | 5. Do you feel that learning grammar is important and useful, or do you find it a difficult and boring task? Explain the factor that build that feeling? | | S7-GV-5 |
| S-7 | <i>I consider grammar important and beneficial, particularly for future work in any field that involving English. Nevertheless, ensuring consistent understanding and correct usage... remains a challenge for learners.</i> | <i>Importance of grammar, useful for work in English-related fields</i> | I/S7-GV-IUG |
| R | 6. When do you feel least focused and less effective when studying grammar? Is it in the morning, afternoon, or evening? Explain the factors that cause those situations. | | S7-GE-6 |
| S-7 | <i>It's challenging for me to focus on grammar in the afternoon or evening because my brain doesn't feel as fresh as it does in the morning after resting. I often find it harder to grasp the material at those times.</i> | <i>Easier to focus on grammar learning in the morning due to a fresh mind</i> | I/S7-GE-IGM |
| R | 7. Do you feel more comfortable studying grammar in a calm and quiet place, or in an | | S7-GLE-7 |

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| | environment with little background noise? Explain the factor that build that feeling? | | |
| S-7 | <i>I feel more comfortable learning in a quiet and peaceful place. It helps me focus better because I'm not distracted. When it's noisy, my mind tends to wander. Especially if a friend of mine is teaching and joking around, it distracts me.</i> | <i>Comfortable learning in a quiet place, distractions affect focus</i> | I/S7-GLE-LQD |
| R | 8. Do you find it difficult to understand the changes in verb forms in tenses such as present, past, or future? Can you give an example and share a situation where you felt confused? | | S7-VC-8 |
| S-7 | <i>Yes, I find it a bit difficult to change verbs across different tenses. For example, I have trouble distinguishing between verb forms 1, 2, and 3.</i> | <i>Difficulty distinguishing between verb forms (1, 2, 3)</i> | I/S7-VC-DV |
| R | 9. What about the use of modal verbs such as 'can' or 'must'? Do you find it difficult to use them in sentences? | | S7-MV-9 |
| S-7 | <i>Yes, it's the same as before. I still find it a bit difficult to use modal verbs, especially in terms of how to apply them correctly in sentences.</i> | <i>Difficulty using modal verbs correctly in sentences</i> | I/S7-MV-MC |
| R | 10. Do you often find it difficult to arrange the correct word order in a sentence? For example, the placement of the subject, predicate, and object? Can you explain the factors that cause this difficulty? | | S7-WO-10 |
| S-7 | <i>Yes, I still find it a bit difficult to form sentences with the correct placement of subject, predicate, and object. Sometimes I get confused with their positions, like placing the object at the beginning of the sentence instead of at the end after the predicate.</i> | <i>Confusion with subject, predicate, and object placement</i> | I/S7-WO-CWP |
| R | 11. What about passive sentences? Do you have difficulty changing active sentences into passive ones? | | S7-PS-11 |
| S-7 | <i>Oh, I don't find it too difficult to change active sentences to passive or vice versa. The difficulty</i> | <i>Difficulty converting passive to active sentences</i> | I/S7-PS-DCPO |

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| | <i>lies when converting passive sentences to active ones in oral.</i> | | |
| R | 12. Do you have difficulty using articles like ‘a’, ‘an’, or ‘the’ in sentences? Can you give examples of when this confusion happens and explain the factors behind it? | | S7-A-12 |
| S-7 | <i>I don’t find it difficult to use articles like ‘a’, ‘an’, or ‘the’ in sentences. For example, I can say ‘I eat an apple.’</i> | Confident using articles | I/S7-A-CUA |
| R | 13. Have you ever been confused about using prepositions like ‘in’, ‘on’, or ‘at’ in sentences? | | S7-P-13 |
| S-7 | <i>Yes, I have been confused between ‘in’ and ‘on’. For example, when I was asked about my birthdate, I wasn’t sure whether to say ‘I was born on’ or ‘I was born in’. I know that ‘on’ is used for specific dates, and ‘in’ is used for locations or general time periods</i> | <i>Confused about using ‘in’ and ‘on’</i> | I/S7-P-CIO |
| R | 14. Do you have difficulty changing direct sentences into indirect (reported speech)? Can you explain the factors that make it challenging for you? | | S7-RS-14 |
| S-7 | <i>Yes, I have difficulty with changing direct speech into indirect speech. I learned it before, but I still don’t fully understand it.</i> | <i>Unclear on converting direct to indirect speech</i> | I/S7-RS-UCD |
| R | 15. Have you ever felt confused in choosing the right words for formal and informal situations? | | S7-FI-15 |
| S-7 | <i>Yes, I have sometimes been confused when choosing the appropriate words for formal and informal situations during linguistic activities such as DUBA (Duta Bahasa) and PSC (Public Speaking Club). In those moments, I struggled to distinguish between formal and informal vocabulary, which was caused by my limited English vocabulary.</i> | <i>Confusion in choosing formal vs. informal language</i> | I/S7-FI-CFL |

INTERVIEW SHEET 8

Pre setting

Previously, the researcher asked permission from the students to collect data and asked about the students' willingness to become participants and be interviewed about their experiences related to difficulties in learning grammar. After the students confirmed their willingness, the researcher tried to set a date and time for the interview.

Day/ Date : Friday, 14 of February 2025
Place : LIC Office
Time : 09.00 – 09.30
Interviewer : Researcher
Interviewee : Student 8
Student Initial : FI

| Student & Researcher Code | Statements (Raw Data) | Preliminary code | Final code |
|---------------------------|--|---|-------------|
| R | 1. Which do you find easier to understand grammar formula using visual like picture or table, or when you just listen to the teacher explains directly? | | S8-GF-1 |
| S-8 | <i>In my opinion, I find it easier to understand grammar material when the teacher explains it directly. The teacher's explanation is clearer, the meaning is easier to grasp, and everything feels more well-structured.</i> | <i>Easier to understand grammar through teacher's explanation</i> | I/S8-GF-ETE |
| R | 2. When learning grammar, do you usually take time to understand the rules carefully, or do you prefer to move quickly without much thinking? What factors make learning grammar easier or more difficult for you? | | S8-UG-2 |
| S-8 | <i>I don't really think about grammar rules when I'm learning. I learn as much as I can, and just practice when asked to speak or write. I'm not interested in learning grammar, so I often have difficulties. The lack of practice also makes me even less confident.</i> | <i>Do not think too much about grammar</i> | I/S8-UG-NTG |
| R | 3. What motivates you to study grammar? Are you studying because you are interested, because it is important for your grades, or because of pressure from others? | | S8-GM-3 |

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| S-8 | <i>Honestly, I'm not really interested in grammar. I study it just because it's part of the school curriculum. So yeah, it's the grades that keep me going, not because I actually enjoy it.</i> | <i>Motivation driven by grades and minimal interest</i> | I/S8-GM-GMI |
| R | 4. How do you feel when learning grammar? Do you feel confident, or do you feel anxious and afraid of making mistakes? What factor that make you feel it? | | S8-GF-4 |
| S-8 | <i>When studying grammar, I actually have the willingness to learn. However, since I don't particularly enjoy this subject, I often feel scared, especially when my teacher asks me to come to the front of the class to explain something in English. I'm afraid of making mistakes, particularly with pronunciation. The factor that makes me feel this way is my lack of knowledge in English, especially in this grammar.</i> | <i>Fear of mistakes and lack of knowledge in grammar</i> | I/S8-GF-FMK |
| R | 5. Do you feel that learning grammar is important and useful, or do you find it a difficult and boring task? Explain the factor that build that feeling? | | S8-GV-5 |
| S-8 | <i>In my opinion, learning grammar is very important and beneficial. However, I sometimes feel a bit bored because the material we study is often repetitive. Especially during oral exams, the questions are usually about the same topics, such as tenses.</i> | <i>Boredom due to repetitive material</i> | I/S8-GV-BRM |
| R | 6. When do you feel most focused and effective when studying grammar? Is it in the morning, afternoon, or evening? Explain the factor that causes of those situations? | | S8-GE-6 |
| S-8 | <i>I find it harder to concentrate on grammar in the morning because the atmosphere tends to be less calm and comfortable. However, during the day, it makes me happy and helps refresh my mind after a long day.</i> | <i>Studying grammar comfortably during the day</i> | I/S8-GE-SGD |
| R | 7. Do you feel more comfortable studying grammar in a calm and quiet place, or in an environment with little background noise? Explain the factor that build that feeling? | | S8-GLE-7 |

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| S-8 | <i>I feel more comfortable studying in a quiet and calm place, accompanied by a friend who has already mastered the grammar material. That way, I can ask questions and discuss if there's something I don't understand.</i> | <i>Comfortable studying in quiet, calm place with knowledgeable friend</i> | I/S8-GLE-CSC |
| R | 8. Do you find it difficult to understand the changes in verb forms in tenses such as present, past, or future? Can you give an example and share a situation where you felt confused? | | S8-VC-8 |
| S-8 | <i>Yes, I sometimes find it difficult to understand the changes in verb forms. This happens because I often forget, perhaps due to my lack of understanding of the material. Although I can understand the meaning when using it, I cannot explain it when asked to explain it.</i> | <i>Difficulty understanding and explaining verb form changes</i> | I/S8-VC-DUE |
| R | 9. What about the use of modal verbs such as 'can' or 'must'? Do you find it difficult to use them in sentences? | | S8-MV-9 |
| S-8 | <i>Yes, I find it difficult to use modal verbs because they are hard to understand. Similar to the previous question, I can understand how to use them, but I struggle to explain them theoretically.</i> | <i>Difficulty understanding and explaining modal verbs</i> | I/S8-MV-DMV |
| R | 10. Do you often find it difficult to arrange the correct word order in a sentence? For example, the placement of the subject, predicate, and object? Can you explain the factors that cause this difficulty? | | S8-WO-10 |
| S-8 | <i>Yes, I understand how to construct sentences by placing the subject, predicate, and object. However, I struggle with more complex aspects, such as gerunds, especially when they are combined with the SPO formula to form a phrase. That's what I don't understand.</i> | <i>Struggles with using gerunds in complex sentences</i> | I/S8-WO-SGC |
| R | 11. What about passive sentences? Do you have difficulty changing active sentences into passive ones? | | S8-PS-11 |
| S-8 | <i>In my opinion, I don't have difficulty changing active sentences to passive. If there is any difficulty, it only occurred when I first learned it.</i> | <i>No difficulty with active to passive transformation</i> | I/S8-PS-NDT |

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| R | 12. Do you have difficulty using articles like ‘a’, ‘an’, or ‘the’ in sentences? Can you give examples of when this confusion happens and explain the factors behind it? | | S8-A-12 |
| S-8 | <i>I don't find it difficult to use articles like 'a', 'an', or 'the' in sentences because I often use them when communicating with my conversation partner.</i> | <i>Ease with using articles</i> | I/S8-A-EA |
| R | 13. Have you ever been confused about using prepositions like ‘in’, ‘on’, or ‘at’ in sentences? | | S8-P-13 |
| S-8 | <i>No, I have never been confused about using prepositions in a sentence.</i> | <i>Clarity with prepositions</i> | I/S8-P-CP |
| R | 14. Do you have difficulty changing direct sentences into indirect (reported speech)? Can you explain the factors that make it challenging for you? | | S8-RS-14 |
| S-8 | <i>Yes, I have difficulty converting direct speech into indirect speech. The main factor causing this difficulty is actually due to my basic understanding of English, especially grammar.</i> | <i>Difficulty with direct to indirect speech</i> | I/S8-RS-DDS |
| R | 15. Have you ever felt confused in choosing the right words for formal and informal situations? | | S8-FI-15 |
| S-8 | <i>Yes, I have been confused when choosing between formal and informal language in certain situations. For example, when I'm speaking during an organization meeting, I'm using the right words to use for that situation.</i> | <i>Confusion in choosing formal vs. informal language</i> | I/S8-FI-CSF |

Appendix 4. Thematizing & Coding of Semi-Structured Interview

(Miles, Huberman & Saldana, 2014)

| No | Aspect | Theme/Indicator | Code | Total |
|----|---------------|--|------------------------------|--------|
| 1 | Cognitive | 1. Visual or Auditory Processing Preference <ul style="list-style-type: none"> • Prefer Teacher Explanation • Prefer Visual (Picture/Table) | GF C1-PTE C1-PVS | 6 2 |
| | | 2. Processing Speed <ul style="list-style-type: none"> • Impulsive Learners • Reflective Learners | GA C2-IL C2-RL | 2 6 |
| 2 | Affective | 1. Motivation <ul style="list-style-type: none"> • Intrinsic Motivation • Extrinsic Motivation | GM A1-MI A1-FEG | 5 3 |
| | | 2. Anxiety Level <ul style="list-style-type: none"> • High Anxiety • Low Anxiety | GF A2-FA A2-CEL | 6 2 |
| | | 3. Attitude Towards Grammar Learning <ul style="list-style-type: none"> • Positive Attitude • Negative Attitude | GV A3-BFP A3-BRM | 7 1 |
| 3 | Physiological | 1. Effective Study Time <ul style="list-style-type: none"> • Morning Study • Afternoon Study | GE PH1-EMS PH1-AS | 5 3 |
| | | 2. Learning Environment Conditions <ul style="list-style-type: none"> • Prefer Quite Environment • Prefer Slight Noise | GLE PH2-QP PH2-SNE | 6 2 |
| 4 | Morphology | 1. Difficulty Changing Tenses <ul style="list-style-type: none"> • Difficulty with Specific Tenses • General Difficulty with Verb Forms | VC M1-SFC M1-ICU MV | 4 4 |
| | | 2. Misunderstanding of the use of modal verbs <ul style="list-style-type: none"> • Ease in Using Modal Verb • Difficulty in Using Modal Verb | M2-EUM M2-DMV | 5 3 |
| 5 | Syntax | 1. Word order difficulties | WO | 3 |

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| | | <ul style="list-style-type: none"> • General Word Order Difficulties • Complex Sentence Structure Difficulties | SY1-DSS | 5 |
| | | <ul style="list-style-type: none"> • Ease in Using Passive Voice • Difficulty in Using Passive Voice | SY2-SVC | |
| | | 2. Passive Voice Issues | PS | 2 |
| | | | SY2-CAP | 6 |
| | | | SY2-DAP | |
| 6 | Semantics | 1. Article Usage Issues | A | 6 |
| | | <ul style="list-style-type: none"> • Ease in Using Article • Difficulty in Using Article | SM1-EA | 2 |
| | | | SM1-DCA | |
| | | 2. Preposition Errors | P | 3 |
| | | <ul style="list-style-type: none"> • Ease in Using Prepositions • Difficulty in Using Prepositions | SM2-UPP | 5 |
| | | | SM2-CPU | |
| 7 | Pragmatics | 1. Reported Speech Difficulty | RS | 1 |
| | | <ul style="list-style-type: none"> • Ease in Using Reported Speech • Difficulty in Using Reported Speech | P1-CIF | 7 |
| | | | P1-DIS | |
| | | 2. Formal-informal language confusion | FI | 2 |
| | | <ul style="list-style-type: none"> • Ease in Differentiating Formal and Informal Language • Confusion in Differentiating Formal and Informal Language | P2-EAL | 6 |
| | | | P2-CFI | |

Appendix 5. Focus Group Discussion Guideline

| Theory | Aspect | Indicator | Question |
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| Brown (2000) Factors Contributing to Students' Difficulties in Learning Grammar | Cognitive | 1. Visual or Auditory Processing Preference 2. Processing Speed (Impulsive or Reflective) | 1) What make you difficult to learn grammar, explain factor that causes of your difficulties in learning grammar? |
| | Affective | 1. Motivation 2. Anxiety Level 3. Attitude Towards Grammar Learning | 2) How do feel while learning grammar? What factor that make you have those feeling and how you try to overcome those feeling? |
| | Physiology | 1. Effective Study Time 2. Learning Environment Conditions | 3) Do you feel that your physical condition or learning environment affects your ability to understand grammar? Why and explain the factor that cause it? |
| Swan (2005) Aspect Of Grammar | Morphology | 1. Difficulty Changing Tenses 2. misunderstanding of the use of modal verbs | 4) What is your biggest difficulty when learning tenses? Are there any examples of sentences that have been confusing? In your opinion, is it due to lack of practice, unclear teacher explanations, or lack of confidence? |
| | Syntax | 1. Word order difficulties 2. Passive Voice Issues | 5) How often do you struggle to construct correct sentences? Have you ever been confused about word choices or their order? Do you think this happens because of a lack of understanding, limited practice, or other factors? |
| | Semantics | 1. Article Usage Issues 2. Preposition Errors | 6) Do you feel confused when using articles like a, an, and the? When do you usually experience this confusion? |
| | Pragmatics | 1. Reported Speech Difficulty 2. Formal-informal language confusion | 7) How often do you find it difficult to change direct sentences to indirect ones? Are there any strategies you use to help with this? |

Appendix 6. Focus Group Discussion Sheet

The Result of Students Focus Group Discussion sheet

- R : Researcher
- S1 : IH
- S2 : AS
- S3 : NB
- S4 : CHS

| GROUP 1 | | Date: | | | |
|---------|----------------------|--|--|---|----------------|
| No | Aspect of experience | Instruction | Students' Discussion | Key Point | Final Code |
| 1 | Cognitive | 1. What makes it hard for you to learn grammar? Do you tend to answer grammar questions quickly, or do you prefer to think carefully before answering? | Student 1 <i>I have difficulty learning grammar when studying in large groups because I often lose focus. If the atmosphere is not supportive, I think longer and have difficulty understanding grammar materials.</i> | Difficulty focusing in large groups, takes time to recover focus. | C/S1-HG |
| | | | Student 2 <i>I find the difference between the second and third forms of the verb confusing. When I study, it often takes me longer to figure out the right rule.</i> | Confused with the second and third verb forms, it took some time to understand the rules. | C/S2-HG |
| | | | Student 3 <i>I find tenses tricky, especially when both forms refer to past events, but with different rules. For example, it took me a while to digest when to use 'I could' with the correct verb form.</i> | It is difficult to distinguish similar tenses, it takes extra time to understand the rules. | C/S3-HG |
| | | | Student 4 <i>I have difficulty in determining the correct tense in sentences. Although I understand general grammar, I need time to think and make sure</i> | Difficulty placing time references correctly, thinking longer before speaking. | C/S4-HG |

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| | | | <i>the tense is correct before speaking.</i> | | |
| 2 | Affective | 2. How do feel while learning grammar? What factor that make you have those feeling and how you try to overcome those feeling? | <p>Student 3 <i>I feel happy and excited when learning grammar if I understand the material. However, when trying to write or speak, I often get confused, wondering, "Is this tense correct?" To overcome the confusion, I reread the material multiple times until I understand it better.</i></p> <p>Student 1 <i>My feelings when learning grammar depend on my mood and the teaching method. If the teacher explains well, I feel comfortable and can understand easily. If not, I have trouble understanding. I usually ask a friend who already understands to explain it in a simpler way.</i></p> <p>Student 4 <i>I feel neutral when learning grammar, sometimes it's easy, sometimes it's difficult. My biggest challenge is studying at inconvenient times, like right before exams or when I'm not focused. Some grammar topics feel difficult, but I can't recall specific examples.</i></p> <p>Student 2 <i>I feel happy when learning grammar because I gain new knowledge. However, my feelings depend on the material. If it's complicated, I lose motivation and don't want to study. I usually only</i></p> | <p>Feeling happy when understanding, confused when applying. Rereading the material.</p> <p>Mood depends on the teaching method. Asking friends.</p> <p>Neutral; difficulty focusing and studying time.</p> <p>Likes to study, but loses motivation when the material is difficult. Studying</p> | <p>A/S3-FL</p> <p>A/S1-FL</p> <p>A/S4-FL</p> <p>A/S2-FL</p> |

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| | | | <i>study when exams are near, with help from friends who understand better. The teaching method greatly affects my feelings.</i> | when exams are close. | |
| 3 | Physiology | 3. Do you feel that your physical condition or learning environment affects your ability to understand grammar? Why and explain the factor that cause it? | <p>Student 2 <i>I can concentrate better on grammar when I am well-rested. However, when I am tired, I find it difficult to focus, especially when writing or speaking. To overcome this, I take short breaks and review the material multiple times.</i></p> <p>Student 4 <i>My ability to learn grammar depends on my physical condition and the learning environment. If the classroom is quiet and well-lit, I feel comfortable and can focus easily. But in a noisy or crowded place, I struggle to concentrate, so I prefer studying in a calm environment.</i></p> <p>Student 3 <i>I find it hard to study grammar when I feel sleepy or when I have been studying for too long. My focus decreases, and I start making mistakes. I try to study at times when I feel more alert and avoid last-minute studying before exams.</i></p> <p>Student 1 <i>I can learn grammar more effectively when I am in a good physical state. If I am hungry or exhausted, I lose motivation and struggle to</i></p> | <p>Focuses better when well-rested; takes breaks and reviews when tired.</p> <p>Learns best in quiet, well-lit spaces; avoids noisy environments.</p> <p>Struggles when sleepy or studying too long; prefers alert study times.</p> | <p>PH/S2-CE</p> <p>PH/S4-CE</p> <p>PH/S3-CE</p> <p>PH/S1-CE</p> |

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| | | | <p><i>understand complex rules. I usually study after meals or when I feel energetic to absorb the material better.</i></p> | <p>Hard to focus when hungry or tired; studies when feeling energetic.</p> | |
| 4 | Morphology | <p>4. What is your biggest difficulty when learning tenses? Are there any examples of sentences that have been confusing? In your opinion, is it due to lack of practice, unclear teacher explanations, or lack of confidence?</p> | <p>Student 1 <i>I think difficulties in understanding tenses are caused by words like ‘could’ and ‘would’, which are confusing because they have similar meanings but different usages. A non-conducive learning environment makes it harder to focus and remember their rules.</i></p> <p>Student 3 <i>I agree with IH that ‘could’ and ‘would’ are confusing. Additionally, words like eat and eating are tricky, even though both refer to the same action. Physical conditions, like feeling tired, reduce my concentration when learning these differences.</i></p> <p>Student 4 <i>I agree with IH and NB about the difficulty in understanding similar verbs. A noisy or distracting environment makes it harder to grasp grammar rules thoroughly.</i></p> <p>Student 2 <i>I disagree with them. I find the distinction between the second and third verb forms most confusing. A good learning condition, with a quiet and focused</i></p> | <p>Difficulty with “could” and “would,” and a poor learning environment.</p> <p>Confused with “could,” “would,” “eat,” and “eating,” and feels tiredness affects concentration.</p> <p>Agrees with difficulty with similar verbs, and distractions from the environment.</p> <p>Confused with the second and third verb forms, but learns more</p> | <p>M/S1-DT</p> <p>M/S3-DT</p> <p>M/S4-DT</p> <p>M/S2-DT</p> |

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| | | | <i>atmosphere, helps me memorize and recognize verb forms more effectively.</i> | effectively in a quiet environment. | |
| 5 | Syntax | 5. How often do you struggle to construct correct sentences? Have you ever been confused about word choices or their order? Do you think this happens because of a lack of understanding, limited practice, or other factors? | <p>Student 4 <i>My biggest difficulty is forming sentences in daily life, especially when I want to express or tell something to my friends. I think this is mainly due to the lack of practice in speaking. If I practiced more, I would feel more confident and not as confused.</i></p> <p>Student 2 <i>I struggle when I have to form sentences using vocabulary that's unfamiliar to me. I get confused about how to position new words in the sentence. I think this is mainly due to lack of practice and understanding of more complex vocabulary. If I practiced more and received clearer explanations, I believe it would be easier.</i></p> <p>Student 1 <i>I agree with AS, but my difficulty increases when I'm nervous, especially in oral exams where grammar is being tested. Nervousness makes me confused, unfocused, and lowers my confidence. So, I believe that lack of confidence is the main factor affecting me. In written tests, the pressure of time also prevents me from thinking clearly.</i></p> <p>Student 3 <i>Sometimes, I find it difficult to form sentences,</i></p> | <p>Struggles to form daily sentences due to lack of speaking practice.</p> <p>Confused with word placement, especially unfamiliar vocabulary; caused by limited practice and unclear explanations.</p> <p>Finds it hard during oral exams due to nervousness; lack of confidence is the main issue.</p> | <p>SY/S4-SC</p> <p>SY/S2-SC</p> <p>SY/S1-SC</p> |

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| | | | <i>especially when it comes to selecting the correct verb for different tenses. I also agree with AS that lack of practice and unclear explanations can make us more confused. If I received more structured explanations and practiced more frequently, I think it would be easier to understand tenses.</i> | Struggles with verb choices in tenses; agrees that lack of practice and unclear teaching are factors. | SY/S3-SC |
| 6 | Semantics | 6. Do you feel confused when using articles like a, an, and the? When do you usually experience this confusion? | <p>Student 2 <i>I'm still confused about using articles, like distinguishing between 'a' and 'an'. The difference depends on whether the noun starts with a vowel sound. But when speaking, I sometimes get influenced by Indonesian, which doesn't consider vowel sounds in nouns.</i></p> <p>Student 1 <i>I sometimes get confused about when to use 'the'. I'm not sure when it's appropriate. I'm afraid I might place 'the' incorrectly, especially when speaking or writing.</i></p> <p>Student 4 <i>I also feel confused about article usage, especially when speaking, like AS mentioned. I struggle with how to place articles correctly in sentences.</i></p> <p>Student 3 <i>I'm different from the others. I don't feel confused at all when using articles like 'a', 'an', or 'the' in any situation.</i></p> | <p>Confused about "a" vs "an," especially due to influence from Indonesian.</p> <p>Uncertain about when to use "the" and worries about incorrect usage.</p> <p>Struggles with article placement, particularly in speaking.</p> <p>Does not feel confused using articles in any situation.</p> | <p>S/S2-CA</p> <p>S/S1-CA</p> <p>S/S4-CA</p> <p>S/S3-CA</p> |
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| 7 | Pragmatics | 7. How often do you find it difficult to change direct sentences to indirect ones? Are there any strategies you use to help with this? | <p>Student 3 <i>I don't find it difficult to change direct speech into reported speech. I consider it easy. My strategy for dealing with this is to read my notes more often and understand them on my own.</i></p> <p>Student 2 <i>I often struggle with changing direct speech to reported speech, as well as vice versa, just like NB. My strategy for overcoming this is to find a teacher or other resources, like YouTube videos provided by the library, which can help me understand it better.</i></p> <p>Student 1 <i>I don't have any difficulty changing direct speech into reported speech after I've studied it. However, to make sure I don't forget, I often practice by creating many examples sentences and reviewing the material I've learned.</i></p> <p>Student 4 <i>I agree with IH, I can distinguish between direct and reported speech. I find it easy to learn and apply in both spoken and written forms. My strategy is to practice often by constructing direct and reported speech sentences and using them in everyday conversation.</i></p> | <p>Finds it easy to change direct to reported speech, relies on reviewing notes.</p> <p>Struggles with direct to reported speech, uses teachers and YouTube videos for help.</p> <p>No difficulty after studying, practices with example sentences to reinforce learning.</p> <p>Finds it easy, practices by using direct and reported speech in daily conversation.</p> | <p>P/S3-CS</p> <p>P/S2-CS</p> <p>P/S1-CS</p> <p>P/S4-CS</p> |
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The Result of Students Focus Group Discussion sheet

- R : Researcher
- S5 : RY
- S6 : DA
- S7 : ALF
- S8 : FI

| GROUP 1 | | Date: | | | |
|---------|----------------------|---|--|---|---|
| No | Aspect of experience | Instruction | Student' Discussion | Key Point | Final Code |
| 1 | Cognitive | 1. What make you difficult to learn grammar, explain factor that causes of your difficulties in learning grammar? | <p>Student 7 <i>In my opinion, I find it difficult because I often get confused in tense placement. It takes me longer to think about the right rules, and sometimes I still hesitate in remembering the correct grammar rules.</i></p> <p>Student 8 <i>For me, I feel that learning grammar is not too difficult, but there are times when I need extra time to understand the correct tenses and grammar formulas, especially if my vocabulary is limited.</i></p> <p>Student 5 <i>I find learning grammar sometimes easy, sometimes hard. It takes me longer to understand complicated terms like 'preterite' or 'past participle', but it's easier if I use simple terms like verb 1, verb 2, and verb 3.</i></p> | <p>Confused about proper tense placement, it often takes time to remember the rules.</p> <p>Difficulty with vocabulary and grammar formulas, takes longer to understand.</p> <p>Difficult with complicated grammar terms, more familiar with simple terms</p> | <p>C/S7-HG</p> <p>C/S8-HG</p> <p>C/S5-HG</p> |

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| | | | <p>Student 6 <i>I find grammar difficult because I often hesitate to use the correct verb forms and tenses, especially when speaking. I take longer to think before speaking, because I am afraid of making mistakes.</i></p> | Hesitate to speak because of fear of making mistakes, think for a long time before using the correct grammar. | C/S6-HG |
| 2 | Affective | <p>2. How do feel while learning grammar? What factor that make you have those feeling and how you try to overcome those feeling?</p> | <p>Student 6 <i>I find learning grammar interesting and fun. My initial interest came from listening to English songs, and seeing people speak English amazed me. When I tried speaking it myself and succeeded, I felt proud. At first, it was hard, but playing games that required English helped me expand my vocabulary and understand grammar better.</i></p> <p>Student 5 <i>Like “DA,” I also feel interested in learning grammar. My challenge lies in pronunciation because my parents exposed me to English songs from an early age to prepare for globalization. I find tenses easy, but terms like “auxiliaries” are confusing. I overcome this by asking teachers or learning from websites and social media.</i></p> <p>Student 7 <i>I feel learning grammar is somewhat confusing but</i></p> | <p>Feels grammar is fun; inspired by songs and games. Games help build vocab and grammar.</p> <p>Interested due to early exposure to English songs; confused by terms like auxiliaries; overcomes it by asking teachers or using online resources.</p> <p>Finds grammar confusing;</p> | <p>A/S6-FL</p> <p>A/S5-FL</p> <p>A/S7-FL</p> |

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| | | | <p><i>neither too enjoyable nor too boring. I often struggle with proper tense usage in speaking, which lowers my confidence. To overcome this, I ask teachers or friends who understand grammar better</i></p> <p>Student 8 <i>I enjoy learning grammar because it's fun, but the terminology and rules, like "DA" mentioned, often confuse me. I deal with this by asking teachers, as "RY" does.</i></p> | <p>struggles with tense usage in speaking; asks teachers or friends for help.</p> <p>Enjoys grammar but confused by rules and terms; seeks help from teachers.</p> | A/S8-FL |
| 3 | Physiology | <p>3. Do you feel that your physical condition or learning environment affects your ability to understand grammar? Why and explain the factor that cause it?</p> | <p>Student 7 <i>In my opinion, the environment greatly affects grammar comprehension. A positive learning environment leads to better results. I prefer studying in a quiet place to focus better, and my friends also significantly influence my motivation to learn.</i></p> <p>Student 5 <i>I agree with "ALF" that the learning environment plays a crucial role in understanding grammar. For example, when I study grammar and my friends mock me, it kills my mood. To stay motivated, I avoid such people and study with those who share my interest in learning grammar.</i></p> <p>Student 6 <i>The learning environment is essential because</i></p> | <p>A quiet learning environment and supportive friends improve comprehension .</p> <p>A positive environment is important; supportive friends increase motivation.</p> <p>Surrounding environment</p> | <p>PH/S7-CE</p> <p>PH/S5-CE</p> <p>PH/S6-CE</p> |

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| | | | <p><i>interest often comes from our surroundings. My interest in English and grammar grew because many people around me liked English songs. Like “RY” mentioned, people may mock us when speaking English, but if we are motivated and excited, negative comments like “pretending to be cool” won’t affect us.</i></p> <p>Student 8 <i>I agree with “RY.” Even though my vocabulary is limited, as long as I want to learn grammar, I study with friends who share the same motivation to keep improving.</i></p> | <p>affects interest; negative comments do not matter if motivated.</p> <p>Studying with motivated friends, even with limited vocabular, helps.</p> | <p>PH/S8-CE</p> |
| 4 | Morphology | <p>4. What is your biggest difficulty when learning tenses? Are there any examples of sentences that have been confusing? In your opinion, is it due to lack of practice, unclear teacher explanations, or lack of confidence?</p> | <p>Student 5 <i>I don’t find tenses particularly difficult; I understand them quite well, alhamdulillah. However, my difficulty lies in other areas, such as auxiliaries and noun phrases, which I still don’t fully grasp. This might be because I haven’t practiced them enough.</i></p> <p>Student 8 <i>My main difficulty with tenses is that I often forget their correct usage. This is probably because I only study them before exams and don’t practice using them in daily conversation.</i></p> | <p>Difficulty lies in auxiliaries and noun phrases, possibly due to lack of practice.</p> <p>Struggles with forgetting tense usage; issue is lack of practice.</p> | <p>M/S5-DT</p> <p>M/S8-DT</p> |

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| | | | <p><i>So, I think my biggest issue is the lack of practice.</i></p> <p>Student 7 <i>Like “FI,” I also struggle with the correct placement of verbs. This is likely because I rely too much on memorizing rather than actively practicing speaking or writing.</i></p> <p>Student 6 <i>My challenge is remembering the correct names of the tenses. I often say “present simple” instead of “simple present.” Even though it seems minor, this habit can affect sentence structure. This happens because I’m used to saying it incorrectly. I need more practice to build confidence and avoid making these mistakes.</i></p> | <p>Difficulty with verb placement; relies too much on memorization instead of practice.</p> <p>Struggles with naming tenses correctly; needs more practice to build confidence.</p> | <p>M/S7-DT</p> <p>M/S6-DT</p> |
| 5 | Syntax | <p>5. How often do you struggle to construct correct sentences? Have you ever been confused about word choices or their order? Do you think this happens because of a lack of understanding, limited practice, or other factors?</p> | <p>Student 6 <i>When it comes to constructing sentences, I rarely have difficulty—almost never. I just need time to understand the correct sentence structure rather than feeling confused.</i></p> <p>Student 7 <i>I struggle when I have limited vocabulary. This makes me confused about choosing the right words, especially when writing speeches or essays. I think a lack of practice and</i></p> | <p>Rarely struggles with sentence construction, just needs time to understand structure.</p> <p>Struggles with limited vocabulary; lack of practice and vocabulary knowledge are key issues.</p> | <p>SY/S6-SC</p> <p>SY/S7-SC</p> |

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| | | | <p><i>vocabulary knowledge are the main factors.</i></p> <p>Student 8 <i>I agree with “ALF.” I often make mistakes in placing words correctly. For example, when preparing a speech for public speaking, I get confused about the proper word order.</i></p> <p>Student 5 <i>For me, I feel confident in constructing sentences. However, my main challenge is converting active sentences to passive ones, as it requires more practice to master.</i></p> | <p>Often makes mistakes in word order, especially during public speaking preparation.</p> <p>Confident in sentence construction but struggles with converting active to passive sentences.</p> | <p>SY/S8-SC</p> <p>SY/S5-SC</p> |
| 6 | Semantics | <p>6. Do you feel confused when using articles like a, an, and the? When do you usually experience this confusion?</p> | <p>Student 5 <i>I don’t feel confused at all when using articles. I understand the function of each type, so it makes it easier for me to use them.</i></p> <p>Student 7 <i>I’m not confused at all, just like RY said. I often use articles when writing to practice my grammar.</i></p> <p>Student 6 <i>Personally, I find using articles somewhat confusing, especially when speaking or writing words that start with vowel sounds. I learned that vowel letters (a, i, u, e, o) affect the use of articles, and it also depends on</i></p> | <p>No confusion with articles, understands their function well.</p> <p>No confusion with articles, uses them frequently in writing practice.</p> <p>Finds articles confusing, especially with words starting with vowel sounds; dependent on pronunciation.</p> | <p>S/S5-CA</p> <p>S/S7-CA</p> <p>S/S6-CA</p> |

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| | | | <p><i>pronunciation. That's what makes me a bit confused.</i></p> <p>Student 8 <i>I agree with DA. I still feel confused when choosing articles, especially when speaking in English.</i></p> | <p>Agrees with Student 6, still confused when choosing articles, especially when speaking.</p> | S/S8-CA |
| 7 | Pragmatics | <p>7. How often do you find it difficult to change direct sentences to indirect ones? Are there any strategies you use to help with this?</p> | <p>Student 8 <i>Personally, I often find it difficult to change direct sentences into indirect ones. My strategy is to ask friends who are more knowledgeable to help solve this problem.</i></p> <p>Student 7 <i>I quite often find it challenging to change direct sentences into indirect sentences. My approach is to change the topic being discussed so I don't get more confused.</i></p> <p>Student 5 <i>I rarely experience difficulty when changing direct to indirect sentences. The key is understanding the meaning of the sentence in Indonesian. For example, the indirect sentence: "Ahmad said to Mira that there was something important he wanted to share," and the direct sentence: "I want to talk</i></p> | <p>Finds it difficult to change direct to indirect sentences; seeks help from knowledgeable friends.</p> <p>Finds it challenging often; changes the topic to avoid confusion.</p> <p>Rarely finds it difficult; understands the meaning in Indonesian before changing the sentence.</p> | <p>P/S8-CS</p> <p>P/S7-CS</p> <p>P/S5-CS</p> |

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| | | <p><i>about something important to you.” My strategy is simple: understand the meaning in Indonesian first, then change it to the correct form.</i></p> <p>Student 6 <i>I often find it difficult, especially when writing. In writing direct and indirect speech, this might be because I’m still learning and need more time to grasp it fully. My strategy is to translate the sentence into Indonesian first, understand the meaning, and then make the necessary changes. Reading novels also helps because they contain many examples of direct and indirect sentences.</i></p> | <p>Often finds it difficult, especially in writing; translates to Indonesian first, and reads novels for practice.</p> | <p>P/S6-CS</p> |
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Appendix 7. Thematizing & Coding of Focus Group Discussion

| NO | Conclusion of FGD | Sub-Theme | Theme | Code | Total |
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| 1 | Participants (S1, S2, S3, S4, S5, S6 S7) showed a tendency to think more reflectively (slower) before giving answers or speaking, especially when they felt less sure about the grammar rules that should be applied. This indicates a slower processing speed in the context of grammar learning. | Cognitive | Processing Speed in Grammar Learning | F/C-PSGL | 8 |
| 2 | Participants feel interested and happy to learn grammar when the material is understood, but confusion and loss of motivation occur when the material is difficult or their mood is disrupted. They overcome this by discussing with friends or teachers, and practicing more frequently. | Affective | Feelings and Strategies for Dealing with Difficulties in Learning Grammar | F/A-FSDG | 8 |
| 3 | All participants felt that physical condition and learning environment greatly affect their understanding of grammar. When they are tired, hungry, or in a noisy environment, they find it difficult to concentrate. They overcome these challenges by studying when they are physically fit, choosing a quiet place, and learning with supportive friends. | Physiology | The Influence of Physical Condition and Learning Environment on Grammar Understanding | F/PH-IPLG | 8 |
| 4 | Most participants experienced difficulties in distinguishing verb forms, such as 'could' and 'would', or verb 2 and verb 3. The contributing factors include lack of practice, an uncondusive learning environment, incorrect learning habits, and low self-confidence. Although some felt they had a sufficient understanding of tenses, problems still arose in other | Morphology | Difficulties in Understanding the Morphology of Tenses | F/M-DUMT | 8 |

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| | morphological aspects such as auxiliary verbs and noun phrases. | | | | |
| 5 | Most participants experienced difficulties in constructing correct sentences due to limited vocabulary, lack of practice, and a lack of understanding of sentence structure. Other factors such as nervousness during exams and time pressure also affected their performance. Although some participants felt confident, challenges still emerged when transforming sentence forms, such as changing from active to passive voice. | Syntax | Difficulties in Constructing Sentence Structures | F/SY-DCS | 8 |
| 6 | Some participants (S1, S2, S4, S6, S8) felt confused about using the articles a, an, and the, especially in speaking or writing situations, influenced by their Indonesian language habits and vowel sounds. However, some students did not experience difficulties and felt they had a good understanding of article usage. | Semantics | Difficulties in Using Articles (a, an, the) | F/S-DUA | 5 |
| 7 | Most participants (S2, S5, S6, S7, S8) found it difficult to convert direct speech into indirect speech, especially in both oral and written contexts. The main factors contributing to this difficulty were a lack of deep understanding and insufficient practice. Some participants overcame this difficulty by practicing regularly, seeking help from friends or external sources, and translating sentences into Indonesian first. | Pragmatics | Difficulties in Converting Direct Speech into Indirect Speech and Strategies Used to Overcome These Difficulties. | F/P-DCDIS | 5 |

Appendix 8. Documentation of The Research

Documentation of Semi-Structured and Focus Group Discussion

