

PROBLEM FACED IN GRAMMAR OF STUDENTS IN ACADEMIC LYCEUMS

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Abstract: Problems in foreign language learning especially in English are unavoidable. They are difficult enough to be avoided. Most of English language learners in the beginning level face some problems in their grammar. They commit different kinds of errors and mistakes in learning English as a foreign language which are due to poor knowledge with grammar, thus it often appears to be a difficult task for them to write and speak. These problems are very obvious in writing composition or any other essay. Therefore, it is important to analyze students' problems in grammar that can be seen from their writing to see their problems in grammar. This analysis can give some contributions for both students and teachers as the evaluation of language teaching achievement. The data which show the problems faced in grammar are clearly seen from writing of academic lyceum students. As the result, the most problems faced by students are tenses. In their writing, the use of tenses was the highest errors made by students with percentage 80% with 40 students who made errors. The percentages of grammatical errors indicate participants' lack of awareness of grammatical accuracy. They get confuse to use different kinds of tenses in writing. Most of them use wrong verbs in each tense when they write a sentence in English. It shows that students' ability in mastering grammar is still low. These problems can be caused of teaching method or students' ability itself.

Keywords: Language learning, English, Grammar, Students' Writing

INTRODUCTION

Learning the language means learning how to communicate or to express our feeling. In order to help the students to express their feeling through the language,



students have to be provided with some language skills in order to be able to use English naturally for communication. In Uzbekistan, when students learn English, they focus on mastering four language skills: Listening, Speaking, Reading, and Writing. All of these skills improve in the process of teaching and learning English. That aim cannot be successfully accomplished if the language teaching does not think about the language components such as grammatical structure, vocabulary, spelling, and pronunciation. Therefore, Grammar needs to be mastered by the students since it is the basic rule of language. Learning Grammar or structure is generally thought to be a set of rules specifying the correct ordering of words at the sentence level. Grammar explains how the language should be structured, using various categories. Besides that, grammar is one important element, as a part of language, and there is no language without structure. To know what structure is, some definitions of structures are put forward here. All grammatical unit sentences, clauses groups, words are internally 'cohesive' simple because they are structured. The same applies to the phonological units, the tone groups, foot and syllable. Structure is one means of expressing texture. Learning structure or grammar is necessary because structure is the main capital and an important element in language, and students should master it. Structure is one of the components of language besides pronunciation, spelling and vocabulary. Structure is an essential mean in conducting communication. It is useless studying English without learning structure, because there be miscommunication and the language be acceptable if the structure is correct. Richards stresses that structure is still important to be taught in teaching English, he furthermore says that now teaching structure has controversial issues in teaching English, but in recent years, grammar teaching has regained its rightful place in language curriculum (Richards, 2008). People now agree that grammar is too important to be ignored, and that without a good knowledge of grammar, learners' language development be severely constrained. Based on the description above, teaching grammar is still important in teaching and learning process, and it has regained rightful place in language curriculum. Structure is an important element in language. It is an essential



mean of conducting communication. It is useless studying English language without learning structure. The language is acceptable if the structure is correct. In addition, by definition grammar is a description of the structure of language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. Traditional grammar focuses on rules for producing correct sentences. In addition, formal grammar describes the structure of individual sentences, and grammar views language as a set of rules, and while in functional grammar view language as a reserve for making meaning in spoken and written, focus on texts and contexts, it plays in clause rather than word class. Furthermore, grammar has been identified in different ways depending on the linguistic theory that sets the definition, either traditional, structural, transformational or cognitive theory of linguistic. According to Chowdhury, the role of Grammar in the acquisition process of the English language has been a debatable issue for the linguists, researchers and the classroom teachers over a long period of time. Some teachers emphasize on teaching grammar so much and to such an extent that they appear slavishly loyal to it. Others seem to ignore it so vehemently that they consider it a negative influence in the learners' overall production of the integrated skills of the English language. Due to significant number of mistakes in basic grammar, good ideas, if any, are not often appreciated. Furthermore, English teachers are also traditionally preoccupied mostly with dominant sense of grammatical accuracy rather than development of ideas. In this context, it is crucial to see what level of problem students have at their undergraduate level after many years of study in English language and more importantly, what implications it may have for teacher development to guide learners to overcome their problems in writing related to grammar. Grammar might be used to show how a language works and regarded as an essential requirement toward the success of language learning. Language without grammar is disorganized and it causes some communicative problems, such as grammatical problem in writing and speaking. In writing activity, the students are expected to be able to enrich their views about the topic they want to write as well as to improve their technique in the writing task.



However, a great number of people agree to say that writing is a difficult task to do because of its complexity. Such assumption appears to be true because it really requires many efforts, much time, and great attention from the writer toward the topic as well as the writing process itself. By identifying the grammatical problems of student's writing, it can help the teacher focus on his or her teaching and learning process, because the teacher has already known about the students' difficulties in arranging sentences in paragraph writing. It makes the teacher easier to select material which is suitable to students' competence. Learning Writing allows students to see their progress and get feedback from the teacher, and also allows teachers to monitor students and diagnose problems encountered. This shows that writing plays a predominant role in language learning. However, compared to speech, effective writing requires a number of things: a high degree of organization in the development of ideas and information; a high degree of accuracy so that there is no ambiguity of meaning; the use of complex grammatical devices for focus and emphasis; and a careful choice of vocabulary, grammatical patterns, and sentence structures to create a style which is appropriate to the subject matter and the eventual readers (Alfaki, 2015).

METHODOLOGY

This research was a kind of descriptive research. In this research, a writing task was used as the instrument to collect the data. The students were asked to write a text in one hour (60 minutes). They were able to choose the topics which they had been familiar with, in order to be easily in writing. After that, their writing was collected then they were read each sentences carefully and made the table of indication of students' problem in grammar. To minimize subjectivity, the researchers employed two assessors or scorer to analyze student's writing. And to indicate whether the students have problems in grammar or not, there are some criterias to conduct an error analysis, as follows: 1) Errors in using tenses 2) Errors in the use Preposition Plurality 3) Errors in the use of article 4) Errors in using verb forms 5) Errors in the use of pronoun 6) Errors in the use of preposition 7) Errors in the use of conjunction 8) Errors in the use of word order

Finally, to know how many the students had problem in grammar, they were calculated based on each criteria of the problem or error. And the researcher made a percentage for each component of the problem. In calculating the frequency of these each error, it was employed the formula by Sudjana (1990) as follows: $P = N F \times 100 \%$ It can be said that the students have problem in grammar if the number of students who have error in grammar was more than 50%.

SUGGESTION

The findings of this analysis give us an outlook of how it needs a long learning process for language learners in order to build up their awareness in grammatical accuracy and to minimize the interference the grammar of their L1. Therefore, to improve their grammar understanding, EFL students should have a good memory of grammar knowledge in order to have a thorough control of English language in the written form as well as in the spoken

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