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TEACHING GRAMMAR FOR BASIC LEVEL AT POKER ENGLISH COURSE KAMPUNG INGGRIS: CHALLENGES, FACTORS AND SOLUTIONS

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Abstract

This study focuses on how grammar for academic purposes is taught at POKER English Course in Kampung Inggris, Pare. The course requires memorization, handwriting notes, and no standard learning modules. These strategies differentiate the course from mostly other language programs and form the basis of the researcher taking this English course as a place for conducting the research. This study aims to analyze the challenges teachers face in teaching basic grammar, the factors which contribute to these challenges, and the solutions implemented to overcome them. Descriptive qualitative research is utilized in this research. Data were collected through interviews, observations, and documentation. To ensure validity, data triangulation was employed to compare findings from these sources. The findings reveal several challenges, such as uneven grammar understanding among students, reluctance, drowsiness, and tardiness. These issues are influenced by diverse student backgrounds, unfamiliar terminologies, and poor sleeping habits. Based on the findings, the study highlights some implications for teaching practices. Teachers provide additional learning support outside of class hours, regularly motivate students through encouragement, and implement an energetic teaching style to sustain engagement in learning. After finding and analyzing the data of this study, it can be concluded that the teachers faced challenges in teaching basic grammar. These challenges were overcome through different solutions which helped and ensured the continued success of grammar instruction.

Keywords: *Teaching Grammar, Poker English Course, Challenges*

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A. INTRODUCTION

Harmer states that grammar describes the aspects in which words can be transformed into their forms and can be integrated into sentences in a language.³ It assumes that when students learn grammar, they must understand how to construct sentences properly and use patterns correctly. However, in practice, many students are unmotivated and not enthusiastic about learning grammar. A'yun supports this idea in her research, stating that grammar is not easy to understand because it is complex, uninteresting, and sometimes tiring for students.⁴ This reflects the general difficulties learners experience when trying to comprehend grammatical rules. As a result, teachers often consider grammar teaching to be challenging because grammatical rules are among the most complex aspects in the process of teaching and learning English.

Teaching grammar presents significant challenges, as educators are required not only to understand the content but also to deliver it in a way that is clear and easy for students to understand. To ensure effective learning, students must fully comprehend the material given by the teacher. Simply explaining the rules is not sufficient; teachers must also evaluate students' understanding and encourage them to apply grammar in everyday communication. When difficulties arise during the teaching process, teachers need to identify the causes and provide appropriate solutions to overcome them.

Teaching grammar is an important part of foreign language education because it helps students understand how language works. Pawlak states that incorporating grammar into daily communication enables students to apply what they have learned in real-life situations. This means that regular practice and consistent exercises are important in helping students improve their communication skills, both in spoken and written forms.

In Islamic teachings, the importance of learning and teaching knowledge is emphasized in the hadith of the Prophet Muhammad SAW:

³ Jeremy Harmer, *The Practice of English Language Teaching*, 3rd ed. (Harlow: Pearson Education, 2001), 12.

⁴ A'yun, I. L. Q. (2019). Teaching and learning English grammar through discourse for EFL students. *Journal of Development Research*, 3(2), 89–98.



رَوَاهُ الْطَّبْرَانِيُّ - مِمَّنْكُمْ مِمَّنْكُمْ وَلْيَلْمُوا الْمَعْلَمَ وَمَا تَوَاضَعُوا لِلْمَعْلَمِ إِنَّهَا مُؤَاوَعَلٌ

“Learn, teach, respect your teachers, and treat well those who teach you.” (H.R. Tabrani). This hadith highlights the importance of learning, teaching, and respecting teachers. In the context of English language learning, teaching grammar becomes an essential responsibility for teachers because grammar provides the structural system that allows people to communicate effectively, especially in written language.

Achmad et al. state that teaching grammar involves giving students opportunities to practice using grammar rules in authentic and communicative tasks.⁵ Grammar provides learners with a foundation for developing other language skills such as reading, speaking, listening, and writing. Without a solid understanding of grammar, learners may find it difficult to understand English texts, express their ideas clearly, or communicate effectively. Therefore, teachers play an important role in helping students master grammar.

However, teachers often face several challenges in teaching grammar. Some of the common problems include differences in students' levels of understanding, students' laziness in memorizing grammar rules, and students feeling sleepy or losing focus during grammar classes. These challenges can be caused by various factors such as students' different educational backgrounds, the complexity of grammar rules, and students' habits that may influence their learning readiness. Therefore, teachers need to identify the factors causing these challenges and provide appropriate solutions. According to Dweck, several solutions can be applied, such as developing a positive mindset about teaching, providing adequate teaching resources and facilities, and applying innovative techniques in the teaching and learning process.⁶

Kampung Inggris Pare is known as one of the largest English learning centers in Indonesia. Established in 1977 by Mr. Kalend Osen, Kampung Inggris has become a

⁵ Achmad Yudi Wahyudin et al., *Basic Principles of English Language Teaching*, Bandar Lampung: Universitas Teknokrat Indonesia, 2024.

⁶ C. S. Dweck, *Mindset: The New Psychology of Success* (New York: Random House, 2006)



popular destination for students who want to improve their English skills. It hosts more than 150 course institutions and attracts students not only from different regions in Indonesia but also from other countries. Aziz states that Kampung Inggris Pare has become a popular destination for English learners who seek immersive language learning experiences outside traditional classrooms.⁷

In many course institutions in Kampung Inggris, students are required to communicate in English every day in their dormitories, and they may receive punishment if they break the rules. This environment encourages students to practice English continuously. One of the course institutions in Kampung Inggris Pare is POKER English Course, which has unique teaching strategies, especially in teaching grammar. In this course, students are required to memorize grammar materials and make their own notes because the institution does not provide official handbooks or modules. This unique approach makes the teaching and learning process interesting to study, particularly in understanding the challenges faced by teachers.

Thahira et al. state that English camps in Kampung Inggris Pare provide a supportive environment that significantly helps learners improve their speaking ability. Through continuous practice and interactive learning activities, students can improve their vocabulary, pronunciation, fluency, grammar, and confidence.⁸ This environment shows that grammar learning can be strengthened through consistent practice and engaging learning activities.

The importance of grammar in language learning cannot be underestimated, especially at the basic level because it forms the foundation of language proficiency. Linguist Noam Chomsky states that grammar is a system that all speakers of a language possess unconsciously and naturally.⁹ This statement highlights the fundamental role of

⁷ A. Aziz, "The Attraction of the Kampung Inggris for Students as Target Areas Improves English Speaking Skills," *Channing: Journal of English Language Education and Literature* 9, no. 1 (2024): 29–39.

⁸ Thahira, C. S. A., Fitriani, S. S., & Fitriasia, D. (2023). Students' perception towards English camp in Kampung Inggris Pare on improving their speaking skill. *English Education Journal*, 14(3), 639–657.

⁹ Noam Chomsky, *Syntactic Structures* (The Hague: Mouton, 1957).



grammar in language acquisition. Therefore, understanding basic grammar is crucial for students because it provides the structure needed to use language effectively.

Although several previous studies have discussed the challenges of teaching grammar, some research still leaves certain gaps. For example, research conducted by Bagas Nur Muhamad analyzed teachers' challenges in teaching grammar but mainly focused on identifying challenges and solutions without deeply exploring the factors that cause these challenges. Another study conducted by Paputungan, Helingo, and Rahmah (2022) examined students' difficulties in learning grammar and the factors influencing them but gave less attention to possible solutions.

Based on the explanations above, this study aims to analyze the challenges faced by teachers in teaching grammar at the basic level at POKER English Course Kampung Inggris Pare. This research also aims to identify the factors that cause these challenges and explore the solutions applied by teachers to overcome them. The findings of this research are expected to contribute both theoretically and practically to the field of English language teaching, particularly in improving grammar instruction and supporting teachers, future researchers, and students in the learning process.

B. RESEARCH METHOD

This research employs a qualitative research method to explore and describe the real conditions of particular phenomena in the teaching and learning process. Qualitative research focuses on understanding human experiences, perspectives, and meanings in depth. According to Creswell, qualitative research is a method for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.¹⁰ This approach allows the researcher to obtain detailed information regarding the experiences and perceptions of teachers in teaching grammar. In this research, the qualitative method is considered appropriate because the study aims to explore the challenges faced by teachers, the factors that cause these challenges, and the solutions

¹⁰ J. W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.; Thousand Oaks, CA: SAGE Publications, 2014), 4.



implemented in the teaching of basic grammar at POKER English Course Kampung Inggris Pare.

This research was conducted at POKER English Course located on Asparaga Street Number 98, Tegalsari Village, Pare District, Kediri Regency. The research took place from March 3rd, 2025 until April 26th, 2025. The participants involved in this study were teachers who teach basic grammar classes at the institution. They were selected because they are directly involved in the teaching process and experience various challenges when delivering grammar materials to students at the basic level. The study uses a descriptive qualitative model which aims to describe phenomena in detail within a particular setting. Creswell explains that descriptive qualitative research allows researchers to explore a problem deeply and understand participants' experiences in their natural context.¹¹ Through this approach, the researcher can examine teachers' challenges and strategies in teaching grammar more comprehensively.

The data used in this research consist of primary data and secondary data. Primary data are obtained directly from the research field through interviews, classroom observations, and documentation. The researcher conducted interviews with two teachers who teach basic grammar classes at POKER English Course. These interviews were recorded in order to obtain detailed information about the challenges faced by teachers, the factors that cause these challenges, and the solutions used to overcome them. In addition, classroom observation was carried out to observe the real teaching and learning process. During the observation, the researcher used an observation checklist and field notes to record important information related to grammar teaching activities. Documentation such as photographs and learning records was also collected to support the data obtained from interviews and observations.

Secondary data were obtained from various sources that support the analysis of the research. These data include books, previous research studies, academic journals, online articles, and other references related to grammar teaching and qualitative research.

¹¹ Ibid., 14.



Secondary data are used to strengthen the theoretical background and to support the interpretation of the research findings. By combining primary and secondary data, the researcher can obtain more comprehensive information related to the research problem.

The techniques used for collecting the data in this research are interviews, observation, and documentation. The first technique is the interview, which is conducted to obtain in-depth information from the participants. Interviews are conversations conducted with a specific purpose in order to gather information from respondents. In this study, the researcher conducted in-depth interviews using a set of prepared open-ended questions. These questions focused on teachers' experiences in teaching grammar, the challenges they face, the factors causing these challenges, and the strategies used to solve them. The interviews were conducted face-to-face in an informal setting so that respondents could freely express their opinions and experiences.

The second technique used in this research is observation. Observation allows the researcher to directly observe the teaching and learning activities in the classroom. According to Ary, Jacobs, Sorensen, and Razavieh, observation is one of the most common techniques used in qualitative research to collect data about human behavior and activities.¹² In this research, the researcher applied non-participant observation and structured observation. Non-participant observation means that the researcher observes the teaching process without actively participating in the classroom activities. Structured observation is conducted using an observation checklist prepared beforehand. The researcher sat at the back of the classroom while observing the teaching process and recording important notes related to grammar instruction. The observation was conducted during several grammar sessions on March 5th to March 6th, 2025 and April 25th to April 26th, 2025.

The third technique used in this research is documentation. Documentation is used to collect supporting data that can strengthen the findings of the study. The researcher used a mobile phone camera to record and capture images of the teaching and

¹² D. Ary, L. C. Jacobs, C. Sorensen, and A. Razavieh, *Introduction to Research in Education* (10th ed.; Boston: Cengage Learning, 2018).



learning activities during classroom observation. These documents serve as evidence that supports the data obtained from interviews and observations. Documentation also helps the researcher maintain accurate records of the research process.

To ensure the validity of the data, the researcher applied triangulation techniques. Triangulation is used to check the accuracy of the data by comparing information obtained from different sources and different methods. In this research, the researcher used technique triangulation and source triangulation. Technique triangulation was conducted by comparing data obtained from interviews, observations, and documentation. Source triangulation was conducted by obtaining information from different informants involved in the study. In addition, the researcher used reference materials such as photographs, recordings, and documents to support and verify the research findings.

In this research, the operational definitions of the main variables are explained to avoid misunderstanding in interpreting the research concepts. Teaching grammar refers to the process of delivering grammar materials such as parts of speech, simple present tense, simple past tense, and simple future tense to students at the basic level at POKER English Course Kampung Inggris Pare. Teachers' challenges refer to the difficulties faced by teachers during grammar instruction, such as students' lack of motivation, differences in learning ability, and the complexity of grammar rules. Factors causing the challenges refer to conditions that influence the emergence of these difficulties, including students' backgrounds, learning habits, and the characteristics of grammar materials. Teachers' solutions refer to the strategies applied by teachers to overcome these challenges, such as providing motivation, giving additional practice, and applying effective teaching strategies.

The schedule of the research activities is presented in the following table.

Table 3.1 Research Schedule

No	Schedule	Activity
1	March 3rd – 4th, 2025	Interview and Documentation



2	March 5th – 7th, 2025	Observation and Documentation
3	March 10th – 11th, 2025	Documentation
4	April 25th – 26th, 2025	Observation and Documentation

The data analysis technique used in this research follows the model proposed by Miles and Huberman. According to Miles and Huberman, qualitative data analysis consists of three main processes: data reduction, data display, and drawing conclusions or verification.¹³ Data reduction refers to the process of selecting, focusing, simplifying, and transforming raw data obtained from the field. During this stage, the researcher summarized important information from interviews, observation notes, and documentation while removing irrelevant data. Data display refers to the process of presenting organized information in a form that allows the researcher to draw conclusions. In qualitative research, data are usually presented in narrative descriptions or tables to make the findings easier to understand. The final stage is drawing conclusions and verification. At this stage, the researcher interprets the data and verifies the findings to ensure their validity and consistency with the evidence obtained during the research process.

C. RESULTS AND DISCUSSION

Challenges in Teaching Basic Grammar

According to Larsen-Freeman & Anderson, there are some of the challenges teachers' face in teaching grammar include:¹⁴

a. *Overemphasis on Error Avoidance*

The difficulty that comes up when teaching grammar is the teacher's excessive concern or anxiety over the students' grammatical mistakes. As a result, the instructor can have a tendency to steer clear of complicated terminology in favor of simpler ones.

¹³ Miles, M. B., & Huberman, A. M., *Qualitative data analysis: An expanded sourcebook* (2nd ed.). Sage Publications 1994.

¹⁴ D. Larsen-Freeman and M. Anderson, *Techniques and Principles in Language Teaching* (Oxford: Oxford University Press, 2011), 89.



b. Difficulty choosing the right approach

The second issue is that teachers could find it challenging to select an appropriate method for teaching grammar to their students. With so many different approaches available, it can be challenging for teachers to decide which one is best for their students' skill levels.

Selecting the right grammar teaching approach, whether deductive or inductive, presents a common challenge for educators. While the deductive method offers quick comprehension but may hinder critical thinking, the inductive approach promotes deeper understanding albeit requiring more time. Teachers need to balance structure and active engagement based on students' needs to facilitate effective grammar learning

c. Integrating Grammar into Communicative Contexts

It can be hard and tough for teachers to teach grammar in communicative contexts because they want to make sure that the grammar is used appropriately for the communication goals.

d. Assessing Student Progress

Assessing students' grammatical comprehension and development in a relevant context can be difficult for teachers, particularly if their standards or assessment tools exclusively emphasize practice.

e. Time Constraints

Since teachers do not always teach English grammar and other English- related content, the next problem is the restricted amount of time or hours allotted for English lessons in the classroom.

f. Dealing with Individual Differences

Overcoming these disparities in grammar instruction can be difficult for teachers since they also have difficulty finding students with diverse backgrounds and learning preferences. Addressing the challenge of teaching grammar within the context of individual differences poses a significant obstacle for educators. The varied learning preferences, abilities, and styles among students require personalized instructional approaches to effectively convey grammar concepts. Educators must navigate these



individual differences skillfully, recognizing the importance of adapting teaching strategies to accommodate diverse learning profiles and optimize the learning outcomes for all students.

g. *Motivating students to Learn Grammar*

The next difficulty arises when a teacher encounters pupils who may be less inclined to learn grammar due to their own perception that grammar is hard or uninteresting. This becomes one of the challenges for teachers when teaching English grammar to students.

h. *Ensuring Deep Understanding*

When teaching English grammar to students, it can be difficult for teachers to overcome the need to make sure that pupils not only remember the rules by heart but also comprehend and apply them in conversation. Thus, Yusob has highlighted some of the difficulties that language instructors in teaching grammar, specifically: pupils, experience, resources, attitudes, English teachers' expectations, and lesson.¹⁵ In addition, Kumayas and Lengkoan split up three distinct challenges: lessons, students, and experiences.¹⁶

Ensuring students achieve a deep understanding of grammar presents a significant challenge for educators in language instruction. Merely memorizing rules and structures may not lead to meaningful comprehension or application of grammar concepts. By incorporating interactive activities, real-world examples, and opportunities for students to practice using grammar in context, teachers can help students develop a profound understanding of their language proficiency.

Furthermore, based on the result of the research, teaching basic grammar presents several challenges that can affect students' learning, particularly at POKER English Course in Kampung Inggris Pare. Key issues include uneven student understanding of grammar concepts, students' reluctance, drowsiness, and tardiness. Each of these challenges is explained in the following paragraphs:

¹⁵ K. F. Yusob, "Challenges of Teaching Grammar at Tertiary Level: Learning from English Lecturers' Insight," *Journal of English Culture, Language, Literature and Education* 11, no. 1 (2018): 98–105.

¹⁶ T. A. Kumayas and F. Lengkoan, *The Challenges of Teaching Grammar at Seventh Grade Level: Insights from Two Teachers* (Unpublished undergraduate thesis, IAIN Surakarta, 2023), 98–105.



A. Uneven Students' Understanding

One of the significant challenges in teaching basic grammar observed at POKER English Course is the uneven understanding of grammar concepts among students. This variation in comprehension can be attributed to the students' different educational backgrounds and prior exposure to English grammar. This is particularly evident at that course, where some students have been exposed to grammar through previous schooling, while others are encountering it for the first time. This finding is in line with the previous research by Azizah (2018), which highlighted that students' varying levels of grammar comprehension are influenced by differences in prior educational experiences and access to English learning resources. Such disparities in comprehension present a major challenge in grammar instruction, requiring teachers to adapt their strategies to address diverse learner needs.

B. Students' Reluctance

Another challenge that emerged during the research is the limited student engagement during grammar lessons. Several students were observed to be disengaged, some appearing disinterested or even sleepy. This is particularly evident in POKER, where some students, despite being physically present, lacked the enthusiasm to engage with the grammar topics being taught. A challenge to this disengagement could be the lack of dynamic and interactive teaching strategies. This finding is in line with the study by Maulana (2017), which found that student disengagement in grammar classes often stems from monotonous teaching approaches that fail to capture learners' interest or connect lessons to meaningful communication.

C. Students' Drowsiness and Tardiness

Drowsiness and tardiness are two challenges that significantly affect the teaching of basic grammar. Grammar lessons often require students to be fully alert and focused, as they involve learning structured rules, patterns, and memorization. However, some students come to class feeling sleepy, which leads to low concentration and passive learning behavior. The second teacher mentioned that many students tend to stay up late at night, causing them to be drowsy and less responsive during class. This lack of rest not



only affects their ability to follow the lesson but also slows down their overall understanding of grammar concepts. Tardiness, closely related to drowsiness, is another problem where students arrive late and miss important parts of the lesson. Poor time management and staying up late are the main reasons students arrive late and are not fully prepared for learning. These habits disrupt the learning process and reduce classroom effectiveness.

This finding is in line with a study by Hershner and Chervin (2014), which emphasized that sleep deprivation among students can significantly impair cognitive function, attention span, and academic performance, especially in learning environments that require sustained focus. So, to ensure effective grammar teaching, it is important to help students develop better daily routines and manage their time wisely.



Factors Contributing to the Challenges

According to Kumayas and Lengkoan there are several factors contributing to teachers' challenges in teaching Grammar:³⁷

a. *Motivation*

It means that most of students said that they have lack of motivation to learn in which it made them more difficult to understand the material especially related to English grammar.

Motivating students to learn grammar in English courses can be a challenge for educators. Students may struggle to find enthusiasm for grammar rules and structures. To address this, teachers can use interactive teaching methods that connect grammar lessons to real-life situations, incorporate technology to enhance learning, and create an engaging classroom environment. By fostering student curiosity and self-motivation, educators can inspire students to see the relevance and value of mastering grammar mastery.

b. *Learning Strategy*

Mostly students said that doing discussion and presentation are not appropriate learning strategies. They argued that the lecturers should be more interactive and innovative to create other learning strategies in order to avoid students' boredom.

Diverse learning strategies among students in English courses present a challenge for teaching grammar. Some students thrive with hands-on activities; others prefer visual aids or auditory cues. This variety in learning styles makes it difficult to choose the right teaching methods that suit everyone. Teachers must adjust their strategies to meet the various preferences, using visual, auditory, kinesthetic, and interactive techniques to engage all students effectively in grammar.

c. *Educational background*

The students' educational background was considered to be a very high influencing factor, especially when they decided to become an English Department



student. They thought that the English material given in high school was still very basic and insufficient. Hence, it affected how they had lack of knowledge about English grammar.

d. Family Environment

Students stated that family environment also influences how they learn grammar. They illustrated that if there is no family member who knows basic English, it will be much harder to learn compared to students whose parents know English grammar.

Based on the result of the research, in fact, the challenges in teaching grammar are influenced by various factors related to students' backgrounds and behaviors. These factors include different educational backgrounds, unfamiliar terminologies, and poor sleep habits. Understanding these factors is crucial to developing solutions that address the root causes of the challenges observed.

A. Different Educational Backgrounds

One of the primary factors contributing to the challenges observed in teaching grammar is the diverse educational backgrounds of the students. As previously mentioned, students at POKER English Course come from varied educational settings, and their prior exposure to English grammar significantly influences their current understanding. This variation complicates the task of teaching grammar to the whole class at once, requiring instructors to employ differentiated instruction to cater to students' individual needs. This finding is in line with a study by Nurhayati (2016), which found that students' differing educational backgrounds often lead to unequal language proficiency levels, posing challenges for teachers in planning and delivering grammar lessons effectively across a mixed-ability classroom.

B. Unfamiliar Terminologies

One factor that causes students' reluctance to memorize grammar material is the presence of unfamiliar terminology, especially at the beginning of the learning process.



In the early stages, students are introduced to foundational topics such as the prologue of language, components of written language, parts of speech, phrase, sentence, and clause. These lessons include several sub-terms like *letter, phrase, adjective, noun, adverb, clause, noun phrase, adjective phrase, and preposition*, which may seem simple for teachers but can be confusing and overwhelming for beginners who are not yet familiar with grammar concepts. The need to memorize these technical terms and understand their functions can lead to frustration and a lack of motivation, especially for students who have never encountered them before. As a result, the challenge of understanding and memorizing these terms can reduce students' enthusiasm and make them reluctant to actively participate.

This finding is in line with a study by Lestari (2019), who found that unfamiliar linguistic terminology was a significant source of anxiety and disengagement among beginner-level students learning English grammar. Therefore, teachers need to present these terms in a gradual, clear, and relatable way to help students stay motivated and engaged.

C. Poor Sleeping Habits

One of the significant factors contributing to students' drowsiness and tardiness in class is poor sleep habits. Many students, particularly in intensive language programs, face pressure to manage a heavy workload and extracurricular activities, which leads them to sacrifice sleep. As a result, they often arrive at class feeling tired or sleepy, which directly affects their ability to concentrate and engage with the lesson. Poor sleep habits not only lead to drowsiness but also contribute to tardiness, as students who stay up late often oversleep and arrive late to class. This causes them to miss important content and disrupts their learning progress. This combination of drowsiness and tardiness creates a cycle where students miss valuable instruction, further affecting their academic performance.

This finding is in line with the study by Hershner and Chervin (2014), who



emphasized that sleep deprivation impairs cognitive performance, attention span, and academic engagement among college students. In a similar vein, Wolfson and Carskadon (2003) found that students with irregular or insufficient sleep schedules tend to have lower academic performance and reduced classroom participation. To address this issue, both students and educators must recognize the importance of healthy sleep routines and the role they play in supporting academic success. Teachers can promote better sleep habits by encouraging students to prioritize rest and offering strategies to manage their time more effectively.

Solutions to Address the Challenges

To address the challenges in teaching grammar, several solutions can be implemented to improve both teaching practices and student learning experiences. These include providing extra learning support outside class, motivating students through energy and encouragement, encouraging memorization, and applying interactive teaching techniques. These strategies can help overcome the challenges identified and foster a more effective learning environment.

A. Providing Extra Learning Support Outside Class Hours

One potential solution to address the challenges in grammar teaching is to provide additional learning support outside of regular class hours. Instructors could offer supplementary sessions or one-on-one tutorials for students who need extra help with understanding grammar concepts. At POKER, additional support could help address the varied levels of understanding and ensure that all students have the opportunity to master basic grammar.

This finding is supported by Richards and Rodgers (2014), who argue that providing additional instructional time allows students to revisit difficult concepts and engage in more focused practice, which is essential for language mastery. Moreover, a study by Suharsih (2013) found that remedial sessions significantly improved grammar achievement among students with low initial understanding, emphasizing the importance



of differentiated support beyond the standard classroom.

B. Motivating Students Through Energy and Encouragement

To overcome students' reluctance, especially towards memorization of grammar material, teachers can adopt strategies that engage and motivate students. One effective solution is for the teacher to be very energetic and dynamic when explaining the material. By demonstrating enthusiasm, teachers can create a positive classroom atmosphere that encourages students to participate and remain attentive. Additionally, teachers should emphasize the importance of memorization, explaining that it is not just a short-term effort but a key to long-term retention and mastery. By incorporating humor, teachers can reduce students' anxiety, making the learning environment more relaxed and enjoyable, which increases engagement and reduces resistance to challenging tasks like memorization.

This approach is in line with Harmer (2007), who emphasized that an enthusiastic and energetic teacher can significantly influence students' motivation and engagement in language learning. Furthermore, Dornyei (2001) supports the idea that the use of motivational teaching strategies, including humor and relevance, plays a vital role in maintaining student interest and enhancing their willingness to engage in cognitively demanding tasks such as memorization. In sum, by being energetic, motivating students to memorize for long-term benefits, encouraging note-taking, and using humor to create a positive classroom atmosphere, teachers can greatly improve students' attitude toward memorization and overall participation in grammar lessons.

C. Time Management

One effective solution to address students' drowsiness and tardiness is to focus on time management skills. Often, students sacrifice sleep in favor of studying late into the night, leading to sleep deprivation and difficulty staying awake and focused in class. To solve this, students need to learn how to manage their time effectively, prioritizing their academic responsibilities while also ensuring they get enough rest. By teaching students how to break down their study tasks into manageable chunks, create study schedules, and



allow adequate time for rest, teachers can help students reduce the temptation to stay up late and improve their overall sleep habits. Additionally, encouraging students to set aside specific time slots for both studying and sleeping can help create a balance, reducing the likelihood of drowsiness and tardiness in class. This finding is supported by Zimmerman (2002), who emphasized that self-regulated learning and effective time management significantly contribute to academic success and student well-being. Furthermore, Hershner and Chervin (2014) found that adequate sleep is directly linked to improved academic performance and mental alertness, reinforcing the importance of promoting healthy routines through time management education. Therefore, fostering good time management skills among students can significantly contribute to healthier sleep habits, ultimately helping to alleviate drowsiness and tardiness and improving their engagement in class.

D. CONCLUSION AND SUGGESTION

CONCLUSION

Based on the results of this research, the researcher draws conclusions in three key aspects which are the challenges encountered by the teachers, the contributing factors behind those challenges, and the potential solutions implemented by the teachers. These points are described as follows:

1. *Challenges Faced by Teachers*

In teaching basic grammar, teachers encounter several major challenges, including students' uneven understanding of grammar concepts, their reluctance to memorize, and issues like drowsiness and tardiness during class. These challenges hinder the learning process and require teachers to adjust their teaching methods to ensure all students can keep up with the material.

2. *Contributing Factors*



The factors contributing to these challenges include students' different educational backgrounds, unfamiliar grammatical terminologies (such as *noun*, *adjective*, *phrase*, etc.), and poor sleeping habits. Some students already have grammar foundations from previous experiences, like English clubs at Islamic boarding schools, while others are starting from zero. Additionally, unfamiliar terms make it difficult for students to memorize, and staying up late at night causes them to be sleepy or arrive late to class.

3. *Solutions to Overcome the Challenges*

To address these challenges, teachers implement several solutions. First, they provide extra learning sessions outside regular class hours for students who still struggle to understand the material. Second, they motivate students through high energy, encouragement, and by explaining the long-term benefits of memorization. Lastly, teachers encourage students to manage their time better, particularly in balancing study time and rest, to reduce drowsiness and tardiness. With these approaches, the teaching and learning of basic grammar can become more effective and engaging for all students.

SUGGESTION

Based on the results of this study, there are a few suggestions that can help improve the teaching of basic grammar.

A. For Teachers

Based on the findings, teachers provide extra study sessions outside the regular class schedule. These sessions can help students who need more time to understand basic grammar lessons. It is also recommended by researcher that teachers of basic grammar use a guidebook or module as a standard reference in teaching, especially when learning in the extra learning hours. This can help ensure that the lessons are clear and consistent, besides the material from the students' own notes that they create. Teachers should let students know that the grammar material comes from a book that they can also have and study independently. In addition, one of the challenges faced by the basic grammar teacher is reluctance owing to unfamiliar terminologies in grammar; in this case, the



teachers are suggested to provide teaching resources to make the terminologies more familiar and the teaching more engaging as well as motivating. Owing to the uneven understanding of the students, teachers are also suggested to apply grammar into not only written exercise but also into communicative practice. And it does not have to be in the class hours but in additional hours that are provided by teachers.

B. For Future Researchers

Future researchers are encouraged to involve more informants, not only two teachers, as in this study, but a larger number of participants to obtain richer and more comprehensive data. And, the informants can be not only from teachers but also from the students to get more particular supporting informations. This would allow for a deeper exploration of the challenges faced by teachers, the contributing factors, and the possible solutions. In addition, this study found that one of the main challenges teachers face in teaching basic grammar is the difference in students' understanding levels. Based on this, it is suggested that future researchers recommend that the teachers to explore the use of interactive learning activities as an additional solution to address the issue. Interactive activities like games can make grammar lessons easier for students to understand. This recommendation may serve as a useful reference for researchers who are dealing with similar cases in the field of grammar instruction.

C. For Students

By reading the findings of this study, students will be able to understand the challenges their teachers face in teaching basic grammar. This awareness can help them recognize the solutions applied in the classroom and become more responsive and cooperative during the learning process, especially when the teacher's challenges are relevant to their own learning experience



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