

## Identification Of Difficulties Faced By Students In Learning English Grammar At Secondary Level

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### Abstract

The study was conducted to identify the difficulties faced by the students in learning English grammar at Secondary Level. Secondary focus of the study was to develop some strategies to reduce difficulties faced by students in learning English grammar at secondary level and to suggest proper strategies to reduce these difficulties. Five boys' schools from Tehsil Pind Dadan Khan District Jhelum were randomly selected. Overall, 400 students were included in sample, selecting 40 students of 9th class and 40 students of 10th class from each School were selected and cluster sampling technique was employed while collecting data from whole class. Overall, 398 students out of 400 responded the Questionnaire. The questionnaire was the main source of collecting data about concerned problems. The questionnaire was developed on five-point Likert scale ranging from strongly agrees to strongly disagree to identify the difficulties faced by students in learning English grammar at Secondary level. The researcher visited personally five selected Secondary Schools of Tehsil Pind Dadan Khan District Jhelum to collect student's response through questionnaire, containing 40 items about difficulties faced by students in learning English grammar. The researchers' assumption of full cooperation from the concerned teachers proved true. Major findings portrayed that majority of students like English as subject and agreed that English comprehension is very easy subject for them. They like to study the grammar in English and agreed that their teachers motivate them to understand grammar rules and they can easily follow grammar lesson in the classroom. Majority of students agreed that they respond creative works. Majority of students agreed that Teachers motivate them to learn English grammar and teachers' method of teaching grammar is interesting. Minimum numbers of students do not pay attention and understand the teacher's explanation whereas majority of students pay attention.

**Keywords:** *English language, difficulty, learning, grammar, vocabulary, results, understanding*

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## Introduction

English is the authority language in an enormous area. The information on English is significant in light of the fact that English language is by and large generally utilized in exploration and schooling. Based on their linguistic conduct the expressions of a language are partitioned into a few classes. These various classes of words are known as the grammatical features. Dialects contrast in the grammatical features they have. English, for instance has eight grammatical features: thing, pronoun, descriptive word, intensifier, relational word, combination, action word and interjection. Some word references perceive in excess of eight grammatical features. For instance, determiners and degree modifiers are additionally some of the times considered as various grammatical features. Words are doled out to grammatical features as indicated by their linguistic way of behaving. For instance, words are characterized by the situations in a solitary grammatical feature share significant linguistic properties practically speaking, however that doesn't imply that every one of the words in a solitary grammatical feature have syntactic properties which are completely indistinguishable.

In English, doling out a solitary word to at least two grammatical features is conceivable. For instance, correspondence of quick is a descriptive word in the succession 'a quick vehicle' however a verb modifier in the sentence 'He drove quickly'. A couple of words display conduct that can't be relegated to any grammatical feature whatsoever. English models incorporate the negative 'not' and the well-mannered 'please'. When the native language is not at all similar to English, learning to speak it fluently can be very difficult. As another student, you will undoubtedly deal with numerous issues in learning English as a subsequent language. Indeed, even local speakers frequently wind-up are committing errors due to the distinctions and complexities that can be tracked down inside the language. Therefore, you are mistaken to believe that difficulties students face when learning English are unique to them. One of the most important aspects of learning any language, including English, is vocabulary.

There are hundreds of thousands of words in every language, including Latin and English, and it is impossible to know all of them at once. Even native speakers aren't familiar with every word in their native tongue. Even though you do not need to know every single word, there are far too many to learn. Grammar in English is complicated and difficult. Grammatical patterns can be challenging for learners, particularly when speaking, and they can convey the wrong message. The rules of grammar in English are not straightforward, and there are far too many of them. They are therefore challenging to remember and even more so to put into practice. There are various foreign languages, which are being taught in Pakistan, for example Persian, Arabic, etc., as electives in Pakistani schools, but English is taught to all the students as a for existence the question arises why English is considered more important than any other foreign language.

Grammar is very important, especially when it comes to using language. It plays a crucial role in both spoken and written language. If we also understand the grammar, learning English will be successful. We are aware that grammar is a sentence's pattern or structure. As a result, grammar will assist students in comprehending the sentence's

meaning. Students will understand the point of the other means, which may take the form of utterances or paragraphs, in addition to a sentence. The purpose of using grammar is to determine the grammatical form that conveys the meaning. Unfortunately, these objectives are not being achieved fully at secondary level. The students of our high schools can neither read simple English with comprehension nor express themselves correctly in writing. What to speak of their speaking ability even the University students cannot speak English fluently.

In order to teach the students, correct English remedial programs are essential. However, without diagnosing and analyzing the problems it is very difficult to develop a good remedial program. The vast majorities of the blunders made by secondary school understudies are in the utilization of articles, action words, relational words, things, pronouns, verb modifiers, and descriptors and so forth in this way the most well-known botches are because of the absence of information on rules of language. The punctuation lays out the laws of language and arranges them under unambiguous headings like the various grammatical forms and their particular capabilities. Pakistani understudies need to experience the issues in gaining English syntax since English is essentially unique in relation to our public language both recorded as a hard copy and in talking. Consequently, the understudies need to foster another dialect sense and another method of thought and articulation. In learning the primary language understudies take care of thoughts rather than words, in the event of an unknown dialect switch is the case. Thus, a large portion of the blunders that individuals make in utilizing the English language are the linguistic mistakes

## **Statement of the Problem**

English language has been a central part of Pakistan in official, economic and educational spheres since its inception. Despite the fact that Urdu is the national language but English language has been so deep-rooted in the country that it was constitutionally kept as one of the official languages. In educational perspectives its significance can never be undervalued. Our students are supposed to learn English as compulsory subject at all academic levels. At secondary to onwards it is taught in two domains „English Text’ and English Grammar’ but unfortunately, they experience varied issues in learning English in its true sense. Researcher, being English teacher has personally observed that besides so many other issues students lack an understanding English grammar as a subject which led them towards poor writing skill. They usually face difficulties in the use of correct sentence structure and paragraph development in a coherent form. Grammar skills include run-on sentences, fragments, inclusion of necessary information, use of different type of sentences, subject-verb agreement, placement of modifiers and parallel construction. Improving grammatical skills concerning English language is imperative as it will help students to freely express themselves in oral and writing. So, keeping in view the background scenario, researcher intends to study about “Identification of difficulties faced by students in learning English grammar at secondary level”. It is a dire need of language learning. It will assist the teachers to handle the diagnosed grammatical issues being faced by the students. The

teachers may improve their results regarding grammar after analyzing this research work.

### **Significance of the Study**

The goal of the study is to provide the seventh student in Pakistan with concrete information regarding their difficulties with grammar. The students will be able to identify their own grammar difficulties after learning about the difficulties and their causes, motivating them to study them thoroughly. As a result, it is hoped that improvements will be made to the process of learning English, particularly grammar. Our understudies can't profit from new logical and mechanical data, which is foremost part accessible in English. A large number of our understudies flop in English at optional level and subsequently, neglect to get higher, specialized and proficient training. My exploration will empower us to realize the hardships looked by both the educator and understudies. Further, it will empower to bring up the example and composing slip-ups of the reading material Exercises.

### **Objectives of the Study**

1. To find out the difficulties in learning English Grammar faced by the students at Secondary level.
2. To develop some strategies for reducing difficulties faced by students in learning English Grammar at Secondary level.

### **Research Questions**

1. What are the difficulties in learning English grammar faced by secondary school students?
2. What are some strategies for reducing difficulties faced by students in learning English Grammar?

### **Delimitations of the Study**

As it is not possible for the researcher to collect the data from all the schools of the district Jhelum, the study was delimited to only five schools of Tehsil Pind Dadan Khan in district Jhelum. The study was delimited to the five schools and only five Boys schools were selected to conduct the study.

### **Literature Review**

Language is the main viewpoint in the existence, everything being equal. We use language to offer internal viewpoints and feelings, get a handle on perplexing and unique can be characterized as verbal, physical, organically intrinsic, and a fundamental type of correspondence. Behaviorists frequently characterize language as a learned way of behaving including an improvement and a reaction. As a rule, they will allude to language as verbal way of behaving, which is language that incorporates motions and body developments as well as expressed word. Although language is teamed with words but it is grammar that provides order to all these words and make them prepare sentences and meaningful information emerges. Language is a heap of words and grammar provides it a set of rules for its structure. Language owes a great deal to grammar for its proper functioning.

Students' potential and motivation to learn other English language skills are impacted by their lack of proficiency in reading and writing. According to the findings of the study, all

respondents agreed that lecturers' abilities and creativity could alter students' perceptions of and awareness of their potential for learning success. A safe school environment can motivate motivated students to continue learning, and it is hoped that a conducive school climate can be created in collaboration with school management. Additionally, lecturers who are skilled and capable of absorbing methods, techniques, and activities and structuring the level of learning to become a set of creative and innovative teaching and learning constructs can have a positive and significant impact. It is true that this factor has the power to foster learning in a way that advances teaching's direction.

Today, strengthening the teaching and learning of English requires more serious consideration. All teachers of English as a second language need to be able to overcome obstacles and make the most of their knowledge and abilities in the field. A catalyst for accountability in English language teaching is raising the professionalism of lecturers. In terms of experience, behavior, practice, talents, and abilities, each student is unique (Renzulli, 2021; Tan, 2021; Simmons, Brackett, Bailey & Hoffmann, 2019). The Indonesian government has made and will continue to make numerous efforts to develop programs for student excellence. It is hoped that the planned program will assist and satisfy these students' requirements. Students with particular skill impairments can be addressed in a variety of ways through rehabilitation programs. When the lecturer pays close attention to these students' demands, it can help them develop their potential and boost their confidence so that they can compete with their smart peers.

Lecturers play a crucial role in enhancing these students' language abilities. Language abilities are fundamentally important and should be emphasized in classroom instruction (Vatty, 2020; König et al., 2021 & Goh & Vandergrift; 2021, Hursen, 2020). As curriculum implementers, lecturers must be concerned about the curriculum's goals, which are designed to help the government achieve its goals. In the future, students will be a valuable asset for the nation as it continues to develop. However, there is a disparity in how young people are developed in terms of balancing individual potential. Remedial education is an option for helping students achieve life goals and ensuring the success of the education system in this country because of the emphasis on the concept of diversity in intelligence and student differences. As a result, rehabilitation is distinct from the standard classroom in the national education system.

According to McGee et al. (2002), the goal of remedial education is to correct a weakness or defect in students' ability to learn. Parents, society, and the government are deeply concerned about the issue of inattentive students. Psychological, biological, and environmental factors typically influence low achievement or student learning issues (Naibaho, 2021; Klimova & Pikhart, 2020). Students' varying levels of intelligence and psychology are a result of a variety of genetic factors, physical disabilities, the students' environment, and other factors that typically hinder their ability to learn and retain lecture material. Additionally, emotional and health issues frequently contribute to learning difficulties. Emotional disorders, such as worry, fear, anger, and a variety of other emotions, affect learning focus and attention in students who inherit a low intelligence (Jones & Davison, 2021; Mehta, 2022).



In addition to emotional disorders, there are biological issues with students' neurological function and physical health. Hereditary conditions, such as asthma, sinusitis, seizures, and articulation defects, frequently affect students' interest in and focus on lessons. Therefore, the capacity of neuronal cells in the human brain to produce knowledge and provide meaningful experiences is the source of intelligence or wisdom (Coleman, 2020). Students are weak and lose interest in the English language because they are unable to master reading and writing skills (Ebadi & Rozainun, 2019; Ghouali & Benmoussat; 2016). Reading difficulties stem from students' erroneous identification of uppercase and lowercase letters. Students cannot pronounce the words correctly, and the sounds of the words are incorrect. As a result, many of the words that are left behind do not have a clear meaning or do not sound right. It causes students to read in a crawling pattern and almost certainly prevents them from comprehending the information and meaning of the material. Additionally, these weak students are uninterested in the lecturer's stimulus materials or diagrams for information.

Reading is a process in which the reader's imagination and the text interact. According to Jager et al. (2021), lecturers need to experiment with different reading strategies in order to broaden the scope of their instruction, keep students interested, and encourage them to study more diligently (Easterbrook & Hadden; 2021). Students who do not master reading skills also do not master oral skills, which are fundamental skills. On the other hand, students' inability to arrange sentences and thoughts according to their weight and to omit certain words while writing is a weakness in essay writing that prevents them from producing meaning (Hyland, 2018). Students lose interest in learning and become less focused when they are unable to master their reading and writing skills. The difficulty in mastering these skills is also caused by out-of-control factors like disability, disease, and genetics. It also contributes to the difficulty in mastering reading and writing skills when combined with environmental factors like poverty and parental neglect.

Winarso (2016) has suggested that speaking English should be learned every day, starting with learning new words and their meanings, learning grammar, listening to native speakers' accents to improve language proficiency, and practicing every day. Even though students have been formal learning English for ten years, the study found that they struggle to speak English. They struggle with pronunciation, grammar, vocabulary, and lack of confidence when speaking English. This study looks into the factors that make it hard for students to speak English. This study also focuses on determining the obstacles' root causes. In general, it is possible to draw the conclusion that the majority of students believed that the environment was the primary factor preventing them from speaking English. In addition, the teacher may be a significant factor in the success of English classroom instruction.

## **Methodology**

### **Research Design**

This Descriptive research study was quantitative in nature. The main objective of this research study was to identify common difficulties and mistakes made by the students in learning English Grammar at Secondary level. A survey was conducted to collect data

from the students. A questionnaire comprised of 40 items was distributed to the students to identify level of their difficulties in learning English Grammar. The questionnaire was the main source of collecting data regarding research problem.

## **Population**

The population for this research study was comprised of all the 9031 Boys Secondary Schools Students of Session 2021-22 of District Jhelum (EMIS- 2021). The population was delimited to all the Secondary level students of Boys Schools of Tehsil Pind Dadan Khan District Jhelum.

## **Sample of the Study**

In this research, sample includes 400 students of 9th and 10th class. Students were selected from five Boys Secondary schools of Tehsil Pind Dadan Khan, District Jhelum. It was compulsory for all selected students to participate in questionnaire. The sample of this research study comprised of 400 students studying in class ninth and tenth selected from five schools of Tehsil Pind Dadan Khan, Jhelum. At first stage five Boys schools of Tehsil Pind Dadan Khan were randomly selected and at the second stage one section of 9th class and one section of 10th class were randomly selected. Cluster sampling technique was employed to collect data as whole class participated in this research.

## **Research Instrument**

This study was conducted to collect data from students by administering a Questionnaire. The Questionnaire comprised of 40 items to collect information about difficulties faced by students in learning English Grammar at Secondary level. The Questionnaire contained items to collect quantitative information regarding problem of the study. The questionnaire was comprised of forty items of difficulties faced by students in learning English Grammar at Secondary level. The questionnaire was developed on 5- point Likert Scale which ranges from Strongly Agree to Strongly Disagree and respondents were inquired to rate their level of agreement by ticking any one of the five responses mentioned against each item.

## **Pilot Study of the Instrument**

The Questionnaire was administered to 40 students (10% of sample) who were not included in sample. Internal consistency co-efficient (Cronach Alpha value) was calculated for reliability and found 0.92 which was highly acceptable for researches conducted in educational studies.

## **Validity of Questionnaire**

Validity of Survey instrument is supported by comments and guidance of experts having PhD Degree to verify the face and content validity. It was examined with other experienced educators of English to get their remarks connecting with its validity. Remarks from these specialists connected with its content, organizing, instrument format and spelling adjustments were recollected for the study instruments. The study was directed by the ideas and proposals of experts. The experts (certificate attached in appendix) were having PhD degree in Education with research interest in English language teaching and learning. Remarks and ideas of specialists upheld the content validity of the instruments. The experts checked face as well as content validity of instrument. All the suggestions of experts were incorporated to validate the instrument.

## Reliability of Questionnaire

There are different strategies utilized to assess internal consistency co-efficient of the instrument. Reliability is characterized that items of the data collected by instrument measure similar phenomenon and items are consistent. Reliability of questionnaire for evaluation of internal consistency we can use various method. Cronbach's alpha ( $\alpha$ ) is usually utilized to determine internal consistency for deciding reliability of instrument. The Cronbach's alpha ( $\alpha$ ) for the Questionnaire was 0.948 which was exceptionally acceptable.

## Data Collection Procedure

Researcher personally visited all the five selected schools to collect the data. All the concerned teachers were briefed about administration process of questionnaire. All the concerned teachers were handed over the questionnaire and all the items were discussed to avoid any misunderstanding and ambiguity. All the teachers briefed students before administering the questionnaire. Researcher personally supervised the whole data collection process and got students response under his supervision.

## Data Analysis Technique

Data were analyzed using Statistical Package for Social Sciences (SPSS-20). Scale Frequency % was calculated to check responses of students against each item.

## Data Analysis

S#	Statements	SD	D	UD	A	SA
1	I like English as a subject.	22	14	14	222	126
2	I find English subject easy for me.	05	31	56	244	62
3	I enjoy learning new English words of daily use.	06	36	59	194	102
4	I generally like the study of grammar.	30	71	120	119	57
5	Grammar is comparatively easy than other components of English i.e., poetry and prose.	32	88	60	144	74
6	I understand that studying grammar is the basis of fluent English.	22	42	37	161	136
7	I use existing grammatical knowledge to help me understand new grammar that I learn.	19	34	111	174	60
8	There should be more formal study of grammar in the English class.	15	45	80	148	110
9	Our teacher gives sufficient attention in teaching grammar.	20	31	28	110	209
10	In English class more focus is given on teaching poetry and prose then grammar.	40	102	96	98	62
11	Our teacher teaches English grammar through enjoyable activities such as games, stories, songs, role plays, videos or problem-solving activities.	49	42	80	146	81
12	Teacher motivates us to understand grammar rules instead of memorizing them.	17	38	40	156	147
13	We usually practice grammar rules in class through writing and speaking in English.	29	36	59	145	129



14	I can easily follow grammar lesson in the classroom.	38	40	54	200	66
15	I am confident that I can figure out the grammatical rules by myself, without any explanation.	28	34	90	147	99
16	We are often asked by teacher to figure out the rules from any passage of English text book.	16	43	87	174	78
17	Doing explicit discussion of grammar rules with other students is helpful for me.	27	21	44	191	115
18	I know well about parts of speech.	26	40	51	190	91
19	I can use most of the parts of speech in writing and speaking English.	20	29	34	131	184
20	I know what Noun is.	18	51	40	154	135
21	I know the meaning of adjective.	29	45	53	146	124
22	Adverb means any addition in verb.	21	41	91	159	86
23	Article and preposition are two different things.	30	34	50	176	108
24	I know sentence structure.	26	54	46	182	89
25	I know different parts of sentence.	50	58	69	141	80
26	Students respond creative task.	153	80	32	69	64
27	Teacher's style is not appropriate for teaching grammar.	98	129	58	70	43
28	I tend to give up and not pay attention when I do not understand the teacher's explanation.	151	90	46	52	59
29	Teacher doesn't motivate us to learn English grammar.	152	98	44	52	52
30	Teacher's method of teaching grammar is not interesting.	150	68	95	50	35
31	I cannot understand due to inappropriate method of teaching English grammar.	93	122	57	61	65
32	Teacher focuses on memorization than practice of grammar rules in the classroom.	105	63	32	122	76
33	Teacher teaches grammar through lecture.	93	132	40	73	57
34	Lack of practice of grammar rules in class room.	72	132	58	93	43
35	I feel afraid of being judged.	67	110	93	75	53
36	I got panic when the lecturer asks me to make English sentences by using a grammar rules.	84	102	71	82	59
37	Class time is too short to learn English grammar.	193	64	56	42	43
38	English is not the specialized subject of our teacher who teaches us English.	114	94	52	52	86
39	I don't think learning of English grammar is as important as other subjects like Mathematics and science etc.	112	95	48	59	74
40	Teacher scolds us when I give wrong answer.	120	97	20	69	92

## Findings

Following are main findings based on data analysis which was collected through Questionnaire approach.

1. Majority of students (87.5%) are agreed that they like English as subject while 9% students' disagreed. 3.5% were undecided.
2. Majority of students (76.9%) are agreed that English is very easy subject for them. while 7.8% students' disagreed. 14% were undecided.
3. Majority of students (74.3%) are agreed that English comprehension is very easy subject for them. while 11% students' disagreed. 14% were undecided.
4. Majority of students (44.2%) are agreed that they like to study the grammar in English while 17% students' disagreed. 30% were undecided.
5. Majority of students (54.8%) are agreed that grammar is comparative easy than other components of English while 22% students' disagreed. 15.1% were undecided.
6. Majority of students (74.7%) are agreed that they understand to studying grammar for the basics of fluent English. while 10% students' disagreed. 9.3% were undecided.
7. Majority of students (58.8%) are agreed that they use existing grammatical knowledge to learn new grammar while 8.5% students' disagreed. 27.9% were undecided.
8. Majority of students (64.8%) are agreed while 11.3% students' disagreed. 20.1% were undecided.
9. Majority of students (80.1%) are agreed that their teachers give sufficient attention in teaching grammar while 13.8% students' disagreed. 7% were undecided.
10. Majority of students (40.2%) are agreed that more focus is given on teaching poetry and prose than grammar in English class while 25.6% students disagreed. 24.1% were undecided.
11. Majority of students (57.1%) are agreed while 10.6% students' disagreed. 20.1% were undecided.
12. Majority of students (66.1%) are agreed that their teachers motivate them to understand grammar rules instead of memorizing them, while 9.5% students disagreed. 10.1% were undecided.
13. Majority of students (68.8%) are agreed that they usually practice grammar rules in the class through writing and speaking in English while 9.0% students disagreed. 14.8% were undecided.
14. Majority of students (66.9%) are agreed that they can easily follow grammar lesson in the classroom while 10.1% students' disagreed. 13.6% were undecided.
15. Majority of students (61.8%) are agreed that they are confident about the figuring of grammatical rules themselves without any explanation while 8.5% students' disagreed. 22.6% were undecided.
16. Majority of students (63.3%) are agreed that they often asked by the teacher to figure out the rules from any passage of English textbooks while 10.8% students' disagreed. 21.9% were undecided.
17. Majority of students (76.9%) are agreed that they do explicit discussions While 12.1% students' disagreed. 11.1% were undecided.

18. Majority of students (70.6%) are agreed that they know well about parts of speech while 10.1% students' disagreed. 12.8% were undecided.
19. Majority of students (79.1%) are agreed that they can use most of the parts of speech in writing and speaking English while 7.3% students' disagreed. 8.5% were undecided.
20. Majority of students (72.6%) are agreed that they know about Noun while 12.8% students' disagreed. 10.1% were undecided.
21. Majority of students (67.9%) are agreed that they know the meaning of Adjectives while 11.3% students' disagreed. 13.3% were undecided.
22. Majority of students (61.5%) are agreed that they know the meaning of Adverb while 10.3% students' disagreed. 22.9% were undecided.
23. Majority of students (71.3%) are agreed that they know about Article and Prepositions while 8.5% students' disagreed. 12.6% were undecided.
24. Majority of students (68.1%) are agreed that they know about the sentence structure while 13.6% students' disagreed. 11.6% were undecided.
25. Majority of students (55.5%) are agreed that they know about different parts of sentences while 16.6% students disagreed. 17.3% were undecided, 12.6% students denied it.
26. Majority of students (33.4%) are agreed that they respond creative works while 20.1% students' disagreed. 8.0% were undecided.
27. Majority of students (28.4%) are agreed that Teacher's style is not appropriate for teaching grammar while 57.0% students disagreed. 14.6% were undecided.
28. Majority of students (27.9%) are agreed that they do not pay attention and understand the teacher's explanation while 60.5% students' disagreed. 11.6% were undecided.
29. Majority of students (62.8%) are disagreed that Teachers motivate them to learn English grammar while 26.2% students' agreed. 11.1% were undecided.
30. Majority of students (54.8%) are disagreed that teachers' method of teaching grammar is interesting while 21.4% students' agreed. 23.9% were undecided.
31. Majority of students (54.1%) are disagreed that they cannot understand due to inappropriate method of teaching English grammar while 31.6% students' agreed. 14.3% were undecided.
32. Majority of students (49.8%) are agreed that their teachers focus on memorization than practice of grammar rules in the classroom while 15.8% students' disagreed. 8.0% were undecided.
33. Only (32.6%) students are agreed that their teacher teaches grammar through lecture while 56.6% students' disagreed. 10% were undecided.
34. Only (34.2 %) of students are agreed that Lack of practice of grammar rules in classroom while 51.3% students' disagreed. 14% were undecided.
35. Only (34.1 %) of students are agreed that they feel afraid of being judged while 44.4% students' disagreed. 23% were undecided.
36. Only (35.6 %) of students are agreed that they got panic when the lecturer asks me to make English sentences by using a grammar rules. while 46.6% students' disagreed. 18% were undecided.

37. Only (20.4 %) of students are agreed that their Class time is too short to learn English grammar. while 64.6 % students' disagreed. 14 % were undecided.
38. Only (34.7 %) of students are agreed that English is not the specialized subject of our teacher who teaches us English while 52.2 % students' disagreed. 13 % were undecided.
39. Only (33.4 %) of students are agreed that their learning of English grammar is as important as other subjects like Mathematics and science etc. While 54.6% students' disagreed and 14% were undecided.
40. Majority of students (54.4 %) are disagreed that their teacher scolds them when they give wrong answer while 40.4% students' agreed. 5.02% were undecided.

## Conclusion

Majority of students like English as subject and have the opinion that English is very easy subject for them. Majority of students agreed that English comprehension is very easy subject for them. They like to study the grammar in English and agreed that grammar is comparatively easy than other components of English. Majority of students agreed that they understand for the basics. Majority of students agreed that their teachers give sufficient attention in teaching grammar. Majority of students agreed that more focus is given on teaching poetry and prose than grammar in English class and their teachers should teach. Majority of students agreed that they know well about parts of speech and they can use most of the parts of speech in writing and speaking English. Majority of students agreed that they know about Noun, meaning of Adjectives, meaning of Adverb and they know about Article and Prepositions. Majority of students agreed that they know about the sentence structure and they know about different parts of sentences. Minimum numbers of students do not pay attention and understand the teacher's explanation whereas majority of students pay attention. Majority of students agreed that their teachers focus on memorization than practice of grammar rules in the classroom. Minimum number of students is agreed that English is not the specialized subject of our teacher who teaches us English.

Majority of students agreed that their teachers motivate them to understand grammar rules instead of memorizing them and they usually practice grammar rules in the class through writing and speaking in English. Majority of students agreed that they can easily follow grammar lesson in the classroom and they are confident about the figuring of grammatical rules themselves without any explanation. Majority of students agreed that they often asked by the teacher to figure out the rules from any passage of English textbooks and they do explicit discussions which are very helpful for them. Majority of students agreed that they respond creative works. Majority of students agreed that Teacher's style is not appropriate for teaching grammar. Majority of students pay attention when they do not understand the teacher's explanation. Majority of students agreed that Teachers motivate them to learn English grammar and teachers' method of teaching grammar is interesting. Minimum number of students agreed that their teacher teaches grammar through lecture and there is lack of practice of grammar rules in class room. Minimum number of students agreed that they feel afraid of being judged. Minimum number of students is agreed that their learning of English grammar is as important as other subjects like Mathematics and science etc.

## Recommendations

The teacher needs to be well equipped with the general as well as professional preparation and give sufficient attention in teaching English grammar and focus on poetry and prose. Teachers may motivate students to understand English grammatical rules. Instead of memorizing these rules and must practice grammatical rules in the class through writing and speaking in English. Teachers may be figure out grammatical rules from any text paragraph and explicit discussion during teaching. Teachers may provide creative work and bound students to pay attention and understand teachers' explanation. Teachers may not depend upon lecture method to avoid lack of practice of grammatical rule. Teachers should behave with the students in a friendly way to avoid fear of students that they are being judged. Students should realize that learning of English grammar is as important and other subjects like Mathematics and Science. English teachers may be specialized and each teacher must have specialization in relevant field Development of linguistic labs are imperative to develop all language skills like audio speaking. Through practicability you may make realize students about the effectiveness and significance of English. It is further suggested that the teacher may not depend on the textbooks. Formal, precise method may be adopted. The teacher may make his own exercises to make learning effective.

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