



**THE ANALYSIS ON THE FACTORS INFLUENCING
THE EIGHTH YEAR STUDENTS' DIFFICULTIES
IN LEARNING ENGLISH GRAMMAR
AT SMPN DARSONO ARJASA**

THESIS

**by:
VENDY IRAWAN
(040210401130)**

**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
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DEDICATION

This thesis is honorably dedicated to:

1. My dearest father and mother, Poerwodarminto and Sundaryatin
2. My beloved wife, Lya

MOTTO

“Around here, however, we don’t look backwards for very long. We keep moving forward, opening up new doors and doing new things...and curiosity keeps leading us down new paths.”

By Walt Disney

CONSULTANTS' APPROVAL

THE ANALYSIS ON THE FACTORS INFLUENCING THE EIGHTH YEAR STUDENTS' DIFFICULTIES IN LEARNING ENGLISH GRAMMAR AT SMPN DARSONO ARJASA

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Training and Education
Jember University

Name : Vendy Irawan
Identification Number : 0402 1040 1130
Level : 2004
Place and Date of Birth: Jember, January 20th 1986
Department : Language and Arts Education
Program : English Education

Approved by:

Consultant I,

Consultant II,

Dra. Wiwik Eko B., M.Pd

NIP. 195612141985032001

Dra. Siti Sundari, M.A

NIP. 195812161988022001

APPROVAL OF THE EXAMINATION TEAM

This thesis was approved and received by the examination committee of the Faculty of Teacher Training and Education of Jember University.

Day : Thursday

Date : October 21st 2011

Place : The Faculty of Teacher Training and Education

Examiner's Team

The Chair Person,

The Secretary,

Dra. Zakiyah Tasnim, M.A.
NIP. 19620110 198702 2 001

Dra. Siti Sundari, M.A.
NIP. 19581216 1988022 001

The members,

- | | |
|--|----|
| 1. Dra. Made Adi Andayani T, M.Ed.
NIP. 19630323 198902 2 001 | 1. |
| 2. Dra. Wiwik Eko B., M.Pd.
NIP. 19561214 1985032 001 | 2. |

The Faculty of Teacher Training and Education
The Dean,

Drs. H. Imam Muchtar, S.H., M. Hum.
NIP. 19540712 198003 1 005

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2. The Chairperson of the Language and Arts Department;
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Finally, I hope this thesis provides some advantages for other researchers. Any constructive suggestions will be respectfully welcome and appreciated.

Jember, October 2011

The Writer

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SUMMARY

The Analysis on the Factors Influencing the Eighth Year Students' Difficulties in Learning English Grammar at SMPN Darsono Arjasa; Vandy Irawan, 040210401130; 2011; 46 pages; Faculty of Teacher Training and Education Jember University.

The difficulties in mastering English grammar occurred in SMPN Darsono. The students although had been taught English grammar along with the four language skills and the other two language components, they still had difficulties in producing grammatical sentences, both in oral and written forms. This research was conducted to analyze the factors that influenced the eighth year students in mastering English grammar because if the factors could be found, later the treatment could be given to the students to solve their problems with English grammar. The objective of this research was to analyze the factors that caused the eighth year students' problem learning English grammar at SMPN Darsono Arjasa. In this research there were two major factors, namely internal and external factors. The internal factor consists of three sub-factors, namely: 1) the students' attitudes toward learning, 2) the students' learning habit, and 3) the students' learning motivation. There were also three sub-factors for the external factor, namely: 1) the English teacher, 2) the school facilities, and 3) the learning environment. The findings of this research were expected to be a reference to overcome the eighth year students' difficulties in learning English grammar.

The research design of this research was a descriptive study because it was compatible with the research objective, which was to analyze the factors that might influence the students' difficulties in learning English grammar. This research was conducted at SMPN Darsono Arjasa in the 2010/2011 academic year; and it used the Population method to determine the respondents; so the respondents of this research were all of the eighth year students of SMPN Darsono, which that consisted of 23

students. The primary data were collected by using questionnaire; and were supported by the secondary data which were obtained from interview and documentation.

In the case of analyzing the data, this research employed the percentage method. From this method, it was discovered that the internal factors that influenced the students' difficulties in learning English grammar were: 73,9% of the students still needed order from the English teacher to study, 56,52% of the students sometimes took the chance to study at English course, 60,86% of the students only studied when they had evaluation, 60,87% of the students sometimes studied in groups, 65,22% of the students only studied when they had homework; 73,92% of the students did not study English everyday; and 100% of them never studied at the library or a language laboratory. Meanwhile, the external factors that influenced the students' difficulties in learning English grammar were: 52,17% of the students said that their English teacher was not quite diligent to teach them, 60,87% of the students said that their English teacher did not always come on time, 65,22% of the students said that the English teacher did not teach them based on the schedule, 100% of the students said that their school did not have a library, a language laboratory, and supporting English books, 87% of the students did not have the English facility at home, 87% of them sometimes communicated in English with their English teacher, 91,3% of them never used English to communicate with their friends, 100% of them said that they never asked their parents when they had problems with English grammar, 100% of their parents never accompanied them to study, 100% of them never used English to communicate with their parents, 100% of them said that there was not any English club around their environment, and 100% of them said that they never asked their friends if they had difficulties in learning English grammar.