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## **The Influenced Factor in Assessing Students' Grammar Ability at Language Center of Islamic College of Rasyidiyah Khalidiyah Amuntai**

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**Abstract:** The mastery of grammar is needed because it is used in appropriate place and condition. It is used in science written or in oral at formal forums. Some factors may affect the students' understanding in grammar. The factors may become the source of the errors they often make. As we know in Brown's book, there are many factors that influenced the assessing process, such as students' related reliability (temporary illness, fatigue, physical and psychological part), rater reliability, test administration reliability and Test Reliability. This study describes about students in language center of Islamic college of Rasyidiyah Khalidiyah Amuntai which focuses to know about some factors of students' mistakes when making sentences by using grammar and influenced the assessing process. This study used qualitative research to observe the factors that influenced students' mistakes in their grammar class. There were 24 students that consisted of 17 females and 7 males. The students are from Islamic education program, English program and Islamic law program. In addition, the researcher only observed and interviewed the students' activities to get the data required without any treatment. As a result, the researcher found that factors which influenced students' mistakes are in students' illness, fatigue, students' low motivation, their physical and psychological part.

**Keywords:** influenced factor, students' grammar, Language center of STAI Rasyidiyah Khalidiyah.

### **A. Introduction**

One of the main goals if someone wants to be mastered in English is studying grammar effectively, but, it is often said that learning English grammar is the difficult one. It is because almost people especially in this case like students say that English has many rules if someone wants to use English. Many students also considered that they have to learn grammar first if they want to be able to speak, to write, to listen and to read English. The fact that English has many rules also made students feel difficulties to learn, to understand and to remember the rules.

Another fact is that English has much change of vocabulary making grammar be the more discouraging thing to learn. This problem is also faced by the students of language center in STAI Rasyidiyah Khalidiyah Amuntai. Without grammar, language does not exist (Nassaji & Fotos: 2011). This sentence is believed by almost students there. They believe, they have to be mastered in grammar before studying another part of English.

Actually, based on researcher's first observation result, see that the students were interested for studying English, but the problem appeared when they start to study grammar. All part of grammar made students discomfort or even be the terror. Thus, it is one of the crucial issues in teaching and learning English in

language center in STAI RasyidiyahKhalidiyahAmuntai nowadays, in which make researcher interested for making a research to know the factors that influenced students when they studied about grammar.

The practicing teachers are faced with a range of options for grammar instruction in their classrooms. There are, however, many types of difficulties faced by students and teachers with regard to grammar instruction in an ESL/EFL context. Identifying such difficulties and being consciously aware of them would help teachers find ways of overcoming them and provide effective grammar instruction.

In teaching grammar, three areas have to be considered: grammar as rules, grammar as form, and grammar as resource. For many L2 learners, learning grammar often means learning the rules of grammar and having an intellectual knowledge of grammar. Teachers often believe that this will provide the generative basis on which learners can build their knowledge and will be able to use the language eventually. For them, prescribed rules give a kind of security.

A better approach is perhaps to see grammar as one of many resources that we have in language which helps us to communicate. We should see how grammar relates to what we want to say or write, and how we expect others to interpret what our language use and its focus.

According to Widdowson (1990: 86), " . . . Grammar is not a constraining imposition but a liberating force: it frees us from a dependency on context and a purely lexical categorization of reality." Given that many learners – and teachers – tend to view grammar as a set of restrictions on what is allowed and disallowed in language use – ‘a linguistic straitjacket’ in Larsen-Freeman’s words (2002: 103) – the conception of grammar as something that liberates rather than represses is one that is worth investigating. According to Morelli (2003), students perceived themselves as having a better attitude towards grammar instruction in context, while performing slightly better after having experienced the traditional grammar instruction.

Elkilic and Akca (2008) reported generally positive attitudes of students studying English grammar at a private primary EFL classroom towards studying grammar. In particular, however, a little over 50% of their subjects claimed to enjoy grammar very much and only about 10% reported finding some difficulty in learning and remembering grammar. Student expectations of traditional, explicit grammar teaching have been confirmed by many teachers (cf. Borg, 1999a, b). Burgess and Etherington (2002:440-441) also conclude that teachers believe that explicit teaching of grammar is favoured by their students because of expectations and feelings of insecurity

Since the 1970s, attention has shifted from ways of teaching grammar to ways of getting learners to communicate, but grammar has been seen to be a powerful undermining and demotivating force among L2 learners. In terms of motivation and learner success with languages, grammar has been seen to be a problem and to stand in the way of helping learners to communicate fluently.

The hard fact that most teachers face is that learners often find it difficult to make flexible use of the rules of grammar taught in the classroom. They may know the rules perfectly, but are incapable of applying them in their own use of the language. Teachers' recognition of this process (i.e., of transferring declarative knowledge about grammar into procedural knowledge) as a problem for many of their students has been reported by Burgess and Etherington (2002:442).

Haudeck has reported that many learners have difficulty in internalising grammar rules, although these have been taught intensively (1996, cited in European Commission, 2006).

Related to the explanation above, the problems are formulated as follows: what are the factors influenced students at language center of STAI RasyidiyahKhalidiyahAmuntai in studying grammar? In accordance with the research problem above, this analysis is expected to describe the factors which are influenced students in language center of STAI RasyidiyahKhalidiyahAmuntai when they studied about grammar.

## **B. Methodology**

Research design refers to research approach namely qualitative and quantitative. According toFraenkel, Wallen and Hyun (2009:426) research that investigates the quality of relationship, activities, situations or materials is frequently referred to as qualitative research.

This research uses qualitative as the design of research, because reseachers want to know the factors that influenced student when they learn grammar. Here, researcher only make an research in one class. There were 24 students that is consisted of 17 females and 7 males. They are from islamic education program, english education orogram and islamic law program. The colecting data that is used by researcher are observation, interview and questionnaire. The collecting data are done by researcher for about one semester.

## **C. Finding and Discussion**

This part is to analyze and to find out the factors that influenced when they are learn grammar. These analyses and findings are based on the objective of study of this research, it is describing the factors that usually influenced someone during learning and finding its factors.

Table 1. The Influenced Factors in Assessing Grammar

Influenced Factors	
Students Related Reliability	Temporary illness
	Fatigue
	Physical part
	Physicological Part
Rater Reliability	-
Test administration Reliability	-
Test Reliability	

*Students-related Reliability*

A test yields unreliable results because of factors beyond the control of the test taker, such as illness, fatigue, a “bad day”, or no sleep the night before, physical part and psychological part.

*Rater (scorer) Reliability*

Rater reliability sometime refers to the consistency of scoring by two or more scorers. Human error, subjectivity, and bias may enter into the scoring process. Inter-rater unreliability occurs when two or more scorers yield inconsistent score of the same test, possibly for lack of attention to scoring criteria, inexperience, or inattention. Intra-rater unreliability is because of unclear scoring criteria, fatigue, and bias toward particular “good” and “bad” students.

*Test Administration Reliability*

Unreliability may result from the condition in which the test is administered. For example is the test of aural comprehension with a tape recorder. When a tape recorder played items, the students sitting next to windows could not hear the tape accurately because of the street noise outside the building.

*Test Reliability*

If a test is too long, test-takers may become fatigued by the time they reach the later items and hastily respond incorrectly (Brown: 2004).

Based on the theoretical foundation, it is said that no learning of a foreign language can take place without any form of teaching grammar. The teacher maybe a professional teacher or someone who does the teaching. So, the teacher has important role to improve the result of learning English grammar.

Based on the observation and interview that the researcher did on Thursday, November 10th 2016, the researcher got information that The students experienced fatigue or tired so that they cannot take focus when studying grammar. Beside physical and psychological part also made them difficult to understand it. Physical part means that many student there take a part time job for paying their study so that they are when come to the class in unwell condition because the effect after taking job. One another part is physical side, it means that the students considered that the grammar is difficult thing before facing the grammar itself. It is influenced them when they taking a part in studying. Once they considered that the grammar is difficult, they always faced it difficult (observation and interview on November, 10th 2016).

**D. Conclusion**

The mastery of grammar is influenced not only by the difficulties that contains in grammar itself, but also influenced by the students when they learn in too. The influenced factors like students fatigues, their illness, their physical and psychological review. Based on the research result, for minimizing the disadvantage when learn grammar, teacher should make routine observation while teaching learning process.

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