

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.0 Summary of Finding

This chapter presents and analyzes the data collected through the teachers' questionnaire and the students' test. The data will be analyzed both quantitatively and qualitatively. The results will be used to provide answers to the research questions.

4.1 Analysis of Finding

The following sections will present the statistical analysis of the items of the teachers' questionnaire. The tables are provided by the SPSS programme. The results appear in percentile form.

4.1.1 Discussion of Hypotheses

The researcher used questionnaire and test as tools in the collection of data relevant to this study. The researcher has designed test to identify the problems encountered by secondary school students in learning English grammar so as to come up with solutions to solve problems that encountered them. The tables below are going to illustrate what has been stated earlier.

4.1.2 Section One of the Questionnaires

This section will discuss the items that relate to the problems which the teachers face.

Item One

This item tries to elicit information from the teachers concerning their views about the effect of bad teaching on achieving the objectives of teaching grammar.

Table (4.1): Effect of bad teaching on achievement of objective of teaching grammar.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	88	88.0	88.0	88.0
	Neutral	9	9.0	9.0	97.0
	Disagree	3	3.0	3.0	100.0
	Total	100	100.0	100.0	

Table (4.1) above shows that a vast majority of the respondents (88%) agree that bad teaching has a bad effect on achieving the objectives of teaching grammar. Only 3% do not agree to that. This indicates that the teachers are aware of the negative consequences of bad teaching on the students' level of grammar.

Item Two

The effect of high teaching load on teaching grammar

Table (4.2) the effect of high teaching load on teaching grammar.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	68	68.0	68.0	68.0
	Neutral	22	22.0	22.0	90.0
	Disagree	10	10.0	10.0	100.0
	Total	100	100.0	100.0	

Table (4.2) above shows that a vast majority of the respondents (68%) agree that high teaching load has a bad effect on achieving the objectives of teaching grammar. Only 10% do not agree to that. This indicates that the effect of high teaching load on teaching grammar.

Item Three

Effect of ungrammatical free writing on learning grammar.

Table (4.3): Effect of ungrammatical free writing on students' grammar

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	75	75.0	75.0	75.0
	Neutral	14	14.0	14.0	89.0
	Disagree	11	11.0	11.0	100.0
	Total	100	100.0	100.0	

Table (4.3) above shows that a vast majority of the respondents (75%) agree that bad teaching has a bad effect on achieving the objectives of teaching grammar. Only 11% do not agree to that. This indicates that effect of ungrammatical free writing on learning grammar.

Item Four

Effect of short grammatical sentences used by teachers on students' practice of grammar.

Table (4.4): Effect of teachers' short grammatical sentences on students' practice of grammar

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	56	56.0	56.0	56.0
	Neutral	20	20.0	20.0	76.0
	Disagree	24	24.0	24.0	100.0
	Total	100	100.0	100.0	

Table (4.4) above shows that a vast majority of the respondents (56%) agree that bad teaching has a bad effect on achieving the objectives of teaching grammar. Only 24% do not agree to that. This indicates that effect of short grammatical sentences used by teachers on students' practice of grammar.

Item Five

Effect of teacher-centeredness on learning of grammar.

Table (4.5): Teacher-centeredness

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	75	75.0	75.0	75.0
	Neutral	21	21.0	21.0	96.0
	Disagree	4	4.0	4.0	100.0
	Total	100	100.0	100.0	

Table (4.5) above shows that a vast majority of the respondents (75%) agree that bad teaching has a bad effect on achieving the objectives of teaching grammar. Only 4% do not agree to that. This indicates that effect of teacher-centredness on learning of grammar.

Item Six

Effect of using unfamiliar words on the learning of students.

Table (4.6): Effect of unfamiliar words in teaching grammar on students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	77	77.0	77.0	77.0
	Neutral	14	14.0	14.0	91.0
	Disagree	9	9.0	9.0	100.0
	Total	100	100.0	100.0	

Table (4.6) above shows that a vast majority of the respondents (77%) agree that bad teaching has a bad effect on achieving the objectives of teaching grammar. Only 9% do not agree to that. This indicates that effect of using unfamiliar words on the learning of students.

Item Seven

Effect of lack of grammar practice.

Table (4.7): Lackness of grammar practice on students' output

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	65	65.0	65.0	65.0
	Neutral	30	30.0	30.0	95.0
	Disagree	5	5.0	5.0	100.0
	Total	100	100.0	100.0	

Table (4.7) above shows that a vast majority of the respondents (65%) agree that bad teaching has a bad effect on achieving the objectives of teaching grammar. Only 30% do not agree to that. This indicates that effect of lack of grammar practice.

Item Eight

Effect of lack of teachers' motivation on teaching grammar.

Table (4.8): Effect of lack of teachers' motivation on teaching

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	74	74.0	74.0	74.0
	Neutral	26	26.0	26.0	100.0
	Total	100	100.0	100.0	

Table (4.8) above shows that a vast majority of the respondents (74%) agree that bad teaching has a bad effect on achieving the objectives of teaching grammar. Only 00% do not agree to that. This indicates that effect of lack of teachers' motivation on teaching grammar

4.1.2 Section Two of the Questionnaire

This section tries to elicit information from the teachers in relation to their opinions about the problems which are connected with the methods and techniques of teaching grammar.

Item Nine

This item seeks to find out the view of teachers concerning the effect of using the Grammar Translation Method on learning grammar.

Table (4.9): Using of GTM improves students' grammar

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	51	51.0	51.0	51.0
	Neutral	24	24.0	24.0	75.0
	Disagree	25	25.0	25.0	100.0
	Total	100	100.0	100.0	

Table (4.9) above shows that 51% of the teachers believe that the Grammar Translation Method has a positive effect on the teaching of grammar. If those who are neutral are neglected, then only 25% of the sample disagrees with this opinion. Accordingly, it can be said that most teachers believe in the potentiality of the Grammar Translation Method in teaching grammar.

Item Ten

Effect of using Oral Situational Approach on the students' output.

Table (4.10): Misusing of OSA affecting students' output

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	69	69.0	69.0	69.0
	Neutral	26	26.0	26.0	95.0
	Disagree	5	5.0	5.0	100.0
	Total	100	100.0	100.0	

Table (4.10) above shows that 69% of the teachers believe that the Grammar Translation Method has a positive effect on the teaching of grammar. If those who are neutral are neglected, then only 5% of the sample disagrees with this opinion. Accordingly, it can be said that effect of using Oral Situational Approach on the students' output.

Item Eleven

Effect of lack of using pair work and group work on teaching grammar.

Table (4.11): Lackness of group work and pair work negatively affects students' acquisition

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	69	69.0	69.0	69.0
	Neutral	20	20.0	20.0	89.0
	Disagree	11	11.0	11.0	100.0
	Total	100	100.0	100.0	

Table(4.11) above shows that 69% of the teachers believe that the Grammar Translation Method has a positive effect on the teaching of grammar. If those who are neutral are neglected, then only 11% of the sample disagrees with this opinion. Accordingly, it can be said that effect of lack of using pair work and group work on teaching grammar.

Item Twelve

Effect of neglecting visual aids on illustrating certain grammatical structures.

Table (4.12): Lackness of visual aids badly affects the illustration of some grammatical

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	56	56.0	56.0	56.0
	Neutral	20	20.0	20.0	76.0
	Disagree	24	24.0	24.0	100.0
	Total	100	100.0	100.0	

Table (4.12) above shows that 56% of the teachers believe that the Grammar Translation Method has a positive effect on the teaching of grammar. If those who are neutral are neglected, then only 24% of the sample disagrees with this opinion. Accordingly, it can be said that effect of neglecting visual aids on illustrating certain grammatical structures.

Item Thirteen

Effect of lack of conversation practice on the communicative competence of the students.

Table (4.13): Lackness of conversation practice affects students' communicative competence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	79	79.0	79.0	79.0
	Neutral	14	14.0	14.0	93.0
	Disagree	7	7.0	7.0	100.0
	Total	100	100.0	100.0	

Table (4.13) above shows that 79% of the teachers believe that the Grammar Translation Method has a positive effect on the teaching of grammar. If those who are neutral are neglected, then only 7% of the sample disagrees with this opinion. Accordingly, it can be said that effect of lack of conversation practice on the communicative competence of the students.

Item Fourteen

Effect of teaching grammar out of context on the students' grammar.

Table (4.14): Teaching grammar out of context building up of students' own grammar

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	69	69.0	69.0	69.0
	Neutral	18	18.0	18.0	87.0
	Disagree	13	13.0	13.0	100.0
	Total	100	100.0	100.0	

Table (4.14) above shows that 69% of the teachers believe that the Grammar Translation Method has a positive effect on the teaching of grammar. If those who are neutral are neglected, then only 13% of the sample disagrees with this opinion. Accordingly, it can be said that

effect of teaching grammar out of context on the students' grammar.

Item Fifteen

Effect of the misuse of information gap technique on learning grammar by the students.

Table (4.15): Misusing of information gap technique affects students' grammatical competence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	63	63.0	63.0	63.0
	Neutral	26	26.0	26.0	89.0
	Disagree	11	11.0	11.0	100.0
	Total	100	100.0	100.0	

Table (4.15) above shows that 63% of the teachers believe that the Grammar Translation Method has a positive effect on the teaching of grammar. If those who are neutral are neglected, then only 11% of the sample disagrees with this opinion. Accordingly, it can be said that effect of the misuse of information gap technique on learning grammar by the students.

4.2 The light of Findings

Table (4.16): Test Discussion

	Question One		Question Two		Question Three		Question Four		Question Five	
	Non-Pass	Pass	Non-Pass	Pass	Non-Pass	Pass	Non-Pass	Pass	Non-Pass	Pass
200										
Frequencies	170	30	165	35	153	47	158	42	142	58
Percentages	85%	15%	87.5%	17.5%	76.5%	23.5%	79%	21%	71%	29%

Question One

The table above illustrate the percentage and frequency of the answers of the study sample that concern with the questions and shows that most of the sample answers were non-pass which are represented by the percentage (85%). This justifies that students need to be trained and developed in how they can rewrite the verbs in their correct forms.

Question Two

The table above illustrate the percentage and frequency of the answers of the study sample that concern with the questions and shows that most of the sample answers were non-pass which are represented by the percentage (87.5%). This justifies that students need to be trained and developed in how they can complete sentence that has similar meaning.

Question Three

The table above illustrate the percentage and frequency of the answers of the study sample that concern with the questions and shows that most of the sample answers were non-pass which are represented by the percentage (76.5%). This justifies that students need to be trained and developed in how they can fill in the space with the suitable preposition.

Question Four

The table above illustrate the percentage and frequency of the answers of the study sample that concern with the questions and shows that most of

the sample answers were non-pass which are represented by the percentage (79%). This justifies that students need to be trained and developed in how they can generate words by using derivation in terms of prefixes.

Question Five

The table above illustrates the percentage and frequency of the answers of the study sample that concern with the questions and shows that most of the sample answers were non-pass which are represented by the percentage (71%). This justifies that students need to be trained and developed in how they can generate words by using derivation in terms of suffixes.

4.3 Report Discussion

After the comparing and calculation of the sub-hypotheses; we have found that the total number of the first eight sub-hypotheses percentage $(88\%+68\%+75\%+56\%+75\%+77\%+65\%+74\%)$ equal (82.2%) which represents negative response justifies that Teachers do not know how to use appropriate methods and techniques for teaching grammar. As well as the total number of the second seven sub-hypotheses percentage $(51\%+69\%+69\%+56\%+79\%+69\%+63\%)$ equal (65.1%) which represents negative response justifies that Students have many problems that hinder them in learning grammar.

After comparing and analyzing the results with the main hypothesis. The test significance indicates that there is highly difference among students. Therefore, this indicates that high secondary school students face difficulties in learning English grammar.