GRAMMAR LEARNING STRATEGIES OF MALE AND FEMALE HIGH ACHIEVERS DURING PANDEMIC COVID 19

SKRIPSI

BY

AYUDHIA ARBANI SYAKHRIN

NPM 216.01.07.3013

ISLAMIC UNIVERSITY OF MALANG

FACULTY OF TEACHER TRAINING AND EDUCATION

ENGLISH EDUCATION DEPARTMENT

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ABSTRACT

Syakhrin, AyudhiaArbani. 2021. *Grammar Learning Strategies of Male and Female High Achiever during Pandemic Covid 19*. Thesis, English Education Department Faculty of Teacher Training and Education Islamic University of Malang. Advisor I: Drs. YahyaAlaydrus, M.Pd, Advisor II: Nuse Aliyah Rahmati, S.Pd, M.A.

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Language learning strategies refer to the processes and actions that language learners consciously used to help student learn or use language more effectively, especially in grammar. The importance of learning strategies, is improving English language skills, especially in grammar. The use of effective learning strategies will improve grammar mastery in students.

This study meant to figure out grammar learning strategy for using another meaning employee by the English education student department of faculty of teacher training education Islamic of Malang. To run this study the research design to use was qualitative research design. The study participants involved were 5 male and 5 female students in the third semester. The participant was taken based their own grammar III scores, which all average from 82 to 90. The instrument using questionnaire that adaptive from Nurliana (2015).

The finding of the study indicated that high male achievers are quite successful in grammar because of their using various strategies than high female achievers. High male achievers using (36,6%)Metacognitive,(25,7%) Cognitive, (28,8%) Social and (21,6%) Affective strategies. While high female achievers using (32,9%) Metacognitive, (26,2%) Cognitive, (25,6%) Social and (16%) Affective strategies. Based on the finding of the study, this can be a reference for other researchers to conduct further research regarding various strategies that using by smart students.

CHAPTER I

INTRODUCTION

This chapter introduces several subtopics that will be described in this research. This chapter is divided into six subtopics namely background of study, research question, the purpose of study, the significant of study, and definition key term.

1.1 Background of the Study

Language plays an important role in humans today. Therefore, language needed to communicate with people in other worlds. English is included in the category of the international language that is often used by people as needed and has even been applied in the educational curriculum such as schools to universities. If someone knows and understands the basics of English it will be easier to learn complex sentences. In other words, learning English means that the learner must master four skills in English before, such as listening, writing, speaking, and reading.

Unfortunately, that is not enough just an understanding of the basic skills. For example, when student a trying to figure out what kind of sentence they should write like, "my favorite color blue" in translate to Indonesian language is "warnafavoritkuadalahbiru" there is nothing wrong if the sentences translated to Indonesian language. However English grammar in that survey definitely incorrect because of the sentences above supposedly using a verb. Even punctuation problem. Grammar is one of the language components that

affect the mastery of students' language skills. Most people assume that grammar is the basis of a language. According to the opinion of Walt (2003: 16) that mastering grammar will affect someone in achieving language competence.Function grammar is not only to form words into sentences but grammar as well as member overview of the structure of so the language makes it easier in sentence formation (Nunan, 1998: 97). Mart stated that acquisition of language without being accompanied by grammar making confusion so grammar considered important to be ignored just like that and without good grammar knowledge the development of language learners will absolutely not true (2013: 125). It is very significant for students to mastery knowledge about using language through grammar first.

In Islamic University of Malang, students in the English major have to learn grammar from the first to second year semester with an overall 12 SKS. With such a number of credits, they are expected to have sufficient and proficient in English. Unfortunately, in second-year class, there are students who still have difficulty in understanding grammar both communicatively and in writing. Finally, only a 10 students (5 female and 5 male) which have high achiever than other students in grammar competence.

The researcher believes it is that gender is the major factor which determines differences in all aspects including education, the gender gap between males and females is wide and has become a major concern to the education system to narrow the disparity. To improve students grammar mastery what needs are to change learning strategies and how to maintain it,

In grammar learning rules learners need to observe first, before changing them in a clear summary. This because they can easily change the grammar and pay attention to the location of the second language components, according to their grammartical knowledge. If they get good training and feedback.

According to Mayer (1983), learning strategies is a form of behavior and ideology of a student in giving a big influence on their learning process. The purpose of learning strategis is"to affect the way in which the learners select, acquires, organizes, or integrates new knowledge".

Learning strategies for each person are different, it cannot be justified some learners need one strategy, or even use various strategies. This is inseparable from factors apart from one's learning process and the effectiveness of the strategies used. Despite how big percentage of success, the propotionof those using different strategies will show in the final results. Learning strategies it have been problem in research for many years. Several researchers provide simple description related to one of them is Brown's (1980) learning strategies is fairly strong process in learning.

Additonally, Chamot (1987)asitedin Hismanoglu (2000) provides an easier definition, that strategy as a technique, approach, and action by students so they can remember linguistic knowledge and information which all provide facilities in the learning process.

O'Malley and Chamot (1990:43) define learning strategies that are beyond and more focused than before, according to the learning strategies as

Techniques and devices used by second language learners for remembering and organizing samples of the second language. One of the ways learners become actively involved in controlling their own learning by using strategies. Strategies are the thoughts and behaviors that learners use to help them comprehend, learn, or retain information.

The learning strategy covers 3 things. First, practice, analyze, and monitor the information found. Second, self-evaluation and learning strategies used, and third, try to eliminate anxiety so that the learning process runs more smoothly.According to O'Malley and Chamot (1990) students can find more information sources to learn grammar in other words their easy way to understanding than just relying on explanations and exercises provided by lecturers, as college students, in general, it must be demanded to learn more individually and adjust their learning styles. One of these methods is also quite effective for grammar learning strategies at home because students will use the internet through

O'Malley and Chamot (1990) found learning strategies in three types:

1. Cognitive strategies for transferring knowledge designed to enhance acquisition, understanding, or retention.

2. Socio-affective strategy, is a social interaction strategy for both storing and finding information. Personal effects involved in mental control over learning.

3. Metacognitive strategies, namely learning planning, learning process (thinking), seeing the progress of learning.

It is mentioned that students use methodically centered learning strategies. It is a technique of improved memory that leads to better exam results. For example, classical memory enhancement techniques; this includes creating visualizations between figures and facts. It can also be defined as 'brain and behavior, operated and consciously selected by language learners, to help them complete tasks from start to finish according to the targets they pursue. Having the right learning strategies is important in learning grammar. The reason is because this learning strategy is quite affecting 'techniques' and 'tactics' in the grammar learning process in students. During developing their skills in the learning process, there are some students who experience difficulties in the learning process, in contrast to other students who learn a new language more quickly and easily than, even though they are studied and guided by the same teacher. This is why in grammar courses, high and low student's achievers had different skills levels.

Travers (1970:447) stated that achievement is the result of what an individual has learned from some educational experiences. The meaningof a high achievers learner itself is a person who devotes his energy and thoughts voluntarily to achieve the desired goals. They are also known assmart students,according to their grammar average score, learning strategies from them will help in understanding grammarfor other learners.

Even tough, in pandemic today technology very useful for student to study at home and conduct online learning activities, but the real problem is some students still underestimate grammar learning. Whereas studying one of these

lectures in the English department is very important in communication and writing especially, when student have writing article, journal and thesis. This study use qualitative research design, researcher obtain data using questionnaire as the instrument. The study participantinvolved 5 males and 5 females in third semseter the total are 10 students. The participant was taken based their own grammar III scores, which all average80.

The purpose of this study is to find what kind of the learning strategies of an outstanding males and females high achiever the title is:

Grammar Learning Strategies of Male and Female High Achiever during Pandemic Covid 19

1.2 Research question

The research questions in this study are:

1. What are the grammar learning strategies used by high female achievers?

2. What are the grammar learning strategies used by high male achievers?

1.3 The Purposes of the Study

The purposes of the study are as follow:

1. To describe the grammar learning strategies use by high female achiever

2. To describe the grammar learning strategies use by high male achiever

1.4 The Significant of the study

The researchers hope with the result of this study gives some benefits such as theoretical and practical aspects:

1. Theoretical Aspect

The reseach result can be the basis for next discussion for lesson in English area.

2. Practical Aspects

The research can be result useful method for teachers to design appropriate materials and activities to improve student teaching strategies and be able to teach grammar. Also students can find various kinds of language learning strategies to improve their skills and understanding of grammar

1.5 The Scope of limitation of study

This study Is focus on Grammar Learning Strategies of Male and Female High Achiever during Pandemic Covid 19.The subject of this study is 10 students in thrid semester; 5 male and 5 female high achiever students according to their grammar III final scores. The researchers got the scores from the lecturers of grammar III.

The instrument to collecting data using questionnaire, which adaptive from one of study by NurlianaOktaviani Lestari (2015) with the title *Language Learning Strategies of English Education Departement of FTIK.*

However, this study still has limitation and need more improvement in the future. This study took data through the limited outdoor activities during the pandemic, detain the process of taking all information and data through questionnaire only can be done with online.

1.6 Definition of key terms

The definition of key terms is provided to avoid misunderstanding and ambiguity are for the readers, it is important to define key terms, as follow:

1. Language Learning Strategies: actions or techniques that are used by male and female achievers to learn grammar.

2. Grammar: is one of a compulsory course that third semester students take.

3. High Achiever students: 10 students(5 males and 5 females) in thrid semesterin University of Islamic Malang who got 80 in grammar III.

4. Pandemic Covid-19 :Thelectures are held online, there is no face to face interaction between students and the lectures. The learning process are through online learning applications.
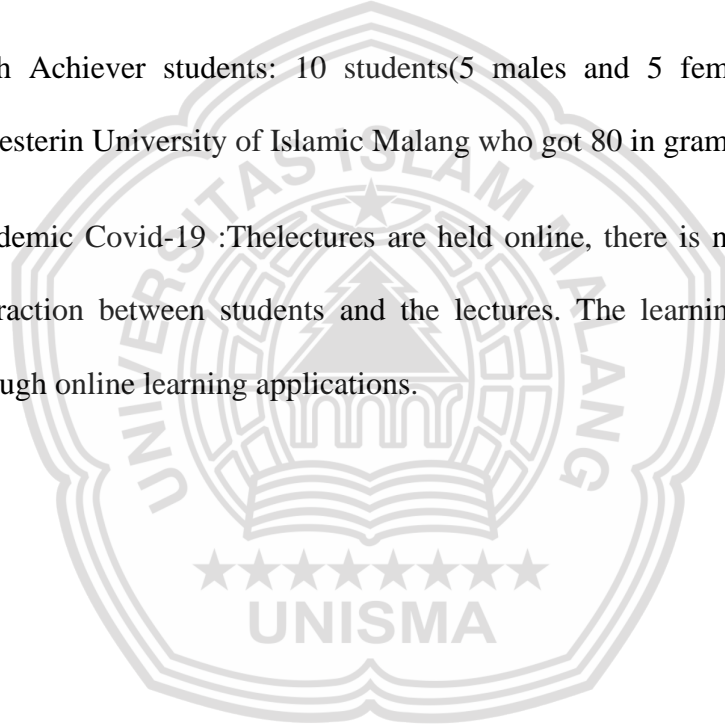
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents some points about conclusion and suggestions of the

Research related to what has been analyzed and discussed.

5.1 Conclusions

From the analysis, the researcher found the high male achiever used more learning strategies to succeed in grammar learning and important thing is that gender affects the use of language learning strategies. High male achievers have a positive attitude and a strong interest in language learning strategies. This is evident from the results of research which show that high male achievers usesvarious strategies than high female achievers which only uses three types of language learning strategies. All in a possible reason for the finding of the present study is probably the result of behavioral difference between males and females. That is, males are likely to be more interested in challenge. It means that according to Oxford (1990:43). In research, gender and language learning strategies are never separated from the origin of grammar learning achievement. Several researchers tried to find problems in the differences in the learning outcomes of high Male and Female achievers both from the field of science and from various points of view. The results of the study clearly prove that the relationship between gender and learning outcomes in certain fields is quite influential. From here, the researchers finally found that male students have superior performance compared to female students. However, it is not uncommon for this research to show insignificant values or can change at any time.Finally, even in pandemic now researcher hopes high males and femalesachievers can be an example for another students to develop their language learning strategies.

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5.2 Suggestion

Based on the research above, it can provides a solution to :

1. English Lecturer

To English lecturer, train the understanding of language learning strategies that are most often used, so that they can be maximized again for the student to aware of their learning strategies in the future.

2. English Student

For English students, from this study they can plan appropriate learning strategies to achieve their academic achievements.

3. Reader

From the reader's point of view, the researcher hopes that this research can deepen their understanding of the importance of language learning strategies and how to use them.

4. Other researchers

a.Because research on language learning is still limitedstrategy from a qualitative viewpoint, it is suggested for further researchers to submit other qualitative studies in various perspectives and many participants. that the aim is to develop findings on ELT advances in language learningstrategy

b. There are many limitations from this study, the writer hopes for other researchers can fix this in next future.

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