



**THE STUDY OF LEARNING STRATEGIES USED BY
INDONESIAN EFL LEARNERS IN LEARNING ENGLISH
GRAMMAR**

SKRIPSI

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ABSTRACT

Kadir, Zafira Ramdayani SA. 2020. *The Study of Learning Strategies Used by Indonesian EFL Students in Learning English Grammar*. Skripsi, English Education Department Faculty of Teacher Training and Education University of Islam Malang. Advisor I: Dr. Alfian Zuhairi, S.Pd., M.Pd; Advisor II; Eko Suhartoyo, S.Pd., M.Pd.

Keywords: Learning Strategies, grammar, achievement

This study aimed to explore the grammar learning strategies most frequently used by Indonesian EFL learners in general and grammar learning strategies frequently used by successful and less successful students in learning grammar. This study also investigated to know whether there was a significant difference in grammar learning strategies use between successful and less successful learners.

The researcher conducted a comparative research design from a quantitative approach. The sample of this study was 70 students of the second year of the English education department of Universitas Islam Malang. The data of the study were collected by using the GLSI questionnaire and grammar test administered in an online way by google form. The data were analyzed by using SPSS version 20 in the form of descriptive statistics and independent T-test.

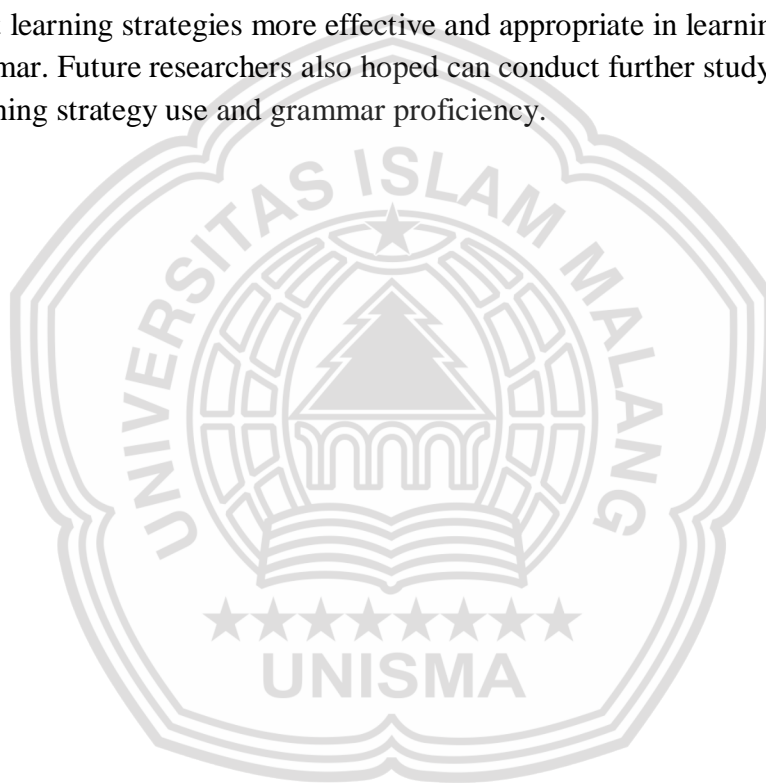
The result of the study showed that EFL students used social strategies (GLSI_D) ($M=3.683$) more frequently than the other strategies followed by GLSI_B4 (cognitive strategies used to deal with corrective feedback on errors on the production of the grammar), metacognitive strategies (GLSI_A), cognitive strategies used to assist the production and comprehension of grammar in communication task (GLSI_B1), cognitive strategies (GLSI_B), affective strategies (GLSI_C), cognitive strategies used to develop explicit knowledge of grammar (GLSI_B2), the least frequently was the cognitive strategies used to develop implicit knowledge of grammar (GLSI_B3) ($M=3.333$).

The other finding showed that successful learners use social strategies (GLSI_D) more frequently than other strategies ($M=3.775$). While less successful learners used GLSI_B1 (cognitive strategies used to assist the production and comprehension of grammar in communication tasks) more frequently than other strategies ($M=3.637$). Moreover, the GLSI_B3 (cognitive strategies used to develop implicit knowledge of grammar) became the last rank of grammar learning strategies used by both successful and less successful EFL learners.

The finding was also proved that the researcher's hypothesis (H_1) was rejected because of the sig. (2-tailed) of the independent T-test was .291 ($> .05$).

All in all, social strategy become the most frequently use grammar learning strategies for overall learners and successful learners. Successful and less successful use all the grammar learning strategies, and they were only different in the order of frequency use. Therefore, the result showed that there was no significant difference in using grammar learning strategies by successful and less successful.

Based on the finding of the study, it was suggested for the English teachers to allow and give opportunities for the students to using social strategies (GLSI_D) in the grammar learning process. However, EFL learners should be aware of what learning strategies more effective and appropriate in learning English grammar. Future researchers also hoped can conduct further study under grammar learning strategy use and grammar proficiency.



CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, statement of the problem, purpose of the study, statement of hypothesis, significance of the study, assumption of the study, scope and limitation of the study, and definition of the key terms.

1.1 Background of the Study

Education aims to create the independent and smart characters of the young generation for a better future. Independence means that teenagers have critical thinking, create something new, make innovations, find the problems and its problem solving, and compete with many people from different parts of the world. Therefore, language learning is truly necessary in achieving the purpose of education.

Language is a connection that associates one thing to another thing. It is indisputable that language is a tool of communication which cannot be separated from the humans' life. People can connect share their opinion, feelings, and make a good relationship by using language (Kunasaraphan, 2015) stated that a tool used in making a good connection and relationship between people in the world is language. In this case, language is one of the main elements of the process of learning in which it becomes one of the compulsory subjects that must be learned by the learners for reaching the target of education.

In learning a language, learning strategies are necessarily needed by the learners to achieve the target language. However, most of the learners are not aware of and understand what strategies they use. Learning strategies defined as a way and plan used by learners to understand and accomplish certain materials. It has become one of the most essential things in accomplishing the learning process. Learning strategies can help learners to comprehend the learning material properly. (Hakan et al., 2015) assumed that language learning strategies help learners to get materials and store them which encourages and also speeds up the learning. The learners will be easier and faster in material receiving and retention by employ the language learning strategies. (R.L Oxford, 1990, p. 1) also described learning strategies as learners' measures in improving their learning. Another researcher (Tanjung, 2018, p. 51) stated that the learners deliberately employ the learning strategies to assist them in obtaining a second or foreign language. Consequently, the learning strategies used by learners must be appropriate with their interest and necessity. As a result, the learning activities will be more enjoyable and interesting for learners. Besides, learners essentially need to aware of what kind of learning strategy they use and how much they realize the effect of learning strategies in improving their competence in mastering a language. Learners with high awareness of learning strategies will have better language understanding. Moreover, learners who apply their learning strategies regularly will have better language proficiency because a good language learner will attempt to find some strategies in achieving a learning target

The study towards learners' language learning strategies use is very important in order to know what strategies essentially applied by the learners to succeed in a language learning process. As stated above (Lavasani & Faryadres, 2011, p. 194) argued that language learning strategies used by learners with different proficiency levels are important to be studied to know the strategies applied by successful learners in comprehending and achieving the goal of second or foreign language learning.

In language learning, grammar has become one of the most complicated and essential components of language to be mastered in English language Learning. As stated by (Zhou, 2017) that the most challenging and complicated element in English Language Teaching for teachers and learners is grammar. He said that the teacher and the learners need to spend much time in teaching and learning English with the right use of grammar. Learners' understanding of grammar can support them to know how words arranged and can create meaningful and comprehensible sentences for the listener and writer. On the other hand, there some learners that have understood the grammar rules perfectly still cannot use the grammar in their real communication (Nagaratnam & Al-mekhlafi, 2011, p. 71). Therefore, grammar is not only about knowing the rules and theories, however, it truly needed to be practiced directly. to achieve the target of learning English grammar, grammar learning strategies become one of the ways needed by the learners. The learners can apply the grammar learning strategies in the learning process according to their needs and interest in which each student has a different level of understanding of a material.

There are some early researchers that have finished their studies related to the grammar learning strategies use. The first study is conducted by (Al Abri et al., 2017) which showed that the learners use all of the strategies equally to different levels and there are no differences in using grammar learning strategies between learners with high scores and learners with a low score in grammar. Moreover, learners with high proficiency used metacognitive more frequently than the learners with low proficiency. The second study is conducted by (Zhou, 2017) about grammar learning strategy, it was exposed that the learners often use cognitive strategies than metacognitive strategies and social-affective strategies to improve their grammar ability. Moreover, the finding of this study indicated that there was no correlation between student's grammar learning strategies and their grammar achievement. Another study conducted by (Supakorn et al., 2018) showed that learners with high grammar achievement applied all categories of grammar learning strategies more frequently than the learners with low grammar achievement. The study showed that both the higher and the lower achievers most often apply the compensation strategy. (Azizmohammadi & Barjesteh, 2020) also completed a study about grammar learning strategies used by different gender at the university level. The first finding of the study showed that there was a significant relationship between all of the grammar learning strategies with learners' grammar achievement. Besides, there was a significant difference between male and female learners' in learning strategies and grammar performance. A study toward the grammar learning strategy used by different gender of university-level also done by (Alsied et al., 2018). They found that



Libyan EFL learners used all the strategies equally and there was no significant difference in using grammar learning strategies between males and females.

In this case, the current researcher found some differences in early studies above. The first, second, and third studies were conducted to research about grammar learning strategies and grammar achievement of the senior high school learners in general. The subject of the first, second, and third studies were high school learners. On the other hand, in the fourth and fifth studies, the researchers completed the studies under the university level in which they focus the grammar learning strategies use and gender differences. Subsequently, the current researcher conducted a study under the university level with English department learners as participants. The study focuses on learners' grammar learning strategies and grammar proficiency in which grammar has become one part of a language and compulsory subjects that the EFL learners must learn in order to improve the language skills.

In the current study, the researcher will reveal the grammar learning strategies used by learners that help them in learning and understanding English grammar. Students who have high English achievement often use language-learning strategies more accurately and efficiently than students with lower levels of English skills (Kunasaraphan, 2015, p. 1857). Hence, it can be a recommendation for the less successful learners to apply it in learning grammar for improving their achievement in grammar.

According to the background above, the researcher will conduct the study related to English Language Teaching under the title "The Study of Learning

Strategies Used by Indonesian EFL Learners in Learning English Grammar." The researcher will conduct the study in English Department Learners of Universitas Islam Malang particularly the second-year learners. It is an appropriate class for this research because they have learned grammar I, grammar II, and grammar III. Therefore, the learners have some experiences in learning and using grammar because they have already learned the grammar structures for three semesters. It is an opportunity for the researcher to conduct this research because it will be easier to demonstrate the grammar learning strategies used by the learners.

1.2 Statement of the problems

Based on the background of the study, the problems of the study can be formulated as follow:

1. What are the learning strategies frequently used in learning grammar by English education department learners at Universitas Islam Malang?
2. What are the learning strategies usually used by successful and less successful learners in learning grammar achievement in the English education department at Universitas Islam Malang?
3. Is there any significant difference in the frequency use between successful and less successful EFL learners in using grammar learning strategies?

1.3 Purpose of the study

Based on the statement of the problem, the purpose of this study are:

1. to know the learning strategies frequently used by English education department learners at Universitas Islam Malang in learning grammar.

2. to know the learning strategies used by the successful and less successful learners in learning grammar in the English education department of Universitas Islam Malang.
3. to determine whether there is a significant difference in the frequency use of grammar learning strategies by successful and less successful EFL learners.

1.4 Hypothesis

Based on the problem formulated, the researcher formulates an alternative hypothesis of this study as follows:

There is a significant difference between successful and less successful learners in the use of grammar learning strategies.

1.5 Assumption of the study

To focus on the problem investigated, two assumptions are underlying this study:

1. It is assumed that the learners answer the questioners about their grammar learning strategies honestly.
2. Learners with higher grammar achievement will have better grammar learning strategies than the learners with low grammar achievement.

1.6 Scope and Limitation of the Study

The study focused on comparing grammar learning strategies among high achievers and low achievers in learning English grammar. This study consisted of two variables: grammar learning strategies as the independent variable and English grammar achievement as a dependent variable. Furthermore, the scope

of this study is the university learners. The participants are the second-year learners of the English education department at Universitas Islam Malang.

The researcher has a limitation in doing this research. The current study which must be conducted by online due to the COVID-19. All participant has to answer the grammar test and questionnaire in an online way by using google form.

1.7 Significance of the Study

The study on the comparison between learning strategies used by English education department learners at Universitas Islam Malang in learning English grammar is set out to provide theoretical and practical contributions for English learning. Firstly, this study theoretically gives knowledge about the differences of learning strategies use in learning grammar by the learners with different levels of proficiency. Secondly, it can be used as information for the lecturers to encourage and give some opportunities for the learners to know and the appropriate strategies or methods in the learning process. It is also expected that this study can be a criterion for future researchers to conduct studies related to learners' learning strategies use and language components.

1.8 Definition of Key Terms

To avoid misunderstanding, the researcher will define the terms which need definition as used in this study.

1. Learning strategies are plans and ways used by successful and less successful learners of the English education department of Universitas



Islam Malang for improving successful and less successful EFL learners' understanding of a grammar subject.

2. Grammar is a structure and rule used as a standard to make a sentence meaningful and understandable. In this study, grammar indicated as one of the compulsory subjects that must be taken by English department learners of Universitas Islam Malang. Grammar knowledge will lead the EFL learners in mastery the other language skills.
3. Achievement identified as a purpose and the last result of successful and less successful EFL learners' grammar learning process. Achievement in this research is successful and less successful learners' grammar scores from the TOEFL structure test.
4. Successful in this research indicated learners' accomplishments in the learning process as measured by grammar test scores from the TOEFL structure test that higher than the average that has been established.
5. Less successful indicated as the lack of learners' achievement in the learning process as measured by grammar test scores from the TOEFL structure test which lower than the average that has been established.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter discusses about the conclusion of this study and some suggestions.

5.1 Conclusion

The conclusion pointed out in this chapter is based on the data analysis in chapter IV. The result of the study showed that social strategies become the most frequently use grammar learning strategies by all the EFL learners in the English education department of Universitas Islam Malang.

The researcher also found that successful learners used the same grammar learning strategies as the less successful learners. On the other hand, the learning strategies most frequently used by the successful learners is social strategies (GLSI_D), while less successful learners used GLSI_B1 (cognitive strategies used to assist the production and comprehension of grammar in communication tasks) most frequently than the other strategies. Besides, GLSI_B3 (cognitive strategies used to develop implicit knowledge of grammar) was the least frequently used grammar learning strategies by both successful and less successful learners.

The result of this study also indicated that the hypothesis of the researcher was rejected because there was no significant difference between learners' grammar learning strategies and grammar achievement. The sig. (2-tailed) of

grammar learning strategies between successful and less successful learners was 0.291 (> 0.05).

5.2 Suggestion

According to the conclusion above, the writer gives some suggestions related to the study for:

1. Teachers/ Lecturers

The teacher is obligated to have all the competencies such as large knowledge about the language, classroom management, etc. The teacher/lecturer hoped can encourage and give opportunities for the learners to ask and discuss the grammar material or rules that they do not understand yet. Therefore, it can encourage and improve the learner's awareness about the importance of social strategies (GLSI_D) use in comprehending and mastering the grammar knowledge.

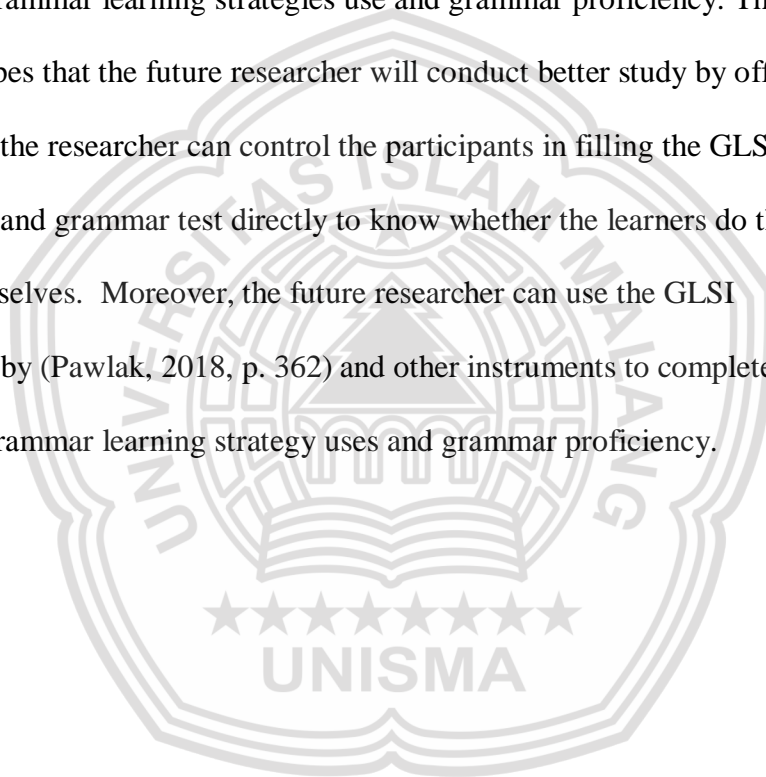
2. Learners

Less successful EFL learners should be aware and find out what learning strategies are suitable for their needs and interest to increase their proficiency. The social strategies (GLSI_D) can be a good recommendation for the less successful EFL learners because this strategy has become the effective strategies used by successful learners. This strategy encourages the learners to have an interaction with other people such as teachers, classmates, etc. in improving their grammar comprehension and practicing the use of grammar rules in the real

communication. Therefore, learners should also learn how to work and communicate with others to study in the classroom or out of the classroom.

3. Future Researcher

The current researcher realized that this study is limited and far from perfectness, therefore it is suggested to the future researcher to conduct a further study under grammar learning strategies use and grammar proficiency. The researcher hopes that the future researcher will conduct better study by offline way in which the researcher can control the participants in filling the GLSI questionnaire and grammar test directly to know whether the learners do their work by themselves. Moreover, the future researcher can use the GLSI questionnaire by (Pawlak, 2018, p. 362) and other instruments to complete the study under grammar learning strategy uses and grammar proficiency.





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