

**STRATEGI BELAJAR TATABAHASA BAHASA INGGRIS YANG LEBIH
SUKA DIGUNAKAN OLEH MAHASISWA JURUSAN BAHASA INGGRIS
UNIVERSITAS BENGKULU**

THESIS



By

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*Submitted as Partial Fulfilment of the Requirements to obtain
a degree in Magister of Education (M.Pd)*

**ENGLISH EDUCATION PROGRAM
GRADUATE PROGRAM
STATE UNIVERSITY OF PADANG
2010**

ABSTRAK

Yunita, Wisma. 2010. Strategi Belajar Tatabahasa Bahasa Inggris yang lebih Suka Digunakan oleh Mahasiswa Jurusan Bahasa Inggris Universitas Bengkulu. Tesis. Program Pascasarjana. Universitas Negeri Padang.

Penelitian mengenai strategi belajar keterampilan berbahasa (*language skills*) dan kosa kata (*vocabulary*) telah cukup banyak dilakukan oleh ahli dalam strategi belajar bahasa, tetapi tidak banyak yang menyelidiki strategi pembelajar bahasa dalam belajar tatabahasa bahasa Inggris khususnya di tingkat universitas. Penelitian ini berkenaan dengan tiga grup strategi yang bisa digunakan oleh mahasiswa dalam belajar tatabahasa bahasa Inggris yaitu; strategi belajar tatabahasa bahasa Inggris secara implisit yang memberikan fokus pada bentuk-bentuk bahasa, strategi belajar tatabahasa bahasa Inggris secara eksplisit-induktif, strategi belajar tatabahasa bahasa Inggris secara eksplisit-deduktif.

Penelitian ini adalah penelitian deskriptif yang menggunakan metode kuantitatif dan kualitatif yang bertujuan untuk menyelidiki strategi belajar tatabahasa bahasa Inggris yang digunakan oleh mahasiswa jurusan bahasa Inggris di Universitas Bengkulu dan menyelidiki sub-strategi yang dominan mereka gunakan dari setiap strategi belajar tatabahasa bahasa Inggris tersebut. Subjek penelitiannya adalah 36 mahasiswa semester IV yang terdaftar pada tahun ajaran 2009/2010. Instrumen yang digunakan adalah angket, interview dan observasi. Data dianalisis menggunakan persentase untuk angket dan analisis kualitatif untuk data interview dan observasi.

Hasil penelitian ini menunjukkan bahwa mahasiswa jurusan bahasa Inggris Universitas Bengkulu lebih dominan menggunakan '*strategi belajar tatabahasa bahasa Inggris secara implisit yang berfokus pada bentuk-bentuk bahasa*'. Kemudian, sub-strategi yang dominan mereka gunakan dalam strategi belajar bahasa secara implisit adalah '*memperhatikan kesalahan dan koreksi kesalahan berbahasa*' dan '*memperhatikan cara berbicara orang yang lebih mahir berbahasa Inggris dan menirunya*'. Sementara itu, untuk strategi belajar bahasa secara eksplisit-induktif, yang dominan digunakan adalah '*menggunakan dan mengoleksi buku-buku grammar, kamus dan buku-buku persiapan tes bahasa Inggris*' dan untuk strategi belajar bahasa secara eksplisit-deduktif adalah '*mencoba melatih menggunakan pola-pola dan aturan-aturan bahasa Inggris*'. Kesimpulannya, temuan ini mengungkapkan bahwa ada kecenderungan mahasiswa lebih suka menggunakan strategi yang akan membantu mereka meningkatkan kemampuan berbicara atau kemampuan berkomunikasi yang di dukung oleh penguasaan pengetahuan tentang bentuk-bentuk dan aturan-aturan tatabahasa bahasa Inggris.

ABSTRACT

Yunita, Wisma. 2010. English Grammar Learning Strategies Preferably Used by the English Department Students of University of Bengkulu. Thesis. Graduate Program. State University of Padang.

There are many researches on language skills and vocabulary learning strategies conducted by language learning strategies experts, but very few investigating students' strategies in learning English grammar especially at university level. This research dealt with three main groups of strategies that can be used by students in learning English grammar namely; implicit grammar learning strategies which focus on forms, explicit-inductive grammar learning strategies, and explicit-deductive grammar learning strategies.

This research was a descriptive research which used quantitative and qualitative method. It aimed at investigating the English grammar learning strategies preferably used by the English department students of university of Bengkulu and investigating the sub-strategies preferably used by the students among each of the three grammar learning strategies. The subjects of this research were 36 students of the fourth semester enrolled in 2009/2010 academic year. The instruments were questionnaire, interview and observation. The data were analyzed by using percentage for the questionnaire and by using qualitative analysis for the interview and observation.

The research findings show that the English department students of University of Bengkulu dominantly used the implicit grammar learning strategies which focus on forms in learning English grammar. In addition, the students dominantly used sub-strategies in implicit grammar learning strategies are *'noticing errors and correction of erroneous'* and *'paying attention on how more proficient people say thing and imitating'*. Meanwhile for the explicit-inductive grammar learning strategies, the dominantly used sub-strategy is *'using and collecting English grammar books, dictionaries and exam preparation books'* and for the explicit-deductive grammar learning strategies is *'trying to work out the patterns and rules of the English language'*. In conclusion, these findings reveal that there is the tendency of the students preferring the strategies that lead them to the improvement of their speaking or communication ability which is supported by the mastery of English grammar forms.

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ACKNOWLEDGEMENT

Alhamdulillahirabbil'alamin, praise be to Allah the Almighty for blessing the researcher with opportunity, good health, and willingness to finish this thesis. This great task is also impossible to be completed without helps and supports from many individuals. Therefore, the researcher wants to highly acknowledge the followings for their valuable contributions;

1. Prof. Dr. M. Zaim, M. Hum and Dr. Kusni, M. Pd. as her advisors who had patiently given a great deal of time, continues guidance, correction, and kindness during the completion of this thesis.
2. Prof. Dr. Hermawati Syarif, M. Hum, Dr. Desmawati Radjab, M. Pd, and Prof. Dr. Gusril, M.Pd. as her examiners who had given many contributions during the writing of this thesis.
3. All lecturers at the English Language Education Section of Graduate Program of State University of Padang who had given good knowledge and experience to the researcher during her study.
4. All administration and library staff of the Graduate Program of State University of Padang who had helped the researcher during her study.
5. The fourth semester students of the English department of University of Bengkulu enrolled in 2009/2010 academic year who had become the subject of her research.
6. Her beloved big family in Bengkulu and Padang, who had given encouragement, support, unconditional love and care during her study.
7. Her best friends, Meylina, Merry R., Arlen, Yupika M., Nia Elvina and Eka Novita, who had given her great supports to finish her study and this thesis.
8. All her colleagues at English Language Education Section of Graduate Program of State University of Padang in 2008's generation with whom she had studied and shared ideas and experiences.

Padang, 31 August 2010

The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

In Indonesia, English is studied at many levels of education. At elementary level, it is an optional subject but at junior high school, senior high schools and university level, it is compulsory. At university level, for example at University of Bengkulu, English is given to non-English department students as a general course which is divided into two courses; General English I and General English II. Meanwhile, to the English department students, English is given in many courses such as listening, reading, speaking, writing, morphology, syntax, phonology, semantic, translation and grammar.

For English grammar, the course is called Structure. It comprises of Structure I, II, III and IV. At the English department of University of Bengkulu, the students still had some problems in learning English grammar. Based on the preliminary study conducted by the researcher on February 12, 2010 on the students of the English department of University of Bengkulu, the researcher found that most of the students had problem with English tenses. They had difficulties in memorizing the tenses formula (30%), in using the perfect tenses (20%), in combining tenses especially in relation to the use of adverbs of time (20%), in finding partner to practice English grammar (10%), dealing with laziness in learning the grammar (10%) and the rest had no problem (10%).

Likewise, based on the result of their marks on the previous Structure III course, it was found that 54,1% of the students still got C mark, 32.4% got B and only 13.5% of them that got A mark.

However, eventhough English grammar is difficult and problematic in the way of using its tenses and the students' achievements are still quite low, the students have to learn English grammar since it is related to reading, listening, speaking and writing skills. It gives a lot of contribution in mastering English language and the most importantly, it is the bone of a language (Yan, 2006), or the language's heartbeats (Crystal, 2004). To learn English grammar well, strategies are needed. These strategies are not the general learning strategies but a specific one that related to the grammar itself named English grammar learning strategies. Grammar learning strategies is the deliberate thoughts and actions students consciously employed for learning and getting better control over the use of grammar structure (Cohen and Pinilla-Herrera, 2009).

Considering the conditions above, the researcher investigated the grammar learning strategies used by the students at the English department of University of Bengkulu. Investigating the grammar learning strategies used by the students can be a small step in solving the students' problems in learning English grammar.

Moreover, there are not many researches found yet on the grammar learning strategies. There are only three researches found so far which were conducted by Tilfarlioğlu and Yalçın (2005), Oxford, Rang Lee and Park (2007), and Pawlak (2009). Grammar learning strategies have not been given

as much attention yet as the general learning strategies. This is in line with what stated by Oxford, Rang Lee and Park (2007) that grammar strategies, like listening strategies in second language research, have not been given the same level of attention as other strategies (i.e., reading, writing, speaking and vocabulary) by researcher in language learning strategies. It is considered as the second cinderella after listening strategies since they are not much studied by experts in language learning strategies. This is also supported by Anderson in Pawlak (2009) who writes that “What is greatly lacking in the research are studies that specifically target the identification of learning strategies that second language learners use to learn grammar and to understand the elements of grammar”.

Last but not least, finding out the students learning strategies can be used as a reference for determining what is the best approach or technique in teaching English grammar in the classroom learning and teaching context especially at the English Department of University of Bengkulu.

B. Identification of the Problem

English grammar is one of difficult aspects of English language to learn by students at the English department of University of Bengkulu. The students have problems in learning English grammar, for instance, in using the perfect tenses, adverbs of time and in combining English tenses appropriately. In fact, English grammar is related to the skills of English and gives a lot of contribution in mastering the English language. It is the bone and the

heartbeat of a language. Without grammar, sentence will not be effective and will result in ineffective communication.

One way to solve the students' problems in learning English grammar is by using strategies in learning English grammar whether in the classroom or outside the classroom teaching and learning. The learning strategies called grammar learning strategies. In addition, investigating their strategies in learning English grammar can be an initial indirect step to solve their problems. Likewise, at the English department of University of Bengkulu, the students' strategies in learning English grammar have not been identified yet.

C. Limitation of the Problem

This research was limited on the grammar learning strategies preferably used by the fourth semester students of the English Department of University of Bengkulu in 2009-2010 academic year. There were three groups of grammar learning strategies investigated. They are; implicit grammar learning strategies which focus on forms, explicit-inductive grammar learning strategies, explicit-deductive grammar learning strategies.

D. Formulation of the Problem

The problem in this research was formulated as the following: "Which grammar learning strategies are preferably used by the fourth semester students of the English Departments of University of Bengkulu?"

E. Research Questions

Based on the formulation of the problem above, the questions of the research are:

1. Which sub-strategy of the implicit grammar learning strategies is preferably used by the fourth semester students of the English Departments of University of Bengkulu?
2. Which sub-strategy of the explicit inductive grammar learning strategies is preferably used by the fourth semester students of the English Departments of University of Bengkulu?
3. Which sub-strategy of the explicit deductive grammar learning strategies is preferably used by the fourth semester students of the English Departments of University of Bengkulu?

F. Purposes of the Research

Based on the formulation of the problem and the research questions above, the main purpose of the research was to investigate the grammar learning strategies preferably used by the fourth semester students of the English Department of University of Bengkulu. The purpose was elaborated into the following detail purposes;

1. To investigate the sub-strategy of implicit grammar learning strategies that is preferably used by the fourth semester students of the English Departments of University of Bengkulu?

2. To investigate the sub-strategy of explicit-inductive grammar learning strategies that is preferably used by the fourth semester students of the English Departments of University of Bengkulu?
3. To investigate the sub-strategy of explicit-deductive grammar learning strategies that is preferably used by the fourth semester students of the English Departments of University of Bengkulu?

G. Significance of the Research

The significance of the research are: (1) theoretically, to enrich the findings on the learning strategies used by the students in learning English specifically in grammar which is not much yet conducted by researchers in the field of learning strategies, (2) practically, to reveal the preferred English grammar learning strategies of the English Department students of University of Bengkulu, so that it can be beneficial information for the lecturers who will teach grammar at the university in the future including the researcher herself.

H. Definition of the Key Terms

In order to avoid misunderstanding in this research, the researcher defined the key terms as the following:

1. **English grammar** is a set of rules specifying the correct ordering of words in English at the sentence level. In this research, the context is the English grammar studied by the fourth semester students of the English department of University of Bengkulu in Structure IV course.

2. **Grammar learning strategies** are deliberate thoughts and actions students consciously employed for learning and getting better control over the use of grammar or for making language learning and/or language use easier, more effective, more efficient, and more enjoyable.
3. **Implicit grammar learning strategies which focused on forms** are the strategies of learning English grammar involving an element of attention and noticing of grammar patterns and rules of English language.
4. **Explicit-inductive grammar learning strategies** are the strategies of learning English grammar starting with a specific fact or instance then moving toward a general principle and using conscious operations to make and test hypothesis in search for an understanding of structure of English language.
5. **Explicit-deductive grammar learning strategies** are the strategies of learning English grammar involving learning a rule (rule delivery) that supplied by the books, the teachers or by some other means and then applying the rules to specific instances.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusions

Based on the research findings in the previous chapter, the researcher can draw a conclusion that the English department students of University of Bengkulu dominantly use the implicit grammar learning strategies which focused on forms in learning English grammar. However, the dominant sub-strategy for each group of grammar learning strategies in detail is;

1. For the implicit grammar learning strategies which focused on forms, the preferably used sub-strategies are two, namely; *noticing the correction or errors and erroneous* and *paying attention on how more proficient people say things and imitating*
2. For the explicit-inductive grammar learning strategies, the preferably used strategy is *using and collecting English grammar books, dictionaries and exam preparation books*.
3. For the explicit-deductive grammar learning strategies, the dominantly used strategy is *trying to work out the patterns and rules of the English language*.

B. Implication

The implications of this research result are;

1. The lecturers may have to utilize or introduce the implicit grammar learning strategies which focused on forms in teaching English grammar to the future students of English department of University of Bengkulu.

2. The grammar lecturers should help the students more in noticing their errors and explaining the solution for the errors to the students in order to help them in learning English grammar better.
3. The lecturers should use grammatically correct sentences in communicating with the students as they are considered as the more proficient people and the sources of input for the students.
4. The self-access center at the language center (UPT Bahasa Inggris) and the library of the English department of University of Bengkulu should provide more grammar books, English dictionaries and exam preparation books for the students.
5. The lecturers should provide more opportunity for the students to work out the patterns and rules of the English language in their teaching.

C. Suggestion

Based on the research findings and conclusion of the research, the researcher would like to propose the following suggestions:

1. The grammar lecturers are suggested to introduce to the students the grammar learning strategies especially the implicit grammar learning strategies so that they can implement them personally in their process of learning English grammar.
2. All lecturers at university of Bengkulu are suggested to use grammatically correct English especially in speaking as they are the sources of input for the students or considered as the more proficient people in using English.

3. The grammar lecturers are suggested to help the students in noticing the errors, explaining the solution for the errors and provide more opportunities to work out the grammar pattern and rules.
4. The students are suggested to seek more grammar learning strategies, utilize internet technology and self-access centre at the language center (UPT Bahasa Inggris) to help them in learning English grammar.
5. The other researchers are suggested to conduct a further research in the area of grammar learning strategies at university of Bengkulu or at other private and state universities in Indonesia by also considering the students' achievement, gender, academic and cultural background and their mastery of English language.

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