

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Learning strategies have drawn interest from academics since it becomes major concern in English language teaching in the past years (Mistar & Umamah, 2014). Many studies have been conducted to figure out the strategy use by English learners in many countries. Language learning strategy is a cognitive process that plays an important role where the students has the right of their own learning process (Chuin & Kaur, 2015). Learning strategies facilitate students to take over the L2 learning by themselves and become more independent learners. Oxford (2003) asserted that learning styles and learning strategies give good impact not only for the students as they can learn better, but also for the teachers so they can adjust their instruction in order to get more students. Lately, the study of language learning strategies has been narrowed to specific skills such as Speaking (Mistar & Umamah, 2014), Listening (Jia & Wang, 2017), Writing (Hwang and Lee, 2017), Reading (Reflinda, 2017), and Grammar (Zekrati, 2017).

This present study focuses on learning strategies in their implementation and in learning grammar. Grammar is inseparable from language because it allows us to understand how the sentence is built, the types of words, and the word groups that make up sentences, therefore without grammar the sentence will be meaningless (Tilfarlioğlu, 2005). Based on interview to some students in Intermediate English Grammar class that there are some challenges for them in learning grammar, they

are not aware that learning strategies are playing a crucial role in learning English. Many learners need to be guided in order to recognize and learn their own learning strategies for grammar. The learners should be aware about their strategies and understand how to monitor and develop the effectiveness of the strategies. Each learner has different choice of the way they learn. In order to mastering grammar, learners should have strategy to be categorized as successful learners.

There are studies which focus on grammar learning strategies conducted by Kemp (2007), Pawlak (2009), Bayou (2015), Kunasaraphan (2015), Zekrati (2017), and Zhou (2017). The context of these studies mentioned above were in countries other than Indonesia. Therefore, this study was conducted in Indonesia, particularly in the private university and aimed to find out which strategies that the students used often in learning grammar.

1.2.Limitation and Formulation of the Problem

This research identified which grammar learning strategies are often used by students in learning grammar in similar context. The reference question which is used in the process of data collection and analysis is:

- What are the strategies used frequently by Intermediate English Grammar class of English Language Education?

1.3.Significance of the Study

This study provides contribution to the students in similar context to understand their own characteristic to use the learning strategies. To the teachers in similar

context so they can provide the class with grammar learning strategy knowledge.

And to the future researchers because this study extends the literature.

