CHAPTER II

LITERATURE REVIEW

Celce-Murcia and Larsen-Freeman (1999) asserted grammar is a system which explains the structures of the target language and its communicative purpose. Oxford (2008) added that grammar is used to form words and create sentences based on its rules, without which language will be meaningless. Similar to Oxford (2008), Tilfarlioğlu (2005) explained that grammar is important not only in English, but also in other languages. Another research conducted by Harmer (2001) argued that grammar is about word formations and its combination to create sentence. He pointed out that grammar is about how simple and plain sentences are structured, and how putting different words can keep same structure. However, grammar is not only about rules. The main purpose of teaching grammar is to gain a better conformity between grammar and communication.

2.1 Grammar Learning Strategies

Razak et al (2012) explained that the crucial role of learning strategies help L2 learners to understand the language learning process likewise the skills they develop in learning EFL or ESL. Oxford (1990) classified language learning strategies into direct and indirect strategies. Direct strategies referred to the learning process or the process of producing the target language. There are three subcategories of direct strategies. The first is memory strategies, these strategies assist learners to utilize sundry memory refers to the strategies in order to acquire and redeem grammatical rules. Then, there are cognitive strategies which by

applying grammatical rules significantly, cognitive strategies allow learners to manipulate the grammatical rules. There are various ways of learners to practice the grammatical rules, such as; saying or writing it regularly, listening to it over and over again, rehearsing, and imitating native speaker. The last one is compensation strategies which is applying the language for either comprehension or production in the scope of limited information is the used of compensation strategies. In this strategies, learners' background knowledge is required since it's provide linguistic clues related to grammatical knowledge.

Oxford (1990) pointed out that indirect strategies allow direct strategies to happen and improve its successful utilization. There are three subcategories in these strategies. The first is metacognitive strategies which allow the learners to give judgement on their own grammar learning pattern and coordinate learning process, metacognitive strategies help the learners to pay attention to certain grammar tasks in order to review a concept and relate it with previous materials. The second is affective strategies which affect learners' grammar learning process by helping learners to obtain control and adjust their individual emotions, attitudes, and values. Knowing the way of managing emotions and attitudes while learning grammar is a positive aspect of good language learners. The last is social strategies which allow learners to get a chance to learn how to interact with other language learners. The learners can be supplied by correct grammatical rules by asking questions or clarification to proficient friends.

People tend to think negatively when they hear the word 'grammar'. Grammar is used to form words and create sentences based on its rules (Oxford, 2008). Kemp

(2007) in the research investigated the use of Grammar Learning Strategies in 144 participants who knew between 2 and 12 languages each, using Grammar Learning Strategies questionnaire. The findings showed that there is a correlation between the number of languages known and the number of items participants responded, the number of languages known and the mean ratings across the 40 strategies, the number of languages known and the number of participants who give additional strategies.

Pawlak (2009) examined the relationship between the use of grammar learning strategies and attainment in learning English. There were 142 participants, 67 students were in first-year, 38 students were in second-year, and 37 students were in third-year of BA program of English Department. This study has failed to find evidence for the existence of a strong positive relationship between the use of grammar learning strategies and attainment. He also found that there was no statistically significant differences were found in Grammar Learning Strategies use reported by upper- and lower-level students, although those who received higher grades in the grammar course did employ such devices slightly more often.

Bayou (2015) explored grammar learning strategies used by grade 11 students of Medhanealem preparatory school focusing on the differences between the two genders. There were 277 students as sample participants in this study. He found that, Compensation Strategies were the most preferred strategy category by the learners, while the least preferred was Affective Strategies. He stated that male and female learners differ in their preferences of grammar learning strategies. He also found that the results of the independent samples t-test indicated that there was no

significant difference between males and females in the use of the overall grammar learning strategies as well as in the six taxonomies of the grammar learning strategies.

Kunasaraphan (2015) conducted a research which tried to identify how often do the first year students of International College, Suan Sumandha Rajabhat University use direct and indirect strategies based on their level of English proficiency. The result shows that students with higher English proficiency levels used language learning strategies more frequently, appropriately, and effectively than did those with lower English proficiency level. The strategies that are used by high-achievement students are metacognitive, social, and cognitive strategies.

Zekrati (2017) conducted a research which explored the relationship between grammar learning strategies and language achievement by 230 high school EFL students. The result showed that cognitive strategy is the most used strategy. Similar to Zekrati (2017), Zhou (2017) investigated the grammar learning strategies use by 176 high school students in China using questionnaire survey and interview. The finding showed that cognitive is the most used strategy.

2.2 Theoritical Framework

This study contains language learning strategies preference used by the students in learning grammar as the main focus. This research used questionnaire to value of grammar learning strategies which is used the most in grammar class.

Language Learning Strategies
Oxford (1990)

| Memory (direct) | Cognitive (Direct) | Compensation (Direct) | Metacognitive (Indirect) | Affective (Indirect) | Social (Indirect) |

Grammar Learning Strategies
Kemp (2007)

Grammar Learning Strategies
Bayou (2015)

| Memory of Grammar | Thinking About Grammar | Analysis of Grammar | Communicating Using Grammar | Organising Grammar Learning | Using Grammar with Other People | Memory (Direct) | Cognitive (Direct) | Compensation (Direct) | Metacognitive (Indirect) | Affective (Indirect) | Social (Indirect) |

Grammar Learning Strategies

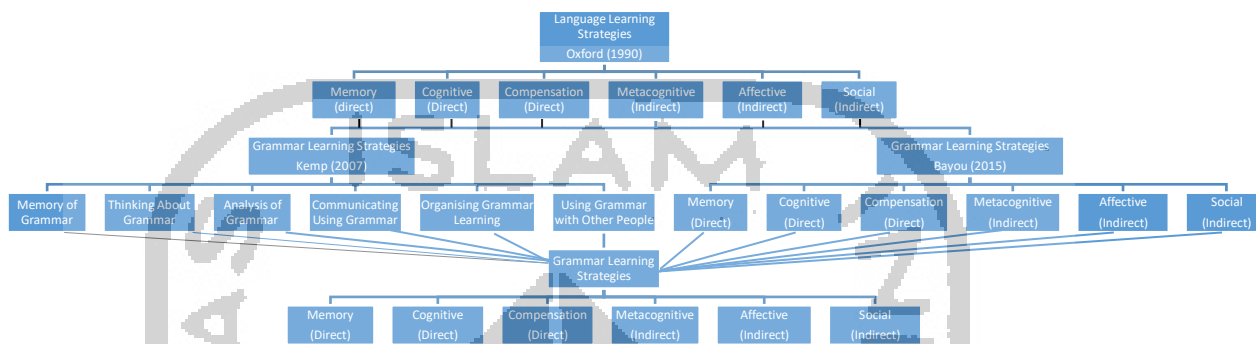| Memory (Direct) | Cognitive (Direct) | Compensation (Direct) | Metacognitive (Indirect) | Affective (Indirect) | Social (Indirect) |

Figure 2.1 Theoretical Framework