

CHAPTER I

INTRODUCTION

Chapter one contained the background of the study, identification of the problem, delimitation of the problem, formulation of the problem, objective of the study, the significance of the study, and operational description.

A. Background of the Study

Grammar is considered to play an important role in mastering the four basic skills in learning English, such as writing, speaking, listening, and reading, especially in academics and formal contexts. Rossiter (2021), argues that grammar is the foundation for forming more complex ideas into words. Therefore, students will more easily master those skills if they can understand grammar, especially in productive skills. For example, as Yuliawati (2021) stated in her previous research, mastery of grammar plays a major role in communicative productive skills, such as writing. This is because comprehension of grammar, particularly tenses, is essential for creating a writing style. Hence, mastering grammar can make it easier for students to compose words from the ideas they have coherently and clearly. Simply, grammar can help students more easily in constructing sentences correctly in the target language.

Another study by Richards et al., (2002) also said that mastery of grammar helps the accuracy and fluency of students in oral communication skills or speaking which

is also part of productive skills. The accuracy of the grammar helps their fluency in speaking skills. Moreover, they stated that accuracy and fluency are not the same things. Accuracy is the foundation of fluency, whereas fluency is a higher level of linguistic competence and a more accurate revelation than communicative competence.

English has a function as the language of instruction for education if the courses or subjects taken are specifically related to the use of the English language (Agustin, 2015). In English Education Study Program, students have to join four levels of grammar classes, they are Basic Grammar in the first semester, Intermediate Grammar in the second semester, Pre-Advanced Grammar in the third semester, and the high level is Advanced Grammar in the fourth semester. Advanced Grammar course learn about the composition of rules and grammar techniques at a higher level (Handayani et al., 2020).

In the process of learning achievement, there are several factors influence students' success in learning such as; motivation, learning styles, and learning strategy use (Oxford et al., 1993). Motivation is important in learning achievement because it influences students' strong interest in an activity. According to Schunk and Zimmerman (2012), those interests or motivations can come from external factors (values and goals internalized) and internal factors (interest inherited).

Likewise, learning styles and learning strategies also play a role in learning success. In the process of receiving material, students can use learning styles, they are; visual, auditory, and kinesthetic (Willingham et al., 2015) and learning strategies

are divided into 4 types; memory strategies, compensation strategies, metacognitive strategies, and social strategies (Hardan, 2013). Students who understand their learning style and students who use learning strategies will have an impact on better results than students who do not use strategies as Hong Shi (2017) stated that using the right language learning techniques increases self-confidence and motivation.

B. Identification of the Problem

Based on the background, the problems identified are:

1. The success of students in learning advanced grammar courses can be influenced by motivation.
2. The success of students in studying advanced grammar courses can be influenced by learning styles.
3. The success of students in studying advanced grammar courses can be influenced by learning strategies.

C. Delimitation of the Problem

The focus of this study is strategies used by English Education study program students' at Universitas Ahmad Dahlan in learning advanced grammar course.

D. Formulation of the Problem

Based on the introduction above, the problems are formulated as follows:

1. What learning strategies are used by students of the English education study program at Universitas Ahmad Dahlan in learning advanced grammar courses?
2. What dominant learning strategies are used by students of the English education study program at Universitas Ahmad Dahlan to master the advanced grammar courses?

E. Objectives of the Study

Based on the formulation of the problems, here are the objectives of the study:

1. To investigate the learning strategies used by students of the English education study program at Universitas Ahmad Dahlan in learning advanced grammar courses.
2. To find out the most dominant learning strategies among students of the English education study program at Universitas Ahmad Dahlan in learning advanced grammar courses.

F. Significances of the Study

After the study is completed, it is expected to give the significances below:

1. Theoretical significance

The result of this study may give knowledge about learning strategies used by students of advanced grammar course.

2. Practical significance

a) For readers

The result of this study will give knowledge about learning strategies in learning the Advanced Grammar course.

b) For learners

The result of this study can be a guide for learners in deciding to utilize different learning strategies.

c) For other researchers

The research findings may be used as a reference for other researchers in studying learning strategies.

G. Operational Description

There are several terms to define below:

1. Learning Strategies

The term learning strategy in language learning defined by Oxford and Scarcella (1994). Learning strategy is a special act, behaviors, steps, or techniques that used by students to improve their learning (Oxford, 2003) .

2. Advanced Grammar Course

Advanced Grammar course refers to one of the courses that must be taken in 4th semester by English Education Study Program of Universitas Ahmad Dahlan students.

Study material in this course includes Reported speech, Question construction (Yes-No Question and question word question), Finite and

Non-finite verb clause, Canonical sentence and cleft, Inversion, Correctness and Acceptability, Common Mistakes, and Errors identification (Handayani et al., 2020).

3. Students

In this research, students refer to the fifth semester of the English Education Study Program at Universitas Ahmad Dahlan who took Advanced Grammar course in academic year 2021/2022.