STUDENTS’ LEARNING STRATEGIES IN ISOLATED GRAMMAR

THESIS

Submitted in Partial Fulfilment of the Requirements for the Degree of Sarjana Pendidikan

WIDYA KRISTIANI
NIM: 112015100

ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS KRISTEN SATYA WACANA
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ENGLISH LANGUAGE EDUCATION PROGRAM
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2019
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STUDENTS’ LEARNING STRATEGIES IN LEARNING ISOLATED GRAMMAR

Widya Kristiani

ABSTRACT

Since the intermediate grammar is the most difficult grammar course in English Language Education program of Faculty of Language and Arts in Universitas Kristen Satya Wacana. Grammar learning strategies have been viewed are playing an important role in the success or failure of learning the course. This study attempted to know what learning strategies which students use in learning the isolated grammar course. Qualitative method was used in the study where 10 students from the English Language Education of FLA UKSW were interviewed. The participants were taken from students who failed the Intermediate Grammar course. The results of the interview showed that most of the students said that they used some strategies in learning the course inside and outside class. The strategies which the students use are cognitive strategies, metacognitive strategies, memory-related strategies, affective strategies, and social strategies. However, most of the students stated that cognitive strategies and memory-related strategies were the most preferred strategies in learning the course. In addition to this, the other factors that make students’ learning strategies succeed or fail also influenced by students’ learning frequency, amount of time in learning, and learning material.

Key words: grammar, isolated grammar, learning strategies.

Introduction

Grammar teaching and learning is still a controversial issue in foreign language instruction. Grammar is deemed to be the most important thing that must be mastered by students in learning English. Subasini and Kokilavani (2013) stated that grammar is the most important thing in learning a new language like the English language and the importance of grammar cannot be ignored. Bandar and Gorjian (2017) argue that grammar as a crucial part in learning a new language. When students learn a new language, automatically they should learn grammar because grammar is a foundation of language. Students will understand the
meaning of language easily if they know grammar. In addition, understanding the grammar of a language also helps students to arrange a sentence correctly in that language.

In receiving the material of grammar, sometimes students face some difficulties. The difficulties may come from students themselves or teachers’ method in teaching grammar. In teaching and learning grammar, teachers usually teach grammar by teaching the rules first before they ask students to practice it in real communication. Teachers drill the rules of grammar with less communicative practice in a class. It makes some students bored to learn grammar. This kind of method also makes some students often find it difficult when teachers ask them to practice the rules of grammar taught in the classroom (Al-Mekhlafi & Nagaratnam, 2011). However, not all teachers are aware of the difficulties faced by students and they still use the same method in teaching.

In order to understand the material of grammar, students need some strategies. Wong and Nunan (2011) believe that students will understand the material easily if they use strategies in learning. The strategies which students use are different, it depends on students’ ability in understanding the material. According to Zafar and Meenakshi (2012), the use of strategies in learning can help students to improve their understanding. Students usually have their own learning strategies to be able to comprehend and remember the material. Sometimes, students need more than one strategies in learning to understand the material. When students use appropriate strategies, it can help them to gain the knowledge easily.

In response to the above issue, the researcher is interested to carry out a study entitled “Students’ Learning Strategies in Isolated Grammar”. This study aims to answer the question: “What were the learning strategies of students who failed the Intermediate Grammar course?”. The result of this study is expected to help teachers in finding appropriate strategies to help students in learning the Intermediate Grammar course.
Literature Review

This section of the study provides the relevant literature to help understand the concepts used in this study. It discusses two main topics: isolated grammar and learning strategies.

Isolated Grammar

Gartland and Smolkin (2015) stated that grammar is a set of language rules which refers to syntax and morphology. It means that learning grammar is learning how to arrange words and phrases to create a good sentence in a language. In addition, grammar also refers to the meaning of words and vocabulary choices. According to Svalberg (2015, p.529), “Grammar as a fixed body of knowledge at sentence level”. Knowing grammar helps students to understand the meaning of the sentence correctly. Grammar is important in learning a new language because it is a basic of language. According to Saaristo (2015, p. 282), “Grammar is a key concept in general linguistic theory”, which means that grammar has an important role in English. By understanding the grammar, people can arrange a sentence and convey meaning clearly so they can communicate easily.

Elgün-Gündüz, Akcan, and Bayyurt (2012, p.159) defined isolated grammar as learning language structure without "a context for communication and which is generally organized by a syllabus of sequential language structures". Basically, they said that learning isolated grammar is learning about the structure of grammar with a little communicative content because isolated grammar has its own syllabus of learning language structure. Spada, Jessop, Tomita, Suzuki, and Valeo (2014) stated that isolated grammar is teaching grammar which is focused on the formal component of language. They said that focus on forms refers
to the use of the language structure. In other words, isolated grammar is learning grammar separately in a lesson. Students learn about the structure of the language without directly practicing it in real communication. According to Yanuar (2013), isolated grammar is often related to traditional grammar because both of them focus on forms. Isolated grammar is also a form of formal grammar teaching because the teaching is separately in a lesson. Male (2011) stated that teaching grammar in formal instruction can help the students to improve students’ understanding of grammar structure. It will be more effective for students because they only learn the structure of the language.

However, learning isolated grammar may make some students bored (Incecay & Dollar, 2011; Jean & Simard, 2011). Students learn grammar that is only focused on forms and meaning with less involving in communicative practice may not be attractive. Although learning isolated grammar helps students to understand the forms of language, there are some students less interest to learn the language. Students need to practice to use the forms of the language when they are learning. Not only that, learning isolated grammar also makes some students confused (Wornyo, 2016). Students feel confused because they learn many structures of language with less communicative practice. They may understand the structure of the language but, they can not practice it in real communication because their ability in using the forms is little.

Learning isolated grammar is also helpful for students to understand the material by using some kinds of exercise. Students only learn about the forms of the language, it makes students understand more about the material. According to Elgün-Gündüz, Akcan, and Bayyurt (2012), the material that the teacher used in isolated grammar is a workbook, grammar book, some test, and worksheet. The workbook contains many exercises which are the focus on the structure of the language, such as repetition, manipulation, and grammatical transformation. This kind of exercise help students to understand the structure of the language.
easily because they only do the exercise by filling in the blank and completing sentences. Spada and Lightbown (2008) stated that learning isolated grammar helpful for students to clarify misleading similarities between the L1 and L2, notice language forms, learn forms that are rare in language. In learning a new language, sometimes students feel confused because there are similarities with their first language. Learning isolated grammar makes students understand the differences between students’ first language and second language. In addition, learning isolated grammar may make students understand the forms of language more.

**Learning Strategies**

In learning grammar, students need strategies in order to make learning effective and efficient. According to Rose (2011), learning strategies are tools which students use to help them in learning the second language. It means that learning strategies are helpful in the learning process, especially in learning grammar. Students will be active to learn when they have their own learning strategies. Not only that, but the use of appropriate strategies can also help students to improve their ability and self-confidence in learning. Huang (2016) stated that learning strategies as actions used in response to problems faced by students in the learning process. According to Oxford (2011), learning strategies are actions which use to improve language knowledge, complete task, and make learning helpful. It means that learning strategies in the second language are actions which students use to make successful learning. Using strategies in learning help students to determine how to comprehend, storage, and remember new knowledge that they get. The use of learning strategies also helps students to complete the task easily. In addition, learning strategies that students use would be efficient in learning.
Oxford (2003) categorized learning strategies into six groups, which are cognitive, metacognitive, memory-related, compensatory, affective, and social strategies. Cognitive strategies refer to the transformation of materials to improve the students' understanding of the lesson, such as analysis, note-taking, summarizing, practicing the material, etc. Metacognitive strategies refer to the learning process, planning, and monitoring of learning during the lesson. Memory-related refers to the way in which students link one L2 item or concept with another, such as memorizing. Compensatory strategies refer to the way students use to understand the missing knowledge in listening or reading, for example guessing from the context. Affective strategies refer to students’ feeling when they are learning. Whereas, social strategies refer to the use of language to interact with the other in order to make students understand and memorize the lesson easily. In social strategies, students may cooperate with their friends in solving a particular problem, gathering information, receive feedback from certain learning activity, and doing self-task.

In choosing strategies, students need to think about “the effectiveness of strategy” that they use (Dörnyei, 2005, p.20). The effectiveness of the learning strategies depends on students' ability in the learning process. Students will be easier to understand the material of the lesson if the strategies that they use is appropriate for them. In order to make effective learning, students use some strategies. Zekrati (2017) conclude that using some strategies in learning grammar is important because it can mean to make the learning process more accurate and meaningful. In Zakrati study’s, he said that the success of language learning depends on the strategies which the students use. In order to gain the success of language learning, students may use some strategies to comprehend the materials.
Previous Studies in Students’ Learning Strategies

Some studies have been conducted in examining students' learning strategies which students use in learning English as their foreign language (Supakorn and Limmun, 2018; Magno, 2010).

Supakorn, Feng, and Limmun (2018) conducted the study about strategies for better learning of English grammar. In this study, they compared the learning strategies used by Chinese and Thai students in learning grammar. In this study, the researchers used a questionnaire to collect the data. The questionnaire consisted of two parts. Part 1 contained questions about participants’ background information (e.g., gender, nationality). Part 2 contained questions about learning strategies. According to six strategies (cognitive, metacognitive, memory, compensation, social, and affective strategy), students frequently used cognitive, metacognitive, memory, and social strategies. Thai students preferred to use social and affective strategies. However, Chinese students preferred to use memory (revision and space reliance), cognitive (note-taking) and metacognitive (lesson preview) in learning grammar. These are the differences between Chinese and Thai students in using strategies for learning English grammar.

Magno (2010) examined Korean students’ learning strategies in learning English as their foreign language. Although Magno’s study was not specific to students’ learning strategies in learning grammar, finding of this study is related to strategies which students used in learning isolated grammar. In order to collect the data, the researcher used questionnaire that consisted of two parts. Part 1 consisted of the 50 items in the English Profeciency Test. Part 2 consisted of 50 items about Strategy Inventory of Language Learning (SILL). In this study, there are some strategies that were used by students in learning language, such as memory (memorizing vocabulary and the structures), cognitive
(note-taking, summarizing, practicing the material), compensation (guessing), metacognitive (planning, organizing, and evaluating), affective (related with students’ feeling in learning), and social strategy (discussing and asking help from others). According to the finding of this study, compensation strategy had a stronger effect in learning English than the other strategies. Students preferred to guess the meaning of words when they did not understand it. This research also found that even though the compensatory strategy was better for learning a new language, students still needed other strategies to make the learning process effectively.

The Study

Context of the Study

This study is about students’ learning strategies in isolated grammar. This study was conducted at the Faculty of Language and Arts of Universitas Kristen Satya Wacana, Salatiga, Central Java. In this faculty, students of English Language Education program must take two kinds of grammar courses, which are Basic grammar and Intermediate grammar course. The most difficult grammar course is Intermediate grammar. It could be proved from some students who failed the intermediate course in English Language Education, UKSW.

This study was guided by the following research question: “What are the learning strategies of students who failed the intermediate grammar course?”. The aim of this study was to know the strategies used by students in learning isolated grammar. Hopefully, the result of this study could help teacher to realize on their strategies were not really helpful and find appropriate strategies to help students in learning the intermediate grammar course.
Participants of the Study

Ten students of the English Language Education in the Faculty of Language and Arts have been chosen as the participants of this study. These ten students were chosen due to their learning experience in learning the intermediate grammar course which made them fail to pass the course in the previous semester.

As for the demographic information of the participants, the students were asked about their grammar learning history, which includes learning time, learning experience in Senior High School, opinion of isolated grammar, and amount of repeating the course. According to the collected data, all of the ten students have learned the isolated grammar course since they joined in FLA UKSW. Most of them stated that learning grammar separately was helpful because it made them focused on grammar itself. Seven out of ten students said that they repeated the course only once, with only three students who stated that they repeated the course twice.

Data Collection Instrument

This study used interview only as the instrument to collect the data. It was conducted with qualitative method by interviewing ten students who failed the Intermediate grammar course in the Faculty of Language and Arts, Universitas Kristen Satya Wacana. Semi-structured interview was used in this study by using Indonesian to get the data as clear as possible. The interview was done in a face-to-face meeting with each student individually. Each student was asked the same questions with some potential flexibility to elicit additional answers and other information that may not be addressed by the original questions. This study was tried to students who repeated the Intermediate Grammar course last year. The interviews were conducted and recorded once for each student. The recording method
allowed a complete record of interview for analysis, including what was said and the interaction between interviewer and interviewee. The interview questions could be seen in the appendix.

**Data Collection Procedures**

The data was obtained by interviewing the participants. The participants were chosen based on the students who repeated the Intermediate Grammar course. The data of the students who repeated the course could be seen in the attendance list. The interviewer made an appointment with the students according to their willingness to be interviewed. After that, the interviewer met with the students based on the time specified. Then, each student was interviewed by the interviewer. Several questions were asked by the interviewer which direct the students’ learning strategies in learning isolated grammar, especially for the Intermediate Grammar course. While interviewing the students, it was recorded around 10-20 minutes by using a mobile phone.

**Data Analysis Procedure**

Content analysis was used to analyze the data. The interview records were transcribed for the analysis. Transcriptions of the data were coded based on the similar answers. The similar answers were composed into groups and composed based on Oxford’s (2003) learning strategies, covering the following six categories: cognitive, metacognitive, memory-related, compensatory, affective, and social strategies. Frequency analysis was then conducted to help interpret the data.
Findings and Discussion

Ten interviews were done with ten students who failed the intermediate grammar course of Faculty of Language and Arts regarding their strategies in learning isolated grammar. In this study, the research question is: “What were the learning strategies of students who failed the intermediate grammar course?” The results consist of: (a) Learning frequency; (b) Learning time; (c) Learning materials; (d) Learning strategies.

In general, all of the interviewees viewed that the course was prerequisite to be passed and was the most difficult course that they learned in this FLA UKSW. Therefore, learning strategies were seen to have an important role in learning the isolated grammar course, especially for learning the intermediate grammar course. Most of the students failed the course because they felt that their strategies were not effective for learning. In addition to the six strategies based on Oxford (2003), students’ learning frequency, amount of time, and learning material were also included in learning strategies which students used in learning the course. The results are discussed further below.

Learning Frequency

Students’ learning frequency was asked in relation to students’ perseverance in learning the isolated grammar course. In this study, 10% of the students stated that were neutral in learning the course. 10% of the students conveyed that they were sometimes learning the course, Only 20% of the students said that they regularly learned the course, and 60% of the students reported that they rarely learned the course (see Table 1).
Table 1

*Frequency of learning isolated grammar*

<table>
<thead>
<tr>
<th>Participants (students)</th>
<th>Rarely</th>
<th>Regularly</th>
<th>Neutral</th>
<th>Sometimes</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
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<tr>
<td>S2</td>
<td>√</td>
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<td>√</td>
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<td>S5</td>
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<td></td>
</tr>
<tr>
<td>S6</td>
<td>√</td>
<td></td>
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<tr>
<td>S7</td>
<td>√</td>
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<td>S8</td>
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<td></td>
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<tr>
<td>S9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S10</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total=10</strong></td>
<td>6/10</td>
<td>2/10</td>
<td>1/10</td>
<td>1/10</td>
</tr>
<tr>
<td><strong>Percentage</strong></td>
<td>60%</td>
<td>20%</td>
<td>10%</td>
<td>10%</td>
</tr>
</tbody>
</table>

Based on the finding, there was some statement the students mention as their reasons why they did not learn the course regularly, such as they underestimated, lazy, or busy with other activities. The common reason was students said that they underestimated the Intermediate Grammar course. It was clearly stated by student 2:

*(Excerpt 1)*

“Honestly, I rarely learned the isolated grammar course because I underestimated that course. I thought that I could learn the course by watching a movie, tv shows, or broadcasting. In fact, these things did not help me to learn grammar.” (Interview, June 17, 2019)

From the student 2’s statement, learning grammar rarely and did not focus on grammar itself made the student failed to pass the Intermediate Grammar course. Another reason is because they were lazy to learn the isolated grammar course. According to Student 8:
“I rarely learned because I was lazy. I like playing games and going to somewhere, so it made me lazy to learn, especially learning the isolated grammar course.”  
(Interview, June 18, 2019)

The two statements above show that the students have less persevering in learning the isolated grammar course. The students said that they rarely learned the course because they considered that grammar was not important to learn. They only relied on the lesson given by their lecturer in class. This aspect may be one of the factors which make them could not pass the Intermediate Grammar course. According to Salaberry and Comajoan (2013), learning frequency has an important role in students' learning input. Students will get more knowledge if their frequency of learning grammar is sufficient. Since students have a lot of grammar knowledge, it may help them to pass the Intermediate Grammar course easily.

**Learning Time**

Choosing the time for learning gives an effect in the success of learning the Intermediate Grammar course. As shown in Table 2, the students reported that they were learning the course only after the class (10%), before and after the class (10%), before the class and before the test (10%), after the class and before the test (30%), and before the test (40%).
Table 2

*Time for learning isolated grammar*

<table>
<thead>
<tr>
<th>Participants (Students)</th>
<th>After Class</th>
<th>Before Test</th>
<th>Before &amp; After Class</th>
<th>Before Class &amp; Before Test</th>
<th>After Class &amp; Before Test</th>
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<tr>
<td>S1</td>
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</tr>
<tr>
<td>Total=10</td>
<td>1/10</td>
<td>4/10</td>
<td>1/10</td>
<td>1/10</td>
<td>3/10</td>
</tr>
<tr>
<td>Percentage</td>
<td>10%</td>
<td>40%</td>
<td>10%</td>
<td>10%</td>
<td>30%</td>
</tr>
</tbody>
</table>

According to the finding, the students reported that they learned the isolated grammar course depending on their need, such as to know the material before joining the class, as their routine activity, and preparing for a test. However, most of them stated that they learned the course because they had a test. Student 3 and Student 4 stated that:

(Excerpt 3)

“Usually, the lecturer gave information if there was a test. For example, the test was conducted on June 17, I reviewed the materials one week before the test.”

(Excerpt 4)

“If I had a test for tomorrow, I would start to read the material from this afternoon. Then, I would memorize it in the evening.” (Interview, June 17, 2019)

The students said that they learned the isolated grammar course one day or one week before the test. They believed that the test score was important to determine the success of learning. According to Cizek (2015), test scores are used to measure students’ ability in
learning. It means that when the students get a higher score in their test, they understood and could apply the knowledge that they got. This assumption made most of the students preferred to learn the course before the test only. They believed that they would remember the material easily if they learned the course before the test. Actually, this way did not help them to pass the Intermediate Grammar course. However, some of the students saw that they also learned the course after class and before the test. Although they were including diligent students, they still could not pass the Intermediate Grammar course. It was pointed out that the amount of learning the course was important in the learning process.

**Learning Materials**

Learning materials which students used in learning the isolated grammar course may give an effect on students’ knowledge. The students will get a lot of knowledge if they use more than one source of materials.

**Table 3**

*Learning materials*

<table>
<thead>
<tr>
<th>Participants (Students)</th>
<th>Book</th>
<th>Internet</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S2</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S3</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>S4</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>S5</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>S6</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>S7</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>S8</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>S9</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>S10</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td><strong>Total=10</strong></td>
<td>4/10</td>
<td>1/10</td>
<td>5/10</td>
</tr>
<tr>
<td><strong>Percentage</strong></td>
<td>40%</td>
<td>10%</td>
<td>50%</td>
</tr>
</tbody>
</table>
In this study, 10% of the students stated that they used the material from the internet. While, 40% of the students said that they used the material from a book, and only 50% of the students mention that they used the material from a book and internet (see Table 3). Student 6 stated that she used the material from book and internet:

(Excerpt 5)

“I used the material from book. Sometimes, I used the material from internet also. The tutor also used the material from book and internet.” (Interview, June 18, 2019)

Although five out of ten the students claimed that they preferred to use two sources (a book and the internet) of materials for learning the course, there were some students who only used one source. As stated by student 2 and 7:

(Excerpt 6)

“Honestly, I only used a book from the faculty. I was rare to do exercises from other modules.” (Interview, June 17, 2019)

(Excerpt 7)

“I got the material from the internet. I also asked my friend from another campus if I did not know how to do the exercise.” (Interview, June 28, 2019)

Based on the finding, most of the students reported that they used the material for learning the isolated grammar course from a book and the internet. In this era, using a book only in learning may not be helpful for the students because the information is limited. Therefore, the students also need to use other sources for learning, like using the internet. Khan, Khan, and Bhatti (2011, p.1) assert that “the internet is an educational tool with numerous potentials.” It means that the internet is not only for social functions but, it can also as a tool for learning. The students can find any information related to the lesson that they need through the internet. Although they used two sources of material in learning, it could not help them to learn the course.
Learning Strategies

The findings show that there were five strategies which students used in learning the isolated grammar course, such as cognitive strategies (e.g. note-taking, practicing, and summarizing), metacognitive (e.g. monitoring), memory-related (e.g. memorizing), affective (e.g. students’ feeling while learning), and social strategies (e.g. Gathering information and problem solving). In this study, 90% of the students said that they used cognitive strategies strategies in learning the isolated grammar course inside the class (see table 4), while 60% of the students said that they used memory-related strategies in learning the isolated grammar course outside the class (see Table 5).

Table 4

Students’ learning strategies inside class

<table>
<thead>
<tr>
<th>Participants (Students)</th>
<th>Cognitive Strategies</th>
<th>Metacognitive Strategies</th>
<th>Memory-Related Strategies</th>
<th>Social Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S2</td>
<td>√</td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>S3</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S4</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S5</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S6</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S8</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S9</td>
<td>√</td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>S10</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total=10</td>
<td>9/10</td>
<td>7/10</td>
<td>1/10</td>
<td>2/10</td>
</tr>
<tr>
<td>Precentage</td>
<td>90%</td>
<td>70%</td>
<td>10%</td>
<td>20%</td>
</tr>
</tbody>
</table>

As shown in table 4, only 10% of the students reported that they preferred to use memory-related strategies when they were learning the isolated grammar course inside class. 20% of the students stated that they preferred to use social strategies, 70% of the students said that they preferred to use metacognitive strategies, and 90% of the students stated that they preferred to use cognitive strategies. While learning the course, most of the students
stated that they used more than one strategies, such as cognitive and metacognitive strategies, cognitive and memory-related strategies, or cognitive, metacognitive, and social strategies. However, most of the students stated that they combined cognitive and metacognitive strategies. It was clearly stated by Student 3:

(Excerpt 8)

“In the classroom, I paid attention more to the explanation and the exercises from the lecturer to make me understand more.” (Interview, June 18, 2019)

However, there were two students stated that he used three learning strategies (cognitive, metacognitive, and social strategies) to understand the material in class. Student 1 and Student 9 said that:

(Excerpt 9)

“I only did the exercise and was listening to the lecturer. Sometimes, I did not know when I was listening to the lecturer. Then, I asked my friends beside me. If they knew, I would not ask the lecturer again.” (Interview, June 17, 2019)

(Excerpt 10)

“I paid attention to the lecturer and taking-note when I was learning in class. If I did not understand the material, I asked my lecturer or my friends.” (Interview, June 27, 2019)

In addition to that, the students also used some strategies when they were learning the isolated grammar course outside the class. As shown in Table 5, The students stated that they preferred to use affective strategies (only 10%), social strategies (only 10%), cognitive strategies (40%), and memory-related strategies (60%) in learning the course.
Table 5

Students’ learning strategies outside class

<table>
<thead>
<tr>
<th>Participants (Students)</th>
<th>Cognitive Strategies</th>
<th>Memory-Related Strategies</th>
<th>Affective Strategies</th>
<th>Social Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S2</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S3</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>S4</td>
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<td>S6</td>
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<td>S9</td>
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<tr>
<td>S10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total=10</td>
<td>4/10</td>
<td>6/10</td>
<td>1/10</td>
<td>1/10</td>
</tr>
<tr>
<td>Precentage</td>
<td>40%</td>
<td>60%</td>
<td>10%</td>
<td>10%</td>
</tr>
</tbody>
</table>

This finding showed that memory-related strategies were the most popular strategies which the students used in learning. As stated by Student 3:

(Excerpt 11)

“I learned grammar by memorizing the pattern, like the pattern of the simple present tense. I memorized it by writing some sentence on a paper. After that, I tried to do other exercises on the internet. I would read the book again and I tried to find the correct answer if I made a mistake.” (Interview, June 18, 2019)

Based on the statement from Student 3, the student believed that learning the isolated grammar course by memorizing was helpful to memorize the pattern. However, some students preferred to use cognitive strategies in learning the isolated grammar course. According to Student 6:
(Excerpt 12)

“I summarized the materials from a book in one paper. I would learn the material in the paper if there was a test. It was easy to learn and more effective for me.”
(Interview, June 18, 2019)

Not only that, there was also a student who used three strategies (cognitive, affective, and social strategies) when he was learning the course. Student 1 said that:

(Excerpt 13)

“I learned by reading, writing, and speaking. However, learning grammar with friends was better for me because we could discuss and share our understanding of the material.” (Interview, June 17, 2019)

The result of this study shows that strategies which each student used in learning the isolated grammar course inside and outside class were different. The most preferable learning strategies inside class were cognitive strategies, such as note-taking, practicing, and summarizing. The most preferable learning strategies outside class were memory-related strategies. The students said that they memorized the material by reading the material repeatedly. Marton, Wen, and Wong (2005) stated that repetition can help students to improve their memory and doing variations of tasks help them to improve their understanding. In other words, the students can memorize and understand the material easily if they are doing various tasks on the same subject. Not only that, some of the students who used more than one strategies in learning believed that it may help them to understand the material easily. Actually, it was not the same as their expectation. They stated that their strategies were not effective in learning the isolated grammar course inside and outside class because they were not serious in learning the course.
Similar result was found in Supakorn, Feng, and Limmun’s study (2018) about strategies for better learning of English grammar. Their study found that Chinese students also preferred to use memory strategies to understand the material. However, the result of this study was also different with Magno’s study about Korean students’ learning strategies in learning English as their foreign language. Magno in 2018 found that students preferred to use compensatory strategies in understanding the material.

Conclusion

Since the Intermediate Grammar course is the most difficult grammar course faced by students in English Language Education of Faculty of Language and Arts, Universitas Kristen Satya Wacana. The purpose of this study is to know what strategies that students used in learning isolated grammar. Based on the analysis and findings above, it can be summarized as follows: (1) The result of students’ learning frequency showed that the students’ perseverance in learning the isolated grammar course was minimum. They stated that learning the course was not really important for them. (2) The amount of learning the isolated grammar course was not enough. The students reported that they learned the course depending on their need. (3) The students had fewer sources of the material for learning the isolated grammar course. They said that they only used the material given by their lecturer. However, only some of the students said that they also found the material from the internet. (4) Cognitive strategies became the most favorable by the students in learning the isolated grammar course inside the class. On the other hand, memory-related strategies became the most favorable by the students in learning the isolated grammar course outside class.

Therefore, it can be concluded that the strategies which the students used were not effective in learning the isolated grammar course. The learning strategies would be more
effective if the students used more than one strategies in learning. On the other hand, they would also need to improve their frequency and the amount of learning the course. In this case, the students would also need to use more sources of material in learning to get more knowledge.

According to the result of this study, the researcher suggests that teachers should find other strategies in teaching, so they could help the students to learn the isolated grammar course, especially for the Intermediate Grammar course. Ismail (2010) stated that teachers do not only focus on teaching only but, they should know the students’ style in learning to find appropriate strategies and material for learning. Besides, the teachers also need to give more motivation for the students, so that the students can motivate themselves in learning the course.

This study is limited to a small scale, so this research result may have some limitations. The participants of this research were taken from Intermediate Grammar students who failed the course last semester. The researcher believe this research can be developed into a wider scale in the future. Besides interviews, observations may be done to know more about strategies which students use in learning isolated grammar. The researcher also believes that this kind of study may have a good impact on providing understanding and in helping to implement effective grammar teaching methods for students.
Acknowledgement

I would like to express my deep gratitude to Jesus Christ, my God and Savior, for His showers of blessings throughout my research work to complete the research successfully. I am extremely grateful for my parents for their love, prayers, caring and sacrifices for educating and preparing me for my future. Moreover, I am sincerely grateful to Badan Pendidikan Kristen (BPK) Penabur Bandung, for the financial support in completing my study.

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I would also like to thank the students whom I have interviewed for their contributions and time to this thesis. I am very much thankful to my sister, brother in law, and niece for their support and valuable prayers. Also, I express my thanks to my ‘thesis friends’, ‘FLA Fifteeners’ family, and many people whom I may not be able to mention one by one for their encouragement, prayers, and support throughout the process of writing this thesis, so I can complete my study in FLA UKSW.
References


Appendix

I. Grammar learning history

1. When did you start to learn grammar?

2. How did you learn grammar in Senior High School?

3. What do you think of isolated grammar?

4. How many times have you repeated isolated grammar course?

II. A. Main question

1. What strategies do you use in learning isolated grammar course?

B. Follow up questions

Students’ learning strategies

1. How often did you study isolated grammar?

2. When did you study grammar while you were taking the course? (regularly, before taking test, or regularly and before taking test)
   - Did you study grammar before the class?
   - How often did you study grammar before the class?
   - Did you review the lesson after the class?
   - How often did you review the lesson after the class?

3. What material did you use in learning grammar?
   - Did you get the material from books, internet, or book and internet?
   - What learning procedure(s) did you use when you were studying grammar? Please explain it in details
Possible further questions:

- Did you ask your teacher or your friends when you did not understand the material?
- Did you take-note or summarize the material when you were learning grammar?
- How did you memorize the grammar patterns taught?
- Did you try to practice the patterns of grammar that had been taught in the course in your speaking or writing?

4. What do you think of your strategies in learning isolated grammar?

III. Difficulty in learning grammar

1. What are the difficulties in learning grammar inside the class?
2. What are the difficulties in learning grammar outside the class?