FLL STUDENTS’ ATTITUDES TOWARD GRAMMAR AS A COURSE AND AS A LANGUAGE COMPONENT

THESIS

The thesis is submitted in partial fulfillment of the requirements for the degree of Sarjana Pendidikan

Vinsensius Gilang Cahya Pradana

112011095

ENGLISH LANGUAGE EDUCATION PROGRAM

FACULTY OF LANGUAGE AND LITERATURE

SATYA WACANA CHRISTIAN UNIVERSITY

SALATIGA

2016
FLL STUDENTS’ ATTITUDES TOWARD GRAMMAR AS A COURSE AND AS A LANGUAGE COMPONENT

THESIS

The thesis is submitted in partial fulfillment of the requirements for the degree of Sarjana Pendidikan

Vinsensius Gilang Cahya Pradana

112011095

ENGLISH LANGUAGE EDUCATION PROGRAM

FACULTY OF LANGUAGE AND LITERATURE

SATYA WACANA CHRISTIAN UNIVERSITY

SALATIGA

2016
PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan di bawah ini:

Nama : Vinsensius Gilang Cahya Pradana  
NIM : 112011095 Email : 112011095@student.uksw.edu
Fakultas : Bahasa & Sastra (FBS) Program Studi : Pendidikan Bahasa Inggris (PBI)
Judul tugas akhir : FLL STUDENTS’ ATTITUDES TOWARD GRAMMAR AS A COURSE AND AS A LANGUAGE COMPONENT
Pembimbing : 1. Elisabet Titik Murtisari, Ph.D.
2. Martha Nandari, M.A.

Dengan ini menyatakan bahwa:

1. Hasil karya yang saya serahkan ini adalah asli dan belum pernah diajukan untuk mendapatkan gelar kesarjanaan baik di Universitas Kristen Satya Wacana maupun di institusi pendidikan lainnya.
2. Hasil karya saya ini bukan saduran/terjemahan melainkan merupakan gagan, rumusan, dan hasil pelaksanaan penelitian/implementasi saya sendiri, tanpa bantuan pihak lain, kecuali arahan pembimbing akademik dan narasumber penelitian.
3. Hasil karya saya ini merupakan hasil revisi terakhir setelah diuji dengan telah diketahui dan disetujui oleh pembimbing.
4. Dalam karya saya ini tidak terdapat karya atau pendapat yang telah ditulis atau dipublikasikan orang lain, kecuali yang digunakan sebagai acuan dalam naskah dengan menyebutkan nama pengarang dan dicantumkan dalam daftar pustaka.

Pernyataan ini saya buat dengan sesungguhnya. Apabila di kemudian hari terbukti ada penyimpangan dan ketidakbenaran dalam pernyataan ini maka saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah diperoleh karena karya saya ini, serta sanksi lain yang sesuai dengan ketentuan yang berlaku di Universitas Kristen Satya Wacana.

Salatiga, 9 Juni 2016

Vinsensius Gilang Cahya
PERNYATAAN PERSETUJUAN AKSES

Saya yang bertanda tangan di bawah ini:

Nama : Vinsensius Gilang Cahya Pradana
NIM : 112011095 Email : 112011095@student.uksw.edu
Fakultas : Bahasa & Sastra (FBS) Program Studi : Pendidikan Bahasa Inggris (PBI)
Judul tugas akhir : FLL STUDENTS’ ATTITUDES TOWARD GRAMMAR AS A COURSE AND AS A LANGUAGE COMPONENT

Dengan ini saya menyerahkan hak non-eksklusif* kepada Perpustakaan Universitas – Universitas Kristen Satya Wacana untuk menyimpan, mengatur akses serta melakukan pengelolaan terhadap karya saya ini dengan mengacu pada ketentuan akses tugas akhir elektronik sebagai berikut (beri tanda pada kotak yang sesuai):

☑ a. Saya mengijinkan karya tersebut diunggah ke dalam aplikasi Repositori Perpustakaan Universitas, dan/atau portal GARUDA

☐ b. Saya tidak mengijinkan karya tersebut diunggah ke dalam aplikasi Repositori Perpustakaan Universitas, dan/atau portal GARUDA**

* Hak yang tidak terbatashanya bagi atau pihak sajs. Pengujar, peneliti, dan mahasiswa yang menyerahkan hak non-eksklusif kepada Repositori Perpustakaan Universitas suatu mengumpulkan hasil karya mereka masih memiliki hak copyright atas karya tersebut.

** Harus akan menampilkan halaman judul dan abstrak. Tulisan ini harus dilambiri dengan perjelasan alasannya tertulis dari pembimbing TA dan disahkan oleh pimpinan fakultas (elektronik/kered). Demikian pernyataan ini saya buat dengan sebenarnya.

Salatiga, 9 Juni 2016

Vinsensius Gilang C.P

Mengeluhui,

E. Titik Murhadi

Yanda tangan & nama warg mahasiswa

Martha Nondri, M.A.

Yanda tangan & nama warg pembimbing II

iii
FLL STUDENTS’ ATTITUDES TOWARD GRAMMAR AS A COURSE AND AS A LANGUAGE COMPONENT

The thesis is submitted in partial fulfillment of the requirements for the degree of Sarjana Pendidikan

Vinsensius Gilang Cahya Pradana

112011095

Approved by:

Supervisor: Elisabet Titik Murtisari, Ph.D.
Examiner: Martha Nandari, M.A.
PUBLICATION AGREEMENT DECLARATION

As the member of Satya Wacana Christian University academic community, I verify that:

Name: Vinsensius Gilang Cahya Pradana
Student ID number: 112011095
Study Program: English Education
Faculty: Faculty of Language and Literature
Kind of Work: Undergraduate Thesis

In developing my knowledge, I agree to provide SWCU with a non-exclusive royalty free right for my intellectual property and the contents therein entitled:

FULL STUDENTS’ ATTITUDES TOWARD GRAMMAR AS A COURSE AND AS A LANGUAGE COMPONENT

along with any pertinent equipment.

With this non-exclusive royalty free right, SWCU maintains the right to copy, reproduce, print, publish, post, display, incorporate, store in or scan into a retrieval system or database, transmit, broadcast, barter or sell my intellectual property, in whole or in part without my express written permission, as long as my name is still included as the writer.

This declaration is made according to the best of my knowledge.

Made in: Salatiga
Date: April, 2016

Verified by signee,

Vinsensius Gilang Cahya P.

Approved by

Thesis supervisor

Elisabet Titik Murtisara, Ph.D

Thesis Examiner

Martha Nandari, M.A
Table of Contents

Inside Cover Page................................................................. i
Pernyataan Tidak Plagiat........................................................ ii
Pernyataan Persetujuan Akses.............................................. iii
Lembar Persetujuan Pembimbing........................................ iv
Lembar Pengesahan............................................................... v
Table of Content................................................................... vi

A. INTRODUCTION ............................................................................. 1
   1. Present Research Problem.................................................. 1
   2. Research Question .......................................................... 2
   3. Purpose of the Research.................................................... 2
   4. Significance of Research................................................... 2

B. LITERATURE REVIEW .................................................................. 3
   1. Definition of Grammar ...................................................... 3
   2. Concept & Theories Related to the Problem ...................... 4
   3. Different Authors’ Points of View .................................... 5
   4. About the Problem from Previous Study ......................... 7
      1a. Previous Studies .......................................................... 7
   5. Students’ Perception about Grammar ............................... 8

C. METHODOLOGY SECTION .......................................................... 9
   1. Method ............................................................................. 9
   2. Participants ...................................................................... 9
   3. Research Instrument...................................................... 10
   4. Data Collection ................................................................ 10

D. FINDINGS AND DISCUSSION ...................................................... 11
   1. Students’ feeling toward grammar class .......................... 11
   2. Students’ perception towards grammar course ................ 12
   3. FLL Students’ behavior towards grammar course .......... 15
   4. FLL students’ behavior towards grammar as a language component 18

E. CONCLUSION ............................................................................. 21

Acknowledgement ..................................................................... 23
References: .................................................................................. 25
A. INTRODUCTION

1. Present Research Problem

There has always been a rising stress on grammar. It is one of the central components of a language. Farjami (2012) found the students he investigated believed grammar was a key to language learning and content understanding. The same finding has also been found by Vasiljeva (2007) who has done a research about reasons why the first year students of upper secondary school studied English grammar. In her research, students stated that they studied English grammar because it improved their knowledge of English language (Latvian 60%, Swedish 69%) and that it helped them to express themselves in correct grammar (Latvian 58%, Swedish 75%). Moreover 46% Latvian students and 34% Swedish students reported that they study English grammar because it helped them to understand spoken and written English. In the same research, students also stated that they would proceed studying grammar if they have the opportunity.

Evidence about the problem people usually found in grammar of a language was proposed by Akurugu (2010). He declared that the falling standard of English has become a source of worry to many well meaning individuals and the Ghanaian society as a whole. People of Ghana have bad grammar that leads him to a conclusion that people are giving lesser attention to English Language. The other evidence was stated by Myyry (2013) that generally, though the first year high school students in Finland may not have a
clear picture of what grammar instruction actually is, they certainly harbor many different feelings about it nevertheless.

Though some people see grammar important in English, some others see grammar not that important as long as people can deliver the meaning of their language.

2. Research Question

What are the students’ attitudes toward grammar?

3. Purpose of the Research

The purpose of this study was to explore the attitudes of FLL students toward grammar as a lesson and as a language component. Further, this study explored what the students will do if they like, hate, avoid, or want to learn more about grammar classes. This study also explored how they deal with the importance of grammar as a language component.

4. Significance of Research

The result of this study will show students’ attitudes toward grammar as an academic component and toward grammar in general outside the campus as a language component. It will show how FLL students deal with grammar inside campus as a lesson and outside campus as a language component. From this study, we could discover whether FLL learners like, hate, avoid, or want to learn more about English grammar in campus.
From this study, we will know whether FLL students like learning grammar or hate learning grammar. This study also showed the improvements achieved by the students after taking the grammar courses. This study also investigated whether the students thought that grammar is an important thing and necessity in English. This study also investigated whether the students thought that the grammar courses in the PBI program are enough for them. Further, this study investigated the students’ attitudes toward grammar outside the campus.

B. LITERATURE REVIEW

1. Definition of Grammar

Patrick Hartwell (1985), author of *Grammar, Grammars, and the Teaching of Grammar*, categorizes grammar into four definitions. Based on one of these is, “Grammar is a set of formal patterns in which the words of a language are arranged in order to convey a larger meaning.” p.(352-353). Another definition of grammar was also stated by Janice Neuleib (2007). Janice Neuleib (2007) defines grammar as, "The internalized system that native speakers of a language share"(Neuleib, p.349). This definition allows grammar to take on several forms beyond the linguistic and formal writing processes. Grammar rules used in formal and informal communication are different and oftenly people learn them from the native speakers of a language.
2. Concept & Theories Related to the Problem

Nagaratnam & Al-Mekhlafi (2011) stated that for the most part, within the classroom, any mention of grammar causes the student moments of discomfort and sometimes even terror. Due to this problem, many teachers have tried to make grammar teaching a non-threatening, imaginative and useful activity within the English curriculum.

Usually, English language learners have a perception that English grammar is the most difficult part in English language learning. Jean and Simard (2011) discovered that both students and teachers considered grammar instruction to be very useful but not very entertaining. Jean and Simard (2011) also stated that student feels grammar instruction to be difficult or confusing for them to understand because of many factors like the large number of the language rules in grammar.

Though teachers and learners agreed that grammar is very useful but not very entertaining, as the different subject, they will have different attitudes and feelings toward grammar learning. This kind of differences can lead language learning to be ineffective if both of the learners and teachers can not find the right problem solving plan.

Some factors can cause an impact on grammar learning and mostly, it affected learners’ way of thinking first. After affecting the learners’ way of thinking, it will affect the English language learning easily since learners are the subjects who learn the English grammar. To make English language learning effective, teachers need to
persuade the learners’ feeling and attitudes into a positive way so the learners will have motivation in learning grammar of a language.

The students’ attitudes are not the thing that could not be changed or fixed. Once the students have the positive attitudes toward grammar, they will see grammar as a necessity and enjoyable course that will lead them to a good result. To get the better attitudes of the students, the faculty and the teacher should create the effective curriculum. One thing that will support the effectiveness of the curriculum is the instruction as suggested by Rubina Kousar, Pir Mehr (2009). Rubina Kousar, Pir Mehr (2009) claims that direct instruction is teacher-centered instruction, like expository teaching, that seeks to change students’ behavior by way of changing his thoughts. Their theory is supported with the results of the present study which indicate that traditional instruction did not have as much significant impact on learning English grammar as Direct Instruction because of the effective use of time in maintaining students' attention, more teacher-directed instructions, and active presentation of information. From this finding, learners’ attitude and feeling can be caused by instruction used by the teachers. The easier the instruction, the better the students’ attitude will be.

3. Different Authors’ Points of View

Antti Myyry (2013) stated that though her research has a small number of participants (13 first year high school students in Finland), they serve to remind teachers of the fact that students may have a range of different feelings about a particular facet of language teaching. It shows that when we talk about feelings,
attitudes, and perceptions, the more the participants, the more variety of responses we get.

Thompson, A. & Nakatsukasa, K. (2007) stated that “although there was only one significant difference between the Foreign Language groups, all of the analyses showed interesting trends: The Foreign Language learners who have studied more than one second language like grammar, have a more positive attitude towards language learning.”

We knew that most of FLL students studied more than one second language. All of the students studied Indonesian and a local language. Some students even speak more than one local language. According to the findings by Thompson and Nakatsukasa (2007), those kinds of students who speak and studied more than one second language will have more positive attitude toward language learning. In language learning, the students learn some components of a language like grammar, structure, vocabulary, etc. The problem is that usually learners put grammar into the bottom list of the language component they need and want to learn because of the difficulty and the other factors.

According to Nagaratnam and Mekhlafi (2011), “For many L2 learners, learning grammar often means learning the rules of grammar and having an intellectual knowledge of grammar. For them, prescribed rules give a kind of security.” From what Nagaratnam and Mekhlafi (2011) found, it is clear that in learning a language, learners need to learn about grammar because grammar is a rule of a language. Once the learners understand the rules of the language, they will have
the secured feeling in their language competence that will lead them to positive attitudes toward grammar.

4. About the Problem from Previous Study

1a. Previous Studies

Nagaratnam & Mekhlafi (2011) stated, “For the most part, within the classroom, any mention of grammar causes the student moments of discomfort and sometimes even terror.” It is not a good thing for English Language Teaching, but that is what actually happened in the past few years. To be known as a difficult thing to learn, grammar may cause the feeling of discomfort for the students. For something that is difficult, the department should find the best way to deliver the material in a fun and easy way that the students like.

Jolanta Vasiljeva (2007) found the majority of Swedish upper secondary school students (91% Latvian, 90% Swedish) would proceed studying English grammar, while 9% of the Latvian students and 10% of the Swedish students would prefer not to have any further grammar studies. It indicates that both Latvian and Swedish students have a positive attitude towards grammar learning. From this finding, she also discovered that though Latvian students have more frequent lessons during a week time, they showed a positive attitude towards grammar as they would like to continue studying grammar.
Jolanta Vasiljeva (2007) has shown from her research that there are some reasons why students study English grammar as follows. Students state that they study English grammar because it improves their knowledge of English language (Latvian 60%, Swedish 69%) and that it helps them to express themselves grammatically correctly (Latvian 58%, Swedish 75%). Moreover, 46% Latvian students and 34% Swedish students state that they study English grammar because it helps them to understand spoken and written English.

5. Students’ Perception about Grammar

Jolanta Vasiljeva (2007) also has the other result from her research about students’ perception in grammar. When asked their opinion on whether they perceive that their knowledge of English improves due to studies of English grammar, 92% of the students from either country give a positive answer whereas 8% state that they do not believe it. This finding is a good evidence that according to the students, grammar is important in language learning and by studying grammar, students’ English knowledge will improve significantly.

Thompson, A., & Nakatsukasa, K. (2007) in their seminar at the University of Sterling, Scotland, stated that students agreed with the statement, “Learning a foreign language is mostly a matter of learning a lot of grammar rules.” I am surely agree with their statement that in learning a foreign language, we must learn the grammar rules of the language itself.
C. METHODOLOGY SECTION

1. Method

This quantitative study examines the FLL students’ attitudes toward grammar classes in the FLL and grammar in general as a language component in the daily life. This quantitative study used a structured method that is questionnaires with closed-ended questions.

FLL students (English Teaching program) will have two grammar classes in their program (Basic Grammar, and Intermediate Grammar). The lesson they get from the grammar classes will be used in their daily life. The grammar lesson they get can improve their language skills especially their grammar pattern. Every student will have a different perception and attitudes toward grammar class and grammar in general as a language component.

2. Participants

Ninety (90) students from the Faculty of Language and Literature majoring in English Teaching participated in the study. The students were from 2014 class years in English Teaching program (PBI). There were 90 students who became the
representatives in this research. There was no gender, age and race qualification. Every student has the different experience in learning grammar class.

3. Research Instrument

In this research, the data was collected through four-point Likert scale questionnaire. The questionnaire consisted of 14 questions that were divided into five parts. The first part is about their feeling towards grammar class. The second part is about their perception in grammar. The third part is about their behavior toward grammar as a class/course. The fourth part is about their behavior toward grammar as a language component. The fifth part is about the students’ behavior toward grammar as a class and as a language component.

4. Data Collection

First, I looked for 90 participants and the participants were given questionnaires to fill. The participants were chosen based on convenience sampling as long as they are in the 2014 English Teaching students. With convenience sampling, the participants were already available and agree to participate in the study. All of the participants were taking Current Issues in Second Language Teaching (CISLT) class. I distributed the questionnaires in the CISLT class by asking the teachers’ permission first.

After we obtained the data from the questionnaires, the data were analyzed with descriptive analytic method using Microsoft excel software. The percentages of the answers were described in sentences so it is easier for the reader to understand.
D. FINDINGS AND DISCUSSION

1. Students’ feeling toward grammar class

As shown in figure 1, out of 90 students, 82 students (91.1%) enjoyed learning any grammar class they had taken in the faculty and only 8 students (8.88%) did not enjoy learning in the grammar classes. There were 15 students (16.6%) who strongly agreed with the statement and 67 students (74%) who agreed with the statement.

It is a positive finding that the FLL students enjoyed learning in the grammar courses since grammar course seemed to be one of the most challenging courses with its difficulty level in the faculty. The finding implicated that more than 90% of the respondents have positive feelings towards grammar course.
2. Students’ perception towards grammar course.

Figure 2 shows students’ responses to the improvement they got after they took grammar course in FLL. As many as 89 students (98.9%) responded positively with the statement. Further, there were 42 students who agreed (46.6%) and 47 others (52.2%) who strongly agreed with the statement while there was only 1 out of 90 students (1.11%) who disagreed with the statement that they felt they got improvement in their grammar after they took grammar course in the FLL.

This finding may seem to indicate that the respondents felt that they had achieved some improvement in their grammar knowledge after they took the grammar course in the faculty.
The data from figure 3 shows that as many as 88 out of 90 students (97.78%) responded positively to the statement that grammar is important in English while there were only 2 students (2.22%) who disagreed. As many as 97.78% respondents believed that grammar is important in English. But, did they believe that learning grammar is a necessity in learning a language? The result can be seen in the figure 4.

Figure 4 demonstrates that 89 out of 90 respondents (98.9%) responded positively toward the statement that learning grammar is a necessity in learning a language by responded “agree” or “strongly agree”. The significant number of the result suggests a positive perception of the respondent towards grammar as a language component. The statement leads to a statement that in learning a language, especially English, they have to learn the grammar itself or in other words, learning grammar is inside a package of learning a language.
There are some reasons why the respondents responded as figure 3 and 4 had shown. One of the reason was shown in the figure 5 that all of the respondents (90) responded (39 agree & 51 strongly agree) that grammar and communication skills like speaking, writing, reading, and listening are related to each other.

This result suggested a positive perception of the students towards grammar since the respondents stated that grammar and communication skills are related each other. In other words they seemed to believe that grammar is as important as the communication skills. When the respondents stated the word “important”, it claims the students’ need in grammar for their English competence. This students’ view is against Juan Bao & Jing Sun (2010) that students feel that grammar study has less benefit on students’ listening and speaking skill.
Another significant result was shown in the figure 6 that there were 82 out of 90 (91.1%) respondents who responded that they improved their confidence in using English after they learned grammar in the grammar course. The lesson they got in the grammar course gave them more knowledge about English language. Their confidence in their English was raised as they got more knowledge from the grammar course as supported by Vasiljeva (2007), "Students state that they study English grammar because it improves their knowledge of English language".
As shown in figure 7, the respondents responded differently to the statement. There are two grammar courses in the PBI program, which is basic and intermediate grammar. As many as 51 respondents (56.7%) felt that two grammar courses they got is enough while 39 respondents (43.3%) did not feel that basic grammar and intermediate grammar are enough for them.

One possible theory related to the result is that they still wanted to learn more about grammar in the faculty through grammar course. Some of them might felt that they have got some improvement after they took grammar course, and some of them might not. Those who got some improvement may have thought that the improvement they have got is enough while those who did not feel enough improvement wanted to get more improvement as they can from grammar course.
As shown in figure 8, 85 out of 90 respondents (94.4%) did not want grammar courses to be removed from curriculum. While in figure 9, 65 out of 90 respondents (72%) wanted the faculty to add more grammar course to the PBI program. The data demonstrate that 22% respondents wanted the faculty to keep the remaining grammar courses in the PBI program (basic & intermediate) or in other words, they assumed that they did not need more grammar course in the PBI program. The data confirmed that 94.4% FLL PBI students wanted grammar courses to be kept in the curriculum of the PBI program though less number of the respondents (72%) wanted the faculty to add more grammar course to the curriculum of the PBI program. The finding is in
accordance with Farjami (2012) who claims, “Majority of the learners disagreed with removing explicit grammar teaching from the curriculum.”

As shown in figure 9, 72% students wanted the faculty to add more grammar class that is parallel with Vasiljeva (2007) who advocated, “The majority of students would proceed studying English grammar.”

4. FLL students’ behavior towards grammar as a language component

As shown in the figure 10, as many as 67 (74%) respondents responded by choosing “Disagree” or “strongly disagree” with the statement that they did not study grammar independently while the rest 26% or 23 respondents chose agree or strongly agree with the statement.
This kind of students must have enjoyed the grammar lesson and understood the purpose of grammar lesson. This indicates that the students had a positive attitude towards grammar as a course and as a language component. This finding supports Ahmed’s (2015) idea that students know what they want in language class. They are attentive of their needs and ready to go further to get their needs. The students’ needs here is the knowledge of the grammar that will help them survive in the English Education world and it makes the students want to study grammar outside the class.

Another result that as many as 23 respondents studied grammar only in class and did not study grammar independently is also a result that should be considered. Studying grammar only in class did not necessarily mean that the respondents were too lazy to study grammar outside the class. There was a possibility that they may felt that the grammar courses they had in the faculty were enough for them.

This finding was not good for the faculty since the students do not study independently. But something like this does not always become a problem. To see the positive side, we should consider about the amount of the grammar lesson. It is not just about the quantity, but also about the quality. If the faculty and the teacher can deliver the good quality lesson with a shorter period, why should they deliver the standard quality lesson with a longer period? It was supported by Rubina Kousar, Pir Mehr (2009) who affirmed that, “traditional instruction did not have as much significant impact on learning English grammar as Direct Instruction because of the effective use of time in maintaining students’ attention, more teacher-directed instructions, and active presentation of information.”
With the high quality lesson they got from the teachers in two grammar courses, the students may assume that they did not need to study the lesson outside the class since they had felt a significant impact in the class.

As figure 11 shows, 69 out of 90 respondents (76.6%) had a positive behavior towards grammar in daily life as a language component by responding “agree” or “strongly agree”. By responding agree or strongly agree, it recommends that those respondents would not let something that is related to grammar go wrong whether it is a huge or just a tiny mistake. This data advocates that this positive behavior towards grammar as a language component can be their key to be a good English Teacher since they won’t let any kind of mistakes spread to the society of English Education world. The result shows that majority of students (76.6%) do not want there is a mistake in linguistic aspects as supported by Thompson & Nakatsukasa
(2007) who claim, "FL learners who have studied more than one second language have a higher desire for linguistic correctness." All of FLL students speak Indonesian and at least one more local language and some of them have more than one local language, so what Thompson & Nakatsukasa (2007) said can be related with the findings.

E. CONCLUSION

The study notifies the positive attitudes of FLL students especially PBI program students towards grammar courses and towards general grammar as a language component. The majority of PBI students have a really positive feeling, perception and also behavior toward grammar course in the faculty and also towards grammar in general as a language component. This study also proved Thompson & Nakatsukasa’s (2007) idea that students who has studied more than one second languages have more positive attitudes toward language learning, have higher desire for linguistic correctness, and like grammar more as all of the FLL students have studied more than one second languages.
The finding of the study could be a good thing for the students and also the Faculty of Language and Literature as Samadani & Ibnian (2015) who stated that students with more positive attitudes have higher GPA. If what Samadani & Ibnian (2015) stated is correct, then the majority of PBI program students in FLL must have a pleasing GPA.

As the students responded that they did not want the faculty to remove the grammar course and most of them want more grammar course to be added in the program, it would be a good thing if the faculty keep at least 2 grammar courses in the curriculum or maybe add one more grammar course.
Acknowledgement

Praise and great gratitude to Almighty God for bless me and help me to complete this thesis on time.

This thesis is arranged to fulfill the requirements for obtaining Sarjana Pendidikan degree, in English Education Program, Faculty of Language and Literature, Satya Wacana Christian University Salatiga.

On this occasion, I would like to thank all of those who help and guide me so this thesis can be finished. Completion of writing the thesis, the author would like to thank to:

1. Prof. Dr. John A. Titaley, Th.D. as the Rector of Satya Wacana Christian University Salatiga.
2. Drs. Antonius Wahyana, M.A. as the Dean of the Faculty of Language and Literature.
3. Christian Rudianto, M. Appling. as the Head of English Education Program.
4. My best gratitude to Elisabet Titik Murtisari, Ph.D. as my supervisor in this thesis for her helps, direction, and guidance that are very useful and helpful for the writing of the thesis starting from the preparation until it is finished.
5. Martha Nandari, M.A as my examiner in this thesis for the direction, guidance, and advice so I could finish this thesis on time.
6. Prof. Dr. Gusti Astika, Anne I. Timotius, M.Ed., Annita Kurniawati, M.Hum as the teachers of Current Issues in Second Language Teaching class for gave me the permission to distribute the questionnaires in their class.
7. The biggest thanks for all of the English Teaching Program students from 2014 class year for being my respondents. With their help in fulfilling the data, this thesis can be finished on time.

Salatiga, April 2016

Vinsensius Gilang Cahya Pradana

112011095
References:


APPENDIX

RESEARCH INSTRUMENTS

I am an English Department student and now I am doing a research on the FLL students’ attitude towards grammar. The purpose of this research is to find out about the FLL students’ attitude towards grammar course in the faculty and grammar in general in daily life outside the course as a language component.

Please fill in the questionnaire below honestly with your own answer by putting a checkmark on the column provided. Any of your answer will not affect your grade.

Thank you.

SA=Strongly Agree, A=Agree, D=Disagree, and SD=Strongly Disagree

<table>
<thead>
<tr>
<th>NIM</th>
<th>Languages I speak</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>NO</th>
<th>QUESTIONS</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I enjoy learning any grammar class I have taken in this faculty. <em>(Feeling)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Learning in the grammar class give me a kind of security in my language skills and knowledge <em>(Feeling)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I feel I got improvement in my grammar after I took grammar course in FLL <em>(Perception)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Grammar is an important thing in English language <em>(Perception)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Learning grammar is a necessity in learning a language <em>(Perception)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Grammar and communication skills (speaking, reading, writing, &amp; listening) are related to each other. <em>(Perception)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I do not agree when someone say, “Grammar is not important as long as we can communicate very well.” <em>(Perception)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Learning in Grammar course improves my self confidence in my English. <em>(Behavior-class)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Grammar courses in PBI program (basic &amp; intermediate) are enough for me. <em>(Behavior-class)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I learn grammar only in grammar classes (I do not study grammar independently). <em>(Behavior-class)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>I agree if the faculty remove the grammar courses from PBI program. <em>(Behavior-class)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>I agree if the faculty will add more grammar courses to the PBI program. <em>(Behavior-class)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>When I found my friend use wrong grammar in social media / in conversation, I will show them the right one to make the grammatical mistake not contagious to the society. <em>(Behavior-lang component)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>My motivation in learning grammar is to be good in English because grammar is the key to be good in English. <em>(Behavior-lang component)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you would like to be interviewed further, please fill in your contact below!

Name : 

Phone number : 

Email : 

**Questionnaire**

1. I enjoy learning any grammar class I have taken in this faculty.
This question examine whether the students enjoy learning in grammar class or not.

2. Learning in the grammar class give me a kind of security in my language skills and knowledge

This question examines the students’ secured feeling when they learn in the grammar class.

3. I feel I got improvement in my grammar after I took grammar course in FLL

This question examines the students’ attitudes towards grammar after they take the grammar class.

4. Grammar is an important thing in English language

This question examines students’ perception and attitude toward the role of grammar in learning English language.

5. Learning grammar is a necessity in learning a language

This question examine students’ attitude towards the relation between grammar learning and language learning.

6. Grammar and communication skills (speaking, reading, writing, & listening) are related to each other.

This question examine whether the students think that grammar is as important as communication skills (speaking, listening, reading, writing) in English.

7. I do not agree when someone say, “Grammar is not important as long as we can communicate very well.”

This question will examine the students’ attitude toward grammar as the language component.

8. Learning in Grammar course improves my self confidence in my English
This question examines the students’ attitude after they learn in the grammar class, whether they got any self-confidence improvement or not.

9. Grammar courses in PBI program (basic & intermediate) are enough for me.

This question examines the students’ need and willingness in learning grammar in grammar class.

10. I learn grammar only in grammar classes (I do not study grammar independently).

This question will examine the students’ behavior toward grammar classes whether they learn it only in class or also outside the class even when the class is over.

11. I agree if the faculty remove the grammar courses from PBI program.

This question examines the students’ attitude if there will be no grammar class in the faculty.

12. I agree if the faculty will add more grammar courses to the PBI program.

This question examines the students’ attitude if there will be more grammar class in the faculty.

13. When I found my friend use wrong grammar in social media / in conversation, I will show them the right one to make the grammatical mistake not contagious to the society.

This question will explore students’ attitude toward grammar in general outside the grammar class.

14. My motivation in learning grammar in the grammar classes is to be good in English because grammar is the key to be good in English.

This question examines the students’ motivation in grammar classes.