EFL STUDENTS AND TEACHER'S NARRATIVES ON LEARNING ENGLISH GRAMMAR

A THESIS

By

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ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF TEACHER TRAINING AND EDUCATION

WIDYA MANDALA CATHOLIC UNIVERSITY SURABAYA

December 2021

EFL STUDENTS AND TEACHER'S NARRATIVES ON LEARNING ENGLISH GRAMMAR

A THESIS

Presented to Faculty of Teacher Training and Education

Widya Mandala Catholic University Surabaya

in partial fulfillment of the requirement for the Degree of

Sarjana Pendidikan in Teaching English as a Foreign Language

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ACKNOWLEDGEMENTS

Praise to be the Almighty God because of His grace I can finish this thesis entitle **"EFL Students' and Teacher's Narratives on Learning English Grammar"** on time.

This thesis has been completed because of the helping of many people. I would like to honour and to express my gratitude to:

1. Mr. Mateus Yumarnamto, Ph.D. as my thesis advisor who always guides me during my thesis time.
2. Then, all of the thesis examiners who are willing to give me other advice for my thesis.
3. My mom and my siblings who always support me to finish this thesis.
4. Last but not least, all of my best friends, Shienta, Destha, Angelica, and Johanes who always support and courage me to finish this thesis on time.

Surabaya, December 2021

Mayvela Levina Nydia

ABSTRACT

Nydia, M.A. (2021). *EFL Students' and Teacher's Narratives on Learning English Grammar*. Thesis. English Education Study Program Faculty of Teacher Training and Education, Widya Mandala Catholic University, Surabaya, 2021.

Advisor: Mateus Yumarnamto, Ph.D.

Keywords: Grammar, grammar teaching, grammar learning, belief, narrative inquiry

Grammar is a challenging language component but many students find difficulties to learn grammar. They found many difficulties when they learn it. They need to master grammar since it is the foundation of the language. In this perspective, they need to find their learning strategies to learn grammar. However, there are still many students face difficulties to use learning strategies that fit to them. Considering this problem, this study has two research questions: (1) what are the preferred strategies in learning English grammar and the reason why those strategies and (2) what are the preferred strategies to teach English grammar and why those preferred strategies.

This research is a descriptive qualitative study employing the narrative approach. The participants of the study are the instructor and the students of *Grammar in Use Course* offered in 2020/2021. To collect the data the writer used questionnaire to collect students' stories related to the experiences of learning grammar. The writer also interviewed the instructor and three students with different achievement in grammar class. Then, the data from the questionnaire were coded and analyzed to identify learning strategies. For the interviews, the data were transcribed, coded, and analyzed further in terms of thematic. The results of the analysis were displayed in narratives.

The results show that there are preferred ways of learning grammar such as learning through YouTube, examples, exercises, and many others to learn English grammar with their own reason of preference. Next, the preferred ways or techniques to teach grammar is variety techniques which can use audio or text to teach grammar and ask the students to do the exercise and discussion. Also, the class should also not consist too many students. Each preferred way also has its own reasons of preference. Some of the students' preferred strategies seem to match the instructor teaches grammar. The finding implies that teaching learning materials and the methods are important in teaching grammar and they should meet various students preferred learning strategies.

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