EXPLORING STUDENTS' LEARNING STRATEGIES IN

GRAMMAR CLASS

UNDERGRADUATE THESIS

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FACULTY OF CULTURAL STUDIES

UNIVERSITASBRAWIJAYA

2019

EXPLORING STUDENTS' LEARNING STRATEGIES IN GRAMMAR CLASS

UNDERGRADUATE THESIS

PRESENTED TO
UNIVERSITASBRAWIJAYA
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF *SARJANA PENDIDIKAN*

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2019

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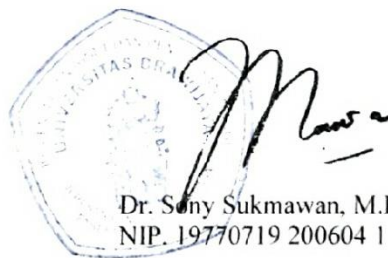Frida Unsiah, S.Pd., M.Pd
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ACKNOWLEDGEMENTS

of the supports and helps so he can enjoy his trip in getting Sarjana Pendidikan degree (S.Pd) from Universitas Brawijaya. Hopefully, this undergraduate thesis will be useful for the readers, who have same interest in conducting a study about grammar learning strategies, for English teachers, who teach Grammar in University, and also for students in using grammar learning strategies well.

Malang, May 20th 2019

The writer

ABSTRACT

Nawasi, Khoirun. 2019., **Exploring Grammar Learning Strategies in Grammar Classes**. English Language Education Program, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Frida Unsiah, S.Pd., M.Pd.

Keywords: Grammar, Learning strategies.

English in Indonesia is considered as a foreign language. English has some components that need to be mastered. Grammar is considered as the most important components in acquiring English. EFL students that learn grammar have some problems and difficulties. That is why students need to know the appropriate learning strategies to master grammar well. This research was conducted to find out the most frequent grammar learning strategies used and perception about the most useful grammar learning strategies according to the second-year students of English education program at Universitas Brawijaya batch 2017.

This research used quantitative approach and survey design in collecting the data. The researcher only used one instrument which was questionnaire to obtain the data. 107 questionnaires were administered to achieve the objectives of the study.The researcher used mean score resulted from statistical computation as the measurement to determine the category of usage level for each question. The data was analyzed using SPSS software version 21.

The findings showed that the questionnaire item number 9 "I take notes when my teacher explains a new grammar structure (e.g. I write down the meaning and the usage of the structure)" which is categorized as cognitive strategy was the most frequent grammar leaning strategy used with mean and also the most useful grammar leaning strategy with mean. Thus, cognitive strategies were the most frequent grammar learning strategies used by the students which, then, followed by social-affective strategies. While, cognitive strategies and metacognitive strategies were chosen as the most useful grammar learning strategies.

ABSTRAK

Khoirun, Nawasi. 2019., **Menyelidiki Strategi-strategi Belajar Siswa di Dalam Kelas Grammar**. Program StudiPendidikan Bahasa Inggris, FakultasIlmuBudaya, UniversitasBrawijaya. Pembimbing: Frida Unsiah, S.Pd., M.Pd.

Kata kunci:*Grammar*, Strategi-strategi belajar, Universitas Brawijaya

Bahasa Inggris di Indonesia dianggapsebagaibahasaasing. Bahasa Inggris memiliki beberapa komponen yang perludikuasai. *Grammar* dianggap sebagai komponen terpenting dalam memperoleh bahasa Inggris. Siswa EFL yang belajar *grammar* memiliki beberapa masalah dan kesulitan yang rumit. Itu sebabnya siswa perlu mengetahui strategi pembelajaran yang tepat untuk menguasai *grammar* dengan baik.

Penelitian ini dilakukan untuk mengetahui strategi pembelajaran *grammar* yang paling sering digunakan dan strategi pembelajaran *grammar* yang paling berguna menurut siswa tahun kedua program pendidikan bahasa Inggris di Universitas Brawijaya angkatan 2017. Penelitian ini menggunakan pendekatan kuantitatif dan desain survey dalam mengumpulkan data. Penelitiaan ini menggunakan satu instrument yaitu kuesioner untuk mendapatkan data. 107 kuesioner diberikan untuk mencapai tujuan penelitian. Peneliti menggunakan mean sebagai pengukuran untuk menentukan kategori tingkat penggunaan untuk setiap pertanyaan. Data dianalisis menggunakan perangkat lunak SPSS versi 21.

Temuan menunjukkan bahwa item kuesioner nomor 9 "I take notes when my teacher explains a new grammar structure (e.g. I write down the meaning and the usage of the structure)" yang dikategorikan sebagai strategi kognitif adalah strategi *grammar* yang paling sering digunakan dan strategi *grammar* paling berguna menurut siswa juga. Strategi kognitif adalah strategi pembelajaran *grammar* yang paling sering digunakan oleh siswa dan diikuti oleh strategi sosial-afektif. Strategi kognitif dan strategi metakognitif dipilih sebagai strategi pembelajaran *grammar* yang paling berguna menurut siswa.

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CHAPTER I

INTRODUCTION

In this chapter, the researcher will elaborate the background study, problems of the study, purposes and significances of the study, scope and limitation, and definition of the key terms.

1.1 Background of the Study

English is known as the important and first foreign language in Indonesia. Harsono in (English Language Teaching (ELT) in Indonesia: Facts, Problems, and Possible Solutions: 2006, volume 5/ number 2) stated that most of the countries in the world has used English either as their first, second or foreign language. Also it has been chosen as the language for wider communication around the world. In Indonesia and also many non-English speaking countries people are learning English as a foreign language so they can communicate with other people. Due to the importance of English in our country, English has been introduced to the students as a compulsory subject which is learnt in schools from junior high school to tertiary level of education.

In acquiring English, there are some components to be mastered. One of them is grammar which is considered as the most important component. Although controversies arise from time to time over its place in language classrooms, grammar is still necessary for accurate language production. It has been shown that exposure to the target language is not enough for learners to 'pick up' accurate linguistic form, especially when the exposure is limited to

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the EFL classroom (Larsen-Freeman, 2001). This finding validates the importance of grammar, especially for EFL settings.

Saaristo (2015) conducted a survey research about the significance of grammar in English at University of Jyvaskyla. The students gave opinion about the significance of grammar in English. They stated that grammar provides the rules for correct writing and speaking which is the important part of learning and also it makes speaking and writing more fluent. They also realized that grammar helps them to know English comprehensively, for example understanding, speaking and writing. Grammar is important in language teaching and learning unless one cannot use language in an understandable way. The present researcher also interviewed some second-year students of English language education program in Universitas Brawijaya batch 2017. They stated that grammar is very important in English. Grammar helps to construct good sentences so that it can be well understood and to avoid misunderstanding. Based on the students' opinions above, it can be concluded that grammar is very important in English.

Today, the understanding of grammar instruction is mainly shaped by the Communicative Language Teaching (CLT) approach. Although there are various interpretations of this approach in terms of grammar instruction, one can say that grammar in CLT is presented in a meaningful context, and thus it serves as a means of accurate and fluent communication (Brown, 2001).

Brown (2001) stated in a CLT classroom, "students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning". Being aware of learning styles and strategies not only helps learners to learn better, but also enables teachers to accustom their instruction so that they can reach more students (Oxford, 2001).

The field of learning styles and strategies is relatively new. The research into learner differences has indicated that all learners use certain strategies in order to promote their learning. Further studies enabled several researchers (e.g., O'Malley & 3 Chamot, 1990; Oxford, 1990) to organize the commonly used learning strategies into different classification schemes, by determining certain strategy types, such as cognitive, metacognitive, social-affective, and compensation strategies.

A study by Gimeno (2002), who conducted an experimental study in which strategy training was given to help secondary school EFL students learn conditionals, and become autonomous learners at the same time. As a part of a "macro-grammar strategy", which she used, the experimental group students were taught cognitive and metacognitive strategies in addition to grammar lessons by the cognitive approach, which actually meant explicit instruction. As a result of the study, the students of the experimental group improved their grammar more than the control group.

Another study that aimed to investigate grammar learning strategies was conducted by Yalçın (2003). In this study, the researcher used a grammar learning strategy questionnaire to explore the strategies that EFL learners use. In addition, Yalçın explored the correlation between grammar learning strategy use and overall student achievement. The results of this study indicated no significant relationship between grammar learning strategy use and achievement.

Since the significance of grammar and its learning strategies that were proven by previous studies and the participants' perception the present researcher conducted a survey study on grammar learning strategies used by the second-year students of English Language Education Program at Unversitas Brawijaya batch 2017. The reason why the researcher chose the second-year students as the participant of this research is because they are more experienced in having grammar classes than those who are in the first year and they were having the grammar classes when this research was conducted. It is in line with a preliminary survey that the researcher conducted to know English Education Program students' perception about which year that they learn grammar more. The result showed that 90% out of 30 respondents learn grammar more in the second year. This research is conducted to find the grammar learning strategies mostly used by the students and grammar learning strategies which are considered as the most useful according to the students.

1.2 Problems of the Study

Based on the background of the study above, the writer formulated the main problem which is to find out "What are grammar strategies which students prefer to use during the process of grammar". The specific problems are mentioned, as follows:

1. Which strategies are used most frequently?
2. Which strategies do students think most useful?

1.3 Purposes of the Study

Based on the research problem above, the main objective is to reveal the preferred strategy used by the students. The specific objectives are mentioned, as follows:

1. To find out the strategies used most frequently
2. To find out the most useful strategies according to the students

1.4 Significances of the Study

The researcher hopes this research can give contribution for:

1. For English teachers

    This research will help them to find out the best strategy to be implemented when they are facilitating the students in grammar class. In addition, this can be consideration for the teacher to select

the appropriate teaching media and teaching technique for grammar class.

2. For further researchers

The result of this research can be used as introductory result and reference for the future researchers to conduct similar research topics.

1.5 Scope and Limitation of the Study

This study only focuses on second-year students of English language education program in Unversitas Brawijaya batch 2017. This study also only focuses on knowing/revealing the preferred grammar learning strategies used by the students using Ali Gürata's theory (2008) questionnaire.

1.6 Definition of the Key Terms

In order to have better understanding and avoid misinterpretation about the terms used in the research, it is necessary for the writer to explain them in detail.

1. Foreign Language Acquisition (FLA)

Refer to both the study of learning a non-native language outside of the environment where it is commonly spoken. (Moeller and Catalano, 2015)

2. Learning strategy

Learning strategies are "specific actions, behaviors, steps, or techniques used by students to enhance their own learning" (Oxford, 2001).

3. Grammar Learning Strategy

"The way in which language learners make conscious effort to learn English grammar more efficiently" (Yalçın, 2003)

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the theories used in this study. Those are the theories of grammar learning strategies divided into the definition of foreign language acquisition (FLA), learning strategies, significance of grammar in EFL, and classification of learning strategies and previous studies.

2.1 Foreign Language Acquisition (FLA)

English has become a universal language that should be learned by all people around the world. In a country, English can be learned as the second language (SL) or foreign language (FL). Second language (SL) means a language that is for immediate use in the same country where foreign language (FL) means a language which is for long-term future use in other countries (Cook, 2008). In Indonesia, English is recognized as the most significant foreign language since 1980s and this has witnessed a tremendous growth since the early 1990s (Mappiase and Sihes, 2014).

According to Moeller and Catalano (2015), a language is considered foreign if it is learned largely in the classroom and is not spoken in the society where the teaching occurs. Also by study another language makes ones to communicate effectively and creatively.

In Indonesia, English has been used as the medium of communication not only for communicate with others but also as to increase ones social status

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(Mappiase and Sihes, 2014). That is why English as foreign language in Indonesia has been taught and also learned by the students from minimum of Junior High School until the level of University. To learn a new language, students should have learning strategies to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations (Oxford, 1990, p. 8).

English has now become the important language that is used around the world. In Indonesia itself, English is considered as a significant foreign language and it is taught in Indonesian school. The use of English in Indonesia is used in part of education, politics and sometimes it is used in daily communication to increase social status. That is why English is recognized as a foreign language in Indonesia.

2.2 Significance of grammar in EFL

Learning the grammar of a foreign language is considered to be important and grammar is usually taught and assessed with a discrete point approach. Rubin's (1975) has emphasized the significance of grammar knowledge to the success among good language learners. In language education, a number of scholars refer to grammar as the heart, the core or the frame of language learning (Saaristo, 2015). Wang (2010), for example, states grammar is just like a frame of house; without this framework, good materials and building blocks cannot constitute a solid house. Batstone(1994) states as the learner's distance to the target language grows, like in the context where English is used as a foreign

language, grammar becomes more useful; it helps learners be able to shape the order and organization of information more effectively. Duso (2007), argues that the issue is not whether grammar should be taught but how it can be applied to the foreign language teaching. The results from this study, therefore, help to give some light on useful grammar learning strategies that should be included in the grammar class.

From the learner's perspective, McDonough (2002), who investigated what facilitates the learning of a foreign language, found that 81% of the learners in the study valued the usefulness of grammar practice. Bade (2008)similarly argues that the formal grammar instruction is not only welcomed but in fact demanded by students; the only condition expressed by learners is that grammar teaching should not take precedence over other aspects of language teaching. A successful language learner further reported in an interview that along with many other practices, he spent two to three hours a day working on his grammar. A study carried out by Farjami (2011) also confirms learners' interest in studying grammar because it helps promote their development of language proficiency and language skills.

In acquiring English, there are some components to be mastered. One of them is grammar, which is considered as the most important component. The studies above show that grammar is one of important component in language. Learning grammar can help learners to develop their English skill. So, that is why it is important for learners to learn grammar.

2.3 Learning strategies

According to O'Malley and Chamot (1990), learning strategies used by L2 learners are consist of three main strategies which is:

1. Metacognitive strategies.

   Strategies which involve planning and thinking about learning like planning one's learning, monitoring one's own speech or writing, and evaluating how well one has done.

2. Cognitive strategies.

   Strategies which involve conscious ways of tackling learning, such as note taking, resourcing (using dictionaries and other resources) and elaboration (relating new information to old).

3. Social strategies

   Strategies which are learning by interacting with others, such as working with fellow students or asking the teacher's help.

The other research that is influential to the learning strategies is conducted by Oxford. According to Cook (2008), Oxford published a method called the *Strategy Inventory for Language Learning* (SILL) which used to find out the strategies used by learners. SILL for years has been used as a benchmark for strategies research. SILL is consists of 50 statements, for example: 'I think of relationships between what I already know and new things I learn in English' on a scale going from (1) "Never true of me", until (5) "Always true of me". There are 6 broad classes of strategies which are divided into "Direct" and "Indirect":

Direct:

1. Memory strategies, that is, remembering more effectively, say by visualizing the spelling of a new word in your mind.

2. Cognitive strategies, that is, using all your mental processes, for instance by looking for patterns in the new language.

3. Compensation strategies, that is, compensating for missing knowledge, for example by trying to anticipate what the other person is going to say next.

Indirect:

1. Metacognitive strategies, that is, organizing and evaluating your knowledge, for example, by preparing in advance what is going to come up in the next class.

2. Affective strategies, that is, managing your emotions, say, by trying to relax when speaking.

3. Social strategies, that is, learning with others, for instance, by asking the other person to slow down

Learning strategy is learners' individual approach or action. Learners are able to find their learning strategy based on their feelings. Learning strategy can help learners to understand what they are learning well. Learning strategy itself is categorized into direct and indirect.

2.4 Grammar learning strategies

"Grammar Learning Strategy is the way in which language learners make conscious effort to learn English grammar more efficiently" (Yalçın, 2005).

Gürata(2008) on his research states that there are no specific grammar learning strategies. He found out that grammar learning strategies used by students are the general or universal strategies, such as cognitive, metacognitive, social-affective and compensation strategy. It is shown in the questionnaire he used to reveal the grammar learning strategies used by Turkish University Preparatory School EFL students.

The first learning strategy is cognitive strategy. Cognitive strategy is using all your mental processes, for instance by looking for patterns in the new language. For example, this strategy is stated in questionnaire item number 1 ("when I learn a new grammar structure, I try to associate it with other structures that I already know") and many other items. The second strategy is metacognitive strategy. Metacognitive strategy is organizing and evaluating your knowledge, for example, by preparing in advance what is going to come up in the next class. in the questionnaire there are many questionnaire items that show this strategy, one of them is the questionnaire item number 15 ("I try to notice the new grammar structures that appear in learning or reading text"). The third strategy is social-affective strategy. Social-affective strategy is learning with others and trying to manage emotion and say. This strategy is shown in the questionnaire item number 8 ("if I do not understand my teacher's explanation, I ask my friends for help") and many other items with this strategy. The last learning strategy is compensation strategy, this strategy is shown in questionnaire item number 34 ("while writing or speaking if I am not sure of a grammar structure, I use another

one"). Thus, there are no particular strategies in learning grammar. For more complete questionnaire can be seen in Appendix.

2.5 Previous studies

The first previous study of this research is a thesis entitled "The Grammar Learning Strategies Employed by Turkish University Preparatory School EFL Students" by Gürata(2008). This study aimed to find out the most used and most effective learning strategy used by Turkish University students.

The research finding shows that the students used variety of learning strategy when they are learning and using grammar. The strategy that appears most useful is (i.e. "I encourage myself to speak English even when I am afraid of making a grammar mistake"). However, that strategy is not the most used strategy used by the students.

From the previous study above the researcher found some similarities with the present study. The first one is that study has the similar topic to be discussed that is grammar learning strategy. The second one is the research method and the instrument used on this study.

However, there are something that differentiates the previous study and the present study. The first one is the research subject is different. The previous study was conducted to reveal the students' grammar learning strategy in Turkish University, while the present study is conducted to reveal students` grammar learning strategy in Universitas Brawijaya. The second one is the focus of the study is different. The previous research was focused to find out the students' grammar learning strategy by the students and it differentiates between male and

female, while the present study is only focused to find out the grammar learning study used by the students without differentiating between male and female.

The second previous study is an article entitled *"An Analysis of the Relationship between the Use of Grammar Learning Strategies and Student Achievement at English Preparatory Classes"* by Yalçin (2005). This study aimed to find out the correlation between the use of grammar learning strategy and the students' achievement at English preparatory classes at the University of Gainzep. The result of this study has shown that there is no high statistical significance different between the use of grammar learning strategy and students' achievement.

From the previous study above the researcher found similarity with the present study. The similarity is that study has the similar topic to be discussed that is grammar learning strategy. However, there are some things that differentiate the present study and the previous study. The first one is the research design used, the present study uses survey research design while the previous study is a correlation research design. The second is the instrument used, the present study uses a questionnaire by Ali Gurata (2008) while the previous study used a questionnaire based on Oxford (1990) taxonomy of learning strategies and grammar teaching.

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher presents in details the methodology of the research used in this study. It is divided into several sub-chapters, which are research design, data and source of data, research procedures, research instrument, data collection, data analysis and validity of the study.

3.1 Research Design

This study used quantitative approach because the researcher's purpose was to get the information about grammar learning strategies used by second-year students of Universitas Brawijaya in grammar class. Ary et al. (2002) states that quantitative research uses objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses. Quantitative method is a method which involves activities to gather numeric data from large number of people using instrument that consists of preset question and response (Creswell, 2013).

The researcher used quantitative survey research design as the method to collect the data by using questionnaire completed by second-year students of Universitas Brawijaya in grammar class. Survey research provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. It includes cross-sectional and longitudinal studies using questionnaires or structured interviews for data collection—with the intent of generalizing from a sample to a population (Fowler, 2008). Like

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Fowler (2008) said that survey research includes cross-sectional and longitudinal studies, Ary et al. (2002) classified survey research according to their focus and scope (census and sample survey) or according to the time frame for data collection (longitudinal and cross-sectional surveys). Creswell (2012) also stated that there are two basic types of survey research that is cross-sectional and longitudinal survey. Longitudinal survey research type is a survey that is more time-consuming and expensive to conduct because the researcher must keep up with the subjects and maintain their cooperation over a long period of time where Cross-sectional survey research is a survey that studies a cross section (sample) of a population at a single point in time (Ary et al., 2002). That is why Cross-sectional survey is appropriate with this study because this study takes a sample (the second-year students of Universitas Brawijaya) at a single point in time.

3.2 Data and Source of Data

The researcher obtained the result of students' questionnaires from the second-year students of English Language Education Program in Universitas Brawijaya batch 2017 in grammar classes. The researcher collected the data for about 15 minutes after the classes were over. 107out of 124 students in 5 grammar classes completed to fill out the questionnaire.

3.3 Research Procedures

In conducting a survey research, the researcher did six basic steps as proposed by Ary et al. (2002):

1. Planning

    Survey research begins with a question that the researcher believes can be answered most appropriately by means of the survey method. For this step, researcher had formulated problems of the study that need to be answered at Chapter 1

2. Defining the population

    The next step is defining the population. The population might be quite large, or it might be rather limited. The population of this study was the second-year students in grammar classes of Universitas Brawijaya batch 2017 with a total of 124 students as the participants. All of them were taken as participants in this cross-sectional survey study.

3. Conducting the survey

    Once the data-gathering instrument is prepared, it must be field tested or checked to determine if it will provide the desired data. The researcher adopted the questionnaire by Gurata (2008) and had distributed it to 29 participants on pilot study for its validity and reliability. After checking the result of the pilot study, the researcher distributed the questionnaire to the participants of this study. The 29 participants on pilot study were also involved in collecting data. The researcher explained that the previous study was for the validity and the questionnaire items are the same with the previous questionnaire to ensure the validity of their responses.

4.   Processing the data

The last step includes coding the data, doing statistical analysis, interpreting the results, and reporting the findings. The researcher described this step in subchapter 3.6 Data Analysis.

3.4 Research Instrument

In this research, the researcher used only one instrument which was questionnaire. The researcher used the questionnaire by Gurata (2008). Gurata (2008) adopted language learning strategies from O'Malley and Chamot (1990) and Oxford (1990). The questionnaire was designed to measure which learning strategy mostly used and most useful according to the students. It is in line with the objectives of the study that are already explained in Chapter I.

This questionnaire consists of 35 descriptions which is categorized into 2 types of learning strategy based on the process of acquiring language: *learning and using*. The presentation of each process can be seen in appendix 2. The *learning* category is presented by 28 items of the questionnaire (item number 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14,15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 27, 28, 31, 32, 33). The *learning* category questionnaire items are the items which students use when they are learning language. While the *using* category is presented by 10 items of questionnaire (item number 13, 25, 26, 27, 28, 29 30, 32, 34, 35). The *using* category items are the items which students use when they are using the language. It is also categorized into 4 types of learning strategy based on the types of learning strategies: *cognitive, metacognitive, social-affective* and *compensation strategy*. The *cognitive strategy* is presented by 21 items of questionnaire (item

number 1, 2, 3, 4, 5, 6, 9, 10, 11, 12, 14, 16, 17, 18, 24, 25, 26, 27, 28, 29, 33). The *social-affective* strategy is presented by 6 items of questionnaire (item number 7, 8, 21, 22, 32, 35). The *metacognitive* strategy is presented by 7 items of questionnaire (item number 13, 15, 19, 20, 21, 30, 31). And the last is *compensation* strategy which is presented by only 1 item of questionnaire namely questionnaire item number 34.

This questionnaire is followed by 5 point Likert Scale starting from number 1("never"), 2("seldom"), 3("sometimes), 4("usually"), and 5("alwayss") to find out how often the students use the strategy and 3 point Likert Scale starting from number 1("totally disagree"), 2("partly agree") and 3("totally agree") to find out the usefulness of the strategy according to the students. At the end of the questionnaire, the researcher provided open-ended grammar learning strategy for the students to find out own grammar learning strategies.

3.5 Data Collection

The researcher used survey research design to collect the data using a questionnaire by Gurata (2008). In collecting the data, the researcher did the following steps:

1. Asking for permission to the English grammar teachers to use their students of the classes to fill the questionnaire about 15 minutes.

2. Distributing the questionnaire to the students and giving explanation of how to complete the questionnaire.

3. Asking the students to complete the questionnaire given based on the grammar learning experiences they have.

4. Collecting the answer sheets that have been completed by the students.

3.6 Data Analysis

Ary et al. (2002) said that there are six steps which are coding the data, doing statistical analysis, interpreting the results, and reporting the findings.

1. Coding the data

Coding is a process to give numerical code in four choices answers.Coding stage refers to labelling the data, interpreting it into codes which is usually in form of number to make it easier to input the data in Microsoft office excel. This questionnaire used 5 point Likert-Scale starting from number 1("never"), 2("seldom"), 3("sometimes"), 4("usually"), and 5("always") for the frequency of grammar learning strategies used and 3 point Likert-Scale starting from 1("totally disagree"), 2("partly agree") and 3("totally agree") for the most usefulness of grammar learning strategies.

2. Doing statistical analysis

The analysis was shown in a number form of each participant responds in choosing 5 until 1 for each statement. It was in the form of mean to be measured. To calculate the mean, the researcher used SPSS software version 21.

3. Interpreting the results

To determine preferred strategies used by the students, the researcher used interpretation rate proposed by Gurata (2008) as follows:

Table 3.1 - interpretation rate

Frequency	Usefulness
1.0-1.4 – never 1.5-2.4 – seldom 2.5-3.4 – sometimes 3.5-4.4 – usually 4.5-5.0 – always	1.0-1.4 – totally disagree 1.5-2.4 – partly agree 2.5-3.0 – totally agree

4.   Reporting the findings

In reporting the findings, the researcher explained it in Chapter IV Finding and Discussion using a Table and pie charts for the results.

3.7 Validity and Reliability of the study

Validity basically means measures what is intended to be measured. Validity explains how well the collected data covers the actual area of investigation (Ghauri and Gronhaug, 2005). The researcher conducted a pilot study in a class with a total population of 29 students of English language education program of Universssitas Brawijaya batch 2017 to measure the validity and reliability of the questionnaire. The researcher calculated the validity and reliability of the questionnaire by calculating the score after having the pilot study using SPSS software version 21.

Arikunto (2015) stated that there are five coefficient correlation levels. The following Table is the level of the five coefficient correlation levels.

Table 3.2 – levels of coefficient correlation

r Score	Interpretation
$0.800 \leq r_{xy} \leq 1.000$	Very high
$0.600 \leq r_{xy} \leq 0.800$	High
$0.400 \leq r_{xy} \leq 0.600$	Moderate
$0.200 \leq r_{xy} \leq 0.400$	Low
$0.000 \leq r_{xy} \leq 0.200$	Very low

The following Table shows the calculation result of test validity.

Table 3.3 – calculation result of test validity

How often do you use this strategy?				I think this is the useful strategy			
Item	r_{score}	Sig.	Interpretation	Item	r_{score}	Sig.	interpretation
1	0,474	0,011	Moderate	1	0,506	0,006	Moderate
2	0,597	0,001	Moderate	2	0,447	0,017	Moderate
3	0,478	0,010	Moderate	3	0,481	0,010	Moderate
4	0,472	0,011	Moderate	4	0,498	0,007	Moderate
5	0,462	0,013	Moderate	5	0,457	0,014	Moderate
6	0,650	0,000	High	6	0,518	0,005	Moderate
7	0,419	0,026	Moderate	7	0,477	0,010	Moderate
8	0,464	0,013	Moderate	8	0,482	0,009	Moderate
9	0,440	0,019	Moderate	9	0,769	0,000	High
10	0,596	0,001	Moderate	10	0,425	0,024	Moderate
11	0,725	0,000	High	11	0,431	0,022	Moderate
12	0,494	0,007	Moderate	12	0,458	0,014	Moderate
13	0,771	0,000	High	13	0,412	0,029	Moderate
14	0,728	0,000	High	14	0,431	0,022	Moderate
15	0,519	0,005	Moderate	15	0,718	0,000	High
16	0,500	0,007	Moderate	16	0,684	0,000	High
17	0,402	0,034	Moderate	17	0,698	0,000	Moderate
18	0,436	0,021	Moderate	18	0,457	0,014	Moderate
19	0,516	0,005	Moderate	19	0,428	0,023	Moderate
20	0,444	0,018	Moderate	20	0,584	0,001	Moderate
21	0,512	0,005	Moderate	21	0,445	0,018	Moderate
22	0,503	0,006	Moderate	22	0,414	0,028	Moderate
23	0,469	0,012	Moderate	23	0,466	0,012	Moderate
24	0,501	0,007	Moderate	24	0,539	0,003	Moderate
25	0,432	0,022	Moderate	25	0,468	0,012	Moderate
26	0,496	0,007	Moderate	26	0,444	0,018	Moderate
27	0,808	0,000	Very High	27	0,636	0,000	High
28	0,487	0,009	Moderate	28	0,417	0,027	Moderate
29	0,638	0,000	High	29	0,532	0,004	Moderate
30	0,414	0,029	Moderate	30	0,559	0,002	Moderate

How often do you use this strategy?				I think this is the useful strategy			
Item	r_{score}	Sig.	Interpretation	Item	r_{score}	Sig.	interpretation
31	0,435	0,021	Moderate	31	0,649	0,000	High
32	0,462	0,013	Moderate	32	0,675	0,000	High
33	0,564	0,002	Moderate	33	0,423	0,025	Moderate
34	0,592	0,001	Moderate	34	0,466	0,012	Moderate
35	0,480	0,010	Moderate	35	0,549	0,002	Moderate

Based on the Table above, it can be concluded that the questionnaire items were valid. The result showed that there are 29 items with moderate level, 5 items with high level and 1 item with very high level for the first choice and there are 29 items with moderate level and 6 items with high level for the second choice.

Reliability means that the scores of an instrument are sTable and consistent (Creswell, 2005). Testing for reliability is important as it refers to consistency across the parts of a measuring instrument (Huck, 2007). The most commonly used internal consistency measure is the Cronbach Alpha coefficient. It is viewed as the most appropriate measure of reliability when making use of Likert scales (Robinson, 2009).

The following Table is the level of reliability according to Arikunto (2015)

Table 3.4 levels of reliability

r Score	Interpretation
$0.80 \leq r_{11} \leq 1.00$	Very high
$0.60 \leq r_{11} \leq 0.80$	High
$0.40 \leq r_{11} \leq 0.60$	Moderate
$0.20 \leq r_{11} \leq 0.40$	Low
$-1,00 \leq r_{11} \leq 0.19$	Very low (Not reliable)

The following Table shows the calculation result of test reliability.

Table 3.5 - calculation result of test reliability

Questions	Cronbach Alpha	Questionnaire items
How often do you use this strategy?	0.921	35
I think this is the useful strategy	0.916	35

Based on the Table above, the calculation score showed that the instrument is reliable with high score level namely 0.921 and 0.916. Instrument is considered reliable if the cronbach alpha reaches 0.6 or higher.
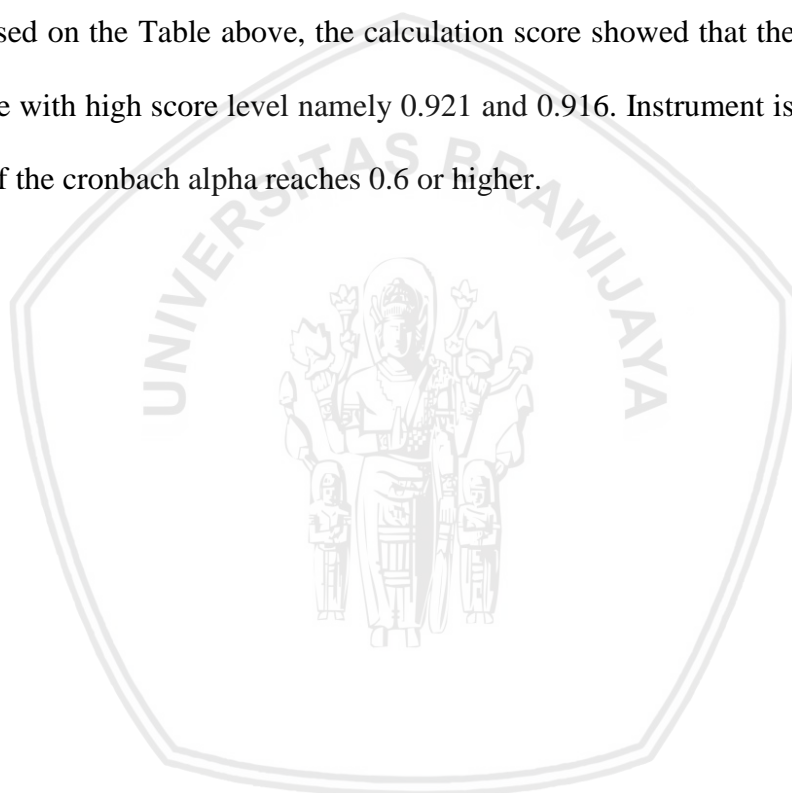
CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses about the findings and discussion that related to the research. It included of the grammar learning strategies used by the students and which grammar learning strategies they found most useful.

4.1   Findings

This section presented the survey result of this study about the most frequently used grammar learning strategies and the most useful grammar learning strategies according to the students. The survey was conducted from 15th February until 22nd February by distributing grammar learning strategies questionnaire adapted from Gurata (2008), this study involved total 108 students of second-year students of Universitas Brawijaya batch 2017. Furthermore, the questionnaire result was calculated and analyzed using SPSS software version 21.

4.1.1   The Most Frequently Used Grammar Learning Strategies

In this subchapter, the researcher elaborated the grammar strategies which were mostly used by students. The result of the frequency of strategy used can be seen in Table 4.1.

Table 4.1 – Frequency Of Grammar Learning Strategies Used

Item Number	Mean	Interpretation rate	Type of learning strategy
Item 9	4.21	Usually	Cognitive
Item 8	4.17	Usually	Social-affective
Item 33	4.03	Usually	Cognitive
Item 31	3.93	Usually	Metacognitive
Item 18	3.93	Usually	Cognitive
Item 4	3.81	Usually	Cognitive
Item 23	3.78	Usually	Social-affective
Item 35	3.77	Usually	Social-affective
Item 26	3.73	Usually	Cognitive
Item 27	3.73	Usually	Cognitive
Item 34	3.70	Usually	Compensation
Item 21	3.68	Usually	Metacognitive
Item 2	3.64	Usually	Cognitive
Item 30	3.63	Usually	Metacognitive
Item 6	3.60	Usually	Cognitive
Item 20	3.59	Usually	Metacognitive
Item 14	3.57	Usually	Cognitive
Item 5	3.54	Usually	Cognitive
Item 15	3.54	Usually	Metacognitive
Item 24	3.54	Usually	Cognitive
Item 10	3.50	Usually	Cognitive
Item 1	3.49	Usually	Cognitive
Item 32	3.45	Usually	Social-affective
Item 29	3.44	Sometimes	Cognitive
Item 13	3.39	Sometimes	Metacognitive
Item 16	3.36	Sometimes	Cognitive
Item 11	3.32	Sometimes	Cognitive
Item 3	3.29	Sometimes	Cognitive
Item 17	3.26	Sometimes	Cognitive
Item 22	3.25	Sometimes	Social-affective
Item 25	3.18	Sometimes	Cognitive
Item 19	3.15	Sometimes	Metacognitive
Item 7	3.03	Sometimes	Social-affective
Item 28	2.85	Sometimes	Cognitive
Item 12	2.70	Sometimes	Cognitive

As can be seen in the Table 4.1, the questionnaire item means range between 2.70 and 4.21. This means there are no strategies rated as *always used* (4.5-5.0), *seldom used*(1.5-2.4) and nor are there any strategies reported to be *never used* (1.0-1.4). The first 23 items are considered to be *usually used* by students with means between from 3.5-4.4. The next 12 items fall into *sometimes used* by students with means between from 2.5-3.4.

Based on the Table 4.1 above, it can be concluded that questionnaire item number 9 ("I take notes when my teacher explains a new grammar structure (e.g. I write down the meaning and the usage of the structure)") was the most frequent grammar learning strategy used by the students with mean 4.21. This questionnaire item is categorized as cognitive strategy. O'Malley and Chamot (1990) stated that cognitive strategy is a learning strategy that involves conscious ways of tackling learning, such as note taking, resourcing (using dictionaries and other resources) and elaboration (relating new information to old).

The ten strategies on the top of the list fall into the usually range (3.5-4.4), and thus they are the most frequently used ones among the 35 items of the questionnaire.

Table 4.2 – Top Ten Frequently Used Grammar Learning Strategies

Item Number	Strategy	Mean
ITEM 9	I take notes when my teacher explains a new grammar structure (e.g. I write down the meaning and the usage of the structure)	4.21
ITEM 8	If I do not understand my teacher's explanation, I ask my friends for help	4.17
ITEM 33	When my teacher corrects the grammar mistakes, I repeat the correct form	4.03

ITEM 31	I try to notice my grammar mistakes and finds out the reasons for them	3.93
ITEM 18	I use grammar books in order to review or better understand new grammar structures	3.93
ITEM 4	When I see a new grammar structure, I use the context/situation, the dialogue, or the picture in order to understand the meaning	3.81
ITEM 23	I study grammar with friends or relative	3.78
ITEM 35	I encourage myself to speak English even when I am afraid of making a grammar mistake.	3.77
ITEM 26	I remember a new grammar structure by thinking of the context/situation it was used in.	3.73
ITEM 27	I try to practice a new grammar structure in speaking or writing	3.73

As can be seen from the strategies reported in the Table 5, regarding to the types of learning strategy, six of the strategies above are cognitive strategies (item 9, item 33, item 18, item 4, item 26, item 27), one is metacognitive strategy (item 31) and the remainder are social-affective strategies. These findings show that English language education program students in Universitas Brawijaya batch 2017 used all three types of learning strategies except the compensation strategy with *usually used* range, yet the cognitive strategy are used more with six strategies appeared.

The last twelve strategies with lowest means of the list in Table 4.1fall into *sometimes* range (2.5-3.4). In other words, none of the strategies has been rated as *seldom used* (1.5-2.4) and *never used* (1.0-1.4).

At the end of the questionnaire, the researcher provided open-ended question by asking students to write their grammar learning strategy which were not listed in the questionnaire. Twelve students responded to this question. One of

the responses was categorized as memory strategy ("I learn by memorizing and practicing because I often forget the grammar structure"). Memory strategy is remembering more effectively, say by visualizing the spelling of a new word in your mind (Cook, 2008). Another one was considered as social strategy ("I learn grammar with my friends"). O'Malley and Chamot, 1990 stated that "social strategy is learning with others, such as working with friends or asking the teacher for help". The remained were categorized as cognitive strategy (learning by watching movie or YouTube, reading booksand taking note on phone). Cognitive strategy deals with all your mental processes, for instance by looking for patterns in the new language (Cook, 2008).

4.1.2 The Most Useful Grammar Learning Strategies

This subchapter discussed about the perceived usefulness of grammar learning strategies. The second answer of the questionnaire is to reveal the second problem of the study. The result of the perceived usefulness of the strategy is shown in the Table 4.4.

Table 4.3 – Perceived Usefulness Of The Grammar Strategies

Item Number	Mean	Interpretation rate	Type of learning strategy
Item 9	2.70	Totally agree	Cognitive
Item 17	2.68	Totally agree	Cognitive
Item 18	2.64	Totally agree	Cognitive
Item 8	2.61	Totally agree	Social-affective
Item 20	2.61	Totally agree	Metacognitve
Item 33	2.61	Totally agree	Cognitive
Item 21	2.60	Totally agree	Social-affective
Item 31	2.58	Totally agree	Social-affective
Item 19	2.56	Totally agree	Social-affective
Item 27	2.56	Totally agree	Cognitive
Item 24	2.55	Totally agree	Cognitive
Item 16	2.53	Totally agree	Cognitive
Item 35	2.53	Totally agree	Social-affective
Item 14	2.51	Totally agree	Cognitive
Item 32	2.51	Totally agree	Social-affective
Item 4	2.50	Totally agree	Cognitive
Item 15	2.50	Totally agree	Metacognitive
Item 30	2.49	Totally agree	Metacognitive
Item 22	2.48	Totally agree	Social-affective
Item 23	2.48	Totally agree	Social-affective
Item 26	2.47	Totally agree	Cognitive
Item 5	2.45	Totally agree	Cognitive
Item 7	2.45	Totally agree	Social-affective
Item 34	2.45	Totally agree	Compensation
Item 2	2.44	Partly agree	Cognitive
Item 29	2.44	Partly agree	Cognitive
Item 11	2.41	Partly agree	Cognitive
Item 1	2.40	Partly agree	Cognitive
Item 10	2.38	Partly agree	Cognitive
Item 6	2.36	Partly agree	Cognitive
Item 13	2.33	Partly agree	Metacognitive
Item 25	2.27	Partly agree	Cognitive
Item 28	2.27	Partly agree	Cognitive
Item 3	2.20	Partly agree	Cognitive
Item 12	2.13	Partly agree	Cognitive

Based on the Table 4.4, it can be seen that questionnaire item number 9 ("I take notes when my teacher explains a new grammar structure (e.g. I write down the meaning and the usage of the structure)") was the most useful grammar learning strategy used according to the students with mean 2.70. This questionnaire item is considered as cognitive strategy. According to O'Malley and Chamot (1990) cognitive strategy is a learning strategy that involves conscious ways of tackling learning, such as note taking, resourcing (using dictionaries and other resources) and elaboration (relating new information to old).

As can be seen in Table 4.4, the questionnaire item means range between 2.13-2.70. The first 24 items of the strategies are considered to be the *totally agree* range with means 2.5-3.0. The next 11 items of the strategies fall into *partly agree* range with means 1.5-2.4. There are no items fall into *totally disagree* range (1.0-1.4). This result indicates that all of the strategies listed in the questionnaire were considered to be useful by the students.

The ten strategies on the top of the list fall into the *totally agree* range (2.5-3.0),and thus they are the most perceived useful strategies ones among the 35 items of the questionnaire.

Table 4.4 – Top Ten Strategies Students Found Most Useful

Itemnumber	Strategy	Mean
ITEM 9	I take notes when my teacher explains a new grammar structure (e.g. I write down the meaning and the usage of the structure	2.70
ITEM 17	I do grammar exercises at home	2.68
ITEM 18	I use grammar books in order to review or better understand new grammar structures	2.64

ITEM 8	If I do not understand teacher's explanation, I ask my friends for help	2.61
ITEM 20	I determine the grammar structures that I have trouble with and make an effort to improve them.	2.61
ITEM 33	When my teacher corrects my grammar mistake, I repeat the correct form	2.61
ITEM 21	I examine the mistakes which my instructor has marked in a written assignment, and try to correct them.	2.60
ITEM 31	I try to notice my grammar mistakes and find out the reasons for them	2.58
ITEM 19	I preview the grammar subjects that will be covered before coming to class	2.56
ITEM 27	I try practice a new grammar structure in speaking or writing	2.56

Among the ten most usefulness of the strategies reported by the students regarding to the types of learning strategy, six of them are cognitive strategy (item 9, item 17, item 18, item 33, item 19, item 27), item 8 is social-affective and others are metacognitive. In other words, three types of strategies are represented among the useful strategies.

The last eleven strategies of the list with lowest means are considered to be *partly disagree* range (1.5-2.4). There are no strategies are reported as *totally disagree* range (1.0-1.4). This result shows that that there are no strategies students found not useful.

Overall, the cognitive strategies were considered as the most frequent grammar learning strategies used and the most useful grammar learning strategies according to the students.

4.2   Discussion

Based on the objectives of the study, this research was conducted to investigate the most frequently used grammar learning strategies and the most useful grammar learning strategies based on students' perceptions. It was conducted using a questionnaire by Gurata (2008).

English here is considered as a foreign language. In Indonesia, English is recognized as the most significant foreign language since 1980s and this has witnessed a tremendous growth since the early 1990s (Mappiase and Sihes, 2014). Oxford (1990) stated that in learning a new language, learners should have learning strategies to make learning easier, faster, more enjoyable and helpful.

The findings showed that the most frequently used grammar learning strategy by the students is questionnaire item number 9 "I take notes when my teacher explains a new grammar structure (e.g. I write down the meaning and the usage of the structure)" which is recognized as cognitive strategy. This strategy is categorized as *usually used* with mean 4.21. Based on this finding, it can be concluded the teacher is the center of the students in acquiring English grammar. It is proven that most of the students take a note while the teacher explains the material. It means that the students really need the explanation from the teacher to understand English grammar. This strategy surely is easy to be applied by the students because it does not need another effort than just listening to the teacher's explanation.

This questionnaire item number 9 was also considered as the most useful grammar learning strategy based on the students' perceptions. This strategy is categorized as *totally agree* category as the most useful strategy with mean 2.70. Based on the students' perception about the significance of grammar, they stated that the structure or formula help them to construct a good sentences and well understood. This strategy can be well used to help them in learning grammar. First it focuses on the teacher's explanation so that can help students in learning new formula or structures. Besides, when the students forget about the formula, they can review or read their note that they have written.

The next grammar learning strategy with the highest mean is the questionnaire item number 8 "If I do not understand my teacher's explanation, I ask my friends for help". This questionnaire item is categorized as social-affective strategy. This strategy is related to the first strategy that is the most frequently used strategy. This strategy is applied when the students cannot understand the teacher's explanation. They do not ask directly to the teacher because they are probably too afraid and worry that the teacher will be mad at them and it will embarrass them in front of their friends. That is why they decide to ask their friends. It also makes them comforTable to ask more about the material because they are friends. Furthermore, this strategy was considered as the fourth most useful strategy based on the students perception.

While the second most useful strategy was the questionnaire item number 17 "I do grammar exercises at home". This is categorized as cognitive strategy with mean 2.68. This strategy can make students get more understanding on the

material they get in class. This strategy also gives more exposure for them in acquiring language. However, this strategy fell in to *sometimes used* category. It happens because it needs more effort than just studying in class. It also needs a really good intention and ability because it is an autonomous learning while most of the students still need teacher's explanation to understand the material.

Based on the findings that researcher had in open-ended question, this research revealed a new grammar learning strategy that were not found on the previous studies. It is learning by watching video on YouTube. This strategy is the easy way for millennial learners to learn a new language because as we have known that YouTube can be easily accessed anywhere and anytime. We can also find a learning video we want on YouTube.

CHAPTER V

CONCLUSION AND SUGGESTION

After the elaboration of the introduction, related literature, research methodology, also finding and discussion in the previous chapters, the conclusion and suggestion will be presented below:

5.1 Conclusion

This research was conducted using survey design by implementing the grammar learning strategy by Gurata (2008) to reveal the most grammar learning strategies used and the most useful grammar learning strategy according to the students. This research involved 107 second-year students of English language education program at Universitas Brawijaya batch 2017.

There are 4 categories of learning strategy that are listed in the questionnaire: cognitive strategy, social-affective strategy, metacognitive strategy and compensation strategy. The result of this research showed that cognitive strategy is the most frequently grammar learning strategy used by the students, especially questionnaire item number 9 ("I take notes when my teacher explains a new grammar structure (e.g. I write down the meaning and the usage of the structure)"). The questionnaire item number 9 is also the most useful grammar learning strategy according to the students with mean 2.70.

Cognitive strategies were learning strategy with the most items to be categorized as "*usually*" range for the most frequent grammar learning strategies used with 13 items, followed by metacognitive strategies with 5 items, social-

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affective with 4 items and compensation strategy with 1 item. Cognitive strategies were also the learning strategy with the most items to be categorized as "*totally agree*" range for the most usefulness of the grammar learning strategies with 11 items, followed by social affective strategy with 9 items, metacognitive strategy with 3 items and the last was compensation strategy with 1 item.

It is believed that the learning strategies used give effect to the students in learning grammar. The result of this research can be a reference for English teacher especially in grammar to select the appropriate teaching approaches and classroom activity. Further research should take place to investigate the further effect of the grammar learning strategies used.

5.2 Suggestions

Based on the result of this research, the researcher proposesthe following suggestion:

1. For English teacher

    The result of this research can be used as information for English teacher, although students have their own learning strategies, based on the findings teachers still have a big role in facilitating them in understanding grammar. Teacher should explain the material well and approach the students whether they understand or not.

2. For students

    The result of this study can be used as students` reflections whether the learning strategies that they used are appropriate or not and the grammar learning strategies appeared in this study can be used as the references for

them. The result shows the most useful grammar learning strategies according to the students. It can be used to help students in understanding grammar. However, the application of the learning strategies must be suiTable with their feeling and emotion in learning grammar.

3. For further researchers

The result of this research can be used as reference for future researcher. Since this research is only focused on revealing the most grammar learning strategies used and most useful according to the students, it is expected for further researcher to investigate the effect or correlation between the learning strategies used and the achievement achieved by the students.
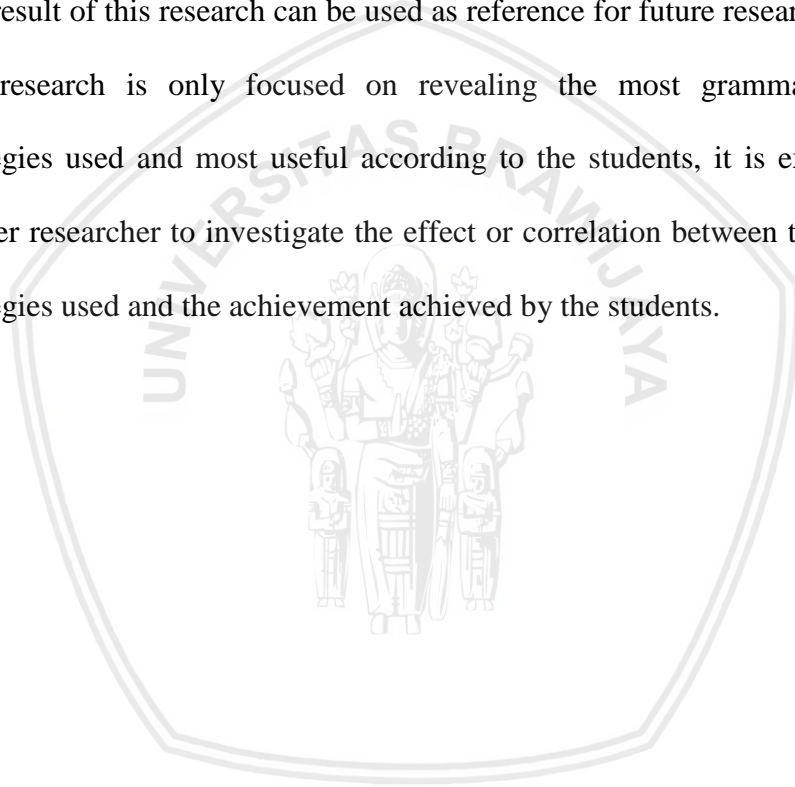
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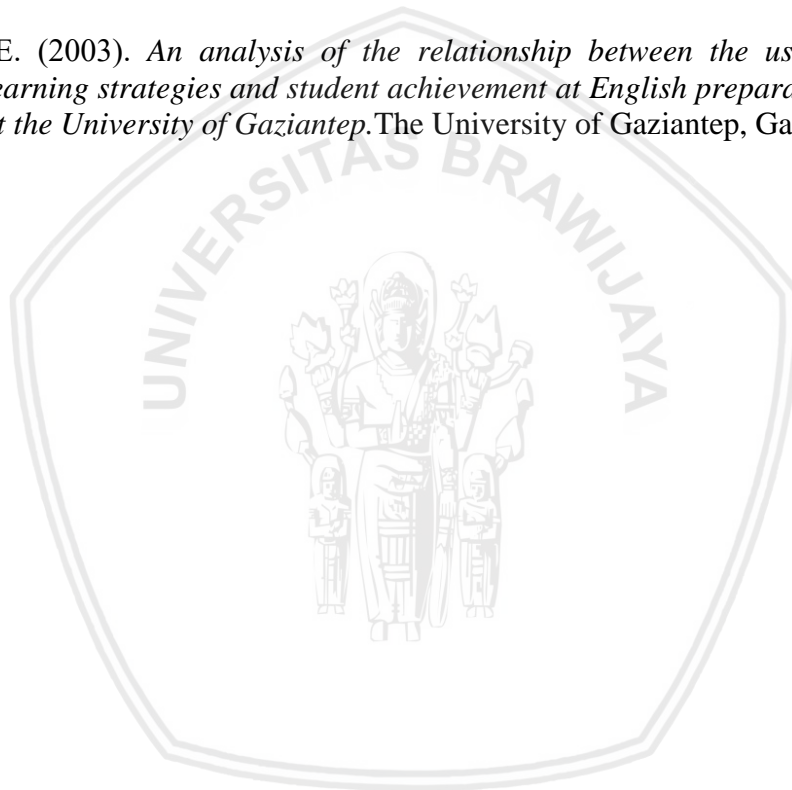
APPENDICES

Appendix 1. Grammar Learning Strategies Questionnaire

Questionnaire (adopted from Ali Gurata(2008)

Below, you will find statements about the strategies you might use when learning or using grammar structures. Please read each statement carefully, and answer the questions given on the right by circling your choice.

	How often do you use this strategy?						I think this is a useful strategy. (Even though I may not use it.)		
	never	seldom	sometimes	usually	always		totally disagree	partly agree	totally agree
1. When I learn a new grammar structure, I try to associate it with other structures that I already know.	1	2	3	4	5		1	2	3
2. When I learn a new grammar structure, I try to classify it under a group of similar things (e.g. verbs, tenses, etc).	1	2	3	4	5		1	2	3
3. When I learn a new grammar structure, I compare it with my own language by thinking of its equivalent in my native language.	1	2	3	4	5		1	2	3
4. When I see a new grammar structure, I use the context/situation, the dialogue, or the picture in order to understand its meaning.	1	2	3	4	5		1	2	3
5. When I see a new grammar structure, I examine the parts of that structure.	1	2	3	4	5		1	2	3
6. When I see a new grammar structure, I try to infer the rules about that structure.	1	2	3	4	5		1	2	3
7. If I do not understand my teacher's explanation of a new structure, I ask him/her to repeat.	1	2	3	4	5		1	2	3
8. If I do not understand my teacher's explanation, I ask my friends for help.	1	2	3	4	5		1	2	3
9. I take notes when my teacher explains a new grammar structure (e.g. I write down the meaning and the usage of the structure).	1	2	3	4	5		1	2	3
10. I use my own language to write the rules of a new grammar structure.	1	2	3	4	5		1	2	3
11. I underline, use different colors or capital letters to emphasize the important parts of grammar rules and explanations.	1	2	3	4	5		1	2	3

	How often do you use this strategy?						I think this is a useful strategy. (Even though I may not use it.)		
	never	seldom	sometimes	usually	always		totally disagree	partly agree	totally agree
12. I draw charts for the grammar rules I learn.	1	2	3	4	5		1	2	3
13. I think about the situations in which I can use the newly learnt grammar structures.	1	2	3	4	5		1	2	3
14. I say a new grammar structure to myself several times in order to memorize it.	1	2	3	4	5		1	2	3
15. I try to notice the new grammar structures that appear in a listening or a reading text.	1	2	3	4	5		1	2	3
16. I review the grammar structures I learn regularly.	1	2	3	4	5		1	2	3
17. I do grammar exercises at home.	1	2	3	4	5		1	2	3
18. I use grammar books in order to review or better understand new grammar structures.	1	2	3	4	5		1	2	3
19. I preview the grammar subjects that will be covered before coming to class.	1	2	3	4	5		1	2	3
20. I determine the grammar structures that I have trouble with and make an effort to improve them.	1	2	3	4	5		1	2	3
21. I examine the mistakes which my instructor has marked in a written assignment, and try to correct them.	1	2	3	4	5		1	2	3
22. I ask my teacher questions about his/her corrections of my grammatical mistakes.	1	2	3	4	5		1	2	3
23. I study grammar with a friend or a relative.	1	2	3	4	5		1	2	3
24. I write one or two sentences using the new grammar structure so that I can remember that structure.	1	2	3	4	5		1	2	3
25. I remember a new grammar structure by thinking of its location in the book (e.g. in the picture or in the dialogue), in my notebook, or on the board.	1	2	3	4	5		1	2	3
26. I remember a new grammar structure by thinking of the context/situation it was used in.	1	2	3	4	5		1	2	3
27. I try to practice a new grammar structure in speaking or writing.	1	2	3	4	5		1	2	3

	How often do you use this strategy?						I think this is a useful strategy. (Even though I may not use it.)		
	never	seldom	sometimes	usually	always		totally disagree	partly agree	totally agree
28. I write e-mails, letters or compositions in order to practice newly learnt grammar structures.	1	2	3	4	5		1	2	3
29. I try to combine the new structure with my previous knowledge to express new ideas or to make longer sentences.	1	2	3	4	5		1	2	3
30. I pay attention to grammar rules when I speak or write.	1	2	3	4	5		1	2	3
31. I try to notice my grammar mistakes and find out the reasons for them.	1	2	3	4	5		1	2	3
32. I ask good speakers of English to correct my grammar when I talk.	1	2	3	4	5		1	2	3
33. When my teacher corrects my grammar mistake, I repeat the correct form.	1	2	3	4	5		1	2	3
34. While writing or speaking if I am not sure of a grammar structure, I try to use another one.	1	2	3	4	5		1	2	3
35. I encourage myself to speak English even when I am afraid of making a grammar mistake.	1	2	3	4	5		1	2	3

Please write other strategies you use which are not mentioned above.

Appendix 2. Grammar Learning Strategies Blueprint

Question number and items	Dimension	Sub dimension
1. When I learn a new grammar structure, I try to associate it with other structures that I already know.	Learning	Cognitive
2. When I learn a new grammar structure, I try to classify it under a group of similar things (e.g. verbs, tenses, etc).	Learning	Cognitive
3. When I learn a new grammar structure, I compare it with my own language by thinking of its equivalent in my native language.	Learning	Cognitive
4. When I see a new grammar structure, I use the context/situation, the dialogue, or the picture in order to understand its meaning.	Learning	Cognitive
5. When I see a new grammar structure, I examine the parts of that structure.	Learning	Cognitive
6. When I see a new grammar structure, I try to infer the rules about that structure.	Learning	Cognitive
7. If I do not understand my teacher's explanation of a new structure, I ask him/her to repeat.	Learning	Social-Affective
8. If I do not understand my teacher's explanation, I ask my friends for help.	Learning	Social-Affective
9. I take notes when my teacher explains a new grammar structure (e.g. I write down the meaning and the usage of the structure).	Learning	Cognitive
10. I use my own language to write the rules of a new grammar structure.	Learning	Cognitive
11. I underline, use different colors or capital letters to emphasize the important parts of grammar rules and explanations.	Learning	Cognitive
12. I draw charts for the grammar rules I learn.	Learning	Cognitive
13. I think about the situations in which I can use the newly learnt grammar structures.	Using	Metacognitive
14. I say a new grammar structure to myself several times in order to memorize it.	Learning	Cognitive
15. I try to notice the new grammar structures that appear in a listening or a reading text.	Learning	Metacognitive
16. I review the grammar structures I learn regularly.	Learning	Cognitive
17. I do grammar exercises at home.	Learning	Cognitive

|		
18. I use grammar books in order to review or better understand new grammar structures.	Learning	Cognitive
19. I preview the grammar subjects that will be covered before coming to class.	Learning	Metacognitive
20. I determine the grammar structures that I have trouble with and make an effort to improve them.	Learning	Metacognitive
21. I examine the mistakes which my instructor has marked in a written assignment, and try to correct them.	Learning	Metacognitive
22. I ask my teacher questions about his/her corrections of my grammatical mistakes.	Learning	Social-Affective
23. I study grammar with a friend or a relative.	Learning	Social-Affective
24. I write one or two sentences using the new grammar structure so that I can remember that structure.	Learning	Cognitive
25. I remember a new grammar structure by thinking of its location in the book (e.g. in the picture or in the dialogue), in my notebook, or on the board.	Using	Cognitive
26. I remember a new grammar structure by thinking of the context/situation it was used in.	Using	Cognitive
27. I try to practice a new grammar structure in speaking or writing.	Learning/ Using	Cognitive
28. I write e-mails, letters or compositions in order to practice newly learnt grammar structures.	Learning/ Using	Cognitive
29. I try to combine the new structure with my previous knowledge to express new ideas or to make longer sentences.	Using	Cognitive
30. I pay attention to grammar rules when I speak or write.	Using	Metacognitive
31. I try to notice my grammar mistakes and find out the reasons for them.	Learning	Metacognitive
32. I ask good speakers of English to correct my grammar when I talk.	Learning/ Using	Social-Affective
33. When my teacher corrects my grammar mistake, I repeat the correct form.	Learning	Cognitive

34. While writing or speaking if I am not sure of a grammar structure, I try to use another one.	Using	Compensation
35. I encourage myself to speak English even when I am afraid of making a grammar mistake.	Using	Social-Affective

Appendix. 3 The Brief List of Thesis Writing Process

BERITA ACARA BIMBINGAN SKRIPSI

1. Nama : Khoirun Nawasi
2. NIM : 155110500111031
3. Program studi : Pendidikan Bahasa Inggris
4. Topik Skripsi : Pendidikan
5. Judul Skripsi : Exploring Students' Learning Strategies In Grammar Class
6. Tanggal Mengajukan : 27 Agustus 2018
7. Tanggal Selesai Revisi : 16 Juli 2019
8. Nama Pembimbing : Frida Unsiah S.Pd., M.Pd

No.	Tanggal	Materi	Pembimbing	Paraf
1.	27 Agustus 2018	Pengajuan Judul	Frida Unsiah S.Pd., M.Pd	
2.	31 Agustus 2018	Persetujuan Judul	Frida Unsiah S.Pd., M.Pd	
3.	17 September 2018	Proposal Konsultasi 1	Frida Unsiah S.Pd., M.Pd	
4.	8 November 2018	Konsultasi Instrumen dan Bab 2	Frida Unsiah S.Pd., M.Pd	
5.	20 Desember 2018	Konsultasi Instrumen dan Bab 2	Frida Unsiah S.Pd., M.Pd	
6.	11 Januari 2019	Konsultasi Bab 2 dan 3	Frida Unsiah S.Pd., M.Pd	
7.	25 Januari 2019	Seminar Proposal	Frida Unsiah S.Pd., M.Pd	
8.	08 Maret 2019	Konsultasi outline Bab 4	Frida Unsiah S.Pd., M.Pd	

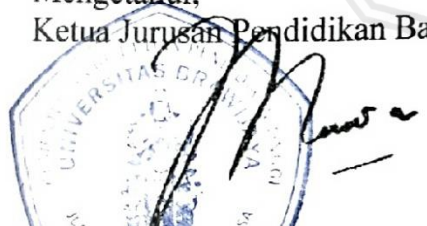| 9.	11 April 2019	Konsultasi Bab 4	Frida Unsiah S.Pd., M.Pd	
10	14 April 2019	Konsultasi Bab 4	Frida Unsiah S.Pd., M.Pd	
11	24 April 2019	Konsultasi Bab 4 dan 5	Frida Unsiah S.Pd., M.Pd	
12	10 Mei 2019	Konsultasi Bab 4 dan 5	Frida Unsiah S.Pd., M.Pd	
13	17 Mei 2019	Konsultasi Bab 4 dan 5	Frida Unsiah S.Pd., M.Pd	
14	24 Mei 2019	Seminar Hasil	Frida Unsiah S.Pd., M.Pd	
15	25 Juni 2019	Revisi Bab 1-5	Frida Unsiah S.Pd., M.Pd	
16	05 Juli 2019	Ujian Skripsi	Frida Unsiah S.Pd., M.Pd	
17	15 Juli 2019	Revisi Bab 1-5	Frida Unsiah S.Pd., M.Pd	
18	16 Juli 2019	Acc Penjilidan Skripsi	Frida Unsiah S.Pd., M.Pd	

Telah dievaluasi dan diuji dengan nilai:

A

Malang, 16 July 2019

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