

**GRAMMAR LEARNING STRATEGIES AMONG THE FIRST YEAR
STUDENTS OF PUBLIC SENIOR HIGH SCHOOL IN TEMANGGUNG**

A Thesis

**Presented to Department of English Language Education as Partial
Fulfillment of Requirements to Obtain the *Sarjana Pendidikan* Degree in
English Language Education**



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STATEMENT OF WORK'S ORIGINALITY

I honestly that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, 24 Februari 2023

The researcher



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MOTTO

Keep doing good and always useful for everyone.

DEDICATION

I dedicate this thesis to Allah SWT, who give me the health and toughness to finish this thesis. I also dedicate this thesis to myself. Thank you for surviving this far through ups and downs. Even though I am always overthinking and anxious about everything, I am still working on this thesis. Then, thank you to my parents, family , and people around me who keep supporting and praying for me.

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GRAMMAR LEARNING STRATEGIES AMONG THE FIRST YEAR STUDENTS OF PUBLIC SENIOR HIGH SCHOOL IN TEMANGGUNG

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ABSTRACT

This present study aims to describe Grammar Learning Strategies among The First Year Students of Public Senior High School in Temanggung. To achieve this goal, this research uses quantitative research in the form of survey studies. The original questionnaire used in this thesis was from Pawlak (2009b, 2013), there are four domains that is Metacognitive strategy, Cognitive strategy, Affective strategy, and Social strategy. The respondents of this study amounted to 60 students of first year at Senior High School in Temanggung. The results showed that cognitive strategies were found to be the most frequently used strategy among the first year students of public senior high school showed by the result of the questionnaire highest mean score 4.21, the second most used strategy was social strategy with mean score 4.07, the third strategy most widely used is the metacognitive strategy with mean score 4.04, the least used strategy is the affective strategy with mean score 3.78. This research also showed that most students use various electronic resources to figure out rules, apply new rules carefully and accurately in specific sentences, notice and self-correct their mistakes when practicing grammar, read for pleasure and watch television to improve their knowledge of grammar, and use Google or other search engines to see how a specific grammar structure is used in meaningful contexts.

Keywords: First Year Students, Grammar Learning Strategies (GLS), Senior High School

CHAPTER 1

INTRODUCTIO

N

1.1. Background of the Study

Grammar is an important part of learning English, but many students struggle to learn it. If they do not get the results they really want, they will probably be disappointed. Learning grammar requires extensive commitment and practice to maintain fluency. Every student of English understand that the essence of speaking and writing is grammar.

Morenberg (1997) defines grammar as a sequential process of managing words into meaningful sentences. Harmer (2001) pointed out that grammar is the explanation of aspects of language, while grammar is the means by which people transform word formation. Olshtain (1991) argues that in writing activities, writers communicate with readers in the form of texts. Therefore, to build a good communication text, a good grammatical structure is necessary.

Grammar is inseparable from language because it allows us to understand how sentences are constructed, the types of words and groups of words that make up sentences, so without grammar, sentences would be meaningless (Tilfarlioğlu, 2005). Cornwall (2010) who determined that if learners are adequately prepared with grammatical knowledge, they will be able to write with the correct grammar of the language. Furthermore,

Pagcaliwagan (2016) asserts that it is essential to teach grammar to students because it helps them to deeply understand and grasp the language. It also guides them and helps them understand.

When it comes to language learning, grammar is one of the three basic components of English that students have to master the most complex. This is consistent with Zhou (2017), who pointed out that grammar is the most difficult and complex element in the process of teaching and learning English. This is because teachers and students need to spend more time understanding the rules of word formation to create meaningful and complete sentences and use them in the target language. In addition, some students who already understand grammar find it difficult to practice it in real communication (Nagaratnam, Almekhlafi (2011)). Therefore, students need to have grammar learning strategies, hereinafter referred to as grammar learning strategies.

Furthermore, Fernandez (2017) argues that the best language learners consistently use strategies of all kinds to learn new languages. However, for some language learners, it is a matter of figuring out the most appropriate ways to use language learning strategies and learning more about those strategies. Debata (2013) states that grammar can help students correct mistakes and improve their writing. It turns out that a foreign language cannot be learned perfectly and accurately by just an unconscious process of assimilation. Thus, grammar is necessary for learners. Strategic learning leads to effective results because it helps learners retain information for later use.

Learning strategies can

also be described as "the conscious thoughts and actions that learners take to achieve learning goals". Chamot (1987, p. 14).

Bayou (2015) asserts that superior language learners are willing to use language methods or strategies to achieve greater success in language learning. Similarly, Zekrati states that "although grammar is one of the most important components of any language course, it must be accompanied by certain learning strategies within the EFL framework in order to be conveyed." as a means of accurate and fluent communication" Zekrati, (2017).

Given the strengths of Language Learning Strategies (LLS) research, it was surprising to find that little research existed on the strategies learners used to learn grammar, or Grammar Learning Strategies (GLS) when he was planning his first study themselves in this field. Pawlak (2009). Pawlak interest in grammar Learning Strategies (GLS), understood as "intentional thoughts and actions that students consciously use to learn and better control the use of grammatical structures" Cohen, Pinilla-Herrera (2010, p. 64), stemming from my participation in empirical investigations form-focused guidelines (FFI), including corrective feedback (CF) Pawlak (2006, 2014), individual differences (ID) Pawlak (2011a, 2012a) and studies seeking to elucidate the effect of the intermediate compared with the former. It was clear to me from the outset that skillful use of Grammar Learning Strategies (GLS), whether learning the rules, automating those rules, or benefiting from Corrective Feedback (CF), plays an important role in mastering Target

Language (TL) grammar. On the other hand,

like other identifiers, the use of Grammar Learning Strategies (GLS) is associated with mediating the effects of any educational alternative that the teacher may choose to back out Ellis (2010); Pawlak (2017). Equally important, successful grammar learning, like learning Second Language (L2) in general, requires considerable self-control, which is mainly fostered by using the Grammar Learning Strategies (GLS) appropriately Pawlak (2016).

The first study was conducted by Gurata (2008), who explored students' Grammar Learning Strategies (GLS) and some of the differences related to gender, skill level, and grammar test success. In addition, students' skill level and gender influence their Grammar Learning Strategies (GLS) preferences, leading to their grammar success.

Zhou (2017) investigated the English grammar learning strategies of high school students in China. The study carried out a survey of interviews. Results indicate that the level of grammar learning strategies of high school students is low. Of the three elements of the grammar learning strategy, the cognitive strategy comes first, followed by the metacognitive strategy and the socio-emotional strategy and grammar learning strategies were not correlated with English grammar achievement. Research results indicate that there is a huge difference between female and male students in the English grammar strategy used and the grammar score.

Juniar's (2019) survey of grammar learning strategies used by English as a Foreign Language (EFL) learners in Indonesia. Identify the language learning strategies most used by learners in an intermediate English grammar class. The questionnaire of native speakers used in this study came from Oxford (1990). It was modified by Kemp (2007) and Bayou (2015) with 32 statements. The results of the study show that the social strategy is the most used strategy by intermediate English grammar students, while the lowest strategy is the memory strategy .

Zekrati (2017) Investigated the relationship between the use of grammar learning strategies and the language achievement of Iranian high school English as a Foreign Language (EFL) learners. The results of this study indicate that cognitive and socio-emotional strategies are the grammar strategies most frequently used by Iranian as a Foreign Language (EFL) learners. In addition, indicated that there was a positive relationship between language achievement and the use of grammar strategies.

In this research, the authors identified the characteristics of grammar learning strategies for first year students at senior high school, based on the background of grammar learning strategies used at the previous level, that is junior high school. Through this research, teachers can find out the right strategy to use in teaching grammar for first year students at senior high school.

Reviewing some of the previous studies above, the current researcher finds a difference where the previous research was conducted at the University level, while this study was conducted at the senior high school level focusing on the first year of learning English. Based on the explanations and differences from the previous research, this study aims to identify Grammar Learning Strategies commonly used by students to learn grammar.

1.2. Formulation of the Problem

This present study is guided by the following research question:

What are the Grammar Learning Strategies (GLS) used by the first year students public senior high school?

1.3. Limitation of the Problem

The limits of this study focuses on identifying grammar learning strategies commonly used by students to learn grammar at senior high school.

1.4. Objective of the Study

The objective of this study focuses on identifying grammar learning strategies commonly used by students to learn grammar at senior high school especially first year senior high school students.

1.5. Significances of the study

The significances of the study are explained as follow:

1.5.1. Conceptual Significances

This study can provide more practical data about the grammar learning strategies that students apply when they face grammar learning in their first year in high school.

1.5.2. Practical Significances

With this research it is hoped that teachers can practice concepts and understanding related to learning strategies to understand students better. The result of this research is to give contribution to teachers about students' grammar learning strategies. Furthermore, the result of this study is to provide support to lecturers to find out more about what strategies students use. In addition, this research is intended to help students to be aware of the strategies they are currently using, and monitor the effectiveness of the strategies they are using. The benefits are for students to be able to practice concepts to understand English learning in order to get satisfactory results. For other researchers may practice or choose the type of strategy to study and develop, explore, criticize, and examine other aspects related to the type of learning strategy.

CHAPTER II

LITERATURE REVIEW

In this chapter, the literature pertaining to the current study will be discussed. This includes the theory and definitions that are relevant to the research concept.

2.1. Grammar Learning Strategies

Grammar learning strategies help students understand and master knowledge of English grammar. It is supported by Oxford, Rang Lee and Park (2007), cited in Pawlak (2009), who explain that grammar learning strategies are actions and thoughts that learners purposefully use to make language learning easier, more efficient, more effective and replayable. Furthermore, Zekrati (2017) states that the grammar learning strategy has become one of the essential methods that will help to effectively learn a new language and deal with various attribute. There are many classifications that deal with the grammar learning strategies proposed by many experts.

Grammar learning strategies used by learners of English as a foreign language have yet to be widely explored. Little research has been done in this issue. Bayou (2015) points out that research exploring students' use of grammar learning strategies has not been extensively studied but grammar has an important role in all areas of education. Therefore, further research is needed to investigate the use of learning

strategies when learning

grammar. A study was done by Al Abri et al (2017) to find out the types of learning strategies that Omani English as a Foreign Language (EFL) students use in learning grammar. The results of the study showed that Omani students used three types of learning strategies. These strategies are integrated cognitive strategies, cognitive and social affective strategies are used more often. In addition, Tilfarlioglu and Yalcin (2005) explored the use of grammar learning strategies by Turkish language learners at Gaziantep University. The results of the study show that 70% of students use different grammar learning strategies involving cognitive, metacognitive, and social/emotional strategies.

Saricoban (2005) studied the strategies used by Turkish English as a Foreign Language (EFL) learners in learning English grammar. The questionnaire was used to explore the grammar learning strategies used by these students. Learning strategies have been classified into cognitive, metacognitive, and socio-emotional strategies. The results of the study show that Turkish students use cognitive strategies unconsciously and that these learners must use socio-emotional strategies to study and learn grammar effectively.

In addition, Gimeno (2002) conducted an experimental study based on O'Malley and Chamot's classification of learning strategies. The study aimed to investigate the effectiveness of teaching students to use cognitive and metacognitive learning strategies in learning grammar. The

study

results reported that the experimental group using cognitive and metacognitive strategies achieved a significant improvement in understanding grammar rules compared to the control group. The researcher concludes that teaching students how to use learning strategies can help them develop language skills and motivate them to become more independent learners.

Another study by Mereba (2013) aimed to explore grammar learning strategies used by Ethiopian students at Jimma University. The results indicated that the students used three learning strategies in learning grammar. These strategies are awareness, compensation, and memory strategies.

Most of the studies conducted to date have focused on Grammar Learning Strategies (GLS) used by learners of second language (L2) English, which is understandable given its role in international communication but yet again reduces the generalizability of their findings. Even if we assume that many Grammar Learning Strategies (GLS) are universal (e.g. planning, paying attention to what interlocutors say) and can be employed when learning the grammars of different Target Language (TL), the distinctive features of those grammars may also necessitate the application of specific strategies, as Cohen, Pinilla-Herrera, Thompson, and Witzig (2011) showed designing a strategy website for Spanish grammar. This indicates that while generic instruments such as

the Grammar Learning

Strategy Inventory (GLSI) can provide valuable insights into strategy use, there is a need to develop language-specific inventories to be able to better cater to the needs of various learner groups, also with respect to their first language (L1) backgrounds. One of the first attempts to define grammar learning strategies was provided by Oxford et al. (2007).

The results of the studies Sariçoban (2005); Pawlak, (2008, 2009, 2012b, 2018a) are still inconclusive, but they suggest a limited use of fairly traditional Grammar Learning Strategies (GLS) as well as a clear impact of key teaching and assessment techniques. However, the empirical evidence is slim. We are only just beginning to uncover the puzzle pieces related to what learners are doing to facilitate the learning process and use of grammatical structures. What we know hardly provides the basis for solid pedagogical proposals. This is unfortunate because without the ability to clearly define Grammar Learning Strategies (GLS) and measure their use, it is difficult to make progress in the remaining two areas of investigation, which I discuss below. In particular, we cannot seriously consider making definitive statements about Grammar Learning Strategies (GLS) usage in relation to achievement, determinants, or contextual variables, and this process a major challenge. In establishing the value of the intervention in Grammar Learning Strategies (GLS) because the comparison between the initial and final states is hindered by difficulty. This is not to say that such

efforts should not be made with the tools at our disposal, but we must be aware of their limitations.

An attempt to impose order on the field was made by Oxford and Lee (2007), who distinguished implicit learning strategies including focus on form (i.e. inductive learning (that is, (i.e. aid in rule discovery) and explicit inferential learning strategies) (i.e. aid in rule comprehension.) Research on the properties of Grammar Learning Strategy Inventory (GLSI) has provided much evidence for its validity and reliability Pawlak (2018a) and to my knowledge it is the only experimental and theoretical research tool to Grammar Learning Strategies (GLS) data collection. For this reason, its use is suggested as a point of reference in the tasks suggested below.

A brief review of available research on Grammar Learning Strategies (GLS) yielded three observations: (1) the paucity of such empirical investigations, (2) the very limited scope of the studies performed to date, and (3) the results are fragmentary, inconclusive, and often contradictory. Perhaps unsurprisingly, and similar to dominant trend in early Language Learning Strategies (LLS) research, most effort has been directed toward identifying and describing the strategies learners use to learn grammar. Initially, this occurred in the context of studies that set themselves the goal of building profiles of good language learners or identifying global sources of Language Learning Strategies (LLS)

deployed different contexts. In such research, the Grammar Learning Strategies (GLS) is only one type of strategy device that is being studied and is often incorporated into the more overarching categories of memory or cognitive strategies. Pawlak (2018).

Information on Grammar Learning Strategies (GLS) use comes from studies performed by, among others, Rubin (1975), Naiman, Fröhlich, Stern and Todesco (1978), O'Malley, Chamot, Stewner-Manzanaraes, Küpper and Russo (1985), Drożdżał- Szelest (1997) or Griffiths (2003a) demonstrated that overall, grammar processing strategies, especially cognitive strategies, play an important role in learn second language (L2). As for research projects specifically focused on Grammar Learning Strategies (GLS) employment, most of which have been carried out in Poland (e.g., Gürata, 2005; Kemp, 2007; Mystkowska-Wiertelak, 2008; Pawlak, 2008, 2012; Sariçoban, 2005), all of which come in all shapes and sizes, motivated by different motivations, using different data collection tools, and based on quantitative and qualitative approaches count or a combination of the two. Although the results are inconsistent, one clear trend is the dominance of cognitive strategies, with other types of Grammar Learning Strategies (GLS) backing away. Another consistent observation is that there is a certain correspondence between how grammar is taught and assessed, and how learners continue to study it. Little is known about the effects of mediators

on Grammar Learning Strategies (GLS), with the few

studies available looking at factors such as education level, gender, and age Gürata, Mystkowska, Tilfarlioğlu (2005), Wiertelak (2008) Pawlak, (2009a, 2011b). Since different tools were used in these studies, key concepts were operated in different ways, and different statistical procedures were used, it is not surprising that their results are mixed and inconsistent. Empirical evidence is even more important about the effectiveness of instruction in Grammar Learning Strategies (GLS). However, studies by Morales and Smith (2008), and Trendak (2012) have shown that such training can have a positive contribution to the acquisition of target shapes, with some Grammar Learning Strategies (GLS) groups more effective in this respect than the other groups.

2.2. Review on Relevant Studies

Gürata (2008) conducted a study to find out the learning strategies Turkish English as a Foreign Language (EFL) learners use when learning grammar and the differences in learning strategies by gender. The results showed that English as a Foreign Language (EFL) learners in Turkey used different types of learning strategies, and it was also found that there were significant differences between men and women in their use of strategies. Key results reported that women used metacognitive and socio-emotional strategies more than men.

Another study by Radwan (2011) to examine the influence of second language proficiency and gender on university students' use of language learning strategies. The results showed that male students used more social strategies than female students.

In addition, Bayou (2015) explored the use of grammar learning strategies among students at Medhanealem Preparatory School and gender differences. The results showed that there was no significant difference between the use of grammar and gender learning strategies. Similarly, Rahimi, Riazi and Saif (2008) investigated the factors influencing the use of language learning strategies among English as a Foreign Language (EFL) Persian learners. The results showed that gender did not significantly affect the use of language learning strategies.

Juniar, R., Carissa, D.(2020). Identified the language learning strategies used most by the learners who took Intermediate English Grammar class. This study shows that in general, students in English Language Education department who took Intermediate English Grammar class use Social strategy.

Nurliana (2020). This study showed that in general, the students in English Language Education department who passed Pre-Intermediate Grammar Course used all learning strategies. However, the metacognitive strategy was the most frequent strategy used by the students.

2.3. Theoretical Framework

The first year of school is one of the moments where students have to adapt to several things related to school, be it subjects, environment and social. One of them is about learning English, in learning English at the junior high school and senior high school levels, there are significant differences from the material to the way of learning. This also happened to the grammar learning strategy which was transitioning from a grammar learning strategy in junior high school to a senior high school grammar learning strategy. Furthermore, this phenomenon consciously or unconsciously has influenced the way students use their strategies towards learning grammar.

During this period of time, grammar which may be considered difficult to learn for many language learners especially English as a Foreign Language (EFL) students required a lot of effort and discipline just to help students complete the standard of learning competence and succeed in their grammar class. Students who are expected to be able to adapt to the new learning system will use strategies during their learning activities to help them achieve their learning goals. Therefore, this study addresses this issue, a survey research that investigates the types of grammar learning strategies used by students during the first year in senior high school.

	GLSs for the grammar in communication
	GLSs for developing explicit knowledge of grammar: <ul style="list-style-type: none"> • GLSs used for deductive learning • GLSs used for inductive learning
Cognitive Strategies	GLSs employed to develop implicit knowledge of grammar : <ul style="list-style-type: none"> • GLSs for comprehending grammar and understanding form-meaning • GLSs for producing grammar in controlled and in communicative practice
	GLS employed to deal with corrective feedback on grammar error in a produced piece of work
Metacognitive Strategies	Manage and supervise the process of FL learning grammar through the procedures of organizing, planning, monitoring, and evaluating
Affective Strategies	Self-regulating motivations and emotions when learning grammar
Social Strategies	Interaction with the FL proficient users or other peers to enhance the process of grammar learning

Table 2. 1Pawlak Grammar Learning Strategies Classification (2013)

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, research methodology would be discussed. The discussion includes the research design, subject of the study, data and data sources, technique of data collection, data analysis and technique of data verification.

3.1. Research Design

This present study implemented quantitative research in the form of survey study. According to Creswell (2014) a survey study is designing to map or describe current issues by studying a sample of population and the result will be in a form of numeric description. From the result the researcher can draw inferences. The nature of survey includes cross-sectional which means data collected at one point in time and longitudinal which means data collected over time.

This study aims to identify the grammar learning strategies used by students in the first year of senior high school. Data from this study were collected by distributing questionnaires.

3.2. Research Settings

This research took in place in Temanggung, Central Java. School as research locations/settings was established in 1990, 20 June. There are twenty three classes registered from grade X until XII.

The school is located in the countryside, so the English language culture is still relatively low, besides that this school has not become a reference school in other words the overall quality of education is not too good.

For the freshmen at the high school level, it is a transition period from junior to senior high school. This of course requires a learning strategy in order to be able to follow the learning well during the adaptation period including during grammar lesson.

3.3. Population and Sample

3.3.1. Population

According to Ary. et al. (2010), population was defined as all members of any well-defined class of people, events, or objects. According to Borg & Gall on Latief (2014), the target population in educational research usually was defined as all the members of area or hypothetical set of people, events, or objects to which educational researchers wish to generalize the results of the research Latief (2014).

In this study, the population comprised 60 students, consisting of 30 students in class A and 30 students in class B.

3.3.2. Sample

Sample is part of the population. It was a small group of people that we observed. According to Ary. et al (2010), “a sample is a small group of observations that are part of a population”. Charles, CM. In Latief (2014), defines a sample as “a small group of people chosen to represent an entire population much larger than the group to which they belong”.

For this study, the whole 10th grade students were the sample. In this study, the researchers used the total sampling technique. According to Arikunto (2006), the total number of samples is the same as the existing population.

3.4. Research Instrument

This study collecting data from the Grammar Learning Strategies (GLS) questionnaire adopted from Pawlak (2009b, 2013). The core of this tool consists of 70 statements on a 5-point Likert scale representing different Grammar Learning Strategies (GLS), divided into four major classified categories (A, B, C, and D) and four subcategories representing different types. Cognitive Grammar Learning Strategies (GLS) (B1, B2, B3 and B4).

Table 3. 1The GLSI Questionnaire's Content

Grammar Learning Strategies	Total	Items No
A. Metacognitive strategies	8	1-8
B. Cognitive strategies		
1. GLS used in communication tasks	10	9-18
2. GLS used to develop explicit knowledge	24	19-42
3. GLS used to develop implicit knowledge	10	43-52
4. GLS used to deal with corrective feedback	6	53-58
C. Affective strategies	7	59-65
D . Social strategies	5	66-70
Total Items		70

Respondents were asked to rate the extent to which a particular item reflects their strategic learning on a scale of 1 to 5, where 1 does not apply to me at all and 5 is a complete description perfect in my actions and thoughts. The Grammar Learning Strategy Inventory (GLSI) can be found in its entirety in the appendix.

According to Widoyoko (2012), there are four kinds of validity; logical validity, content validity, construct validity and predictive validity. Content validity refers to how accurately a measurement tool taps into the various aspects of the specific statement in the questionnaire. An attempt was made to establish three types of validity for the instrument, namely construct validity, content validity and facial validity and the results were declared valid.

Widoyoko (2012) mentioned that reliability means something that can be trusted. The Grammar Learning Strategy Inventory (GLSI) was successfully tested in a pilot study conducted by Pawlak (2009b), which yielded satisfactory evidence of internal consistency reliability (Cronbach's alpha value of 0.82), and has also been used in other research projects (eg, Pawlak, 2011b).

3.5. Data Collecting Technique

Grammar Learning Strategy Inventory (GLSI) is distributed in Google form version. Instructions and Likert scale statements are written in Indonesian, as in the version included in the Appendix. Grammar Learning Strategy Inventory (GLSI) questionnaire is to a large extent a valid and reliable tool for collected data on the use of strategies for learn and gained greater control over English grammar Pawlak (2018).

The writer expected the respondents to fulfill the 70-item-questionnaire which helped the writer to collected data for this research. Approximated time to answer the questionnaire is 30 minutes. The personal data and answers of the questionnaire will be kept strictly by the writer and used only in this research. Those who participated in this research should be voluntary basis, the questionnaire doesn't contained any improper question. The respondents are free to quit any time during finished the questionnaire if find any uncomfortable question.

Before the questionnaire was distributed, the writer first translated the Grammar Learning Strategies (GLS) questionnaire from Pawlak (2009b) into Indonesian. Then the researcher checked each item in the questionnaire to ensure that the statements were easy to understand. Distributed questionnaire Google form to 60 students of grade 10 A and B

senior high school. The researcher accompanied for approximately 45 minutes until the students complete the questionnaire to avoid biases.

3.6. Data Analysis Technique

The data collected from the questionnaire were analyzed by statistical formulas to determine the average value of each type of Grammar Learning Strategies (GLS). Using Microsoft Excel to provide the data, then move the data from Microsoft Excel to SPSS to analyze the data from the questionnaire into a statistical package.

Statistical analysis can be performed using a manual calculation process or using an application or software. SPSS is special software to handle most popular and widely used data for statistics all over the world. SPSS is used in various market research, quality control and improved), as well as in scientific research. The popularity of SPSS as a tool for data processing (SPSS, 2017).

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

4.1. Data Description

As written in chapter three, the author used Grammar Learning strategy questionnaire as the instrument in collecting the data. The aim of the questionnaire is to find the most and least grammar learning strategies applied by the first year students of public senior high school in Temanggung.

In this chapter, the author answered the research questions, which focus on what is the most used and least grammar learning strategy used by the first year students of public senior high school in Temanggung . The sample were from the first year students of public senior high school in Temanggung. The result of the data is drawn as follow:

Regarding to the research questions the author is willing to answer, the Grammar Learning Strategies (GLS) questionnaire results (Table 4.1) shows that in general, the first year students of public senior high school applied all the four categories of Grammar Learning Strateies (GLS), but the majority students used cognitive grammar learning strategies more often when experiencing Grammar learning in the first year senior high school. According to the score of the highest mean of each Grammar Learning Strategies (GLS), cognitive strategy had the highest mean score 4.21. Social strategy with the highest mean score 4.07. Metacognitive strategy with mean score 4.04. Lastly, Affective strategy as the least used Graamar Learning Strategies (GLS) with the highest mean score 3.78. The statistical score is shown on the table below (Table 4.1) and listed sequentially from the most frequently used one:

GLS	Cognitive Strategy	Social Strategy	Metacognitive Strategy	Affective Strategy
Min	1	1	1	1
Max	5	5	5	5
Mean	4.214	4.071	4.042	3.785
Std. Deviation	<u>0.759</u>	<u>0.687</u>	<u>0.668</u>	<u>0.778</u>

Table 4. 1 Statistical Score of Students' Grammar Learning Strategies (N=70)

4.1.1 Cognitive Strategies

In accordance with the results of Grammar Learning Strategy Inventory (GLSI) questionnaire, the mean and standard deviation of 50 items of cognitive strategy are shown on table 4.2. By the mean, the author make a list of top five most frequent used item in cognitive grammar learning strategies. They are as follows: Q18 ("I use Google or other search engines to see how a specific grammar structure is used in meaningful contexts") Q20 ("I try to understand every grammar rule") Q19 ("I pay attention to rules provided by the teacher or coursebook.") Q29 ("I use a notebook/note cards for new rules and examples.") Q36 ("I use electronic resources (e.g. English websites, corpora) to figure out rules."). The table statistical score of 50 statements of cognitive strategies is shown on table below:

	N	Minimum	Maximum	Mean	Std. Deviation
Q9	70	1	5	3.5	0.89685
Q10	70	2	5	3.8143	0.87299
Q11	70	1	5	3.6857	0.79021
Q12	70	2	5	3.9714	0.76084
Q13	70	2	5	3.9143	0.84687
Q14	70	2	5	3.7286	0.67933
Q15	70	1	5	3.8571	0.78548
Q16	70	2	5	3.9714	0.83356
Q17	70	2	5	3.9571	0.80642
Q18	70	1	5	4.2143	0.75934
Q19	70	2	5	4.1286	0.72074
Q20	70	2	5	4.1429	0.72803
Q21	70	2	5	3.7429	0.87949
Q22	70	2	5	3.7	0.68841
Q23	70	2	5	3.9571	0.73101
Q24	70	2	5	3.8286	0.77966
Q25	70	1	5	3.3286	0.92817
Q26	70	2	5	3.5714	0.80885
Q27	70	1	5	3.6143	1.01143
Q28	70	1	5	3.4714	0.98865
Q29	70	2	5	4.0286	0.76084
Q30	70	1	5	3.6143	0.92145
Q31	70	1	5	3.9286	0.78614
Q32	70	2	5	3.7429	0.73594
Q33	70	1	5	3.6571	0.93073
Q34	70	2	5	3.7857	0.65702
Q35	70	2	5	3.6571	0.79647
Q36	70	2	5	3.9857	0.8763
Q37	70	1	5	3.7	0.80488
Q38	70	1	5	3.5286	0.88008
Q39	70	1	5	3.8286	0.79803
Q40	70	1	5	3.9143	0.82958
Q41	70	1	5	3.4143	0.94013
Q42	70	1	5	3.8	0.75373
Q43	70	1	5	3.5143	0.9285
Q44	70	1	5	3.6857	0.71308
Q45	70	1	5	3.7	0.76802

Q46	70	1	5	3.5714	0.86093
Q47	70	2	5	3.5714	0.77219
Q48	70	1	5	3.5571	0.89501
Q49	70	2	5	3.8	0.71424
Q50	70	2	5	3.6143	0.82168
Q51	70	2	5	3.9286	0.70857
Q52	70	2	5	3.7571	0.80642
Q53	70	1	5	3.7571	0.84159
Q54	70	2	5	3.8857	0.67121
Q55	70	1	5	3.9286	0.78614
Q56	70	1	5	3.5	0.89685
Q57	70	2	5	3.7	0.70915
Q58	70	2	5	3.9571	0.69022
Valid N (listwise)	70				

Table 4. 2 Result Score of Cognitive Strategy

The descriptive statistics of cognitive grammar learning strategies shows that the mean of the top five most frequently used strategies (Q18, Q20, Q19, Q29 and Q36), indicating that students often use these strategies among other cognitive Grammar Learning Strategies (GLS). Furthermore, cognitive Grammar Learning Strategies (GLS) are divided into four subcategories. First, cognitive Grammar Learning Strategies (GLS) used for communication purpose. Second, cognitive Grammar Learning Strategies (GLS) for enhancing explicit knowledge. Third, cognitive Grammar Learning Strategies (GLS) for enhancing implicit knowledge. And fourth, cognitive grammar Learning Strategies (GLS) in correlation to corrective feedback. In regard to the four subcategories mentioned before, the top five most frequent used cognitive Grammar Learning Strategies (GLS) are from different subcategories.

Q18 ("I use Google or other search engines to see how a specific grammar structure is used in meaningful contexts") are type of cognitive

Grammar Learning Strategies (GLS) used to assist the production and comprehension of grammar in communication tasks. One-way or two-way communication being one important factor in increasing understanding of grammar learning.

Meanwhile, Q20 (“I try to understand every grammar rule”), Q19 (“I pay attention to rules provided by the teacher or coursebook.”), Q29 (“I use a notebook/note cards for new rules and examples.”) and Q36 (“I use electronic resources (e.g. English websites, corpora) to figure out rules.”) are type of cognitive Grammar Learning Strategies (GLS) used for enhancing explicit grammar knowledge. Explicit knowledge of grammar which consist of deductive learning and inductive learning consist of any activities related to understanding and discovering grammar rule.

4.1.2 Social Strategies

The second most used grammar learning strategies is social strategy with the highest mean score 4.07. According to the descriptive statistics of Social grammar learning strategies in Table 4.3, the top five most frequently used strategies in Social grammar learning strategies are as follows: Q68 (“I like to be corrected when I make mistakes using grammar structures”) Q67 (“I ask the teacher or more proficient learners to help me with grammar structures.”) Q69 (“I practice grammar structures with other students.”) Q70 (“I try to help others when they have problems with understanding or using grammar.”) Q66 (“I ask the teacher to repeat or explain a grammar point if I do not understand.”). The statistical score of five social strategies is shown on table below:

	Q66	Q67	Q68	Q69	Q70	Valid N
N	70	70	70	70	70	70
Minimum	2	2	2	2	1	
Maximum	5	5	5	5	5	
Mean	3.7286	4.0143	4.0714	3.8571	3.8	
Std. Deviation	<u>0.88336</u>	<u>0.78929</u>	<u>0.68781</u>	<u>0.76681</u>	<u>0.89443</u>	

4.3 Result Score of Social Strategy

Social Grammar Learning Strategies (GLS) requires students to have interaction and cooperation with others when learning English Grammar. During learning in the first year at senior high school, students applied this Social Grammar Learning Strategies (GLS) through discussions and practices. Further, they will receive both correction and feedbacks as a form of transferring knowledge from teachers and classmates. Hence, the interactions students have will help them get better understanding of the material given as well as acquire better grammar skill.

4.1.3 Metacognitive Strategies

Metacognitive strategies reflect behaviors exceed cognitive mechanism. It helps students to control, coordinate, or manage their own grammar learning process. Accordance with the Grammar Learning Strategies (GLS) questionnaire, metacognitive Grammar Learning Strategies (GLS) was found to be the third used strategy during learning in the first year at senior high school with the highest mean score 4.04. The statistical score of eight metacognitive strategies is shown on table below:

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Valid N
N	70	70	70	70	70	70	70	70	70
Minimum	3	2	2	1	1	1	1	2	
Maximum	4	5	5	5	5	5	5	5	
Mean	3.9714	4.0429	3.8571	4.0429	3.8571	3.7571	3.5857	3.8286	
Std. Deviation	0.1678	0.66889	0.68706	0.75057	0.82155	0.85864	0.92459	0.79803	

Table 4. 3Result Score of Metacognitive Strategy

The descriptive statistics of Metacognitive grammar learning strategy in Table 4.4 shows that: the top five most frequent used item in Metacognitive Grammar Learning Strategies (GLS) are as follows: Q2 (“I pay attention to grammar structures when reading and listening”) Q4 (“I try to find more effective ways of learning grammar”) Q1 (“I preview the grammar structures to be covered in a lesson”) Q3 (“I look for opportunities to practice grammar structures in many different ways”) Q5 (“I know my strengths and weaknesses when it comes to grammar”).

4.1.4 Affective Strategies

Affective strategies helped students to manage their emotions and beliefs alongside encourage them to have self-confidence towards grammar learning activities. By employing these strategies, students are expected to be able to acquire self-regulation emotions during grammar learning period of time. Accordance with the results of Grammar Learning Strategies (GLS) questionnaire, affective Grammar Learning Strategies (GLS) was found to be the least used strategy during learning in the first year at senior high school with the highest mean score 3.78.

The statistical score of seven affective strategies is shown on table 4.5 below:

	Q59	Q60	Q61	Q62	Q63	Q64	Q65	Valid N
N	70	70	70	70	70	70	70	70
Minimum	1	2	2	1	2	1	1	
Maximum	5	5	5	5	5	5	5	
Mean	3.7	3.7857	3.7857	3.5714	3.7857	3.5143	3.3	
Std. Deviation	0.84012	0.7782	0.75934	1.13663	0.81459	0.88043	1.01224	

Table 4. 4Result Score of Affective Strategy

The descriptive statistics of Affective grammar learning strategies in Table 4.5 shows that: the top five most frequently used item in Affective Grammar Learning Strategies (GLS) are as follows: Q60 (“I encourage myself to practice grammar when I know I have problems with a structure.”) Q61 (“I try to use grammar structures even when I am not sure they are correct”) Q63 (“I notice when I feel tense or nervous when studying or using grammar structures.”) Q59 (“I try to relax when I have problems with understanding or using grammar structures.”) Q62 (“I give myself a reward when I do well on a grammar test.”).

In accordance with the top five frequently used Affective Grammar Learning Strategies (GLS) listed above, students applied these strategies by managing their anxiety. By doing so, students are capable to feel relax and help them to stay focus during learning in the first year at senior high school. Further, Affective Grammar Learning Strategies (GLS) facilitated them to perform great in grammar classroom activities and do the tasks effectively and efficiently.

In conclusion, the results of the Grammar Learning Strategies (GLS) questionnaire filled by students first year at senior high school that students significantly applied all strategies to their grammar classroom during learning in the first year at senior high school . Cognitive strategy was the most used strategies during grammar classroom with mean score 4.21. Social grammar Learning Strategies (GLS) with mean score 4.07. Metacognitive strategy with

the highest mean score 4.04. While Affective Grammar Learning Strategies (GLS) with total mean score 3.78 categorized as the least used grammar learning strategy. The four grammar learning strategies have mean score slightly different from each other, indicating that all Grammar Learning Strategies (GLS) have frequently used together.

4.2. Discussion

The study aims to investigate the types of grammar learning strategies used by the first year students of public senior high school. The data are collected using Grammar Learning Strategy questionnaire . Students are expected to employ their best fit for grammar learning strategies into their grammar learning activities in the aim to complete the expected learning competency and having their own learning strategies can facilitate students adaptation to the new learning system at the senior high school from junior high school level.

Based on the finding presented above, the results (Table 4.1) show that in general, the first-year students at senior high school acquired all the four categories of Grammar Learning Strategies (GLS) significantly, but the majority of them used cognitive Grammar Learning Strategies (GLS) more often during grammar learning in a time of learning first year with the highest mean score 4.21. Social Grammar Learning Strategies (GLS) with the highest mean score 4.07. Metacognitive Grammar Learning Strategies (GLS) with the highest mean score 4.04. Lastly, Affective Grammar Learning Strategies (GLS) with the highest mean score 3.78.

Cognitive Grammar Learning Strategies (GLS) relates to conscious behaviors in acquiring language in the learning process which include the selection, acquisition, construction and integration of information. This finding was in line with Oxford (1990) whereas cognitive Grammar Learning Strategies (GLS) are typically found to be the most popular strategies with language

learner. Moreover, it can be seen from other finding Gurata (2008) ; Saricoban (2005) cognitive Grammar Learning Strategies (GLS) were employed more by students in grammar acquisition. This research is also the same with previous studies conducted by Zhou (2017), Zekrati (2017) and Jia, Wang (2017) stated that cognitive strategy as the dominant one.

Different from the previous studies conducted with Bayou (2015) who studied grammar learning strategies use of grade 11 students at Medhanealem Preparatory School: Gender in focus, he stated that compensation strategy was the most frequent strategy that the students used. This study is also different from Juniar (2019) who found that social strategy was the most frequent strategy used by the students in Intermediate English Grammar class. This study is also different from Lestari (2015) who studied Learning strategies employed by the students of English Education Department of UIN Jakarta, she found that meta-cognitive strategy was the most frequent strategy used by the students to learn grammar

Based on the result of Grammar Learning Strategy Inventory (GLSI) questionnaire, in employing cognitive Grammar Learning Strategies (GLS) students use various electronic resources to figure out rules, try to apply new rules carefully and accurately in specific sentences, try to notice and self-correct their mistakes when practicing grammar, read for pleasure and watch television to improve their knowledge of grammar, and use Google or other search engines to see how a specific grammar structure is used in meaningful contexts. While such cognitive strategies can be assumed to play a key role in learning grammar, obviously students will also draw on strategic devices that are not directly involved in the development of Second Language (L2) knowledge, but may still enhance this process indirectly such as social, metacognitive and affective strategies.

Social Grammar Learning Strategies (GLS) is found to be the second most used grammar learning strategies with the highest mean score 4.07. This

strategy referring to learner's communication with people who use the target language. This strategy is important because language learning always involves other people; it is a form of social behavior such as like to be corrected when making mistakes using grammar structures, practice grammar structures with other students as well as trying to help others when they have problems with understanding or using grammar. Huang, Andrews (2010) as cited by Hajar (2017) states that language learners are obligated to achieve specific learning goals when they associate their Language Learning Strategies (LLSs) with the contribution or obstacle come from other influential social agents such as language teachers and parents. However, since most of the students in the first year English grammar class come from different junior high schools, the social agents here can be their friends or classmates. Research showed that regular two-way feedback helps enhance self-efficacy and motivation Wang, Wu (2008). According to the theory of Vygotsky about ZPD. Shabani, Khatib, and Ebadi (2010) discussed the Zone of Proximal Development (ZPD) by Vygotsky and concluded that the learners experience the best learning when they work together with other skilled people such as classmates, seniors, and teachers who can give them such advantages as new concept, psychological tools, and skills. It means that the learners need to be assisted by their friends or seniors when they do a task, after receiving such favor from skilled people they will try to completing their task even though they do it by themselves. Grammar Learning Strategies (GLS) questionnaire result showed that students like to be corrected when they make mistakes using grammar structures, practice grammar structures with other students, try to help others when they have problems with understanding or using grammar, ask the teacher to repeat or explain a grammar point if they do not understand, and ask the teacher to help them with grammar structures.

The third most used grammar learning strategies applied by students during Metacognitive strategy with the highest mean score 4.04.

Mystkooswka

wiertelak (2008) found that the most strategy used was metacognitive strategies Mystkowska Wiertelak (2008). Metacognitive strategy, such as over-viewing, organizing, paying attention setting goals and objectives, considering the purpose, self-monitoring, and so on, could help students became an effective learner in learning the language. A possible explanation about why metacognitive became prefer strategies because it allowed the students to overview the lesson, to pay attention in the classroom and to self monitoring and self evaluating the language learning.

Metacognitive Grammar Learning Strategies (GLS) involve the monitoring of the cognitive processes by the students to provide a way for them to coordinate their own grammar learning process; this includes preparing and planning to learn, as well as regulating and evaluating their learning process. Students will also be able to change the strategies if they are no longer suitable. Further, based on the Grammar Learning Strategies (GLS) questionnaire students try to find more effective ways of learning grammar, know their strengths and weaknesses when it comes to grammar, look for opportunities to practice grammar structures in many different ways, pay attention to grammar structures in their own speaking and writing and have specific goals and objectives in learning grammar.

Meanwhile, the least used grammar learning strategies by first year students in senior high school was affective strategy with the highest mean score 3.78. Just like three other grammar learning strategies, affective Grammar Learning Strategies (GLS) helps students to overcome problems in learning English grammar and consequently perform better. Tsai (2009) put forward that affective strategies relate to the students' own perceptions about what they will benefit from a subjects such as positive attitude to use the Internet for learning, motivation to learn based on their learning goals, anxiety reduction in the use of Internet for learning and the learning environment itself Tsai (2009). The author found that in employing affective Grammar Learning

Strategies (GLS), students try to use grammar structures even when they are not sure they are correct, notice when they feel tense or nervous when studying or using grammar structures, talk to other people about how they feel when learning grammar, encourage themselves to practice grammar when they know they have problems with a structure, try to relax when they have problems with understanding or using grammar structures.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

In the aim to identify the grammar learning strategies used by the first year students of public senior high school, the author employs descriptive quantitative in a form of survey method in this study. Sixty (60) students who are the first year students of public senior high school asked to fill out Grammar Learning Strategies questionnaires by Pawlak (2009b, 2013). This study successfully showed that the first year students of public senior high school used all the four types of grammar learning strategies. Cognitive strategies were found to be the most frequently used strategy among the first year students of public senior high school showed by the result of the questionnaire with the highest mean score 4.21. Followed by Social strategies with the highest mean score 4.07, Metacognitive strategies with the highest mean score 4.02 and lastly, Affective strategy with the highest mean score 3.78.

5.2. Suggestion

Based on the conclusion above, the author pointed out some suggestions for English teachers, the first year students as well as other researchers, which hopefully would be useful, to power through the Grammar classes during first year learning . During grammar teaching processes, to have a successful grammar teaching classes, teachers should move from a “one size fits all” teaching model to creative ones with flexible differentiation in instruction based on the current students needs. For the students especially the first year students, the author suggest that they should be confident to try different grammar learning strategies to find the most suitable one. This study may serve as a source for further, long-term research in issues related to

Grammar Learning Strategies (GLS). The author recognizes that the design of study was

simple. There are still many weaknesses that could be found. Therefore, future studies from other researchers is welcome to improve this study with better designs and different subject, respondent and or setting characteristics in order to enrich the findings.

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APPENDICES

Appendix 1 Students' Questionnaire

Part A – Metakognitive GLS

1.	I preview the grammar structures to be covered in a lesson.	Saya mempelajari terlebih dahulu struktur tata bahasa yang akan dibahas dalam pelajaran.
2.	I pay attention to grammar structures when reading and listening.	Saya memperhatikan struktur tata bahasa saat membaca dan mendengarkan/menyimak.
3.	I look for opportunities to practice grammar structures in many different ways.	Saya mencari kesempatan untuk berlatih struktur tata bahasa dalam berbagai cara.
4.	I try to find more effective ways of learning grammar.	Saya mencoba menemukan cara yang lebih efektif untuk belajar tata bahasa.
5.	I know my strengths and weaknesses when it comes to grammar.	Saya tahu kekuatan dan kelemahan saya dalam hal tata bahasa.
6.	I have specific goals and objectives in learning grammar.	Saya memiliki tujuan khusus dalam mempelajari tata bahasa.
7.	I schedule grammar reviews in advance.	Saya mengulas kembali / menjadwalkan sesi review terhadap materi grammar yang akan diajarkan
8.	I pay attention to grammar structures in my own speaking and writing.	Saya memperhatikan struktur tata bahasa dalam tulisan dan tutur kata (wicara) saya saat berbahasa Inggris

Part B – cognitive strategies

Part B1 – GLS used to assist the production and comprehension of grammar in communication tasks

9.	I try to use specific grammar structures in communication (e.g. telling a story).	Saya mencoba menggunakan struktur atau tata bahasa tertentu dalam berkomunikasi (misalnya bercerita).
10.	I read for pleasure and watch television to improve my knowledge of grammar.	Saya membaca untuk kesenangan dan menonton televisi untuk meningkatkan pengetahuan saya tentang tata bahasa.
11.	I notice (or remember) structures that cause me problems with meaning or communication.	Saya memperhatikan (atau mengingat) struktur atau tata bahasa yang menyebabkan saya bermasalah dengan makna atau dalam berkomunikasi
12.	I notice (or remember) structures that are repeated often in the text.	Saya memperhatikan (atau mengingat) struktur atau tata bahasa yang sering diulang dalam teks.
13.	I notice (or remember) structures that are highlighted in a text by italics, boldface, underlining, etc..	Saya memperhatikan (atau mengingat) struktur atau tata bahasa yang disorot dalam teks dengan huruf miring, huruf tebal, garis bawah, dll.
14.	I notice (or remember) structures that are emphasized orally through pitch, repetition, etc.	Saya memperhatikan (atau mengingat) struktur atau tata bahasa yang ditekankan secara lisan melalui nada naik, pengulangan, dll.
15.	I notice structures that are repeated extremely frequently in a short period of time (e.g. the past tense in a series of stories over the course of a few lessons).	Saya memperhatikan struktur atau tata bahasa yang sangat sering diulang dalam waktu singkat (misalnya bentuk lampau dalam rangkaian cerita selama beberapa tatap muka pelajaran).

16.	I pay attention to how more proficient people say things and then imitate.	Saya memperhatikan bagaimana orang yang lebih mahir berbicara dan kemudian menirunya.
17.	I compare my speech and writing with that of more proficient people to see how I can improve.	Saya membandingkan pidato dan tulisan saya dengan orang yang lebih mahir untuk melihat bagaimana saya bisa berkembang.
18.	I use Google or other search engines to see how a specific grammar structure is used in meaningful contexts.	Saya menggunakan Google atau mesin pencari lainnya untuk melihat bagaimana struktur tata bahasa tertentu digunakan dalam konteks yang bermakna.

Part B2 – GLS used to develop explicit knowledge of grammar

19.	I pay attention to rules provided by the teacher or coursebook.	Saya memperhatikan aturan yang diberikan oleh guru atau buku ajar.
20.	I try to understand every grammar rule.	Saya mencoba memahami setiap aturan tata bahasa.
21.	I memorize rules about frequently used linguistic forms/structures (e.g. formation and use of the passive).	Saya menghafal aturan/rumus/pola tentang bentuk/struktur linguistik yang sering digunakan (misalnya penggunaan kalimat pasif).
22.	I memorize rules about how structures change their form (e.g. form an adjective to an adverb).	Saya menghafal aturan/pola/rumus tentang bagaimana struktur atau tata bahasa mengubah bentuknya (misalnya perubahan kata sifat menjadi kata keterangan).
23.	I mark new grammar structures graphically (e.g. colors, underlining).	Saya menandai struktur tata bahasa baru secara grafis (misalnya menggunakan warna, garis bawah).

24.	I paraphrase the rules I am given because I understand them better in my own words.	Saya memparafrasekan aturan yang diberikan kepada saya karena saya memahaminya
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		lebih baik dengan kata-kata saya sendiri.
25.	I make charts, diagrams or drawings to illustrate grammar rules.	Saya membuat bagan, diagram, atau gambar untuk mengilustrasikan aturan tata bahasa.
26.	I remember grammar information by location on a page in a book.	Saya mengingat informasi tata bahasa berdasarkan lokasi pada halaman dalam sebuah buku.
27.	I use rhymes or songs to remember new grammar rules.	Saya menggunakan sajak atau lagu untuk mengingat aturan tata bahasa baru.
28.	I physically act out new grammar structures.	Saya secara fisik memerankan/memperagakan struktur atau tata bahasa baru.
29.	I use a notebook/note cards for new rules and examples.	Saya menggunakan buku catatan/kartu catatan mencatat aturan/ rumus/ formula dan contoh baru.
30.	I group grammar structures to remember them better (verbs followed by gerund and infinitive).	Saya mengelompokkan struktur tata bahasa untuk mengingatnya dengan lebih baik (kata kerja diikuti oleh gerund dan infinitif).

31.	I review grammar lessons to remember the rules better.	Saya mempelajari kembali pelajaran tata bahasa untuk mengingat aturan dengan lebih baik.
32.	I use grammar reference books, grammar sections of coursebooks or grammatical information in dictionaries.	Saya menggunakan buku referensi tata bahasa, bab tata bahasa dari buku pelajaran atau informasi tata bahasa dalam kamus.
33.	I use my mother tongue or other languages I know to understand and remember grammar rules.	Saya menggunakan bahasa ibu saya atau bahasa lain yang saya tahu untuk memahami dan mengingat aturan tata bahasa.

34.	I try to discover grammar rules by analyzing examples.	Saya mencoba menemukan aturan tata bahasa dengan menganalisis contoh.
35.	I create my own hypotheses about how structures work and check these hypotheses.	Saya membuat dugaan sementara saya sendiri tentang bagaimana tata bahasa berlaku/ bekerja dan memeriksa tentang dugaan ini.
36.	I use electronic resources (e.g. English websites, corpora) to figure out rules.	Saya menggunakan sumber elektronik (misalnya situs web berbahasa Inggris, corpora) untuk mencari tahu aturan.
37.	I work with others to reconstruct texts read by the teacher which contain many examples of a particular structure.	Saya belajar dengan orang lain untuk memaknai teks yang dibaca oleh guru yang berisi banyak contoh struktur tertentu.
38.	I analyze diagrams, graphs and tables to understand grammar.	Saya menganalisis diagram, grafik, dan tabel untuk memahami tata bahasa.
39.	I work with others to discover grammar rules.	Saya belajar dengan orang lain untuk menemukan aturan tata bahasa.
40.	I notice when the teacher leads me into overgeneralization error (e.g. saying breaked) and then I think about what went wrong.	Saya memperhatikan ketika guru mengarahkan saya pada kesalahan umum yang berlebihan (misalnya mengatakan rusak dalam format past tense / lampau) dan kemudian saya memikirkan letak kesalahannya
41.	I memorize whole phrases containing specific language forms.	Saya menghafal seluruh frasa yang memuat ciri kebahasaan tertentu

42.	When I do not know the part of speech, I consider such clues as form, meaning and context.	Ketika saya tidak tahu bagian dari Kelas kata (parts of speech), saya mempertimbangkan petunjuk seperti bentuk, makna dan konteks.
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Part B3 – GLS used to develop implicit knowledge of grammar

43.	I repeat the rules and examples to myself or rewrite them many times.	Saya mengulangi rumus/formula dan contoh untuk diri saya sendiri atau menulis ulang berkali-kali.
44.	I do many exercises to practice grammar (e.g. paraphrasing, translation, multiple-choice).	Saya melakukan banyak latihan untuk melatih tata bahasa (misalnya parafrase, terjemahan, pilihan ganda).
45.	I try to apply new rules carefully and accurately in specific sentences	Saya mencoba menerapkan rumus/formula baru dengan hati-hati dan akurat dalam kalimat tertentu
46.	I use newly learnt rules to create new sentences (to write about my plans).	Saya menggunakan rumus/formula yang baru dipelajari untuk membuat kalimat baru (untuk menulis tentang rencana saya).
47.	I try to use grammar rules as soon as possible in a meaningful context (e.g. use them in my speech and writing).	Saya mencoba menggunakan rumus/formula tata bahasa sesegera mungkin dalam konteks yang bermakna (misalnya menggunakannya dalam berbicara dan tulisan saya).
48.	I try to use whole phrases containing specific structures in my speech.	Saya mencoba menggunakan seluruh frasa yang mengandung struktur khusus saat berbicara dalam bahasa inggris
49.	I notice (or remember) a structure which, when I encounter it, causes me to do something, like check a box, choose a drawing or underline a structure.	Saya melihat (atau mengingat) struktur yang, ketika saya menemukannya, menyebabkan saya melakukan sesuatu, seperti mencentang kotak, memilih gambar atau menggaris bawahi struktur.

50.	I try to adjust the way I process spoken and written language in accordance with L2 spoken and written rules (e.g. in the case of some passive voice sentences).	Saya mencoba menyesuaikan cara saya memproses bahasa lisan dan tulisan sesuai dengan rumus/formula lisan dan tulisan Bahasa kedua
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		(misalnya dalam beberapa kalimat kalimat pasif).
51.	I listen to and read texts containing many examples of a grammar structure.	Saya mendengarkan dan membaca teks yang berisi banyak contoh struktur tata bahasa.
52.	I compare the way grammar is used in written and spoken language with how I use it.	Saya membandingkan bagaimana tata bahasa digunakan dalam bahasa tertulis dan lisan dengan cara saya menggunakannya.

Part B4 – GLS used to deal with corrective feedback on errors in the production of grammar

53.	I listen carefully for any feedback the teacher gives me about the structures I use.	Saya mendengarkan dengan seksama setiap umpan balik yang diberikan guru kepada saya tentang struktur yang saya gunakan.
54.	I pay attention to teacher correction when I do grammar exercises and try to repeat the correct version.	Saya memperhatikan koreksi guru ketika saya melakukan latihan tata bahasa dan mencoba mengulangi versi yang benar.
55.	I try to notice and self-correct my mistakes when practicing grammar.	Saya mencoba untuk memperhatikan dan mengoreksi kesalahan saya sendiri ketika berlatih tata bahasa.
56.	I try to negotiate grammar forms with the teacher when give a clue (e.g. a comment about the rule).	Saya mencoba untuk menegosiasikan bentuk tata bahasa dengan guru ketika memberikan petunjuk (misalnya komentar tentang rumus/formula).
57.	I notice when I am corrected on grammar in spontaneous communication (e.g. when giving opinions).	Saya perhatikan ketika tata bahasa saya dikoreksi dalam komunikasi secara spontan (misalnya ketika memberikan

		pendapat).
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58.	I try to notice how the correct version differs from my own and improve what I said.	Saya mencoba memperhatikan bagaimana versi yang benar berbeda dari versi saya dan memperbaiki apa yang saya katakan.
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Part C – affective GLS

59.	I try to relax when I have problems with understanding or using grammar structures.	Saya mencoba bersikap santai ketika saya memiliki masalah dengan pemahaman atau penggunaan struktur tata bahasa.
60.	I encourage myself to practice grammar when I know I have problems with a structure.	Saya mendorong diri saya untuk berlatih tata bahasa ketika saya tahu saya memiliki masalah dengan struktur tata Bahasa.
61.	I try to use grammar structures even when I am not sure they are correct.	Saya mencoba menggunakan struktur tata bahasa bahkan ketika saya tidak yakin itu benar.
62.	I give myself a reward when I do well on a grammar test.	Saya memberi diri saya hadiah ketika saya berhasil dalam tes tata bahasa.
63.	I notice when I feel tense or nervous when studying or using grammar structures.	Saya memperhatikan ketika saya merasa tegang atau gugup ketika belajar atau menggunakan struktur tata bahasa.
64.	I talk to other people about how I feel when learning grammar.	Saya berbicara dengan orang lain tentang bagaimana perasaan saya ketika belajar tata bahasa.
65.	I keep a language learning diary where I include comments about language learning.	Saya memiliki buku harian pembelajaran bahasa di mana saya menyertakan komentar tentang pembelajaran bahasa.

Part D – social GLS

66.	I ask the teacher to repeat or explain a grammar point if I do not understand.	Saya meminta guru untuk mengulangi atau menjelaskan suatu poin tata bahasa jika saya tidak mengerti.
67.	I ask the teacher or more proficient learners to help me with grammar structures.	Saya meminta guru atau pelajar yang lebih mahir untuk membantu saya dengan struktur tata bahasa.
68.	I like to be corrected when I make mistakes using grammar structures.	Saya suka dikoreksi ketika saya membuat kesalahan dalam menggunakan struktur tata bahasa.
69.	I practice grammar structures with other students.	Saya berlatih struktur tata bahasa dengan siswa lain.
70.	I try to help others when they have problems with understanding or using grammar.	Saya mencoba membantu orang lain ketika mereka memiliki masalah dengan pemahaman atau penggunaan tata bahasa.

**Appendix 2 Score of Students Grammar Learning Strategies
Questionnaire**

Students	Metacognitive	Cognitive	Affective	Social
1	34	199	26	20
2	32	181	23	18
3	31	194	28	20
4	31	217	32	23
5	31	200	28	20
6	31	198	24	20
7	30	196	28	19
8	33	205	23	20
9	34	202	27	20
10	35	195	23	21
11	35	189	21	15
12	30	170	27	19
13	29	163	24	15
14	32	200	28	19
15	39	239	33	25
16	33	206	28	25
17	35	178	25	17
18	29	176	27	19

19	33	175	22	21
20	29	164	26	17
21	30	187	26	19
22	30	160	19	18
23	30	181	22	21
24	31	198	26	19
25	32	183	22	20
26	29	166	23	24
27	31	184	27	22
28	30	163	22	17
29	27	151	20	12
30	29	162	22	14
31	29	141	19	17
32	28	190	23	21
33	26	184	27	20
34	26	184	27	20
35	27	186	27	20
36	31	176	25	18
37	30	170	23	20
38	30	197	23	20
39	33	199	26	20

40	27	142	20	16
41	27	148	19	16
42	35	205	24	18
43	30	163	23	15
44	30	179	22	19
45	31	157	21	15
46	37	245	35	25
47	36	220	33	23
48	32	200	28	20
49	29	190	28	18
50	24	180	23	21
51	31	178	26	20
52	37	218	31	23
53	31	200	29	20
54	32	186	28	20
55	39	250	35	25
56	32	201	28	20
57	32	199	28	20
58	33	212	28	21
59	17	191	27	19
60	26	164	25	13

61	29	184	24	19
62	31	204	29	21
63	30	174	24	19
64	31	194	21	22
65	30	167	19	16
66	24	185	22	20
67	35	206	26	20
68	39	215	28	20
69	32	210	29	23
70	32	192	26	21


Appendix 3 Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Q1	70	3.00	4.00	3.9714	.16780
Q2	70	2.00	5.00	4.0429	.66889
Q3	70	2.00	5.00	3.8571	.68706
Q4	70	1.00	5.00	4.0429	.75057
Q5	70	1.00	5.00	3.8571	.82155
Q6	70	1.00	5.00	3.7571	.85864
Q7	70	1.00	5.00	3.5857	.92459
Q8	70	2.00	5.00	3.8286	.79803
Q9	70	1.00	5.00	3.5000	.89685
Q10	70	2.00	5.00	3.8143	.87299
Q11	70	1.00	5.00	3.6857	.79021
Q12	70	2.00	5.00	3.9714	.76084
Q13	70	2.00	5.00	3.9143	.84687
Q14	70	2.00	5.00	3.7286	.67933
Q15	70	1.00	5.00	3.8571	.78548
Q16	70	2.00	5.00	3.9714	.83356
Q17	70	2.00	5.00	3.9571	.80642
Q18	70	1.00	5.00	4.2143	.75934
Q19	70	2.00	5.00	4.1286	.72074
Q20	70	2.00	5.00	4.1429	.72803
Q21	70	2.00	5.00	3.7429	.87949
Q22	70	2.00	5.00	3.7000	.68841
Q23	70	2.00	5.00	3.9571	.73101
Q24	70	2.00	5.00	3.8286	.77966
Q25	70	1.00	5.00	3.3286	.92817
Q26	70	2.00	5.00	3.5714	.80885
Q27	70	1.00	5.00	3.6143	1.01143
Q28	70	1.00	5.00	3.4714	.98865
Q29	70	2.00	5.00	4.0286	.76084
Q30	70	1.00	5.00	3.6143	.92145

Q31	70	1.00	5.00	3.9286	.78614
Q32	70	2.00	5.00	3.7429	.73594
Q33	70	1.00	5.00	3.6571	.93073
Q34	70	2.00	5.00	3.7857	.65702
Q35	70	2.00	5.00	3.6571	.79647
Q36	70	2.00	5.00	3.9857	.87630
Q37	70	1.00	5.00	3.7000	.80488
Q38	70	1.00	5.00	3.5286	.88008
Q39	70	1.00	5.00	3.8286	.79803
Q40	70	1.00	5.00	3.9143	.82958
Q41	70	1.00	5.00	3.4143	.94013
Q42	70	1.00	5.00	3.8000	.75373
Q43	70	1.00	5.00	3.5143	.92850
Q44	70	1.00	5.00	3.6857	.71308
Q45	70	1.00	5.00	3.7000	.76802
Q46	70	1.00	5.00	3.5714	.86093
Q47	70	2.00	5.00	3.5714	.77219
Q48	70	1.00	5.00	3.5571	.89501
Q49	70	2.00	5.00	3.8000	.71424
Q50	70	2.00	5.00	3.6143	.82168
Q51	70	2.00	5.00	3.9286	.70857
Q52	70	2.00	5.00	3.7571	.80642
Q53	70	1.00	5.00	3.7571	.84159
Q54	70	2.00	5.00	3.8857	.67121
Q55	70	1.00	5.00	3.9286	.78614
Q56	70	1.00	5.00	3.5000	.89685
Q57	70	2.00	5.00	3.7000	.70915
Q58	70	2.00	5.00	3.9571	.69022
Q59	70	1.00	5.00	3.7000	.84012
Q60	70	2.00	5.00	3.7857	.77820
Q61	70	2.00	5.00	3.7857	.75934
Q62	70	1.00	5.00	3.5714	1.13663
Q63	70	2.00	5.00	3.7857	.81459
Q64	70	1.00	5.00	3.5143	.88043

Q65	70	1.00	5.00	3.3000	1.01224
Q66	70	2.00	5.00	3.7286	.88336
Q67	70	2.00	5.00	4.0143	.78929
Q68	70	2.00	5.00	4.0714	.68781
Q69	70	2.00	5.00	3.8571	.76681
Q70	70	1.00	5.00	3.8000	.89443
Valid N (listwise)	70				

Appendix 4 Consent Form


PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
**SEKOLAH MENENGAH ATAS NEGERI 1
CANDIROTO**
Jalan Sibajag, Muntung, Candirototo – Temanggung Kode Pos 56257
Telepon (0293) 591315 e-mail : sman1candirototo@yahoo.co.id

SURAT KETERANGAN
Nomor : 421.3 / 464 / 2022

Yang bertanda tangan di bawah ini :

Nama : **Budi Hartono, M.Pd**
NIP : 19720901 199512 1 002
Pangkat / Golongan : Pembina, IV-a
Jabatan : Kepala Sekolah
Unit Kerja : SMA Negeri 1 Candirototo

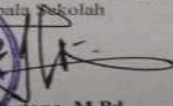
Menerangkan bahwa :


Nama : **Runjiyo**
NIM : 18322159
Program Studi : Pendidikan Bahasa Inggris
Jenjang : S1
Universitas : Universitas Islam Indonesia

Yang bersangkutan tersebut benar-benar telah melaksanakan penelitian di SMA Negeri 1 Candirototo, pada tanggal 14 s.d 16 November 2022 untuk memenuhi tugas skripsi dengan judul **“GRAMMAR LEARNING STRATEGIES AMONG THE FIRST YEAR STUDENTS OF PUBLIC SENIOR HIGH SCHOOL IN TEMANGGUNG”**

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Candirototo, 17 November 2022
Kepala Sekolah


Budi Hartono, M.Pd
Pembina
NIP. 19720901 199512 1 002



Appendix 5 Google Form for Questionnaire



Kuesioner Tugas Akhir (Skripsi)- Strategi Pembelajaran Tata Bahasa (Grammar Learning Strategies)

Assalamualaikum wr.wb
Dalam rangka menyelesaikan tugas akhir di Universitas Islam Indonesia, maka saya ingin mengadakan penelitian yang berjudul " Strategi Pembelajaran Tata Bahasa Pada Siswa Tahun Pertama SMA" .

Angket ini bertujuan untuk mengetahui strategi pembelajaran tata bahasa pada siswa SMA tahun pertama.

Identitas responden akan dijaga kerahasiaannya/ tidak akan di publikasikan. Adapun jawaban responden hanya akan dipublikasikan untuk kepentingan dan/atau kegiatan ilmiah peneliti (Penelitian).

Atas kesediaan teman - teman mengisi kuesioner ini, saya mengucapkan banyak terima kasih .

Sebelum memulai mengisi angket, responden dipersilahkan untuk mengisi identitas terlebih dahulu.

[Login ke Google](#) untuk menyimpan progres. [Pelajari lebih lanjut](#)

*** Wajib**

Login ke Google untuk menyimpan progres. Pelajari lebih lanjut

* Wajib

Nama *

Jawaban Anda

Kelas *

Jawaban Anda

Jenis Kelamin *

Laki-laki

Perempuan

Berikutnya

Kosongkan formulir

Jangan pernah mengirimkan sandi melalui Google Formulir.

Formulir ini dibuat dalam education. [Laporkan Penyalahgunaan](#)

Google Formulir