

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, a problem of the study, the objective of the study, hypotheses of study, the assumption of study, the limitation of the study significance of the study, definition of key terms and framework of discussion.

A. Background of the Study

According to Yalcin (2005) grammar is important because it names the types of words and word groups that become sentences in any language and it is the language that become it possible for us to talk about language. Based on the explanation about that grammar is very important to make it easier to us to write with good English.

Rutherford (2014) through grammar, the learner can make words effective and make a master of his own communicative environment. Based on the explanation about grammar is important to become an effective communicative environment.

Al-Mekhlafi and Nagaratnam (2011, p.7) suggests that some steps such as repetition of declarative knowledge and instruction that is essential to grammar learning should be taken. Because it comes to teaching and learning grammatical structures both teachers and students face difficulties that teachers consider quite.

Vukovic (2015, p.6.) grammar learning strategy is what learners do, which indicates an active approach, the application of GLS is partly conscious, they are optional which means that learners choose which strategies they will use, their use entails purposeful activity, learners apply them in order to regulate and control the process of learning and to facilitate the process of learning. Based on the explanation about that Grammar Learning Strategy is an important part of learning languages, and knowing the strategies students use.

Joszeif (2001, p.5) writing is among the most complex human activities. It involved the development of a design idea, the capture of mental representations of knowledge, and of experience with subjects. The ability of effective writing in English is becoming increasingly important in our global community as communication across language becomes ever more essential. Based on the explanation above that writing is an important part of language learning.

Alrabai (2014, p.82) state that writing needs good mechanics, the organization of paragraph, content, the researcher's process and purpose. Writing is a series of related text-making activities: generating, arranging and developing ideas in sentences: drafting, shaping, rereading the text, editing, and revising (Sabarun, 2011, p.41).

Supiani (2012, p.12) state that collaborative writing is the ways in which students work in a community of readers and researchers and negotiate meaning and symbols used in the text. Relevant to the above definition, the researcher takes one of the techniques for solving the problems of writing that is collaborative writing

technique. Students are required to jointly discuss a topic, plan an outline, and contribute elements of the text (paragraphs, sentences, phrases, words) in collaborative writing. So, by working in groups, students enjoy more opportunity to see how their peers think and create new ideas.

Yulianti (2018, p.5) indicates that in the intermediate English skill that should be achieved in the writing English subject is that the students have the ability to develop and produce written. As it knows, writing is not easy. Among the skills, writing is the most difficult skill to learn, because it needs hard thinking in producing words, sentences, paragraph and essay at the same time.

One of the interesting problems to review related to mastery of good English is grammar. The students have to master the four basic languages. They are listening, reading, speaking and writing. Besides those skills, the students also should learning grammar strategy. Grammar is an important part of a language with limited understanding of grammar, students would face many problems in learning Writing.

In this study, the researcher chose this topic because it is important to investigate the ways students learn grammatical structures, which grammar learning strategies students used the most and how these strategies correlate with their writing ability. Grammar has always been one of the hardest aspects of language teaching and learning. It is very important for teachers to get an insight into ways students learn grammar so they could adapt their teaching. And researcher chose writing ability is can measure writing ability students in the score and chose writing ability specific is paragraph writing as a student problem in writing activity that needs to

improve and chose the fourth semester because the students have already about the three grammar subject and two writing subject.

The discussion above shows that writing skills are an important key in mastering a language, especially English. English is not enough to communicate verbally, but it can also be written because it can accommodate more ideas and apply proper writing techniques because it can hone grammar skills. and without some reference like this research. Researcher was measure the correlation between grammar learning strategy and writing ability of English Department Students at IAIN Palangka Raya.

B. Problem of the Study

Is there any correlation between grammar learning strategy and writing ability of the 4th semester students of English Education Study Program at IAIN Palangka Raya?

C. Objectives of the Study

The objective of this study is to measure the correlation between grammar learning strategy and writing ability of 4th semester students of English Education Study Program at IAIN Palangka Raya.

D. Hypothesis of the Study

The hypothesis is the alternative prediction of the answer made by the researcher toward that problem propose in his research. The prediction of the answer is a truth of temporary answer, which is test the truth uses the data that collect to the

research on the stand, the hypothesis can change into the truth, still, it also can descend as the truth.

In the study, there were two hypotheses. The hypotheses are divided into two categories; they were alternative hypothesis and the Null hypothesis that will be interpreted as follows :

1. Alternative hypotheses (Ha). There is a correlation between grammar learning strategy and writing ability of 4th semester students of English Education study program at IAIN Palangka Raya.
2. Null hypotheses (Ho). There is no correlation between grammar learning strategy and writing ability of 4th semester students of English Education study program at IAIN Palangka Raya.

E. Assumption

The researcher assumes that there is a significant correlation between grammar learning strategy and writing ability. because one aspect involved in the process writing skills is the learning grammar strategies that are used by students.

F. Scope and Limitation of the Study

This study was conducted of the 4th semester students of English Education Study Program at IAIN Palangka Raya to find out how far they use the grammar learning strategy of writing ability and the influence of grammar learning strategy to writing ability students.

Limitations of the Grammar Learning Strategy Questionnaire gave to all of 4th semester students of English Education Study Program at IAIN Palangka Raya. Most items in the questionnaire consist of grammatical learning strategies. Because grammar is important in language learning, students should learn grammar successfully to write.

This study is addressed to the 4th semester students of English Education Study Program of IAIN Palangka Raya and of the 4th semester students have already passed about writing in the fourth semester.

G. Significance of the Research

In this study the researcher expects that the research has some significances both practice:

Theoretical, to give a contribution to support the writing ability by grammar learning strategy of the 4th semester students of English Education study program at IAIN Palangka Raya.

Practical, to help the students to solve their problem in writing and to give empirical data about the correlation between grammar learning strategies and writing ability of the 4th semester students English Education Study Program student at IAIN Palangka Raya.

H. Definition of Key Terms

1. Correlation research is research that looking for the relationship between one variable to another variable. In this researcher correlation means is correlation between the grammar learning strategy and writing ability.
2. Learning strategies are the conscious thoughts and actions that learners take in order to achieve a learning goal. Strategic learners have metacognitive knowledge about their own thinking and learning approaches, a good understanding of what a task entails, and the ability to orchestrate the strategies that best meet both the task demands and their own learning strengths (Chamot, 2004, p. 14). In this researcher means learning strategy is the students were understanding about the strategy of grammar for used in the writing test (writing activity).
3. Grammar is important because it is the language that makes it possible for us to talk about language. Grammar names the types of words and word groups that make sentences not only in English but in any language. In this researcher means grammar is the systematic study and description of language.
4. Grammar Learning Strategy is an important part of learning languages, and know the strategies students use. In this researcher means grammar learning strategy is what strategy students used for writing test.
5. Writing is an action, it is a process of discovering and organizing our ideas, putting them on a paper, reshaping and revising them. Writing is making letters or other on a surface, especially with a pen or pencil on paper. In this researcher means writing is activity the student for gave sentences or word in the paper.

6. Writing ability is the person used word as coins and the rules of grammar punctuation and to some extent use acceptable composition ways and methods. In this research this writing ability is writing skill, which are an important part of communication.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the previous study, grammar learning strategy, and writing ability. The related studies discuss four related kinds of literature. Next, grammar, learning strategy, grammar learning strategy, definition classification of grammar learning strategies, grammar teaching and learning, how to evaluate and learning, definition of writing, the nature of writing, processes of writing, kind of writing, writing assessment.

A. Related Studies

This part presents the previous study which was relevant to this study. The first previous study is conducted by Pawlak (2009) information about GLS use was obtained by means of a tool in which GLS are divided into three categories depending on whether they represent more learning, explicit inductive learning, and explicit deductive learning. The results showed that there is no strong positive relationship between the use of GLS and achievement or statistically significant differences between lower-level and higher-level participants. The highest, but weak correlation was found between the use of GLS and explicit deductive learning and grammar course grades.

The second, previous study is conducted by Vukovic (2015) the aims of the study were to find out which grammar learning strategies students use, the correlation between GLS and risk-taking, correlation between risk-taking and success in English,

if there is a difference between male and female, good and poor learners and grades in use of grammar learning strategies and risk-taking. The study has shown that all groups of grammar learning strategies are used to different extents and that there is a negative correlation between GLS and risk-taking and a positive correlation between success in English and risktaking. The results demonstrated a statistically significant difference between male and female learners in the use of grammar learning strategies and risk-taking. Furthermore, a statistically significant difference was found between good and poor learners in risk-taking.

The third previous study is conducted by Bayou (2015) the findings of this study provide a greater understanding of strategies use of the participants in general and males and female preferences of grammar learning strategies in particular. Generally speaking, the results of the study highlight that the strategies that are most used by the participants in this study were Compensation strategies. However, the least used strategy discovered was Affective strategies. Additionally, the learners are rest of direct strategy users than indirect strategies. These results of the research show that the context of grammar learning such as the teaching approach adopted in the classroom and the grammar tasks to be completed seems played an important role in the learners' strategy preferences.

The fourth previous study is conduct by Pawlak (2009) the study conducted by Yalcin and Yalcin (2005) investigated the ways in which some language learners make conscious efforts to learn English grammar more efficiently, which strategies they use in language learning and the relationships between student's choice of

learning strategies in grammar and foreign language achievement. The results showed that there is not a statistically significant difference between the use of GLS and students achievement. Successful second language learners are aware of the strategies they use and are capable of using these strategies for the given tasks and for their personal needs while learning a second or foreign language. Students who are less successful can identify some of these strategies but they do not know how to choose the appropriate strategies and use them in a given task.

The fifth previous study is conducted by Božinović's (2013) study investigated the use of GLS and its relationship with the level of knowledge and target language. Participants in the study were 181 learners of Spanish, French and Italian as a foreign language at beginner and intermediate level. The study was conducted at the American College of Management and Technology in Dubrovnik. For the purposes of the study, a questionnaire based on the Strategy Inventory for Language Learning (Oxford, 1990) was designed. The purpose of the study was to investigate the differences in the use of GLS between students at different levels of learning a foreign language, among students of different foreign languages, and among students of different levels of proficiency (as measured by their grade) in the foreign language. The results showed that there was a statistically significant difference in the use of GLS among students of different levels of learning: learners at the beginning level use more social-affective strategies and cognitive strategies. A statistically significant difference was also found between students at different levels

of proficiency in the foreign language: students with higher grade use more of social-affective strategies and strategies of remembering.

Based on the previous study, the similarity is to correlation research and focus on Grammar learning strategy. But the differences such as the previous researchers correlate language attainment (Seeking a relationship), risktaking in EFL learners.

Table 2.1
The Difference Between Related Studies and Researcher Studies

The Title	The Similarities With Researcher Study	The Differences with Study
Grammar Learning Strategies and Language Attainment: Seeking a Relationship By: Mirosław Pawlak (2009)	<ul style="list-style-type: none"> • The topic is grammar learning strategy • The research is to know what the correlation grammar learning strategy 	<ul style="list-style-type: none"> • It differs from the study because of the study object of the study and technique.
Relationship Between Grammar Learning Strategies and Risktaking in EFL Learners By: Klara Vukivic	<ul style="list-style-type: none"> • The topic is grammar learning strategy • The research has correlation grammar learning strategy and EFL Learning 	<ul style="list-style-type: none"> • The different from my research is the students because of my research at IAIN Palangka Raya.
Grammar Learning Strategies Use Of Grade Students at Medhanealem Preparatory School Gender in Focus By: Yemeserach Bayou (june, 2015)	<ul style="list-style-type: none"> • The research has a discussion about Grammar Learning Strategy 	<ul style="list-style-type: none"> • The different from my research is the place and the students, my research at IAIN Palangka Raya (University), and this journal at School

From the table, the topic has similarity and different from the researcher's title. In this case the study focus on Students' Paragraph Writing at the English Department of IAIN Palangka Raya.

B. Grammar

Grammar is important because it names the types of words and word groups that makeup sentences in any language and it is the language that makes it possible for us to talk about language (Yalcin and Yalcin, 2005). Through grammar, the learner can make words effective and become a master of his own communicative environment (Rutherford, 2014).

The role of grammar in the foreign language classroom has constituted an important and debated problem for a long time. In the history of language teaching, the role of grammar has been addressed by a number of linguistic theories and methodologies. The way grammar is or has been- considered has a direct and decisive influence on pedagogical grammars, learning processes and many other areas involved in foreign language teaching. (Rama & Agullo, 2012; Nassaji & Fotos, 2011; Pontarolo, 2013).

Grammar has given different positions in various methodologies and approaches to language teaching. These positions can be viewed in terms of three general instructional approaches, beginning with those that conceptualized teaching in terms of methods with an exclusive focus on grammar, continuing later as types of

exposure to meaningful communication, and emerging more recently as a set of instructional options with a focus on both grammar and meaning. (Nassaji & Fotos, 2011; Richards & Rodgers, 2001).

The way the teacher presents grammar in the classroom influences its understanding between learners. According to Ellis (2006), grammar teaching is traditionally viewed as presentation and practice of grammatical structures but it need not. Intensive grammar teaching refers to instruction over a sustained period of time concerning a single grammatical structure and extensive grammar teaching refers to the instruction concerning a whole range of structures within a short period of time so that each structure receives only minimal attention in any one lesson (Ellis, 2006). Ellis (2006) suggests the following ways of teaching grammar: the grammar taught should emphasize not just form but also the meanings and uses of different grammatical structures, teachers should focus on those grammatical structures that are known to be problematic to learners rather than try to teach the whole of grammar, grammar is best taught to learners who have already acquired some ability to use the language level rather than to beginners, grammar can be taught through corrective feedback as soon as learners begin to use the language.

Dekeys (2017,p.6) the simplest and perhaps the truest definition is ‘a language to talk about language’. Just as one cannot explain how a motor engine functions (or is failing to function) without naming words for its parts and their specific actions, so it is impossible to explore the function of words and the part they play in forming meaningful language without a naming procedure.

C. Learning Strategy

According to Nichol (2016,p.7) strategy is all these it is perspective, position, plan, and pattern. The strategy is the bridge between policy or high-order goals on the one hand and tactics or concrete actions on the other. Strategy and tactics together straddle the gap between ends and means. In short, the strategy is a term that refers to a complex web of thoughts, ideas, insights, experiences, goals, expertise, memories, perceptions, and expectations that provides general guidance for specific actions in pursuit of particular ends. The strategy is at once the course we chart, the journey we imagine and, at the same time, it is the course we steer, the trip we actually make. Based on my explanation about strategy is a way for us to get the goals we want, and is very beneficial for people who want to achieve these goals.

The strategy is the term which will be used for the purposes of the present work, although it is acknowledged that it is not the only term which has been, or which might be, used to cover the behaviors involved (Griffiths, 2003 p. 6). Then, learning strategies are the conscious thoughts and actions that learners take in order to achieve a learning goal. Strategic learners have metacognitive knowledge about their own thinking and learning approaches, a good understanding of what a task entails, and the ability to orchestrate the strategies that best meet both the task demands and their own learning strengths (Chamot, 2004, p. 14).

Others definition, learning strategies are the conscious thoughts and actions that learners take to achieve their learning goals. Effective learners are able to select learning approaches that suit them better and they also have the competence to orchestrate the strategies that best meet both the task demands and their own learning preferences (Liu and Chih-Hui, 2013, p. 260-268).

The researcher concludes that strategy is a plan or technique used for accomplishing something or mission or a task. Then can be concluded that Language learning strategies are specific actions or technique taken by the learner to accomplishing a task or to make learning faster, enjoyable, and effective.

D. Grammar Learning Strategies

According to Yalcin (2005.p.157-158) grammar learning strategies grammar is important because it is the language that makes it possible for us to talk about language. Grammar names the types of words and word groups that make sentences not only in English but in any language. As human beings, we can put sentences together even as children. But to be able to talk about how sentences are built, about the types of words and word groups that make up sentences - that is knowing about grammar. And knowing about grammar offers a window into the human mind and into our amazingly complex mental capacity. Based on my explanation grammar learning strategy is a way in which we will use language properly and correctly which is very functional for humans when speaking or writing.

1. Definition Classification of Grammar Learning Strategies

Classification of GLS is a useful point of departure for their investigation Pawlak (2009). Oxford et al. (2007) as cited in Pawlak (2009) make a distinction between three categories of GLS: 1) GLS reflective of implicit learning that includes a focus on form, such as noticing grammatical structures that cause problems with meaning and communication, paying attention to how more proficient people say things, noticing correction of erroneous utterances 2) GLS facilitating explicit inductive L2 learning, such as participating in rule-discovery discussions in class, creating and testing hypotheses about how target structures operate, checking with more proficient peers whether a given rule interpretation is correct 3) GLS applicable to explicit deductive learning, such as previewing the lesson to identify the key grammatical structures to be covered, paying attention to rules provided by the teacher or the course book or memorizing how structures change their form (Vukovic, 2015.p.5).

Regarding researches on the exploration of grammar learning strategies, Temesgen Mereba's (2013) study on the exploration of English grammar skills learning strategies by Jimma University Students shows that the students' perceived use of grammar learning strategies is different from their actual usage. The result of the questionnaire shows that respondents use all the six strategies. However, the result of the think aloud technique revealed that the students use only three (Cognitive, Compensation, and Memory strategies) of the six strategies. This study indicates that even though most of the learners had information about the use of

learning strategies, some of them did not have any information about learning strategies use.

Oxford (1990), direct strategies are directly related to learning/product the target language. They are subdivided into three subcategories: Memory, Cognitive, and Compensation strategies.

a. Memory Strategies

According to Oxford (1990) memory strategies enable learners to create mental linkages of one grammatical rule with another by grouping, associating/elaborating, and by using the rules in a context. That is, learners, learn grammar by classifying or reclassifying the grammar part into meaningful units, either mentally or in writing (e.g., ordering them together according to the tense relationship, similarity or dissimilarity in form, meaning, etc). Therefore, learners can make grammar learning easier to remember by reducing the number of discrete elements. Similarly, learners can also relate new grammar structure to the rule already in memory. So that they create associations in memory as it is meaningful to them, either in a simple or complex manner. Besides, learners use the new structure in meaningful oral or written utterances (for instance, using in sentences, conversations, or stories) in order to remember it.

b. Cognitive Strategies

According to Oxford (1990), Cognitive strategies enable the learners to manipulate grammatical rules by practicing the grammar rule meaningfully

like by recognizing and using a combination of rules in sentences repeatedly and apply the new pattern in a realistic setting such as, by participating in conversation, reading a book or article, listening to a lecture, or writing a letter in the new grammar structure. Learners also practice grammar structures by saying or writing them several times, listen to them again and again, rehearsing, and imitating a native speaker.

c. Compensation Strategies

Compensation occurs not only in understanding the new language but also in producing it. Therefore, compensation strategies help the learners to use the language for either comprehension or production though there are limitations in information. These strategies serve as auto fillers in learning a language where information gaps occur in understanding or applying grammar rules (Oxford, 1990).

Indirect strategies are those that enable or support direct strategies to occur and/or increase their successful application (Oxford, 1990). Indirect strategies are divided into three subgroups: metacognitive, effective, and social strategies.

a. Metacognitive Strategies

Metacognitive Strategies allow learners to evaluate their own grammar learning pattern and coordinate the learning process (Oxford, 1990). Oxford believes that Metacognitive strategies are essential for successful language learning though learners rarely or unconsciously use these strategies. These

strategies are used for centering learning by paying attention to certain grammar tasks, activities or materials such as paying attention to the rules from reference books. Using such strategies, the learners overview a concept or principle and link it with an already known material.

b. Effective Strategies

Affective strategies help learners gain control and regulate personal emotions, attitudes, and values; which are the necessary elements for successful language learning (Oxford, 1990). Knowing how to control one's emotions and attitudes may influence grammar learning process positively since it will make the learning more effective and enjoyable. It is also known that negative feelings hinder progress. Good language learners often know how to control their emotions and attitudes while learning grammar.

c. Social Strategies

Social strategies are actions taken by learners so as to seek support or interact with other learners or more proficient speakers of the language (Oxford, 1990). Communication between and among people is required to learn language effectively since language is a form of social behavior. So that learners develop cooperation with others. As a result, they will have the chance to learn from their peers for instance if learners work different grammar activities in groups, there is a possibility that less successful learners use strategies used by successful learners. The oxford's grammar learning strategies classification as illustrated in table 2.2.

Table 2.2
Classification Grammar Learning Strategy

Direct Strategies		
Memory Strategies	<ul style="list-style-type: none"> • Review Well 	
	<ul style="list-style-type: none"> • Employing Action 	<ul style="list-style-type: none"> • Using Mechanical Techniques • Using Memory Strategies for Retrieval
Cognitive Strategies	<ul style="list-style-type: none"> • Practicing 	<ul style="list-style-type: none"> • Repeating • Formally Practicing with Sounds and Writing Systems • Recognizing and Using Formulas and Patterns • Recombining • Practicing Naturalistically
	<ul style="list-style-type: none"> • Receiving and Sending Messages 	<ul style="list-style-type: none"> • Using Resources for Receiving and Sending Messages
	<ul style="list-style-type: none"> • Analyzing and Reasoning 	<ul style="list-style-type: none"> • Reasoning Deductively • Translating • Transferring
	<ul style="list-style-type: none"> • Creating Structure for Input and Output 	<ul style="list-style-type: none"> • Taking Notes • Summarizing • Highlighting
Compensation Strategy	<ul style="list-style-type: none"> • Overcoming Limitations in Speaking and Writing 	<ul style="list-style-type: none"> • Selecting The Topic • Adjusting or Approximating the Message • Coining Word • Using a Circumlocution or Synonym
Indirect Strategies		
Metacognitive		
•		

	•	
Affective Strategies	• Encouraging Yourself	• Making Positive Statements
	• Taking Your Emotional Temperature	• Writing a Language Learning Diary
Social Strategies		

Oxford's Grammar Learning Strategies Classification

2. Grammar Teaching and Learning

Grammar is important because it names the types of words and word groups that make up sentences in any language and it is the language that makes it possible for us to talk about language (Yalcin and Yalcin, 2005). Through grammar, the learner can make words effective and become a master of his own communicative environment (Rutherford, 2014).

According to Ellis (2006) grammar is best taught to learners who have already acquired some ability to use the language level rather than to beginners, grammar can be taught through corrective feedback as soon as learners begin to use the language.

According to Al-Mekhlafi, & Nagaratnam (2011) Learners, master different grammatical structures in a relatively fixed and universal order and they pass through a sequence of stages of the acquisition on route to mastering each grammatical structure.

3. How to Evaluate Grammar Learning Strategy

The researcher used the questionnaire to be able to measure the students score of grammar learning strategy, (Bayou, june 2015) the questionnaire has 35 item as follows:

Table 2.3 Questionnaire Items

NO	Statement
1	I think of the relationships between the grammar structures what I have already known and new structures I learn in English.
2	I use new structures in a sentence to remember them well.
3	I try to remember English grammar information by using their location on the page in the text book.
4	I review grammar lessons regularly.
5	I underline or circle structures to remember them
6	I try to remember a new structure that I learnt by making a mental picture of a situation in which the form might be used.
7	I try to remember orally emphasized structures (through loudness or repetition).
8	I write down structures, exceptions, and examples from several reference materials.
9	I try to use grammar rules that I learnt to speak accurately and fluently as like as native speakers.
10	I try to use the different grammar rules that I know in different ways, such as to write letters, messages, stories, etc.

11	I watch TV shows and/or movies in English to develop my grammar knowledge.
12	I read different texts written in English to learn how to use correct grammar (e.g. Magazines, Newspapers, fictions etc.)
13	I try to find out the rules from sentences by breaking the sentences into parts.
14	I try to apply the rules I learnt in a meaningful context as in participating in conversation.
15	I make summaries of the rules that I learnt or read from different resources.
16	I try to discover the underlying grammar rules of different sentences based on all clues.
17	If I am not sure of using one structure in my speech or writing, I try to use other structure to deliver my message clearly.
18	I try to improve my grammatical mistake when someone gives me corrections.
19	I try to search for ways how to apply the rules that I know.
20	I pay attention to the rules provided by the teacher or reference books.
21	I try to notice my grammatical mistakes and try to look the difference with the correct version.
22	I have clear goals to improve my English grammar.
23	I try to find out ways how to become better learner of English grammar.
24	I evaluate my progress in learning English grammar.
25	I look for people that I can talk to in English in order to improve my grammatical proficiency.

26	I plan my schedule for grammar revision.
27	I try to relax whenever I feel afraid of using ungrammatical sentences.
28	I encourage myself to use the rules I learnt in my speech even when I am afraid of making mistake.
29	I give myself a reward when I do well in English grammar.
30	I notice if I am tense or nervous when I am studying grammar.
31	I talk to someone else about how I feel when I am learning grammar such as teacher, friend, and relatives.
32	I practice grammar rules by working with other students.
33	I ask others for help to check my sentences to see if I apply the rule correctly.
34	I listen to any feedback that the teacher gives me about the structure I use.
35	If I am not clear with my teacher's explanation of a new structure, I ask him/her for clarification.

E. Definition of Writing

When we discuss the definition of writing ability according to the approach to the teaching of writing, it is not plausible to find "the" writing ability which is accepted and agree among all researchers and practitioners of English writing. Since writing ability is multifacet in its own right, any approach and accordingly its definition of writing ability cannot be thorough and comprehensive in its own right. Each approach and definition has its own merits and demerits, depending on which

facet it mainly focuses on among complex aspects of writing. As a result, it is valuable to investigate each approach and definition. I will, therefore, examine various definitions according to the approaches to the teaching of writing one after another.

According Hyland (2002), on the grounds that since factors such as audience and social context have come to be considered important in writing, approaches involving these elements need to be included in the discussion.

1. Writing

Grenville (2001, p.81) discovered that writing has some purposes as follows writing to entertain, writing to inform, and writing to persuade. In the context of teaching English as a foreign language, students need to learn how to communicate with other people. By communicating, the students can express ideas, thoughts, and feelings to others in the form of oral and written language.

2. The Nature of Writing

Harmer (2004, p.3) mentions that writing is a skill, unlike speaking which may be acquired naturally by children through exposing the language to them, which requires some learning. Browne (2001, p.336) indicates that writing is a process of thinking is a process of thinking in which researchers figure out their thoughts then put them into written language. During the process of thinking that sometimes needs a long time, the writers are asked to explore their knowledge, experiences, or memories to find and then determine a topic to write.

Browne (2007, p.81) points out writing as an activity which is complex since it involves many skills, such as deciding what to write, determining the best way to convey it, and determining the way to put the ideas onto paper as a text which is understandable for the readers to read. Thus, it requires time to become a skillful researcher.

The fact that writing skill clearly give many advantages to people, it suggests that having good writing skill will give many benefits to them in addition, being able to take part in today's information culture, writers can express themselves well through writing, they can communicate their ideas, thoughts, feelings, and experiences and at the same time, let it known by others. To be developing in whatever field we are in, having writing skill is much helpful.

3. Process of Writing

Writing is a complex language skill that requires basic abilities such as vocabularies in written forms. Unlike speaking, the writing not an innate biologically endowed ability, it had to be learned (Naismith, 2004). Writing ability is a learned skill. It is different from the spoken language which can be acquired intuitively by most people.

Harmer (2004, p.5) states that the stages of writing include the following steps that are summarized in figure 2.3 below :

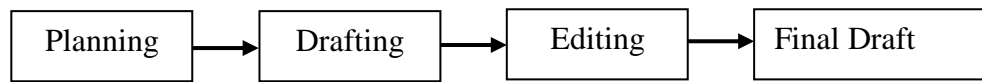


Figure 2.1 The Stages of Writing

a) Planning

In the planning, there are some things should be considered by researchers. They comprise the purpose, audience, and content structure (or the sequence of the facts, ideas, or arguments include) of their writing.

b) Drafting

The drafting phase refers to the researchers' first version draft in which researchers have manifested what they have planned into a text, yet it may still require some revisions.

c) Editing

The editing phase covers the activity of reflecting and revising of what researchers have written. It may be done by the researchers themselves who read or reflect the appropriateness of their writing, or this reflecting and editing phases may also be done by other readers who are sometimes called by editors to help give some suggestions, comments, and corrections of their writing.

d) Final version (draft).

The final version is the last product of the writing that has to follow some processes starting from planning to editing. Also, it is the draft that is ready to be sent to the intended audience (Harmer, 2004, p.5).

from explanation above, the writer concludes that writing is a process that associated at least four distinct steps: Planning, drafting, editing, and final version (draft). Planning is anything the writers do before write a draft (plan) of their document. Drafting occurs when the writers put their ideas into sentences and paragraph. Editing is the keys to effective writing. And last final version is process of checking for such things as grammar, mechanics and spelling. The last before the writers should do before printing their work.

4. Kinds of Writing

a. Narrative

Narrative text is a text that has purpose to measure/entertain and to deal with actual or various experience in different ways. Narrative paragraph tells a story by relating a series of events in time order. Narrative includes all writing that provides an account of an event or a series of events.

b. Descriptive

The descriptive paragraph is one four basic types of prose. It tells how a person, place or thing is perceived by the five senses. Descriptive is a verbal picture of a person, place or object.

c. Expository

The expository paragraph is a paragraph that presents a certain amount of information about a subject. In expository paragraph, the information is the main thing. The purpose is to tell the reader something he may not know and to tell him in a way that will understand.

d. Persuasive

The persuasive paragraph is a special type of paragraph that gives reasons. It is also called argumentation. The purpose of persuasive is to change someone's mind. A persuasive paragraph attempts to win people over to a particular point of view or convince them to take a particular point of view or convince them to take a particular course of action.

5. Writing Assessment

Nodoushan (2014, p, 120) states that assessment is closely related to evaluation. To assessment writing divide into three categories such as holistic, analytic and trait-based. This research will use analytic scoring to assessment writing. Analytic scoring was suggesting in response to the inherent flaw in holistic scoring: that features of good writing should not be collapsed into one single score. Raters who employ analytic scoring procedures often judge a written text against a carefully-devised set of criteria important to good writing. Features of good writing are classified into certain separate categories, and raters must give a score for each category. This helps ensure

that features of good writing are not collapsed into one single overall score, and, as such, provides more information than a single holistic score could ever do. In other words, analytic scoring procedures more clearly define the features to be assessed by separating, and sometimes weighing, individual components. This scoring procedure is, therefore, more effective in discriminating between weaker texts. Analytic scoring rubrics are in wide use today, and have separate scales for content, organization, and grammar; scales for vocabulary and mechanics are sometimes added separately. Each of these parts is assigned a numerical value.

Research by Klimova (2011, p, 392) states that there are five major writing components: content, organization, vocabulary, language use, and mechanics with each one having four rating levels of very poor, poor to fair, average to good, and very good to excellent. The scoring rubric writing as illustrated in Table 2.4

Table 2.4. Scoring Rubric Writing

Writing	Components	Criteria/Traits Score		Score
Content	Extent	10%	30%	30
	Relevance	10%		
	Subject Knowledge	10%		

Organization	Coherence		5%	20%	20
	Fluency		5%		
	Clarity		5%		
	Logical Sequencing		5%		
Vocabulary	Richness		10%	20%	20
	Appropriate Register		5%		
	Word From Mastery		5%		
Language Use	Accuracy	A usage of articles	5%	25%	25
		Word Order	5%		
		Tenses	5%		
		Prepositions	5%		
		Sentence Constructions	5%		
Mechanics	Paragraphing		2%	5%	5
	Spelling		1%		
	Capitalization		1%		
	Punctuation		1%		
Total Score			100%		100

Based on the explanation above, assessment writing helps the teacher to gives evaluation and score for the students. Researcher uses the analytic score to

assessment writing because analytic score will be analyzed or scale for content, organization, and grammar; scales for vocabulary and mechanics of writing.



CHAPTER III

RESEARCH METHOD

This chapter discusses the previous research design, place and time, variable of the study, population of sample, research instrument, data collection procedure, data analysis procedure.

A. Research Design

The type of this research is quantitative research. It is because of the study to analyze the correlation between grammar learning strategies and writing ability. Quantitative research is based on the measure of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity (Kothari, 2004, p. 3). Quantitative research uses objective measures together with numeric data that are to questioner answer of a test.

According to Creswell (2014, p.236) So, it is quantitative study can be defined by testing them from the number of contacts with the study population, the reference period of the study and the nature of the investigation. A theory in quantitative research is an interrelated set of constructs (or variables) form into propositions, or hypotheses, that specify the relationship among variables (typically in terms of magnitude or direction). A theory might appear in a research study as an argument, a discussion, a figure, or a rationale, and it helps to explain (or predict) phenomena that occur in the world.

This study uses Correlation Research. It is because the study measures the correlation grammar learning strategy and writing ability of 4th semester students English Education Program at IAIN Palangka Raya.

Ary (2003, p. 349). "Correlational research is non-experimental research that is similar to ex post facto research in that they both employ data derive from preexisting variables. There is no manipulation of the variables in either type of research" The correlation is indicated by correlation coefficient represent with numbers from 0 to 1 showing the degree of relationship, and the direction of the correlation indicate with (-) show negative correlation and (+) showing the positive correlation. So that, the research correlate two variables of this research : they were Grammar Learning Strategy as X variable and Writing Ability as Y variable of 4th semester TBI students.

There are three possible results of a correlation study :

- a) Positive correlation: two variable increase or decrease at the same time. A correlation coefficient close to +1.00 indicates a strong positive correlation.
- b) Negative correlation: Indicate that the amount of one variable increases, the other decreases (and vice versa). A correlation coefficient close to -1.00 indicate a strong negative correlation.
- c) Zero correlation: Indicate any relationship between the two variable. A correlation coefficient indicates no correlation.
- d) Coefficient of Correlation

Statistical correlation is measured by what is called the coefficient of correlation (r). Its numerical value ranges from +1.0 to -1.0. It gives us an indication of both the strength and direction of the relationship between variables.

In general, $r > 0$ indicates a positive relationship, $r < 0$ indicates a negative relationship and $r = 0$ indicates no relationship (or that the variables are independent of each other and not related). Here $r = +1.0$ describes a perfect positive correlation and $r = -1.0$ describes a perfect negative correlation.

The closer the coefficients are to +1.0 and -1.0, the greater the strength of the relationship between the variables. As a rule of thumb, the following guidelines on strength of relationship are often useful (though many experts would somewhat disagree on the choice of boundaries).

Table 3.1 Value of r

Value of r	Strength of relationship
-1.0 to -0.5 or 1.0 to 0.5	Strong
0.5 to -0.3 or 0.3 to 0.5	Moderate
-0.3 to -0.1 or 0.1 to 0.3	Weak
-0.1 to 0.1	None or very weak

Correlation is only appropriate for examining the relationship between meaningful quantifiable data (e.g. air pressure, temperature) rather than categorical data such as gender, color etc.

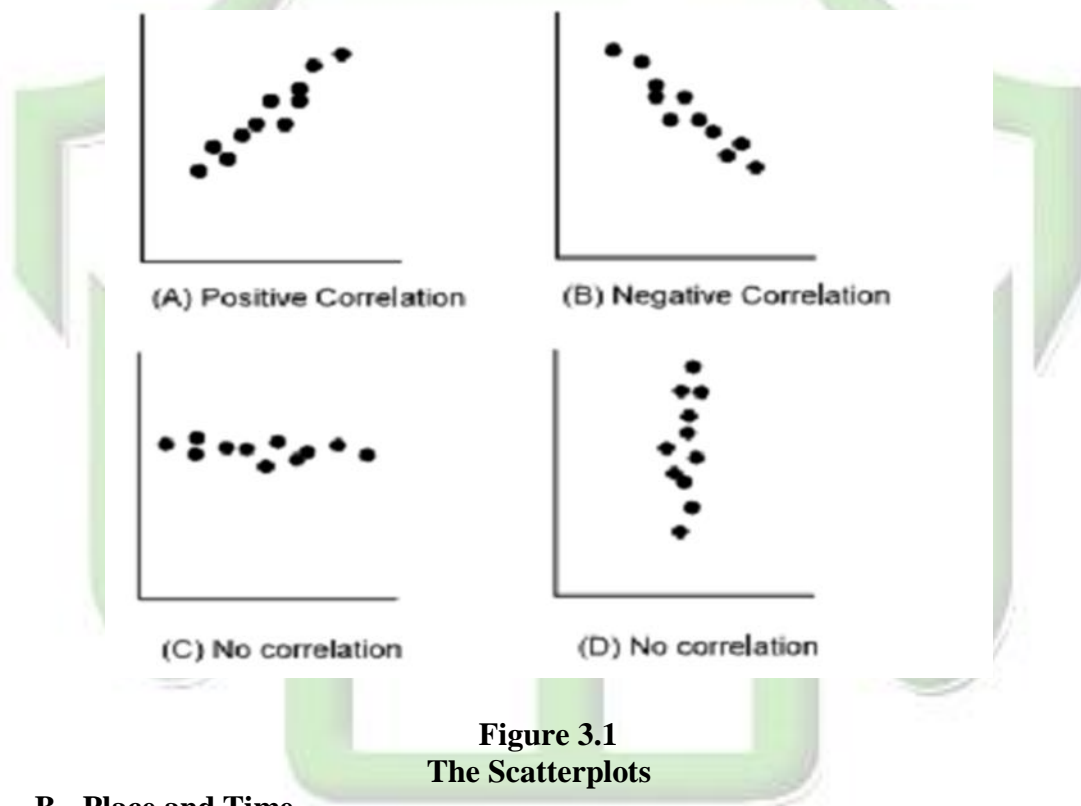
5. Disadvantages

While 'r' (the correlation coefficient) is a powerful tool, it has to be handled with care.

1. The most used correlation coefficients only measure linear relationship. It is therefore perfectly possible that while there is strong nonlinear relationship between the variables, r is close to 0 or even 0. In such a case, a scatter diagram can roughly indicate the existence or otherwise of a nonlinear relationship.
2. One has to be careful in interpreting the value of 'r'. For example, it has been shown that the number of people who have fallen into swimming pools each year since 1999 correlates with the number of films Nicolas Cage has appeared in. Obviously, irrespective of the value of 'r', this is what's called a non-sense correlation - and for good reason!
3. 'r' should never be used to say anything about a cause and effect relationship. Put differently, by examining the value of 'r', we could only conclude that variables X and Y are related. However the same value of 'r' does not tell us if X influences Y or the other way round. Statistical correlation should not be the primary tool

used to study causation, because of the problem with third variables.

Scatterplot illustrates the direction of the relationship between the variables. A scatterplot with dots go from lower left to upper right indicate a positive correlation and one with dots go from upper left to lower right indicate a negative correlation.



B. Place and Time

The study took place at IAIN Palangka Raya, which is to locate Jl. G. Obos, Islamic Center, Palangka Raya. Because of 4th semester students of English

Education Study Program at IAIN Palangka Raya have already passed three grammar subject and two writing subject. This study is conducted for two months.

C. Variable of the Study

In this research there are two continuous variables, they consist of Grammar Learning Strategy and Writing Ability (X=Grammar Learning Strategy and Y= Writing Ability).

D. Population and Sample

1. Population

The populations of this study were of the 4th semester students of English Education Program at IAIN Palangka Raya consisted of 65 students. They Were divided into three classes, 4A, 4B, dan 4C.

Table. 3.2 Total of Students 4th Semester

NO	CLASS	Total Number of Students
1	4A	23
2	4B	22
3	4C	20
	Total	65

2. Sample

According to Arikunto, the sample is a part of the population which have the same characteristics. There are two ways to select a sample. First, if the population is less 100, all population can be a sample. Second, if the

population is over 100, the researcher can take 10%-15% or 20%-25% from all population as a sample (Arikunto, 2002, p. 134).

So, the samples of this study were taken from all of the population because the total of the 4th semester students of English Education Program at IAIN Palangka Raya less than 100. Based on students' attendance, there were 57 students who become the sample of this study.

E. Research Instrument

1. Types of Research Instrument

There were two kinds of research instruments like Grammar Learning Strategies Questionnaire, and writing test.

a. Grammar learning Strategy Questionnaire

The researcher adopted strategy inventory for Grammar Learning Strategy. The questionnaire items that are used only focus in grammar learning strategies, and of the 4th semester students of English Education Program at IAIN Palangka Raya., because the students have already about the three grammar subject and two writing subject, so the number of questionnaire items are 35 items. See appendix 1.

In the present study, language learning strategies consist of 35 items and divide into 6 sub-contents, see the following:

Table 3.3 Questionnaire Items.

PART 1	Memory strategies	Number 1-7
PART 2	Cognitive strategies	Number 8-15
PART 3	Compensation strategies	Number 16-18
PART 4	Metacognitive strategies	Number 19-26
PART 5	Affective strategies	Number 27-31
PART 6	Social strategies	Number 32-35

This modified Grammar Learning Strategies Questionnaires (GLSQ) consisted of two parts. The first part contains questions used to elicit information related to the learners' background such as age, gender, and field of study. The second part consists of 35 statements grouped under the six categories as proposed by Oxford (1990). Part 1 includes 7 statements related to Memory Strategies. Part 2 involves 8 statements about Cognitive Strategies. Part 3 consisted of 3 statements on Compensation Strategies. Part 4 contains 8 statements about Metacognitive Strategies. Part 5 consists of 5 statements for Affective Strategies, and part 6 consists of 4 statements on Social Strategies. The subjects were required to respond on a 5-point Likert Scale, ranging from 1 (Never or almost never true of me) to 5 (always or almost always true of me) (Bayou, 2015, p.38).

b. Writing Test

Test which sets out to measure students' performance as fairly as possible without any way setting traps for them can be effectively used to motivate the student (Heaton, 1987, p. 11). The researcher gave the test is writing about 100 up to 150 words in various types such as descriptive above place, things, and people. See appendix 2.

c. Documentation

Documentation was used to collected data through print materials. It means that the writer collected written data, such as the amount of the 4th semester students of English Education study program at IAIN Palangka Raya, the result of Grammar Learning Strategies questionnaire, and the score of writing test.

2. Research Instrument Validity

Based on Sugiyono (2014), the result of the study is call valid if there is a similarity between the data that have collected by the testes and the true data that happen on the object of the study. The validity of a test the extents to which it measures what is supposed to measure and nothing else. The test can be said valid if it's going to measure what it's supposed to measure. Spolky stated that there are several types of validity:

a. Face Validity

Face validity referred to the extent to which examinees believe the instrument is measuring what it is supposed to measure. The Questionnaire

instrument of Grammar Learning Strategy use to measure the Grammar learning strategy, and the writing test used to measure the writing score.

b. Content Validity

Content validity referred to a test consisting adequate content to measure the desired ability to a trait. Content validity refers to the degree to which the sample of items, tasks, or questions on a test representative of some defined universe or domain of content. In the present study, grammar learning strategies consist of 35 items and divides into 6 sub contents, they are part 1 from number of questions 1-7 is about memory strategies, part 2 from number of questions 8-15 is about cognitive strategies, part 3 from number of questions 16-18 is about compensation strategies, part 4 from number of questions 19-26 is about metacognitive strategies, part 5 from number of questions 27-31 is about affective strategies, and part 6 from number of questions 32-35 is about social strategies. Then, the writing test the students chose and wrote about 100 up to 150 words in various types as descriptive above place, things, and people.

3. Research Instrument Reliability

According to Ary Donald, "Reliability is concerned with the effect of error on the consistency of scores. Reliability is consistent in measuring whatever it is measuring. (Ary, 1974, p. 237)

Reliability was a necessary characteristic of any good test. For it to be valid at all, a test must first be reliable as a measuring instrument. Pearson

product-moment is using to measure the test whether it is reliable or not. (Hartono, 2011, p. 86) The good instrument in a study is not only the instrument valid, but also reliable to measure what supposed to be measured.

The instrument should be consistent when is measure In the internal consistency of the questionnaire is to check used the Statistical Package for grammar learning strategy and writing ability. For reliability, there is inter-rater reliability. Inter-rater reliability is the consistency of counted of several raters on how they see a phenomenon or interpreted the responded of the subject. It is indicated accuracy in scoring composition of two different raters. For this study, the training is done to get inter-rater agreement in order to give reliable scores to students writing product in this research used inter-rater are:

- a. Rater I Was Umratul Janah S.Pd. the Teacher of SMP NU Palangka Raya
- b. Was II Was Dellis Pratika M.Pd the Lecturer of IAIN Palangka Raya

The Researcher uses the following formula K-R 21:

$$r_{11} = \left[\frac{k}{k-1} \right] \left[1 - \frac{M(k-M)}{kVt} \right]$$

In which:

r_{11} = Instrument Reliability

k = number of items on the test

M = mean total of the score

$$V_t = \text{Variance of scores on the total test. } V_t = \frac{(\sum x^2) - \frac{(\sum x)^2}{N}}{N}$$

In which:

V_t = Variance of scores on the total test

$(\sum x^2)$ = sum of the squared scores.

$(\sum x)^2$ = sum of X

4. Data Collection Procedures

The way to collect the data in this research by giving a questionnaire, and collect students' grammar score. They are two data from this research those are writing score and questionnaire result.

There was some data collected procedure such as:

1. Chose the place of the study
2. Asked permission to carry out the study
3. Constructed the research instrument
4. Give the students the Grammar Learning Strategy Questionnaire (GLSQ).
5. Collected all students' GLSQ and Writing Score.
6. Checked the students' answer and give a score and analysis data.

5. Data Analysis Procedure

After collected the quantitative data on the two variables for each of the students in the sample, there are several steps do as follow:

1. Questionnaire Analysis, according to Oxford has provided criteria for judging the degree of strategy use, if scores of students 4.5-5.0 and 3.5- 4.4 the categories was High, if scores of students 2.5- 3.4 the categories was medium, and the scores of students 1.5- 2.4 and 1.0-1.4 the categories was low, as follows: Average Score on the SILL such as:

Table 3.4

Average SILL Score

HIGH	Always or Almost Always Used	4.5 to 5.0
	Usually Used	3.5 to 4.4
MEDIUM	Sometimes Used	2.5 to 3.4
LOW	Generally Not Used	1.5 to 2.4
	Never or Almost Never Used	1.0 to 1.4

2. Calculated the mean of the students' Grammar Learning Strategy score by the used formula:

$$M = \frac{\sum x}{N}$$

Where:

M= Mean

$\sum x$ = the sum of scores grammar learning strategies

N = number of the students

3. Calculated the writing score through writing test used the formula:

$$S = \frac{N \times 100}{n}$$

Where:

S = students' score

n = number of true answer

N = number of test items

4. Calculated the mean of writing test score by used the formula:

$$M = \frac{\Sigma Y}{N}$$

Where:

M = Mean

ΣY = the sum of scores writing test

N = number of the students

Table.3.5

Percentage Frequency of Writing Score

No	Category (Conversion)	Class Boundaries
1	Very Good (4)	80-90
2	Fair (3)	70-79
3	Poor (2)	60-69

From monitoring book standard score of IAIN Palangka Raya, if scores of students 80-95 the categories was very good, if scores of students 70-79 categories was fair, and the scores of students 60-69 the category was poor.

5. To found out the correlation coefficients of the researcher used a questionnaire and test, also to found the correlation coefficient between grammar learning strategies and writing ability. The correlation between grammar learning strategy and writing ability the researcher used SPSS 18.0 program.
6. To found the multiple correlation coefficient, the research used the formula a follow:

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{\{N\sum x^2 - (\sum x)^2\}\{N\sum y^2 - (\sum y)^2\}}}$$

Where :

r_{xy} = The coefficient of correlation

\sum_x = Total Value of Score x

\sum_y = Total Value of Score y

\sum_{xy} = Multiplication Result between Score x and Score y

N= Number of students

The formula above is very important due to finding out whether or not the (H_o) Hypothesis or (H_a) Hypothesis is accepted in this research. A correlation greater than 0.5 is generally described as strong, whereas a

correlation of less than 0.5 is generally described as weak. These values can vary based upon the "type" of data being examined.

The writer used the 5% significant level because a field of research is language subject, not an exact subject. In the writing study, it is better to used 5% significant level. On the other hand, for the exact study, it is better to used the 1% significant level. The writer determined the table interpretation of product moment scales, as follow:

Table 3.6 Interpreted to the Criteria by Riduan (2009, p. 221)

Correlation Value (r)	Interpretation
0.800 – 1.000	Very High Correlation
0.600 – 0.800	High Correlation
0.400 – 0.600	Fair Correlation
0.200 – 0.400	Low Correlation
0.000 – 0.200	Very Low Correlation

From this formula, it could be got the correlation coefficient value (r) of the two variables. And by the interpretation table, the writer can conclude the strength of the correlation.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the research presented the data which had been collected from the research in the field of study which consists of description of the data, result of data analysis and discussion.

A. Data Presentation

1. The Results of Questionnaire Grammar Learning Strategy

The researcher presented the data presentation of questionnaire Grammar Learning Strategy by showing the frequency and percentage based on the options of each questionnaire, it can be seen in the tables below:

Table 4.1
Results of Questionnaire

Item		Scale					Total	MN	MD N	M O	SD
		Never true of me	usually not true of me	Some what true of me	Usua lly true of me	Alw ays true of me					
		1	2	3	4	5					
1	Number	0	2	26	27			3.51	4.00	4	.630
	Percent	0	3.5	45.6	47.4	3.5	100				

2	Number	1	6	18	24	8		3.56	4.00	4	.926
	Percent	1.8	10.5	31.6	42.1	14.0	100				
3	Number	2	12	24	15	4		3.12	3.00	3	.946
	Percent	3.5	21.1	42.1	16.3	7.0	100				
4	Number	0	3	26	26	2		3.74	3.00	3 ^a	.658
	Percent	0	5.3	45.6	45.6	3.5	100				
5	Number	0	7	10	32	8		3.72	4.00	4	.861
	Percent	0	12.3	17.5	56.1	14.0	100				
6	Number	2	10	24	17	4		3.19	3.00	3	.934
	Percent	3.5	17.5	42.1	29.8	7.0	100				
7	Number	3	12	23	14	5		3.11	3.00	3	1.012
	Percent	5.3	21.1	40.4	24.6	8.8	100				
8	Number	0	4	18	27	8		3.68	4.00	4	.805
	Percent	0	7.0	31.6	47.4	14.0	100				
9	Number	0	5	19	22	11		3.68	4.00	4	.890
	Percent	0	8.8	33.3	38.6	19.3	100				
10	Number	1	7	25	17	7		3.39	3.00	3	.921
	Percent	1.8	12.3	43.9	29.8	12.3	100				
11	Number	0	4	13	27	13		2.86	4.00	4	.854
	Percent	0	7.0	22.8	47.4	22.8	100				

12	Number	0	4	26	22	5		3.49	3.00	3	.759
	Percent	0	7.0	45.6	38.6	8.8	100				
13	Number	1	12	28	14	2		3.07	3.00	3	.821
	Percent	1.8	21.1	49.1	24.6	3.5	100				
14	Number	1	3	24	25	4		3.49	4.00	4	.782
	Percent	1.8	5.3	42.1	43.9	7.0	100				
15	Number	1	7	20	25	4		3.42	4.00	4	.865
	Percent	1.8	12.3	35.1	43.9	7.0	100				
16	Number	0	8	29	18	2		3.25	4.00	4	.739
	Percent	0	14.0	50.9	31.6	3.5	100				
17	Number	0	7	18	25	7		3.56	4.00	4	.866
	Percent	0	12.3	31.6	43.9	12.3	100				
18	Number	0	1	12	29	15		4.02	4.00	4	.744
	Percent	0	1.8	21.1	50.9	26.3	100				
19	Number	2	2	19	27	7		3.61	4.00	4	.881
	Present	3.5	3.5	33.3	47.4	12.3	100				
20	Number	1	3	18	23	12		3.74	4.00	4	.917
	Percent	1.8	5.3	31.6	40.4	21.1	100				
21	Number	0	2	19	25	11		3.79	4.00	4	.796
	Percent	0	3.5	33.3	43.9	19.3	100				

22	Number	1	3	16	28	9		3.72	4.00	4	.861
	Percent	1.8	5.3	28.1	49.1	15.8	100				
23	Number	0	2	11	28	16		4.02	4.00	4	.790
	Percent	0	3.5	19.3	49.1	28.1	100				
24	Number	0	1	21	23	12		3.81	4.00	4	.789
	Percent	0	1.8	36.8	40.4	21.1	100				
25	Number	0	3	21	23	10		3.70	4.00	4	.823
	Percent	0	5.3	36.8	40.4	17.5	100				
26	Number	2	5	28	18	4		3.30	3.00	3	.865
	Percent	3.5	8.8	49.1	31.6	7.0	100				
27	Number	1	6	20	22	8		3.53	4.00	4	.928
	Percent	1.8	10.5	35.1	38.6	14.0	100				
28	Number	0	1	28	20	8		3.61	3.00	3	.750
	Percent	0	1.8	49.1	35.1	14.0	100				
29	Number	2	8	21	18	8		3.39	3.00	3	1.013
	Percent	3.5	14.0	38.8	31.6	14.0	100				
30	Number	3	3	25	22	4		3.37	3.00	3	1.013
	Percent	5.3	5.3	43.9	38.6	7.0	100				
31	Number	0	7	26	19	5		3.39	3.00	3	.818
	Percent	0	12.3	45.6	33.3	8.8	100				

32	Number	1	2	27	20	4		3.37	3.00	3	.816
	Percent	1.8	8.8	47.4	35.1	7.0	100				
33	Number	2	6	18	22	9		3.53	4.00	4	1.002
	Percent	3.5	10.5	31.5	38.6	15.8	100				
34	Number	0	4	16	26	11		3.77	4.00	4	.846
	Percent	0	7.0	28.1	45.6	19.3	100				
35	Number	0	6	22	22	7		3.53	4.00	3 ^a	.847
	Percent	0	10.5	38.6	38.6	12.3	100				

It was apparent from the table above that the students' response of Grammar Learning Strategy at IAIN Palangka Raya, as follows:

Item 1, *"I think of the relationships between the grammar structure what I have already know and new structures I learn in English"*. There were 2 students who chose Usually Not True of Me (3.5%). There were 26 students who chose Somewhat True of Me (45.6%). There were 27 students who chose Usually True of Me (47.4). There were 2 students who chose Always True of Me (3.5%). The calculation of analysis students' perception item 1 was 70.1% with the categorized.

The calculation of analysis students' perception item 1:

$$\begin{aligned} \text{Score} &= \left(\frac{\text{Total Score}}{5 \times N} \right) \times 100 \\ \text{Score} &= \frac{200}{5 \times 57} \times 100 \\ \text{Score} &= \frac{200}{285} \times 100 \\ \text{Score} &= 70.1\% \end{aligned}$$

Item 2, *“I use structures in a sentence to remember them well”*. There was 1 student who chose Never True of Me (1.8%). There were 6 students who chose Usually Not True of Me (10.5%). There were 18 students who chose Somewhat True of me (31.6%). There were 24 students who chose Usually True of Me (42.1%). There were 8 students who chose Always True of me (14.0%). The calculation of analysis students’ perception item 2 was 71.2% with the categorized.

Item 3, *“I try to remember English Grammar information by using their location on the page in the text book”*. There were 2 students who chose Never True of Me (3.5%). There were 12 students who chose Usually Not True of Me (21.1%). There were 24 students who chose Somewhat True of me (42.1%). There were 15 students who chose Usually True of Me (26.3%). There were 4 students who chose Always True of me (7.0%). The calculation of analysis students’ perception item 3 was 62.4% with the categorized.

Item 4, *“I review grammar lessons regularly”*. There were 3 students who chose Usually Not True of Me (5.3%). There were 26 students who chose Somewhat True of me (45.6%). There were 26 students who chose Usually True of Me (45.6%). There were 2 students who chose Always True of me (3.5%). The calculation of analysis students’ perception item 4 was 69.4% with the categorized.

Item 5, *“I underline or circle structures to remember them”*. There were 7 students who chose Usually Not True of Me (12.3%). There were 10 students who chose Somewhat True of me (17.5%). There were 32 students who chose Usually True of Me (56.1%). There were 8 students who chose Always True of me (14.0%). The calculation of analysis students’ perception item 5 was 74.3% with the categorized.

Item 6, *“I try to remember a new structure that I learnt by making a mental picture of a situation in which the form might be used”*. There were 2 students who chose Never True of Me (3.5%). There were 10 students who chose Usually Not True of Me (17.5%). There were 24 students who chose Somewhat True of me (42.1%). There were 17 students who chose Usually True of Me (29.8%). There were 4 students who chose Always True of me (7.0%). The calculation of analysis students’ perception item 6 was 63.8% with the categorized.

Item 7, *“I try to remember orally emphasized structures (through loudness or repetition)”*. There were 3 students who chose Never True of Me (5.3%). There were 12 students who chose Usually Not True of Me (21.1%). There were 23 students who chose Somewhat True of me (40.4%). There were 14 students who chose Usually True of Me (24.6%). There were 5 students who chose Always True of me (8.8%). The calculation of analysis students’ perception item 7 was 62.1% with the categorized.

Item 8, *“I write down structures, exceptions and examples from several references material”*. There were 4 students who chose Usually Not True of Me (7.0%). There were 18 students who chose Somewhat True of me (31.6%). There were 27 students who chose Usually True of Me (47.4%). There were 8 students who chose Always True of me (14.0%). The calculation of analysis students’ perception item 8 was 73.6% with the categorized.

Item 9, *“I try to use grammar rules that I learnt to speak accurately and fluently as like native speakers.”*. There were 5 students who chose Usually Not True of Me (8.8%). There were 19 students who chose Somewhat True of me (33.3%). There were 22 students who chose Usually True of Me (38.6%). There were 11 students who chose Always True of me (19.3%). The calculation of analysis students’ perception item 9 was 73.6% with the categorized.

Item 10, *“I try to use the different grammar rules that I know in different ways, such as to write letters, messages, stories, etc.”*. There was 1 student who chose Never True of Me (1.8%). There were 7 students who chose Usually Not True of Me (12.3%). There were 25 students who chose Somewhat True of me (43.9%). There were 17 students who chose Usually True of Me (29.8%). There were 7 students who chose Always True of me (12.3%). The calculation of analysis students’ perception item 10 was 67.7% with the categorized.

Item 11, “*I watch TV shows and/or movies in English to develop my grammar knowledge*”. There were 4 students who chose Usually Not True of Me (7.0%). There were 13 students who chose Somewhat True of me (22.8%). There were 27 students who chose Usually True of Me (47.4%). There were 13 students who chose Always True of me (22.8%). The calculation of analysis students’ perception item 11 was 77.1% with the categorized.

Item 12, “*I read different texts written in English to learn how to use correct grammar (e.g. Magazines, Newspapers, fictions etc.)*”. There were 4 students who chose Usually Not True of Me (7.0%). There were 26 students who chose Somewhat True of me (45.6%). There were 22 students who chose Usually True of Me (38.6%). There were 5 students who chose Always True of me (8.8%). The calculation of analysis students’ perception item 12 was 69.8% with the categorized.

Item 13, “*I try to find out the rules from sentences by breaking the sentences into parts*”. There was 1 student who chose Never True of Me (1.8%). There were 12 students who chose Usually Not True of Me (21.1%). There were 28 students who chose Somewhat True of me (49.1%). There were 14 students who chose Usually True of Me (24.6%). There were 2 students who chose Always True of me (3.5%). The calculation of analysis students’ perception item 13 was 61.4% with the categorized.

Item 14, *“I try to apply the rules I learnt in a meaningful context as in participating in conversation”*. There was 1 student who chose Never True of Me (1.8%). There were 3 students who chose Usually Not True of Me (5.3%). There were 24 students who chose Somewhat True of me (42.1%). There were 25 students who chose Usually True of Me (43.9%). There were 4 students who chose Always True of me (7.0%). The calculation of analysis students’ perception item 14 was 69.8% with the categorized.

Item 15, *“I make summarize of the rules that I learnt or read from different resources”*. There was 1 student who chose Never True of Me (1.8%). There were 7 students who chose Usually Not True of Me (12.3%). There were 20 students who chose Somewhat True of me (35.1%). There were 25 students who chose Usually True of Me (43.9%). There were 4 students who chose Always True of me (7.0%). The calculation of analysis students’ perception item 15 was 68.4% with the categorized.

Item 16, *“I try to discover the underlying grammar rules of different sentences based on all clues”*. There were 8 students who chose Usually Not True of Me (14.0%). There were 29 students who chose Somewhat True of me (50.9%). There were 18 students who chose Usually True of Me (31.6%). There were 2 students who chose Always True of me (3.5%). The calculation of analysis students’ perception item 16 was 64.9% with the categorized.

Item 17, *“if I am not sure of using one structure in my speech or writing, I try to use other structure to deliver my message clearly”*. There were 7 students who chose Usually Not True of Me (12.3%). There were 18 students who chose Somewhat True of me (31.6%). There were 25 students who chose Usually True of Me (43.9%). There 7 were students who chose Always True of me (12.3%). The calculation of analysis students’ perception item 17 was 71.2% with the categorized.

Item 18, *“I try to improve my grammatical mistake when someone gives me corrections”*. There was 1 student who chose Usually Not True of Me (1.8%). There were 12 students who chose Somewhat True of me (21.1%). There were 29 students who chose Usually True of Me (50.9%). There were 15 students who chose Always True of me (26.3%). The calculation of analysis students’ perception item 18 was 80.3% with the categorized.

Item 19, *“I try to search for ways how to apply the rules that I know”*. There were 2 students who chose Never True of Me (3.5%). There were 2 students who chose Usually Not True of Me (3.5%). There were 19 students who chose Somewhat True of me (33.3%). There were 27 students who chose Usually True of Me (47.4%). There 7 were students who chose Always True of me (12.3%). The calculation of analysis students’ perception item 19 was 72.2% with the categorized.

Item 20, *“I pay attention to the rules provided by the teacher or reference books”*. There was 1 student who chose Never True of Me (1.8%). There were 3 students who chose Usually Not True of Me (5.3%). There were 18 students who chose Somewhat True of me (31.6%). There were 23 students who chose Usually True of Me (40.4%). There were 12 students who chose Always True of me (21.1%). The calculation of analysis students’ perception item 20 was 74.7% with the categorized.

Item 21, *“I try to notice my grammatical mistakes and try to look the different with the correct version”*. There were 2 students who chose Usually Not True of Me (3.5%). There were 19 students who chose Somewhat True of me (33.3%). There were 25 students who chose Usually True of Me (43.9%). There were 11 students who chose Always True of me (19.3%). The calculation of analysis students’ perception item 21 was 75.7% with the categorized.

Item 22, *“I have clear goals to improve my English grammar”*. There was 1 student who chose Never True of Me (1.8%). There were 3 students who chose Usually Not True of Me (5.3%). There were 16 students who chose Somewhat True of me (28.1%). There were 28 students who chose Usually True of Me (49.1%). There were 9 students who chose Always True of me (15.8%). The calculation of analysis students’ perception item 22 was 74.3% with the categorized.

Item 23, “*I try to find out ways how to become better learner of English grammar*”. There were 2 students who chose Usually Not True of Me (3.5%). There were 11 students who chose Somewhat True of me (19.3%). There were 28 students who chose Usually True of Me (49.1%). There were 16 students who chose Always True of me (28.1%). The calculation of analysis students’ perception item 23 was 80.3% with the categorized.

Item 24, “*I evaluate my progress in learning English grammar*”. There was 1 student who chose Usually Not True of Me (1.8%). There were 21 students who chose Somewhat True of me (36.8%). There were 23 students who chose Usually True of Me (40.4%). There were 12 students who chose Always True of me (21.1%). The calculation of analysis students’ perception item 24 was 76.1% with the categorized.

Item 25, “*I look for people that I can talk to in English in order to improve my grammatical proficiency*”. There were 3 students who chose Usually Not True of Me (5.3%). There were 21 students who chose Somewhat True of me (36.8%). There were 23 students who chose Usually True of Me (40.4%). There were 10 students who chose Always True of me (17.5%). The calculation of analysis students’ perception item 25 was 74.0% with the categorized.

Item 26, “*I plan my schedule for grammar revision*”. There were 2 students who chose Never True of Me (3.5%). There were 5 students who chose Usually Not

True of Me (8.8%). There were 28 students who chose Somewhat True of me (49.1%). There were 18 students who chose Usually True of Me (31.6%). There were 4 students who chose Always True of me (7.0%). The calculation of analysis students' perception item 26 was 65.9% with the categorized.

Item 27, "*I try to relax whenever I feel afraid of using ungrammatical sentences*". There was 1 student who chose Never True of Me (1.8%). There were 6 students who chose Usually Not True of Me (10.5%). There were 20 students who chose Somewhat True of me (35.1%). There were 22 Students who chose Usually True of Me (38.6%). There were 8 students who chose Always True of me (14.0%). The calculation of analysis students' perception item 27 was 70.5% with the categorized.

Item 28, "*I encourage myself to use the rules I learnt in my speech even when I am afraid of making mistake*". There was 1 student who chose Usually Not True of Me (1.8%). There were 28 students who chose Somewhat True of me (49.1%). There were 20 students who chose Usually True of Me (35.1%). There were 8 students who chose Always True of me (14.0%). The calculation of analysis students' perception item 28 was 71.2% with the categorized.

Item 29, "*I give myself a reward when I do well in English grammar*". There were 2 students who chose Never True of Me (3.5%). There were 8 students who chose Usually Not True of Me (14.0%). There were 21 students who chose

Somewhat True of me (36.8%). There were 18 students who chose Usually True of Me (31.6%). There were 8 students who chose Always True of me (14.0%). The calculation of analysis students' perception item 29 was 67.7% with the categorized.

Item 30, *"I notice if I am tense or nervous when I am studying grammar"*. There were 3 students who chose Never True of Me (5.3%). There were 3 students who chose Usually Not True of Me (5.3%). There were 25 students who chose Somewhat True of me (43.9%). There were 22 students who chose Usually True of Me (38.6%). There were 4 students who chose Always True of me (7.0%). The calculation of analysis students' perception item 30 was 67.3% with the categorized.

Item 31, *"I talk to someone else about how I fell when I am learning grammar such as teacher, friend, and relatives"*. There were 7 students who chose Usually Not True of Me (12.3%). There were 26 students who chose Somewhat True of me (45.6%). There were 19 students who chose Usually True of Me (33.3%). There were 5 students who chose Always True of me (8.8%). The calculation of analysis students' perception item 31 was 67.7% with the categorized.

Item 32, *"I practice grammar rules by working with other students"*. There was 1 student who chose Never True of Me (1.8%). There were 5 students who chose Usually Not True of Me (8.8%). There were 27 students who chose Somewhat True of me (47.4%). There were 20 students who chose Usually True of Me (35.1%).

There were 4 students who chose Always True of me (7.0%). The calculation of analysis students' perception item 32 was 67.7% with the categorized.

Item 33, *"I ask others for help to check my sentences to see if I happy the rules correctly"*. There were 2 students who chose Never True of Me (3.5%). There were 6 students who chose Usually Not True of Me (10.5%). There were 18 students who chose Somewhat True of me (31.6%). There were 22 students who chose Usually True of Me (38.6%). There were 9 students who chose Always True of me (15.8%). The calculation of analysis students' perception item 33 was 70.5% with the categorized.

Item34, *"I listen to any feedback that the teacher gives me about the structure I use"*. There were 4 students who chose Usually Not True of Me (7.0%). There were 16 students who chose Somewhat True of me (28.1%). There were 26 students who chose Usually True of Me (45.6%). There were 11 students who chose Always True of me (19.3%). The calculation of analysis students' perception item 34 was 75.4% with the categorized

Item 35, *"if I am not clear with my teacher explanation of e new structure. I ask him/her for clarification"*. There were 6 students who chose Usually Not True of Me (10.5%). There were 22 students who chose Somewhat True of me (38.6%). There were 22 students who chose Usually True of Me (38.6%). There were 7

students who chose Always True of me (12.3%). The calculation of analysis students' perception item 35 was 70.5% with the categorized.

Table 4.2
Students Grammar Learning Strategy

No	Option									
	Always true of me		Usually true of me		Somewhat true of me		Usually not true of me		Never true of me	
	F	P	F	P	F	P	F	P	F	P
1	2	3.5%	27	47.4%	26	45.6%	2	3.5	-	-
2	8	14.0%	24	42.1%	18	31.6%	6	10.5%	1	1.8%
3	4	7.0%	15	26.3%	24	42.1%	12	21.1%	2	3.55%
4	2	3.5%	26	45.6%	26	45.6%	3	5.3%	-	-
5	8	14.0%	32	56.1%	10	17.5%	7	12.3%	-	-
6	4	7.0%	17	29.8%	24	42.1%	10	17.5%	2	3.5%
7	5	8.8%	14	24.6%	23	40.4%	12	21.1%	3	5.3%
8	8	14.0%	27	47.4%	18	31.6%	4	7.0%	-	-
9	11	19.3%	22	38.6%	19	33.3	5	8.8%	-	-
10	7	12.3%	17	29.8%	25	43.9%	7	12.3%	1	1.8%
11	13	22.8%	27	47.4%	13	22.8%	4	7.0%	-	-
12	5	8.8%	22	38.6%	26	45.6%	4	7.0%	-	-
13	2	3.5%	14	24.6%	28	49.1%	12	21.1%	1	1.8%
14	4	7.0%	25	43.9%	24	42.1%	2	5.3%	1	1.8%
15	4	7.0%	25	43.9%	20	35.1%	7	12.3%	1	1.8%
16	2	3.5%	18	31.6%	29	50.9%	8	14.0%	-	-
17	7	12.3%	25	45.9%	18	31.6%	7	12.3%	-	-
18	15	26.3%	29	50.9%	12	21.1%	1	1/8%	-	-
19	7	12.3%	27	47.4%	19	33.3%	2	3.5%	2	3.5%

20	12	21.1%	23	40.4%	18	31.6%	3	5.3%	1	1.8%
21	11	19.3%	25	43.9%	19	33.3%	2	3.5%	-	-
22	9	15.8%	28	49.1%	16	28.1%	3	5.3%	1	1.8%
23	16	28.1%	28	49.1%	11	19.3%	2	3.5%	-	-
24	12	21.1%	23	40.4%	21	36.8%	1	1.8%	-	-
25	10	17.5%	23	40.4%	21	36.8%	3	5.3%	-	-
26	4	7.0%	18	31.6%	28	49.1%	5	8.8%	2	3.5%
27	8	14.0%	22	38.6%	20	35.1%	6	10.5%	1	1.8%
28	8	14.0%	20	35.1%	28	49.1%	1	1.8%	-	-
29	8	14.0%	18	31.6%	21	36.8%	8	14.0%	2	3.5%
30	4	7.0%	22	38.6%	25	43.9%	3	5.3%	3	5.35
31	5	8.8%	19	33.3%	26	45.6%	7	12.3%	-	-
32	4	7.0%	20	35.1%	27	27.4%	1	1.8%	-	-
33	9	15.8%	22	38.6%	18	31.6%	6	10.5%	2	3.5%
34	11	19.3%	26	45.6%	16	28.1%	4	7.0%	-	-
35	7	12.3%	22	38.6%	22	38.6%	6	10.5%	-	-
Total Score	256		688		739		176		26	

From the table above, described that option “Always true of me” has 256 frequencies. The option “Usually true of me” has 688 frequencies. The option “somewhat true of me” has 739 frequencies. The option “usually not true of me” has 176 frequencies. And the last option “never true of me” has 26 frequencies.

Table 4.3 The Result of SILL Scores

Code	Grammar Learning Strategy Strategies (X)	X ²
S1	3.885	15.09

S2	3.171	10.50
S3	3.885	15.09
S4	3.057	9.34
S5	3.514	12.34
S6	2.771	7.67
S7	3.828	14.65
S8	3.085	9.51
S9	3.314	10.98
S10	3.971	15.76
S11	3.485	12.14
S12	3.742	14.00
S13	3.514	12.34
S14	3.457	11.95
S15	4.142	17.15
S16	3.942	15.53
S17	3.571	12.75
S18	3.485	12.14
S19	3.542	12.54
S20	3.285	10.79
S21	3.028	9.16
S22	3.314	10.98
S23	3.314	10.98
S24	3.514	12.34
S25	4.228	17.87
S26	3.142	9.87
S27	3.600	12.96
S28	3.800	14.44
S29	3.257	10.60
S30	3.542	12.53
S31	3.971	15.76
S32	3.600	12.96
S33	3.771	14.22
S34	3.742	14.00
S35	3.285	10.79
S36	3.342	11.16
S37	3.314	10.98

S38	3.628	13.16
S39	3.200	10.24
S40	3.000	9.00
S41	3.571	12.75
S42	3.685	13.57
S43	3.257	10.60
S44	3.228	10.41
S45	3.800	14.44
S46	3.771	14.22
S47	3.771	14.22
S48	3.314	10.98
S49	3.885	15.09
S50	3.200	10.24
S51	3.000	9.00
S52	4.628	21.41
S53	3.685	13.57
S54	3.600	12.96
S55	3.457	11.95
S56	2.857	8.16
S57	4.285	18.36
Sum	201.23	718.19
Highest Score	4.63	
Lowest Score	2.77	
Mean	3.53	
Standard Deviation	.36730	

Based on the calculation variable Y was found $\sum Y = 201.23$ and $\sum Y^2 = 718.19$.

Based on the data above, it is known that the highest score was 4.63.00 and the lowest score was 2.77. The classification of the students' scores can be seen in the table below:

Table 4.4 The Result of SILL Scores of Category

Code	Grammar Learning Strategies (X)	X ²	Category
S1	4	16	High
S2	3	9	High
S3	4	16	Medium
S4	3	9	High
S5	4	16	High
S6	3	9	Medium
S7	4	16	Medium
S8	3	9	High
S9	3	9	Medium
S10	4	16	High
S11	3	9	High
S12	4	16	High
S13	4	16	High
S14	3	9	Medium
S15	4	16	Medium
S16	4	16	High
S17	4	16	Medium
S18	3	9	High
S19	4	16	High
S20	3	9	Medium
S21	3	9	Medium
S22	3	9	Medium
S23	3	9	Medium
S24	4	16	Medium
S25	4	16	Medium
S26	3	9	Medium
S27	4	16	Medium
S28	4	16	Medium
S29	3	9	High
S30	4	16	High
S31	4	16	Medium
S32	4	16	High
S33	4	16	High

S34	4	16	Medium
S35	3	9	Medium
S36	3	9	Medium
S37	3	9	Medium
S38	4	16	High
S39	3	9	Medium
S40	3	9	Low
S41	4	16	High
S42	4	16	High
S43	3	9	High
S44	3	9	Medium
S45	4	16	High
S46	4	16	Medium
S47	4	16	High
S48	3	9	High
S49	4	16	Medium
S50	3	9	Medium
S51	3	9	High
S52	5	25	High
S53	4	16	High
S54	4	16	High
S55	3	9	Medium
S56	3	9	Medium
S57	4	16	Medium
Sum	203		
Highest Score	5.00		
Lowest Score	3.00		
Mean	3.56		
Standard Deviation	535		

Table. 4.5
Statistics of Grammar Learning Strategy

Statistics

Grammar Learning Strategy

N	Valid	57
	Missing	0
Mean		3.5614
Std. Deviation		.53511
Minimum		3.00
Maximum		5.00
Sum		203.00

Table 4.6

Distribution of Students' SILL Scores Category

Category	Statement	Average Score	Frequency
High	Always or Almost Always Used	4.5 to 5.0	1
	Usually Used	3.5 to 4.4	31
Medium	Sometimes Used	2.5 to 3.4	25
Low	Generally Not Used	1.5 to 2.4	0
	Never or Almost Never Used	1.0 to 1.4	0

		Total	57
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Based on the data above it can be explained that there 32 students the scores was high (1 chose always or almost always used and 31 chose usually used), 25 students the scores is Medium (25 chose sometimes used), and the last 0 students the score is Low (0 chose generally not used and never or almost never used) and the total of students were 57 students.

Based on the calculation there were 32 students who acquired high scores, 25 students who acquired medium scores, zero student who acquired low scores. After scoring process, it made several groups of the data in some levels on predicate of score then making percentage by using formula:

$$S = \frac{n}{N} \times 100$$

Where :

S : Students Score

n : The number of students who got score in a level

N : Total of the students

Table 4.7

Calculation of Distribution Frequency and Presentation Students' SILL Score

No	Category	Frequency	Percentage
1	High	32	56.14%

2	Medium	25	43.85%
3	Low	0	0%
	Total	57	100%

Based on the data above, it can be explained that there were 32 students who acquired **high** score in percentage 56.14%, 25 students who acquired **medium** score in percentage 43.85%, and 0 students who acquired **low** score in percentage 0 %. The following is chart about the frequency of Strategy Inventory of Language Learning scores.

2. The Average of the Students SILL Scores

To find the average of the students' SILL scores, it used the formula as follow:

$$M = \frac{\sum X}{N}$$

Where :

M = Mean

$\sum X$ = the sum of scores

N = number of the students

It is known that :

$$M = 3$$

$$\sum X = 223$$

$$N = 57$$

As the calculation above, the average Strategy Inventory Language Learning (SILL) scores of the students was 2. Based on the valuation scale used in IAIN Palangka Raya, the average SILL scores of the students was in *high* criteria. Its mean that most of 4th semester students of English Education in IAIN Palangka Raya students have already used Grammar subject. The Grammar Learning strategies was in **High** criteria.

3. Data Presentation of Writing Score

a. The Result of Writing Test

After the writing test documentation were collected, it gave the score to the students' test. The following table shows about the writing test scores.

Table 4.8

The Result of Student' Writing Final Score

NO	Code	SIS-1	SIS-2	Total Score	Students' Writing Final S
1	S1	85	77	162	81
2	S2	70	87	157	79
3	S3	85	90	175	88
4	S4	85	86	171	86
5	S5	80	88	168	84
6	S6	70	75	145	73
7	S7	70	75	145	73
8	S8	80	96	176	88
9	S9	85	72	157	79
10	S10	80	89	169	85
11	S11	60	70	130	65
12	S12	90	65	155	78
13	S13	70	71	141	71
14	S14	80	83	163	82

15	S15	85	84	169	85
16	S15	80	67	147	74
17	S18	65	36	101	51
18	S19	90	88	178	89
19	S20	75	85	160	80
20	S21	70	87	157	79
21	S22	75	45	120	60
22	S23	75	71	146	73
23	S24	80	85	165	83
24	S25	80	67	147	74
25	S26	80	54	134	67
26	S27	80	35	115	58
27	S28	50	47	97	49
28	S29	75	91	166	88
29	S30	60	70	130	65
30	S31	70	13	83	42
31	S32	80	90	170	85
32	S33	90	75	165	83
33	S34	60	48	108	54
34	S35	75	94	169	85
35	S35	90	91	181	91
36	S36	80	88	168	84
37	S37	70	24	94	47
38	S38	65	57	122	61
39	S39	65	51	116	58
40	S40	70	39	109	55
41	S41	60	29	89	45
42	S42	85	19	104	52
43	S43	85	78	163	82
44	S44	70	40	110	55
45	S45	80	81	161	81
46	S46	75	72	147	74
47	S47	80	41	121	61
48	S48	75	66	141	71
49	S49	90	82	172	86
50	S50	75	19	94	47
51	S51	75	43	118	59
52	S52	80	80	160	80
53	S53	80	78	158	79
54	S54	75	17	92	46
55	S55	85	77	162	81

56	S56	50	33	83	42
57	S57	75	54	129	65

Note: SIS-1 : Student's Individual Score taken by Rater I

SIS-2 : Student's Individual Score taken by Rater II

Table 4.9

The Result of Student' Writing Final Score of Category

Code	Writing Score (Y)	Conversion	Y ²	Category
S1	81	4	6561	Very Good
S2	79	3	6241	Fair
S3	88	4	7744	Poor
S4	86	4	7396	Very Good
S5	84	4	7056	Very Good
S6	73	3	5329	Fair
S7	73	3	5329	Fair
S8	88	4	7744	Very Good
S9	79	3	6241	Fair
S10	85	4	7225	Very Good
S11	65	2	4225	Poor
S12	78	3	6084	Fair
S13	71	3	5041	Fair
S14	82	4	6724	Very Good
S15	85	4	7225	Very Good
S16	74	3	5476	Fair
S17	51	2	2601	Poor
S18	89	4	7921	Very Good
S19	80	4	6400	Very Good
S20	79	3	6241	Fair
S21	60	2	3600	Poor
S22	73	3	5329	Fair
S23	83	4	6889	Very Good
S24	74	3	5476	Fair
S25	67	2	4489	Poor
S26	58	2	3364	Poor
S27	49	2	2401	Poor

S28	88	4	7744	Very Good
S29	65	2	4225	Poor
S30	42	2	1764	Poor
S31	85	4	7225	Very Good
S32	83	4	6889	Very Good
S33	54	2	2916	Poor
S34	85	4	7225	Very Good
S35	91	4	8281	Very Good
S36	84	4	7056	Very Good
S37	47	2	2209	Poor
S38	61	2	3721	Poor
S39	58	2	3364	Poor
S40	55	2	3025	Poor
S41	45	2	2025	Poor
S42	52	2	2704	Poor
S43	82	4	6724	Very Good
S44	55	2	3025	Poor
S45	81	4	6561	Very Good
S46	74	3	5476	Fair
S47	61	2	3721	Poor
S48	71	3	5041	Fair
S49	86	4	7396	Very Good
S50	47	2	2209	Poor
S51	59	2	3481	Poor
S52	80	4	6400	Very Good
S53	79	3	6241	Fair
S54	46	2	2116	Poor
S55	81	4	6561	Very Good
S56	42	2	1764	Poor
S57	65	2	3136	Poor
Sum	4038			
Highest Score	91			
Lowest Score	42			
Mean	70.84			
Standard Deviation	14.395			

B

y the result, the writer obtained the mean score and standard deviation. From all participants (N=57) the result show the mean score of writing test (Y) = 70.84, sd = 14.395. It means that the students' writing ability is at the **fair** category.

Table 4.10

Percentage Frequency of Writing Score

No	Category (Conversion)	Class Boundaries	Frequency	Percentage
1	Very Good (4)	80-90	21	36.84%
2	Fair (3)	70-79	13	22.80%
3	Poor (2)	60-69	23	40.35%

The table told there are three level of students' speaking score, they are **Very Good** score (80-90), **Fair** score (70-79), and **Poor** score (60-69). From the table, it can be seen that 21 students (36.84%) whose score at **very good** level, 13 students (22.80%) for **fair** level, and 23 students (40.25%) for **poor** level. The highest number come in **poor** level. It can be concluded that the level of writing ability of 4th semester students of English Education at IAIN Palangka Raya was in **poor** level. The following is chart about the frequency of writing ability Score.

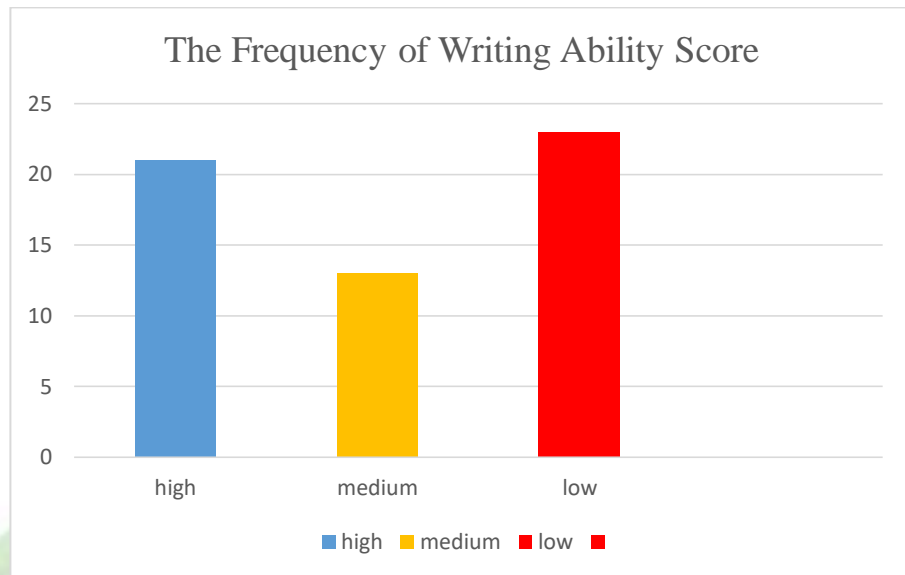


Figure 4.1 The Frequency of Writing Ability Score

Based on the chart above can be seen that most of students' score was in Low score. As the calculation above, the average of students' writing ability score was 40.38. Based on the category, 40.38 included in low category. It means that the students' writing ability at IAIN Palangka Raya was in **Low** criteria.

Based on the data above, can be seen the variation of scores. Based on the calculation there were three students who acquired score 81– 100, thirteen students who acquired score 71-80, eight students who acquired score 61-70, two students who acquired score 51-60 and one student who acquired score <50. After scoring process, it made several groups of the data in some levels on predicate of score then making percentage by using formula :

$$S = \frac{n}{N} \times 100$$

Where:

S: Students Score

n: The number of students who got score in a level

N: Total of the students

Table 4.11

Distribution Frequency and Presentation Score of the Students' Writing

No	Category	Frequency	Percent
1	Score $80 \leq 100$	20	35.08%
2	Score $70 \leq 80$	14	24.57%
3	Score $60 \leq 70$	5	8.78%
4	Score $50 \leq 60$	11	19.29%
5	Score < 50	7	12.28%
	Total	57	100%

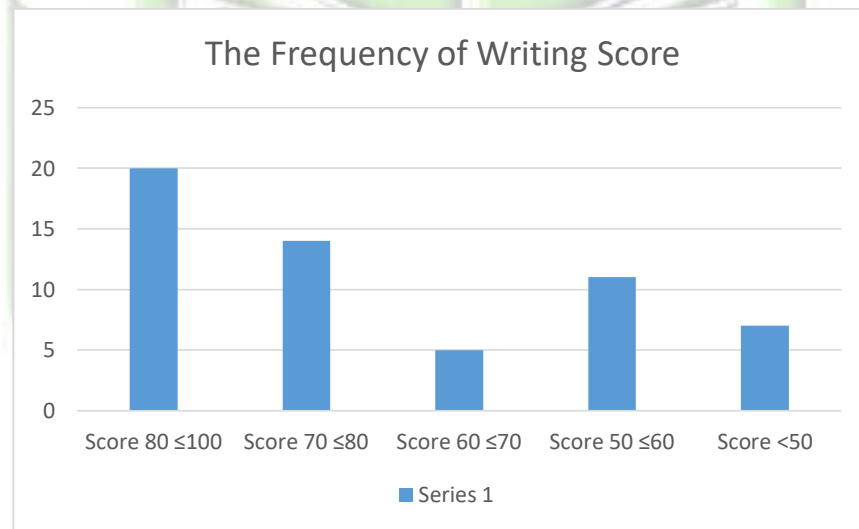


Figure 4.2

Based on the data above, it can be explained that there were 35.08% students who acquired scores 81-100, 24.57% students who acquired score 71

-80, 8.78% students who acquired score 61 -70, 19.29% students who acquired score 51-60 and there were 12.28% students who acquired score <50. The following is chart about the frequency of writing test scores.

B. Research Finding

Before calculated the t-test, the researcher tested the normality and the homogeneity of the data. After found the normality and the homogeneity of the data, the researcher calculated the t-test. The researcher used both manual calculation an SPSS 18.0 program calculation. Both results are expected to support the correct calculation each other.

1. Testing Normality and Homogeneity

a. Testing Normality

In this study, the researcher used SPSS 18.0 program to calculated the normality. The testing of normality used to know that the distribution of the data was normal or not. The result of testing the normality using SPSS 18.0 program could be seen as follows:

Table 4.12
Testing the Normality Using SPSS 18.0 Program

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		57
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	.88073357
Most Extreme Differences	Absolute	.231
	Positive	.231
	Negative	-.220
Kolmogorov-Smirnov Z		1.745
Asymp. Sig. (2-tailed)		.005

a. Test distribution is Normal.

b. Calculated from data.

The criteria of the normality test if the value of (probability value/critical value) is higher than or equal to the level of significance alpha defined ($r > a$), it means that the distribution is normal. Based on the calculation using SPSS 18 Program, it could be concluded that the data was normality distributed. It found that the value of the significance was 0.005. it was that the distribution of the data was normal because the value of significance was greater than 0.05.

b. Testing Homogeneity

The research used SPSS 18.0 program to calculated the homogeneity. The testing of homogeneity used to know that the data was homogeneous or not. The result of testing the

homogeneity using SPSS 18.0 program could be seen as follows:

Table 4.13

Testing the Homogeneity Using SPSS 18.0 Program

Test of Homogeneity of Variances			
Grammar Learning Strategy			
Levene Statistic	df1	df2	Sig.
.152	2	54	.859

From the table above can be known the significance about 0.859. because the value of significance higher than 0.05. so can be concluded that the data the variance or homogeneity.

2. T

ANOVA

Grammar Learning Strategy					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.213	2	.107	.364	.696
Within Groups	15.822	54	.293		
Total	16.035	56			

rrrelation Between Students' Grammar Learning Strategy and Writing Ability

In this case, both the students' Grammar Learning Strategy and Writing Ability are related used Pearson Product Moment formula. The data are described o the following table:

Table 4.13
The Correlation Between Grammar Learning Strategy and Writing Ability

NO	X	Y	XY	X ²	Y ²
1	4	4	16	16	16
2	3	3	9	9	9
3	4	4	16	16	16
4	3	4	12	9	16
5	4	4	16	16	16
6	3	3	9	9	9
7	4	3	12	16	9
8	3	4	12	9	16
9	3	3	9	9	9
10	4	4	16	16	16
11	3	2	6	9	4
12	4	3	12	16	9
13	4	3	12	16	9
14	3	4	12	9	16
15	4	4	16	16	16
16	4	3	12	16	9
17	4	2	8	16	4
18	3	4	12	9	16
19	4	4	16	16	16
20	3	3	9	9	9
21	3	2	6	9	4
22	3	3	9	9	9
23	3	4	12	9	16
24	4	3	12	16	9
25	4	2	8	16	4
26	3	2	6	9	4
27	4	2	8	16	4
28	4	4	16	16	16
29	3	2	6	9	4
30	4	2	8	16	4

31	4	4	16	16	16
32	4	4	16	16	16
33	4	2	8	16	4
34	4	4	16	16	16
35	3	4	12	9	16
36	3	4	12	9	16
37	3	2	6	9	4
38	4	2	8	16	4
39	3	2	6	9	4
40	3	2	6	9	4
41	4	2	8	16	4
42	4	2	8	16	4
43	3	4	12	9	16
44	3	2	6	9	4
45	4	4	16	16	16
46	4	3	12	16	9
47	4	2	8	16	4
48	3	3	9	9	9
49	4	4	16	16	16
50	3	2	6	9	4
51	3	2	6	9	4
52	5	4	20	25	16
53	4	3	12	16	9
54	4	2	8	16	4
55	3	4	12	9	16
56	3	2	6	9	4
57	4	2	8	16	4
Total	$\sum X$ 203	$\sum Y$ 171	$\sum XY$ 612	$\sum X^2$ 739	$\sum Y^2$ 557

1. Using Manual Calculating

From the calculation of variable X and Y, it was known that:

$$\sum X = 203$$

$$\sum Y = 171$$

$$\sum X^2 = 739$$

$$\sum Y^2 = 557$$

$$\sum XY = 612$$

Based on the calculation of correlation between grammar learning strategy (variable X) and writing ability (variable Y) above, it can be known of each variable. Based on the product moment was found the product of r_{xy} , as follows:

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{\{N\sum x^2 - (\sum x)^2\}\{N\sum y^2 - (\sum y)^2\}}}$$

$$r_{xy} = \frac{57 \times 612 - (203)(171)}{\sqrt{\{57 \times 739 - (203)^2\}\{57 \times 557 - (171)^2\}}}$$

$$r_{xy} = \frac{34884 - 34713}{\sqrt{\{42123 - 41209\}\{31749 - 29241\}}}$$

$$r_{xy} = \frac{171}{\sqrt{\{914\}\{2508\}}}$$

$$r_{xy} = \frac{171}{\sqrt{2292312}}$$

$$r_{xy} = \frac{171}{1514.038}$$

$$r_{xy} = 0.113$$

Based on the manual calculation above, it was found that the r_{value} was 0.113. Then the r_{value} was consulted with the table of the interpretation correlation r as follow:

Table 4.14

Coefficient Correlation Interpretation

Correlation Value (r)	Interpretation
0.800 – 1.000	Very High

	Correlation
0.600 – 0.800	High Correlation
0.400 – 0.600	Fair Correlation
0.200 – 0.400	Low Correlation
0.000 – 0.200	Very Low Correlation

From the table of the interpretation coefficient correlation above, it can be seen that r_{value} (0.113) was Very Low Correlation. It means that correlation between grammar learning strategy and writing ability was in negative correlation. The result of the calculation that was counted by manual calculation above showed that the index of correlation was 0.113.

Then, the degree of freedom with formula, as follow:

$$df = N - nr$$

it was known: $N = 57$, $nr = 2$

$$df = 57 - 2$$

$$= 55$$

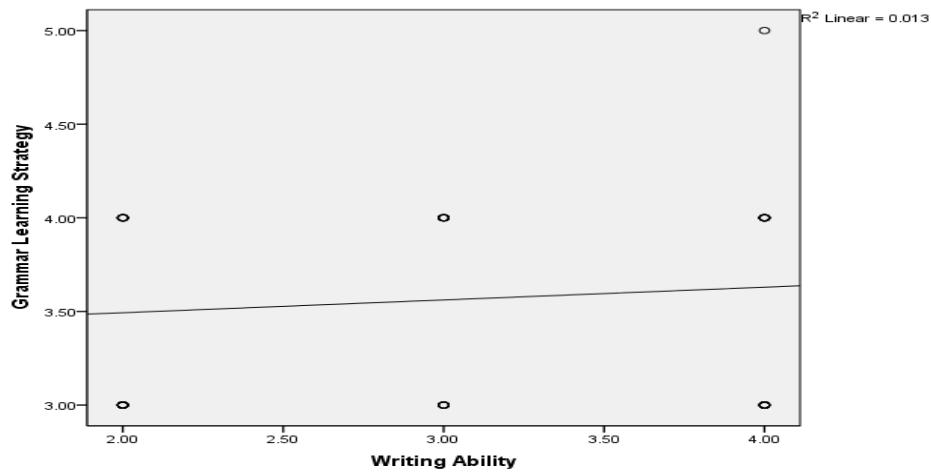


Figure 4.3
Scatterplot

And then to know the contribution of the variable X to variable Y is used the formula as below:

$$KP = r^2 \times 100\%$$

Where:

KP = Determinant Coefficient Score

r = Correlation Coefficient Score

$$KP = r^2 \times 100\%$$

$$KP = 0.113^2 \times 100\%$$

$$KP = 0.12769 \times 100\%$$

$$KP = 1.12769\%$$

So, it means that the variable X (grammar learning strategies) gives the contribution to the writing ability for the 4th semester students of English Education at IAIN Palangka Raya was 1.1664% and 98.8336 % is influenced by the other aspects.

To know the value of t_{value} is used the formula :

$$t_{value} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Where:

t_{value} : nilai t (value t)

r : the score of coefficient correlation and

n : the number of sample.

So that by the formula above it was known that:

$$r = 0.113$$

$$n = 57$$

$$t_{value} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t_{value} = \frac{0.113\sqrt{57-2}}{\sqrt{1-0.113^2}}$$

$$t_{value} = \frac{0.113\sqrt{55}}{\sqrt{1-0.012769}}$$

$$t_{value} = \frac{0.838030}{0.987231}$$

$$t_{value} = 0.848868$$

Based on the calculation above, $\alpha = 0.05$ and $n = 57$ so, $df = n - 2 = 57 - 2 = 55$ and t_{table} was 1.673. So, it can be seen that $t_{value} \leq t_{table}$ ($0.848 \leq 1.673$), so that the result was the H_0 is accepted and H_a is rejected. In this case that variable X student's Grammar Learning Strategy have very low relationship or do not give influence to students' writing ability.

3. Testing Hypothesis using SPSS Program

The researcher applied SPSS 18 program to the Pearson Product Moment correlation in testing hypothesis of the study which the result also supported the results manual calculation. The results test using SPSS 18.0 program can be seen as follow:

Table 4.15

The Correlation of Pearson Product Moment Correlation Using SPSS 18.0 Program

Correlations			
		Grammar Learning Strategy	Writing Ability
Grammar Learning Strategy	Pearson Correlation	1	.113
	Sig. (2-tailed)		.403
	N	57	57
Writing Ability	Pearson Correlation	.113	1
	Sig. (2-tailed)	.403	
	N	57	57

From the table above can be seen that index of product moment correlation was 0.113 for 0.403 significance level. The result of the calculation that was counted

by the product moment above showed that the index of correlation was 0.113. From the table above, it meant that H_0 was accepted because the hypothesis testing concluded that $N.Sig \geq 5\%$ ($0.403 \geq 0.05$).

This research was done in collecting data and got the result of the correlation. But to answer research problem, the writer had to measure whether the hypothesis was rejected or not. The writer had two hypothesis in this research, those are:

H_a : There is positive correlation between grammar learning strategies and writing ability of English Education Study Program students at IAIN Palangka Raya

H_0 : There is negative correlation between grammar learning strategies and writing ability of English Education Study Program students at IAIN Palangka Raya

To know the answer, the writer used both manual and SPSS hypothesis testing based on the N.Sig (number of significance). As the result of correlation above (table 4.55), we got $r_{value} = 0.113$, $N.Sig = 0.403$. Before the writer concluded the answer, these were the theories of hypothesis based on SPSS calculation:

- a. H_0 accepted if $N.Sig \geq 0.05$ ($\alpha = 5\%$)
- b. H_a rejected if $N.Sig \leq 0.05$ ($\alpha = 5\%$)

The result of analyzing the data significance 0.403 (Level of Significance 0.05 and 2 Tailed) clarified H_a rejected. The hypothesis testing concluded that

$N.Sig \geq 5\%$ ($0.403 \geq 0.05$), where H_0 is accepted. It told that both grammar learning strategies and writing scores were negative correlated.

C. Discussion

By the results, it can be concluded from the hypothesis testing showed there was no correlation between two variables, because $N.Sig \geq 5\%$ ($0.403 \geq 0.05$). The calculation also showed that $\alpha = 0.05$, $df = 55$ and t_{table} was 1.673. So, it can be seen than $t_{value} \leq t_{table}$ ($0.848 \leq 1.673$), so that the result was H_a rejected and H_0 is accept. The score of correlation coefficient obtained is 0.113 which is in the interval of 0.000 – 0.200. Thus, the relationship is categorized into very low correlation. The hypothesis testing showed that $N.Sig \geq 5\%$ ($0.403 \geq 0.05$), means hypothesis alternative is rejected and hypothesis null is accepted.

The findings of the study indicated that alternative hypothesis stating that “there is positive correlation between grammar learning strategies and writing ability of English Education Study Program students at IAIN Palangka Raya” was rejected and the null hypothesis stating that “there was negative correlation between grammar learning strategies and writing ability of English Education Study Program students at IAIN Palangka Raya” was accepted. The r_{value} was 0.113, it was interpreted as very low correlation.

Nevertheless, as researcher explained before, Strategy in grammar learning strategy may have an impact or influence on students' writing ability. Grammar Learning Strategies Grammar is important because it is a language that allows us to talk about language. Grammar mentions word types and word groups

that make sentences not only in English but also in any language. As human beings, we can put together together even as children. But to be able to talk about how sentences are built, about the types of words and words that make up sentences - that is knowing about grammar. And knowing about grammar offers a window into the human mind and into our amazing complex mental capacity. (Yalcin, 2005.p.157-158).

Writing ability is the person used word as coins and the rules of grammar punctuation and to some extent use acceptable composition ways and methods. In this research this writing ability is writing skill, which are an important part of communication. This means that the learning strategy of grammar is very much needed, especially in students' writing ability.

To summaries, from the theories above researcher can see the important of grammar learning strategies in writing ability. was one of the grammar learning strategies that can help students to achieve a great deal of success in their social life, and in their continuing acquisition of the target writing.

Based on description above, the research can conclude that there was not any significant correlation both of variables. However, the score correlation coefficient of this study was 0.113, that categorize in very low correlation. It means that grammar learning strategies and writing ability zero correlation.

CHAPTER V

CONCLUSION AN SUGGESTION

This chapter discusses the conclusion and suggestion of the research. The researcher explains the conclusion and suggestion for the next researcher.

A. Conclusion

According to the statistic calculation which was analyzed in the previous chapter, a conclusion can be showed that there is very low correlation between Grammar learning strategy and writing ability. Based on the result of data that mentioned in the previous chapter, it showed that r_{value} was 0.113. it means that the correlation between students' grammar learning strategy and writing ability was categorized in very low correlation. Then it showed that alternative hypothesis (H_a) was rejected and Null (H_o) was accepted because $N.\text{Sig} \geq 5\%$ ($0.403 \geq 0.05$).

The calculation above $\alpha = 0.05$, $df = 55$ and t_{table} was 1.673. So, it can be seen than $t_{\text{value}} \leq t_{\text{table}}$ ($0.848 \leq 1.673$), so that the result was H_a rejected and H_o was accepted. In this case that students' grammar learning strategies have very low relationship or do not gave influence to students' writing ability.

B. Suggestion

At the end of this paper, the researcher would like to offer some suggestion, for the lecturers and the learners, also recommendation for future researchers:

1. Lecturer and Teacher

For the English Lecturers, they are should expected to motivate their students to increase their strategy in learning and gave grammar learning strategy to increase their writing ability. Make the atmosphere pf the class more conducive in order to make the teaching learning process more a live, full of fun for all students.

2. Students

For the students, they were expected to realize that writing is the most important element in learning a language. They can motivate themselves to enrich their writing ability by applying their grammar learning strategy to look for right ways in learning writing, the students faster and easier to write about for language English.

3. Other researcher

For future researchers, this research in statistic calculation may indicated there is very low correlation between students' grammar learning strategy and writing ability, but the

most important are strategy still needed and use in the learning of write. For the next researcher, deeper analysis about students' grammar learning strategy in writing ability. Looking for things that can good effect in student grammar learning strategy and find the influence of each to the writing ability. The future researchers recommended constructing the appropriate, use various aspects of writing ability test and used various test not only questionnaire and test but also interview. Aware in collecting or analyzing data, and make sure that the time for collecting data for all variable is in same the time. And need to be aware that the questionnaire is intended to measure the students' positive attitude toward their grammar learning strategy in writing. Because of that, before analyzing the questionnaire it should be checked whether all questions have shown a positive direction.

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