

**GRAMMAR LEARNING STRATEGIES USED BY EFL  
STUDENTS DURING THE COVID 19 PANDEMIC  
AT IAIN PALANGKARAYA**

**THESIS**



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FACULTY OF TEACHER TRAINING AND EDUCATION  
DEPARTMENT OF LANGUAGE EDUCATION  
STUDY PROGRAM OF ENGLISH EDUCATION**

**2020 M / 1442 H**

**GRAMMAR LEARNING STRATEGIES USED BY EFL  
STUDENTS DURING THE COVID 19 PANDEMIC  
AT IAIN PALANGKARAYA**

**THESIS**

Presented to

State Islamic Institute of Palangka Raya

In partial fulfillment of the requirements

For the degree of *Sarjana* in English Language Education



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FACULTY OF TEACHER TRAINING AND EDUCATION  
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STUDY PROGRAM OF ENGLISH EDUCATION**

**2020 M / 1442 H**

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During the Covid 19 Pandemic at IAIN Palangka Raya

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Sudah dapat diujikan untuk memperoleh Gelar Sarjana Pendidikan.  
Demikian atas perhatiannya di ucapkan terima kasih.

*Wassalammu'alaikum Wr. Wb*

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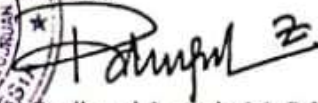
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## MOTTO AND DEDICATION

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ۝

““Maka sesungguhnya bersama kesulitan itu ada kemudahan”.”

(QS. Al Insyirah : 5)



This thesis is dedicated to:

My beloved husband Muhammad Syaifurrahman, my daughter Nadhira Aleesya Rahman, my mother Kamaliah and my mother in law Raihanah for their valuable endless prayer, sacrifice and support.



## DECLARATION OF AUTHORSHIP

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Declare that:

- 1 This thesis has never been submitted to any other tertiary education institution for any other academic degree.
- 2 This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person
- 3 If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me

Palangka Raya, October 2<sup>nd</sup> 2020

Yours Faith fully



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## ABSTRACT

Nurliana.2020. *Grammar Learning Strategies Used by EFL Students during the Covid 19 Pandemic at IAIN Palangka Raya*. Thesis. Study Program of Language Education, Faculty of Teacher Training and Education, The State Islamic Institute of Palangka Raya. Advisors: (I) Rahmadi Nirwanto, M.Pd., (II) Hesty Widiastuty, M.Pd.

**Keywords:** *Grammar, Grammar Learning Strategies*

Grammar is the system of rules governing the arrangement and relationship of words in a sentence. Learning grammar is one of the important ways to communicate in English effectively, accurately and fluently. Considering the importance of grammar, the present study is intended to investigate the strategies that are used by EFL students when they learn grammar. The Covid 19 Pandemic changes everything and enables the students to learn independently. In order to independently, the students should have strategies which are relevant to the situation of The Covid 19 Pandemic.

The purpose of the study isto describe the Grammar Learning Strategies Use by EFL Students during The Covid 19 Pandemic at IAIN Palangka Raya and investigated the types of grammar learning strategies used by EFL during the Covid 19 Pandemic.

The study used quantitative descriptive approach with a survey design. In collecting the data, the instruments that were used, were (1) questionnaire (2) documents and (3) interview. The subjects of the study were ninety (90) students of English Education Study Program of The State Islamic Institute of Palangka Raya who had studied Pre-Intermediate Grammar Course in Academic Year 2020-2021. The original questionnaire used in this study was adapted from Oxford (1990), and was modified by Kemp (2007) and Bayou (2015). The results of the study revealed that the metacognitive strategy was the most frequent strategy used by the students as indicated by the average score of 3.683 and the lowest strategy was affective strategy indicated by the average score of 3.181.

## ABSTRAK

Nurliana. 2020. *Strategi Pembelajaran Tata Bahasa yang Digunakan Mahasiswa Program Studi Pendidikan Bahasa Inggris, EFL selama Pandemi Covid 19 di IAIN Palangka Raya*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Rahmadi Nirwanto, M.Pd., (II) Hesty Widiastuty, M.Pd.

Kata kunci: *Tata bahasa, Strategi Pembelajaran*

Tata bahasa adalah sistem aturan yang mengatur pengaturan dan hubungan kata dalam sebuah kalimat. Mempelajari tata bahasa adalah salah satu cara penting untuk berkomunikasi dalam bahasa Inggris secara efektif, akurat, dan lancar. Mengingat pentingnya tata bahasa, penelitian ini dimaksudkan untuk menyelidiki strategi yang digunakan oleh siswa EFL ketika mereka mempelajari tata bahasa. Pandemi Covid 19 mengubah segalanya dan memungkinkan siswa untuk belajar secara mandiri. Untuk mandiri, mahasiswa harus memiliki strategi yang sesuai dengan situasi Pandemi Covid 19.

Tujuan dari penelitian ini adalah untuk mendeskripsikan Penggunaan Strategi Pembelajaran Tata Bahasa oleh Siswa EFL selama Pandemi Covid 19 di IAIN Palangka Raya dan menyelidiki jenis strategi pembelajaran tata bahasa yang digunakan oleh EFL selama Pandemi Covid 19.

Penelitian menggunakan pendekatan deskriptif kuantitatif dengan desain survei. Dalam pengumpulan data, instrumen yang digunakan adalah (1) angket (2) dokumen, dan (3) wawancara. Subjek penelitian ini adalah sembilan puluh (90) mahasiswa Program Studi Pendidikan Bahasa Inggris Institut Agama Islam Negeri Palangka Raya yang telah menempuh mata kuliah Pra-Menengah Tata Bahasa Tahun Ajaran 2020-2021. Kuesioner asli yang digunakan dalam penelitian ini diadaptasi dari Oxford (1990) dan dimodifikasi oleh Kemp (2007) dan Bayou (2015). Hasil penelitian menunjukkan bahwa strategi metakognitif merupakan strategi yang paling sering digunakan siswa yang ditunjukkan dengan skor rata-rata 3,683 dan strategi terendah adalah strategi afektif yang ditunjukkan dengan skor rata-rata 3,181.

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The researcher would like to express her sincere gratitude to Allah SWT., for the blessing bestowed in her whole life particularly during the thesis writing without which this thesis would not have come to its final form. *Sholawat* and *salam* always be bestowed to the last prophet Muhammad SAW., having shown us the role of life to make our life true.

Her appreciation is addressed to:

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Palangka Raya, October 2<sup>nd</sup> 2020

The Researcher,



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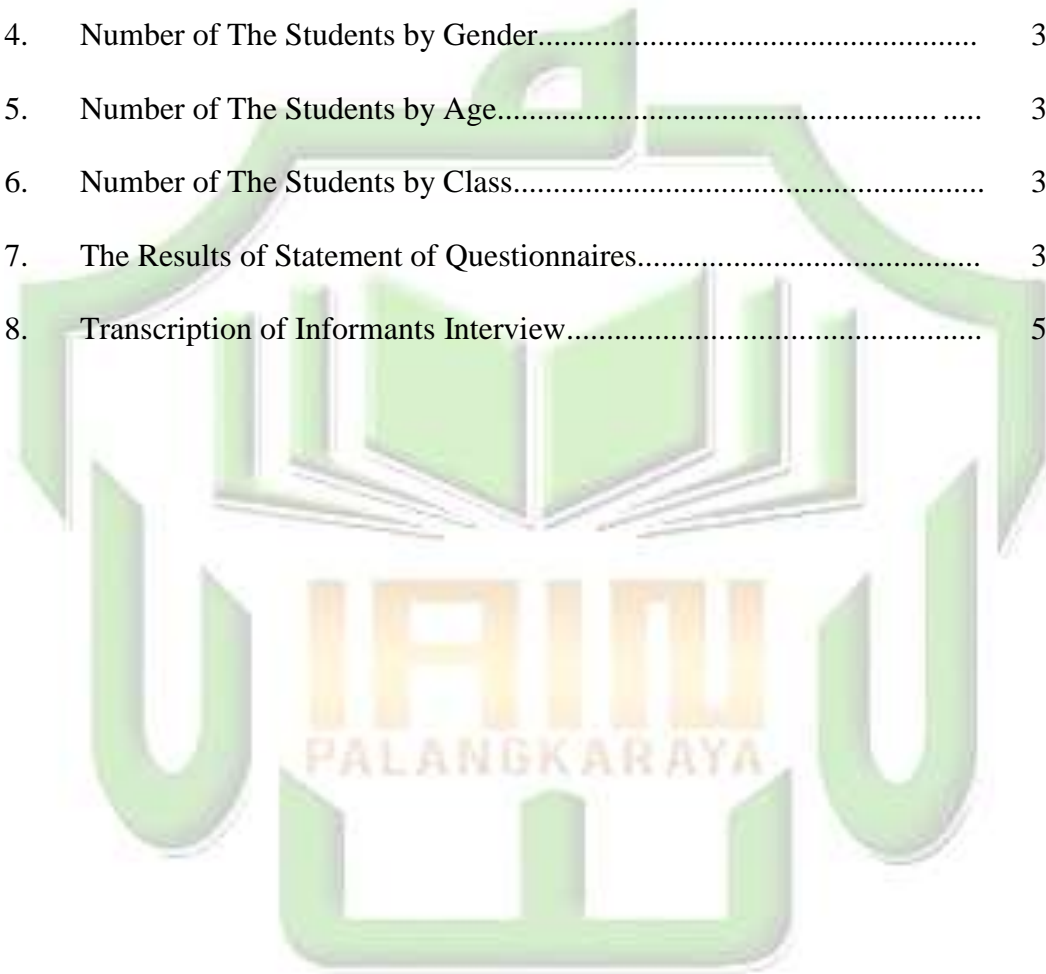
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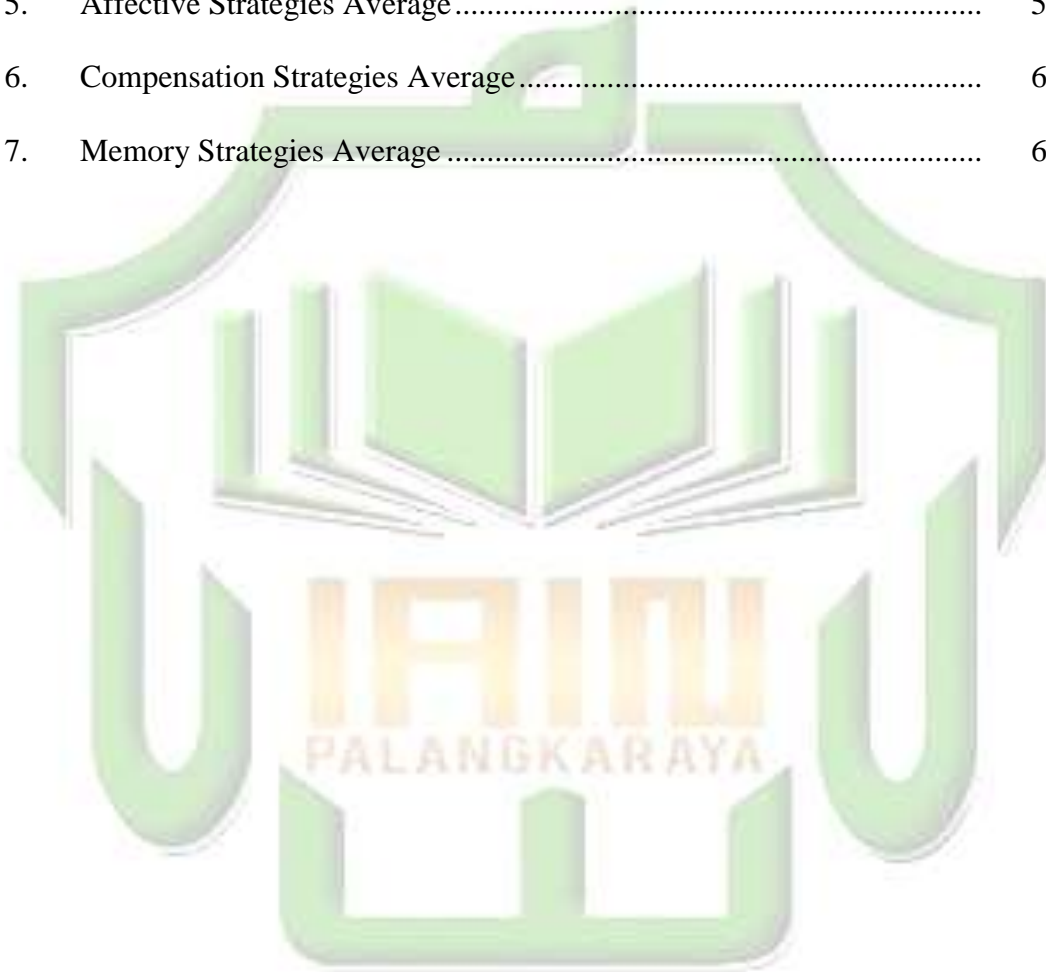
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## CHAPTER I

### INTRODUCTION

#### A. Background of The Study

Grammar was one of English components that must be mastered in order to be able to construct English sentences. Essentially, grammar was used to mean the arrangement of a language. Brown (2001) also claimed that “grammatical competence occupies an important position as a major component of communicative competence. Grammar was inseparable from language because it allows us to understand how the sentence was built, the types of words, and the word groups that made up sentences, therefore without grammar the sentence became meaningless (Tilfarlioğlu, 2005). Grammar was a capital part of the appliance of language action, both in spoken and written language. It was well known that grammar was one of the three elements that made up the language system, and it was also a difficult point in the English teaching. For a long time, the grammar of English has been a hard and topical issue in English teaching and has been a dizziness for many teachers and EFL students. In the high school stage, English teaching with grammar as the key link takes up a great deal of time for teachers and students, but the effect was not obvious. The grammar studies in the past focused more on the teaching of teachers, but not much on the learners (Zhou, 2017).

Based on the importance of Grammar, this study sets out to investigate the strategies that EFL students used when they learn grammar. Strategies were the equipment for active, self-directed complicity needed for developing second language communicative ability (O'Malley and Chamot, 1990). As Brown (1984) mentions that a strategy used by a teacher or lecturer in teaching will build students' perception on the subject, strategy and the teacher. Harmer points out that the students generally respect teachers who showed their knowledge of the subject (Harmer, 2002).

Language learning strategies as being oriented for the progress of communicative capability. The use of suitable language learning strategies often generates improved acquisition or attainment overall or in certain skill areas (Oxford et al., 1993; Thompson & Rubin, 1993). Oxford split language learning strategies into two main classes, direct and indirect, which were further subdivided into six groups. In Oxford's system, meta-cognitive strategies helped students to regulate their learning. Affective strategies were concerned with the students' emotional rules such as confidence, while social strategies lead to increased interaction with the target language. Cognitive strategies were the bounce off strategies students used to understand of their learning, memory strategies were those used for the keeping of information, and compensation strategies help the students to cope with knowledge gaps to keep on the communication (Oxford, 1994).

According to Wenden (1991), there were two kinds of learning strategies: *cognitive strategies* and *self management strategies*. Learners

employed self-management strategies to monitor and managed the learning process. Wenden (1991) indicated that they may also be referred to as meta-cognitive strategies, regulatory skills, or skills of self-direct learning. These strategies can be divided into three categories: (1) planning; (2) monitoring; and (3) evaluating (O'Malley & Chamot, 1990; Wenden, 1991; and Stern, 1992).

At this point, the researcher has three reasons why the researcher chose this topic. The first reason was based on pre-observation to the students, the submission of the material was difficult for students to accept because of limited time and quota and also slow internet network. The second was because of the importance of grammar, the difficulty to learn about it, and the different ability of the students in understanding the lesson. The researcher was interested to know what was the most frequent learning strategies that the students often used to learn grammar. The third reason was based on the current situation, where the Covid 19 pandemic made all things change, including in the world of education, especially lectures. Students could not take part in face to face learning and this situation was replaced with online learning. Of course, this situation made students study independently and adapted to this new system. The ability of the students to adapted lectures during this pandemic was greatly influenced by the strategies they used in learning grammar. Students certainly have their respective strategies that were suitable for used in understanding grammar learning. These strategies certainly had stages or steps in their use.

Therefore, the researcher was interested in conducted research about grammar learning strategies used by students.

Then, the researcher would like to carry out a research under the title **“Grammar Learning Strategies used by EFL Students during the Covid 19 Pandemic at IAIN Palangka Raya”**.

### **B. Research Problem**

The research problem was formulated as follows:

“What types of grammar learning strategies used by EFL students during the Covid 19 Pandemic at IAIN Palangka Raya?”

### **C. Objective of the Study**

Based on the research problem above:

“The objective of the study was to describe the types of grammar learning strategies used by EFL Students during the Covid 19 Pandemic at IAIN Palangka Raya”

### **D. Scope and Limitation**

This study was focused on types of grammar learning strategies used by EFL Students during the Covid 19 Pandemic at IAIN Palangka Raya in Academic Year 2020/2021 that has joined Pre-Intermediate Grammar Class. It was assumpt that the students had their own grammar learning strategies influenced by the situation of the Covid 19 Pandemic in which students had to learn independently and the learning process should be conducted theory online learning.

## **E. Significance of the Study**

The significances of the study are explained as follow:

### **1. Theoretical Significances**

This study may provided more empirical data about grammar learning strategies that students employ when they deal with Pre-Intermediate Grammar Course during the Covid 19 pandemic.

### **2. Practical Significances**

#### **A. Lecturers**

Lecturers may practice the concepts and understanding related to learning strategy for understanding the learners better. The result of the study is to give a contribution to the lecturers about the students grammar learning strategies. Furthermore, the result of this study is to give supports to the lecturers to know more what kind of strategies that students use.

#### **B. Students**

In addition, the study is intended to help the students to be aware of the strategies they currently use, and monitor the effectiveness of strategies they use. The benefits for the students may practice the concepts for understanding learning English in order to get satisfactory results.

#### **C. Other researchers**

Other researchers may practice or choose kinds of strategies to study and evolve, rove, criticize, and check out other side related to the kinds of learning strategies.

## F. Definitions of Key Terms

There are some key terms in this study that should be clarify.

### *Grammar*

Refer to Pre-Intermediate Grammar Course by Mr. Zaini Miftah, M.Pd. with materials mastering present tenses, past tenses, future tenses, mastering present and past perfect tenses, mastering questions style using question words and yes-no questions, mastering nouns and pronouns, modal auxiliaries, connecting ideas, comparisons, the passive, adjective clauses, gerund and infinitives, and the last is noun clauses.

### *Learning strategies*

Based on *British Council* (1934), learning strategies are tools and techniques that learners develop as they learn. Learning strategies are an important part of developing autonomy.

*Oxford* (1990) asserts that learning strategies are specific actions taken the learners to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations.

### *EFL students*

In this research, EFL students refer to the third semester students of the English education study program at IAIN Palangka Raya in Academic Year 2020/2021 that has joined Pre-Intermediate Grammar Course.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter, review of related literature discusses previous studies, grammar, language learning strategies and grammar learning strategies would provided.

#### A. Previous Studies

In this chapter, the researcher would like to review previous studies in the following ways.

Lestari (2015), studied learning strategies employed by the students of English Education Department of UIN Syarif Hidayatullah Jakarta which pursue in the fourth semester and sixth semester. They were chosen based on their different academic levels. There were sixty students from the Department of English Education that were divided into thirty students for each semester. The participants were examined through Strategy Inventory for Language Learning (SILL) questionnaire version 7.0 as the measurement instrument to check the learning strategy preference. The data were processed and analyzed through SPSS (22.0) to find the most and the least strategy used by the students. The result of the study reveals the FITK students used all learning strategies, including memory, cognitive, compensation, meta-cognitive, affective and social. Meta-cognitive strategy was the most frequently strategy used by the students of the fourth semester students and the sixth semester students. Whereas, memory strategy was

the least frequently used by the fourth semester students and social strategy by the sixth semester.

Ghavamnia, Kassaian, & Dabaghi (2011), conducted a study at the University of Isfahan in Iran. English was a foreign language taught to Iranian students from guidance school onto university. In spite of the amount of exposure to English its use in daily life is limited and the proficiency of the students does not meet expectations of the instructors. Although English was a prerequisite for higher education, most Iranian students cannot speak English fluently. Therefore, the purpose of this study was to explore variables that may contribute to an improvement in Iranian learners English. The purpose of this study was to recognize the language learning strategies used by Iranian students and the connection between the previous variable in terms of language learning confidence, motivation, and skill. This study was a response to a need for more language strategy research with students from different cultural backgrounds. The participants of this study were homogenized in terms of age, gender, and major and were required to fill out three questionnaires and complete a TOEFL test. The first questionnaire that students should fill was the Strategy-Inventory for Language Learning (SILL) developed by R. Oxford (1990) to identify the general strategies ESL/EFL learners use. The second was the Beliefs about Language Learning Inventory (BALLI) developed by Horwitz (1988). This study also adopts Schmidt and Watanabe's (2001) model of language learning motivation. Eventually, the coefficient-correlation was estimated to recognize the connection between the aforesaid variables in link to strategy use. The outcome said that

Persian students' used a number of language learning strategies, but they point different preferences for specific kinds of strategies. The findings also reveal a positive relationship between strategy use and motivation, proficiency, and language learning beliefs.

Zhou (2017) investigated the English Grammar Learning Strategy of High School Students in China. The study carried out an interview and questionnaire survey on the students in a high school in Hubei Province of China. The result indicated that the level of high school students' grammar learning strategy was low. Among the three factors of grammar learning strategy, the cognitive strategy ranks first, then the meta-cognitive strategy and social-affective strategy. And the grammar learning strategy was not correlated with English grammar achievement. The research outcome indicated that there was huge distinction between female students and male students in English grammar strategy used and grammar score. This outcome was conducive to knowing better about high school students' condition of grammar learning strategy using, and supplying some reference for enhancing the high school English teaching efficiency.

Juniar (2019) survey of grammar learning strategies used by EFL learners in Indonesia. The objective of the study was to identify the language learning strategies used most by the learners in Intermediate English Grammar class. The native questionnaire used in this study was from Oxford (1990). It was modified by Kemp (2007) and Bayou (2015) with 32 statements. The participants of this study were 119 students in total from three Intermediate English Grammar classes. The result of the study showed that social strategy was the most used

strategy by Intermediate English Grammar students, while the lowest strategy was memory strategy. The intent of this study was there is a probability that the students of Intermediate English Grammar class have propensity to study together with their friends.

The next study was conducted by Zekrati (2017). In this study, he investigated about the relationship between grammar learning strategy use and language achievement of Iranian high school EFL learners. The outcome of this study indicated that cognitive and social affective strategies were the most frequently grammar strategies used by Iranian EFL learners. Also, it was indicated that there was a positive relationship between language achievement and grammar strategy use.

## **B. Grammar**

### **1. Definition of grammar**

The definition of grammar was based on *Oxford Dictionary* written by Simpson, Weiner and Murray (2011) was the study of how words and their component parts combine to form sentences. Grammar was the entire system and fabric of a language or of languages generally, usually taken as be composed of morphology and syntax (including inflections) and sometimes also semantics and phonology. According to Richards and Schmidt (2010) grammar was a description of the structure of a language and how language units such as words and phrases were formed into sentences.

Al-Mekhlafi and Nagaratman (2011) claimed that in teaching grammar, there were three areas have to be considered: grammar as rules, grammar as form,

and grammar as resource. In another words, grammar has some grammatical parts such as words, sentences, paragraphs, nouns, verbs, and punctuations.

Cook (2008) classified grammar into five types as cited in Effendi, Rokhyati, Rachman, Rakhmawati, and Pertiwi (2017), as follow:

1. Prescriptive grammar: is a way to explain how someone should say something, not explaining how someone says something.
2. Traditional grammar: a system of how sentence structures are used in schools, based on the classical language grammar.
3. Structural Grammar: a system for describing language sentence based on the preparation of smaller structures into a larger structure.
4. Linguistic/grammatical competence: seen from this angle, grammar is the knowledge of a person (speaker) about the structure of a language that has regularity. The proprietor of a language knew how to use grammar sans learn it.
5. EFL grammar: a person who is not a native speaker of a language will know the grammar of a language by studying it. Consequently this kind integrate elements of conventional and structural grammar.

## **2. Pre-Intermediate Grammar**

Pre-Intermediate Grammar was one of the courses to be offered at IAIN Palangka Raya taught in second semester. This course has thirteen core materials and has held sixteen meetings. In this course, the students were able to understand the deep concept of the basic structures of English, and to applied them both in oral and written applications comprehensively. In this course the students learn

present tenses, past tenses, future tenses, present and past perfect tenses, questions style using question words and yes-no questions, nouns and pronouns, modal auxiliaries, connecting ideas, comparisons, the passive, adjective clauses, gerund and infinitives, and the last was noun clauses. Time allotment were (100) one hundred minutes for every meetings in a week.

### **C. Language Learning Strategies**

The word “*strategy*” was derived from the ancient Greek term “*strategia*” which means generalship of the art of the war. Based on Brown (2007), strategy was a specific method in approaching a problem or manipulating information to achieve the goals.

According to Dicinson, learning strategy was concerned with actual activities and techniques which lead to learn” (Dicinson, 1987; Chilkievicz, 2015). Based on O'Malley and Chamot (1995), learning strategy was the special thought and behavior that individual used to help them comprehend, learn, or retain new information. Learning strategies were also defined by Cook (2008) as the learner's choice in using and learning the language. Based on the explanation above, it could be seen that learning strategy was what learners taken in order to complete a learning task and enables effective learning.

Cohen and Macaro (2007) maintains that language learning strategies could be conscious mental activity. They should include not only a behaviour but a goal (or an intention) and a learning fettle.

A very important part of learning strategies was the language learning strategies. Language learning strategies played an important role in learning

process. Learning strategies as a term was gaining importance. It points to 'techniques' and 'tactics'; it fundamentally shape to the operation that the students used in practicing language action.

According to Weinstein and Mayer in Macaro (2011), language learning strategies were what the students engaged during learning involving behaviors and thoughts. Meantime, Cohen claimed that language learning strategies formed the moves or actions purposely that selected by the students. According to Oxford (1990), a comprehensive about language learning strategies was specific actions, behaviors, steps, or techniques that the students used to improve their own progress in developing skills in a foreign language. These strategies would assist the students put right and utilize new language. Based on some explanation by the experts above, it could be summarized that the definition of language learning strategies were all the actions involving behavior, steps, techniques and thoughts of the students throughout the language learning in order to attain better learning language.

Nirwanto (2010) stated that the term "*strategy*" was widely used in many disciplines including languages. He concluded that learning strategies refer to steps, actions, procedures or techniques that the students do when they deal with second/ foreign language (the target language).

### **1. The Classifications of Language Learning Strategies**

Different scholars classify learning strategies differently. The classifications of language learning strategies were explained as follows.

Rubin as the pioneer of learning strategy categorized learning strategies into three major as cited on Hismanoglu (2000). The first was learning strategies. Learning strategies had two main types; cognitive learning strategies and metacognitive learning strategies. In cognitive learning strategies, it points to problem-solving that requisiy deeper commentary about learning tools. While metacognitive learning strategies, it points to self-direct language learning. The second was communication strategies which used by the students when faced difficulty in understanding the meaning of the speakers. The last was social strategies which the objective was to expose target language and practice it.

Another opinion was based on O'Malley and Chamot (1990), learning strategies was divided into three types, metacognitive, cognitive, and socio-affective strategies.

a. Metacognitive strategies

This strategy involved process such as planning for learn, thinking about their learning process, self-correctness, and evaluating learning after an activity was completed. The example of this strategy was planning and self- monitoring.

b. Cognitive strategies

This strategy involved direct learning process about the learning material itself and have limited specific learning task. The example of this strategy was repetition and making inference.



### c. Socio-Affective strategies

This kind of strategy has close relationship with social activity and interacting with the other. The example of socio-affective strategies was cooperation and question for clarification.

Another type of language learning strategy originated from Oxford. Based on her, language learning strategies were divided into two types; direct strategies and indirect strategies. In direct strategies, it divided into three which were memory strategies, cognitive strategies and compensation strategies. While in indirect strategies also divided into three, which were meta-cognitive strategies, affective strategies and social strategies.

Based on the classification of language learning strategies above, it could be seen that Oxford's classification were complete, detail, more comprehensive and systematic than others. So that's why on this study used Oxford's classification as main source.

## 2. Function of Language Learning Strategies

### a. Memory Strategies

Memory strategy involved the mental process for storing new information in the memory and for retrieving them when needed. This strategy has four groups; making mental linkages, adjusting images and sounds, reviewing well, and attaching action. *Making mental linkages* can be prevailed through 1) Grouping language materials into useful units based on the topic; 2) Associating new language output to the concept that

already in memory or; 3) Placing new words into a useful context. In *adjusting images and sounds*, it can be prevailed by 1) Using visual parable to memorize something; 2) Making a semantic mapping, such as drawing a chart of key concept at the middle or the top, and then linked the key concept by lines/arrows; 3) Keep in mind new words using keywords, or; 4) Remembering new language output correspond to its sounds. In *reviewing well*, it can be done with arranged reviewing. And the last is *employing action*, is achieved by 1) Using physical response or action; 2) Using mechanical techniques in moving or changing something in order to remember the language.

#### b. Cognitive Strategies

This strategy was a conscious way in processing the target language. It consists four categories as well; training, receiving and sending messages, analyzing and thought, and making structure for input and output. *Training* consists of 1) repeating, practicing, and emulating the language, 2) formally rehearsing sounds and writing method, 3) conscious in professing and using formula or design, 4) recombining known factor in a new ways, and 5) rehearsing the new language in native ways. In *receiving and sending messages* implicates 1) getting the idea soon by skimming and scanning, and 2) utilize print or non-print source to grasp revenue and producing messages. *Analyzing and thought* includes 1) using general regulation and prevailing them to the goal language in order to thought deductively. 2) analyzing phrase in order to grasp the

meaning of the huge phrase, 3) analyzing contrastively, such as appealing elements like sounds, vocabulary, or grammar to specify the similarities and differences. 4) interpreting as the base for understanding and generating the language, and 5) transferring the knowing, concepts, or structure from one language to other. And the last is ***making structure for input and output*** which requires 1) taking notes characteristic ideas or topics, 2) making a compress, or 3) highlighting keywords in the passage.

### c. Compensation Strategies

Compensation strategies enable the students to used the language either in speaking and writing even lack of the knowledge. In this strategy be composed of suspecting intelligently, and overcoming limitedness in speaking and writing. ***Suspecting intelligently*** can be reached by 1) using linguistic guides such as searching and using language-based guides for suspect the meaning what is heard or read in the language, or 2) using other guides such as searching and using guides that not language-based in order to suspect the meaning of the language. Next is ***overcoming limitedness in speaking and writing*** can be reached by 1) switching to the mother tongue, 2) asking someone for help, 3) using mime or gesture, 4) evading communication in part or totally, 5) choosing the theme in order to lineal communication, 6) regulating or approximating the message, 7) creating the words to convey the urge idea, and 8) using synonym.

#### d. Meta-cognitive Strategies

It allows the students to control their cognitive in order to coordinate the learning process. This strategy be composed of focusing your learning, setting and designing your learning and appraising your learning. In ***focusing your learning*** consists of 1) Over viewing materials and link it with what already known. 2) paying attention. or 3) delaying speech to focus on listening. ***Setting and designing your learning*** steps can be reached by 1) know how language works. 2) setting the condition of learning to appropriate best learning. 3) setting aims for language learning. 4) identifying the purpose of language task. 5) planning for language task. or 6) seeking practice for opportunities. And in ***appraising your learning*** implicates self-monitoring and self-evaluating.

#### e. Affective Strategies

Affective strategy assisted the students to managed their emotions, motivation and attitudes toward learning process. It be composed of reduction discomfort, propulsive yourself, and detention your emotional nature. In ***reduction discomfort*** can be described as 1) using technique to alternate the tense by deep breathing or meditation, or 2) using music, or 3) using laughter. While ***propulsive yourself*** puts of 1) creating positive declarations, 2) detention risk wisely, or 3) give prize for yourself. Last is ***taking emotional temperature*** can be achieved by 1) understand the condition of yourself, 2) use checklist to discover feelings, attitudes and

motivation, 3) writing a language learning diary, or 4) discuss your feeling with other.

#### f. Social Strategies

This strategy facilitated language learning through interaction with others. It be composed of asking questions, cooperating with anothers, and empathizing with anothers. *Asking questions* can be explained as 1) asking clarification or 2) asking for correction. Meantime, *cooperating with anothers* can be used with 1) cooperating with fellow, or 2) cooperating with expert user or original speaker of the language. And last is *empathizing with anothers* implicates 1) developing cultural understanding, and 2) prospering conscious of anothers' thoughts and feelings.

#### D. Grammar Learning Strategies

Oxford (1990) provided language teachers with a comprehensive and practical taxonomy of language learning strategies as well as several strategy training exercises covering the four language skills. In terms of strategy exercise, Oxford also staked a structured investigation called the Strategy Inventory for Language Learning (SILL), which is build upon her taxonomy, so that the teachers to diagnose their students' used of strategies before the provision of strategy training. With regard to her list of strategies, she explained in her book that the four language skills were addressed; listening, reading, speaking, and writing. Oxford further stated that although culture and grammar were sometimes considered to be skills,

they were different from the other “big” four, and in fact, they intersect and overlap with these four skills in particular ways.

Naiman et al. as cited on Gurata (2008) identified several techniques which focused on specific aspects of language learning, such as the four language skills along with pronunciation, vocabulary and grammar. These techniques formed the basis for further research into learning strategies of specific skill areas:

1. Pronunciation: repeating aloud after a teacher, a native speaker, or a tape; listening carefully; and talking aloud, including role playing.
2. Grammar: obeying rules specified in texts; deciding grammar rules from texts; appealing L1 and L2; and remembering structures and utilizing them often.
3. Vocabulary: creating diagram and remembering them; studying words that are connected; utilizing new words in phrases; utilizing a dictionary when have need of; and conveying a notebook to note new items.
4. Listening: listening to the radio, records, TV, movies; and revealing oneself to distinct brogue and range.
5. Speaking: not being scared to make errors; creating contact with original speakers; asking for emendations; and remembering dialogues.
6. Writing: having pen pals; writing more; and often reading of what you hope to write.

7. Reading: reading something every day; reading things that are familiar; reading texts at the beginner's level; and looking for meaning from context without consulting a dictionary.

Vicenta (2002) has made a study on grammar learning through the macro-grammar strategy training for secondary school students. The macro-grammar strategy consists of meta-cognitive and cognitive strategies which students apply when carrying out the designed activities: matching, reading and answering questions, including a rule, filling in the empty with the good tenses, fixing errors, interpreting, revising, and writing. In the meta-cognitive strategies, selective concern, self-monitoring, and self-evaluation were chosen; in the cognitive strategies, elaboration, conclusion, taking off, recurrence, interpretation, and displacement were chosen. Her general conclusion was that students, specially fair and poor learners, following the grammar strategy instruction, could learn grammatical structures better and become a little more autonomous than the students who do not follow the instruction.

Rang Lee and Park (2007) explained grammar learning strategies as “(...) actions and thoughts that learners consciously employ to make language learning and/or language use easier, more effective, more efficient, and more enjoyable”.

Grammar learning strategies possess distinctive characteristics. Griffiths (2008) summarizes as follows: (1) they are what learners do,

which indicates an active approach, (2) their application is at least partly conscious, (3) they are optional means learners choose, (4) their use entails goal-oriented, purpose full activity, (5) they are applied to regulate and control the process of learning, and (6) their use is intended to facilitate the process of learning.

This study contained language learning strategies preference used by the students in learning grammar as the main focus. This study used questionnaire to value of grammar learning strategies which was used the most in grammar class.

Though a complete theoretical framework of grammar learning strategies has not been provided yet and thus more studies were needed to establish an inclusive taxonomy that could identify and classified what techniques the students used to learn grammar, using existing language learning strategies training in grammar learning strategy study seems relevant.

In this study, grammar learning strategies refer to all kinds of strategies that made grammar learning more effective, which included not only micro-strategies that the students used to finish learning some specific grammar items to the better degree, but also macro-strategies that the students took to plan, regulate, evaluate, etc. the aims, processes and results of grammar learning, and even learners' knowledge of grammar learning. Grammar learning strategies can be divided into cognitive



strategies, meta-cognitive strategies, affective strategies, and social strategies. Every subcategory was embodied with the relevant specific items.



## CHAPTER III

### RESEARCH METHOD

In this chapter, the researcher discusses the research design and approach which was used in the study including research design, population and sample, research instrument, data collection procedures, and data analysis procedures.

#### A. Research Design

The design of this study was a survey research. Survey research design was a procedure in descriptive quantitative research in which investigator administers a survey to described the attitudes, opinions, behaviors, or characteristics of the population (Creswell, 2011).

According to Creswell (2014) a survey study was designed to map or described the current issues by studying a sample of population and the results would be in a form of numeric description. From the results, the researcher could draw inferences.

Here, the quantitative method was embodied in collecting data through scale (Strongly Agree, Agree, Disagree, Strongly Disagree) survey. According to Marguerite. et al. (2006), there were few common characteristics in survey research design, which could be described as follows:

1. A pre-established instrument has most likely be developed by the researcher.

2. Most responses to the questions on the survey were quantitative (e.g., ratings) or summarized in a quantitative way.
3. The sample was selected from a larger population or group to allowed the study's finding to be generalized back to the larger group".

## B. Population and Sample

### 4. Population

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

The population of the study would be the students who passed Pre-Intermediate Grammar Course in Academic year 2020-2021 at English Department of IAIN Palangka Raya.

**Table 3.1 population of the study**

Class	Female	Male
A	25	7
B	27	8
C	22	9
Total		98

*Source: English Departement at IAIN Palangka Raya*

## 2. Sample

Sample was a portion of population. It was a small group of people that was observed. According to Ary. et al (2010), “sample is a small group that is observed which is a portion of a population.” Charles, C.M. in Latief (2014), defined a sample "as a small group of people selected to represent the much larger entire population from which it is down.”

For this study, the students of English Education Study Program of IAIN Palangka Raya in Academic Year 2020-2021 who passed Pre-Intermediate Grammar Course were the sample of the study.

In this study the researcher used a sampling technique by using total sampling. According to Arikunto (2006), total sampling was taking the same sample as the total population which exists.

### **C. Research Instrument**

This study aims to investigated grammar learning strategies used by the students in third semester in Academic Year 2020-2021 of English Education Study Program at IAIN Palangka Raya, in order to collected the data, the researcher used questionnaires, document and interview technique.

#### 1. Questionnaires

Questionnaire was the main instrument of this study. A questionnaire was a written instrument consisting of questions to be answer or statements to be responded by respondents. It was used to gather information about factor about opinion or attitude (Latief, 2010).

Questionnaire was distributed to the students concerned with a request to answer the question and return the questionnaire. A questionnaire consisted of 32 number of questions printed in a sure order on a form. The questionnaire was sent to respondents who were expected to read and understand the questions and write down the reply. The respondents had to answer the questions on their own (Michael: 2014). In this study, close ended questionnaire was used.

There were two types of questionnaire; background (demographic information) questionnaire and Grammar Learning Strategies Questionnaire (GLSQ).

#### a. Background (demographic information) Questionnaire

The background questionnaire was formatted to present personal output from the respondents. The purpose was to understand the background of the subject. There were four items relating to personal information. These consisted of students' names, class, gender, and age.

### b. Grammar Learning Strategies Questionnaire

The questionnaire that was used to know the strategies in learning grammar was the questionnaire developed by Oxford (1990), and modified by Kemp (2007) and Bayou (2015) to narrow the context to learning grammar. The things that could prevail to grammar learning were adapted by Kemp (2007) and Bayou (2015) to set up this grammar learning strategy investigation. Each strategy from the questionnaire was categorized according to the strategy types. The questionnaire used in this study was adapted by the researcher from Juniar (2019) that was taken from Kemp (2007) and Bayou (2015). The questionnaire consisted of 32 items which were distributed under six (6) categories, namely: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. The main question for the statement is; "How often do you use this strategy?"

**Table 3.2 Classification of Grammar Learning Strategies**

#### **Questionnaires**

<b>Number</b>	<b>Strategies</b>	<b>Items number</b>	<b>Total</b>
1	Memory	28-32	5
2	Cognitive	1-6	6
3	Compensation	25-27	3
4	Metacognitive	7-12	6

5	Affective	19-24	6
6	Social	13-18	6

The questionnaire used scale: 1, 2, 3, 4 and 5. The researcher expected the respondents fulfill the 32 item-questionnaires which helped the researcher to collect data for this study. The approximate time to answer the questionnaire was 20 minutes. The personal data and answers of the questionnaires were kept strictly by the researcher and used only in this study.

The questionnaire was translated into Indonesian so that the students did not have problems in answering the questionnaire. The validity and reliability of the questionnaire had been checked because the questionnaire was once used by Juniar (2019).

## 2. Interview

Based on Esterberg in Syaifurrahman (2016), interview was a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic.

This study used general interview to get the data for grammar learning strategies used by the students. In an interview guide approach, a series of questions were design to ask each student in order to make certain that the same topics were covered with everyone.

This study chose the general interview guide approach because the content of question was the same covered with each participant. It made the data easier to compile. From the interview, the researcher knew the grammar learning strategies used by the students.

### 3. Documents

Moleong in Syaifurrahman (2016) stated that documentation was a kind of source data involves anything notes aimed to examine a research. The researcher used documents in order to collect the data to know the subjects, the researcher put out some documents as follows:

- a. List of the names of the students who took Pre-Intermediate Grammar Course.
- b. The scores that they obtained.
- c. RPS from the lecturers.
- d. The schedule of Pre-Intermediate Grammar Courses.
- e. Photos of interview

### 4. Validity

According to Widoyoko (2012) as cited on Juniar (2015), there were four kinds of validity; logical validity, content validity, construct validity and predictive validity. Content validity and construct validity were used in this study. Content validity refers to how correctly a metering equipment taps into the sundry facets of the certain statement in the questionnaire. Comparing the domain and theory with the



questions/statements was a way to test the content validity of an instrument non-test. Brown (2000) affirmed that construct validity can be defined as tentative demonstration which a test was measuring the construct. The questionnaires from two questionnaires from Kemp (2007) and Bayou (2015) were checked by conducted a pilot study to make sure that the questionnaires were comprehended by the students. The questionnaire used in this present study was checked by the advisors before the data collection process.

#### 5. Reliability

Widoyoko (2012) as cited on Juniar (2015) mentioned that reliability means something that can be trusted. A test was reliable if it is consistent when being used repeatedly. While the questionnaire that was adapted by Kemp (2007) has 0.90 for alpha and the alpha from Bayou (2015) is 0.6. The questionnaire used in the present study has 0.898 for alpha, it means that the questionnaire used was still valid.

#### **D. Data Collection Procedures**

In this study, the researcher collected the data from questionnaire, interview and document. This study was adaptation to achieve the objectives of the research. Then, the questionnaires were distributed to the target sample. The data were analyzed and the results showed statistically in numbers and percentage. Based on the results, the conclusions of the study was made.

In collecting the data needed in this study, the researcher applied some steps:

1. Asking permission to conduct the study from the Head of the English Department at IAIN Palangka Raya.
2. Asking for a list of names of students who passed Pre-Intermediate Grammar Course.
3. Contacting the students.
4. Requesting the students' willingness to filled out questionnaires.
5. Distributing the questionnaires to students in English Education Department in the 3rd semester.
6. Explaining about the questionnaire to be answered.
7. Collecting questionnaires

In collected the data from the interview, the researcher applied some steps:

1. Contacting two students in the third semester of the English Education study program.
2. Requesting their willingness to be the informant.
3. Chatting with the students.
4. Interviewing the students and record the interview.
5. Taking photos while interview ongoing.

#### **E. Data Analysis Procedures**

This study focused on grammar learning strategies used by the students of English Education Study Program at IAIN Palangka Raya. The questionnaires were gathering once the respondent has to complete their answers. In analyzing the data, the researcher did following steps:

1. Cultivating the data obtained through questionnaires by using Microsoft Excell 2007. The researcher gave score for each answer in the questionnaire. The scores were grade from five to one.
2. In order to calculate the most frequent strategy use and the least strategy use, the study followed by Oxford (1990) score ranges to categorize learning strategies into three scales:

<b>Level</b>	<b>Score</b>
High	3.5-5.0
Medium	2.5-3.4
Low	1.0-2.4

3. Writing report.

The researcher presented the data from the questionnaire in the form of tables. The results from interview were transcribed as can be seen in the appendix. Then, in the data discussion, the researcher discussed the results and also will relate them with Grammar Learning theories and previous findings.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter discusses the data presentation, research finding and discussion.

#### **A. Data Presentation**

The data were obtained from questionnaires, interview, and documentation. Interviews were conducted with two informants who were considered as representative of the problem objects in the study, the document analysis were taken from the RPS of Pre-Intermediate Grammar Course, the scores of the students, and the 32 items of the questionnaires.

##### **1. Questionnaires**

In this section presented the results of the study on the students grammar learning strategies used while the Covid 19 pandemic or online class in English Education Study Program of IAIN Palangka Raya by using questionnaires as the main instrument for collecting the data. Quantitative data analyzed using Microsoft Excel Program.

The total number of 98 (ninety eight) students English Education study program of IAIN Palangka Raya in third semester in Academic Years 2020–2021 who took Pre-Intermediate Grammar Course were the respondents. Out

of 98 (ninety eight) students, the researchers could only collect or obtained 90 (ninety) responses due to access to communicate with them.

To answer research question, the researcher asked the students using close-ended question about their demographic information and investigated the students' grammar learning strategies used during the Covid 19 pandemic using GLSQ.

#### a. Demographic Information

The background questionnaire was formatted to present personal output from the respondents. The purpose was to understand the background of the subject. There were four items relating to personal information. These consisted of students' names, class, gender, and age.

Table 4.1 Number of the students by gender

<b>Gender</b>	<b>Students</b>
Female	71
Male	19
<b>Total</b>	<b>90</b>

The total number 98 (ninety eight) students, the researcher only obtained 90 (ninety) students was made up of 71 (seventy one) females and 19 (nineteen) males.

Table 4.2 Number of the students by age

<b>Age</b>	<b>Students</b>
17	17
18	48
19	21
20	3
21	1
<b>Total</b>	<b>90</b>

Based on the age, it was around 17 years old there was 17 (seventeen) students, 18 years old with 48 (forty eight) students, 19 years old with 21 (twenty one) students, 20 years old with 3 (three) students and 21 years old with only one student. As could be seen that the students who became the respondents of this study were dominated by students aged 18 and 19 years old.

Table 4.3 Number of the students by class

<b>Class</b>	<b>Students</b>
A	29
B	33
C	28
<b>Total</b>	<b>90</b>

Based on the result of the questionnaire, the respondents of this study consists of 3 (three) class of Pre-Intermediate Grammar Course with 29 (twenty nine) students from class A, 33 (thirty three) students from class B, and 28 (twenty eight) students from class C.

b. Grammar Learning Strategies Questionnaires

The questionnaire that was used to know the strategies in learning grammar was the questionnaire developed by Oxford (1990), and were modified by Kemp (2007) and Bayou (2015) to narrow the context to learning grammar. Each strategy from the questionnaire was categorized according to the strategy types. The questionnaire used in this study was adapted by the researcher from Juniar (2019) that was taken from Kemp (2007) and Bayou (2015). The questionnaire consisted of 32 items which were distributed under six (6) categories, namely: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. The result of the questionnaires was described as follows:

Item	Statement	Never	Rarely	Some times	Usually	Always
1	When I learn a new grammar structure, I try to associate it with other structures in English that I already know.	7	11	45	20	7
2	When I learn a new grammar structure, I try to classify it under a group of similar things (e.g. verbs, tenses, etc.)	4	8	35	34	9

3	When I learn a new grammar structure, I compare it with my own language by thinking of its equivalent in my native language.	11	12	29	31	7
4	I underline, use different colors or capital letters to emphasize the important parts of grammar rules and explanations.	8	10	27	30	15
5	I read different texts and watch TV shows and/or movies in English to learn how to use correct grammar (e.g. magazines, newspaper, fictions, etc.).	1	4	25	34	26
6	I do grammar exercises at home.	1	11	42	24	12
7	I pay attention to the rules provided by the teacher or reference books.	0	3	28	40	19
8	I try to notice the new grammar structures that appear in listening or reading text.	2	0	26	42	20
9	I preview the grammar subjects that will be covered before coming to class.	3	26	46	11	4
10	I try to notice my grammatical mistakes and try to look the difference with the correct version.	1	3	25	40	21
11	I try to find out ways how to become better learner of English grammar.	1	1	14	42	31



12	I look for people that I can talk to in English in order to improve my grammatical proficiency.	3	9	32	27	19
13	If I do not understand my teacher's explanation of a new structure, I ask him/her to repeat.	5	17	41	23	4
14	If I do not understand my teacher's explanation of a new structure, I ask my friend for help.	0	2	20	52	16
15	I study grammar with a friend or a relative.	3	15	28	36	8
16	I listen to any feedback that the teacher gives me about the structure I use.	2	11	30	35	12
17	I ask good speakers of English to correct my grammar when I talk.	12	14	23	24	17
18	I encourage myself to speak English even when I am afraid of making a grammar mistake.	2	9	26	31	22
19	I try to relax whenever I feel afraid of using ungrammatical sentences	0	5	25	41	19
20	I encourage myself to use the rules I learnt in my speech even when I am afraid of making mistakes.	9	16	27	26	12
21	I give myself a reward when I do well in English grammar.	26	16	25	13	10
22	I notice if I am tense/nervous	4	10	33	30	13

	when I am studying grammar.					
23	I talk to someone else such as teacher, friend, and relatives about how I feel when I am learning grammar.	4	21	32	25	8
24	I ask my teacher questions about his/her corrections of my grammatical mistakes.	9	22	34	17	8
25	I try to discover the underlying grammar rules of different sentences based on all clues.	3	14	33	28	11
26	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	8	8	34	31	9
27	I try to improve my grammatical mistake when someone gives me corrections.	1	2	9	41	36
28	I think of the relationship between the grammar structures what I have already known and new structures I learn in English	2	6	32	38	12
29	I use new structures in a sentence to remember them well.	3	9	39	29	10
30	I try to remember English grammar information by using their location on the page in the text book.	4	16	32	28	10
31	I review grammar lessons regularly.	5	19	40	20	6

32	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	21	33	22	7
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Table 4.4 Detail of questionnaires answer

The data above could be detailed as follows;

## Item 1

Scale	Frequency
1	7
2	11
3	45
4	20
5	7
<b>Total</b>	90

Item 1, *When I learn a new grammar structure, I try to associate it with other structures in English that I already know.* There were 7 students stated Always, 20 student stated Usually, 45 students stated Sometimes, 11 student stated Rarely, 7 student stated Never.

## Item 2

Scale	Frequency
1	4
2	8
3	35

4	34
5	9
<b>Total</b>	90

Item 2, *When I learn a new grammar structure, I try to classify it under a group of similar things (e.g. verbs, tenses, etc.).* There were 9 students stated Always, 34 students stated Usually, 35 students stated Sometimes, 8 student stated Rarely, 4 student stated Never.

### Item 3

Scale	Frequency
1	11
2	12
3	29
4	31
5	7
<b>Total</b>	90

Item 3, *When I learn a new grammar structure, I compare it with my own language by thinking of its equivalent in my native language.* There were 7 students stated Always, 31 students stated Usually, 29 students stated Sometimes, 12 student stated Rarely, 11 student stated Never.

## Item 4

Scale	Frequency
1	8
2	10
3	27
4	30
5	15
<b>Total</b>	<b>90</b>

Item 4, *I underline, use different colors or capital letters to emphasize the important parts of grammar rules and explanations.* There were 15 students stated Always, 30 student stated Usually, 27 students stated Sometimes, 10 student stated Rarely, 8 student stated Never.

## Item 5

Scale	Frequency
1	1
2	4
3	25
4	34
5	26
<b>Total</b>	<b>90</b>

Item 5, *I read different texts and watch TV shows and/or movies in English to learn how to use correct grammar (e.g. magazines, newspaper, fictions, etc.).*

There were 26 students stated Always, 34 students stated Usually, 25 students stated Sometimes, 4 students stated Rarely, 1 student stated Never.

#### Item 6

Scale	Frequency
1	1
2	11
3	42
4	24
5	12
<b>Total</b>	<b>90</b>

Item 6, *I do grammar exercises at home.* There were 12 students stated Always, 24 students stated Usually, 42 students stated Sometimes, 11 student stated Rarely, 1 student stated Never.

#### Item 7

Scale	Frequency
1	0
2	3
3	28
4	40
5	19

<b>Total</b>	90
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Item 7, *I pay attention to the rules provided by the teacher or reference books.* There were 19 students stated Always, 40 students stated Usually, 28 students stated Sometimes, 3 student stated Rarely, no student stated Never.

#### Item 8

Scale	Frequency
1	2
2	0
3	26
4	42
5	20
<b>Total</b>	90

Item 8, *I try to notice the new grammar structures that appear in listening or reading text.* There were 20 students stated Always, 42 students stated Usually, 26 students stated Sometimes, no student stated Rarely, 2 student stated Never.

#### Item 9

Scale	Frequency
1	3
2	26
3	46
4	11

5	4
<b>Total</b>	90

Item 9, *I preview the grammar subjects that will be covered before coming to class.* There were 4 students stated Always, 11 students stated Usually, 46 students stated Sometimes, 26 student stated Rarely, 3 student stated Never.

#### Item 10

Scale	Frequency
1	1
2	3
3	25
4	40
5	21
<b>Total</b>	90

Item 10, *I try to notice my grammatical mistakes and try to look the difference with the correct version.* There were 21 students stated Always, 40 students stated Usually, 25 students stated Sometimes, 3 students stated Rarely, 1 student stated Never.

#### Item 11

Scale	Frequency
1	1
2	1



3	14
4	42
5	31
<b>Total</b>	90

Item 11, *I try to find out ways how to become better learner of English grammar.* There were 31 students stated Always, 42 students stated Usually, 14 students stated Sometimes, 1 student stated Rarely, 1 student stated Never.

#### Item 12

Scale	Frequency
1	3
2	9
3	32
4	27
5	19
<b>Total</b>	90

Item 12, *I look for people that I can talk to in English in order to improve my grammatical proficiency.* There were 19 students stated Always, 27 students stated Usually, 32 students stated Sometimes, 9 students stated Rarely, 3 students stated Never.

## Item 13

Scale	Frequency
1	5
2	17
3	41
4	23
5	4
<b>Total</b>	90

Item 13, *If I do not understand my teacher's explanation of a new structure, I ask him/her to repeat.* There were 4 students stated Always, 23 students stated Usually, 41 students stated Sometimes, 17 students stated Rarely, 5 students stated Never.

## Item 14

Scale	Frequency
1	0
2	2
3	20
4	52
5	16
<b>Total</b>	90

Item 14, *If I do not understand my teacher's explanation of a new structure, I ask my friend for help.* There were 16 students stated Always, 52 students stated Usually, 20 students stated Sometimes, 2 students stated Rarely, no student stated Never.

## Item 15

Scale	Frequency
1	3
2	15
3	28
4	36
5	8
<b>Total</b>	90

Item 15, *I study grammar with a friend or a relative.* There were 8 students stated Always, 36 students stated Usually, 28 students stated Sometimes, 15 students stated Rarely, 3 students stated Never.

## Item 16

Scale	Frequency
1	2
2	11
3	30
4	35
5	12

<b>Total</b>	90
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Item 16, *I listen to any feedback that the teacher gives me about the structure I use.* There were 12 students stated Always, 35 students stated Usually, 30 students stated Sometimes, 11 students stated Rarely, 2 students stated Never.

Item 17

<b>Scale</b>	<b>Frequency</b>
1	12
2	14
3	23
4	24
5	17
<b>Total</b>	90

Item 17, *I ask good speakers of English to correct my grammar when I talk.* There were 17 students stated Always, 24 students stated Usually, 23 students stated Sometimes, 14 students stated Rarely, 12 students stated Never.

Item 18

<b>Scale</b>	<b>Frequency</b>
1	2
2	9
3	26
4	31

5	22
<b>Total</b>	90

Item 18, *I encourage myself to speak English even when I am afraid of making a grammar mistake.* There were 22 students stated Always, 31 students stated Usually, 26 students stated Sometimes, 9 students stated Rarely, 2 students stated Never.

Item 19

Scale	Frequency
1	0
2	5
3	25
4	41
5	19
<b>Total</b>	90

Item 19, *I try to relax whenever I feel afraid of using ungrammatical sentences.* There were 19 students stated Always, 41 students stated Usually, 25 students stated Sometimes, 5 students stated Rarely, no student stated Never.

Item 20

Scale	Frequency
1	9
2	16

3	27
4	26
5	12
<b>Total</b>	90

Item 20, *I encourage myself to use the rules I learnt in my speech even when I am afraid of making mistakes.* There were 12 students stated Always, 26 students stated Usually, 27 students stated Sometimes, 16 students stated Rarely, 9 students stated Never.

#### Item 21

Scale	Frequency
1	26
2	16
3	25
4	13
5	10
<b>Total</b>	90

Item 21, *I give myself a reward when I do well in English grammar.* There were 10 students stated Always, 13 students stated Usually, 25 students stated Sometimes, 16 students stated Rarely, 26 students stated Never.

## Item 22

Scale	Frequency
1	4
2	10
3	33
4	30
5	13
<b>Total</b>	90

Item 22, *I notice if I am tense/nervous when I am studying grammar.*

There were 13 students stated Always, 30 students stated Usually, 33 students stated Sometimes, 10 students stated Rarely, 4 students stated Never.

## Item 23

Scale	Frequency
1	4
2	21
3	32
4	25
5	8
<b>Total</b>	90

Item 23, *I talk to someone else such as teacher, friend, and relatives about how I feel when I am learning grammar.* There were 8 students stated Always, 25

students stated Usually, 32 students stated Sometimes, 21 students stated Rarely, 4 students stated Never.

Item 24

Scale	Frequency
1	9
2	22
3	34
4	17
5	8
<b>Total</b>	90

Item 24, *I ask my teacher questions about his/her corrections of my grammatical mistakes.* There were 8 students stated Always, 17 students stated Usually, 34 students stated Sometimes, 22 students stated Rarely, 9 students stated Never.

Item 25

Scale	Frequency
1	3
2	14
3	33
4	28
5	11
<b>Total</b>	90



Item 25, *I try to discover the underlying grammar rules of different sentences based on all clues.* There were 11 students stated Always, 28 students stated Usually, 33 students stated Sometimes, 14 students stated Rarely, 3 students stated Never.

## Item 26

Scale	Frequency
1	8
2	8
3	34
4	31
5	9
<b>Total</b>	90

Item 26, *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 9 students stated Always, 31 students stated Usually, 34 students stated Sometimes, 8 students stated Rarely, 8 students stated Never.

## Item 27

Scale	Frequency
1	1
2	2
3	9
4	41

5	36
<b>Total</b>	90

Item 27, *I try to improve my grammatical mistake when someone gives me corrections.* There were 36 students stated Always, 41 students stated Usually, 9 students stated Sometimes, 2 students stated Rarely, 1 student stated Never.

#### Item 28

Scale	Frequency
1	2
2	6
3	32
4	38
5	12
<b>Total</b>	90

Item 28, *I think of the relationship between the grammar structures what I have already known and new structures I learn in English.* There were 12 students stated Always, 38 students stated Usually, 32 students stated Sometimes, 6 students stated Rarely, 2 student stated Never.

#### Item 29

Scale	Frequency
1	3

2	9
3	39
4	29
5	10
<b>Total</b>	90

Item 29, *I use new structures in a sentence to remember them well.* There were 10 students stated Always, 29 students stated Usually, 39 students stated Sometimes, 9 students stated Rarely, 3 students stated Never.

#### Item 30

Scale	Frequency
1	4
2	16
3	32
4	28
5	10
<b>Total</b>	90

Item 30, *I try to remember English grammar information by using their location on the page in the text book.* There were 10 students stated Always, 28 students stated Usually, 32 students stated Sometimes, 16 students stated Rarely, 4 students stated Never.

## Item 31

Scale	Frequency
1	5
2	19
3	40
4	20
5	6
<b>Total</b>	<b>90</b>

Item 31, *I review grammar lessons regularly.* There were 6 students stated Always, 20 students stated Usually, 40 students stated Sometimes, 19 students stated Rarely, 5 students stated Never.

## Item 32

Scale	Frequency
1	7
2	21
3	33
4	22
5	7
<b>Total</b>	<b>90</b>

Item 32, *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 7 students stated Always, 22 students stated Usually, 33 students stated Sometimes, 21 students stated Rarely, 7 students stated Never.

## **2. Documentation**

In relation to document, the researcher looked at the schedule, find out the RPS of Pre-Intermediate Grammar Course and the scores of the students in Pre-Intermediate Grammar Course.

## **3. Interview**

Interviews were conducted with two informants who were considered to be representatives of the study. In this case, two students from English Education study program in third semester who took Pre-Intermediate Grammar Course on second semester. The interview was conducted on August 25<sup>th</sup>, 2020. There were 10 (ten) questions that the researcher ask to the participants / informants in order to know how grammar learning strategies used while the Covid 19 pandemic, the list of the questions was described as follows:

- 1) When learning new grammar structures, do you associate or link with other structures in English that you already know?
- 2) Do you usually underline or use colors like highlighters to emphasize important parts of grammar rules and explanations?
- 3) When listening to or reading text in English, do you pay attention to new grammar structures?
- 4) Do you notice your grammatical errors and try to see the differences with the correct version?
- 5) Do you ask the lecturer to repeat explanations when you do not understand the new grammar structure or ask a friend for help?

- 6) When you feel afraid of use sentences that do not fit with grammar, do you try to relax and forget your fear?
- 7) Have you ever rewarded yourself for excellence in English grammar?
- 8) When you are unsure of using one structure in your speech or writing, do you try to replace it with another structure to make it clearer?
- 9) Do you try to correct mistakes when someone corrects your English grammar?
- 10) Do you incorporate new structures into your sentences or create descriptions of situations where the grammar structure you just learned can be used to better remember?

And the transcription of interviews with the participants / informants were described as follows:

Code	Answer
01	<ol style="list-style-type: none"> <li>1) Yes, because to make it easier to understand the structure of the new language, understand the differences and what they have in common.</li> <li>2) Yes, because to make it easier to learn as well as save time and to make it easier to understand.</li> <li>3) Yes, to increase knowledge about the new grammar and compare it with the grammar that I already know.</li> <li>4) Yes, to fix it from being sustainable and continue using it.</li> <li>5) For that I am more likely to ask for help from friends who are more understanding. Because if you ask the lecturer to repeat his explanation, it will probably waste time for other friends who already understand.</li> <li>6) I trying to relax even though there are mistakes I will accept criticism from friends or lecturers who accompany it.</li> <li>7) If for that I never do.</li> <li>8) Try a more obscure structure or use the structure I'll use by clarifying it in the back.</li> </ol>

	<p>9) I will look for the fault and try to fix it.</p> <p>10) I will try to make sentences and apply them in everyday life.</p>
02	<p>1) Yes, it must be linked or indeed it must be associated with the language structure that we previously studied so that we know and so that we can increase the knowledge or lessons we learned before</p> <p>2) Yes, I usually do it or I can do it even when the lecturer explains the grammar structure there are definitely important points there. So we stabilize it, yes, I really do, it must be done so that the words that we think are important so that we remember the words that we think are the essence of the explanation.</p> <p>3) Yes, I usually really pay attention when there is a new language structure that I listen to and read.</p> <p>4) I will notice if there is something wrong in my grammar I will look for the differences and I will look for a version that is more correct and it must be done</p> <p>5) I asked the lecturer to repeat the explanation more often than my friends.</p> <p>6) I will try to relax and forget my fear, if my grammar might be wrong, I will keep going and I will forget my fear.</p> <p>7) I often reward myself and always when I succeed in mastering or achieving that grammar, I usually reward myself with the words "Alhamdulillah".</p> <p>8) Yes automatically we will replace it with a better one or look for another better one of the grammatical structures that we are not sure of.</p> <p>9) I will accept his opinion to correct my English grammar is wrong. I would really appreciate it, and maybe I would look for someone who is brave or who will correct my grammar mistakes. I will change or correct my grammar which is wrong according to him.</p> <p>10) In using grammar structures when I want to remember, I usually use descriptions. Descriptions of situations in which I can use the grammar.</p>

Table 4.5 Transcribed of interview

## **B. Research Findings**

After collecting some desired data, from the results of questionnaires, documentation and the interviews, the researcher analyzed the findings and explained the implications of the results of the study on students' grammar learning strategies used during the Covid 19 pandemic in English Language Study Program of IAIN Palangka Raya. As explained in the previous chapter, the researcher used descriptive quantitative survey design and data obtained from questionnaires, documentation and interview. The data are explained as follows:

### **1. Demographic Information**

Based on the data presentation, it could be seen that the students consisted of seventy one (71) females and only nineteen (19) males. Then the average age of students was about 17-19 years old (86 students) and 20-21 years old (4 students). Then, twenty nine (29) students from class A, thirty three (33) students from class B, and twenty eight (28) students from class C.



## 2. Grammar Learning Strategies Questionnaires

There were 32 statements used to investigate the students grammar learning strategies used during the Covid 19 pandemic at IAIN Palangka Raya. The results of these statements were analyzed as follows:

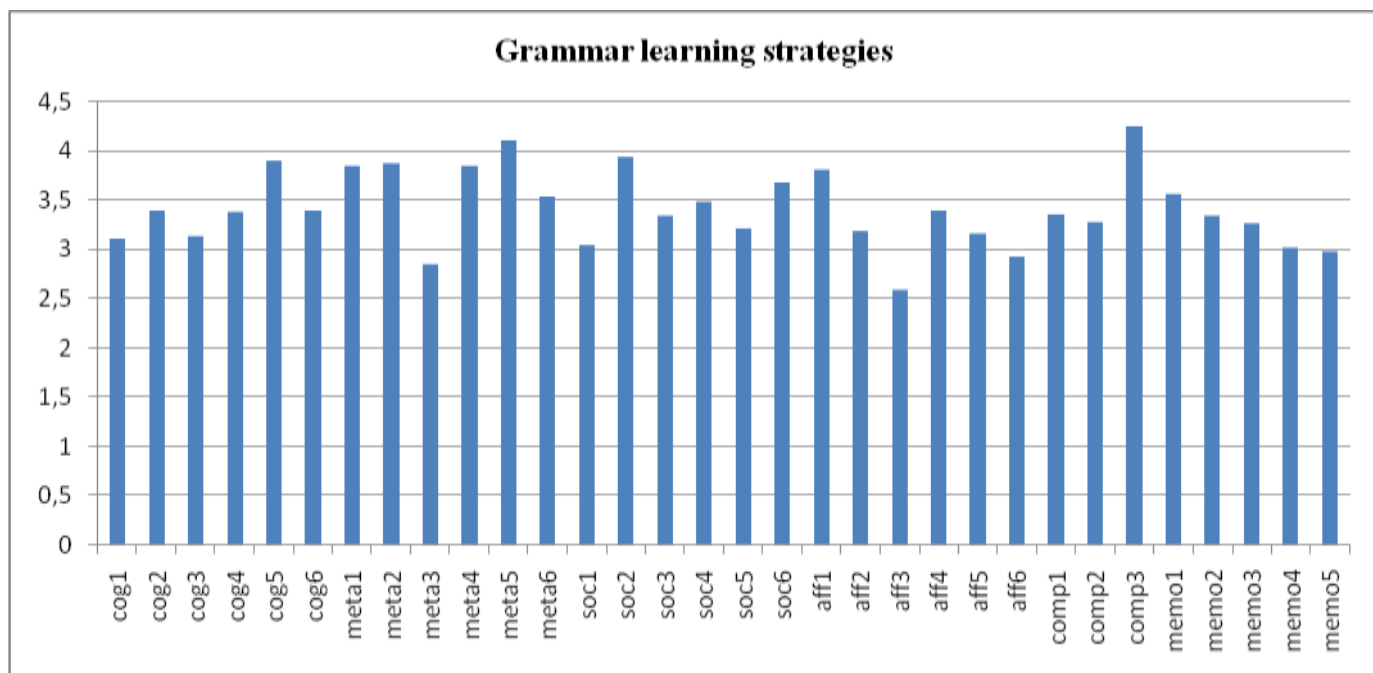


Figure 4.1 Questionnaire's averages

Based on the data collected via questionnaires to 90 (ninety) students, it showed that the highest average score 3.683 which was metacognitive strategies, the second highest was compensation strategies indicated by the score average 3.630, the third highest was social strategies indicated by the score average 3.456, the fourth highest was cognitive strategies indicated by the score average 3.389, the fifth highest was memory strategies indicated by the score average 3.238, and the lowest average score is 3.181 which was affective strategies. Meanwhile, the highest score for each statement came from statement number 27 (comp3)

indicated by the score average 4.256 and the lowest score came from statement number 21 (aff3) with score average 2.589. The data above could be explained in detail as follows:

1. Data presentation of each category of the questionnaires

a) Cognitive

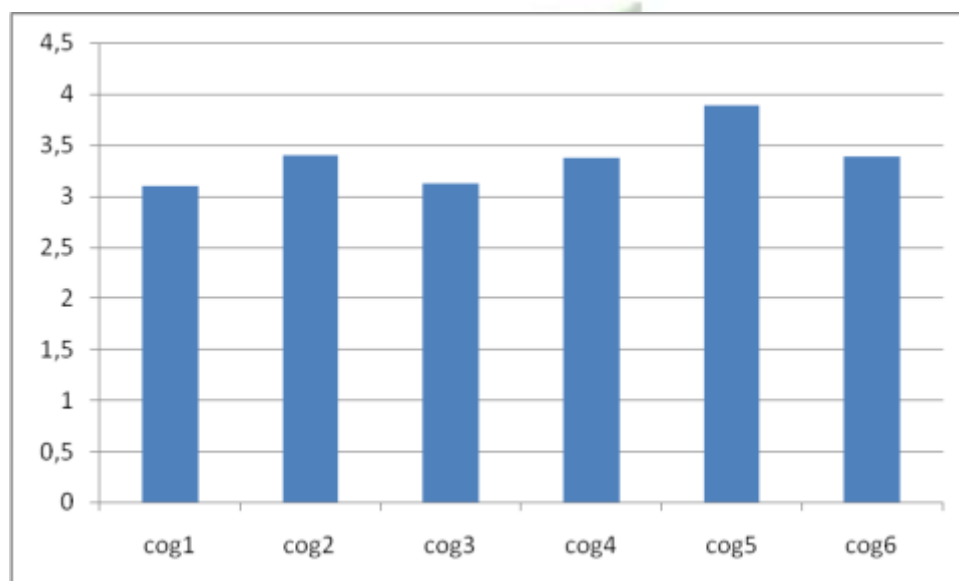


Figure 4.2 Cognitive strategy average

The diagram above represented the cognitive strategy that students used when they study grammar. The highest average came from the statement number 5 (cog5) in which the students read different texts and watch TV shows and/or movies in English to learn how to use correct grammar indicated by the score 3.889. The second was cog2 in which the students classify the grammar structure into group of similar things with 3.4. The third was followed by cog6 in which the students do grammar exercises at home indicated by the score 3.389. The fourth was followed by cog4 in which the students highlighting important parts of

grammar rules with 3.378. Next, followed by cog3 in which the students compare English Grammar structure with the native language with 3.122. The lowest average came from cog1 in which the students associate new English Grammar structure with the existing structures indicated by the score 3.1.

#### b) Meta-cognitive

Based on the results of the questionnaire, the average of metacognitive category was shown in the chart below.

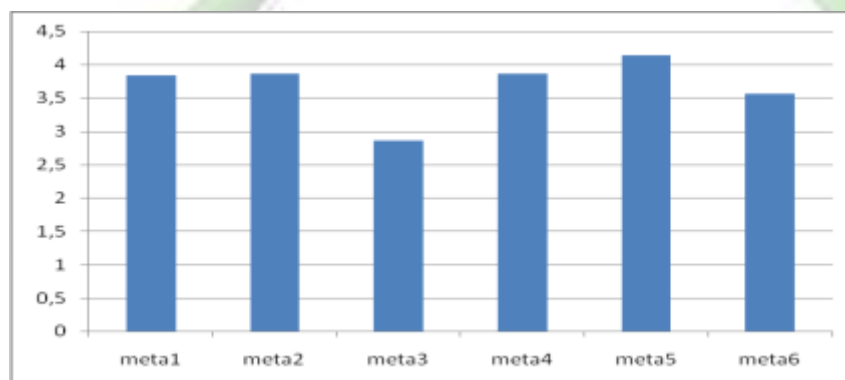


Figure 4.3 metacognitive strategy averages

The diagram above represented the meta-cognitive strategy in which the students used when studying grammar. The highest average came from statement number 11 (meta5) in which the students try to become a better learner indicated by the score 4.134. The second was meta2 in which the students try to notice new grammar structure in listening or reading indicated by the score 3.867. Later, the third was followed by meta4 in which the students notice grammatical mistakes indicated by the score 3.856. Then, the fourth was followed by meta1 in which the students pay attention to the rules provided indicated by the score 3.833. After

that, the fifth was followed by meta6 in which the students look for company who can help improving grammar proficiency indicated by the score 3.556. Then, the lowest average came from meta3 in which the students preview the grammar subject before class indicated by the score 2.856.

c) Social

Based on the results of the questionnaire answered by the respondents, the average of social strategy was shown in the chart below.

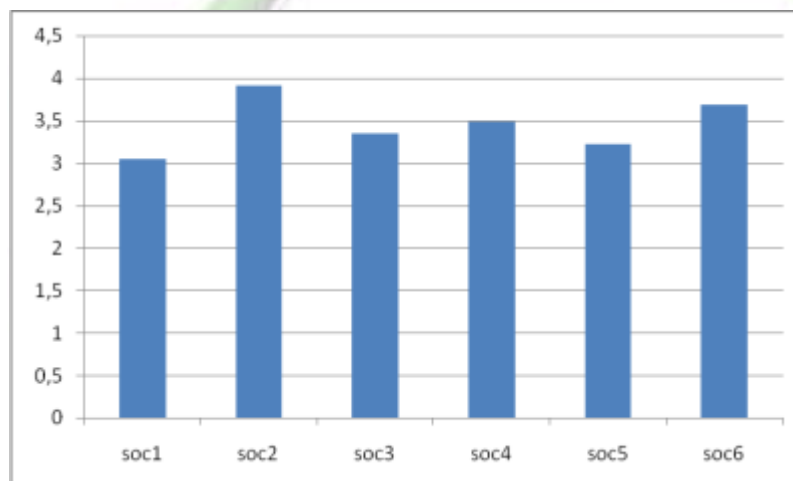


Figure 4.4 Social strategy averages

The diagram above shows the social strategy that students utilized when they study grammar. The highest average was came from statement number 14 (soc2) in which students ask friends about new structure indicated by the score 3.911. The second came from soc6 in which the students encourage oneself to speak English indicated by the score 3.689. The third was soc4 in which the students listen to feedback from the teacher indicated by the score 3.489. Afterwards, the fourth was followed by soc3 in which the students study grammar

with friends indicated by the score 3.344. Then, followed by soc5 in which the students ask good English speaking to correct grammar mistakes when talking indicated by the score 3.222. Then, the lowest average came from soc1 in which the students ask the teacher to repeat the explanation of new structure indicated by the score 3.044.

#### d) Affective

Based on data collected from the questionnaire, the average results of affective strategy was shown in the chart below.

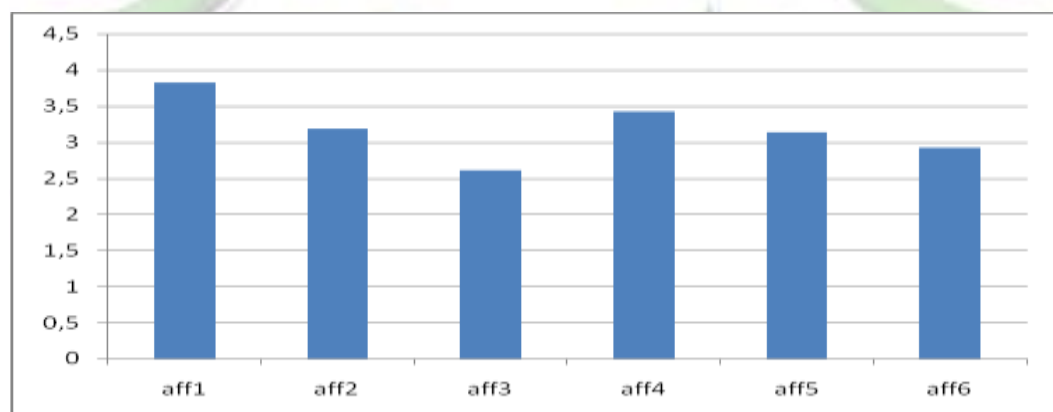


Figure 4.5 Affective strategy averages

The diagram above declares the affective strategy that students used when studying grammar. The highest average came from statement number 19 (aff1) in which the students try to relax whenever feeling afraid of using ungrammatical sentence indicated by the score 3.822. The second came from aff4 in which the students feel nervous when study grammar indicated by the score with 3.422. Afterwards, the third was followed by aff2 in which the students used the rules in the speech indicated by the score 3.178. Then, the fourth was followed by aff5 in

which the students share the feeling when learning grammar indicated by the score 3.133. After that, the fifth was followed by aff6 in which the students ask for teachers corrections indicated by the score 2.922. Then, the lowest average came from aff3 in which the students give a reward to oneself indicated by the score 2.611.

e) Compensation

Based on the results of the questionnaire answered by the respondents, the average of compensation strategy was shown in the chart below.

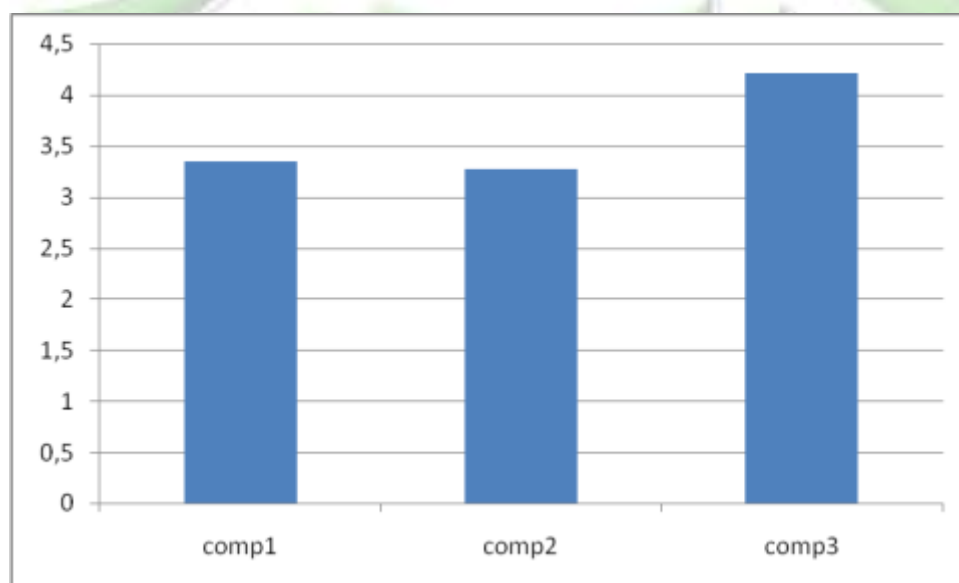


Figure 4.6 Compensation strategy averages

The diagram above described the compensation strategy that students utilized when they study grammar. The highest average came from statement number 27 (comp3) in which the students improve grammatical mistake indicated by the score 4.211. Then, the second was followed by comp1 in which the students discover the underlying grammar rules indicated by the score 3.344. The

lowest average came from comp2 in which the students use other structure to deliver a speech indicated by the score 3.278.

f) Memory

Based on the results of the questionnaire answered by the respondents, the average of memory strategy was shown in the chart below.

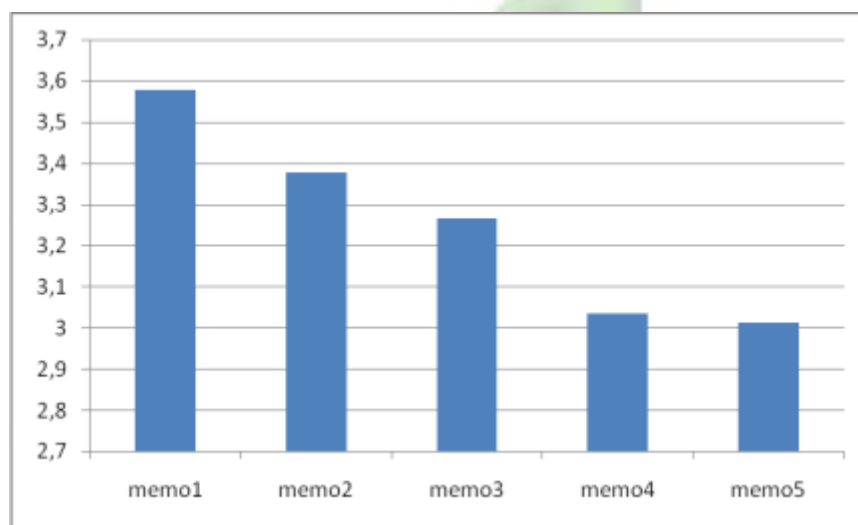


Figure 4.7 Memory strategy average

The diagram above defined the memory strategy that students used when they learn grammar. The highest average came from statement number 28 (memo1) in which the students think of the relation between existing grammar structure and the new one indicated by the score 3.578. The second was memo2 in which the students use new structures in order to remember them well indicated by the score 3.378. After that, the third was followed by memo3 in which the students try to remember grammar information by using location on the page indicated by the score 3.267. Then, the fourth was followed by memo4 in which the students review grammar lessons regularly indicated by the score 3.033. The

lowest average came from memo5 in which the students try to remember the new structure by making mental picture indicated by the score 3.011

### 3. Document

The document needed for the study were lesson plan (RPS) of Pre-Intermediate Grammar Course, the scores of the students, the screenshot picture of chatting, and photo of the students.

### 4. Interview

Based on the data presentation, there was transcribed of the interview that has been done via voice note in Whatsapp. From the transcribed we can see that the students used almost all strategies in understanding English grammar, it was just that only one or two parts / subs in the strategy that they never used.

These results matched and proved the results of the questionnaires. As previously explained that metacognitive strategy is the strategy most often used by the students and affective strategy is the strategy that was rarely used or even there were the students who had never used the strategy at all.

## C. Discussion

After showing the data presentation and the data findings, the more explanation would be provided in this section. To answer research problems, the data obtained from the students at English Education Study Program of IAIN Palangka Raya in Academic Year 2020-2021, would be discussed as follows.



This study provided demographic information about the students. From 98 (ninety eight) students who passed Pre-Intermediate Grammar Course, the researcher only obtained 90 (ninety) responses. The data findings showed that the students that has joined the course dominated by seventy one (71) females and only nineteen (19) males. Then the average age of students was about 17-19 years old with eighty six (86) students and 20-21 years old with four (4) students.

Furthermore, in order to know the students grammar learning strategies used during the Covid 19 pandemic, the questionnaires included some questions from 6 (six) categories of strategy to provide information. These questions were shown in table 4.5. The responses indicated that the majority of students at English Education Study Program of IAIN Palangka Raya used meta-cognitive strategy more often than other strategies with average 3.683. Followed by compensation strategy indicated by the average 3.630. The third highest was social strategies with 3.456, the fourth highest was cognitive strategies with 3.389, the fifth highest was memory strategies with 3.238, and the lowest average was 3.181 which was affective strategy. Even though meta-cognitive was the highest average, the highest score of every statement came from statement number 27 or comp3 with 4.256 and the lowest score came from statement number 21 or aff3 with 2.589.

The strategy that students used the most was meta-cognitive strategy with average 3.683. This is in line with Lestari (2015) who studied Learning strategies employed by the students of English Education Department of UIN Syarif

Hidayatullah Jakarta, she found that meta-cognitive strategy was the most frequent strategy used by the students to learn grammar.

Different from previous studies conducted by Zhou (2017) who studied the English Grammar Strategy of High School Students in China and Zekrati (2017) who studied the relationship between grammar learning strategy use and language achievement of Iranian High School EFL learners, they stated that cognitive strategy as the dominant one.

This study also different with Bayou (2015) who studied grammar learning strategies use of grade 11 students at Medhanealem Preparatory School: Gender in focus, he stated that compensation strategy was the most frequent strategy that the students used.

Juniar (2019) who studied about a survey of grammar learning strategies used by EFL learners in Indonesia found that social strategy was the most frequent strategy used by the students in Intermediate English Grammar class. Her study has different result with the researcher study.

Meta-cognitive strategy, such as over-viewing, organizing, paying attention setting goals and objectives, considering the purpose, self monitoring, and so on, could help students became an effective learner in learning the language. A possible explanation about why meta-cognitive became the most prefer strategies because it allowed the students to overview the lesson, to pay attention in the classroom and to self-monitoring and self-evaluating the language learning.

The second strategy that the students used the most was compensation strategy with average score 3.630. In the context, there was a chance that the students who took Pre-Intermediate Grammar Course used this strategy when they produce spoken or written expression in the target language to make up for a lack of grammatical knowledge, as stated in the one of the statements in compensation category in which it is stated “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 was also one of the strategies in compensation which was called “getting help” which means asking someone for help by hesitating or explicitly asking for the person to provide the missing expression in the target language (Oxford, 1990). This statement was in accordance with a study conducted by Sahib (2016) as cited on Juniar (2019) about compensation strategies used by EFL learners. In the study, the most employed strategy of compensation is “seek help” which indicated that the learners most often apply the strategy of seeking help and asking for more information as stated in the compensation category “I try to improve my grammatical mistake when someone gives me correction.” Thus, in the present study compensation strategy helps the students to overcome knowledge limitation.

In affective strategy that consists of lowering anxiety, encouraging self, and taking your emotional temperature such as using technique to alternate the tense by deep breathing or meditation, using music or laugh, making positive statements, or give reward for yourself and so on are reported to be the least strategy used by the students with average score 3.181. This may be happen because the students rarely pay attention to their own emotions, motivations and

attitudes when learning grammar. Some even never pay attention or please themselves when they succeed in their studies as stated in statement affective strategy “I give myself a reward when I do well in English grammar”.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter conveys conclusion and suggestions on the basis of the research findings and discussions. The conclusion deals with the research findings. Meanwhile, the suggestions were addressed to other researchers and those who were interested in researching students grammar learning strategies used in different contexts.

#### A. Conclusion

The purpose of this study was to identify the grammar learning strategies used the most by the students who passed Pre-Intermediate Grammar Course. There were ninety (90) students who participated as the respondents of the questionnaire about Grammar Learning Strategies. By seeing the demography of the questionnaire, the sample of this study consisted of twenty nine (29) students from class A, thirty three (33) students from class B, and twenty eight (28) students from class C who filled the questionnaire.

This study showed that in general, the students in English Language Education department who passed Pre-Intermediate Grammar Course used all learning strategies. However, the metacognitive strategy was the most frequent strategy used by the students indicated by the score 3.683.

## **B. Suggestion**

Concerning with the conclusion, the researcher provided some the following suggestions that hopefully would be useful and valuable for the students, the English lecturers and the other researchers.

### 1) For the students

The researcher recommended the students to focus on the study, and improved their knowledge and experiences than skill to be able to reach the graduation or certification or for entrance into a professional teacher or vocational field. And this study could make the students more creative to find out which one is appropriate strategy in order to leaning grammar and alter their learning achievement.

### 2) For the English lecturers

The lecturers should provide various kinds of teaching methods to create more engaging activities in the classroom. This study may enhance their horizons related to the various strategy, approach, model and technique in order to adjust with the students grammar learning strategy.

### 3) For the other researchers

The researcher recognizes that the design of study was very simple. There are still many weaknesses that could be seen. Therefore, the other researchers can improve this study with the better designs and different objects in order to support the findings.

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