

**STUDENTS' STRATEGIES IN LEARNING GRAMMAR DURING  
ONLINE TEACHING LEARNING PROCESS**

(A Descriptive Quantitative Study at Second Semester Students of UIN Raden  
Mas Said Surakarta in Academic Year of 2021/2022)

**THESIS**

Submitted as A Partial Requirements

for the degree of *Sarjana* in English Language Education



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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM**

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*Assalamu'alaikum Wr. Wb.*

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has already fulfilled the requirements to be presented before The Board of Examiner (*munaqosyah*) to gain Undergraduate Degree in English Language Education.

Thank you for the attention.

*Wassalamu'alaikum Wr. Wb.*

Sukoharjo, 5 November 2022

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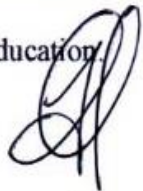
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
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## **DEDICATION**

This thesis is especially dedicated to :

1. My beloved parents (Siti Zulaichah and Sumaryanto).
2. My beloved younger brother (Muhammad Andika Dwi Yulianto).
3. My beloved family and friends, who always support my condition.
4. My beloved almamater, UIN Raden Mas Said Surakarta.

## **MOTTO**

*“I will come running when you call my name”*

(Q.S. Al-Baqarah {2}:186)

*“The darkest night produces the brightest star”*

(John Green, The Fault in Our Stars)

*“If you can't see a way through, just take your next step. All of the time we look at the goal, we look at the endgame, we look at how long the journey is, and we feel overwhelmed. Instead of that, just go right. Don't worry about what will come. All you need to focus is your next step”*

(Charlie Mackesy, The Boy, The Mole, The Fox, and The Horse)

*“Leave your worries behind and make yourself happy all the time”*

(Diah Eka Prastiwi)

## PRONOUNCEMENT

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I hereby sincerely state that the thesis titled

**“STUDENTS’ STRATEGIES IN LEARNING GRAMMAR DURING ONLINE TEACHING LEARNING PROCESS (A Descriptive Quantitative Study at Second Semester Students of UIN Raden Mas Said Surakarta in Academic Year of 2021/2022)”** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, 5 November 2022

Stated by



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## ACKNOWLEDGMENT

Alhamdulillahirabbil'alamin. All praises be to Allah SWT., God almighty for all blessings and mercies so the researcher was able to finish this thesis entitled **“STUDENTS’ STRATEGIES IN LEARNING GRAMMAR DURING ONLINE TEACHING LEARNING PROCESS (A Descriptive Quantitative Study at Second Semester Students of UIN Raden Mas Said Surakarta in Academic Year of 2021/2022)”**. Peace be upon Prophet Muhammad SAW., the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express deepest thanks to all of those who had helped, supported, and suggested during the process of writing this thesis. This gratitude goes to :

1. Prof. Dr. Mudofir, S.Ag., M.Pd., as the Rector of UIN Raden Mas Said Surakarta.
2. Prof. Dr. Toto Suharto, S.Ag., M.Ag., as the Dean of Cultures and Languages Faculty of UIN Raden Mas Said Surakarta.
3. Wildan Mahir Muttaqin, M.A TESL., as the Coordinator of English Language Education.
4. Novianni Anggraini, S.Pd., M.Pd., as the advisor for the advices and guidance to revise the mistake during the entire process of writing the thesis.
5. Ikke Dewi Pratama, S.S., M.Hum., as the lecturer of Intermediate English Grammar for Class F UIN Raden Mas Said Surakarta.

6. All of the lecturers in English Languages Education and civitas academica of Cultures and Languages Faculty of UIN Raden Mas Said Surakarta.
7. The researcher's beloved parents, Siti Zulaichah and Sumaryanto, for the uncountable endless love, support, pray, help, and everything they give.
8. The researcher's beloved younger brother, Muhammad Andika Dwi Yulianto, for the support.
9. The students of Class F English Language Education, for supporting and helping the researcher to do research.
10. English Department Students Association (EDSA) 2018-2019. *"The Big Spirit, in the Big Unity! Bismillah!"*.
11. The researcher's classmates in PBI-B 2017.
12. All of the researcher's friends and everyone who helps the researcher to finish this research. Thank you for everything.

The researcher realizes that this thesis is still far from being perfect. Therefore, suggestion and support criticism will be kindly accepted. The researcher hopes that this thesis is useful for the next researcher and the reader in general.

Surakarta, 5 November 2022

The Researcher

Diah Eka Prastiwi



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## ABSTRACT

Diah Eka Prastiwi. 2022. *STUDENTS' STRATEGIES IN LEARNING GRAMMAR DURING ONLINE TEACHING LEARNING PROCESS (A Descriptive Quantitative Study at Second Semester Students of UIN Raden Mas Said Surakarta in Academic Year of 2021/2022)*. Thesis. Surakarta: English Language Education of Cultures and Languages Faculty. UIN Raden Mas Said Surakarta.

Advisor : Novianni Anggraini, M.Pd.

Keyword : Students strategies, learning grammar, online learning.

This research discusses about the students' strategies in learning grammar during online teaching learning process. The objectives of this research were divided into three parts, (1) To describe the types of students' strategies in grammar learning during online teaching and learning process at UIN Raden Mas Said Surakarta, (2) To inform the most dominant strategy used by students in learning grammar during online teaching learning process at UIN Raden Mas Said Surakarta, (3) To find out the factors affecting the students to choose the strategy.

This research used descriptive quantitative research. The techniques of collecting the data were questionnaires and interview. The subject of this research is the second semester students in English Language Education (PBI 2F), UIN Raden Mas Said Surakarta. The researcher only took one class as an object. The class consists of 28 students.

This study showed that in general, the students of PBI F who joined the Intermediate English Grammar Course used all the learning strategies which was cognitive strategy more often than other strategies with average 3.887. Besides the cognitive strategy was the highest average, the highest score of every statement also came from statement number 3 of cog3 with average 4.286. And, for the interview section, there are 43% (6 students) of the informants were choose students' expectation and purpose for learning the language as the most affected factor for students to choose the learning strategies.

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

Pandemic of Covid 19 changes our lives. The virus spreading forces us to do social distancing. Many aspects as human being have to be customized in order to stop the spreading of the virus. Education system is one aspect that have to be customized. The customization of education system is necessary as what the Indonesian Ministry of Education, Nadiem Makarim, said in a law through decree number 4 the year 2020 which content about implementing education policies in the emergency phase of a pandemic of coronavirus. The social distancing policy forces government to close schools and university. This action has to be taken since the schools and university can create a new virus cluster. To maintain the education system, technology has to be adopted radically.

Electronic Learning (E-Learning) is the problem solver for our system education. Online admissions, classes, tests, and examination become the new normal in this recent time. The term of online learning (or, as it is sometimes called distance learning) itself is a number of computer-assisted instruction methods. The online learning known as the instruction delivered through digital device with the intent of supporting learning (Clark and Meyer, 2016). Arkorful and Abaidoo (2015), defined the online learning as using information and communication technologies to for enabling access to online teaching and learning resources. While, the online teaching and learning itself, is faculty-delivered instruction via



internet, it includes real-time (*synchronous*) and anytime, anywhere (*asynchronous*) interaction.

The tools of application in synchronous learning can be facilitated by live chat, audio and video conferencing, data and application sharing, shared whiteboard, virtual hand raising, joint viewing of multimedia presentations and online slide show. On the other hand, for asynchronous learning involves tools such as group chat via whatsapp, e-mail, threaded discussion, newsgroups and bulletin boards, file attachments. The utility of the electronic technologies for accessing educational curriculums outside of traditional classroom (eLearningNC.gov) it is already familiar, but nowadays the media used is increasingly varied and advanced.

Following the instruction from the ministry and circular letter (*Surat Edaran*) from the Rectorate, then the lecture started to be held online. The students and the lecturers of English Language Education at UIN Raden Mas Said Surakarta also adopt e-learning. Online admissions, classes, tests, and examination also become their new normal, including in their grammar class. Grammar is a subject that have to be learned by English Language Education students at UIN Raden Mas Said Surakarta. It is a basic subject structure that students require to form well and correct academically sentences when writing research papers. Based on the Oxford Advanced Students Dictionary, grammar is rules for forming words and forming sentences. In other words, grammar is the description of the rules for forming sentences including an account that these forms convey (Thornbury, 1993:13). According to Eastwood (1994:4), the grammatical units of English are words, phrases, clauses, and sentences. Grammar is generally considered a set of rules that determine the correct order of words at the sentence level. The students had to have

grammar comprehension, specially in this current situation without direct learning in class companied by lecturer. To reach grammar comprehension, the students have to employ certain strategies. By using strategies, the language learners will be able to improve their language skills in better way (Fedderholdt, 1997: 1). The grammar learning has some objectives, based on CIE Prior American Language (2010), there are (1) students will be able to recognize and understand the meaning of targeted grammatical structures in written and spoken form, (2) students will be able to use targeted grammatical structures meaningfully and appropriately in oral and written production, (3) students will be able to self-correct when using targeted gramatical structures.

The online teaching and learning process which has been implemented since the early of 2020, causes the new coming students who were started to study in English Language Education at UIN Raden Mas Said Surakarta in the academic year of 2021/2022 which now they are in the second semester have never experienced the offline learning in the classroom. The researcher has carried out pre-observation via WhatsApp by interview with a second semester student of class F, English Language Education, UIN Raden Mas Said Surakarta. The representative students of class F named Nourma Indria Utami. It was to find out how the condition of students in the teaching and learning process in online grammar learning. The first pre-observation was held on Monday, February 21, 2022. The researcher found out the basic information about the class and the grammar learning process in it.

The second pre-observation was held on Tuesday, February 22 February, 2022. It resulted (1) most of the students are still confused to learn grammar by themselves without direct teaching by the lecturer. Even herself is not confident

with her ability. She and her friends still did not know how to learn Grammar properly, (2) as far as Indria knew about how her friends learn grammar, they sometimes do assignments individually and sometimes they exchange information if there is something they don't understand, (3) most of students did not know yet about their learning strategy because they use different learning style. Indria also said that there were just ten (10) out of twenty eight (28) students from her class had satisfying score from their last exercise. She told that when doing the online learning, her class was using Whatsapp Group (WAG) and Google Meet (G-Meet). But they are often using G-Meet, it has 90 percentages (90%). Although students sometimes have difficulty understanding the learning material, but after being explained by the lecturer it became easy to understand. The lecturer (Mrs. Ikke) is good at making the class conducive and making students active in asking and answering questions.

In a journal of Theory and Practice in Language Studies by the title *The Investigation of the English Grammar Learning Strategy of High School Students in China* written by Zhen Zhou (2017), showed that the research carried out an interview, test-papers and questionnaire survey on the students in a high school in Hubei Province of China. It takes 176 students as participants consisted of 87 female students and 89 male students. The data processing used SPSS 22.0 software to make descriptive statistics analysis of 170 valid questionnaires and test score. 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.

In another journal *Education* written by Fekadu Mulugeta and Yemeserach Bayou in 2019 by the title *Grammar Learning Strategies Use of Preparatory School Students: Gender in Focus* at Addis Ababa University, Ethiopia, conducted a study at Medhanialem preparatory school grade 11 in Addis Ababa. This research used questionnaire as the instrument, it is from Grammar Learning Strategies Questionnaires (GLSQ) adapted from Strategy Inventory of Language Learners (SILL) by Oxford (1990). The sample of this research is 264 students (117 Male and 147 Female) were selected randomly and completed the 35 items of the questionnaires. The collected data is in the form of quantitative and then will be analyzed using descriptive statistics. The result of this study showed that the strategies that are most used by the participants in this study were Compensation Strategies and the least used strategy discovered was Affective strategies. The terms of males and females' preferences of strategies, both male and female learners favored Compensation strategies in the highest level. However, Affective strategies were the least preferred strategy group by males, while females favored Metacognitive strategies less than the other strategy groups.

Perceiving the backwards research, the researcher continues to carry out this research by considering that in UIN Raden Mas Said Surakarta, the research about students' strategies especially in learning grammar during online teaching and learning process is still little bit never even researched. The researcher is aware that the previous researchers have conducted similar research, but the researcher

believes that in the situation of online teaching learning process like this during pandemic of Covid-19 and it takes place in English Language Education students at UIN Raden Mas Said Surakarta, the researcher can present the novelty in the results of this research. The researcher determine the subject research of this study according to the sampling technique (total sampling technique) used in this research, then the students of class F are choosen.

Therefore, the researcher interested to do research about students' strategies in learning grammar during online teaching and learning process. Then the researcher would like to carry out this research by the title "Students' Strategies in Learning Grammar during Online Teaching and Learning Process: A Qualitative Quantitative Study at Third Semester Students of UIN Raden Mas Said Surakarta in Academic Year of 2021/2022".

## **B. Identification of the Problem**

According to the explanation from background of the study, the researcher identified problem as follows:

1. The students need to be conscientious when understanding the learning materials.
2. The students need to increase their grammar practice outside the class hour.
3. The students need to increse their confidence to be active in class.
4. Students need strategy to maximize their comprehension for learning Grammar in the online teaching learning process.

### **C. Limitation of the Problem**

The researcher limits this study to the both of subject and object to avoid a problem and clarify the study.

#### **1. Subject**

The subject of this study is the second semester students of English Language Education at UIN Raden Mas Said Surakarta in academic year of 2021/2022 who has joined Intermediate English Grammar during online.

#### **2. Object**

This study was focused on types of grammar learning strategies used by second-semester students of English Language Education at UIN Raden Mas Said Surakarta in academic year of 2020/2021.

### **D. Formulation of the Problem**

Based on the background of the study above, the researcher formulated to discuss the following question :

1. What are the types and the most dominant strategy used by second semester students in academic year of 2021/2022 when learning grammar during online teaching learning process at UIN Raden Mas Said Surakarta?
2. What are the factors affecting the second semester students in academic year of 2021/2022 when learning grammar during online teaching learning process at UIN Raden Mas Said Surakarta to choose the strategy?

### **E. The Objective of the Study**

Based on the research problems above, the objectives of this study are :

1. To describe the types and the most dominant strategy used by second semester students in academic year of 2021/2022 when learning grammar during online teaching learning process at UIN Raden Mas Said Surakarta.
2. To find out the factors affecting the second semester students in academic year of 2021/2022 when learning grammar during online teaching learning process at UIN Raden Mas Said Surakarta to choose the strategy.

### **F. Benefit of the Study**

The researcher expects the benefit of this study described as follow :

1. Theoretical Benefit

This study may provided more empirical data about students' strategies in grammar learning during online teaching learning process.

2. Practical Benefit

For Vice Dean of Faculty Cultures and Languages, hopefully this research can be used as material for evaluation, coordination, monitoring, and development in the implementation of education at UIN Raden Mas Said Surakarta, especially when facing an unexpected situation like this, so that it becomes even better in the future.

For Head of English Language Education, hopefully with the online teaching learning phenomenon, the teaching methods and quality of lecturers can be improved, as well as additional activities for students such as seminars and workshops to increase the amount of learning time that has not been maximized.

For lecturer, hopefully the practice concepts and comprehension related to learning strategies for a better understanding of students and the result of this study can give contribution to the lecturers about grammar learning strategies. In addition, the results of this study are also to enable the lecturers to learn more and encourage the various strategies for the students.

For researchers, may this research could be a reference for future research. The other researchers might develop the object of this study.

## **G. Definition of Key Terms**

The researcher wants to explain about the meaning of key terms in the title of this research in order to make easy and understandable for the readers.

The explanations are as follows:

### **1. Grammar**

Refer to the course of Grammar that learned by the students at UIN Raden Mas Said, there are three (3) kinds of Grammar; Basic English Grammar, Intermediate English Grammar, and Advance English Grammar. In this third semester, the students has learned the Advance English Grammar, it is consisted of conjunction, subject and



verb agreement, noun clause, adjective clause, adverb clause, verb clause, direct and indirect speech act, passive sentence, and parallelism and inverted sentence.

According to Crystal (2000), grammar is the business of taking a languages to pieces to see how it works. He also states that grammar is the system of language. Sometimes people describe grammar as the system of rules or structure of a language.

## 2. Learning Strategies

According to Scarcella and Oxford (1992), learning strategies are defined as specific actions, behaviors, procedures, or techniques such as meeting people or encouraging students to solve difficult language tasks that they use to improve their learning. Learning strategies are individualized methods of constructing and using specific sets of skills to learn content or perform other tasks more effectively and efficiently in school and non-academic environments (Schumaker & Deshler, 1992),.

## 3. Online Learning

Online teaching and learning refers to education conducted via the internet. This is a development of traditional learning that is usually done. In this case, this learning is carried out in compliance with the Education Minister's regulation that learning must be done by distance, therefore this is applied. Online learning defined as an effort to connect learners with their learning resources (database, expert/ instructors, libraries) which physically separated or even apart but can

communicate with each other, interact, or collaborate (Molinda, 2005, p.182). Based on that statement, it can be gathered that online learning can not face to face but communicative with each other or connect through the internet media.

## **CHAPTER II**

### **LITERATURE REVIEW**

In this literature review consisted of theoretical review and previous studies. The theoretical review discusses about grammar, language learning strategies, grammar learning strategies, and the online teaching and learning process. In the previous studies discuss about the backward researches about same topic.

#### **A. Theoretical Review**

##### **1. Grammar**

###### **a. Definition of Grammar**

English learning cannot be separated from grammar, which is a basic subject structure that students require to form well and correct academically sentences when writing research papers. It is important part in learning English. When students do not understand well about grammar, they will confuse to arrange the sentence in English. Related to grammar, these are some definitions of grammar according to experts.

Based on the Oxford Advanced Students Dictionary, grammar is rules for forming words and forming sentences. Larsen-Freeman (2000), defines grammar as rules of language. Grammar is a system of meaningful structures and patterns that are governed by particular pragmatic constraints. In another definition, grammar is a description of the rules for forming

sentences, including an account of the meanings that these forms convey (Thornburry, 1993, p.13).

Crystal (2004), clarifies that grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language, it can help foster precision, detect ambiguity, and exploit the richness of expression available in English. According to Eastwood (1994:4), the grammatical units of English are words, phrases, clauses, and sentences. Linguistic use is by and large thought to be set of rules indicating the proper requesting of words at the sentences level.

Grammar is generally considered a set of rules that determine the correct order of words at the sentence level. Al-Mekhlafi and Nagaratman (2011), stated that in teaching grammar, there were three areas that must be considered: grammar as rules, grammar as form, and grammar as a resource. In another words, grammar has some grammatical parts such as words, sentences, paragraphs, nouns, verbs, and punctuations.

According to Cook (2008), grammar had been classifying 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.
- 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.

From the explanation above, the researcher concluded that grammar is a basic knowledge in learning English where we will learn it starts from structures and patterns of sentence to result written and spoken English.

b. The Courses of Grammar Learning

There are three (3) courses of English learning that have to be learned by the English Language Students of UIN Raden Mas Said Surakarta, they are Basic English Grammar, Intermediate English Grammar, and Advance English Grammar.

1) Basic English Grammar was one of the lectures offered at UIN Raden Mas Said Surakarta taught in first semester. This lecture has ten (10) main materials. Through this lecture, the students were introduced to grammar concept of the basic structure in English and to applied them both in oral and written implementations comprehensively which is the materials mastering in Basic English Grammar are articles, noun, adjectives, adverbs, prepositions and conjunction, present tense, past tense, question tags, basic english sentence, and passive sentence.

2) Intermediate English Grammar

Intermediate English Grammar was one of the lectures offered at UIN Raden Mas Said Surakarta taught in second semester. This lecture has eight (8) main materials. Through this lecture, the students were able to comprehend the deep concept of the basic structure in English and to applied them both in oral and written implementations comprehensively. There are lectures that students learn are noun phrase, adjective phrase, adverbial phrase, participial phrase, gerund and infinitive phrase, present tense, past tense, and the last was future tense.

3) Advance English Grammar

Advance English Grammar was the next lecture offered after the students passed the Basic English and the

Intermediate English at UIN Raden Mas Said Surakarta taught in third semester. This lecture has nine (9) main materials. Through this lecture, the students were able to comprehend the deep concept of the advanced structure in English and to applied them both in oral and written implementations comprehensively are conjunction, subject and verb agreement, noun clause, adjective clause, adverb clause, verb clause, direct and indirect speech act, passive sentence, and parallelism and inverted sentence.

## 2. Language Learning Strategies

Language learning strategy is the main factor to help students determine how their way to learn foreign language. According to Scarcella & Oxford, 1992:63), learning strategies are defined as specific actions, behaviors, procedures, or techniques such as meeting people or encouraging students to solve difficult language tasks that they use to improve their learning. If students consciously choose strategies that are appropriate for their learning style, these will be useful toolkits for self-adjustment of active, conscious, and targeted learning.

Learning strategies are very useful in the teaching learning process for students, it characterizes learning results and center educating, it offered assistance to clarify, organize and prioritize learning, moreover it assists the lecturers and the students to evaluate progress and energize to require duty for learning. Learning strategies

are structured to achieve a certain goal and include specific approaches, models, methods, and learning techniques. This means that the direction of all strategic planning decisions is the achievement of goals so that the preparation of learning steps, utilization of various facilities and learning resources are all directed towards achieving goals.

Language learning strategies contribute to the development of the communicative competence for students.

a. Clasification of Language Learning Strategies

There exist several language learning strategies clasifications by some experts showed in the table below:

**Table 1.1** : Overview of the most widely used classification of language learning strategies

Author	Strategies Classification
Naiman, et. al. (1978)	Active tasks approach, realisation of language as system, realisation of language as a mean of communication, management of affective demands, monitoring of L2 performance.
Dansereau (1985)	Primery and support strategies are differentiated and further subdivided according to a language task (reading, writing, vocabulary learning, etc)
O'Malley, et. al. (1985)	Metacognitive, cognitive, and socioaffective.
Weinstein & Mayer (1986)	Primarily building upon the difference between learning strategies and teaching strategies. The major six groups of learning strategies are differentiated according to wether they are suitable for basic or complex learning tasks (rehearsal, elaboration, and organisational



	strategies). Further two groups are comprehension monitoring strategies (e.g., checking for comprehension failures), and affective and emotional strategies (such as being alert and relaxed, to help overcome test anxiety).
Rubin and Wenden (1987)	Direct strategies, that is learning strategies : cognitive and metacognitive. Indirect strategies: communication strategies, social strategies.
Oxford (1990)	Direct strategies: memory, cognitive, compensation. Indirect strategies: metacognitive, affective, social.
Stern (1992)	Management and planning strategies, cognitive, communication-experimental, interpersonal and affective.
Wild, Schieffele, & Winteler (1992, in Wild, 1997)	Primary strategies (cognitive and metacognitive) and secondary strategies.
Bimmel & Rampilon (2000)	Direct strategies: memory, language processing. Indirect strategies: self-regulatory, affective, social, language use strategies.
Cohen & Weaver (2006)	a) Retrieval, rehearsal, communication and cover strategies. b) Listening, reading, writing, speaking, vocabulary, and translating strategies.

Using Oxford and Nyiko's (1990) model, which was their study of language learning strategies are categorized into two strategies; *direct strategies* and *indirect strategies*. The direct

strategies are subdivided into *memory strategies*, *cognitive strategies*, and *compensation strategies*. The indirect strategies are subdivided into *metacognitive strategies*, *affective strategies*, and *social strategies*. Although indirect learning strategies are not involved directly in language learning, it can support direct learning strategies and manipulate language learning.

- 1) **Memory Strategies.** Memory strategies are used to store and retrieve new information. The principle of memory strategies are make sense. Every step that students take with respect to a memory strategy must be personally meaningful to the students for the strategy to work. An example of a memory strategy is “I use new English words in sentences to help them remember” (Oxford, 1990, p.294). From this category, there are subgroup of strategies: creating mental linkages, applying images and sound, reviewing well, and employing action. Each subgroup has different approaches or specific strategies to help language learners learn better. The use of the memory strategy is most commonly used at the beginning of language learning.
- 2) **Cognitive Strategies.** Cognitive strategies have a unified common function, it is manipulate or translate the target language. There are different approaches to this category, but a common feature is for students to manipulate or translate the target language. An example of a cognitive

strategy is “I’m trying to speak like a native English speaker” (Oxford, 1990, p.295). Each set has a different approach or specific strategy. Adult learners often use analytical and reasoning strategies. These will help to understand the meaning and phrase of the target language.

- 3) **Compensation Strategies.** Compensation strategies are used to help students use the new language for understanding and production, regardless of the students’ limited knowledge of the new language. The purpose of the compensations strategy is to supplement the grammar, especially the inadequate repertoire of vocabulary. An example of a compensation strategy is “Understanding unfamiliar English words, I guess” (Oxford, 1990, p.295). Intelligently guessing while listening and reading, overcoming speaking and writing limitations is two subgroups of the compensation strategy.
- 4) **Metacognitive Strategies.** Metacognitive strategies are actions that give the students the opportunity to coordinate their own learning process (Oxford, 1990, p.137). An example of metacognitive strategy is “Be careful when someone speaks English”. There are three subgroups of metacognitive strategy; centering learning (focusing on the student, so that she or he can focus on a particular language activity), arranging and planning (to help students

organizing learning, so they can reach maximum result from their energy and effort), and evaluating learning (to assist the students in issues such as error monitoring and progress).

- 5) **Affective Strategies.** Affective strategies related to the students' emotions, attitudes, motivations, and values. Oxford (1990), suggested that language learners can use emotional strategies to control over the above factors. She also suggested that good language learners often know how to control their emotions and attitudes towards learning. An example of an affective strategy is "I encourage you to speak English even when you are afraid to make mistakes" (Oxford, 1990, p.296). Subgroups of affective strategy include anxiety relief, self-encouragement, and emotional temperature.
- 6) **Social Strategies.** Social strategies related to students communication with people who use the target language. An example of a social strategy is "I am trying to learn about the culture of the English-speaking person" (Oxford, 1990, p.296). Social strategy has subgroups, each subgroup consisting of two specific strategies. Those subgroups are: ask questions, collaborate with others, emphasize with others. Among the three, asking question is the most helpful and comes closest to understanding the meaning. It is also

helps in conversation by generating response from the partner and shows interest and involvement. Cooperating with others eliminates competition and in its place brings group spirit. Empathy means to put oneself in someone else's situation to understand that person's point of view. Through social strategy, students can develop cultural understanding and become aware of thoughts and feelings of others.

**Table 2.2** : Overview of the Language Learning Strategies by Oxford

Main Group	Strategy Groups	Subgroups
Direct	Memory	Creating mental linkages, applying images and sounds, reviewing well, employing action.
	Cognitive	Practicing, receiving and sending messages, analyzing and reasoning, creating structures for input and output.
	Compensation	Guessing intelligently, overcoming limitations in speaking and writing.
Indirect	Metacognitive	Centering learning, arranging and planning learning, evaluating learning.

	Affective	Lowering anxiety, self-encouraging, taking emotional temperature.
	Social	Asking questions, cooperating with others, emphasising with others.

From the classification above, according to Willing (1988), there are some factors suggested to the students consideration to choose the strategy, as follows:

- 1) Personality Characteristic. Personality applies a coordinate impact on the students' choice of strategies.
- 2) Motivation Level. Students' high motivation give a positive response towards teaching and learning.
- 3) Students' Expectations and Puposos for Learnng the Language. Students will adjust their procedures according to their objective and subjective needs.
- 4) Sex. In this factor, based on O'Malley (1985) found "secondary school girls resort to a different use of strategies from their male peers".
- 5) Task Requirements. Some exercises request from students a high number of mental operations for their arrangement. Based on O'Malley (1985), students are incline to utilize a bigger number of strategies with complex language tasks and vice versa.

- 6) Ethno-cultural Backgroundnationalig. Strategies appear to be socially bound in spite of the fact that this has not proved by research with difficult information.
- 7) Age. O'Malley (1985), explained that adults do not utilize the same sort of techniques as secondary school students.
- 8) Teachers' Expectation and Instruction. Teachers may oblige the students' system and utilize of strategies in case they show a prescriptive attitude in their approach to educating.
- 9) Stage of the Learning. O'Malley (1985) and Palacios (1994), demonstrate that advance learners tend to utilize different types of strategies from more basic ones.
- 10) Cognitive Style. It is very sensible to think that the way in which the students perceives. Monitor, conceptualises, and review linguistic information influences the students' strategy choice.

### 3. Grammar Learning Strategies

Research by Oxford (1990) provided language teachers with a comprehensive and practical taxonomy of language learning strategies as well as several strategy training exercises on four language skills. Regarding strategic exercises, Oxford also conducted a structured study called the Strategic Inventory Language Learning (SILL) which is based on the taxonomy, allowing teachers to diagnose the strategy used

by students before providing strategic instruction. Referring to her list of strategies, she stated that on her book deals with four language skills; listening, reading, speaking, and writing. Oxford further explained culture and grammar were sometimes considered skills, but unlike the other big four, they actually overlap with these four skills in a special way.

Naiman et al. (1978) identified several techniques which focused on specific aspects of language learning. These techniques formed the basis for further research into learning strategies of specific skill areas:

- a. Pronunciation: repeating aloud after a teacher, a native speaker, or a tape; listening carefully; and talking aloud, including role playing.
- b. Grammar: obeying rules specified in texts; deciding grammar rules from texts; and remembering structures and utilizing them often.
- c. Vocabulary: creating diagram and remembering them; studying words that are connected; utilizing new words in phrases; utilizing a dictionary; and conveying a notebook to note new items.
- d. Listening: listening to the radio, records, television, movies, revealing oneself.
- e. Speaking: no more scared to make errors; creating contact with original speakers; asking for correction; and remembering dialogues.



- f. Writing: having pen pals; writing more; and often reading of what you want to write.
- g. Reading: reading something everyday; reading things that are familiar; reading texts at the beginner's level; and looking for meaning from context without consulting a dictionary.

Grammar learning strategies is an actions and thoughts that students consciously employ to make language learning and/ or language use easier, more effective, more efficient, and more enjoyable (Rang, Lee & Park, 2007). Griffiths stated that grammar learning strategies possess distinctive characteristic, which was summarized as follows: (1) they are what students do, which indicates an active approach, (2) their application is at least partly conscious, (3) they are optional means students choose, (4) they 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.

In this research, grammar learning strategies refer to all kinds of strategies that made grammar learning more effective. It is included micro-strategies (students used to finish learning for some specific grammar items) and macro-strategies (students used to take plan, regulate, evaluate, etc. The aims, processes and results of grammar learning). Grammar learning strategies can be divided into cognitive strategies, metacognitive strategies, affective strategies, and social

strategies, which every subcategory was embodied with the relevant specific items.

According to Pawlak (2018), cognitive strategies divided into four subcategories. The first, grammar learning used in communication tasks by helping grammar production and understanding. The second, grammar learning used to improve the explicit grammar knowledge, including for deductive and inductive learning. The third, grammar learning used to improve implicit grammar knowledge in comprehension and production of grammar. Moreover, grammar learning also used to give corrective feedback on grammar production errors. Metacognitive strategies help learners in controlling and managing the second language grammar learning through the processes of preparation, establishing, observing, and self-assessing. Affective strategies help the learners to regulate and motivate themselves in learning second/foreign language grammar. Moreover, it can be used to make the learners relax when dealing with the problems in grammar used. Social strategies also needed by the learners in interaction with other people, such as teachers, classmates, proficient target language users, and parents, to develop their grammar learning processes. In this case, the learners can improve their ability to use grammar through conversation practice in peers or ask the teacher to help them in understanding specific grammar topics.

#### 4. Online Teaching Learning Process

Since March 2020, almost all cities in Indonesia face the terrible virus namely corona. This makes the Indonesian Ministry of Education, Nadiem Makarim, issued a law through decree number 4 the year 2020 which content about implementing education policies in the emergency phase of a pandemic of coronavirus. The policies content main four points. Firstly, study at home through daring or online learning implement to provide learning experience without being burdened to complete the curriculum target for grade promotion or graduation. Secondly, online learning can be focused on life skills education. Thirdly, students' activities and tasks could be varied among students by following their interests and condition including learning gaps and facilities at home. The last, proof or product activity should be given feedback (qualitative) and useful for teachers without giving a score (quantitative).

Therefore, all schools and institutions in Indonesia started to apply distance learning during the pandemy of covid-19. Even though those schools and intitutions have implemented online teaching learning process, it is necessary to know the positive (advantages) and negative (disadvantages) impacts of this activity, they are as follows:

Based on Yuhanna, et al. (2017), there are the advantages and disadvantages of online learning activities as follows:

a. The Advantages of Online Learning Activities

- 1) Saves Time. By learning online, students do not have to drive or use public transportation to get to campus. This has saved students time spent on online learning and other tasks that require attention.
- 2) Learn from Anywhere on the Globe. This type of learning allows students to participate from anywhere in the world. Students can learn from their instructor or by attending a webinar, whether from the same country or internationally, even from home.
- 3) Reduced Pressure and Fosters Convenient. Schools or formal education can create an obscene competitive atmosphere. Students constantly compare themselves to the rest of the class. In an article for the American Psychological Association, Amy Novotney reveals that students were at increased risk for depression, anxiety, and even suicidal thoughts. Therefore, pressure can lead to poor performance, apathy, and decreased absorption of knowledge.

One of the biggest advantages of online learning is that it offers a completely different environment. Students can still brainstorm, but they don't have to face a competitive atmosphere every day. You can learn in a safe environment that encourages learning rather than competition. Online learning also allows

students to study from home, they can feel comfortable from bed or anywhere for so long and understand the content. This is useful in terms of study location, time, course duration, etc.

- 1) With no limit on pace, students can learn at their own pace and learn comfortably;
- 2) Without verbal coercion, students may express themselves in writing rather than verbally;
- 3) Students are more likely to have virtual discussions, but can give a guided presentation;
- 4) Student-Centered : Students are expected to read all of their classmates' posts, but can only actively participate in those parts of the post that are most relevant to their needs;
- 5) Access to resources : It's easy to involve invited experts and have access to resources and information from around the world.
- 6) Reduces Expenses. The fact that students can learn from anywhere means there are no fuel or transportation costs. This helps students save money, especially on a tight budget.
- 7) Improve Skills in technology. Students can take the course almost anywhere they have access to computers or cell phones. Online courses offer the opportunity to learn new technologies and practice using office software, the Internet, etc.

b. The Disadvantages of Online Learning Activities

1) Limited Social Interaction

According to Arkoful and Abaidoo (2015), online learning in certain cases is held through remoteness and contemplation resulting in lack of students' interaction. The possibilities are:

- a) There are limited opportunities for face-to-face interaction with teachers and other students;
- b) It is difficult to develop relationships with classmates, especially in self-paced courses;
- c) Possibility of limited network options;
- d) Most communication via email, chat room, or discussion group (WhatsApp), but not offline meetings;
- e) The instructor is not personally attentive to personal interactions and comments;
- f) There is no campus atmosphere to create social

2) Internet Connection Problems, Technology Cost and Scheduling

- a) The first and most important is that the student must have a computer or mobile phone that supports Internet access to be able to do online learning;

- b) Inequality in Internet access prevails in Indonesia. If there is a problem with the Internet system, online learning is impossible. Slow connection only makes things worse because there is nothing to do. Computer or mobile phone start time, software programs and Internet connection;
  - c) Students may need to learn new or improved computer and problem-solving skills;
  - d) Additional cost for high speed internet;
  - e) Planning and adaptation of the study plan to the teacher's term;
  - f) If the student wants to study at night, she has to wait until the next day to receive the answer from the lecture or from her classmates.
- 3) Effectiveness of Assessment. Most educators agree that memory tests are not the best measure of learning in any setting, but class fees are difficult to apply. It is difficult to measure the outcome of the program.
- 4) Problematic for Instructor
- a) As software becomes more advanced, instructors are constantly trying to learn to keep up;
  - b) Traditional instructors who believe in lectures and brochures may have a difficult time adopting the system and software;

- c) The students must be motivated and disciplined to complete their program on time.

## **B. Previous Studies**

Ghavamnia, M., Kassaian, Z., Dabaghi, A. 2011 : October. *The Relationship between Language Learning Strategies, Language Learning Beliefs, Motivation, and Proficiency : A Study of EFL Learners in Iran*. Iran : Journal of Language Teaching and Research, 2(5) : 1798-4769. 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, Zhen. 2017 : December. *The Investigation of the English Grammar Learning Strategy of High School Students in China*. China : Nanchang Normal University. *Theoru and Practice in Language Studies*, Vol. 7, No. 12, pp. 1243-1248. Zhou (2017) investigated the English Grammar Learning Strategy of High School Students in China. The study carried out an interview, test-paper, 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.

Mulugeta, F. & Bayou, Y. 2019:December. *Grammar Learning Strategies Use of Preparatory School Students: Gender in Focus*. Ethiopia : Addis Ababa University. Journal of Education, XXXIX No. 2 : 115. Fekadu Mulugeta and Yemeserach Bayou (2019), conducted a study at Medhanialem preparatory school grade 11 in Addis Ababa. In Ethiopia, there is considerable number of students that are attending to higher education and colleges, though they are very weak in Grammar. Ethiopian believed that gender is the main factor to determine all differences, including education. Therefore, this study focused to the description about grammar learning strategies used by preparatory students in their grammar learning process and also investigate the difference between male and female in grammar learning strategy use.

This research used questionnaire as the instrument, it is from Grammar Learning Strategies Questionnaires (GLSQ) adapted from Strategy Inventory of Language Learners(SILL) by Oxford (1990). The sample of this research is 264 students (117 Male and 147 Female) were selected randomly and completed the 35 items of the questionnaires. The collected data is in the form of quantitative and then will be analyzed using descriptive statistics. The result of this study showed that the strategies that are most used by the participants in this study were Compensation Strategies and the least used

strategy discovered was Affective strategies. The terms of males and females' preferences of strategies, both male and female learners favored Compensation strategies in the highest level. However, Affective strategies were the least preferred strategy group by males, while females favored Metacognitive strategies less than the other strategy groups. Additionally, the learners are more of direct strategy users than indirect strategies.

Juniar, Rima. 2019. *A Survey of Grammar Learning Strategies Used by EFL Learners in Indonesia*. Yogyakarta : Universitas Islam Indonesia. Based on Juniar (2019). Juniar in 2019 surveyed the grammar learning strategies used by EFL learners in Indonesia. It aimed to identify the most language learning strategies used by the learners in Intermediate English Grammar class. The native questionnaire used in this research was from Oxford (1990). It was modified by Kemp (2007) and Bayou (2015) with 32 statements. The participants of this research were 199 students in total from three Intermediate English Grammar classes. The result of this research 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 research was there is a probability that the students of Intermediate English Grammar class have propensity to study together with their friends.

**Table 2.3** : The similarities and differences from previous study to this research

No	Researcher	Title	Differences	Similarities
1	Ghavamnia, M., Kassaian, Z., Dabaghi, A. 2011	<i>The Relationship between Language Learning Strategies, Language Learning Beliefs, Motivation, and Proficiency : A Study of EFL Learners in Iran.</i>	<ol style="list-style-type: none"> <li>1. 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.</li> <li>2. The research design used is quantitative, it is explore about correllation study.</li> </ol>	1. Both study discusses about learning strategies and quantitative design.
2	Zhen Zhou, 2017	<i>The Investigation of the English Grammar Learning Strategy of High School Students in China.</i>	<ol style="list-style-type: none"> <li>1. The research investigated the English Grammar Learning Strategy of High School Students.</li> <li>2. It also uses test paper to obtain data.</li> <li>3. It used SPSS to employ the data statistic</li> </ol>	<ol style="list-style-type: none"> <li>1. Both questionnaire uses Likert five scale.</li> <li>2. Both research uses descriptive quantitative design.</li> </ol>
3	Mulugeta, F. & Bayou, Y.	<i>Grammar Learning</i>	<ol style="list-style-type: none"> <li>1. The participants of this study is high</li> </ol>	1. Both research uses

	2019	<i>Strategies Use of Preparatory School Students: Gender in Focus.</i>	<p>school students with 264 students.</p> <p>2. The research focuses in gender.</p>	<p>questionnaires adapted from Strategy Inventory of Language Learner by Oxford (1990)</p> <p>2. It also uses GLSQ consisted of two parts (demographic information and questionnaires)</p>
4	Rima Juniar, 2019	<i>A Survey of Grammar Learning Strategies Used by EFL Learners in Indonesia.</i>	<p>1. The research conducted just to find out the strategies that frequently used by learners.</p> <p>2. The research only used questionnaires to collect the data.</p> <p>3. In the result, the most strategy used by learners is Social strategy.</p>	<p>1. Both participants of the study is students who take Intermediate English Grammar Course.</p> <p>2. It also uses GLSQ consisted of two parts (demographic information and questionnaires).</p>

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

In this study, the researcher used a quantitative approach with descriptive analysis method. According to Kriyantono (2010), quantitative research is research that describes or explains a problem which results can be generalized (p.55).

Quantitative research is not too concerned with depth of data or analysis. The researchers used quantitative content analysis research methods with descriptive types. Descriptive quantitative content analysis method is a research that describes the current state of the object of research as it is a fact. On results that emphasize an objective picture of the actual state of the object of research. Researcher uses this method to find out which of learning strategies that dominant.

In conclusion, descriptive research is a study conducted to determine variables, either the variable is one or even more without making comparison or connect with other variables. Quantitative methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques.



### C. Research Subject and Informant

Research subject is a research limits where researcher can determine with objects, things or people to attach research variables (Arikunto, 2016). The researcher required to get information from subject of the study.

For this study, the researcher asked to the students of English Language Education in academic year of 2021/2022 who joined Intermediate English Grammar in second semester to be the participants of this research. In order to select the subject in this study, the researcher used total sampling technique, which is according to Arikunto (2006), it was a technique by taking the same sample as the total population that exists.

**Table 3.2** Research Subject

Class	Female	Male	Total
F	23	5	28
Total of Research Subject			28

*Source: English Language Education at UIN Raden Mas Said Surakarta*

### D. Data and Source of Data

The data is information or facts used in discussing or deciding the answer of research question. It is facts or figures from which conclusion can be drawn. Data as general concept, refers to the fact that some existing information or knowledge is represented or coded in some form suitable for better usage or processing. Gathering the data can be accomplished by the source of data. Arikunto (2010: 129), stated about the source of data in the study is the subjects from which the data can be collected for the research.



There are two kinds of the source of data, primary source and secondary source (Douglas, 2015). The primary source is the first person to obtain the data (the sources include surveys, observations, experiments, questionnaire, personal interview, etc.), and the secondary source is the other source where the data can be collected (collection sources are government publications, websites, books, journal articles, internal records, etc.) (Mesly, 2015).

In this research, the data collected would be in the form of answered questionnaire and from the interview. It means that the primary data will be taken from the respondents and the secondary data will be taken from websites, books, and journal article.

#### **E. Research Instrument**

Research instrument is tools used to collect, measure, and analyze data related to the research. This research aimed to investigate what types of strategies that students used in learning grammar in second semester students of English Language Education at UIN Raden Mas Said Surakarta. Since this is a quantitative research design, the main instrument to collect the data is questionnaires and interview. Furthermore, the instruments that the researcher used to collect the data in this research are questionnaire and interview.

#### **F. Technique of Collecting the Data**

According to Arikunto (2010), the technique of collecting data include questionnaire, interview, observation, test and documentation (p.197). Since

this study is focusing to types of grammar learning strategies used by students of English Language Education at UIN Raden Mas Said Surakarta, so that the researcher would like to use questionnaires to collect the data.

#### 1. Questionnaire

The goal of a questionnaire is to collect the relevant data from research subject. In this research, students' questionnaires were used to determine which type of approach was preferred by students as well as which one was more appropriate to the characteristics and ability of students to absorb and understand subject matter. The questionnaire will be distributed to the students concerned with a request to answer the questions.

In this research, there were two parts 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. It was aimed to know the background of the subject. There were four items related to the personal information, which was consisted of students' names, class, gender, and age.

##### b. Grammar Learning Strategies Questionnaire (GLSQ)

The questionnaire that will be used in this research was originally taken from Oxford (1990), then modified by Kemp (2007) and Bayou (2015) to *narrow* the context to learning

grammar. The modified questionnaire will be applied to prepare this survey for grammar learning strategy. The questionnaire categorized to close-ended questionnaire, it used Likert-scale. It was consisted from 32 statements regarding to the strategies that students can use when learning grammar, 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 3.3** : Classification of Grammar Learning Strategies Questionnaire

Number	Strategies	Items Number	Total
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

## 2. Interview

According to Kvale (1996), an interview is a conversation which the purpose is to gather descriptions of the interviewee with respect to interpretation of the meanings of the described phenomena (p.174). Schostak (2006), added that an interview is an extendable conversation between partners which the goal is having an in-depth information about a certain topic, or subject, and through which a phenomenon that

could be interpreted in terms of the meanings interviewees bring to it (p.54).

In conducting the interview, the researcher used general interview guide approach to form the topic interview. The participants are two (2) students of each class, so the total is 14. The aim of the interview is to dig deeply information from the students and to ask some students in order to be an addition data.

## **G. Validity and Reliability**

### **1. Validity**

According to Widoyoko (2012), there are four (4) types of validity; logical validity, content validity, construct validity, and predictive validity. This research used content validity and construct validity. Content validity refers to how accurately the instrument reveals various aspects of the specific statement in the questionnaire. One of the way to test content validity of an instrument non-test is comparing the domain and theory with the question or statements. Research by Brown (2000) confirmed that the validity of the configuration can be defined as preliminary evidence that the test measures the construct. The questionnaire from both Kemp (2007) and Bayou (2015) were checked in pilot survey to ensure that the questionnaire was understood by the students.

## 2. Reliability

Widoyoko (2000) stated that reliability means something that can be trusted. A test is considered reliable if it is consistent with repeated use. The result of the reliability in questionnaire adopted by Kemp (2007) has an alpha value of 0.90, and Bayou (2015) has an alpha value of 0.6, and the questionnaire used in the previous study conducted by Juniar (2019) has 0.898 for alpha. It means that the questionnaire used is still valid.

## H. Technique of Analyzing the Data

In this research of grammar learning strategies used by students of English Language Education at UIN Raden Mas Said Surakarta which used questionnaire to collect the data, so that in analyzing the data, researcher did these following steps:

1. Review literature about Grammar Learning Strategies.
2. Share the questionnaire adopted from Oxford (1990) modified by Kemp (2007) and Bayou (2015) to the respondents.
3. Processing the data gained through questionnaire by using Microsoft Excell 2013. The researcher gave scores for each answers in the questionnaires. The scores were grade from five to one.
4. 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 strategy into three scales:

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

5. Writing report. The researcher presented the data from the questionnaire in the form tables. The results from interview will be transcribed. 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 about data research findings and discussion. In the research findings will present the result of the research from questionnaires, interview, and the explanation of the result will graphically shown. And then, the results will be dicussed in the discussion.

#### **A. Research Findings**

The research data were obtained from questionnaires and interview. Researcher shared the questionnaires to the participants, there are twenty eight (28) second semester students in Class F of English Language Education and interview were conducted with a half of them, fourteen (14) informants, who considered as representative of the problem objects in the study. The data obtained are in the form of 32 items of questionnaires and result from interview.

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

In this part presented the results of the study on the students grammar learning strategies used while online class in English Language Education Study Program of UIN Raden Mas Said Surakarta by using questionnaires as the main instrument for collecting the data. Quantitaive data analyzed using Microsoft Excel Program. The total number of 28 (twenty eight) students of English Language Education Study Program of UIN Raden Mas Said in second semester in

Academic Year of 2021/2022 who took Intermediate English Grammar Course were the respondents.

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 online learning 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 the personal information, these consisted of students' names, class, gender, and age.

**Table 4.1:** Number of the students by gender

Gender	Students
Male	5
Female	23
Total	28

**Source:** Data of Class F, English Language Education  
2021/2022

From the total number of 28 (twenty eight) students, the researcher obtained this research which was made up of five (5) males and twenty three (23) females.



**Table 4.2** Number of the students by age

Age	Students
18	5
19	9
20	10
21	2
22	2
Total	28

**Source:** Data of Class F, English Language Education

2021/2022

Based on the age, it was around 18 years old there was 5 student, 19 years old with 9 students, 20 years old with 10 students, 21 years old with 2 students, and 22 with 2 students as well. As could be seen that the students who became the respondents of this study were dominated by students aged 19 and 20 years old.

**Table 4.3:** Number of the students by class

Class	Students
F	28
Total	28

**Source:** Data of Class F, English Language Education

2021/2022

The respondents of this study consisted of one class of Intermediate English Grammar Course with total of the students are 28 (twenty eight).

b. Grammar Learning Strategies Questionnaires

The questionnaires that was used to know the strategies 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 questionnaires used in this study was adapted by the researcher from Juniar (2019) that was taken from Kemp (2007) and Bayou (2015).

The questionnaires consisted of 32 items which were distributed under 6 (six) categories, namely memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. The result of the questionnaires was described in the table 4.4.

**Table 4.4:** Detail of questionnaires answer

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.	2	1	8	5	12
2	When I learn a new grammar structure, I try to classify it under a group of similar things (e.g. verbs, tenses, etc.)	0	4	5	5	14

3	When I learn a new grammar structure, I compare it with my own language by thinking of its equivalent in my native language.	1	0	4	8	15
4	I underline, use different colors or capital letters to emphasize the important parts of grammar rules and explanations.	2	4	4	2	16
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	5	2	9	11
6	I do grammar exercises at home.	1	4	13	4	6
7	I pay attention to the rules provided by the teacher or reference book	0	4	9	6	9
8	I try to notice the new grammar structures that appear in listening or reading text.	0	6	6	8	8
9	I preview the grammar subjects that will be covered before coming to class.	2	3	12	4	7
10	I try to notice my grammatical mistakes and try to look the difference with the correct version.	2	3	3	7	13
11	I try to find out ways how to become better learner of English grammar.	0	0	6	8	14
12	I look for people that I can talk to in English in order	0	2	10	4	12

	to improve my grammatical proficiency.					
13	If I do not understand my teacher's explanation of a new structure, I ask him/her to repeat.	6	4	6	4	8
14	If I do not understand my teacher's explanation of a new structure, I ask my friend for help.	0	3	7	5	13
15	I study grammar with a friend or a relative.	2	1	4	12	9
16	I listen to any feedback that the teacher gives me about the structure I use.	3	2	5	3	15
17	I ask good speakers of English to correct my grammar when I talk.	3	4	8	5	8
18	I encourage myself to speak English even when I am afraid of making a grammar mistake.	2	1	9	5	1
19	I try to relax whenever I feel afraid of using ungrammatical sentences.	3	3	3	8	11
20	I encourage myself to use the rules I learnt in my speech even when I am afraid of making mistakes.	1	3	5	12	7
21	I give myself a reward when I do well in English grammar.	6	4	5	3	10
22	I notice if I am nervous when I am studying grammar.	4	1	6	10	7
23	I talk to someone else such as teacher, friend, and relatives about how I	5	3	5	7	8

	feel when I am learning grammar.					
24	I ask my teacher questions about his/her corrections of my grammatical mistakes.	4	7	9	2	6
25	I try to discover the underlying grammar rules of different sentences based on all clues.	1	4	7	9	7
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.	2	2	8	6	10
27	I try to improve my grammatical mistake when someone gives me corrections.	0	2	3	8	15
28	I think of the relationship between the grammar structures what I have already known and new structures I learn in English.	1	2	6	10	9
29	I use new structures in a sentence to remember them well.	2	2	8	4	12
30	I try to remember English grammar information by using their location on the page in the text book.	5	6	4	3	10
31	I review grammar lessons regularly.	2	4	15	2	5
32	I try to remember a new structure that I learnt by making a mental picture	2	3	3	7	13

	of a situation in which the form might be used.					
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From the data above could be detailed as follows:

**Table 4.5:** Item 1

Scale	Frequency
1	2
2	1
3	8
4	5
5	12
<b>Total</b>	28

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 12 students stated Always, 5 students stated Often, 8 students stated Sometimes, 1 student stated Rarely, and 2 students stated Never.

**Table 4.6:** Item 2

Scale	Frequency
1	0
2	4
3	5
4	5
5	14
<b>Total</b>	28

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 14 students stated Always, 5 students stated

Often, 5 students stated Sometimes, 4 students stated Rarely, and none student stated Never.

**Table 4.7:** Item 3

<b>Scale</b>	<b>Frequency</b>
1	1
2	0
3	4
4	8
5	15
<b>Total</b>	28

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 15 students stated Always, 8 students stated Often, 4 students stated Sometimes, none student stated Rarely, and one student stated Never.

**Table 4.8:** Item 4

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

Item 4, “*I underline, use different colors or capital letters to emphasize the important parts of grammar rules and*

*explanations*". There were 16 students stated Always, 2 students stated Often, 4 students stated Sometimes, 4 students stated Rarely, and 2 students stated Never.

**Table 4.9:** Item 5

<b>Scale</b>	<b>Frequency</b>
1	1
2	5
3	2
4	9
5	11
<b>Total</b>	28

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 11 students stated Always, 9 students stated Often, 2 students stated Sometimes, 5 students stated Rarely, and one student stated Never.

**Table 4.10:** Item 6

<b>Scale</b>	<b>Frequency</b>
1	1
2	4
3	13
4	4
5	6
<b>Total</b>	28



Item 6, “*I do grammar exercises at home*”. There were 6 students stated Always, 4 students stated Often, 13 students stated Sometimes, 4 students stated Rarely, and one student stated Never.

**Table 4.11:** Item 7

<b>Scale</b>	<b>Frequency</b>
1	0
2	4
3	9
4	6
5	9
<b>Total</b>	28

Item 7, “*I pay attention to the rules provided by the teacher or reference books*”. There were 9 students stated Always, 6 students stated Often, 9 students stated Sometimes, 4 students stated Rarely, and none student stated Never.

**Table 4.12:** Item 8

<b>Scale</b>	<b>Frequency</b>
1	0
2	6
3	6
4	8
5	8
<b>Total</b>	28

Item 8, “*I try to notice the new grammar structures that appear in listening or reading text*”. There were 8 students stated

Always, 8 students stated Often, 6 students stated Sometimes, 6 students stated Rarely, and none student stated Never.

**Table 4.13:** Item 9

Scale	Frequency
1	2
2	3
3	12
4	4
5	7
<b>Total</b>	28

Item 9, “*I preview the grammar subjects that will be covered before coming to class*”. There were 7 students stated Always, 4 students stated Often, 12 students stated Sometimes, 3 students stated Rarely, and 2 students stated Never.

**Table 4.14:** Item 10

Scale	Frequency
1	2
2	3
3	3
4	7
5	13
<b>Total</b>	28

Item 10, “*I try to notice my grammatical mistakes and try to look the difference with the correct version*”. There were 13

students stated Always, 7 students stated Often, 3 students stated Sometimes, 3 students stated Rarely, and 2 student stated Never.

**Table 4.15:** Item 11

<b>Scale</b>	<b>Frequency</b>
1	0
2	0
3	6
4	8
5	14
<b>Total</b>	28

Item 11, “*I try to find out ways how to become better learner of English grammar*”. There were 14 students stated Always, 8 students stated Often, 6 students stated Sometimes, none student stated Rarely, and none student stated Never.

**Table 4.16:** Item 12

<b>Scale</b>	<b>Frequency</b>
1	0
2	2
3	10
4	4
5	12
<b>Total</b>	28

Item 12, “*I look for people that I can talk to in English in order to improve my grammatical proficiency*”. There were 12 students stated Always, 4 students stated Often, 10 students stated

Sometimes, 2 students stated Rarely, and none student stated Never.

**Table 4.17:** Item 13

<b>Scale</b>	<b>Frequency</b>
1	6
2	4
3	6
4	4
5	8
<b>Total</b>	28

Item 13, “*If I do not understand my teacher’s explanation of a new structure, I ask him/her to repeat*”. There were 8 students stated Always, 4 students stated Often, 6 students stated Sometimes, 4 students stated Rarely, and 6 students stated Never.

**Table 4.18:** Item 14

<b>Scale</b>	<b>Frequency</b>
1	0
2	3
3	7
4	5
5	13
<b>Total</b>	28

Item 14, “*If I do not understand my teacher’s explanation of a new structure, I ask my friend for help*”. There were 13 students stated Always, 5 students stated Often, 7 students stated

Sometimes, 3 students stated Rarely, and none student stated Never.

**Table 4.19:** Item 15

<b>Scale</b>	<b>Frequency</b>
1	2
2	1
3	4
4	12
5	9
<b>Total</b>	28

Item 15, *“I study grammar with a friend or a relative”*.

There were 9 students stated Always, 12 students stated Often, 6 students stated Sometimes, one student stated Rarely, and 2 students stated Never.

**Table 4.20:** Item 16

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

Item 16, *“I listen to any feedback that the teacher gives me about the structure I use”*. There were 15 students stated Always,

3 students stated Often, 5 students stated Sometimes, 2 students stated Rarely, and 3 students stated Never.

**Table 4.21:** Item 17

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

Item 17, “*I ask good speakers of English to correct my grammar when I talk*”. There were 8 students stated Always, 5 students stated Often, 8 students stated Sometimes, 4 students stated Rarely, and 3 students stated Never.

**Table 4.22:** Item 18

<b>Scale</b>	<b>Frequency</b>
1	2
2	1
3	9
4	5
5	11
<b>Total</b>	28

Item 18, “*I encourage myself to speak English even when I am afraid of making a grammar mistake*”. There were 11 students stated Always, 5 students stated Often, 9 students stated

Sometimes, one student stated Rarely, and 2 students stated Never.

**Table 4.23:** Item 19

<b>Scale</b>	<b>Frequency</b>
1	3
2	3
3	3
4	8
5	11
<b>Total</b>	28

Item 19, “*I try to relax whenever I feel afraid of using ungrammatical sentences*”. There were 11 students stated Always, 8 students stated Often, 3 students stated Sometimes, 3 students stated Rarely, and 3 students stated Never.

**Table 4.24:** Item 20

<b>Scale</b>	<b>Frequency</b>
1	1
2	3
3	5
4	12
5	7
<b>Total</b>	28

Item 20, “*I encourage myself to use the rules I learnt in my speech even when I am afraid of making mistakes*”. There were 7 students stated Always, 12 students stated Often, 5 students stated

Sometimes, 3 students stated Rarely, and one student stated Never.

**Table 4.25:** Item 21

<b>Scale</b>	<b>Frequency</b>
1	6
2	4
3	5
4	3
5	10
<b>Total</b>	28

Item 21, “*I give myself a reward when I do well in English grammar*”. There were 6 students stated Always, 3 students stated Often, 5 students stated Sometimes, 4 students stated Rarely, and 6 students stated Never.

**Table 4.26:** Item 22

<b>Scale</b>	<b>Frequency</b>
1	4
2	1
3	6
4	10
5	7
<b>Total</b>	28

Item 22, “*I notice if I am nervous when I am studying grammar*”. There were 7 students stated Always, 10 students



stated Often, 6 students stated Sometimes, one student stated Rarely, and 4 students stated Never.

**Table 4.27:** Item 23

<b>Scale</b>	<b>Frequency</b>
1	5
2	3
3	5
4	7
5	8
<b>Total</b>	28

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, 7 students stated Often, 5 students stated Sometimes, 3 students stated Rarely, and 5 students stated Never.

**Table 4.28:** Item 24

<b>Scale</b>	<b>Frequency</b>
1	4
2	7
3	9
4	2
5	6
<b>Total</b>	28

Item 24, “*I ask my teacher questions about his/her corrections of my grammatical mistakes*”. There were 6 students

stated Always, 2 students stated Often, 9 students stated Sometimes, 7 students stated Rarely, and 4 students stated Never.

**Table 4.29:** Item 25

<b>Scale</b>	<b>Frequency</b>
1	1
2	4
3	7
4	9
5	7
<b>Total</b>	28

Item 25, *“I try to discover the underlying grammar rules of different sentences based on all clues”*. There were 7 students stated Always, 9 students stated Often, 7 students stated Sometimes, 4 students stated Rarely, and one student stated Never.

**Table 4.30:** Item 26

<b>Scale</b>	<b>Frequency</b>
1	2
2	2
3	8
4	6
5	10
<b>Total</b>	28

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 10 students stated Always, 6 students stated Often, 8 students stated Sometimes, 2 students stated Rarely, and 2 students stated Never.

**Table 4.31:** Item 27

<b>Scale</b>	<b>Frequency</b>
1	0
2	2
3	3
4	8
5	15
<b>Total</b>	28

Item 27, "*I try to improve my grammatical mistake when someone gives me corrections*". There were 15 students stated Always, 8 students stated Often, 3 students stated Sometimes, 2 students stated Rarely, and none student stated Never.

**Table 4.32:** Item 28

<b>Scale</b>	<b>Frequency</b>
1	1
2	2
3	6
4	10
5	9
<b>Total</b>	28

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 9 students stated Always, 10 students stated Often, 6 students stated Sometimes, 2 students stated Rarely, and one student stated Never.

**Table 4.33:** Item 29

<b>Scale</b>	<b>Frequency</b>
1	2
2	2
3	8
4	4
5	12
<b>Total</b>	28

Item 29, "*I use new structures in a sentence to remember them well*". There were 12 students stated Always, 4 students stated Often, 8 students stated Sometimes, 2 students stated Rarely, and 2 students stated Never.

**Table 4.34:** Item 30

<b>Scale</b>	<b>Frequency</b>
1	5
2	6
3	4
4	3
5	10
<b>Total</b>	28

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, 3 students stated Often, 4 students stated Sometimes, 6 students stated Rarely, and 5 students stated Never.

**Table 4.35:** Item 31

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

Item 31, “*I review grammar lessons regularly*”. There were 5 students stated Always, 2 students stated Often, 15 students stated Sometimes, 4 students stated Rarely, and 2 students stated Never.

**Table 4.36:** Item 32

<b>Scale</b>	<b>Frequency</b>
1	2
2	3
3	3
4	7
5	13
<b>Total</b>	28

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 13 students stated *Always*, 7 students stated *Often*, 3 students stated *Sometimes*, 3 students stated *Rarely*, and 2 students stated *Never*.

## 2. Interview

Interviews were conducted with fourteen (14) informants who were the students from Class F English Language Education study program in second semester who took Intermediate English Grammar Course on second semester also which considered to be representatives of the study. The interview was conducted on 11-12 of March 2022 via voice note by Whatsapp. There were six (6) questions that the researcher asks to the informants. The main goal of conducting this interview is to know what are the factors affecting the students to choose the strategy in order to know how grammar learning strategies used while the online learning.

The list of the question along with the transcription of the interviews with the informants were described in the Table 4.37.

**Table 4.37:** Detail of interview transcription

Item	Question	Answer
1	How was your opinion about online learning recently?	Code 01 For me, looking of this unpredictable situation (pandemic effect), this online learning runs well enough, but maybe for some students this situation is hard to learn by themselves.

		<p>Code 02 I think is good, but sometimes is not good because there are some kinds of subjects that should be online or face to face (in classroom).</p> <p>Code 03 This online learning is not effective, sometimes when the lecturer starts online meeting, some students did not turning on their camera (on-cam) eventhough it is part of etiquette. Moreover, students did not prioritize the learning.</p> <p>Code 04 Pretty good. Since this online learning has been going 1 year as a college student.</p> <p>Code 05 It makes me bored. I am not really understand when following the online class.</p> <p>Code 06 The online learning sometimes getting me bored. It's better to do offline learning.</p> <p>Code 07 Along with this online learning, I can increase new knowledge. But, it will be better to do learning in class, so the lecturer an students can communicate directly.</p> <p>Code 08 I think the online learning that has been running, so far is really less effective, especially for courses that must be guided or thaught directly by lecturer.</p> <p>Code 09 I think it's fine. Not as bad as I thought before.</p>
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		<p>Code 10 In my opinion in the Intermediate English Grammar Course, I find it difficult to take this course online, because there are often signal problems and conductivity of each house environment which make it difficult for me to focus on learning.</p> <p>Code 11 Good enough, but more specifically it's better offline, so that the delivery of material from the lecturer can be accepted by students clearly.</p> <p>Code 12 So far, it's good enough.</p> <p>Code 13 It's less effective. Sometimes I can not get the lecturer's explanation.</p> <p>Code 14 Easy to learn, but that's not optimal because sometimes the signal is bad.</p>
2	Did you enjoy the grammar online learning during your second semester?	<p>Code 01 Yes, I enjoyed it as long as I can understand.</p> <p>Code 02 Yes, I enjoyed it.</p> <p>Code 03 No, I did not, because I'm not into this online learning situation.</p> <p>Code 04 Yes, I did.</p> <p>Code 05 I am little enjoy that, but sometimes it make me getting bored.</p> <p>Code 06 No, I did not.</p> <p>Code 07 I am not sure.</p> <p>Code 08 Yes I did, but, the lecturer in my class sometimes teach or deliver the Grammar material quickly, so I feel difficult and take long time to</p>



		<p>understand it. Luckily, I like the teaching style.</p> <p>Code 09 Yes, I did, because the lecturer explain all of the Grammar material clearly.</p> <p>Code 10 Yes, I did.</p> <p>Code 11 Yes, I enjoyed it.</p> <p>Code 12 Yes, I did.</p> <p>Code 13 I am not sure, because my score is not good.</p> <p>Code 14 Yes, I did.</p>
3	How was the implementation of grammar learning in your class?	<p>Code 01 Everything runs well.</p> <p>Code 02 It's good and no struggle.</p> <p>Code 03 For me, the lecturer explains the material so fast and I can not get it well.</p> <p>Code 04 We're learning via G-meet and the lecturer explains the material via PPT. Also, sometimes we have an exercise.</p> <p>Code 05 The lecturer gives the learning material before the actual learning started.</p> <p>Code 06 The lecturer often explains the mateial using English and rarely translate it.</p> <p>Code 07 It's good, we are always trying.</p> <p>Code 08 During the online learning, the lecturer uses Whatsapp Group (WAG) and Google Meet (G-Meet). It's around 90% learning via G-Meet.</p> <p>Code 09 So far, mostly using online learning meeting.</p> <p>Code 10 In grammar learning that is applied in my class, the lecturer gives an explanation of the material and</p>

		<p>allows students to ask question if they don't understand then they are given practice questions and a discussion is held.</p> <p>Code 11 Grammar learning in my class is quiet good and satisfying, even the lecturer explains it very clearly.</p> <p>Code 12 So far so good. Students often feel difficult to understand the material, but the lecturer always guide and give more explanation. The lecturer is also can make the class condusive and make students actively ask and answer the question.</p> <p>Code 13 The lecturer gives the material learning, explains it, and then holds test.</p> <p>Code 14 The teacher explaining first, then the students try to answer question about the material presented.</p>
4	Do you understand well when your grammar teacher explain the learning material via online learning?	<p>Code 01 Yes I understand about what the lecturer explain.</p> <p>Code 02 No, I don't. But after the class ended, I always surf the internet to learn more.</p> <p>Code 03 Yes, I do, eventhough it's hard sometimes.</p> <p>Code 04 Sometimes I don't understand. I think it's not because the teacher but from my self. I feel different when follow the class between online class and offline class. I think I am more easy to understand</p>

		<p>when follow offline class.Code 05 Sometimes I do.</p> <p>Code 06 Usually I do. If I can't understand well, I will ask my friend to explain again.</p> <p>Code 07 Actually I could understand it, but because the lecturer explained the material quickly, it took me quiet long time to understand the material. Ofcourse by wathcing Grammar learning videos on Youtube, listening to voice recordings (I always record the lecturer's voice while teaching via Google meet (G-meet).</p> <p>Code 08 Yes, I do, because Mrs. Ikke always repeat all the matei to remind us and always ask us to give question if there is unclear explanation.</p> <p>Code 09 When the online learning is done, I feel less than optimal in receiving the material provided.</p> <p>Code 10 Alhamdulillah I can understand well any materials from the lecturer.</p> <p>Code 11 Sometimes I do.</p> <p>Code 12 Yes, but not always understand.</p> <p>Code 13 Sometimes I can not, but if the lecturer explain it twice or more then I can understand.</p> <p>Code 14 Yes, I can, because the lecturer is enjoyable.</p>
5	Take a look at these factors!	Code 01 Personality Characteristic

	<p>a. Personality Characteristic.</p> <p>b. Motivation Level.</p> <p>c. Students' Expectations and Puposes for Learning the Language.</p> <p>d. Task Requirements.</p> <p>e. Ethno-cultural Backgrounddinatio nalg.</p> <p>f. Gender.</p> <p>g. Teachers' Expectation and Instruction.</p> <p>h. Stage of the Learning.</p> <p>i. Cognitive Style.</p> <p>According to yourself, which factor that affected you the most for continuing to learn grammar?</p>	<p>Code 02 Students' expectation and Purpose for Learning the Language</p> <p>Code 03 Students' expectation and Purpose for Learning the Language</p> <p>Code 04 Students' expectation and Purpose for Learning the Language</p> <p>Code 05 Task Requirements</p> <p>Code 06 Stage of Learning</p> <p>Code 07 Students' expectation and Purpose for Learning the Language</p> <p>Code 08 Students' expectation and Purpose for Learning the Language</p> <p>Code 09 Stage of Learning</p> <p>Code 10 Students' expectation and Purpose for Learning the Language</p> <p>Code 11 Stage of Learning</p> <p>Code 12 <i>Improving Skills and Self-quality</i></p> <p>Code 13 Stage of Learning</p> <p>Code 14 Motivation Level</p>
6	<p>What is your reason for choosing that factor?</p>	<p>Code 01 Higher quality + More skills it will be great.</p> <p>Code 02 Because that's my goal.</p> <p>Code 03 Because grammar is important for English structure. Maybe people can</p>

		<p>communicate without take a look at their grammar, but it will be more useful for formal education. For example we will need it to continue our study by using IELTS or TOEFL.</p> <p>Code 04 Because, as I know, grammar is the key of every expression in English, and grammar should be mastered.</p> <p>Code 05 Because I am a student of English Education, I think that's the goal definately should to learn English grammar. We are better understand the grammar.</p> <p>Code 06 Because every step, every knowledge that I get is a stage of learning, moreover I want to become a profesional teacher, therefore everytime I go to college and study on my own, I consider it is a step towards my goals.</p> <p>Code 07 Factors that influences the learning of grammar are the expectations and goals of students in learning the language. It is the hope of a student to be able to understand the grammar of the language well and its purpose in order to be able to apply language skills in daily life.</p> <p>Code 08 Because it matches my expectation.</p> <p>Code 09 I choose that because from my experience. When I learn something</p>
--	--	--

		<p>step by step, I can understand and it will give me spirit to learn more.</p> <p>Code 10 Because I want understand about English, especially grammar.</p> <p>Code 11 Because I think grammar is so important in English or we can say it is the basic to learn English. So, if I don't understand about grammar, I can't understand all of thing about English.</p> <p>Code 12 Because I am looking at my score which and I still not satisfy.</p> <p>Code 13 Because grammar complements English.</p> <p>Code 14 Because in my opinion, grammar is the basic of English therefore I have to learn it deeply. If I don't have better grammar, my English is bad.</p>
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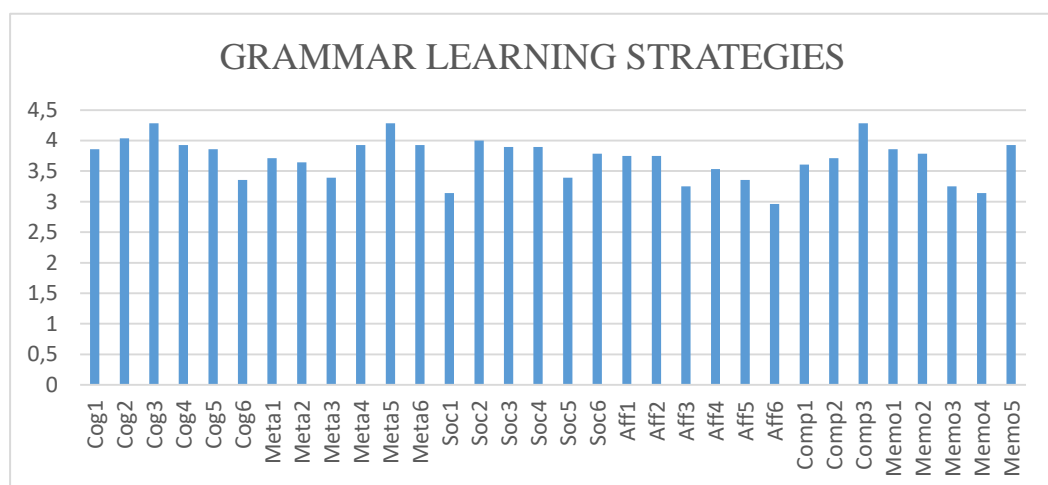
After collecting the data from results of questionnaires and interviews, the researcher analyzed the findings and explained the implications of the results of the study on students' grammar learning strategies used during the online learning in English Language Education of UIN Raden Mas Said Surakarta. As explained in the previous chapter, the researcher used descriptive quantitative design and obtained the data from questionnaires and interviews. The data are explained as follow:

a. Demographic Information

Based on the data presentation, it could be seen that the students in total was twenty eight (28), consisted of five (5) males and twenty three (23) of females. Then the average age of students was about 18-22 years old.

b. Grammar Learning Strategies Questionnaires

There were 32 statements used to investigate the students' grammar learning strategies used in online learning at English Language Education of UIN Raden Mas Said Surakarta. The results of the statements were analyzed in the Figure 4.1:



**Figure 4.1:** Questionnaires Averages

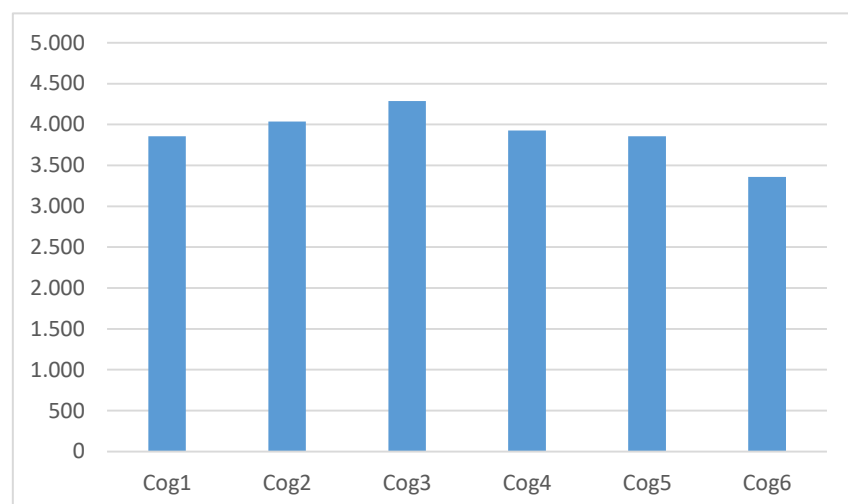
Based on the data collected via questionnaires to 28 (twenty eight) students, it showed that the highest average score 3.887 which was cognitive strategies, the second highest was compensation strategies indicated by the scores average 3.869, the third highest was metacognitive strategies indicated by the score 3.815, the fourth highest was social strategies indicated by

the score 3.685, the fifth highest was memory strategies indicated by the score 3.593, and the lowest average score was affective strategies indicated by the score 3.434. Meanwhile, the highest score for each statement came from statement number 3 (cog3) indicated by the average score 3.887 and the lowest score came from statement number 24 (aff6) with average score 2.964.

The data above could be explained in detail as follows:

1) Data presentation of each category of the questionnaires

a) Cognitive



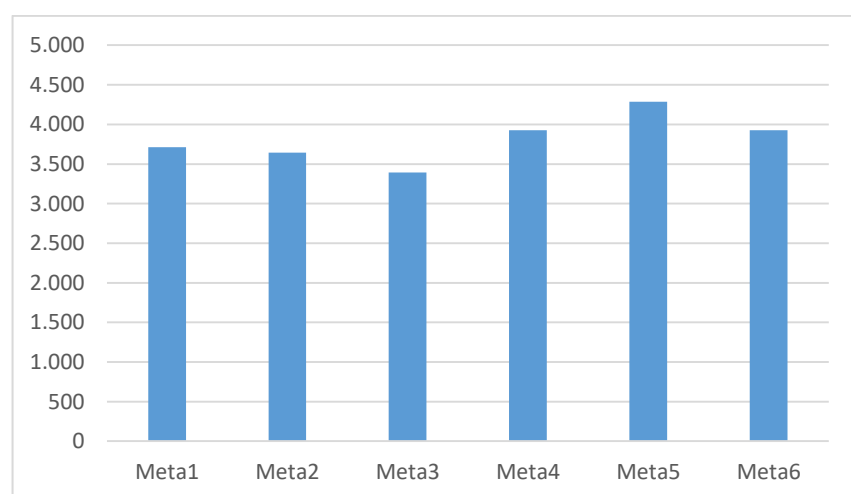
**Figure 4.2:** Cognitive strategy averages

The diagram above represented the cognitive strategy that students used when they study grammar during online learning. The highest average came from the statement number 3 (cog3) in which when the students learn a new grammar structure, they will compare it with their own language by thinking of its equivalent in native language indicated by the score 4.286. The second was cog 2 in which



when the students learn a new grammar structure, they try to classify it under a group of similar things indicated by the score 4.036. The third was followed by cog4 in which the students underline, use different colors or capital letters to emphasize the important parts of grammar rules and explanations indicated by the score 3.928. The fourth was followed by cog1 and cog5 by the score 3.857 in which in cog1 when the students learn a new grammar structure, they try to associate it with other structures in English they already know and in cog5 when students read different texts and watch TV shows and/or movies in English they will learn how to use correct grammar. The lowest average came from cog6 in which the students are less do grammar exercises at home indicated by the score 3.357.

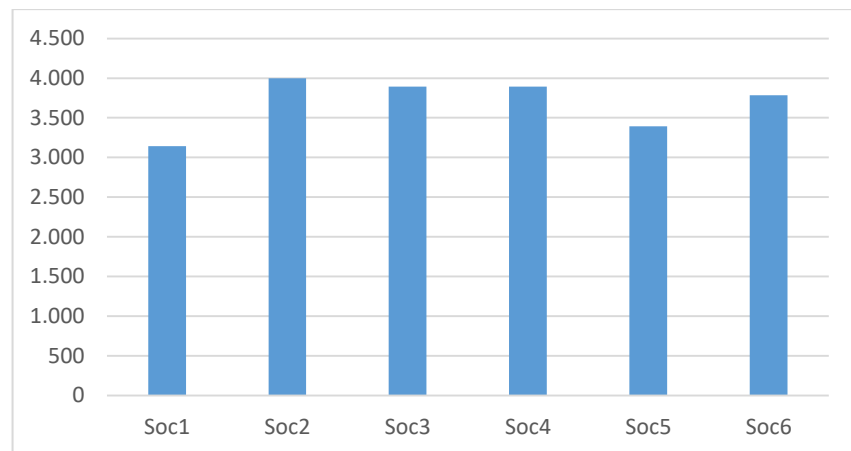
b) Metacognitive



**Figure 4.3:** Metacognitive strategy averages

The diagram above represented the metacognitive strategy that students used when they study grammar during online learning. The highest average came from the statement number 11 (meta5) in which the students try to find out ways how to become better learner of English grammar indicated by the score 4.286. The second was reached by meta4 and meta6 by the score 3.928 in which in meta4 the students try to notice their grammatical mistakes and try to look the difference with the correct version and in meta6 the students look for people they can talk to in English in order to improve their grammatical proficiency. The third was followed by meta1 in which the students pay attention to the rules provided by the teacher or reference books indicated by the score 3.714. The fourth was followed by meta2 by the score 3.643 in which the students try to notice the new grammar structures that appear in listening or reading text. The lowest average came from meta3 in which the students preview the grammar subjects that will be covered before coming to class indicated by the score 3.393.

## c) Social

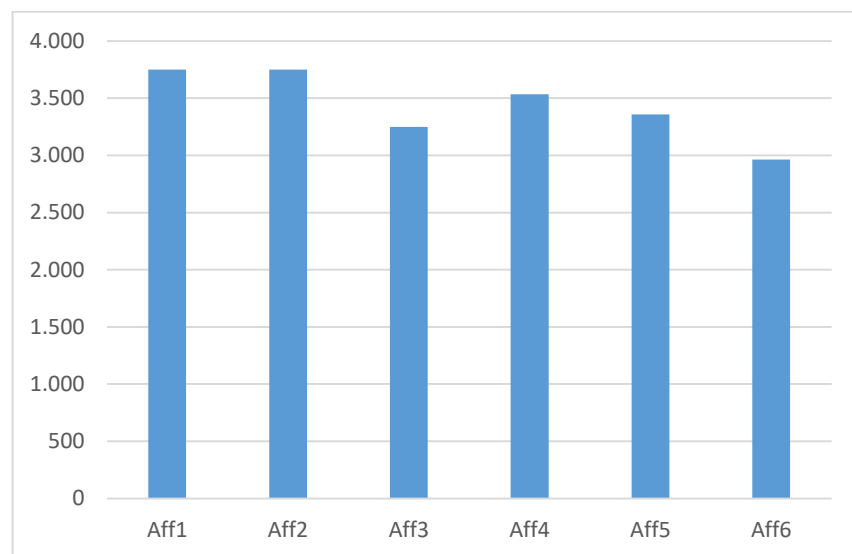


**Figure 4.4:** Social strategy averages

The diagram above represented the social strategy that students used when they study grammar during online learning. The highest average came from the statement number 14 (soc2) in which if the students do not understand teacher's explanation of a new structure, they will ask friend for help indicated by the score 4. The second was reached by soc3 and soc4 by the score 3.893 in which in soc3 the students study grammar with a friend or a relative and in soc4 the students listen to any feedback that the teacher gives about the used structure. The third was followed by soc6 in which the students encourage themselves to speak English even when they are afraid of making a grammar mistake indicated by the score 3.786. The fourth was followed by soc5 by the score 3.393 in which the students ask good speakers of English to correct

their grammar when they talk. The lowest average came from soc1 in which if the students do not understand the teacher's explanation of a new structure, they will ask him/her to repeat indicated by the score 3.143.

d) Affective

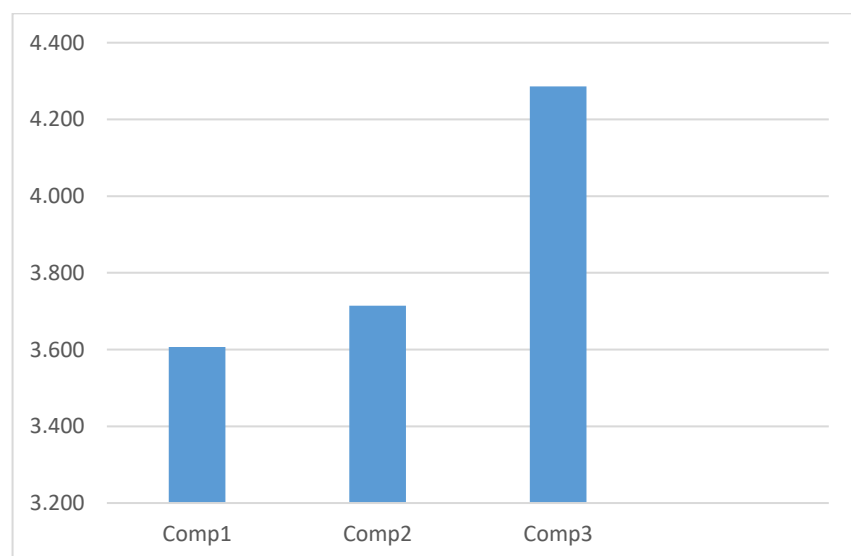


**Figure 4.5:** Affective strategy averages

The diagram above represented the affective strategy that students used when they study grammar during online learning. The highest average came from the statement number 19 (aff1) and 20 (aff2) by the score 3.75 in which in the aff1 the students try to relax whenever they feel afraid of using ungrammatical sentences and in the aff2 the students encourage themselves to use the rules they learnt in their speech even when they are afraid of making mistakes. The second was reached by aff4 in which the students notice if they are nervous when they are studying

grammar indicated by the score 3.536. The third was followed by aff5 in which the students will talk to someone else such as teacher, friend, and relatives about how they feel when they are learning grammar indicated by the score 3.357. The fourth was followed by aff3 by the score 3.25 in which the students give themselves a reward when they do well in English grammar. The lowest average came from aff6 in which the students will ask teacher questions about his/her corrections of their grammatical mistakes indicated by the score 2.964.

e) Compensation

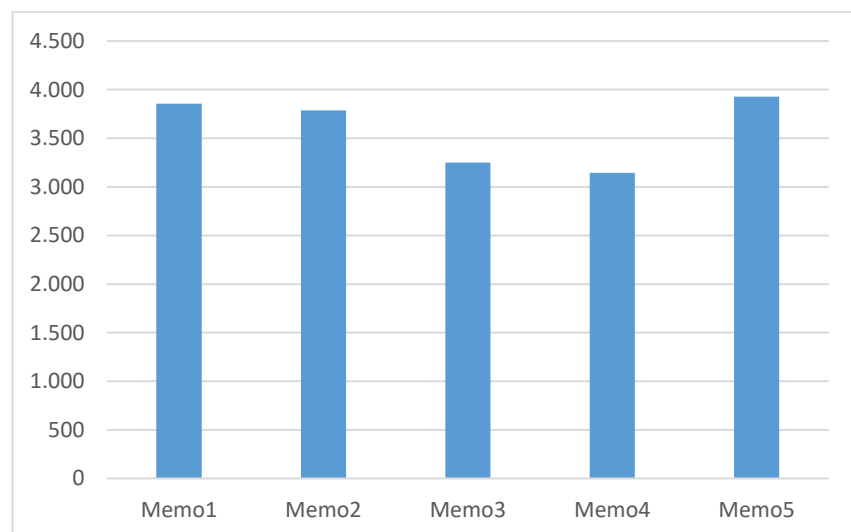


**Figure 4.6:** Compensation strategy averages

The diagram above represented the compensation strategy that students used when they study grammar during online learning. The highest average came from the statement number 27 (comp3) by the score 4.286 in which

the students try to improve their grammatical mistake when someone gives them corrections. The second was reached by comp2 in which if the students are not sure of using one structure in their speech or writing, they try to use other structure to deliver message clearly indicated by the score 3.714. The lowest average came from comp1 in which the students try to discover the underlying grammar rules of different sentences based on all clues indicated by the score 3.67.

f) Memory



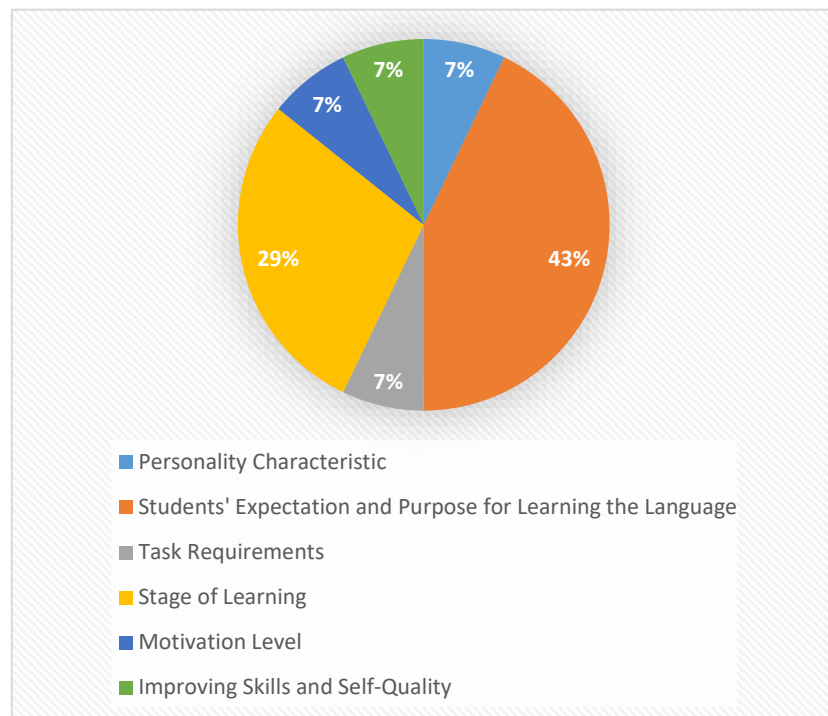
**Figure 4.7:** Memory strategy averages

The diagram above represented the memory strategy that students used when they study grammar during online learning. The highest average came from the statement number 32 (memo5) in which the students try to remember a new structure that they learnt by making a mental picture

of a situation in which the form might be used indicated by the score 3.928. The second was reached by memo1 in which the students think of the relationship between the grammar structures what they have already known and new structures they learn in English indicated by the score 3.857. The third was followed by memo2 in which the students use new structures in a sentence to remember them well indicated by the score 3.786. The fourth was followed by memo3 by the score 3.25 in which the students try to remember English grammar information by using their location on the page text book. The lowest average came from memo4 in which the students review grammar lessons regularly indicated by the score 3.143.

## 2) Interview

Based on the data presentation, there was transcribed of the interview that has been done via Whatsapp. The interview was taken in 11-12 of March 2022 with half of the students of PBI F (14 students), Faculty of Cultures and Language, UIN Raden Mas Said Surakarta. The goal of the interview was to answer the research question number 3, it was about “What are the factors affecting the students to choose the strategy?”. The results were:



**Figure 4.8:** Factors affecting the students to choose the learning strategy

From the diagram above, explained that there were 7% (1 student) who choose Personality characteristic which affected students to choose the learning strategy, 43% (6 students) who choose Students' expectation and purpose for learning the language, 7% (1 student) who choose Task requirements, 29% (4 students) who choose Stage of learning, 7% (1 student) who choose Motivation learning, and once more 7% (1 student) who choose Improving skills and self-quality. Most of students were looking back to the reason why they should learn English and understand grammar well.



## **B. 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 Language Education Study Program of UIN Raden Mas Said Surakarta in Academic Year of 2021/2022, would be discussed as follows:

This study provided demographic information about the students. The subject of this study is the second semester students of English Language Education at UIN Raden Mas Said Surakarta in academic year of 2021/2022 who has joined Intermediate English Grammar during online. There were 28 students of PBI F who participate to answer the questionnaire, meanwhile for the interview there were half of them. The data findings showed that the students that has joined the course dominated by twenty three (23) females and only five (5) males. Then, the average age of students was about 18-20 years old with twenty four (24) students and 21-22 years old with four (4) students.

Furthermore, in order to know the students grammar learning strategies used during online learning, the researcher used questionnaires that included some questions from six (6) categories of strategy to provide information. These questions were shown in the table 4.4. The responses indicated that the majority of students at PBI F UIN Raden Mas Said Surakarta used cognitive strategy more often than other strategies with average 3.887. Followed by compensation strategy indicated by the average 3.869, the third highest was metacognitive strategy with 3.815, the fourth highest was social strategy with

3.685, the fifth highest was memory strategy with 3.593, and the lowest average was 3.434 which was affective strategy. Besides the cognitive strategy was the highest average, the highest score of every statement also came from statement number 3 of cog3 along with number 11 or meta5 and number 27 or comp3 each statement has average score 4.286 and the lowest score came from statement number 24 or aff6 with 2.964.

The strategy that students used the most was cognitive strategy with average 3.887 which was occupy the high level. This is in line with the result of previous study 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.

Different from the previous study conducted by Bayou (2015) who studied grammar learning strategies use of grade 11 students at Medhanealem Preparatory School: Gender in focus, he stated the compensation strategy was the most frequent strategy that the students used, meanwhile in this study, compensation strategy was the second highest average score. This study also different with 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 students in Intermediate English Grammar class. The study has different result with the researcher's study.

Cognitive strategy enable the learners to manipulate grammatical rules by practicing the grammar rule meaningfully in a realistic setting such as by

participating in conversation, reading a book or article, listening to a lecture, or writing a letter in the new grammar structure. It can conclude from the research that students are mostly used this strategy because they have thought of learning grammar by their own way as well as showed in the questionnaire stated in number one until number six had high average result.

The second strategy that the students used the most was compensation strategy with average score 3.869. In the context, there was a chance that the students who took Intermediate English Grammar 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 composition category in which 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 for 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 accordance with a study conducted by Sahib (2016) and cited on Juniar (2019) about compensation strategies use by EFL Learners. In this study, the most employed strategy of compensation is "seek help" which indicated that the learners more often apply the strategy of seeking help and asking for more information as stated in the compensation category "I try to improve my grammatical mistakes. Thus in the present study compensation helps the students to overcome knowledge limitation.

In affective strategy that consists of lowering anxiety, encouraging-self, and taking emotional temperature such as using technique to alternate the tense by deep breathing or mediation, using music or laugh, making positive statements, or give reward from yourself and so on are reported to be the least strategy with average score 2.964. This may be happened because the students rarely pay attention to their own emotion, motivations, and attitudes when they learning grammar.

For the interview section which aimed to reveal what are the factors that affect the students to choose their learning strategies, the researcher provided 9 (nine) factors they could choose among others personality characteristic, motivation level, students' expectations and purposes for learning the language, task requirements, ethno-cultural background, nationalig, gender, teachers' expectation and instruction, stage of learning, and cognitive style. The result after the interview, the students only chose 6 (six) of them. The most chosen factor is students' expectation and purpose for learning the language with 43% (6 students), followed by stage of learning by 29% (4 students), personality character 7% (1 student), task requirements 7% (1 student), motivation learning 7% (1 student), and improving skills and self-quality 7% (1 student).

## CHAPTER V

### CONCLUSION AND SUGGESTION

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

#### A. Conclusion

The purpose of this study was to identify the grammar learning strategies used the most by the students who joined Intermediate English Grammar Course. There were twenty eight (28) students who participated as the respondents of the questionnaires about Grammar Learning Strategies and half of them being the informants for interview to find the factors that affect them to choose the learning strategies. By seeing the demography of the questionnaire, the sample of this study consisted of twenty three (23) females and only five (5) males. Then, the average age of students was about 18-20 years old with twenty four (24) students and 21-22 years old with four (4) students.

This study showed that in general, the students of PBI F who joined the Intermediate English Grammar Course used all learning strategies (memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, affective strategy, and social strategy). However, the cognitive strategy was the most frequent strategy used by the students indicated by the score 3.887.

Followed by compensation strategy with 3.869, metacognitive strategy with 3.815, social strategy with 3.685, memory strategy with 3.593, and the last is affective strategy with 3.434. For the interview section, the most chosen factor is students' expectation and purpose for learning the language with 43% (6 students), followed by stage of learning by 29% (4 students), personality character 7% (1 student), task requirements 7% (1 student), motivation learning 7% (1 student), and improving skills and self-quality 7% (1 student).

## **B. Suggestion**

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

### 1) For the Students

The researcher suggested the students who take Intermediate English Grammar Cours to focus on the study and improve their knowledge and experiences to reach the certification of professional teacher or vocational field to support skills. Through this study, the researcher wish it may enhance students creativity to find out which appropriate strategy to their learning style and learning achievement in grammar.

### 2) For the Lecturers

The lecturers should provide various kinds of teaching methods to create more engaging activities in the online learning relating to the

situation happened and in the classroom after the online learning ended. This study may enhance the various strategy, approach, model, and technique in order to adjust with the students grammar learning strategy.

3) For the other Researcher

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

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School Students in China*. Theory and practice in language studies.

## APENDICESS

### A. LIST OF STUDENTS

<b>NO</b>	<b>NAME</b>	<b>NIM</b>
1	N. N. L.	216121141
2	R. A. A.	216121142
3	A. C. F. P.	216121143
4	N. I. U.	216121144
5	D. F. C.	216121145
6	A. N. A.	216121146
7	I. S. T.	216121147
8	S. I. W. P.	216121148
9	R. N.	216121149
10	A. O. R.	216121150
11	R. A. S.	216121151
12	Y. R. A.	216121152
13	L. N. A.	216121153
14	U. N. F.	216121154
15	A. H. G.	216121155
16	R. S. P.	216121156
17	M. M. N. A.	216121157
18	D. F. A.	216121158
19	Y. D. S.	216121159
20	N. 'A.	216121160
21	S. S. P. M.	216121161
22	W. S.	216121162
23	T. M. U.	216121163
24	M. M. N.	216121164
25	O. H. P.	216121165
26	M. R. S.	216121166
27	R. A.	216121167
28	D. S. N.	216121168

## RESULT

### QUESTIONNAIRE OF GRAMMAR LEARNING STRATEGIES

CODE 1

Item	Statement	1	2	3	4	5
1	When I learn a new grammar structure, I try to associate it with other structures in English that I already know.					
2	When I learn a new grammar structure, I try to classify it under a group of similar things (e.g. verbs, tenses, etc.)					
3	When I learn a new grammar structure, I compare it with my own language by thinking of its equivalent in my native language.					
4	I underline, use different colors or capital letters to emphasize the important parts of grammar rules and explanations.					
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.).					
6	I do grammar exercises at home.					
7	I pay attention to the rules provided by the teacher or reference books.					
8	I try to notice the new grammar structures that appear in listening or reading text.					
9	I preview the grammar subjects that will be covered before coming to class.					
10	I try to notice my grammatical mistakes and try to look the difference with the correct version.					
11	I try to find out ways how to become better learner of English grammar.					
12	I look for people that I can talk to in English in order to improve my grammatical proficiency.					
13	If I do not understand my teacher's explanation of a new structure, I ask him/her to repeat.					

14	If I do not understand my teacher's explanation of a new structure, I ask my friend for help.			■		
15	I study grammar with a friend or a relative.				■	
16	I listen to any feedback that the teacher gives me about the structure I use.					■
17	I ask good speakers of English to correct my grammar when I talk.					■
18	I encourage myself to speak English even when I am afraid of making a grammar mistake.				■	
19	I try to relax whenever I feel afraid of using ungrammatical sentences					■
20	I encourage myself to use the rules I learnt in my speech even when I am afraid of making mistakes.			■		
21	I give myself a reward when I do well in English grammar.					■
22	I notice if I am nervous 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.	■				
24	I ask my teacher questions about his/her corrections of my grammatical mistakes.		■			
25	I try to discover the underlying grammar rules of different sentences based on all clues.				■	
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					■
27	I try to improve my grammatical mistake when someone gives me corrections.					■
28	I think of the relationship between the grammar structures what I have already known and new structures I learn in English				■	
29	I use new structures in a sentence to remember them well.					■
30	I try to remember English grammar information by using their location on the page in the text book.		■			
31	I review grammar lessons regularly.			■		
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.					■

## CODE 2

Item	Statement	1	2	3	4	5
1	When I learn a new grammar structure, I try to associate it with other structures in English that I already know.				■	
2	When I learn a new grammar structure, I try to classify it under a group of similar things (e.g. verbs, tenses, etc.)					■
3	When I learn a new grammar structure, I compare it with my own language by thinking of its equivalent in my native language.			■		
4	I underline, use different colors or capital letters to emphasize the important parts of grammar rules and explanations.					■
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.).					■
6	I do grammar exercises at home.			■		
7	I pay attention to the rules provided by the teacher or reference books.		■			
8	I try to notice the new grammar structures that appear in listening or reading text.				■	
9	I preview the grammar subjects that will be covered before coming to class.					■
10	I try to notice my grammatical mistakes and try to look the difference with the correct version.			■		
11	I try to find out ways how to become better learner of English grammar.			■		
12	I look for people that I can talk to in English in order to improve my grammatical proficiency.					■
13	If I do not understand my teacher's explanation of a new structure, I ask him/her to repeat.			■		
14	If I do not understand my teacher's explanation of a new structure, I ask my friend for help.		■			
15	I study grammar with a friend or a relative.				■	
16	I listen to any feedback that the teacher gives me about the structure I use.					■

17	I ask good speakers of English to correct my grammar when I talk.				
18	I encourage myself to speak English even when I am afraid of making a grammar mistake.				
19	I try to relax whenever I feel afraid of using ungrammatical sentences				
20	I encourage myself to use the rules I learnt in my speech even when I am afraid of making mistakes.				
21	I give myself a reward when I do well in English grammar.				
22	I notice if I am nervous 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.				
24	I ask my teacher questions about his/her corrections of my grammatical mistakes.				
25	I try to discover the underlying grammar rules of different sentences based on all clues.				
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				
27	I try to improve my grammatical mistake when someone gives me corrections.				
28	I think of the relationship between the grammar structures what I have already known and new structures I learn in English				
29	I use new structures in a sentence to remember them well.				
30	I try to remember English grammar information by using their location on the page in the text book.				
31	I review grammar lessons regularly.				
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.				

CODE 3

Item	Statement	1	2	3	4	5
1	When I learn a new grammar structure, I try to associate it with other structures in English that I already know.					
2	When I learn a new grammar structure, I try to classify it under a group of similar things (e.g. verbs, tenses, etc.)					
3	When I learn a new grammar structure, I compare it with my own language by thinking of its equivalent in my native language.					
4	I underline, use different colors or capital letters to emphasize the important parts of grammar rules and explanations.					
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.).					
6	I do grammar exercises at home.					
7	I pay attention to the rules provided by the teacher or reference books.					
8	I try to notice the new grammar structures that appear in listening or reading text.					
9	I preview the grammar subjects that will be covered before coming to class.					
10	I try to notice my grammatical mistakes and try to look the difference with the correct version.					
11	I try to find out ways how to become better learner of English grammar.					
12	I look for people that I can talk to in English in order to improve my grammatical proficiency.					
13	If I do not understand my teacher's explanation of a new structure, I ask him/her to repeat.					
14	If I do not understand my teacher's explanation of a new structure, I ask my friend for help.					
15	I study grammar with a friend or a relative.					
16	I listen to any feedback that the teacher gives me about the structure I use.					



17	I ask good speakers of English to correct my grammar when I talk.				
18	I encourage myself to speak English even when I am afraid of making a grammar mistake.				
19	I try to relax whenever I feel afraid of using ungrammatical sentences				
20	I encourage myself to use the rules I learnt in my speech even when I am afraid of making mistakes.				
21	I give myself a reward when I do well in English grammar.				
22	I notice if I am nervous 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.				
24	I ask my teacher questions about his/her corrections of my grammatical mistakes.				
25	I try to discover the underlying grammar rules of different sentences based on all clues.				
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				
27	I try to improve my grammatical mistake when someone gives me corrections.				
28	I think of the relationship between the grammar structures what I have already known and new structures I learn in English				
29	I use new structures in a sentence to remember them well.				
30	I try to remember English grammar information by using their location on the page in the text book.				
31	I review grammar lessons regularly.				
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.				

## CODE 4

Item	Statement	1	2	3	4	5
1	When I learn a new grammar structure, I try to associate it with other structures in English that I already know.					
2	When I learn a new grammar structure, I try to classify it under a group of similar things (e.g. verbs, tenses, etc.)					
3	When I learn a new grammar structure, I compare it with my own language by thinking of its equivalent in my native language.					
4	I underline, use different colors or capital letters to emphasize the important parts of grammar rules and explanations.					
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.).					
6	I do grammar exercises at home.					
7	I pay attention to the rules provided by the teacher or reference books.					
8	I try to notice the new grammar structures that appear in listening or reading text.					
9	I preview the grammar subjects that will be covered before coming to class.					
10	I try to notice my grammatical mistakes and try to look the difference with the correct version.					
11	I try to find out ways how to become better learner of English grammar.					
12	I look for people that I can talk to in English in order to improve my grammatical proficiency.					
13	If I do not understand my teacher's explanation of a new structure, I ask him/her to repeat.					
14	If I do not understand my teacher's explanation of a new structure, I ask my friend for help.					
15	I study grammar with a friend or a relative.					
16	I listen to any feedback that the teacher gives me about the structure I use.					

17	I ask good speakers of English to correct my grammar when I talk.							
18	I encourage myself to speak English even when I am afraid of making a grammar mistake.							
19	I try to relax whenever I feel afraid of using ungrammatical sentences							
20	I encourage myself to use the rules I learnt in my speech even when I am afraid of making mistakes.							
21	I give myself a reward when I do well in English grammar.							
22	I notice if I am nervous 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.							
24	I ask my teacher questions about his/her corrections of my grammatical mistakes.							
25	I try to discover the underlying grammar rules of different sentences based on all clues.							
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							
27	I try to improve my grammatical mistake when someone gives me corrections.							
28	I think of the relationship between the grammar structures what I have already known and new structures I learn in English							
29	I use new structures in a sentence to remember them well.							
30	I try to remember English grammar information by using their location on the page in the text book.							
31	I review grammar lessons regularly.							
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.							

CODE 5

Item	Statement	1	2	3	4	5
1	When I learn a new grammar structure, I try to associate it with other structures in English that I already know.					
2	When I learn a new grammar structure, I try to classify it under a group of similar things (e.g. verbs, tenses, etc.)					
3	When I learn a new grammar structure, I compare it with my own language by thinking of its equivalent in my native language.					
4	I underline, use different colors or capital letters to emphasize the important parts of grammar rules and explanations.					
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.).					
6	I do grammar exercises at home.					
7	I pay attention to the rules provided by the teacher or reference books.					
8	I try to notice the new grammar structures that appear in listening or reading text.					
9	I preview the grammar subjects that will be covered before coming to class.					
10	I try to notice my grammatical mistakes and try to look the difference with the correct version.					
11	I try to find out ways how to become better learner of English grammar.					
12	I look for people that I can talk to in English in order to improve my grammatical proficiency.					
13	If I do not understand my teacher's explanation of a new structure, I ask him/her to repeat.					
14	If I do not understand my teacher's explanation of a new structure, I ask my friend for help.					
15	I study grammar with a friend or a relative.					
16	I listen to any feedback that the teacher gives me about the structure I use.					

17	I ask good speakers of English to correct my grammar when I talk.				
18	I encourage myself to speak English even when I am afraid of making a grammar mistake.				
19	I try to relax whenever I feel afraid of using ungrammatical sentences				
20	I encourage myself to use the rules I learnt in my speech even when I am afraid of making mistakes.				
21	I give myself a reward when I do well in English grammar.				
22	I notice if I am nervous 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.				
24	I ask my teacher questions about his/her corrections of my grammatical mistakes.				
25	I try to discover the underlying grammar rules of different sentences based on all clues.				
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				
27	I try to improve my grammatical mistake when someone gives me corrections.				
28	I think of the relationship between the grammar structures what I have already known and new structures I learn in English				
29	I use new structures in a sentence to remember them well.				
30	I try to remember English grammar information by using their location on the page in the text book.				
31	I review grammar lessons regularly.				
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.				

CODE 6

Item	Statement	1	2	3	4	5
1	When I learn a new grammar structure, I try to associate it with other structures in English that I already know.					
2	When I learn a new grammar structure, I try to classify it under a group of similar things (e.g. verbs, tenses, etc.)					
3	When I learn a new grammar structure, I compare it with my own language by thinking of its equivalent in my native language.					
4	I underline, use different colors or capital letters to emphasize the important parts of grammar rules and explanations.					
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.).					
6	I do grammar exercises at home.					
7	I pay attention to the rules provided by the teacher or reference books.					
8	I try to notice the new grammar structures that appear in listening or reading text.					
9	I preview the grammar subjects that will be covered before coming to class.					
10	I try to notice my grammatical mistakes and try to look the difference with the correct version.					
11	I try to find out ways how to become better learner of English grammar.					
12	I look for people that I can talk to in English in order to improve my grammatical proficiency.					
13	If I do not understand my teacher's explanation of a new structure, I ask him/her to repeat.					
14	If I do not understand my teacher's explanation of a new structure, I ask my friend for help.					
15	I study grammar with a friend or a relative.					
16	I listen to any feedback that the teacher gives me about the structure I use.					



CODE 7

Item	Statement	1	2	3	4	5
1	When I learn a new grammar structure, I try to associate it with other structures in English that I already know.					
2	When I learn a new grammar structure, I try to classify it under a group of similar things (e.g. verbs, tenses, etc.)					
3	When I learn a new grammar structure, I compare it with my own language by thinking of its equivalent in my native language.					
4	I underline, use different colors or capital letters to emphasize the important parts of grammar rules and explanations.					
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.).					
6	I do grammar exercises at home.					
7	I pay attention to the rules provided by the teacher or reference books.					
8	I try to notice the new grammar structures that appear in listening or reading text.					
9	I preview the grammar subjects that will be covered before coming to class.					
10	I try to notice my grammatical mistakes and try to look the difference with the correct version.					
11	I try to find out ways how to become better learner of English grammar.					
12	I look for people that I can talk to in English in order to improve my grammatical proficiency.					
13	If I do not understand my teacher's explanation of a new structure, I ask him/her to repeat.					
14	If I do not understand my teacher's explanation of a new structure, I ask my friend for help.					
15	I study grammar with a friend or a relative.					
16	I listen to any feedback that the teacher gives me about the structure I use.					



17	I ask good speakers of English to correct my grammar when I talk.					
18	I encourage myself to speak English even when I am afraid of making a grammar mistake.					
19	I try to relax whenever I feel afraid of using ungrammatical sentences					
20	I encourage myself to use the rules I learnt in my speech even when I am afraid of making mistakes.					
21	I give myself a reward when I do well in English grammar.					
22	I notice if I am nervous 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.					
24	I ask my teacher questions about his/her corrections of my grammatical mistakes.					
25	I try to discover the underlying grammar rules of different sentences based on all clues.					
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					
27	I try to improve my grammatical mistake when someone gives me corrections.					
28	I think of the relationship between the grammar structures what I have already known and new structures I learn in English					
29	I use new structures in a sentence to remember them well.					
30	I try to remember English grammar information by using their location on the page in the text book.					
31	I review grammar lessons regularly.					
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.					

CODE 8

Item	Statement	1	2	3	4	5
1	When I learn a new grammar structure, I try to associate it with other structures in English that I already know.					
2	When I learn a new grammar structure, I try to classify it under a group of similar things (e.g. verbs, tenses, etc.)					
3	When I learn a new grammar structure, I compare it with my own language by thinking of its equivalent in my native language.					
4	I underline, use different colors or capital letters to emphasize the important parts of grammar rules and explanations.					
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.).					
6	I do grammar exercises at home.					
7	I pay attention to the rules provided by the teacher or reference books.					
8	I try to notice the new grammar structures that appear in listening or reading text.					
9	I preview the grammar subjects that will be covered before coming to class.					
10	I try to notice my grammatical mistakes and try to look the difference with the correct version.					
11	I try to find out ways how to become better learner of English grammar.					
12	I look for people that I can talk to in English in order to improve my grammatical proficiency.					
13	If I do not understand my teacher's explanation of a new structure, I ask him/her to repeat.					
14	If I do not understand my teacher's explanation of a new structure, I ask my friend for help.					
15	I study grammar with a friend or a relative.					
16	I listen to any feedback that the teacher gives me about the structure I use.					



CODE 9

Item	Statement	1	2	3	4	5
1	When I learn a new grammar structure, I try to associate it with other structures in English that I already know.					
2	When I learn a new grammar structure, I try to classify it under a group of similar things (e.g. verbs, tenses, etc.)					
3	When I learn a new grammar structure, I compare it with my own language by thinking of its equivalent in my native language.					
4	I underline, use different colors or capital letters to emphasize the important parts of grammar rules and explanations.					
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.).					
6	I do grammar exercises at home.					
7	I pay attention to the rules provided by the teacher or reference books.					
8	I try to notice the new grammar structures that appear in listening or reading text.					
9	I preview the grammar subjects that will be covered before coming to class.					
10	I try to notice my grammatical mistakes and try to look the difference with the correct version.					
11	I try to find out ways how to become better learner of English grammar.					
12	I look for people that I can talk to in English in order to improve my grammatical proficiency.					
13	If I do not understand my teacher's explanation of a new structure, I ask him/her to repeat.					
14	If I do not understand my teacher's explanation of a new structure, I ask my friend for help.					
15	I study grammar with a friend or a relative.					
16	I listen to any feedback that the teacher gives me about the structure I use.					

17	I ask good speakers of English to correct my grammar when I talk.				
18	I encourage myself to speak English even when I am afraid of making a grammar mistake.				
19	I try to relax whenever I feel afraid of using ungrammatical sentences				
20	I encourage myself to use the rules I learnt in my speech even when I am afraid of making mistakes.				
21	I give myself a reward when I do well in English grammar.				
22	I notice if I am nervous 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.				
24	I ask my teacher questions about his/her corrections of my grammatical mistakes.				
25	I try to discover the underlying grammar rules of different sentences based on all clues.				
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				
27	I try to improve my grammatical mistake when someone gives me corrections.				
28	I think of the relationship between the grammar structures what I have already known and new structures I learn in English				
29	I use new structures in a sentence to remember them well.				
30	I try to remember English grammar information by using their location on the page in the text book.				
31	I review grammar lessons regularly.				
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.				

CODE 10

Item	Statement	1	2	3	4	5
1	When I learn a new grammar structure, I try to associate it with other structures in English that I already know.					
2	When I learn a new grammar structure, I try to classify it under a group of similar things (e.g. verbs, tenses, etc.)					
3	When I learn a new grammar structure, I compare it with my own language by thinking of its equivalent in my native language.					
4	I underline, use different colors or capital letters to emphasize the important parts of grammar rules and explanations.					
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.).					
6	I do grammar exercises at home.					
7	I pay attention to the rules provided by the teacher or reference books.					
8	I try to notice the new grammar structures that appear in listening or reading text.					
9	I preview the grammar subjects that will be covered before coming to class.					
10	I try to notice my grammatical mistakes and try to look the difference with the correct version.					
11	I try to find out ways how to become better learner of English grammar.					
12	I look for people that I can talk to in English in order to improve my grammatical proficiency.					
13	If I do not understand my teacher's explanation of a new structure, I ask him/her to repeat.					
14	If I do not understand my teacher's explanation of a new structure, I ask my friend for help.					
15	I study grammar with a friend or a relative.					
16	I listen to any feedback that the teacher gives me about the structure I use.					

17	I ask good speakers of English to correct my grammar when I talk.				
18	I encourage myself to speak English even when I am afraid of making a grammar mistake.				
19	I try to relax whenever I feel afraid of using ungrammatical sentences				
20	I encourage myself to use the rules I learnt in my speech even when I am afraid of making mistakes.				
21	I give myself a reward when I do well in English grammar.				
22	I notice if I am nervous 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.				
24	I ask my teacher questions about his/her corrections of my grammatical mistakes.				
25	I try to discover the underlying grammar rules of different sentences based on all clues.				
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				
27	I try to improve my grammatical mistake when someone gives me corrections.				
28	I think of the relationship between the grammar structures what I have already known and new structures I learn in English				
29	I use new structures in a sentence to remember them well.				
30	I try to remember English grammar information by using their location on the page in the text book.				
31	I review grammar lessons regularly.				
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.				

CODE 11

Item	Statement	1	2	3	4	5
1	When I learn a new grammar structure, I try to associate it with other structures in English that I already know.					
2	When I learn a new grammar structure, I try to classify it under a group of similar things (e.g. verbs, tenses, etc.)					
3	When I learn a new grammar structure, I compare it with my own language by thinking of its equivalent in my native language.					
4	I underline, use different colors or capital letters to emphasize the important parts of grammar rules and explanations.					
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.).					
6	I do grammar exercises at home.					
7	I pay attention to the rules provided by the teacher or reference books.					
8	I try to notice the new grammar structures that appear in listening or reading text.					
9	I preview the grammar subjects that will be covered before coming to class.					
10	I try to notice my grammatical mistakes and try to look the difference with the correct version.					
11	I try to find out ways how to become better learner of English grammar.					
12	I look for people that I can talk to in English in order to improve my grammatical proficiency.					
13	If I do not understand my teacher's explanation of a new structure, I ask him/her to repeat.					
14	If I do not understand my teacher's explanation of a new structure, I ask my friend for help.					
15	I study grammar with a friend or a relative.					
16	I listen to any feedback that the teacher gives me about the structure I use.					



17	I ask good speakers of English to correct my grammar when I talk.					
18	I encourage myself to speak English even when I am afraid of making a grammar mistake.					
19	I try to relax whenever I feel afraid of using ungrammatical sentences					
20	I encourage myself to use the rules I learnt in my speech even when I am afraid of making mistakes.					
21	I give myself a reward when I do well in English grammar.					
22	I notice if I am nervous 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.					
24	I ask my teacher questions about his/her corrections of my grammatical mistakes.					
25	I try to discover the underlying grammar rules of different sentences based on all clues.					
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					
27	I try to improve my grammatical mistake when someone gives me corrections.					
28	I think of the relationship between the grammar structures what I have already known and new structures I learn in English					
29	I use new structures in a sentence to remember them well.					
30	I try to remember English grammar information by using their location on the page in the text book.					
31	I review grammar lessons regularly.					
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.					

CODE 12

Item	Statement	1	2	3	4	5
1	When I learn a new grammar structure, I try to associate it with other structures in English that I already know.					
2	When I learn a new grammar structure, I try to classify it under a group of similar things (e.g. verbs, tenses, etc.)					
3	When I learn a new grammar structure, I compare it with my own language by thinking of its equivalent in my native language.					
4	I underline, use different colors or capital letters to emphasize the important parts of grammar rules and explanations.					
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.).					
6	I do grammar exercises at home.					
7	I pay attention to the rules provided by the teacher or reference books.					
8	I try to notice the new grammar structures that appear in listening or reading text.					
9	I preview the grammar subjects that will be covered before coming to class.					
10	I try to notice my grammatical mistakes and try to look the difference with the correct version.					
11	I try to find out ways how to become better learner of English grammar.					
12	I look for people that I can talk to in English in order to improve my grammatical proficiency.					
13	If I do not understand my teacher's explanation of a new structure, I ask him/her to repeat.					
14	If I do not understand my teacher's explanation of a new structure, I ask my friend for help.					
15	I study grammar with a friend or a relative.					
16	I listen to any feedback that the teacher gives me about the structure I use.					

17	I ask good speakers of English to correct my grammar when I talk.				
18	I encourage myself to speak English even when I am afraid of making a grammar mistake.				
19	I try to relax whenever I feel afraid of using ungrammatical sentences				
20	I encourage myself to use the rules I learnt in my speech even when I am afraid of making mistakes.				
21	I give myself a reward when I do well in English grammar.				
22	I notice if I am nervous 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.				
24	I ask my teacher questions about his/her corrections of my grammatical mistakes.				
25	I try to discover the underlying grammar rules of different sentences based on all clues.				
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				
27	I try to improve my grammatical mistake when someone gives me corrections.				
28	I think of the relationship between the grammar structures what I have already known and new structures I learn in English				
29	I use new structures in a sentence to remember them well.				
30	I try to remember English grammar information by using their location on the page in the text book.				
31	I review grammar lessons regularly.				
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.				

## CODE 13

Item	Statement	1	2	3	4	5
1	When I learn a new grammar structure, I try to associate it with other structures in English that I already know.					
2	When I learn a new grammar structure, I try to classify it under a group of similar things (e.g. verbs, tenses, etc.)					
3	When I learn a new grammar structure, I compare it with my own language by thinking of its equivalent in my native language.					
4	I underline, use different colors or capital letters to emphasize the important parts of grammar rules and explanations.					
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.).					
6	I do grammar exercises at home.					
7	I pay attention to the rules provided by the teacher or reference books.					
8	I try to notice the new grammar structures that appear in listening or reading text.					
9	I preview the grammar subjects that will be covered before coming to class.					
10	I try to notice my grammatical mistakes and try to look the difference with the correct version.					
11	I try to find out ways how to become better learner of English grammar.					
12	I look for people that I can talk to in English in order to improve my grammatical proficiency.					
13	If I do not understand my teacher's explanation of a new structure, I ask him/her to repeat.					
14	If I do not understand my teacher's explanation of a new structure, I ask my friend for help.					
15	I study grammar with a friend or a relative.					
16	I listen to any feedback that the teacher gives me about the structure I use.					

17	I ask good speakers of English to correct my grammar when I talk.		■			
18	I encourage myself to speak English even when I am afraid of making a grammar mistake.			■		
19	I try to relax whenever I feel afraid of using ungrammatical sentences					■
20	I encourage myself to use the rules I learnt in my speech even when I am afraid of making mistakes.				■	
21	I give myself a reward when I do well in English grammar.			■		
22	I notice if I am nervous 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.					■
24	I ask my teacher questions about his/her corrections of my grammatical mistakes.			■		
25	I try to discover the underlying grammar rules of different sentences based on all clues.				■	
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					■
27	I try to improve my grammatical mistake when someone gives me corrections.					■
28	I think of the relationship between the grammar structures what I have already known and new structures I learn in English				■	
29	I use new structures in a sentence to remember them well.					■
30	I try to remember English grammar information by using their location on the page in the text book.					■
31	I review grammar lessons regularly.			■		
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.					■

CODE 14

Item	Statement	1	2	3	4	5
1	When I learn a new grammar structure, I try to associate it with other structures in English that I already know.					
2	When I learn a new grammar structure, I try to classify it under a group of similar things (e.g. verbs, tenses, etc.)					
3	When I learn a new grammar structure, I compare it with my own language by thinking of its equivalent in my native language.					
4	I underline, use different colors or capital letters to emphasize the important parts of grammar rules and explanations.					
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.).					
6	I do grammar exercises at home.					
7	I pay attention to the rules provided by the teacher or reference books.					
8	I try to notice the new grammar structures that appear in listening or reading text.					
9	I preview the grammar subjects that will be covered before coming to class.					
10	I try to notice my grammatical mistakes and try to look the difference with the correct version.					
11	I try to find out ways how to become better learner of English grammar.					
12	I look for people that I can talk to in English in order to improve my grammatical proficiency.					
13	If I do not understand my teacher's explanation of a new structure, I ask him/her to repeat.					
14	If I do not understand my teacher's explanation of a new structure, I ask my friend for help.					
15	I study grammar with a friend or a relative.					
16	I listen to any feedback that the teacher gives me about the structure I use.					

17	I ask good speakers of English to correct my grammar when I talk.	■				
18	I encourage myself to speak English even when I am afraid of making a grammar mistake.					■
19	I try to relax whenever I feel afraid of using ungrammatical sentences		■			
20	I encourage myself to use the rules I learnt in my speech even when I am afraid of making mistakes.				■	
21	I give myself a reward when I do well in English grammar.	■				
22	I notice if I am nervous 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.			■		
24	I ask my teacher questions about his/her corrections of my grammatical mistakes.			■		
25	I try to discover the underlying grammar rules of different sentences based on all clues.					■
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				■	
27	I try to improve my grammatical mistake when someone gives me corrections.					■
28	I think of the relationship between the grammar structures what I have already known and new structures I learn in English			■		
29	I use new structures in a sentence to remember them well.				■	
30	I try to remember English grammar information by using their location on the page in the text book.	■				
31	I review grammar lessons regularly.			■		
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.					■

CODE 15

Item	Statement	1	2	3	4	5
1	When I learn a new grammar structure, I try to associate it with other structures in English that I already know.					
2	When I learn a new grammar structure, I try to classify it under a group of similar things (e.g. verbs, tenses, etc.)					
3	When I learn a new grammar structure, I compare it with my own language by thinking of its equivalent in my native language.					
4	I underline, use different colors or capital letters to emphasize the important parts of grammar rules and explanations.					
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.).					
6	I do grammar exercises at home.					
7	I pay attention to the rules provided by the teacher or reference books.					
8	I try to notice the new grammar structures that appear in listening or reading text.					
9	I preview the grammar subjects that will be covered before coming to class.					
10	I try to notice my grammatical mistakes and try to look the difference with the correct version.					
11	I try to find out ways how to become better learner of English grammar.					
12	I look for people that I can talk to in English in order to improve my grammatical proficiency.					
13	If I do not understand my teacher's explanation of a new structure, I ask him/her to repeat.					
14	If I do not understand my teacher's explanation of a new structure, I ask my friend for help.					
15	I study grammar with a friend or a relative.					
16	I listen to any feedback that the teacher gives me about the structure I use.					



17	I ask good speakers of English to correct my grammar when I talk.							
18	I encourage myself to speak English even when I am afraid of making a grammar mistake.							
19	I try to relax whenever I feel afraid of using ungrammatical sentences							
20	I encourage myself to use the rules I learnt in my speech even when I am afraid of making mistakes.							
21	I give myself a reward when I do well in English grammar.							
22	I notice if I am nervous 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.							
24	I ask my teacher questions about his/her corrections of my grammatical mistakes.							
25	I try to discover the underlying grammar rules of different sentences based on all clues.							
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							
27	I try to improve my grammatical mistake when someone gives me corrections.							
28	I think of the relationship between the grammar structures what I have already known and new structures I learn in English							
29	I use new structures in a sentence to remember them well.							
30	I try to remember English grammar information by using their location on the page in the text book.							
31	I review grammar lessons regularly.							
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.							

CODE 16

Item	Statement	1	2	3	4	5
1	When I learn a new grammar structure, I try to associate it with other structures in English that I already know.					
2	When I learn a new grammar structure, I try to classify it under a group of similar things (e.g. verbs, tenses, etc.)					
3	When I learn a new grammar structure, I compare it with my own language by thinking of its equivalent in my native language.					
4	I underline, use different colors or capital letters to emphasize the important parts of grammar rules and explanations.					
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.).					
6	I do grammar exercises at home.					
7	I pay attention to the rules provided by the teacher or reference books.					
8	I try to notice the new grammar structures that appear in listening or reading text.					
9	I preview the grammar subjects that will be covered before coming to class.					
10	I try to notice my grammatical mistakes and try to look the difference with the correct version.					
11	I try to find out ways how to become better learner of English grammar.					
12	I look for people that I can talk to in English in order to improve my grammatical proficiency.					
13	If I do not understand my teacher's explanation of a new structure, I ask him/her to repeat.					
14	If I do not understand my teacher's explanation of a new structure, I ask my friend for help.					
15	I study grammar with a friend or a relative.					
16	I listen to any feedback that the teacher gives me about the structure I use.					

17	I ask good speakers of English to correct my grammar when I talk.								
18	I encourage myself to speak English even when I am afraid of making a grammar mistake.								
19	I try to relax whenever I feel afraid of using ungrammatical sentences								
20	I encourage myself to use the rules I learnt in my speech even when I am afraid of making mistakes.								
21	I give myself a reward when I do well in English grammar.								
22	I notice if I am nervous 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.								
24	I ask my teacher questions about his/her corrections of my grammatical mistakes.								
25	I try to discover the underlying grammar rules of different sentences based on all clues.								
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								
27	I try to improve my grammatical mistake when someone gives me corrections.								
28	I think of the relationship between the grammar structures what I have already known and new structures I learn in English								
29	I use new structures in a sentence to remember them well.								
30	I try to remember English grammar information by using their location on the page in the text book.								
31	I review grammar lessons regularly.								
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.								

CODE 17

Item	Statement	1	2	3	4	5
1	When I learn a new grammar structure, I try to associate it with other structures in English that I already know.					
2	When I learn a new grammar structure, I try to classify it under a group of similar things (e.g. verbs, tenses, etc.)					
3	When I learn a new grammar structure, I compare it with my own language by thinking of its equivalent in my native language.					
4	I underline, use different colors or capital letters to emphasize the important parts of grammar rules and explanations.					
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.).					
6	I do grammar exercises at home.					
7	I pay attention to the rules provided by the teacher or reference books.					
8	I try to notice the new grammar structures that appear in listening or reading text.					
9	I preview the grammar subjects that will be covered before coming to class.					
10	I try to notice my grammatical mistakes and try to look the difference with the correct version.					
11	I try to find out ways how to become better learner of English grammar.					
12	I look for people that I can talk to in English in order to improve my grammatical proficiency.					
13	If I do not understand my teacher's explanation of a new structure, I ask him/her to repeat.					
14	If I do not understand my teacher's explanation of a new structure, I ask my friend for help.					
15	I study grammar with a friend or a relative.					
16	I listen to any feedback that the teacher gives me about the structure I use.					

17	I ask good speakers of English to correct my grammar when I talk.				
18	I encourage myself to speak English even when I am afraid of making a grammar mistake.				
19	I try to relax whenever I feel afraid of using ungrammatical sentences				
20	I encourage myself to use the rules I learnt in my speech even when I am afraid of making mistakes.				
21	I give myself a reward when I do well in English grammar.				
22	I notice if I am nervous 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.				
24	I ask my teacher questions about his/her corrections of my grammatical mistakes.				
25	I try to discover the underlying grammar rules of different sentences based on all clues.				
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				
27	I try to improve my grammatical mistake when someone gives me corrections.				
28	I think of the relationship between the grammar structures what I have already known and new structures I learn in English				
29	I use new structures in a sentence to remember them well.				
30	I try to remember English grammar information by using their location on the page in the text book.				
31	I review grammar lessons regularly.				
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.				

CODE 18

Item	Statement	1	2	3	4	5
1	When I learn a new grammar structure, I try to associate it with other structures in English that I already know.					
2	When I learn a new grammar structure, I try to classify it under a group of similar things (e.g. verbs, tenses, etc.)					
3	When I learn a new grammar structure, I compare it with my own language by thinking of its equivalent in my native language.					
4	I underline, use different colors or capital letters to emphasize the important parts of grammar rules and explanations.					
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.).					
6	I do grammar exercises at home.					
7	I pay attention to the rules provided by the teacher or reference books.					
8	I try to notice the new grammar structures that appear in listening or reading text.					
9	I preview the grammar subjects that will be covered before coming to class.					
10	I try to notice my grammatical mistakes and try to look the difference with the correct version.					
11	I try to find out ways how to become better learner of English grammar.					
12	I look for people that I can talk to in English in order to improve my grammatical proficiency.					
13	If I do not understand my teacher's explanation of a new structure, I ask him/her to repeat.					
14	If I do not understand my teacher's explanation of a new structure, I ask my friend for help.					
15	I study grammar with a friend or a relative.					
16	I listen to any feedback that the teacher gives me about the structure I use.					

17	I ask good speakers of English to correct my grammar when I talk.								
18	I encourage myself to speak English even when I am afraid of making a grammar mistake.								
19	I try to relax whenever I feel afraid of using ungrammatical sentences								
20	I encourage myself to use the rules I learnt in my speech even when I am afraid of making mistakes.								
21	I give myself a reward when I do well in English grammar.								
22	I notice if I am nervous 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.								
24	I ask my teacher questions about his/her corrections of my grammatical mistakes.								
25	I try to discover the underlying grammar rules of different sentences based on all clues.								
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								
27	I try to improve my grammatical mistake when someone gives me corrections.								
28	I think of the relationship between the grammar structures what I have already known and new structures I learn in English								
29	I use new structures in a sentence to remember them well.								
30	I try to remember English grammar information by using their location on the page in the text book.								
31	I review grammar lessons regularly.								
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.								

CODE 19

Item	Statement	1	2	3	4	5
1	When I learn a new grammar structure, I try to associate it with other structures in English that I already know.					
2	When I learn a new grammar structure, I try to classify it under a group of similar things (e.g. verbs, tenses, etc.)					
3	When I learn a new grammar structure, I compare it with my own language by thinking of its equivalent in my native language.					
4	I underline, use different colors or capital letters to emphasize the important parts of grammar rules and explanations.					
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.).					
6	I do grammar exercises at home.					
7	I pay attention to the rules provided by the teacher or reference books.					
8	I try to notice the new grammar structures that appear in listening or reading text.					
9	I preview the grammar subjects that will be covered before coming to class.					
10	I try to notice my grammatical mistakes and try to look the difference with the correct version.					
11	I try to find out ways how to become better learner of English grammar.					
12	I look for people that I can talk to in English in order to improve my grammatical proficiency.					
13	If I do not understand my teacher's explanation of a new structure, I ask him/her to repeat.					
14	If I do not understand my teacher's explanation of a new structure, I ask my friend for help.					
15	I study grammar with a friend or a relative.					
16	I listen to any feedback that the teacher gives me about the structure I use.					



17	I ask good speakers of English to correct my grammar when I talk.				
18	I encourage myself to speak English even when I am afraid of making a grammar mistake.				
19	I try to relax whenever I feel afraid of using ungrammatical sentences				
20	I encourage myself to use the rules I learnt in my speech even when I am afraid of making mistakes.				
21	I give myself a reward when I do well in English grammar.				
22	I notice if I am nervous 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.				
24	I ask my teacher questions about his/her corrections of my grammatical mistakes.				
25	I try to discover the underlying grammar rules of different sentences based on all clues.				
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				
27	I try to improve my grammatical mistake when someone gives me corrections.				
28	I think of the relationship between the grammar structures what I have already known and new structures I learn in English				
29	I use new structures in a sentence to remember them well.				
30	I try to remember English grammar information by using their location on the page in the text book.				
31	I review grammar lessons regularly.				
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.				

CODE 20

Item	Statement	1	2	3	4	5
1	When I learn a new grammar structure, I try to associate it with other structures in English that I already know.					
2	When I learn a new grammar structure, I try to classify it under a group of similar things (e.g. verbs, tenses, etc.)					
3	When I learn a new grammar structure, I compare it with my own language by thinking of its equivalent in my native language.					
4	I underline, use different colors or capital letters to emphasize the important parts of grammar rules and explanations.					
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.).					
6	I do grammar exercises at home.					
7	I pay attention to the rules provided by the teacher or reference books.					
8	I try to notice the new grammar structures that appear in listening or reading text.					
9	I preview the grammar subjects that will be covered before coming to class.					
10	I try to notice my grammatical mistakes and try to look the difference with the correct version.					
11	I try to find out ways how to become better learner of English grammar.					
12	I look for people that I can talk to in English in order to improve my grammatical proficiency.					
13	If I do not understand my teacher's explanation of a new structure, I ask him/her to repeat.					
14	If I do not understand my teacher's explanation of a new structure, I ask my friend for help.					
15	I study grammar with a friend or a relative.					
16	I listen to any feedback that the teacher gives me about the structure I use.					

17	I ask good speakers of English to correct my grammar when I talk.				
18	I encourage myself to speak English even when I am afraid of making a grammar mistake.				
19	I try to relax whenever I feel afraid of using ungrammatical sentences				
20	I encourage myself to use the rules I learnt in my speech even when I am afraid of making mistakes.				
21	I give myself a reward when I do well in English grammar.				
22	I notice if I am nervous 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.				
24	I ask my teacher questions about his/her corrections of my grammatical mistakes.				
25	I try to discover the underlying grammar rules of different sentences based on all clues.				
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				
27	I try to improve my grammatical mistake when someone gives me corrections.				
28	I think of the relationship between the grammar structures what I have already known and new structures I learn in English				
29	I use new structures in a sentence to remember them well.				
30	I try to remember English grammar information by using their location on the page in the text book.				
31	I review grammar lessons regularly.				
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.				

CODE 21

Item	Statement	1	2	3	4	5
1	When I learn a new grammar structure, I try to associate it with other structures in English that I already know.					
2	When I learn a new grammar structure, I try to classify it under a group of similar things (e.g. verbs, tenses, etc.)					
3	When I learn a new grammar structure, I compare it with my own language by thinking of its equivalent in my native language.					
4	I underline, use different colors or capital letters to emphasize the important parts of grammar rules and explanations.					
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.).					
6	I do grammar exercises at home.					
7	I pay attention to the rules provided by the teacher or reference books.					
8	I try to notice the new grammar structures that appear in listening or reading text.					
9	I preview the grammar subjects that will be covered before coming to class.					
10	I try to notice my grammatical mistakes and try to look the difference with the correct version.					
11	I try to find out ways how to become better learner of English grammar.					
12	I look for people that I can talk to in English in order to improve my grammatical proficiency.					
13	If I do not understand my teacher's explanation of a new structure, I ask him/her to repeat.					
14	If I do not understand my teacher's explanation of a new structure, I ask my friend for help.					
15	I study grammar with a friend or a relative.					
16	I listen to any feedback that the teacher gives me about the structure I use.					

17	I ask good speakers of English to correct my grammar when I talk.					
18	I encourage myself to speak English even when I am afraid of making a grammar mistake.					
19	I try to relax whenever I feel afraid of using ungrammatical sentences					
20	I encourage myself to use the rules I learnt in my speech even when I am afraid of making mistakes.					
21	I give myself a reward when I do well in English grammar.					
22	I notice if I am nervous 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.					
24	I ask my teacher questions about his/her corrections of my grammatical mistakes.					
25	I try to discover the underlying grammar rules of different sentences based on all clues.					
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					
27	I try to improve my grammatical mistake when someone gives me corrections.					
28	I think of the relationship between the grammar structures what I have already known and new structures I learn in English					
29	I use new structures in a sentence to remember them well.					
30	I try to remember English grammar information by using their location on the page in the text book.					
31	I review grammar lessons regularly.					
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.					

CODE 22

Item	Statement	1	2	3	4	5
1	When I learn a new grammar structure, I try to associate it with other structures in English that I already know.					
2	When I learn a new grammar structure, I try to classify it under a group of similar things (e.g. verbs, tenses, etc.)					
3	When I learn a new grammar structure, I compare it with my own language by thinking of its equivalent in my native language.					
4	I underline, use different colors or capital letters to emphasize the important parts of grammar rules and explanations.					
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.).					
6	I do grammar exercises at home.					
7	I pay attention to the rules provided by the teacher or reference books.					
8	I try to notice the new grammar structures that appear in listening or reading text.					
9	I preview the grammar subjects that will be covered before coming to class.					
10	I try to notice my grammatical mistakes and try to look the difference with the correct version.					
11	I try to find out ways how to become better learner of English grammar.					
12	I look for people that I can talk to in English in order to improve my grammatical proficiency.					
13	If I do not understand my teacher's explanation of a new structure, I ask him/her to repeat.					
14	If I do not understand my teacher's explanation of a new structure, I ask my friend for help.					
15	I study grammar with a friend or a relative.					
16	I listen to any feedback that the teacher gives me about the structure I use.					

17	I ask good speakers of English to correct my grammar when I talk.					
18	I encourage myself to speak English even when I am afraid of making a grammar mistake.					
19	I try to relax whenever I feel afraid of using ungrammatical sentences					
20	I encourage myself to use the rules I learnt in my speech even when I am afraid of making mistakes.					
21	I give myself a reward when I do well in English grammar.					
22	I notice if I am nervous 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.					
24	I ask my teacher questions about his/her corrections of my grammatical mistakes.					
25	I try to discover the underlying grammar rules of different sentences based on all clues.					
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					
27	I try to improve my grammatical mistake when someone gives me corrections.					
28	I think of the relationship between the grammar structures what I have already known and new structures I learn in English					
29	I use new structures in a sentence to remember them well.					
30	I try to remember English grammar information by using their location on the page in the text book.					
31	I review grammar lessons regularly.					
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.					

CODE 23

Item	Statement	1	2	3	4	5
1	When I learn a new grammar structure, I try to associate it with other structures in English that I already know.					
2	When I learn a new grammar structure, I try to classify it under a group of similar things (e.g. verbs, tenses, etc.)					
3	When I learn a new grammar structure, I compare it with my own language by thinking of its equivalent in my native language.					
4	I underline, use different colors or capital letters to emphasize the important parts of grammar rules and explanations.					
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.).					
6	I do grammar exercises at home.					
7	I pay attention to the rules provided by the teacher or reference books.					
8	I try to notice the new grammar structures that appear in listening or reading text.					
9	I preview the grammar subjects that will be covered before coming to class.					
10	I try to notice my grammatical mistakes and try to look the difference with the correct version.					
11	I try to find out ways how to become better learner of English grammar.					
12	I look for people that I can talk to in English in order to improve my grammatical proficiency.					
13	If I do not understand my teacher's explanation of a new structure, I ask him/her to repeat.					
14	If I do not understand my teacher's explanation of a new structure, I ask my friend for help.					
15	I study grammar with a friend or a relative.					
16	I listen to any feedback that the teacher gives me about the structure I use.					



17	I ask good speakers of English to correct my grammar when I talk.					
18	I encourage myself to speak English even when I am afraid of making a grammar mistake.					
19	I try to relax whenever I feel afraid of using ungrammatical sentences					
20	I encourage myself to use the rules I learnt in my speech even when I am afraid of making mistakes.					
21	I give myself a reward when I do well in English grammar.					
22	I notice if I am nervous 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.					
24	I ask my teacher questions about his/her corrections of my grammatical mistakes.					
25	I try to discover the underlying grammar rules of different sentences based on all clues.					
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					
27	I try to improve my grammatical mistake when someone gives me corrections.					
28	I think of the relationship between the grammar structures what I have already known and new structures I learn in English					
29	I use new structures in a sentence to remember them well.					
30	I try to remember English grammar information by using their location on the page in the text book.					
31	I review grammar lessons regularly.					
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.					

CODE 24

Item	Statement	1	2	3	4	5
1	When I learn a new grammar structure, I try to associate it with other structures in English that I already know.					
2	When I learn a new grammar structure, I try to classify it under a group of similar things (e.g. verbs, tenses, etc.)					
3	When I learn a new grammar structure, I compare it with my own language by thinking of its equivalent in my native language.					
4	I underline, use different colors or capital letters to emphasize the important parts of grammar rules and explanations.					
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.).					
6	I do grammar exercises at home.					
7	I pay attention to the rules provided by the teacher or reference books.					
8	I try to notice the new grammar structures that appear in listening or reading text.					
9	I preview the grammar subjects that will be covered before coming to class.					
10	I try to notice my grammatical mistakes and try to look the difference with the correct version.					
11	I try to find out ways how to become better learner of English grammar.					
12	I look for people that I can talk to in English in order to improve my grammatical proficiency.					
13	If I do not understand my teacher's explanation of a new structure, I ask him/her to repeat.					
14	If I do not understand my teacher's explanation of a new structure, I ask my friend for help.					
15	I study grammar with a friend or a relative.					
16	I listen to any feedback that the teacher gives me about the structure I use.					

17	I ask good speakers of English to correct my grammar when I talk.				
18	I encourage myself to speak English even when I am afraid of making a grammar mistake.				
19	I try to relax whenever I feel afraid of using ungrammatical sentences				
20	I encourage myself to use the rules I learnt in my speech even when I am afraid of making mistakes.				
21	I give myself a reward when I do well in English grammar.				
22	I notice if I am nervous 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.				
24	I ask my teacher questions about his/her corrections of my grammatical mistakes.				
25	I try to discover the underlying grammar rules of different sentences based on all clues.				
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				
27	I try to improve my grammatical mistake when someone gives me corrections.				
28	I think of the relationship between the grammar structures what I have already known and new structures I learn in English				
29	I use new structures in a sentence to remember them well.				
30	I try to remember English grammar information by using their location on the page in the text book.				
31	I review grammar lessons regularly.				
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.				

CODE 25

Item	Statement	1	2	3	4	5
1	When I learn a new grammar structure, I try to associate it with other structures in English that I already know.					
2	When I learn a new grammar structure, I try to classify it under a group of similar things (e.g. verbs, tenses, etc.)					
3	When I learn a new grammar structure, I compare it with my own language by thinking of its equivalent in my native language.					
4	I underline, use different colors or capital letters to emphasize the important parts of grammar rules and explanations.					
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.).					
6	I do grammar exercises at home.					
7	I pay attention to the rules provided by the teacher or reference books.					
8	I try to notice the new grammar structures that appear in listening or reading text.					
9	I preview the grammar subjects that will be covered before coming to class.					
10	I try to notice my grammatical mistakes and try to look the difference with the correct version.					
11	I try to find out ways how to become better learner of English grammar.					
12	I look for people that I can talk to in English in order to improve my grammatical proficiency.					
13	If I do not understand my teacher's explanation of a new structure, I ask him/her to repeat.					
14	If I do not understand my teacher's explanation of a new structure, I ask my friend for help.					
15	I study grammar with a friend or a relative.					
16	I listen to any feedback that the teacher gives me about the structure I use.					

17	I ask good speakers of English to correct my grammar when I talk.						
18	I encourage myself to speak English even when I am afraid of making a grammar mistake.						
19	I try to relax whenever I feel afraid of using ungrammatical sentences						
20	I encourage myself to use the rules I learnt in my speech even when I am afraid of making mistakes.						
21	I give myself a reward when I do well in English grammar.						
22	I notice if I am nervous 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.						
24	I ask my teacher questions about his/her corrections of my grammatical mistakes.						
25	I try to discover the underlying grammar rules of different sentences based on all clues.						
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						
27	I try to improve my grammatical mistake when someone gives me corrections.						
28	I think of the relationship between the grammar structures what I have already known and new structures I learn in English						
29	I use new structures in a sentence to remember them well.						
30	I try to remember English grammar information by using their location on the page in the text book.						
31	I review grammar lessons regularly.						
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.						

CODE 26

Item	Statement	1	2	3	4	5
1	When I learn a new grammar structure, I try to associate it with other structures in English that I already know.					
2	When I learn a new grammar structure, I try to classify it under a group of similar things (e.g. verbs, tenses, etc.)					
3	When I learn a new grammar structure, I compare it with my own language by thinking of its equivalent in my native language.					
4	I underline, use different colors or capital letters to emphasize the important parts of grammar rules and explanations.					
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.).					
6	I do grammar exercises at home.					
7	I pay attention to the rules provided by the teacher or reference books.					
8	I try to notice the new grammar structures that appear in listening or reading text.					
9	I preview the grammar subjects that will be covered before coming to class.					
10	I try to notice my grammatical mistakes and try to look the difference with the correct version.					
11	I try to find out ways how to become better learner of English grammar.					
12	I look for people that I can talk to in English in order to improve my grammatical proficiency.					
13	If I do not understand my teacher's explanation of a new structure, I ask him/her to repeat.					
14	If I do not understand my teacher's explanation of a new structure, I ask my friend for help.					
15	I study grammar with a friend or a relative.					
16	I listen to any feedback that the teacher gives me about the structure I use.					

17	I ask good speakers of English to correct my grammar when I talk.					
18	I encourage myself to speak English even when I am afraid of making a grammar mistake.					
19	I try to relax whenever I feel afraid of using ungrammatical sentences					
20	I encourage myself to use the rules I learnt in my speech even when I am afraid of making mistakes.					
21	I give myself a reward when I do well in English grammar.					
22	I notice if I am nervous 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.					
24	I ask my teacher questions about his/her corrections of my grammatical mistakes.					
25	I try to discover the underlying grammar rules of different sentences based on all clues.					
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					
27	I try to improve my grammatical mistake when someone gives me corrections.					
28	I think of the relationship between the grammar structures what I have already known and new structures I learn in English					
29	I use new structures in a sentence to remember them well.					
30	I try to remember English grammar information by using their location on the page in the text book.					
31	I review grammar lessons regularly.					
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.					

CODE 27

Item	Statement	1	2	3	4	5
1	When I learn a new grammar structure, I try to associate it with other structures in English that I already know.					
2	When I learn a new grammar structure, I try to classify it under a group of similar things (e.g. verbs, tenses, etc.)					
3	When I learn a new grammar structure, I compare it with my own language by thinking of its equivalent in my native language.					
4	I underline, use different colors or capital letters to emphasize the important parts of grammar rules and explanations.					
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.).					
6	I do grammar exercises at home.					
7	I pay attention to the rules provided by the teacher or reference books.					
8	I try to notice the new grammar structures that appear in listening or reading text.					
9	I preview the grammar subjects that will be covered before coming to class.					
10	I try to notice my grammatical mistakes and try to look the difference with the correct version.					
11	I try to find out ways how to become better learner of English grammar.					
12	I look for people that I can talk to in English in order to improve my grammatical proficiency.					
13	If I do not understand my teacher's explanation of a new structure, I ask him/her to repeat.					
14	If I do not understand my teacher's explanation of a new structure, I ask my friend for help.					
15	I study grammar with a friend or a relative.					
16	I listen to any feedback that the teacher gives me about the structure I use.					



17	I ask good speakers of English to correct my grammar when I talk.							
18	I encourage myself to speak English even when I am afraid of making a grammar mistake.							
19	I try to relax whenever I feel afraid of using ungrammatical sentences							
20	I encourage myself to use the rules I learnt in my speech even when I am afraid of making mistakes.							
21	I give myself a reward when I do well in English grammar.							
22	I notice if I am nervous 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.							
24	I ask my teacher questions about his/her corrections of my grammatical mistakes.							
25	I try to discover the underlying grammar rules of different sentences based on all clues.							
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							
27	I try to improve my grammatical mistake when someone gives me corrections.							
28	I think of the relationship between the grammar structures what I have already known and new structures I learn in English							
29	I use new structures in a sentence to remember them well.							
30	I try to remember English grammar information by using their location on the page in the text book.							
31	I review grammar lessons regularly.							
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.							

CODE 28

Item	Statement	1	2	3	4	5
1	When I learn a new grammar structure, I try to associate it with other structures in English that I already know.					
2	When I learn a new grammar structure, I try to classify it under a group of similar things (e.g. verbs, tenses, etc.)					
3	When I learn a new grammar structure, I compare it with my own language by thinking of its equivalent in my native language.					
4	I underline, use different colors or capital letters to emphasize the important parts of grammar rules and explanations.					
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.).					
6	I do grammar exercises at home.					
7	I pay attention to the rules provided by the teacher or reference books.					
8	I try to notice the new grammar structures that appear in listening or reading text.					
9	I preview the grammar subjects that will be covered before coming to class.					
10	I try to notice my grammatical mistakes and try to look the difference with the correct version.					
11	I try to find out ways how to become better learner of English grammar.					
12	I look for people that I can talk to in English in order to improve my grammatical proficiency.					
13	If I do not understand my teacher's explanation of a new structure, I ask him/her to repeat.					
14	If I do not understand my teacher's explanation of a new structure, I ask my friend for help.					
15	I study grammar with a friend or a relative.					
16	I listen to any feedback that the teacher gives me about the structure I use.					

17	I ask good speakers of English to correct my grammar when I talk.				
18	I encourage myself to speak English even when I am afraid of making a grammar mistake.				
19	I try to relax whenever I feel afraid of using ungrammatical sentences				
20	I encourage myself to use the rules I learnt in my speech even when I am afraid of making mistakes.				
21	I give myself a reward when I do well in English grammar.				
22	I notice if I am nervous 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.				
24	I ask my teacher questions about his/her corrections of my grammatical mistakes.				
25	I try to discover the underlying grammar rules of different sentences based on all clues.				
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				
27	I try to improve my grammatical mistake when someone gives me corrections.				
28	I think of the relationship between the grammar structures what I have already known and new structures I learn in English				
29	I use new structures in a sentence to remember them well.				
30	I try to remember English grammar information by using their location on the page in the text book.				
31	I review grammar lessons regularly.				
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.				

## RESULT

### INTERVIEW OF GRAMMAR LEARNING STRATEGIES

#### CODE 1

No.	Interview
1	<p>Question : <i>How was your opinion about online learning recently?</i></p> <p>Answer : For me, looking of this unpredictable situation (pandemic effect), this online learning runs well enough, but maybe for some students this situation is hard to learn by themselves.</p>
2	<p>Question : <i>Did you enjoy the grammar online learning during your second semester?</i></p> <p>Answer : Yes, I enjoyed it as long as I can understand.</p>
3	<p>Question : <i>How was the implementation of grammar learning in your class?</i></p> <p>Answer : Everything runs well.</p>
4	<p>Question : <i>Do you understand well when your grammar teacher explain the learning material via online learning?</i></p> <p>Answer : Yes I understand about what the lecturer explain.</p>
5	<p>Question : <i>According to yourself, what is factor that affected you the most for continuing to learn grammar?</i></p> <p>Answer : Personality Characteristic</p>
6	<p>Question : <i>What is your reason for choosing that factor?</i></p> <p>Answer : Higher quality + More skills it will be great.</p>

#### CODE 2

No.	Interview
1	<p>Question : <i>How was your opinion about online learning recently?</i></p> <p>Answer : I think is good, but sometimes is not good because there are some kinds of subjects that should be online or face to face (in classroom).</p>
2	<p>Question : <i>Did you enjoy the grammar online learning during your second semester?</i></p> <p>Answer : Yes, I enjoyed it.</p>
3	<p>Question : <i>How was the implementation of grammar learning in your class?</i></p> <p>Answer : It's good and no struggle.</p>
4	<p>Question : <i>Do you understand well when your grammar teacher explain the learning material via online learning?</i></p> <p>Answer : No, I don't. But after the class ended, I always surf the internet to learn more.</p>
5	<p>Question : <i>According to yourself, what is factor that affected you the most for continuing to learn grammar?</i></p> <p>Answer : Students' expectation and Purpose for Learning the Language</p>
6	<p>Question : <i>What is your reason for choosing that factor?</i></p> <p>Answer : Because that's my goal.</p>

### CODE 3

No.	Interview
1	<p>Question : <i>How was your opinion about online learning recently?</i></p> <p>Answer : This online learning is not effective, sometimes when the lecturer starts online meeting, some students did not turning on their camera (on-cam) eventhough it is part of etiquette. Moreover, students did not prioritize the learning.</p>
2	<p>Question : <i>Did you enjoy the grammar online learning during your second semester?</i></p> <p>Answer : No, I did not, because I'm not into this online learning situation.</p>
3	<p>Question : <i>How was the implementation of grammar learning in your class?</i></p> <p>Answer : For me, the lecturer explains the material so fast and I can not get it well.</p>
4	<p>Question : <i>Do you understand well when your grammar teacher explain the learning material via online learning?</i></p> <p>Answer : Yes, I do, eventhough it's hard sometimes.</p>
5	<p>Question : <i>According to yourself, what is factor that affected you the most for continuing to learn grammar?</i></p> <p>Answer : Students' expectation and Purpose for Learning the Language</p>
6	<p>Question : <i>What is your reason for choosing that factor?</i></p> <p>Answer : Because grammar is important for English structure. Maybe people can communicate without take a look at their grammar, but it will be more useful for formal education. For example we will need it to continue our study by using IELTS or TOEFL.</p>

#### CODE 4

No.	Interview
1	<p>Question : <i>How was your opinion about online learning recently?</i></p> <p>Answer : Pretty good. Since this online learning has been going 1 year as a college student.</p>
2	<p>Question : <i>Did you enjoy the grammar online learning during your second semester?</i></p> <p>Answer : Yes, I did.</p>
3	<p>Question : <i>How was the implementation of grammar learning in your class?</i></p> <p>Answer : We're learning via G-meet and the lecturer explains the material via PPT. Also, sometimes we have an exercise.</p>
4	<p>Question : <i>Do you understand well when your grammar teacher explain the learning material via online learning?</i></p> <p>Answer : Sometimes I don't understand. I think it's not because the teacher but from my self. I feel different when follow the class between online class and offline class. I think I am more easy to understand when follow offline class.</p>
5	<p>Question : <i>According to yourself, what is factor that affected you the most for continuing to learn grammar?</i></p> <p>Answer : Code 04 Students' expectation and Purpose for Learning the Language</p>
6	<p>Question : <i>What is your reason for choosing that factor?</i></p> <p>Answer : Because, as I know, grammar is the key of every expression in English, and grammar should be mastered.</p>

## CODE 5

No.	Interview
1	<p>Question : <i>How was your opinion about online learning recently?</i></p> <p>Answer : It makes me bored. I am not really understand when following the online class.</p>
2	<p>Question : <i>Did you enjoy the grammar online learning during your second semester?</i></p> <p>Answer : I am little enjoy that, but sometimes it make me getting bored.</p>
3	<p>Question : <i>How was the implementation of grammar learning in your class?</i></p> <p>Answer : The lecturer gives the learning material before the actual learning started.</p>
4	<p>Question : <i>Do you understand well when your grammar teacher explain the learning material via online learning?</i></p> <p>Answer : Sometimes I do.</p>
5	<p>Question : <i>According to yourself, what is factor that affected you the most for continuing to learn grammar?</i></p> <p>Answer : Task Requirements</p>
6	<p>Question : <i>What is your reason for choosing that factor?</i></p> <p>Answer : Because I am a student of English Education, I think that's the goal definately should to learn English grammar. We are better understand the grammar.</p>



## CODE 6

No.	Interview
1	<p>Question : <i>How was your opinion about online learning recently?</i></p> <p>Answer : The online learning sometimes getting me bored. It's better to do offline learning.</p>
2	<p>Question : <i>Did you enjoy the grammar online learning during your second semester?</i></p> <p>Answer : No, I did not.</p>
3	<p>Question : <i>How was the implementation of grammar learning in your class?</i></p> <p>Answer : The lecturer often explains the material using English and rarely translate it.</p>
4	<p>Question : <i>Do you understand well when your grammar teacher explain the learning material via online learning?</i></p> <p>Answer : Usually I do. If I can't understand well, I will ask my friend to explain again.</p>
5	<p>Question : <i>According to yourself, what is factor that affected you the most for continuing to learn grammar?</i></p> <p>Answer : Stage of Learning</p>
6	<p>Question : <i>What is your reason for choosing that factor?</i></p> <p>Answer : Because every step, every knowledge that I get is a stage of learning, moreover I want to become a profesional teacher, therefore everytime I go to college and study on my own, I consider it is a step towards my goals.</p>

## CODE 7

No.	Interview
1	<p>Question : <i>How was your opinion about online learning recently?</i></p> <p>Answer : Along with this online learning, I can increase new knowledge. But, it will be better to do learning in class, so the lecturer and students can communicate directly.</p>
2	<p>Question : <i>Did you enjoy the grammar online learning during your second semester?</i></p> <p>Answer : I am not sure.</p>
3	<p>Question : <i>How was the implementation of grammar learning in your class?</i></p> <p>Answer : It's good, we are always trying.</p>
4	<p>Question : <i>Do you understand well when your grammar teacher explain the learning material via online learning?</i></p> <p>Answer : Actually I could understand it, but because the lecturer explained the material quickly, it took me quite long time to understand the material. Ofcourse by watching Grammar learning videos on Youtube, listening to voice recordings (I always record the lecturer's voice while teaching via Google meet (G-meet)).</p>
5	<p>Question : <i>According to yourself, what is factor that affected you the most for continuing to learn grammar?</i></p> <p>Answer : Students' expectation and Purpose for Learning the Language</p>
6	<p>Question : <i>What is your reason for choosing that factor?</i></p> <p>Answer : Factors that influences the learning of grammar are the expectations and goals of students in learning the language. It is the hope of a student to be able to understand the grammar of the language well and its purpose in order to be able to apply language skills in daily life.</p>

## CODE 8

No.	Interview
1	<p>Question : <i>How was your opinion about online learning recently?</i></p> <p>Answer : I think the online learning that has been running, so far is really less effective, especially for courses that must be guided or taught directly by lecturer.</p>
2	<p>Question : <i>Did you enjoy the grammar online learning during your second semester?</i></p> <p>Answer : Yes I did, but, the lecturer in my class sometimes teach or deliver the Grammar material quickly, so I feel difficult and take long time to understand it. Luckily, I like the teaching style.</p>
3	<p>Question : <i>How was the implementation of grammar learning in your class?</i></p> <p>Answer : During the online learning, the lecturer uses Whatsapp Group (WAG) and Google Meet (G-Meet). It's around 90% learning via G-Meet.</p>
4	<p>Question : <i>Do you understand well when your grammar teacher explain the learning material via online learning?</i></p> <p>Answer : Yes, I do, because Mrs. Ikke always repeat all the material to remind us and always ask us to give question if there is unclear explanation.</p>
5	<p>Question : <i>According to yourself, what is factor that affected you the most for continuing to learn grammar?</i></p> <p>Answer : Students' expectation and Purpose for Learning the Language</p>
6	<p>Question : <i>What is your reason for choosing that factor?</i></p> <p>Answer : Because it matches my expectation.</p>

## CODE 9

No.	Interview
1	<p>Question : <i>How was your opinion about online learning recently?</i></p> <p>Answer : I think it's fine. Not as bad as I thought before.</p>
2	<p>Question : <i>Did you enjoy the grammar online learning during your second semester?</i></p> <p>Answer : Yes, I did, because the lecturer explain all of the Grammar material clearly.</p>
3	<p>Question : <i>How was the implementation of grammar learning in your class?</i></p> <p>Answer : So far, mostly using online learning meeting.</p>
4	<p>Question : <i>Do you understand well when your grammar teacher explain the learning material via online learning?</i></p> <p>Answer : When the online learning is done, I feel less than optimal in receiving the material provided.</p>
5	<p>Question : <i>According to yourself, what is factor that affected you the most for continuing to learn grammar?</i></p> <p>Answer : Stage of Learning</p>
6	<p>Question : <i>What is your reason for choosing that factor?</i></p> <p>Answer : I choose that because from my experience. When I learn something step by step, I can understand and it will give me spirit to learn more.</p>

**CODE 10**

No.	Interview
1	<p>Question : <i>How was your opinion about online learning recently?</i></p> <p>Answer : In my opinion in the Intermediate English Grammar Course, I find it difficult to take this course online, because there are often signal problems and conductivity of each house environment which make it difficult for me to focus on learning.</p>
2	<p>Question : <i>Did you enjoy the grammar online learning during your second semester?</i></p> <p>Answer : Yes, I did.</p>
3	<p>Question : <i>How was the implementation of grammar learning in your class?</i></p> <p>Answer : In grammar learning that is applied in my class, the lecturer gives an explanation of the material and allows students to ask question if they don't understand then they are given practice questions and a discussion is held.</p>
4	<p>Question : <i>Do you understand well when your grammar teacher explain the learning material via online learning?</i></p> <p>Answer : Alhamdulillah I can understand well any materials from the lecturer.</p>
5	<p>Question : <i>According to yourself, what is factor that affected you the most for continuing to learn grammar?</i></p> <p>Answer : Students' expectation and Purpose for Learning the Language</p>
6	<p>Question : <i>What is your reason for choosing that factor?</i></p> <p>Answer : Because I want understand about English, especially grammar.</p>

## CODE 11

No.	Interview
1	<p>Question : <i>How was your opinion about online learning recently?</i></p> <p>Answer : Good enough, but more specifically it's better offline, so that the delivery of material from the lecturer can be accepted by students clearly.</p>
2	<p>Question : <i>Did you enjoy the grammar online learning during your second semester?</i></p> <p>Answer : Yes, I enjoyed it.</p>
3	<p>Question : <i>How was the implementation of grammar learning in your class?</i></p> <p>Answer : Grammar learning in my class is quiet good and satisfying, even the lecturer explains it very clearly.</p>
4	<p>Question : <i>Do you understand well when your grammar teacher explain the learning material via online learning?</i></p> <p>Answer : Sometimes I do.</p>
5	<p>Question : <i>According to yourself, what is factor that affected you the most for continuing to learn grammar?</i></p> <p>Answer : Stage of Learning</p>
6	<p>Question : <i>What is your reason for choosing that factor?</i></p> <p>Answer : Because I think grammar is so important in English or we can say it is the basic to learn English. So, if I don't understand about grammar, I can't understand all of thing about English.</p>

## CODE 12

No.	Interview
1	<p>Question : <i>How was your opinion about online learning recently?</i></p> <p>Answer : So far, it's good enough.</p>
2	<p>Question : <i>Did you enjoy the grammar online learning during your second semester?</i></p> <p>Answer : Yes, I did.</p>
3	<p>Question : <i>How was the implementation of grammar learning in your class?</i></p> <p>Answer : So far so good. Students often feel difficult to understand the material, but the lecturer always guide and give more explanation. The lecturer is also can make the class condusive and make students actively ask and answer the question.</p>
4	<p>Question : <i>Do you understand well when your grammar teacher explain the learning material via online learning?</i></p> <p>Answer : Yes, but not always understand.</p>
5	<p>Question : <i>According to yourself, what is factor that affected you the most for continuing to learn grammar?</i></p> <p>Answer : <i>Improving Skills and Self-quality</i></p>
6	<p>Question : <i>What is your reason for choosing that factor?</i></p> <p>Answer : Because I am looking at my score which and I still not satisfy.</p>

**CODE 13**

No.	Interview
1	<p>Question : <i>How was your opinion about online learning recently?</i></p> <p>Answer : It's less effective. Sometimes I can not get the lecturer's explanation.</p>
2	<p>Question : <i>Did you enjoy the grammar online learning during your second semester?</i></p> <p>Answer : I am not sure, because my score is not good.</p>
3	<p>Question : <i>How was the implementation of grammar learning in your class?</i></p> <p>Answer : The lecturer gives the material learning, explains it, and then holds test.</p>
4	<p>Question : <i>Do you understand well when your grammar teacher explain the learning material via online learning?</i></p> <p>Answer : Sometimes I can not, but if the lecturer explain it twice or more then I can understand.</p>
5	<p>Question : <i>According to yourself, what is factor that affected you the most for continuing to learn grammar?</i></p> <p>Answer : Stage of Learning</p>
6	<p>Question : <i>What is your reason for choosing that factor?</i></p> <p>Answer : Because grammar complements English.</p>



**CODE 14**

No.	Interview
1	<p>Question : <i>How was your opinion about online learning recently?</i></p> <p>Answer : Easy to learn, but that's not optimal because sometimes the signal is bad.</p>
2	<p>Question : <i>Did you enjoy the grammar online learning during your second semester?</i></p> <p>Answer : Yes, I did.</p>
3	<p>Question : <i>How was the implementation of grammar learning in your class?</i></p> <p>Answer : The teacher explaining first, then the students try to answer question about the material presented.</p>
4	<p>Question : <i>Do you understand well when your grammar teacher explain the learning material via online learning?</i></p> <p>Answer : Yes, I can, because the lecturer is enjoyable.</p>
5	<p>Question : <i>According to yourself, what is factor that affected you the most for continuing to learn grammar?</i></p> <p>Answer : Motivation Level</p>
6	<p>Question : <i>What is your reason for choosing that factor?</i></p> <p>Answer : Because in my opinion, grammar is the basic of English therefore I have to learn it deeply. If I don't have better grammar, my English is bad.</p>