

**STRATEGIES USED BY EFL STUDENTS IN LEARNING
ENGLISH GRAMMAR AT THE THIRD SEMESTER OF ENGLISH
LANGUAGE EDUCATION STUDY PROGRAM AT UIN RADEN MAS
SAID SURAKARTA IN ACADEMIC YEAR 2022/2023**

THESIS

Submitted as A Partial Requirements

for the degree of *Sarjana*



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DEDICATION

This thesis is dedicated to:

1. Allah SWT
2. Nabi Muhammad SAW
3. My beloved parents
4. My beloved sister
5. My beloved friends
6. My almamater UIN Raden Mas Said Surakarta

MOTTO

“Indeed, with hardship will be ease.”

(Q.S. Al-Insyirah 94:6)

“The future depends on what we do in the present.”

(Mahatma Gandhi)

“Late bloomers still bloom.”

(Anonymous)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “Strategies Used by EFL Students in Learning English Grammar at the Third Semester of English Language Education Study Program at UIN Raden Mas Said Surakarta in Academic Year 2022/2023” is my real masterpiece. The things out of masterpiece in this thesis are signed by citation and referred in the bibliography.

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

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The researcher realizes that this thesis still far from being perfect. She hopes this thesis is useful for researcher in particular and the readers in general.

Sukoharjo, June 21st 2023

The researcher

Djuhariyyah Nawang Hamukti

TABLE OF CONTENT

TITLE	i
ADVISOR'S SHEET	ii
RATIFICATION.....	iii
DEDICATION.....	iv
MOTTO	v
PRONOUNCEMENT	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS.....	ix
LIST OF TABLES	xii
LIST OF GRAPHICS	xiii
LIST OF APPENDICES	xiv
ABSTRACT	xv
CHAPTER I INTRODUCTION.....	1
A. Background of the Study.....	1
B. Identification of the Problems	6
C. Limitation of the Problems	7
D. Formulation of the Problems.....	7
E. Objective of the Study.....	8

F. Benefits of the Study	8
G. Definition of Key Terms	9
CHAPTER II LITERATURE REVIEW	10
A. Theoretical Review	10
1. The Concept of Learning Strategies.....	10
2. English Foreign Language (EFL) Students.....	17
3. English Grammar	18
4. Grammar Learning Strategies (GLS).....	21
5. Factors Influencing the Choice of GLS	26
B. Previous Related Studies	29
CHAPTER III RESEARCH METHODOLOGY	34
A. Research Design.....	34
B. Research Setting.....	35
C. Research Subject	36
D. Data and Source of the Data	36
E. Research Instrument.....	37
F. Techniques of Collecting the Data.....	40
G. Trustworthiness of the Data	42
H. Techniques of Analyzing the Data.....	44

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION.....	45
A. Research Findings	45
B. Discussion	78
CHAPTER V CONCLUSIONS AND SUGGESTIONS	86
A. Conclusions	86
B. Suggestions	88
BIBLIOGRAPHY	89
APPENDICES	93

LIST OF TABLES

Table 2.1. Similarities and Differences	31
Table 3.1 Time of Research	34
Table 3.2. The Blueprint of Students' Grammar Learning Strategy Inventory (GLSI) Questionnaire.....	37
Table 3.3. Blueprint of Interview Guide about Students' GLS.....	38
Table 4.1 Result of Statistical Score of Students' GLS	45
Table 4.2 Result of Statistical Score of Social GLS	46
Table 4.3 Result of Statistical Score of Affective GLS	52
Table 4.4 Result of Statistical Score of Cognitive GLS	56
Table 4.5 Result of Statistical Score of Metacognitive GLS	61
Table 4.6 Result of Statistical Score of Students' Motivation.....	65
Table 4.7 Result of Statistical Score of Male Students' GLS	69
Table 4.8 Result of Statistical Score of Female Students' GLS	69
Table 4.9 Result of Students' Experience in Joining English course/English club/English camp.....	72
Table 4.10 Use English to communicate	72
Table 4.11 Watch movies with English subtitle	74
Table 4.12 Listen to English Music	75
Table 4.13 Take notes in English.....	76

LIST OF GRAPHICS

Graphic 4.1.1 Result of Statistical Score of Students' GLS	45
Graphic 4.2.1 Result of Statistical Score of Social GLS	46
Graphic 4.3.1 Result of Statistical Score of Affective GLS	52
Graphic 4.4.1 Result of Statistical Score of Cognitive GLS.....	57
Graphic 4.5.1 Result of Statistical Score of Metacognitive GLS	62
Graphic 4.6.1 Result of Statistical Score of Students' Motivation	66
Graphic 4.7.1 Result of Statistical Score of Male Students' GLS	69
Graphic 4.8.1 Result of Statistical Score of Female Students' GLS.....	70
Graphic 4.9.1 Result of Students' Experience in Joining English course/English club/English camp	72
Graphic 4.10.1 Use English to communicate	73
Graphic 4.11.1 Watch movies with English subtitle.....	74
Graphic 4.12.1 Listen to English Music	75
Graphic 4.13.1 Take notes in English	76

LIST OF APPENDICES

Appendix 1 Questionnaire of Grammar Learning Strategies Inventory (GLSI)....	96
Appendix 2 Questions of Students' Interview of Grammar Learning Strategies ..	99
Appendix 3 Questionnaire of Factors Influencing the Choice of Grammar Learning Strategies	100
Appendix 4 Questions of Students' Interview of Factors Influencing the Choice of GLS	102
Appendix 5 Students Interview Transcripts	103
Appendix 6 Photo Documentation	141

ABSTRACT

Djuhariyyah Nawang Hamukti. 2023. *Strategies Used by EFL Students in Learning English Grammar at the Third Semester of English Language Education Study Program at UIN Raden Mas Said Surakarta in Academic Year 2022/2023*. Thesis. English Language Education, Cultures and Languages Faculty.

Advisor: Furqon Edi Wibowo, M.Pd.

This study aimed to identify types of grammar learning strategies (GLS) used by students. The objectives of this study are: (1) to investigate the types of strategies used by EFL students in learning English grammar, (2) to identify the factors influencing EFL students in choosing grammar learning strategies.

In this study, the researcher used descriptive qualitative method. She collected the data by using GLSI questionnaire by Pawlak (2018) and interview. The data of interview were obtained from 3I class of third semester students. The researcher used technique of analyzing the data Miles and Huberman which have three steps; (1) Data Reduction, (2) Data display, (3) Conclusion drawing. For the trustworthiness of the data, the researcher used methodological triangulation.

The result showed that students tend to use all of grammar learning strategies. The most used GLS was social GLS with mean score 3.46, followed by affective GLS with mean score 3.31. The third GLS was cognitive GLS with 3.26. The least used GLS is metacognitive GLS with 3.08. In learning grammar, students involves other students or lecturers the most to help them understand grammar structures. According to Khamkhien (2010), there are three factors that influencing students in choosing GLS; motivation, gender, and experience in studying English. Motivation is the most influenced factor, because it has important role in encouraging students to learn grammar.

Keywords: *grammar learning strategies (GLS), English grammar, EFL students*

CHAPTER I

INTRODUCTION

A. Background of Study

EFL (English Foreign Language) students are people who learn a language that is not their native language, where the language is not used in general or as the main language in their country. For example, Indonesian students who study English in Indonesia. In Indonesia, the main language used is Indonesian. English is not the main language, but English is a foreign language that must be learned because it is a global language and commonly used in the world. It causes many Indonesian EFL students to actively study English in order to be able to keep up with era development. Therefore, in the curriculum, English is an important foreign language subject and must be learned (Pajarwati, et.al., 2021). Even though it is a compulsory subject, students still find many difficulties in learning English. One of the difficulties is learning English grammar which is different from Indonesian grammar. According to the students, English grammar is difficult because it has many rules and formulas (Komara & Tiarsiwi, 2021). Although the students face some difficulties in learning a new language, they are still trying to learn it because they want to master the language and become a successful foreign language learner.

To become a successful learner who is able to master a foreign language, language learning strategies are needed. Language learning strategies are procedures carried out by students related to certain actions, behaviors, steps or techniques used by students to improve language learning abilities (Ghani, 2003). To help them learn a language, they use different types of language learning or certain actions and behaviors. Unfortunately, there are not many research studies that pay attention to aspects that support the success of language learning such as learning strategies. However, lately studies on language learning strategies are more varied with certain skills, such as listening, speaking, reading, and grammar.

Grammar is the way language manipulates and integrates words (or parts of words) to create longer units of meaning (Ur, 1988). Grammar has very important role in English teaching and learning. Grammar is one of three elements that build language system, so that is why grammar has essential role in English teaching and learning (Zhou, 2017). By learning grammar, it will be easier for someone to convey ideas or opinions. A good knowledge of grammar makes someone avoid misunderstandings in communicating and can support other language skills. Grammar mastery can help students to form sentences in their speaking and writing activities. It can be concluded that grammar is the base of a language.

In fact, compared to other skills, grammar learning strategies in EFL have not been explored much (Zulkarnaen, 2021). Knowing the importance of grammar, therefore to make grammar learning more effective, EFL

students use certain techniques and methods during grammar learning or also called grammar learning strategies (Boukenicha & Bouchenine, 2019). With the grammar learning strategy, it is hoped that EFL students will be able to learn grammar more easily, effectively and efficiently. Students are also expected to play an active role in learning and use their grammar learning strategies in the learning process. Unfortunately, they are not aware about their grammar learning strategies.

The reason why researcher chose grammar course as subjects to be studied is because grammar course is compulsory subject that must be taken and must be passed by students of the English Language Education Study Program. In addition, grammar is also very important to learn in the context of a foreign language, therefore from first semester to third semester, students must take three grammar courses, namely Basic English Grammar, Intermediate English Grammar, and Advanced English Grammar. Grammar makes it easier for students to master language skills such as speaking, writing, reading, and listening. A good mastery of grammar also makes it easier for students to compose a thesis or other scientific work such as journals, essays, articles, etc. In addition, another benefit of mastering grammar is to make scientific writing is easy to read and understand by readers, considering that writing scientific papers must pay attention to the rules of correct and appropriate English structures. The reason why the researcher chose the third semester of English Language Education Study Program of UIN Raden Mas Said Surakarta, because they

have already adapted with college life and they have learned about grammar for three semesters so they have more experience in learning grammar and apply grammar in another skills. This research was conducted at UIN Raden Mas Said Surakarta, because it is one of the largest Islamic universities in Surakarta. In addition, this university is ranked as the 10th most sought after Islamic university by prospective students to continue their studies. This is evidenced by the number of applicants from two different entrance tests the last year, 10,727 applicants from the UM-PTKIN and 10,929 applicants from the SPAN-PTKIN.

Based on pre-observation in 3I class of English Language Education Study Program, it is found that students have some negative views on grammar. In their opinion grammar is difficult, confusing, and it has a lot of complicated rules. They only learn and review about grammar material when it comes to examinations. It showed that they have not been maximal in using their learning strategies. Another problems are they do not know their grammar learning strategies and how to manage them so their learning is still ineffective and inefficient.

After conducting pre-research at September 3rd, 2022, the researcher found that students are not aware with their grammar learning strategies. Based on the result of unstructured interviews with five students, they only studied and reviewed the material taught in class when they were about to face the exam. So, they lack of practice and have difficulties in applying grammar. In addition, in individual learning, they only memorize

grammar formulas, not the concepts. It makes more difficult for them to learn grammar and strengthen their opinion that grammar is difficult. It indicates they do not understand about grammar learning strategies that can help their learning. They tend to use the same method in learning grammar and depend on other students in practicing grammar. If other students do not ask them to practice together, they do not practice by themselves. These problems encourage researcher to explore about students' types of grammar learning strategies for their better learning and factors influencing their choice of grammar learning strategies.

Some previous research who had conducted research related this study as follow the research conducted by Rima Juniar and Dinda Carissa, entitled A Survey of Grammar Learning Strategies Used by EFL Learners in Indonesia. This study aimed to identify the students' most used grammar learning strategies in Intermediate English Grammar class (Juniar & Carissa, 2020). Next research was conducted by Zhen Zhou, entitled The Investigation of the English Grammar Learning Strategy of High School Students in China. This study examined grammar learning strategies used by high school students in China. (Zhou, 2017). Other research entitled Strategies for Better Learning of English Grammar : Chinese vs. Thais. This research was done by Patnarin Supakorn, Min Feng and Wanida Limmun. This study investigated the grammar learning strategies used by Thai and Chinese students (Supakorn et al., 2018).

This research is different from the previous studies. The previous studies only focused on finding out which grammar learning strategies were most used least used and by students. In this study, researcher not only investigates the grammar learning strategies used by students, but also want to know factors influencing the choice of grammar learning strategies. In addition, the previous studies were carried out in the period before and during the COVID-19 pandemic where learning was still using face-to-face learning and online learning. Meanwhile, currently they are in a transition period from online learning to offline learning. Therefore, they are still adapting with the new learning environment and methods.

Based on the explanation and problems above, the researcher will conduct a research entitled “Strategies Used by EFL Students in Learning English Grammar at the Third Semester of English Language Education Study Program at UIN Raden Mas Said Surakarta in Academic Year 2022/2023”.

B. Identification of the Problem

Based on the explanation above, the problems which can be found during grammar learning are:

1. Students assume that grammar is difficult and confusing.
2. Students mostly only use one method in learning grammar.
3. Students did not know what is grammar learning strategies.
4. Students were not aware about their types of grammar learning strategies.

5. Students had not employed their grammar learning strategies effectively.

C. Limitation of the Problem

In this study, the researcher focuses on investigating EFL students' type of strategies in learning English grammar and identifying the factors why they choose the strategies. In this research, researcher used Pawlak's grammar learning strategies theory. The researcher also focuses to limit only in one class of third semester students namely 3I class that consists of 24 students of English Language Education Study Program at UIN Raden Mas Said Surakarta in academic year 2022/2023 because they had experienced learning grammar for three semesters and already adapt in college life.

D. Formulation of the Problem

In order to analyze and describe about the strategies used by EFL students in learning English grammar, the following questions are formulated:

1. What are the types of strategies used by EFL students in learning English grammar at the 3rd semester of English Education Department at UIN Raden Mas Said Surakarta in academic year 2022/2023?
2. What are the factors influencing students to choose strategies in learning English grammar at the 3rd semester of English Education Department at UIN Raden Mas Said Surakarta in academic year 2022/2023?

E. Objective of the Study

Based on the research problems above, this study aims;

1. to investigate the types of strategies used by EFL students in learning English grammar
2. to identify the factors influencing EFL students to choose strategies in learning English grammar.

F. Benefits of the Study

This researcher hopes that this study can give some benefits theoretically and practically. They are described, as follows:

1. Theoretically

This study can enrich readers' knowledge about the types of grammar learning strategies that students used and factors influencing the choice of grammar learning strategies

2. Practically

a. For the Lecturers

The result of this study can be a reference for lecturers to know what are the most and less types of students' grammar learning strategies in learning English grammar and factors influencing the choice of grammar learning strategies, so the lecturers can apply the right teaching methods and strategies for grammar learning.

b. For the Students

By knowing their types of grammar learning strategies, the students can learn grammar more effective and efficient.

a. For Other Researcher

The other researchers can use this study as a reference for their research with the same concern.

G. Definition of Key Terms

1. Learning strategies

According to O'Malley, learning strategies are individuals' behaviors about how they understand, acquire and master an information (O'Malley & Chamot, 1990).

2. English Grammar

English grammar is described as the set of structural guidelines in natural language which impact the composition of clauses, phrases, and words in English context. (Boukenicha & Bouchenine, 2019)

3. EFL students

EFL stands for English Foreign Language students. Yoko Iwai states that EFL students are students who learn English in non-English speaking countries (Iwai, 2011). In this research, EFL students refer to the 3rd semester students of English Language Education Study Program UIN Raden Mas Said Surakarta.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. The Concept of Learning Strategies

a. Definition of Strategies

The term of strategy first recognized in the military field. The word strategy comes from the Greek, *strategos*. The word *strategos* is a combination of two words, namely *stratus*: military, and *ag*: leader, thus forming the word *strategos*, namely war planning used by general in achieving victory. Strategy, generally defined as things that are done with planning to be able to achieve goals. Over time, the term strategy began to be used in other fields, one of which was education (Hamali, 2016).

In the field of education, the experts stated several opinions regarding the definition of strategy. However, they agree that strategy associated with teaching and learning activities. Gulo (2008) defined strategy is an art or science of teaching to achieve the expected goals effectively and efficiently. The intended teaching objectives are planned through curriculum. Before planning teaching concepts, a teacher must determine strategies that can be used in teaching and learning activities in the classroom.

Mu'awanah (2011) described strategies are general patterns of teaching and learning activities carried out by teachers and

students to achieve learning objectives. Mua'awanah described four basic teaching-learning strategies:

- a. Identify changes in student behavior and personality
- b. Determine the teaching-learning approach system
- c. Establish appropriate learning procedures, techniques, and methods as teacher guidelines so that teaching and learning becomes effective and efficient.

Meanwhile, according to Haidar & Salim (2012), the strategy begins with the identification of the learning components, namely students, teaching techniques and methods, classroom settings, etc. Thereafter, learning planning is carried out so that students can easily understand the material presented.

Based on some definitions above, it can be concluded that strategy is a science in teaching and learning activities used by teachers and students to achieve the expected learning objectives effectively and efficiently.

b. Definition of Learning

According to Schunk (2012), learning is a long-term change in behavior or the ability to behave in a certain way that occurs as a result of practice or other types of experience. There are three criteria of learning, based on the definition: learning involves change, endures over time, and occurs through experience. Learning

is about the change of behavior, where there is a change that previously could not become able, and who initially did not know became known. It can be measured by the results, namely what someone does or talks about. Learning endures over time, means the products of learning always exist with someone for the entire life, but can be forgotten. The third criterion is learning occurs through experience means learning is not about memorizing something, but it is about experiencing.

Djamaluddin & Wardana (2019) stated that learning is a teaching and learning process that involves the interaction of teachers and students, with the aim that students can learn well and it occurs in a learning environment. Not only the teacher's expertise in applying learning techniques and methods, but also the activeness of students is one of the success factors of the teaching and learning process.

Meanwhile, Brown (2006) described learning as mastery or acquisition of knowledge obtained by the learning process, instruction, and observation. He outlines the definition of learning as follows:

1. Learning is mastering or acquiring
2. Learning is memorizing information or skill
3. Memorizing requires memory storage systems and cognitive organization

4. Learning is done consciously and actively internally and externally
5. Learning is relatively permanent, but can be forgotten
6. Learning consists of various exercises, involving rewards and punishments
7. Learning is a change in behavior.

Based on definitions above, it can be concluded that learning is the acquisition of knowledge gained through experience and practice repeatedly so that it affects behavior.

c. Language Learning Strategies (LLS)

Language learning strategies have an important role in foreign language learning because it makes students become successful language learners. Muslimin (2018) describes several characteristics of successful language learners, namely mastering grammar, memorizing new vocabulary easily, speaking other languages fluently, and learning how to write quickly. Successful language learners are more aware of the strategy they use and how to use them than unsuccessful students (Tilfarlioglu, 2005). It means that language learning strategies affect their learning to be more effective.

Oxford defined language learning strategies are specific actions, behavior, or steps that students use to improve their skills in

foreign language learning (Oxford, 1990). Meanwhile, Lestari (2015) stated language learning strategies include all the actions that students take to improve their language learning, including their behavior, steps, and techniques. However, Ghani (2003) defined language learning strategies as procedures employed by the learners with specific actions, behaviors, steps, or techniques to make their language learning successful.

Language learning strategies can be a tool that are able to develop communicative competence which results in self-directed students. The main goal of language learning strategies is communicative competence. There are four categories of communicative competence, namely; (1) grammatical competence, using and understanding morphology, syntax, semantics, and phonology, (2) sociolinguistic competence, focuses on knowledge of sociocultural rules and its use, (3) strategic competence, namely the ability to master verbal and nonverbal communication strategies and how to overcome language gaps, (4) discourse competence, namely interpreting a series of sentences so that they become one whole meaning or text according to the context (Canale & Swain, 1980).

In addition, the purpose of language learning strategies is to help students not always depending on teacher for guidance outside class. Therefore, self-direction is very important to develop

students' ability to learn a new language. Students are expected to be more independent in solving problems related to learning. It affects the role of teachers. Teachers are not only an instructor who only explains the material and gives assignments, but also becomes a facilitator, helper, guide, adviser, consultant for their students. Teachers must also be able to identify and conduct training related to learning strategies. There are several features of language learning strategies, namely; (1) assist to the main goal, communicative approach, (2) guide learners to become more self-directed, (3) develop the role of teachers, (4) problem-oriented, (5) specific actions taken by the learner, (6) involve many aspects of the learner, (7) support learning directly and indirectly, (8) not always observable, (9) occurs in conscious situation, (10) can be taught, (11) flexible, and (12) influenced by many factors (Oxford, 1990).

Oxford classified language learning strategies into two classes, direct strategies and indirect strategies. Direct strategies consist of memory strategies, cognitive strategies and compensation strategies. Memory strategies as a storage of information by linking the material, applying images and sound, reviewing, and take actions. Students use it when needed for communication. Cognitive strategies varied a lot from repeating, analyzing expression and summarizing. It helps students to get idea quickly and transferring the idea. Compensation strategies used by students when they use a

new language in knowledge limitation. Meanwhile indirect strategies consist of metacognitive strategies, affective strategies, and social strategies. Metacognitive strategies dealing with paying attention to make them focus. These strategies are also about how students arrange and plan their learning and then make an evaluation about their learning. Affective strategies are about how students control their emotions, feelings, and anxiety during learning. Last, social strategies involve people to gain new information. Students can ask some questions to the teachers during class, or have discussion with other students about the material. To investigate second/foreign language learning strategies, Oxford has her own data collection instrument called SILL (Strategy Inventory of Language Learning). It consists of six parts, based on Oxford's language learning strategies classification.

O'Malley & Chamot have different but similar classification for language learning strategies. They divided language learning strategies into three, metacognitive, cognitive, and social strategies. Metacognitive strategies include some tasks; paying attention to the learning and make some key words, planning the organization, reviewing to task and new information, and then evaluating. Cognitive strategies dealing with rehearsal or repeating, classifying words, term, concepts, inferencing, summarizing, deduction, imagery, transfer, and elaboration. Meanwhile, social

strategies involve interaction during learning to solve problem and also mental control. For collecting the data about language learning strategies, O'Malley & Chamot conducted observations and interview with teachers and students (O'Malley & Chamot, 1990).

2. English Foreign Language (EFL) Students

English speakers are divided into three according to the use, namely as a first language, English as a foreign language, and English as a second language (Zulkarnaen, 2021). Indonesia is one of the countries that uses English as a foreign language. English as a foreign language (EFL) means that English used in countries whose primary language is not English (non-native language). In contrast to English second language, English foreign language tends to require formal instruction. English foreign language is often used for several purposes, such as communication with natives, tourism, educational purposes, economics and business, and others.

Indonesia is a country with the largest population in ASEAN countries. This is a great potential for Indonesia in the use of English as a foreign language (Zulkarnaen, 2021). However, based on data from the EF EPI (Education First English Proficiency Index), Indonesia is ranked 80 out of 112 countries and categorized as a low proficiency (EF EPI, 2021). This is really unfortunate considering that there are so many benefits of using English.

According to Banditvilai & Cullen (2018), EFL students often encounter some difficulties. First, teaching methods. Many teachers still use teacher-centered methods in teaching English. It makes students passive in class by just listening to teacher's explanation. It led to their opportunity to explore knowledge to be minimal. The second problem is personal need and skills. EFL students have their own opinions about the skills they find difficult and their needs are also different to overcome or develop these skills. For example, writing skill. According to Toba, et.al., (2019) the difficulties of EFL students is in writing skills caused by several factors such as lack of mastery of grammar, lack of practice, and lack of motivation in writing. The third is difficulties in speaking. Speaking is the most difficult skill to master because it involves directly with other people to communicate. One of the main problems experienced by EFL students is pronunciation. The second is grammar, because of the grammar of English and Indonesian is totally different. In addition, most EFL students only use English speaking at school and do not use it in daily life so they do not practice enough.

3. English Grammar

a. Definition

The word grammar has several definitions stated by some linguists. They had different opinion about the term grammar. First,

according to Greenbaum & Nelson, grammar is the set of rules to combine words in larger units (Greenbaum & Nelson, 2002). The next definition, grammar is a process of describing structure of phrases and sentences (Yule, 2006). While, Huddleston & Pullum (2005) stated that grammar refers to the form of sentences and smaller units which are clauses, phrases and words. Meanwhile, Brinton & Brinton (2010) described grammar as rules of how language works, or in other words it is about language system/structure. In addition to these definitions of grammar, Richards & Schmidt (2010) stated that grammar is a description about how the words and phrases are combined to make a sentence in a language.

From the definitions described above, a conclusion can be drawn that grammar related to the rules of how the words combined to form phrase, sentences, and clauses into a meaningful unit. Grammar is the system of language that cannot be separated from language. If we imagine language as a highway, the words are cars, trucks, buses, and motorcycles, but the grammar is traffic signs that act as instructions so that the people can drive in an orderly manner (Rossiter, 2021).

b. Kinds of Grammar

Several experts have different opinions regarding kinds of grammar. Fromkin et al. (2010) suggested that there are two types of grammar, namely descriptive grammar and prescriptive grammar.

1) Descriptive grammar

Descriptive grammar refers to study language categories, structures and rules based on how native English speakers use them directly in everyday life (Bakka, 2018). Descriptive grammar almost always used the standard (and prescriptive grammars) as reference. Descriptive grammar employs in casual communications. There is no right and wrong in descriptive grammar.

Example:

Some native speakers say, "I like watching football more than my brother," instead of "I like watching football more than my brother does."

2) Prescriptive grammar

In prescriptive grammar, grammar is considered as a rule to be learned and used to distinguish whether grammar is right or wrong (Bakka, 2018). Prescriptive grammar provides people to use formal English. Prescriptive grammar is mostly dominated in English teaching and learning. It helps students to analyze how language is used not only for communication but also for other

settings, such as academic writing, reading, taking tests, etc. Examples of prescriptive grammar can be found at many references until recently.

Example:

There are some important rules in the use of coordinate conjunctions:

- a) Connecting two independent clauses must be separated by comma, e.g. She was hungry, **so** she went to the canteen.
- b) Conjunctions can be used for making lists, e.g. We have to prepare some camping equipment such as clothes, food, sleeping bag, **and** tent (Wibowo et al., 2020).

4. Grammar Learning Strategies (GLS)

For decades, learning strategies have become a main concern in teaching and learning English. But lately, research on LLS has begun to focus on specific skills, namely speaking, listening, writing, and grammar (Juniar & Carissa, 2020). Oxford, Rang, Lee and Park (2007) defined grammar learning strategies as conscious actions and thoughts employed by learner in order to learn and use the language easily, effectively, and efficiently. The goals of GLS are implicit and explicit knowledge of grammar structures. Explicit knowledge is obviously conscious and only accessible when learners have enough time to think about their language use. Meanwhile, implicit knowledge is

subconscious and automatic, thus available under all circumstances, including real operating conditions and time pressures (Ellis et al., 2009).

Oxford said that grammar strategies get the least attention of any area of second language strategy (Oxford, 2017). In line with that, Pawlak (2018) uttered that there are shortcomings in LLS research, namely the lack of exploration of GLS. Oxford called grammar as "Second Cinderella" because they had little attention in most empirical studies of learning strategies (Oxford, 2017). But nowadays, grammar learning strategies began to develop. One of the researchers that conduct some research focusing on grammar learning strategies is Pawlak.

Pawlak has conducted some research about GLS since 2009 and found that the previous GLS classification did not identify a comprehensive and representative classification of learners' action and thought when trying to master grammar (Pawlak, 2018). This prompted Pawlak (2018) to create his own classification by combining the classifications of Oxford (1990) and O'Malley & Chamot (1990). The differences between Pawlak's classification and previous classifications are Pawlak divided his classification into four namely metacognitive, cognitive, affective, and social strategies. It includes memory strategies into cognitive strategies and removing compensation strategies because it does not involve directly in the language learning process.

Pawlak had developed his own data collection tool to investigate the use of grammar learning strategies, called Grammar Learning Strategy Inventory (GLSI) questionnaire. The GLSI consists of 50 5-point Likert scale statements related to four main categories and it classified as A, B, C, and D. Four subcategories of cognitive GLS classified as B1, B2, B3, and B4. It contains five scale from 1 to 5 preferences where 1 *indicates it does not apply at to me at all* and 5 stands for *it perfectly describes my actions and thoughts*. Following Oxford's guidelines, the frequency of GLS is interpreted as high, medium and low use, respectively, with mean bands of 5.0-3.5, 3.4-2.5, and 2.4-1.0. The GLSI had tested for its validity and reliability and it is a valid and reliable tool for collecting the data on the use of grammar learning strategies. The GLSI only used for university students majoring in English or other foreign languages.

a. Metacognitive GLS (A)

Metacognitive strategies enable students to control and manage the learning of grammar through planning, organizing, monitoring and self-evaluating. It includes paying attention to grammar during reading and listening, practicing grammar in different way, and reviewing about grammar structures and rules. Metacognitive strategies make their learning more controlled and able to evaluate their readiness in learning.

b. Cognitive GLS (B)

Cognitive GLS divided into the following subcategories:

- 1) GLS used to assist the production and comprehension of grammar in communication tasks (B1), such as trying to use specific grammar structures in spontaneous oral production or making comparisons between one's speech and writing and language production of more proficient target language users;
- 2) GLS used to develop explicit knowledge of grammar (B2), which can be subdivided into two groups:
 - a) GLS employed for deductive learning, such as trying to understand every grammar rule
 - b) GLS employed for inductive learning, such as discovering rules by analyzing examples;
- 3) GLS used to develop implicit knowledge of grammar (B3), which can be subdivided into two groups:
 - a) GLS employed for comprehending grammar, such as listening to and reading texts containing many instances of a particular grammar structure;
 - b) GLS employed for producing grammar, both in controlled practice, such as applying new rules to create sentences, and in communicative practice, such as using these rules in meaningful contexts;

4) GLS used to deal with corrective feedback on errors in the production of grammar (B4), such as listening carefully for the feedback provided by the teacher on the use of grammar features, trying to notice and self-correct errors when practicing grammar, or trying to engage in negotiating grammar forms with the teacher.

c. Affective GLS (C)

Affective strategies serve the purpose of self-regulating emotions and motivations when learning grammar, such as making an effort to relax in the face of problems with understanding or using grammar, encouraging oneself to practice grammar points that create a learning challenge, or keeping a note where regular comments on the process of learning grammar are made. Affective strategies may become one of biggest factors in learning grammar because it leads to students' motivation.

d. Social GLS (D)

Social strategies involve cooperation or interaction with the teacher, proficient target language users or other students, aimed at enhancing the process of learning grammar; the category includes such GLS as trying to help others who experience difficulties in learning or using grammar structures, discussing with other students, practicing grammar structures with peers, or asking the teacher for assistance in understanding a point of grammar.

5. Factors Influencing the Choice of Grammar Learning Strategies

Khamkhien (2010) stated there are some factors that affecting the choice of grammar learning strategies of EFL students, as follows:

a. Motivation

Motivation has powerful influence on the choice of grammar learning strategies. Students with high motivation in learning tend to use more strategies than students with low motivation. There are two types of motivation, intrinsic motivation and extrinsic motivation. Intrinsic motivation exists within students, from curiosity and desire to learn for enjoyment and interest. Meanwhile extrinsic motivation is caused by external factor outside of the individual to do something for outcomes such as rewards or marks (Legault, 2016). Motivation greatly affects students' grammar performance and achievement. With high learning motivation, their achievement is also high and they are more active in class. Unfortunately, students tend to be motivated by extrinsic motivation rather than intrinsic motivation. It makes students lack in using their strategies.

b. Gender

Female and male students have different strategies in learning grammar. This is influenced by differences in biological characteristics. Several studies had conducted to investigate about

gender differences and language learning strategies. According to a research by Tran (2021), female students use more strategies than male students. Female students mostly used social strategies because it involves interaction with others and desire for social approval. Meanwhile, male students mostly use cognitive strategies. Another study conducted by Andini & Prasetyowati (2021) given different finding. By using Oxford's SILL questionnaire and interview, involving 37 students (25 females and 12 males), the finding showed that female students used metacognitive and social learning strategies. Meanwhile, male students used compensation, metacognitive, and cognitive strategies. Female students had higher score than male students in the use of learning strategies. The finding also showed that female students use all the strategies more often than male students.

c. Experience in studying language

The period of time in learning English and experience studying English outside class also has impact in students' choice of learning strategies. Unfortunately, the studies about the relationship between experience in studying English and language learning strategies has not widely investigated. According to the study conducted by Yayla et al. (2016) students in the four year bachelor's degree of English language and literature and English teaching used language learning strategies more frequently than students attending

the applied English and translation department which is a two-year program. Based on this finding, it could be stated that students with four years experience in studying English are more systematic and effective in organizing their language learning, compared with two years vocational school.

Another study conducted by Purdie and Oliver (1999) about language learning strategies used by bilingual school-aged students from three different cultural background: Asia (Vietnamese or Chinese speakers), European (Greek speakers), and Arabic speakers. The finding showed that students who had been in Australia for 3 or less years and 4 or more had higher mean scores for cognitive and memory strategies. It can be concluded that experience in studying has impact on students' choice of learning strategies.

The academic nuances of 3I class in studying grammar in class showed that they are quite enthusiastic during grammar teaching and learning. They actively answered when the lecturer asked about the material being taught by the lecturer. However, they still have some opinions that grammar is difficult and confusing because it has many rules and structures. Even if they think so, it does not make them unmotivated in learning grammar. Their motivation in learning is quite high, it is shown by some students who ask the lecturer about material that they have not understood. When the lecturer explains the material, sometimes they take notes in their

book while paying attention to lecturer's explanation. The lecturer explains the material in a pleasant way, as if the students are talking to a friend. It makes students feel comfortable learning in class. In conclusion, the academic nuances in class 3I supports students to learn grammar in a comfortable and enjoyable way so that they are motivated in learning grammar.

B. Previous Studies

There are some previous studies that the researcher used as references. The first previous research entitled "Students' Learning Strategies in Isolated Grammar." This research was conducted by Widya Kristiani in 2019. This study aimed to investigate the grammar learning strategies used by students who failed in Intermediate grammar subject. This study is a qualitative study using semi-structured interview as main instrument. The participants of the study are ten students of the English Language Education program. The students were interviewed about their learning strategies in learning isolated grammar. The finding showed that the students mostly used memory-related strategies and they used different strategies outside and inside class. (Kristiani, 2019)

The second previous research entitled Grammar Learning Strategies Used by EFL Students during the COVID 19 Pandemic at IAIN Palangkaraya. This study was conducted by Nurliana in 2020. This research was a quantitative survey research. The researcher used three instruments in

this research, namely questionnaires as main instrument, interview, and document. The questionnaires divided into two types: background or demographic questionnaire and Grammar Learning Strategies Questionnaire (GLSQ). The GLSQ was developed by Oxford and modified by Kemp and Bayou. The research finding showed that students mostly used metacognitive strategy and less used strategy is affective strategy. Meanwhile, the interview result showed that students used almost all grammar learning strategies. (Nurliana, 2020)

The next previous study was conducted by Zafira Ramdayani SA. Kadir in 2020 entitled *The Study of Learning Strategies Used by Indonesian EFL Learners in Learning English Grammar*. The purpose of this study was to investigate the most used learning strategies by successful and less successful students in learning English grammar. This study also aimed to know the significant difference between successful and less successful students in using grammar learning strategies. The finding showed that successful students mostly used social strategies, meanwhile the least successful students mostly used cognitive strategies and there is no significant difference between successful and less successful students in using grammar learning strategies. (Zafira, 2020)

The other study was conducted by Winda Zulkarnaen in 2021 entitled *Investigating Grammar Learning Strategies Used by EFL Undergraduate Students During Emergency Remote Teaching in COVID-19 Pandemic Era*. The aim of the study was to investigate the most and least

used strategy used by students during Emergency Remote Teaching (online learning). This study is a quantitative study with survey design. The result showed that the most frequently used strategy is cognitive strategy and the least frequently used strategy is metacognitive strategy. (Zulkarnaen, 2021)

The last previous research entitled *On the Relationship between EFL Learners' Grammar Learning Strategy Use and Their Grammar Performance: Learners' Gender in Focus* conducted by Feresteh Azizmohammadi and Hamed Barjesteh. This study aimed to investigate the relationship between grammar strategies used by EFL students in Mehr English language institute in Tehran, Iran and their grammar performance. This study used three instruments. The first instrument was Quick Placement Test (QPT) in order to investigate students' ability in understanding English. The second instrument was ESL/EFL Strategy Inventory for Language Learning (SILL) by Oxford, to identify students' grammar learning strategy. The third instrument was grammar quiz to analyze students' grammar performance. The finding showed that there was significant correlation between grammar learning strategies and grammar performance. It also showed that the cognitive strategy was the most used strategy by the learners, followed by metacognitive, social, and affective strategies (Azizmohammadi & Barjesteh, 2020).

Table 2.1. Similarities and Differences with Previous Related Studies

No.	Name	Title	Similarities	Differences
1.	Widya Kristiani (2019)	Students' Learning Strategies in Learning Isolated Grammar	The similarities from this study is investigation about grammar learning strategies.	The previous study was a qualitative study using interview as instrument.
2.	Nurliana (2020)	Grammar Learning Strategies Used by EFL Students During the COVID-19 Pandemic at IAIN Palangkaraya	The researchers have the similar intention with this researcher which is aim to investigate grammar learning strategies.	The previous study conducted during COVID-19 pandemic and using SILL questionnaire from Oxford modified by Kemp and Bayou.
3.	Zafira Ramdayani SA. Kadir (2020)	The Study of Learning Strategies Used by Indonesian EFL Learners in Learning English Grammar	The previous study and this study have similar concern with grammar learning strategies.	The differences of the previous study and this study are the previous study differentiate the subject into two categories, successful and less successful students.
4.	Winda Zulkarnaen (2021)	Investigating Grammar Learning Strategies Used by EFL Undergraduate Students During Emergency Remote Teaching in COVID-19 Pandemic Era	The similarities of the previous study with this study are grammar learning strategies used by students and using Pawlak's GLS theory	The previous study only focused on investigating grammar learning strategies used by students. Meanwhile this study also wants to know factors influencing the choice of grammar learning strategies.
5.	Fereshteh Azizmohammadi	On the Relationship	The researchers	The previous study and focused not only on

	and Hamed Barjesteh (2020)	between EFL Learners' Grammar Learning Strategy Use and Their Grammar Performance: Learner's Gender in Focus	have the same concern in focusing grammar learning strategy used by EFL Students.	grammar learning strategy but also on the relationship between students' GLS and their grammar performance.
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CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This type of this research is a qualitative study. Qualitative study is a kind of research where it explores and understands the meaning of individual and group behavior (Ary, Jacobs, & Sorensen, 2010). Qualitative research tends to describe phenomenon in detail. The object of qualitative research covers all aspects of human life, namely humans and everything that is influenced by them. The researcher is the key instrument, where the researcher is the one who has the role as a research tool (Cohen, Manion, & Morrison, 2018). It means that the researcher is the one who searches, examines, explores, and interprets the data. Therefore, the researcher must be careful and astute in collecting data. Meanwhile, for collecting the data using questionnaire, interview, observation, and library studies. In this research, researcher uses descriptive qualitative study to gain information about grammar learning strategies used by students. In descriptive qualitative study, researcher analyzes data and describes a natural situation without manipulation (Nugrahani, 2014).

B. Research Setting

1. The Location of the Research

This study conducted at the 3rd semester of English Language Education at UIN Raden Mas Said Surakarta located at Jl. Pandawa, Dusun IV, Pucangan, Kecamatan Kartasura, Kabupaten Sukoharjo, Jawa Tengah 57168.

2. The Time of the Research

The study takes place at UIN Raden Mas Said Surakarta from the pre-research until finish collecting and analyzing the data. This study conducted from November 2021 until December 2022.

Table 3.1 Time of Research

Activity	Jan 2022	Feb 2022	Mar-Sept 2022	Sept 2022	Oct 2022	Nov-Dec 2022	Dec-Jan 2023	May-June 2023
Pre-Research								
Writing Proposal								
Consultation and Guidance								
Proposal Seminar								
Revise Proposal								
Collecting and analyzing data of thesis								
Finish writing chapter IV-V								

Consultation and guidance								
Munaqosyah								

C. Research Subject

The subject of this research are the 3rd semester students of English Education at UIN Raden Mas Said Surakarta. In this case, the researcher chooses one class of English Education, 3I class that consists of 24 students. The researcher had conducted pre-research in 4 classes and the result was the four classes were active and had the same characteristics in during learning process. The reason why the researcher choose 3I class because it is the most active class.

D. Data and Source of the Data

The research aims to collect accurate and valid data in order to provide a specific description of the object of research. According to Siyoto & Sodik (2005), data are empirical facts obtained by researchers from various sources with various techniques to answer research questions. Qualitative research data are usually words, expressions, sentences, and actions (Nugrahani, 2014). Siyoto and Sidik (2015) classify two types of data according to the source:

1. Primary data

Primary data is data collected by researchers through the object of research directly. Some of the techniques used in collecting primary data include observation, interviews, and questionnaires.

In this study, the primary data used was the GLSI (Grammar Learning Strategy Inventory) adaptation questionnaire from Pawlak which was given to third semester students to determine the type of grammar learning strategies they used. After that, the students were interviewed about their grammar learning strategies and some factors influencing their choice of grammar learning strategies.

2. Secondary data

Secondary data is data obtained through various existing sources. Secondary data is additional data to complete the primary data. Secondary data is obtained through books, online journals, and theses.

E. Research Instrument

In qualitative research, the main instrument of research is the researcher herself. Research instrument is a tool to measure the observed research variables (Sugiyono, 2013). The researcher has a very important role because the researcher is the main instrument. Researchers get data by observing, interviewing, asking and taking data directly.

In this study, the researcher uses two research instruments, namely questionnaires and interviews. Interviews were conducted by researchers

with the interviewees, namely 10 students of 3I class. There are two parts of interview: (1) the interview with the main focus on grammar learning strategies; (2) the interview with the main focus on grammar learning strategies and factors influencing the choice of grammar learning strategies. For questionnaire there are 50 statements to investigate students' grammar learning strategies according to Pawlak's GLSI questionnaire.

1. Blueprint Questionnaire

Table 3.2.

**The Blueprint of Students' Grammar Learning Strategies
Inventory (GLSI) Questionnaire**

Indicator	No	Description	Types of Question	The Item Number	Number of Question
Metacognitive GLS	A	Planning, organizing, monitoring, and self-evaluating in grammar learning.	Positive	1,3,6,8	8
			Negative	2,4,5,7	
		B1. Assist the production and comprehension of grammar in communication tasks	Positive	10,12,14	6
			Negative	9,11,13,	
	B2. Develop	Positive	15,17,19,21,23,25	12	
		Negative	16,18,20,22,24,26		

Cognitive GLS	B	explicit knowledge			
		B3. Develop implicit knowledge	Positive	27,28,29,30	8
			Negative	31,32,33,34	
		B4. Deal with corrective feedback on errors in the production of grammar	Positive	35,37,40	6
Negative	36, 38, 39				
Affective GLS	C	Self- regulating emotions and motivation when learning grammar	Positive	41,43,45	5
			Negative	42,44	
Social GLS	D	Cooperatio n or interaction with teacher and other students	Positive	46,48,49	5
			Negative	47,50	

2. Interview Blueprint

Table 3.3

Blueprint of Interview Guide about Students' Grammar

Learning Strategies

No.	Aspects	Indicators
1.	Metacognitive strategies	To know how students manage their grammar learning by planning, journaling, reviewing, practicing, and evaluating.

2.	Cognitive strategies	To know how students understand and use new information in many ways
3.	Affective strategies	To know students' motivation and emotions when learning grammar
4.	Social strategies	To know students' interaction with teacher and other students in grammar learning

F. Techniques of Collecting the Data

Data collection activities are the most important and vulnerable in a research. Sugiyono (2013) suggests that there are three types of data collection techniques, namely interviews, questionnaires, and observations. In this study, researchers used two data collection techniques, namely questionnaires and interviews.

1. Questionnaire

The questionnaire is a data collection technique by providing a set of questions (Sugiyono, 2013). Questionnaires can be given in person or online. According to Sugiyono, there are two types of questionnaires, namely open questionnaire and closed questionnaire.

a. Open questionnaire

Open questionnaire is a questionnaire that gives respondents the opportunity to write down their personal opinions in accordance with the statements or questions asked by the researcher

b. Closed questionnaire

Closed questionnaire is a questionnaire that contains a list of questions or questions with a choice of answers that have been provided.

The way to fill it is that the respondent gives a checklist mark on the answer column according to his choice.

This study used a closed questionnaire, namely Pawlak's Grammar Learning Strategy Inventory (GLSI) questionnaire as the main data collection technique. This questionnaire aims to find out the type of GLS used by third semester students of UIN Raden Mas Said Surakarta. This questionnaire consists of 50 statements regarding four GLS categories, namely metacognitive, cognitive, affective, and social strategies. The four main categories are classified as A, B, C, and D with four subcategories in cognitive strategies classified as B1, B2, B3, and B4. The questionnaire used a 5-point Likert scale. It contains five scales from 1 to 5 of answer preferences namely number 1 indicates it does not apply at me at all, number 5 indicates it perfectly describes my actions and thoughts.

This questionnaire has two parts. The first part is about students' personal information consists of students' number, name, and WhatsApp number. The second part is the GLSI questionnaire. The questionnaire is printed and distributed directly to students.

2. Interview

According to Sidiq & Choiri (2019) the interview is a process of communication interaction where the direction of the conversation has been determined and involves a minimum of two people. Sugiyono (2013) suggests two types of interviews, namely structured and unstructured interviews.

a. Structured interview

Structured interviews are interviews with written questions with alternative answers that have been provided. The researcher prepared several lists of questions before conducting the interview.

b. Unstructured interview

Unstructured interview is an interview in which the questions asked to the respondent are not predetermined.

In this study, the researcher used unstructured interviews to find out information about their grammar learning strategies and factors influencing the choice of grammar learning strategies. The researcher will interview the students face-to-face.

G. Trustworthiness of the Data

Bachri (2010) defined triangulation as a technique to verify the validity of data by using something other than the data itself, for the purposes of verification data or comparison. Meanwhile, according to Sugiyono (2013), triangulation is a data collection technique that combines various data collection techniques and existing data sources. Triangulation is used to increase the accuracy and credibility of the research. With triangulation, the data will be more consistent and valid.

There are some kinds of triangulations according to Bahrun (2010), as follows:

1. Source triangulation

Source triangulation means comparing and double-checking the reliability of information obtained from different sources.

2. Time triangulation

Time triangulation is used to determine the validity of data regarding changes in a process and changes in human behavior from time to time.

3. Theory triangulation

Theory triangulation uses two or more theories that are compared or combined. For this reason, a more complete research design is needed for data collection and data analysis.

4. Researcher triangulation

Researcher triangulation uses more than one researcher to conduct observation or interview. Differences in styles, attitudes, and perceptions between researchers in observing a phenomenon will make different observations and data more valid.

5. Method triangulation

Method triangulation is an attempt to verify the validity of the data. Method triangulation can be carried out by using more than one data collection technique to obtain the same data.

In this study, researcher used method triangulation. Method triangulation is done by collecting data with various methods. This study uses a combination of methods in collecting data, namely questionnaire and

interview. Method triangulation is able to avoid bias that arises when using one data collection technique.

H. Technique of Analyzing the Data

In analyzing data, the researcher uses Miles and Huberman data analysis model. Miles et al. (2014) divided three components for data analysis, as follows:

1. Data Reduction

Data reduction means data simplification process by summarizing selecting the main and important things and making categorization. It aims to make it easier for further data collection and data display.

2. Data Display

Data display is a process where data that has been reduced is presented in the form of a brief description, charts, graphic, and others. It aims to make the data more organized and well structured so that it is easier to understand and it can be a reference in planning the next process.

3. Conclusion Drawing

Conclusion drawing is a description that has been presented briefly and clearly. Credible conclusions that are supported by valid evidence obtained by researcher after conducting data collection.

CHAPTER IV

RESEARCH FINDINGS & DISCUSSION

A. Research Findings

In this chapter, the author answered two research questions. The first question focuses on the most and least used type of grammar learning strategies by students, meanwhile the second is the main factor that influencing grammar learning strategies by students. The findings are discussed in two main parts: Type of Grammar Learning Strategies Used by Third Semester Students of English Language Education Study Program at UIN Raden Mas Said Surakarta and Factors Influencing Third Semester Students of English Language Education Study Program at UIN Raden Mas Said Surakarta. Grammar Learning Strategies then will be abbreviated to GLS. The data of each research questions collected using questionnaire and interview. The questionnaire was delivered at November 17th, 2022, while interview was conducted at 9, 16, 19, December 2022. The result of the data drawn as follows:

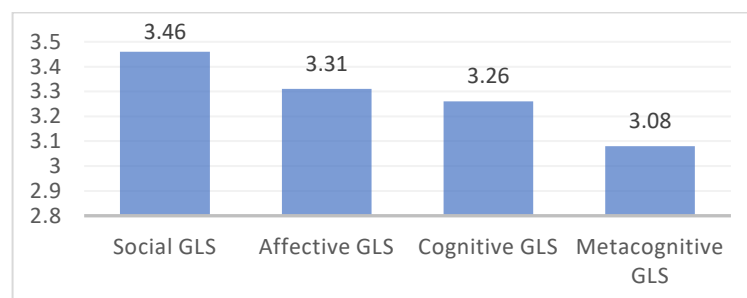
1. Types of GLS Used by Third Semester Students of English Language Education Study Program at UIN Raden Mas Said Surakarta

As discussed in chapter 3, to obtain data on the types of GLS used by students, researcher used the Grammar Learning Strategy

Inventory (GLSI) questionnaire. Questionnaire was delivered to students, then processed with descriptive analysis using SPSS. Based on the results of the data shown in table 4.1., students tend to use all types of GLS. However, the most frequently used is social GLS, while the least frequently used is metacognitive GLS. The mean score of each GLS showed that social GLS has score 3.46, which means the highest score. The second highest score is affective GLS with 3.31. Cognitive GLS has a score of 3.26. While, metacognitive GLS is the least used strategy with a score 3.08. Based on the Oxford guidelines, the students' GLS usage scale is classified as medium, from the range of 3.4-2.5.

No	GLS	Min.	Max.	Mean	Std. Deviation
1	Social GLS	1.00	5.00	3.46	.745
2	Affective GLS	1.00	5.00	3.31	.513
3	Cognitive GLS	1.00	5.00	3.26	.517
4	Metacognitive GLS	1.00	5.00	3.08	.518

Table 4.1. Result of Statistical Score of Students' GLS



Graphic 4.1.1 Result of Statistical Score of Students' GLS

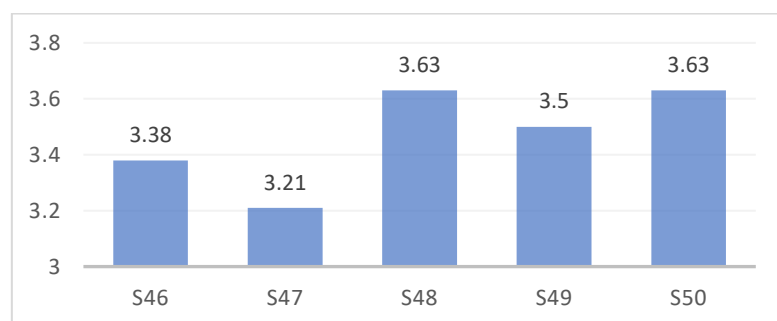
To support the result of the GLSI questionnaire, interview was conducted with some questions related to the statements in GLSI questionnaire. The result of interview is presented after the result of GLSI questionnaire.

a. Social GLS

Based on the result of GLSI questionnaire, the mean and standard deviation of social GLS can be seen in table 4.2. The author lists 5 statements in social GLS, starting from the most frequently used, as follows: : S48 (“I like to be corrected when I make mistakes using grammar structures”), S50 (“I do not try to help others when they have problems understanding or using grammar”) , S49 (“I practice grammar structures with other student”), S46 (“I ask the teacher to repeat or explain a grammar point if I do not understand”), and S47 (“I do not ask the teacher or more proficient learners to help me with grammar structures”).

Statement	N	Min.	Max.	Mean	Std. Deviation
S46	24	1.00	5.00	3.38	1.245
S47	24	1.00	5.00	3.21	1.103
S48	24	1.00	5.00	3.63	1.056
S49	24	1.00	5.00	3.50	.885
S50	24	1.00	5.00	3.63	.970

Table 4.2 Result of Statistical Score of Social GLS



Graphic 4.2.1 Result of Statistical Score of Social GLS

Social GLS is the most frequently GLS used by students. Social GLS involves interaction with other students and lecturers in learning grammar. In this case, students learn by discussing and practicing with other students or lecturers for gaining knowledge. Therefore, it needs good interaction and cooperation.

The data above was supported by the result of interview. The first question related to S48 ("I like to be corrected when I make mistakes using grammar structures"). The writer asked why they like to be corrected when they have errors in grammar and what kind of corrections they usually receive. All students have the same opinion that they like when other people correct their grammar mistakes, both from other students and lecturers. Some of respondents said:

“Yes. Usually, my classmates corrected my grammar mistakes, they help me to give some corrections. Sometimes, lecturers also gave some corrections...” (See Appendix 5) (Interview with Student DHB, Dec 19th, 2022)

. Other respondent said, “Yes, I do. I often be corrected by friends, sometimes lecturers.” (See Appendix 5) (Interview with Student AR, Dec 9th, 2022)

Usually, other students correct grammar mistakes by looking at their work and if some mistakes are found, friends or lecturer will help why the grammar structures are still not correct and explain the right grammar structures. Meanwhile, the lecturer corrects students’

grammar mistakes when answering questions in front of the class, provides corrections during presentations, and when students experience mistakes when answering lecturer questions voluntarily or directly. As respondents said:

“Friends often give some corrections. We practiced exercises together, then we checked each other answers. If some mistakes were found in my answers, she corrected the mistakes, and vice versa. If we had the same mistakes, we looked for the correct answers.” (See Appendix 5) (Interview with MFA, Dec 16th, 2022)

. Other student said that, “Sometimes, lecturers also gave some corrections, then said ‘the grammar was still wrong,’ and they gave the correct grammar.” (See Appendix 5) (Interview with Student DHB, Dec 19th, 2022)

Students stated that they like to be corrected if they have some grammar mistakes because it makes them realize and aware of the mistakes they have made so that the same mistakes do not occur. With corrections, students also become more thorough in working on grammar exercises or answering questions from the lecturer. They also understand the material more deeply after being corrected, because they also get more explanations from other students or lecturers. LAM said that “Yes, I do like it, because we knew our mistakes.” (See Appendix 5) (Interview with Student LAM, Dec 19th, 2022)

Other student also have same opinion, “I like to be corrected because we knew our mistakes, and in the future I can realize that my grammar is not that good.” (See Appendix 5) (Interview with Student SINH, Dec 16th, 2022)

For the second question, related to the S50 (“I do not try to help others when they have problems understanding or using grammar”) with question “If other students have problems in understanding grammar, do you help them? How do you help them?”. Based on the result of interview, students like to help their friends understand their difficulties in grammar. Students help their friends by explaining the meaning and rules first, then they look for relevant practice questions from books or the internet and work on them together until they understand. As student LAM said, “Yes, I help them, but sometimes, if they ask me. I help them by explaining the material, if they have not understand yet. I use books as references, then I explain it slowly. If they have not understand yet, I will explain it from the start until they understand”. (See Appendix 5) (Interview with Student LAM, Dec 19th, 2022) Students RBP also has similar response: “Usually, I explain from the basic concept, for example the rules. After that I will give some examples relevant with the rules.” (See Appendix 5) (Interview with Student RBP, Dec 9th, 2022)

They often do this activity, because they think this method is quite effective and fun for learning. When asking friends for help, they feel comfortable and not afraid to ask as many questions as possible and explain as much as possible. They will help other students only when they are asked for help in understanding. If someone does not ask them, they are not voluntarily helping other students in explaining.

The other result showed that when students do not really understand about grammar structures that other students ask to explain, they will refuse to help because they are not sure they can provide the correct information. As student CANF stated, “If I understand the material, I will help to explain but if I’m not sure, I will not explain because I’m afraid I will give them the wrong way.” (See Appendix 5) (Interview with Student CANF, Dec 16th, 2022)

To add the information about social GLS, researcher asked “Do you practice grammar with other students?”, it is related to S49 (“I practice grammar structures with other students”). Practice grammar with other students makes them comfortable and less worry because if they make some mistakes or difficulties, there is someone who can help them to understand easier. As respondent said:

“Yes, I do, because I am not alone. I don’t mind when I find some difficulties in answering questions because my friends can help

me”. (See Appendix 5) (Interview with Student LAM, Dec 19th, 2022)

In addition, when they practice grammar or learning grammar with other students, they tend to more focus and feel easier to practice and understand. When they encountered problems they can discuss and solve it together. They can share their ideas, or give some materials from internet to practice for each other so they can improve their grammar together. If there is different opinions in answering questions, they will discuss it together while looking for relevant articles on Google or books. It helps them to overcome different opinions. As student SINH said, “...usually I practice with her, if I don’t understand she explain it to me, and vice versa. If there are different answers, we discuss it while searching Google, because we are afraid if we both are wrong.” (See Appendix 5) (Interview with Student SINH, Dec 16th, 2022) Student AR gives similar response: “Usually we practice exercises together. We answer the questions by ourselves as best as we can. If there are different answers, we discuss it.” (See Appendix 5) (Interview with Student AR, Dec 9th, 2022)

Students make a small group to practice grammar contains of 2-4 students. When it comes to exam season, they review the materials have been learned together and practice some questions that will be tested. As student IAF said, “Usually if we will have an exam,

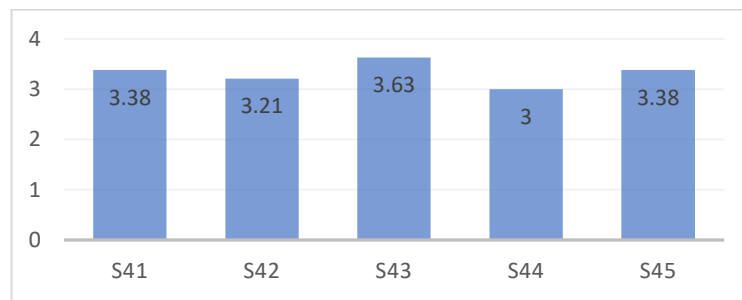
we always review the material together and answer some questions that will be tested.” (See Appendix 5) (Interview with Student IAF, Dec 9th, 2022)

b. Affective GLS

Descriptive statistics analysis showed that affective GLS is the second highest GLS used by students. Affective GLS related to how students control their emotions during grammar learning, for example, how to make themselves relax when facing grammar problems. The researcher lists top five statements of affective GLS: S43 (“I try to use grammar structures even when I am not sure they are correct”) , S41 (“I try to relax when I have problems with understanding or using grammar structures”), S45 (“I talk to other people about how I feel when learning grammar”), S42 (“I do not encourage myself to practice grammar when I know I have problems with a structure”), S44 (“I do not notice when I feel tense or nervous when studying or using grammar structures”).

Statement	N	Min.	Max.	Mean	Std. Deviation
S41	24	1.00	5.00	3.38	1.135
S42	24	1.00	5.00	3.21	1.062
S43	24	1.00	5.00	3.63	.924
S44	24	1.00	5.00	3.00	.834
S45	24	1.00	5.00	3.38	1.056

Table 4.3. Result of Statistical Score of Affective GLS



Graphic 4.3.1 Result of Statistical Score of Affective GLS

To support more information about affective GLS, the authors asked several questions by interview related to the statements in the GLSI questionnaire. The first question is why do you still use grammar structures even though you are not sure it is correct which is related to S43 (“I try to use grammar structures even when I am not sure they are correct”). Students often use grammar structures even though they are not sure it is correct because they consider that as a form of confidence in their grammar skills and assume that even if their grammar structures experience mistakes and need to be corrected, they do not have a problem with that because they think it is a process of learning. Some respondents said:

“I still use it, because the important thing is, it is already appropriate with grammar structures that I have learned so far, so I still use it and I am sure they are correct because I have already learned. If there are any mistakes, it is fine to be corrected.” (See Appendix 5) (Interview with Student DHB, Dec 9th, 2022)

This often happens when they are working on tests, because they cannot check their answers at books or the internet to make sure their grammar structures are correct. Therefore, they use grammar structures that they have learned and understand even though they still have doubts about using them. It can be happen because they feel nervous, worried, and anxious if they cannot answer the questions well. As student said, “Usually... for example when answering fill-in-the-blank questions in exam. I have studied, but I am still not sure. So, I just use grammar structures that I remember. Even tough I am not sure it is correct, but there is no other choice, so I just believe in myself.” (See Appendix 5) (Interview with Student IAF, Dec 9th, 2022)

The second question is “Do you try to make yourself calm down and relax when dealing with problems in grammar?” related to S41 (“I try to relax when I have problems with understanding or using grammar structures”). When they do not feel relaxed, they would take a break, get some fresh air, drink coffee, listen to musics, read some books, draw, and watch YouTube videos until they felt better to start learning. Some respondents said:

“Yes, I try to relax. Usually, I listen to music, read books, or draw. If I feel calm, I try to learn again.” (See Appendix 5) (Interview with Student RA, Dec 19th, 2022)

Other student said “I try. How to make myself relax, if I feel stuck, I’m listening to musics to make me feel calm. It makes me more relax if I’m learning while listening to musics.” (See Appendix 5) (Interview with Student MFA, Dec 16th, 2022)

They realize that they are not relax when learning grammar because it is too difficult to understand the material or practicing too hard so their brain needs to rest. They prefer to rest rather than push themselves to learn because learning under compulsion makes new information unacceptable. As students DHB said, “However, when I’m studying, I try to relax, because in my opinion, If I don’t relax, my brain will unable to concentrate and I can’t accept new knowledge.” (See Appendix 5) (Interview with Student DHB, Dec 19th, 2022)

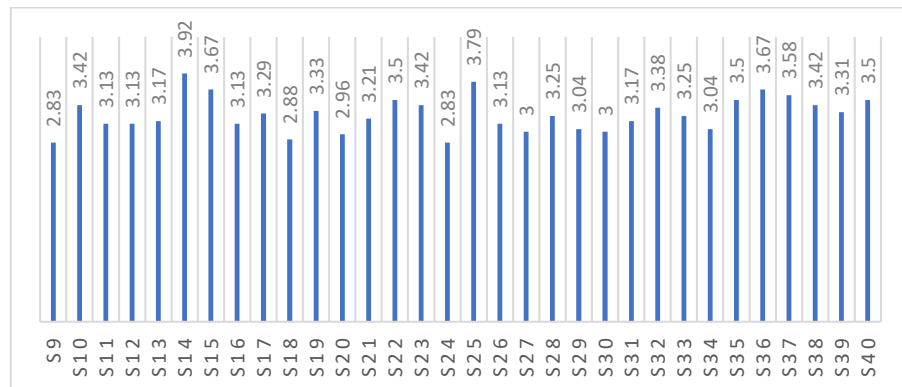
c. Cognitive GLS

Mean score and standard deviation for each statements of cognitive GLS can be shown in table below. Researcher makes a list of top five statements, as follows: S14 (“I use Google or other search engines to see how a specific grammar structure is used in meaningful contexts.”), S25 (“I use electronic resources (e.g. English websites) to figure out rules”), S15 (“I pay attention to rules provided by the teacher or course book”), S36 (“I do not pay attention to teacher correction when I do grammar exercises and do

not try to repeat the correct version”) S37 (“I try to notice and self-correct my mistakes when practicing grammar”).

Statement	N	Min.	Max.	Mean	Std. Deviation
S9	24	1.00	5.00	2.83	.963
S10	24	1.00	5.00	3.42	1.139
S11	24	1.00	5.00	3.13	.900
S12	24	1.00	5.00	3.13	.850
S13	24	1.00	5.00	3.17	.917
S14	24	1.00	5.00	3.92	1.283
S15	24	1.00	5.00	3.67	1.007
S16	24	1.00	5.00	3.13	1.296
S17	24	1.00	5.00	3.29	.955
S18	24	1.00	5.00	2.88	.992
S19	24	1.00	5.00	3.33	1.129
S20	24	1.00	5.00	2.96	.999
S21	24	1.00	5.00	3.21	.884
S22	24	1.00	5.00	3.50	1.142
S23	24	1.00	5.00	3.42	1.100
S24	24	1.00	5.00	2.83	.868
S25	24	1.00	5.00	3.79	1.141
S26	24	1.00	5.00	3.13	1.076
S27	24	1.00	5.00	3.00	.780
S28	24	1.00	5.00	3.25	.989
S29	24	1.00	5.00	3.04	.999
S30	24	1.00	5.00	3.00	1.063
S31	24	1.00	5.00	3.17	.868
S32	24	1.00	5.00	3.38	.924
S33	24	1.00	5.00	3.25	1.189
S34	24	1.00	5.00	3.04	1.122
S35	24	1.00	5.00	3.50	1.251
S36	24	1.00	5.00	3.67	1.204
S37	24	1.00	5.00	3.58	1.018
S38	24	1.00	5.00	3.42	.881
S39	24	1.00	5.00	3.31	1.076
S40	24	1.00	5.00	3.50	.933

Table 4.4 Result of Statistical Score of Cognitive GLS



Graphic 4.4.1 Result of Statistical Score of Cognitive GLS

Cognitive strategies have four subcategories, namely GLS used in communication tasks, GLS used to develop explicit knowledge, GLS used to develop implicit knowledge, and GLS used to deal with corrective feedback. The five questions with the highest scores occupy different subcategories. S14 is a type of cognitive GLS used to assist the production and comprehension of grammar in communication tasks. S25 and S15 are cognitive GLS used for explicit knowledge of grammar. The third subcategories is GLS used for implicit knowledge does not occupy the top five statements with a fairly low score for each statement. Meanwhile, S36 and S37 are cognitive GLS in correlation to corrective feedback.

The data above was supported by the result of interview. The first question is related to statement S14 (“I use Google or other search engines to see how a specific grammar structure is used in meaningful contexts.”), “Do you use Google or other search engines to see how to use certain grammar structures?”. All students

answered that they must have used Google to find the use of grammar structures and the use of formulas. They think that Google is the easiest way for them to explore more grammar information. Almost all the information they need can also be found on Google by typing in the material they want to get.

They do not use any other search engine besides Google, because Google is the only one they know and it is easy to use. However, they do not use Google every time they learn in class or at home. Google is used when they just want additional information because their first reference is handbooks and e-books from lecturers. Some respondents said:

“Absolutely. I do it often, for example answering questions. My main reference is handbook from lecturer, then If I feel confuse, I will search on Google.” (See Appendix 5) (Interview with Student RBP, Dec 9th, 2022)

Other student said that “I use it. Although the books given by lecturer is enough, but I want to know more, so I search on Google.” (See Appendix 5) (Interview with Student MFA, Dec 16th, 2022)

They realize that the handbook alone is not enough to be their reference for learning and obtaining information, therefore they also use Google.

When asked whether they used a certain English language website as their reference, they answered that they do not use a

specific website as their reference. They only type in keywords, for example the material they want to know or the use of certain grammar structures. Then, they open the websites that appear randomly which according to the contents they are looking for. Some respondent said:

“For websites, sometimes I use the unofficial one, I mean, websites that appear first when I search on Google. I open the website and then I compare it to another websites. There are some differences. I read it first, then I make a conclusion.” (See Appendix 5) (Interview with Student SINH, Dec 16th, 2022)

It has same statement with CANF “For website, I use randomly, and open many websites not only one. So, there is no certain websites.” (See Appendix 5) (Interview with Student CANF, Dec 16th, 2022)

The reason they did not use certain websites as references was because, for them, the handbooks and e-books provided by the lecturers were sufficient as references for their learning.

During class, they always pay attention to the lecturer's delivery and also pay attention to the grammar rules contained in the book. When lecturers explain the materials, they only take notes once or twice if necessary. As student said, “Yes, I always pay attention to lecturer. While paying attention to lecturer, I take notes. It is not often, because sometimes the materials in modul or books

are enough, so lecturer just repeat them and re-explained.” (See Appendix 5) (Interview with Student LAM, Dec 19th, 2022)

Sometimes, they become unfocused when they have to listen to the lecturer and take notes at the same time. When the lecturer explains, there is student who use different method. She recorded the lecturer's explanation in class. When she went home, she listened to the recording again while taking notes. She said that, for her, it is quite effective because can listen to the lecturer's explanation twice so that helping to remember more.

“I’m little bit lazy when it comes to take notes in class. I take notes at home. So, I record lecturer’s explanation. I can listen to it twice, when paying attention in class and when listening the record at home.” (See Appendix 5) (Interview with Student SINH, Dec 16th, 2022)

Students sometimes realize when they have some mistakes in learning grammar and try to self-correct their mistakes. They realize when they have mistakes in the moment they are practicing grammar or answering questions. They always check their work or answers. If some mistakes are found, they try to self-correct by looking at the books, notes, or Google to make sure the correct answers. Some respondents said:

“It often happens after doing homework. When I check my answers, there are some wrong answers then I will correct it while

looking a notes.” (See Appendix 5) (Interview with Student RBP, Dec 9th, 2022)

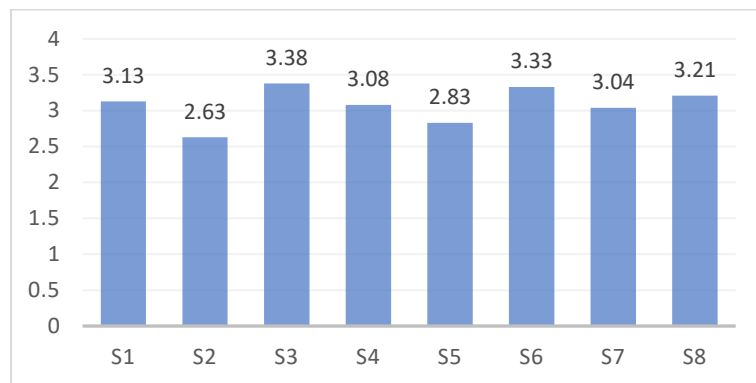
“After practicing excersise by myself, I check my answers and I found this number is still wrong. I try to correct it by myself while looking at the notes or on Google.” (See Appendix 5) (Interview with Student MFA, Dec 16th, 2022)

d. Metacognitive GLS

Descriptive statistics from metacognitive GLS show that metacognitive GLS ranks last in the strategies used by students. Metacognitive GLS requires students to organize their learning from study plans to self-evaluating so that learning is more prepared and controlled. The following is a table of statistical scores from the GLS metacognitive GLS.

Statement	N	Min.	Max.	Mean	Std. Deviation
S1	24	1.00	5.00	3.13	.900
S2	24	1.00	5.00	2.63	.770
S3	24	1.00	5.00	3.38	.875
S4	24	1.00	5.00	3.08	1.139
S5	24	1.00	5.00	2.83	.917
S6	24	1.00	5.00	3.33	1.049
S7	24	1.00	5.00	3.04	1.083
S8	24	1.00	5.00	3.21	.977

Table 4.5 Result of Statistical Score of Metacognitive GLS



**Graphic 4.5.1 Result of Statistical Score of Metacognitive
GLS**

In the table above the descriptive statistics of the GLS metacognitive show that the five most used statements are: S3 (“I look for opportunities to practice grammar structures in many different ways”), S6 (“I have specific goals and objectives in learning grammar”), S8 (“I pay attention to grammar structures in my own speaking and writing”), S1 (“I preview the grammar structures to be covered in lesson”), S4 (“I do not try to find more effective ways of learning grammar”).

The author asked several questions related to the top five statements. The first question is “Do you use certain way to practice grammar? What methods do yo use?”, related to S3 (“I look for opportunities to practice grammar structures in many different ways”). They gave similar answers. Some respondents said:

“There is no certain method. When practicing, I usually do it myself, but sometimes with friends too. How to practice, I look for exercises on Google or in books or for example if a friend has

exercises.” (See Appendix 5) (Interview with Student IAF, Dec 9th, 2022)

Other student said, “Usually, when I practice grammar, I look for cloze sentences, sentences that... have empty parts, then choose between this or this answer. I think that is more efficient, because if we answer with A, but it turns out the answer is B, we have to find the reason why it is wrong. Indirectly, because of our curiosity, we can get new knowledge.” (See Appendix 5) (Interview with Student SINH, Dec 16th, 2022)

Most of them answered, they learn grammar by practicing exercises from books or searching from Google by themselves or with other students. But, another student also said another methods, namely learning from social media accounts that share about English learning contents. Nowadays, there are a lot of social media accounts with learning English contents, such as how to use grammar rules, how to answer a question related to grammar, and common grammar errors made by learners.

“The certain method I use is by online. Nowadays, there are a lot of education online learning accounts. I often scroll on TikTok and there are lots of accounts for learning grammar. I use that way more often.” (See Appendix 5) (Interview with Student AR, Dec 16th, 2022)

The author has also asked the use of grammar in speaking and writing, it is related to S8 (“I pay attention to grammar structures in my own speaking and writing”). All agreed that for speaking, they did not think about the grammar structures, because they feel difficult thinking about grammar structures while speaking. They just speak what’s on their mind, without thinking about using correct grammar, because sometimes native speakers do not really use grammar in speaking. Meanwhile, for writing, they are trying to use correct grammar structures, because grammar is the most important part in writing. Sometimes, the lecturer gives them some correction when they have some errors in using grammar. These are some statements from the respondents:

“I pay attention more in writing, less attention to speaking. In speaking, I use it as far as I know, because in speaking I also think about the vocabulary first, so I can not think about the grammar, like no time to think.” (See Appendix 5) (Interview with Student RBP, Dec 9th, 2022)

“For writing I still pay attention although sometimes still wrong, but for speaking, I don’t. In speaking I just speak spontaneously, because it becomes my habit. Paying attention to grammar in speaking makes conversation too polite and little bit awkward.” (See Appendix 5) (Interview with Student DHB, Dec 19th, 2022)

2. Factors Influencing Third Semester Students of English Language Education Study Program at UIN Raden Mas Said Surakarta in Choosing GLS

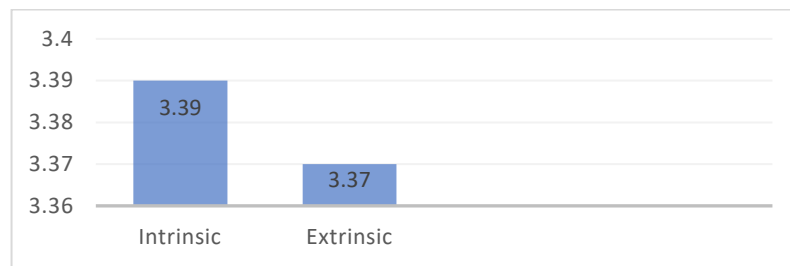
Researcher also investigate about factors influencing students in choosing grammar learning strategies by interviews and questionnaire. The results of factors influencing students in choosing grammar learning strategies can be seen, as follows:

a. Motivation

Motivation is a factor that greatly influences students in learning grammar. There are two types of motivations: intrinsic motivation and extrinsic motivation. Intrinsic motivation comes from students themselves, namely curiosity and desire of learning, while extrinsic motivation comes from external factor such as learn to get high score or rewards. The questionnaire is divided into two parts, intrinsic motivation and extrinsic motivation. Students were asked to fill out questionnaire to determine students' motivation scores. The results of students motivation can be seen in the table.

Motivation	Min.	Max.	Mean	Std. Deviation
Intrinsic	1.00	5.00	3.39	.475
Extrinsic	1.00	5.00	3.37	.392

Table 4.6. Result of Statistical Score of Students' Motivation



Graphic 4.6.1 Result of Statistical Score of Students'

Motivation

The table showed that intrinsic and extrinsic motivation have nearly equal scores, namely intrinsic motivation with 3.39, and extrinsic motivation with 3.37, which has a score difference of 0.02. It means that, students' motivation of learning grammar influenced by both intrinsic and extrinsic motivation. Both score are at the medium level, from range 3.4-2.5. It means students' motivation is quite high in learning grammar. Students with high motivation of learning grammar tend to use more strategies. It can be seen on the result of GLSI questionnaire, students use all of four types of GLS: social GLS, affective GLS, cognitive GLS, and metacognitive GLS, although they have not used it that four types frequently.

Based on the result of interview, students interested in learning grammar because of many reasons. Learning grammar can help them to master other English skills, such as listening, speaking, writing, and reading. They realize that grammar is a system of language and they have to learn it first if they want to be successful EFL students. As student DHB said that "I'm interested because it is

important knowledge if want to learn English, so if want to master English, it starts from learning the grammar first. That is why I want to learn.” (See Appendix 5) (Interview with Student DHB on Dec 19th 2022)

Another reason is grammar has many rules and structures that makes them interested to explore more. Although sometimes they find some problems and difficulties, it does not obstruct them for learning grammar. Student SINH stated “I’m interested because I want to understand the structures, the rules, as I said before, it seems difficult but it makes me interested to know more.” (See Appendix 5) (Interview with Student SINH on Dec 16th, 2023)

There are many ways to solve the problems in learning grammar, mostly, they ask lecturers or other students to help them understand. Learning grammar is quite fun and interesting for them because they enjoy it first. They realize that if they do not enjoy learning grammar, they are not be able to gaining new knowledge and always feel that grammar is boring and not interesting. They ways of lecturer teaches and the methods used really help them to enjoy learning. Students SINH said, “One of the reason is because of the lecturer. It depends on the lecturer, if the lecturer teaches well and in a fun way, I will like it. But if I feel from the start, the lecturer gives much pressure it makes me not interested.” (See Appendix 5) (Interview with Student SINH on Dec 16th 2022)

Although students really interested in learning grammar, they also realize that having a good score and pass the subject is important for them as EFL students. But, getting a good score is not their only consideration for learning grammar. They do not specify they have to get a certain score in order to pass the course. The important thing is they only focus on learning: gaining knowledge and improving skills, rather than get a good score as main goal of learning grammar. Getting a good score as only motivation in grammar, makes them not enjoying their learning. Some respondent said:

“Besides of I want to learn, I can’t deny that the main reason is want to pass the subject. I don’t really think about score, as long as it is not bad and considered to pass the subject.” (See Appendix 5) (Interview with Student MFA on Dec 16th, 2022)

“I just want to learn so I can understand, I don’t really care about my score. Absolutely for passing the subject, because I’m in college, as long as the score is not that bad.” (See Appendix 5) (Interview with Student RA on Dec 19th, 2022)

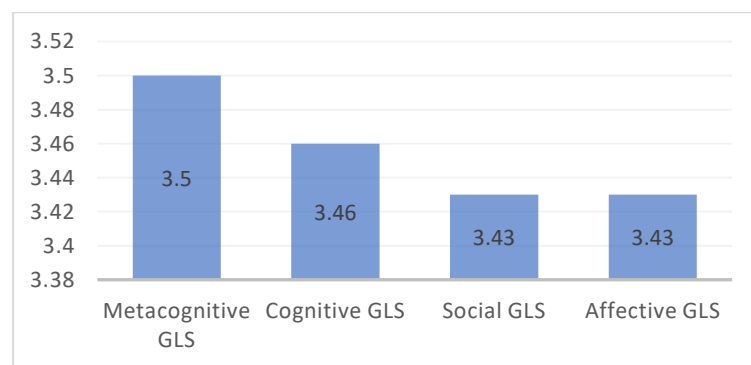
b. Gender

Gender is the second factors that affecting students choice of grammar learning strategies based on the GLSI questionnaire, it can be identified the difference of strategies used by male students and

female students. The mean score of GLSI of male and female students can be seen on the table below.

No	GLS	Min.	Max.	Mean	Std. Deviation
1	Metacognitive GLS	1.00	5.00	3.50	.548
2	Cognitive GLS	1.00	5.00	3.46	.472
3	Social GLS	1.00	5.00	3.43	.489
4	Affective GLS	1.00	5.00	3.43	.843

Table 4.7 Result of Statistical Score of Male Students' GLS

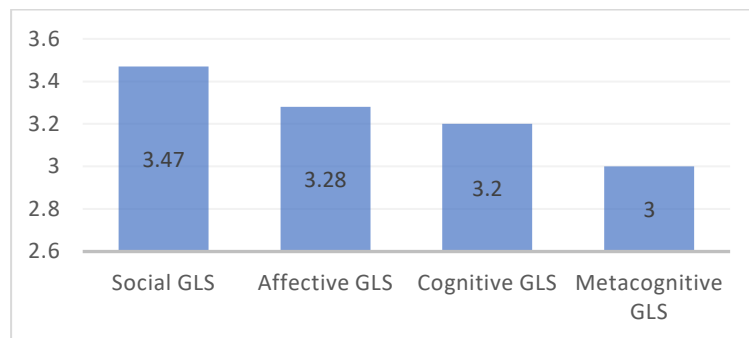


Graphic 4.7.1 Result of Statistical Score of Male Students' GLS

Most frequently used GLS by male students is metacognitive GLS with mean score 3.50. The second highest GLS is cognitive GLS with mean score 3.46. Followed by social GLS as many as 3.43, and the least used is affective GLS as many as 3.43.

No	GLS	Min.	Max.	Mean	Std. Deviation
1	Social GLS	1.00	5.00	3.47	.594
2	Affective GLS	1.00	5.00	3.28	.526
3	Cognitive GLS	1.00	5.00	3.20	.532
4	Metacognitive GLS	1.00	5.00	3.00	.736

Table 4.8 Result of Statistical Score of Female Students' GLS



**Graphic 4.8.1 Result of Statistical Score of Female Students’
GLS**

Meanwhile, the mean score of female students has different results. Female students mostly used social GLS as many as 3.47. Affective GLS is in the second place with score 3.28. The third highest is cognitive GLS with score 3.20, and the least used GLS is metacognitive GLS with mean score as many as 3.00.

The male and female students have different preferences in learning English grammar. Based on the result of interview, 3 from 5 male students stated that they like to learn grammar by themselves without other students. Learning with other students makes them unfocus and distracting them from learning. Male students prefer to learn in quite and relaxing atmosphere for learning. It can be seen from male students’ responses below:

“I prefer to learn by myself.” (See Appendix 5) (Interview with Student AR, Dec 9th, 2022)

“I prefer to learn by myself because it makes me easier to understand. I like visual learning such as reading books.” (See Appendix 5) (Interview with Student RBP, Dec 9th, 2022)

Meanwhile, all of the female students prefer to learn with other students with making a study group consists of 2-4 students. Learning with other students makes them more enjoy and not easily bored because they can discuss, share, and practice grammar together. Some students responded:

“I prefer to learn with friends because if I’m wrong there is someone who can correct me, and I have friends to share ideas.” (See Appendix 5) (Interview with Student CANF, Dec 16th, 2022)

“I prefer to learn with friends, because I’m not easily bored, and I can discuss with them.” (See Appendix 5) (Interview with Student LAM, Dec 19th, 2022)

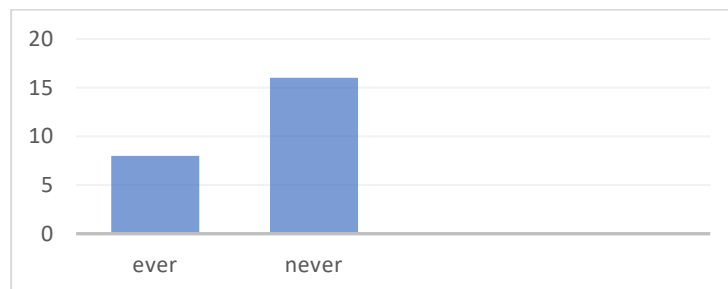
c. Experience in Studying English

Students’ experience in studying English can be another factors influencing students in learning grammar, such as experience in studying in English speaking countries, joining English course/ English club/ English camp, and improving their English by themselves. Based on the result of questionnaires, there is no students who had experienced in studying in English speaking countries. They also never study in international program, or else. But, there are 8

students who had joined English course/English club/English camp and 16 students had never joined. Majority of students started learning English in elementary school, meanwhile other students started learning English in junior high school.

Experience in joining English course/English club/English camp	Number of Students
Ever	8
Never	16

Table 4.9. Result of Students' Experience in Joining English course/English club/English camp

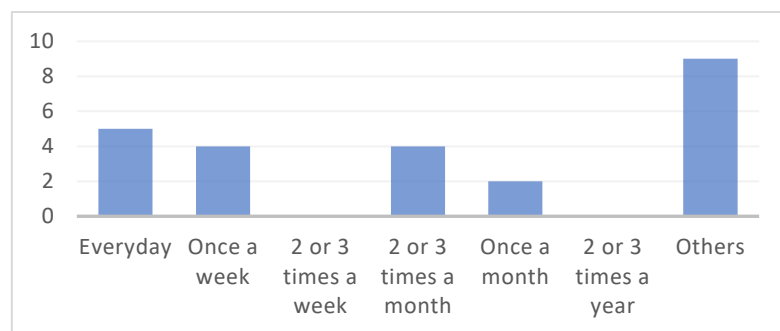


Graphic 4.9.1 Result of Students' Experience in Joining English course/English club/English camp

For gaining more information about students experience in studying English, author investigated how often students improve their English outside class, such as communicate with other students in English, watch movies with English subtitle, listen to English music, and takes notes in English.

Times	Number of Students
Everyday	5
Once a week	4
2 or 3 times a week	-
2 or 3 times a month	4
Once a month	2
2 or 3 times a year	-
Others	9

Table 4.10 Use English to communicate



Graphic 4.10.1 Use English to communicate

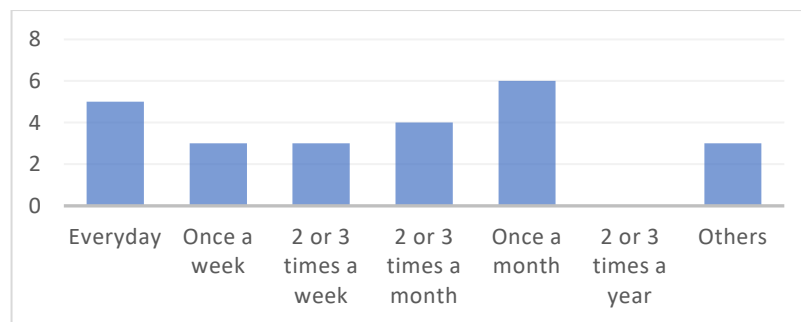
The table shows that students rarely use English to communicate with other students. It is because they do not have someone to communicate with other students. Students actively use English to communicate during teaching and learning process at class. But it does not mean they never use English outside class. Sometimes, they still use English in daily conversation, although only one sentence or two sentences. It is can be shown in result of interview with students. Some respondents said:

“Maybe just sometimes. I speak with friends using Indonesian, but, sometimes, we also use a sentence in English or few

words. In college just sometimes, only in speaking course.” (See Appendix 5) (Interview with Student SINH, Dec 16th, 2022)

Times	Number of Students
Everyday	5
Once a week	3
Once a month	3
2 or 3 times a week	4
2 or 3 times a month	6
2 or 3 times a year	-
Others	3

Table 4.11 Watch movies with English subtitle



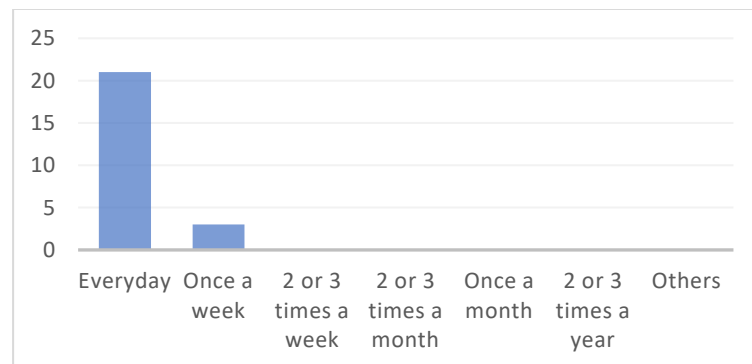
Graphic 4.11.1 Watch movies with English subtitle

Based on the result of interview, students watch movies with English subtitle to improving their English skill in translating, also speaking. While watching movies, subconsciously they absorb new vocabularies and translate the subtitles into Indonesian. They stated that sometimes they also pay attention to the grammar and pronounciations. Some students quite often watch the movie with English subtitle, but the others just sometimes when they really want to. As student said:

“It is quite often, I rarely watch movies with Indonesian subtitles, I use English subtitles or no subtitles so I’m just listening. I think it’s fun. So our brain is translating, thinking, and it makes me not sleepy. If there are new words, I take notes on phone.” (See Appendix 5) (Interview with Student SINH, Dec 16th, 2022)

Times	Number of Students
Everyday	21
Once a week	3
Once a month	-
2 or 3 times a week	-
2 or 3 times a month	-
2 or 3 times a year	-
Others	-

Table 4.12 Listen to English music



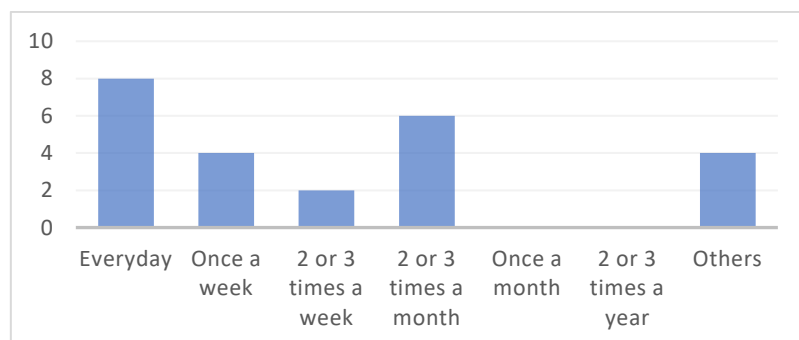
Graphic 4.12.1 Listen to English music

From the tables above it can be seen that majority of students listen to English music everyday, and only 3 students listen to English music once a week. Based on the result of interview, when listening to music, most of students stated that they only pay attention to the lyrics and its meaning. Sometimes, they also take a notes when there is a new vocabulary. But, there was no students pay attention to the

grammar structure because in their opinion, grammar structures in lyrics are not one hundred percent accurate and correct. So, they listen to English music for gaining new vocabularies. As student RA said, “Yes, everyday, but only look for the lyrics and its meaning.” (See Appendix 5) (Interview with Student RA, Dec 19th, 2022)

Times	Number of Students
Everyday	8
Once a week	4
Once a month	2
2 or 3 times a week	6
2 or 3 times a month	-
2 or 3 times a year	-
Others	4

Table 4.13 Takes notes in English



Graphic 4.13.1 Takes notes in English

It can be seen from the table that, most students takes note in English during class. Takes note in English help them to improve their English writing skills and they try to use correct grammar. Some students said that taking notes in English made them not get bored and sleepy during class, because they had to translate what teacher

was saying, from Indonesian to English. Student RA said that “Almost all of the materials I take notes in English, for example when lecturer’s explaining.” (See Appendix 5) (Interview with Student RA, Dec 19th, 2022)

B. Discussion

The aim of this study is: first, to identify the types of GLS used third semester students of English language education program, from the most used GLS until least used GLS, and second to investigate the factors influencing third semester students of English language education program students in choosing grammar learning strategies. After doing analysis of the data, the researcher is able to know type of GLS used by students and some factors influencing them in choosing GLS. In this section, the researcher presents the interpretation and discussion. Below are the discussions after analyzing the result of the data.

1. Types of GLS Used by Third Semester Students of English Language Education Study Program at UIN Raden Mas Said Surakarta

The responses indicated that students used all four types of GLS, but majority students used social GLS more often than other GLS, with mean score 3.46. Followed by affective GLS with mean score 3.31. The third GLS was cognitive GLS with mean score as many as 3.26, and the least frequently used GLS was metacognitive GLS with mean score as

many as 3.08. Eventhough social GLS was the most frequently used GLS, the highest score of every statement came from statement number 14 in cognitive GLS with 3.92, and the lowest score came from statement number 2 in metacognitive GLS with 2.63. This is in line with a study conducted by Juniar (2019) who studied about grammar learning strategies employed by students who took Intermediate English Grammar classes in English Language Education department. The research finding showed that social strategy was the most used strategy by students. But, this study is different from previous studies conducted by Nurliana (2020) who studied about grammar learning strategies used by EFL students of English Language Education Department of IAIN Palangkaraya during COVID-19 pandemic. She found that majority students used metacognitive strategies. This study also different with Zulkarnaen (2021) who investigated EFL undergraduate students' grammar learning strategies during COVID-19 Pandemic. The result showed that, cognitive strategy is the dominant one.

The most used GLS by students is social GLS. Based on the result of the data, the students tend to learn grammar by involving other students or lecturers the most. They like to be corrected by other students or lecturers and get correction in many ways, such as when answering some questions from book, answering lecturers' questions voluntarily, or when practicing together with other students. Students have some opinion that with that corrections, it makes them more improving in

grammar and knowing their mistakes so that they will not make the same mistakes. They practice grammar together and make a study group consists of 2-4 students. They also ask other students to help them use and understand certain grammar structures or material they do not understand. Asking questions is the most basic social interactions and it includes of asking for verification and asking for correction. It can help students in their understanding. (Oxford, 1990). The result is also in line with Pawlak (2018) social GLS requires interaction or cooperation with other students or lecturers for learning grammar. Learning with other students is one of the interesting way of learning. It makes students to be more motivated in learning. There are many things students can do when learning with other students rather than learning by themselves. Students can give and share ideas for each other so that they can gain more knowledge easier.

The second GLS used by students is affective GLS. Based on the result of the data, students use grammar structures when they are not sure the grammar structures are correct. It is because they feel confident with their ability and if there are some mistakes in applying grammar structures, they can be corrected by lecturers or other students. They stated that, they want to practice from mistakes, it is fine to make some mistakes because it is a process of learning. It is one of their ways of encouraging themselves to be confident in their own abilities. Encouraging self by making positive statements is one of self-

encouragement in affective strategies (Oxford, 1990). If students already feel tense or nervous in learning grammar, it means that they need to stop learning and doing something to make them relax, such as listening to music, drinking coffee, reading books, and drawing. When they feel more relax, they continue to learn. Lowering anxiety can be done by using deep breathing, musics or laughter to make self calm down (Oxford, 1990). Students have to realize that managing their emotions and feeling affecting their grammar learning, therefore they should know how to handle their own emotions and feeling. Affective GLS has crucial role in learning grammar because it affects students' motivation. Affective GLS is one of the most important strategy because it affects students' motivation in learning grammar (Pawlak, 2018). Students not only expecting encouragement from other people but they also can provide their self-encouragement.

Next GLS used by students is cognitive GLS. Cognitive GLS related to develop explicit and implicit knowledge of grammar. Based on the result of the data, students use handbook from lecturer to learn grammar, but they also use Google for searching further information about how to use grammar structures or rules and exploring some materials. Although the handbook given by lecturer already have complete material of grammar with exercises, they realize that they need to use another references. But, unfortunately, they have not used particular website to help them understanding grammar. They just open

some websites randomly on Google, as long as it helps them understand. During class, students always pay attention to rules delivered by lecturer and handbook. It helps them understand more about grammar rules because the lecturer provided grammar rules in easier ways, and while they are paying attention to lecturer they also read their handbooks. Taking a note is also important for them, because they can remember the grammar rules given by lecturer or handbook. But unfortunately, they did not really focus on strategies for practicing, they just focused on getting new knowledge. Therefore, cognitive GLS is one of the least used GLS by students. Strategies for practicing are important but language learners do not always realize about it (Oxford, 1990). For practicing, students only rely on other students and lecturers' orders. They are not to be motivated by themselves in practicing.

Finally, the least used GLS by students is metacognitive GLS. Based on the result of the data, students have intention to practice grammar structures. Although now they feel that their methods of learning grammar still lacking, but they have want to explore many methods of learning that suitable for them and make it easier to learn grammar. Unfortunately, before they start to learn grammar, they do not make any plans of learning so they do not know their learning goals. Metacognitive GLS involves students' ability to plan, organize, monitor, and self-evaluating their grammar learning to make them learn effectively. It includes practicing grammar in different ways (Pawlak,

2018). Students notice that grammar also related to speaking and writing. They know that grammar rules on writing is important, so that they notice grammar rules on writing. But for speaking, they do not really think about grammar rules, because it makes them confuse and difficult to speak. It happens because, they lack of practice both grammar and speaking outside class. A serious learner who interested in learning language have to seek as many as practice opportunities as possible (Oxford, 1990). It means that students have not use metacognitive strategies optimally, therefore it is the least used GLS used by students.

2. Factors Influencing Third Semester Students of English Language Education Study Program at UIN Raden Mas Said Surakarta in Choosing GLS

The researcher also investigated about factors influencing students in choosing learning grammar. The first is motivation. Students tend to be motivated by extrinsic motivation rather than intrinsic motivation (Khamkien, 2010). But, based on the result of questionnaire, it showed that students tend to be motivated by both instrinsic motivation, and it means that students have high motivation in learning grammar. It is indicated that students' motivation in learning grammar comes from internal factors: their desire and curiosity in learning grammar. They feel interested in learning grammar, because they are curious about grammar

rules and structures and they want to master other skills such as writing and speaking. They agree that learning grammar can affect their other skills in English. Motivation has greater role in affecting students in choosing strategies (Khamkhien, 2010). Based on the result of the data, students prefer to learn and more motivated when learning with other students more than learning by themselves because they gain more motivation when learning with friends.

The second is gender. Male students and female students used different strategies. Male students tend to learn grammar by themselves meanwhile the female students tend to learn grammar with other students (Khamkhien, 2010). It showed in the result of GLSI questionnaire, male students used metacognitive GLS with score 3.50 and female students used social GLS with score 3.47. This result is in line with Khamkhien (2010) who stated female students mostly use social strategies, meanwhile male students mostly use metacognitive strategies. Based on the result of interview, that 3 from 5 male students stated that they like to learn grammar by themselves because they want to more focus on learning and if they learn with other students, they end up to play games or talking. Meanwhile, female students agreed that they prefer to learn with other students because they can discuss and sharing ideas while learning. Male students prefer to explore their own ways in learning grammar without depending on other people. Female students are more motivated in

learning with other students and explore variative ways in learning by sharing ideas.

The third is experience in studying English. The period of time in learning English and experience studying English outside class also has impact in students' choice of learning strategies (Khamkhien, 2010). Based on the result of questionnaire, students' have similar experience in studying English, such as none of students have ever gone to English speaking country or joined English International program. Most students never joined in English course/English camp/English club. Their experience in studying English starts from elementary school. Based on the result of the data, it is indicated that students only experience studying English formally in school. Although, they just experience studying English in school, they have different ways to learn English by themselves outside class. They prefer to learn English by listening musics, watching movies with English subtitle, speaking English with others, etc. But, unfortunately they do it just sometimes. It is indicated that students have similar experience in studying English so it barely affects their grammar learning strategies.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

From the results of the exposure in chapter IV, the researcher can draw the following conclusions. To identify the grammar learning strategies (GLS) used by EFL students and factors influencing students in choosing grammar learning strategies, the researcher conducting qualitative research method in this study. For investigating the types of grammar learning strategies, 24 students asked to fill out Grammar Learning Strategies Inventory (GLSI) questionnaire by Pawlak, consists of four types of grammar learning strategies: metacognitive GLS, cognitive GLS, affective GLS and social GLS. To get more information, the researcher conduct interviews with 10 students voluntarily.

The result showed that all students tend to used all of the four types of grammar learning strategies. The most frequently used GLS is social GLS with mean score 3.46. In the second place is affective GLS with mean score as many as 3.31, followed by cognitive GLS with score as many as 3.26, and the least frequently used GLS is metacognitive GLS with score as many as 3.08. Students prefer to learn grammar with friends than by themselves, because they can discuss, sharing ideas, solve grammar problems together,

and learning grammar can be more fun and easier if they learn with other students.

There are three factors influencing students in choosing grammar learning strategies: motivation, gender, and experience in studying English. The result showed that the most factor influencing students in choosing grammar learning strategies is motivation, because they are interested in learning grammar because of their curiosity to know more about grammar structures. Male students and female students use different strategies. The male students use metacognitive GLS with mean score 3.50 and female students mostly used social GLS with mean score 3.47. Male students and female students have different preferences in learning grammar, male students prefer to learn by themselves, meanwhile female students prefer to learn with other students. Most students have the same experience in studying English, with no experience in joining international program or studying in other countries and start learning English from elementary school.

It can be concluded that students mostly used social GLS, they prefer to learn grammar with other students by discussing, sharing ideas, and practicing together. In choosing grammar learning strategies, students influenced by three factors: motivation, gender, and experience in studying English. But, motivation is the most influenced factor, because it has important role in encouraging students to learn grammar. Students have to

use different strategies in learning grammar to make their learning more effective.

B. Suggestions

In accordance with the results of the study, the researcher can provide the following suggestions:

1. For Students

Students should more try to use different grammar learning strategies, not only focusing on one grammar learning strategy, so they can find the most suitable strategy they can use for learning grammar effectively.

2. For Lecturers

Lecturers should know more about students' need in learning grammar by provide some creative and different methods during grammar teaching process so it can help students to find the most suitable strategy they can use for learning grammar.

3. For Other Researchers

This research still has many weaknesses that could be seen. Therefore, other researchers can use better designs with a larger number of subjects to improve this study.

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APPENDICES

APPENDIX 1

Appendix 1 Questionnaire of Grammar Learning Strategies Inventory (GLSI)

GRAMMAR LEARNING STRATEGY INVENTORY (GLSI) QUESTIONNAIRE

The questionnaire aims to obtain information about the ways in which you go about learning English grammar. Your responses will only be used for research purposes, so please be candid in your answers.

Below you will find statements about learning English grammar. Please read each statement and circle the response on a scale of **1 to 5**, where **1** indicates *It does not apply to me at all* and **5** indicates *it perfectly describes my actions and thoughts*.

Answer in terms of how well the statement describes you. Do not answer what you think you should do, or what other people do. There are no right or wrong answers in these statements. If you have any questions, please feel free to ask the teacher.

Thank you for your participation.

Part A – metacognitive GLS

1.	I preview the grammar structures to be covered in lesson.	1	2	3	4	5
2.	I do not pay attention to grammar structures when reading and listening.	1	2	3	4	5
3.	I look for opportunities to practice grammar structures in many different ways.	1	2	3	4	5
4.	I do not try to find more effective ways of learning grammar.	1	2	3	4	5
5.	I do not know my strengths and weaknesses when it comes to grammar.	1	2	3	4	5
6.	I have specific goals and objectives in learning grammar.	1	2	3	4	5
7.	I do not schedule grammar reviews in advance.	1	2	3	4	5
8.	I pay attention to grammar structures in my own speaking and writing.	1	2	3	4	5

Part B – cognitive strategies

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

9.	I do not try to use specific grammar structures in communication (e.g. telling a story).	1	2	3	4	5
10.	I read for pleasure and watch YouTube videos to improve my knowledge of grammar.	1	2	3	4	5
11.	I do not notice (or remember) structures that cause me problems with meaning or communication.	1	2	3	4	5
12.	I notice structures that are repeated extremely frequently in a short period of time (e.g. the past tense in a series of stories over the course of a few lesson)	1	2	3	4	5
13.	I do not compare my speech and writing with that of more proficient people to see how I can improve.	1	2	3	4	5
14.	I use Google or other search engines to see how a specific grammar structure is used in meaningful contexts.	1	2	3	4	5

Part B2 – GLS used to develop explicit knowledge of grammar

15.	I pay attention to rules provided by the teacher or course book.	1	2	3	4	5
16.	I do not try to understand every grammar rule.	1	2	3	4	5
17.	I memorize rules about how structures change their form (e.g. form an adjective to adverb)	1	2	3	4	5
18.	I do not paraphrase the rules I am given because I understand them better in my own words.	1	2	3	4	5
19.	I use a notebook/note cards for new rules and examples.	1	2	3	4	5
20.	I do not group grammar structures to remember them better (verbs followed by gerund and infinitive).	1	2	3	4	5
21.	I review grammar lessons to remember the rules better.	1	2	3	4	5
22.	I do not use grammar reference books, grammar sections of course books or grammatical information in dictionaries.	1	2	3	4	5
23.	I use my mother tongue or other languages I know to understand and remember grammar rules by analyzing examples.	1	2	3	4	5
24.	I do not try to discover grammar rules by analyzing examples.	1	2	3	4	5
25.	I use electronic resources (e.g. English websites) to figure out rules.	1	2	3	4	5
26.	I do not work with others to discover grammar rules.	1	2	3	4	5

Part B3 – GLS used to develop implicit knowledge of grammar

27.	I do not repeat the rules and examples to myself or rewrite them many times.	1	2	3	4	5
28.	I do many exercises to practice grammar (e.g. paraphrasing, translation, multiple-choice).	1	2	3	4	5
29.	I do not try to apply new rules carefully and accurately in specific sentences (e.g. to complete a gap).	1	2	3	4	5
30.	I do not try to use grammar rules as soon as possible in a meaningful context (e.g. use them in my speech and writing).	1	2	3	4	5
31.	I try to use whole phrases containing specific structures in my speech.	1	2	3	4	5
32.	I notice (or remember) a structure which, when I encounter it, causes me to do something, like check a box, choose a drawing or underline a structure.	1	2	3	4	5
33.	I listen to and read texts containing many examples of a grammar structure.	1	2	3	4	5
34.	I do not compare the way grammar is used in written and spoken language with how I use it.	1	2	3	4	5

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

35.	I listen carefully for any feedback the teacher gives me about the structures I use	1	2	3	4	5
36.	I do not pay attention to teacher correction when I do grammar exercises and do not try to repeat the correct version.	1	2	3	4	5
37.	I try to notice and self-correct my mistakes when practicing grammar	1	2	3	4	5
38.	I do not try to negotiate grammar forms with the teacher when give a clue (e.g. a comment about the rule).	1	2	3	4	5

39.	I do not notice when I am corrected on grammar in spontaneous communication (e.g. when giving opinions).	1	2	3	4	5
40.	I try to notice how the correct version differs from my own and improve what I said.	1	2	3	4	5

Part C – affective GLS

41.	I try to relax when I have problems with understanding or using grammar structures.	1	2	3	4	5
42.	I do not encourage myself to practice grammar when I know I have problems with a structure.	1	2	3	4	5
43.	I try to use grammar structures even when I am not sure they are correct.	1	2	3	4	5
44.	I do not notice when I feel tense or nervous when studying or using grammar structures	1	2	3	4	5
45.	I talk to other people about how I feel when learning grammar.	1	2	3	4	5

Part D – social GLS

46.	I ask the teacher to repeat or explain a grammar point if I do not understand.	1	2	3	4	5
47.	I do not ask the teacher or more proficient learners to help me with grammar structures.	1	2	3	4	5
48.	I like to be corrected when I make mistakes using grammar structures.	1	2	3	4	5
49.	I practice grammar structures with other students.	1	2	3	4	5
50.	I do not try to help others when they have problems understanding or using grammar.	1	2	3	4	5

APPENDIX 2

Appendix 2 Questions of Students' Interview of Grammar Learning Strategies

Question Items
<ol style="list-style-type: none"> 1. Apakah kamu suka ketika kesalahan grammarmu dikoreksi? Koreksi seperti apa yang biasa kamu terima dan siapa yang mengoreksi? 2. Ketika seseorang teman memiliki masalah dalam memahami grammar, apakah kamu membantunya? Seberapa sering? Bagaimana cara kamu membantunya untuk memahami? 3. Apakah kamu suka berlatih grammar dengan siswa lain? 4. Apakah kamu tetap mencoba menggunakan atau mengaplikasikan struktur grammar walaupun kamu tidak terlalu yakin itu benar? 5. Apakah kamu berusaha untuk membuat dirimu tenang dan relaks ketika menghadapi permasalahan grammar? Bagaimana caranya? 6. Apakah kamu menggunakan Google atau mesin pencarian lain untuk melihat bagaimana penggunaan struktur grammar tertentu? 7. Apakah ada website yang menjadi rujukan terpercaya kamu? 8. Apakah kamu memperhatikan rules yang dijelaskan dosen atau buku? Ketika memperhatikan dosen seberapa sering kamu membuat catatan di buku? 9. Apakah kamu menyadari kesalahanmu ketika berlatih grammar dan mencoba membenarkannya sendiri? 10. Apakah kamu menggunakan cara tertentu untuk berlatih grammar? Apakah kamu menggunakan berbagai cara? Apa saja? 11. Apakah kamu memperhatikan grammar structures dalam speaking dan writing?
<ol style="list-style-type: none"> 1. Do you like when your grammar mistakes to be corrected? What kind of correction that you receive and who's corrected you? 2. If other students have problems in understanding grammar, do you help them? How do you help them? 3. Do you practice grammar with other students? 4. Do you still try to use or apply grammar structures even when you are not sure they are correct? 5. Do you try to make yourself calm down and relax when dealing with problems in grammar? 6. Do you use Google or other search engines to see how to use certain grammar structures? 7. Is there any websites for your trusted references? 8. Do you pay attention to rules explained by lecturer and books? When paying attention to lecturer, how often do you take notes? 9. Do you notice your mistakes when practicing grammar and trying to self-correct your mistakes? 10. Do you use certain way to practice grammar? What methods do yo use? 11. Do you pay attention to grammar structures in speaking and writing?

APPENDIX 3

Appendix 3. Questionnaire of Factors Influencing the Choice of Grammar Learning Strategies

FACTORS INFLUENCING THE CHOICE OF GRAMMAR LEARNING STRATEGIES QUESTIONNAIRE

DIRECTION

Please read each statement and circle the response on a scale of **1 to 5**, where **1** indicates *strongly disagree*, **2** indicates *disagree*, **3** indicates *no opinion*, **4** indicates *agree*, and **5** indicates *strongly agree*.

A. Motivation

1. Intrinsic Motivation						
1	I learn grammar in order to improve my English language skills.	1	2	3	4	5
2	Learning grammar will allow me to more comfortable with English speakers.	1	2	3	4	5
3	Learning grammar allows me to participate more freely in the activities of other cultural groups.	1	2	3	4	5
4	I learn grammar although it is something that I do not always want to do.	1	2	3	4	5
5	I study grammar although I do not really enjoy learning it.	1	2	3	4	5
2. Extrinsic Motivation						
6	Learning grammar is not useful in getting a good job.	1	2	3	4	5
7	I learn grammar although I do not need it to further my studies.	1	2	3	4	5
8	I study grammar in order to do well in my examination.	1	2	3	4	5
9	I study grammar in order to please my family.	1	2	3	4	5
10	I feel that no one is really educated unless he masters grammar.	1	2	3	4	5

B. Experience in studying English

Check all that apply according to your experience.

- Study English at a language center/language course, for example Kampung Inggris, etc.
How long? _____ years and _____ months.
- Experience in an English speaking country, for example, the USA, Australia, New Zealand.
How long? _____ years and _____ months.
- Use English to communicate.
- | | |
|---|---|
| <input type="checkbox"/> Everyday | <input type="checkbox"/> 2 or 3 times a week |
| <input type="checkbox"/> Once a week | <input type="checkbox"/> 2 or 3 times a month |
| <input type="checkbox"/> Once a month | <input type="checkbox"/> 2 or 3 times a year |
| <input type="checkbox"/> Others (specify): _____. | |
- Watch movies with English subtitle.
- | | |
|-----------------------------------|--------------------------------------|
| <input type="checkbox"/> Everyday | <input type="checkbox"/> Once a week |
|-----------------------------------|--------------------------------------|

- Once a month 2 or 3 times a month
 2 or 3 times a week 2 or 3 times a year
 Others (specify): _____.
- Listen to English music.
 Everyday 2 or 3 times a week
 Once a week 2 or 3 times a month
 Once a month 2 or 3 times a year
 Others (specify): _____.
- Takes notes in English.
 Everyday 2 or 3 times a week
 Once a week 2 or 3 times a month
 Once a month 2 or 3 times a year
 Others (specify): _____.
- Study in an international school/program.
How long? _____ years and _____ months.

APPENDIX 4

Appendix 4 Questions of Students' Interview of Grammar Learning Strategies

Question Items
<ol style="list-style-type: none"> 1. Apakah kamu enjoy belajar grammar? 2. Apakah kamu menemukan hal yang menarik dalam belajar grammar? 3. Bagaimana kamu membuat dirimu nyaman dalam belajar grammar? 4. Mengapa kamu tertarik belajar grammar? 5. Menurutmu, grammar berguna untuk mendapatkan pekerjaan atau tidak? 6. Apakah kamu belajar grammar untuk mendapatkan skor baik atau lulus mata kuliah? 7. Apakah kamu setuju jika orang yang jago Bahasa Inggris adalah orang yang menguasai grammar? 8. Apakah kamu berusaha menggunakan berbagai strateg dalam belajar grammar? 9. Apakah kamu menggunakan lebih dari satu strategi? 10. Apakah kamu lebih suka belajar dengan teman atau sendiri? 11. Berapa lama kamu belajar Bahasa Inggris? 12. Apakah kamu belajar Bahasa Inggris di course? 13. Seberapa sering kamu berkomunikasi dalam Eng? 14. Apakah kamu mendengarkan musik berbahasa Inggris? 15. Apakah kamu pernah menonton film berbahasa Inggris dengan subtitle Bahasa Inggris? 16. Apakah kamu suka mencatat dalam Bahasa Inggris?
<p>The questions are used in students' interview:</p> <ol style="list-style-type: none"> 1. Do you enjoy learning grammar? 2. Do you find something interesting in grammar? 3. How do you make yourself relax when learning grammar? 4. Why are you interested in learning grammar? 5. In your opinion, is grammar useful in getting a job? 6. Do you learn grammar to get a good score or pass the subject? 7. Do you agree if mastering grammar means mastering English too? 8. Do you try to use many strategies in learning grammar? 9. Do you use more than one strategy? 10. Do you prefer learning by yourself or with other students? 11. How long do you learn English? 12. Are you learning English in course? 13. How often do you communicate in English? 14. Do you listen to English music? 15. Do you ever watch English movies with English subtitles? 16. Do you take notes in English?

APPENDIX 5

Appendix 5. Students Interview Transcripts

Interview Transcript 1

Date : Friday, 09th December 2022
 Time : 09.25-09.41
 Activity : Interview with Student
 Interviewee : Rizky Bayu Prasetyo (RBP)
 Interviewer : Djuhariyyah Nawang Hamukti (DNH)
 Location : UIN Raden Mas Said Surakarta

Interview Transcript of GLS

DNH : “Apakah kamu suka ketika kesalahan grammarmu dikoreksi? Koreksi yang seperti apa yang biasa kamu terima dan siapa yg mengoreksi?”

RBP : “Suka, kak. Biasanya itu kayak soal, kak, trus saya jawab dan dikoreksi oleh dosen. Setelah itu saya bandingkan kenapa bisa kayak gini. Setelah saya bandingkan itu biasanya saya tau, misal perbedaan simple past dengan present tense itu kan hampir sama, kak, dengan dikoreksi dosen itu saya jadi lebih tahu secara spesifik perbedaan dari grammar itu tadi.”

DNH : “Lalu, kalau teman juga suka mengoreksi tidak?”

RBP : Dari temen, gak, sih, kak.

DNH : “Dosen mengoreksi secara langsung atau tidak?”

RBP : “Keduanya, kak. Biasanya dari tugas, kalau secara langsung misal kalau jadi volunteer menjawab pertanyaan saat pelajaran.”

DNH : “Ketika seseorang teman memiliki masalah dalam memahami grammar, apakah kamu membantunya? Seberapa sering?”

RBP : “Tergantung sih, kak Kalau ditanyain atau minta dibantu pasti saya bantu. Kalau tidak, saya tidak membantu.”

DNH : “Kalau misalnya mereka minta tolong, lalu bagaimana cara kamu membantu temenmu untuk memahami?”

RBP : “Biasanya, saya jelaskan dasarnya dulu semisal kayak rumusnya habis itu saya beri contoh antara rumus dengan soal yang minta tolong itu.”

DNH : “Lalu, apakah kamu tetap mencoba menggunakan atau mengaplikasikan struktur grammar walaupun kamu tidak terlalu yakin itu benar?”

RBP : “Kalau seperti itu mungkin lebih ke writing sih, kak, kalau writing kan lebih mudah biasanya kayak simple present sama past dan kayak continuous gitu kak. Kalau writing kan lebih bisa direncanakan gitu, kalau di speaking biasanya enggak kak biasanya kan lebih mikir dua kali jadi langsung terobos aja gitu.”

DNH Apakah kamu berusaha untuk membuat dirimu tenang dan relaks ketika menghadapi permasalahan grammar? Bagaimana caranya?

RBP : “Selama ini relaks aja sih, kak. Kalau menemui kesalahan gak ada grogi gitu.”

DNH : “Kalau misalnya ujian dan ada soal yang sulit?”

RBP : “Biasa, aja, kak. Percaya diri aja.”

DNH : “Apakah kamu menggunakan Google atau mesin pencarian lain untuk melihat bagaimana penggunaan struktur grammar tertentu? Seberapa sering kamu menggunakan Google? Website apa yang menjadi rujukan terpercaya kamu?”

RBP : “Pasti, sih, kak. Sering, biasanya lebih ke apa ya, soal gitu lho kak, kalau acuan pertama saya pasti handbook dari dosen, nah terus kalau saya bingung lagi itu biasanya cari di Google itu. Untuk website pake random aja gitu, kak.”

DNH : “Apakah kamu memperhatikan rules yang dijelaskan dosen atau buku? Ketika memperhatikan dosen seberapa sering kamu membuat catatan di buku?”

RBP : “Kalau offline iya, tapi kalau online suka keganggu, sih, kak. Untuk nyatet sekali dua kali, kak.”

DNH : “Apakah kamu menyadari kesalahanmu ketika berlatih grammar dan mencoba membenarkannya sendiri?”

RBP : “Iya, kak. Biasanya kalau... biasanya habis misal ada PR dan lihat lihat lagi ternyata salah terus dibenerin sambil nyocokin catetan.”

DNH : “Apakah kamu menggunakan cara tertentu untuk berlatih grammar? Apakah kamu menggunakan berbagai cara? Apa saja?”

RBP : “Caranya mungkin kayak hafalan gitu, kak, misalnya dari namanya gitu misal simple, simple kan pasti apa itu.. ya intinya kayak kalau continuous ada verb-ing perfect ada had gitu itu kak, sama rumusnya juga.”

DNH : “Berarti cara yang kamu gunakan hanya hafalan saja?”

RBP : “Iya, kak.”

DNH : “Apakah kamu memperhatikan grammar structures dalam speaking dan writing?”

RBP : “Lebih ke writing, kalau speaking kurang, kak. Kalau speaking setahunya aja karena kalau speaking itu juga mikir vocabularynya dulu, jadi mau mikir grammarnya itu kayak gak sempet gitu.”

DNH : “Apakah kamu suka berlatih grammar denga siswa lain?”

RBP : “Biasanya sering sendiri kak, karena kalo sama temen jadinya ngobrol terus terpengaruh pengen main.”

Interview Transccript of Factors Influencing Students in Choosing GLS

DNH : “Apakah kamu enjoy belajar grammar?”

RBP : “Enjoy kak.”

DNH : “Apakah kamu menemukan hal yang menarik dalam belajar grammar?”

RBP : “Gak ada, kak.”

DNH : “Bagaimana kamu membuat dirimu nyaman dalam belajar grammar?”

RBP : “Dari dosennya, kak. Penjelasan dosen cukup jelas dan ngasih banyak banyak contoh contoh gitu lo kak misalnya kayak present continuos itu dikasih contoh dalam kehidupan nyata gitu lo kak misal kayak seorang siswa mengerjakan tugas dan belum selesai kayak gitu.”

DNH : “Mengapa kamu tertarik belajar grammar? Faktor apa yang membuat kamu mau memperdalam grammar?”

RBP : “Karena kewajiban aja sih kak.”

DNH : “Gak ada alasan lain?”

RBP : “Gak ada.”

DNH : “Menurutmu, grammar berguna untuk mendapatkan pekerjaan atau tidak?”

RBP : “Berguna sih, kak. Misal kayak penulis nulis artikel Bahasa Inggris itu kan pasti grammarnya harus bagus jadi dosen pun grammarnya harus bagus.”

DNH : “Apakah kamu belajar grammar untuk mendapatkan skor baik atau lulus mata kuliah?”

RBP : “Kalau skor itu gak sih, kak. Saya mencarinya benar aja kalau skor gak terlalu saya pikirin kak. Kalau lulus mata kuliah jelas, kak.”

DNH : “Apakah kamu berusaha menggunakan berbagai strategi dalam belajar grammar?”

RBP : “Kalau strategi saran dari dosen sih kak kalau saya cari dosen saya jarang mencari sendiri kak, Misalnya penggunaan native grammar misalnya sering liat tulisan atau native. Kalau dosen merekomendasikan pasti saya gunakan.”

DNH : “Apakah kamu menggunakan lebih dari satu strategi?”

RBP : “Tidak kak, saya hanya menggunakan strategi hafalan itu tadi aja.”

DNH : “Apakah kamu lebih suka belajar dengan teman atau sendiri?”

RBP : “Sendiri. Karena lebih mudah paham aja sih kak. Saya kan suka yang visual jadi kayak baca buku gitu sih kak.”

DNH : “Berapa lama kamu belajar Bahasa Inggris?”

RBP : “Dari kelas 4 SD, kak.”

DNH : “Apakah kamu saat ini belajar Bahasa Inggris di course?”

RBP : “Sekarang engga, kak.”

DNH : “Seberapa sering kamu berkomunikasi dalam Bahasa Inggris?”

RBP : “Jarang sih kak cuma di situasi tertentu kayak pas mata kuliah kalau di luar jarang.”

DNH : “Apakah kamu mendengarkan musik dalam Bahasa Inggris?”

RBP : “Suka.”

DNH : “Apakah kamu memperhatikan grammarnya?”

RBP : “Lebih ke vocab sih kak.”

DNH : “Apakah kamu pernah menonton film berbahasa Inggris dengan subtitle Bahasa Inggris?”

RBP : “Belum pernah kak, pakai Bahasa Indonesia terus.”

DNH : “Apakah kamu suka mencatat dalam Bahasa Inggris?”

RBP : “Biasanya pake dua duanya sih kak Bahasa Inggris trus Bahasa Indonesia buat catatan tambahan.”

Interview Transcript 2

Date : Friday, 09th December 2022
 Time : 09.43-09.58
 Activity : Interview with Student
 Interviewee : Adhi Ramadhona (AR)
 Interviewer : Djuhariyyah Nawang Hamukti (DNH)
 Location : UIN Raden Mas Said Surakarta

Interview Transcript of GLS

DNH : “Apakah kamu suka ketika kesalahan grammarmu dikoreksi? Koreksi yang seperti apa yang biasa kamu terima dan siapa yg mengoreksi?”

AR : “Suka. Lebih sering temen kalau dosen jarang. Biasanya kan saya jawab soal sebisanya saya dulu trus dikoreksi temen saya salah nah kan bisa dibetulkan temen saya jadi besok kalau saya ketemu soal yang sama jadi inget gitu dan jadi bisa.”

DNH : “Ketika seseorang teman memiliki masalah dalam memahami grammar, apakah kamu membantunya? Seberapa sering? Bagaimana cara kamu membantunya untuk memahami?”

AR : “Jarang sekali membantu, saya lebih seringnya dibantu.”

DNH : “Apakah kamu tetap mencoba menggunakan atau mengaplikasikan struktur grammar walaupun kamu tidak terlalu yakin itu benar?”

AR : “Ya, tetap yakin dan pede aja.”

DNH : “Apakah kamu berusaha untuk membuat dirimu tenang dan relaks ketika menghadapi permasalahan grammar? Bagaimana caranya?”

AR : “Iya. Caranya biasanya menyendiri dulu, kayak nyantai sama ngopi baru ngerjain lagi.”

DNH : “Apakah kamu menggunakan Google atau mesin pencarian lain untuk melihat bagaimana penggunaan struktur grammar tertentu? Seberapa sering kamu menggunakan Google? Website apa yang menjadi rujukan terpercaya kamu?”

AR : “Seringnya google kalau yg lain pakek aplikasi kayak kamus online, U dictionary. Kalau google pakek di rumah juga di kampus juga. Biasanya kalau website buat ngecheck grammar aja namanya grammar identify.”

DNH : “Apakah kamu memperhatikan rules yang dijelaskan dosen atau buku? Ketika memperhatikan dosen seberapa sering kamu membuat catatan di buku?”

AR : “Iya yang dijelaskan dosen. Kalau catatan saya jarang membuat.”

DNH : “Apakah kamu menyadari kesalahanmu ketika berlatih grammar dan mencoba membenarkannya sendiri?”

AR : “Kadang sadar, kadang gak, lebih disadarkan dari teman kayak dikoreksi teman. Kalau sadar sendiri kayak sekali dua kali aja.”

DNH : “Apakah kamu menggunakan cara tertentu untuk berlatih grammar? Apakah kamu menggunakan berbagai cara? Apa saja?”

AR : “Cara tertentu lewat online. Sekarang kan banyak media akun- akun belajar online apalagi saya sering scroll tiktok nah disitu kan banyak akun-akun buat belajar grammar. Lebih seringnya pake itu.”

DNH : “Apakah kamu memperhatikan grammar structures dalam speaking dan writing?”

AR : “Ke writing kak kalau speaking kurang. Kalau speaking langsung spontan aja langsung ke intinya tanpa harus mikir grammarnya gimana. Lebih ke vocab kalau grammar setahunya aja.”

DNH : “Apakah kamu suka berlatih grammar dengan siswa lain?”

AR : “Suka, kak. “

DNH : “Biasanya berapa orang?”

AR : “Satu atau dua orang.”

DNH : “Lalu cara kamu berlatih dengan mereka kayak gimana?”

AR : “Biasanya latihan soal. Soal dikerjakan sendiri sendiri sebisanya dulu nah terus didiskusikan. Kalau ada jawaban berbeda dibahas.”

Interview Transcript of Factors Influencing Students in Choosing GLS

DNH : “Apakah kamu enjoy belajar grammar?”

AR : “Enjoy, karena seru. Nanti kalau grammarnya bagus kan bisa menguasai Bahasa Inggris dengan mudah.”

DNH : “Apakah kamu menemukan hal yang menarik dalam belajar grammar?”

AR : “Pengen bisa mempelajari struktur grammar sama tensesnya itu soalnya kalo paham belajar jadi mudah.”

DNH : “Bagaimana kamu membuat dirimu nyaman dalam belajar grammar?”

AR : “Enjoy bareng sama temen belajar sama teman.”

DNH : “Mengapa kamu tertarik belajar grammar? Faktor apa yang membuat kamu mau memperdalam grammar?”

AR : “Karena saya di rumah kan ngeles trus kan ada soal soal nah saya kan kadang tidak bisa nah itu yang membuat saya tertarik gitu.”

DNH : “Menurutmu, grammar berguna untuk mendapatkan pekerjaan atau tidak?”

AR : “Setuju. Biasanya kan kalau daftar kerja ada tes Bahasa Inggris dulu, jadi ya berguna.”

DNH : “Apakah kamu belajar grammar untuk mendapatkan skor baik atau lulus mata kuliah?”

AR : “Kalau saya penting paham dulu kalo skor gak terlalu. Kalau lulus mata kuliah iya.”

DNH : “Apakah kamu berusaha menggunakan berbagai strategi dalam belajar grammar?”

AR : “Ya masih coba-coba yang lain berusaha nyari yang lain.”

DNH : “Menurutmu strategi belajar yang kamu pakai ini sudah cocok dengan kamu atau belum?”

AR : “Udah oke tapi kurang masih mau berusaha nyari yg lain.”

DNH : “Apakah kamu menggunakan lebih dari satu strategi?”

AR : “Iya dengan teman dan online itu tadi.”

DNH : “Apakah kamu lebih suka belajar dengan teman atau sendiri?”

AR : “Lebih suka sama temen.”

DNH : “Berapa lama kamu belajar Bahasa Inggris?”

AR : “Dari SMP kelas 1”

DNH : “Apakah kamu belajar Bahasa Inggris di course?”

AR : “Untuk sekarang gak.”

DNH : “Seberapa sering kamu berkomunikasi dalam Bahasa Inggris?”

AR : “Lumayan sering, di kampus dan waktu ngeles, sama temen dan murid.”

DNH : “Apakah kamu mendengarkan musik dalam Bahasa Inggris?”

AR : “Iya mendengarkan tapi jarang.”

DNH : “Kamu catat grammar atau vocabnya gak?”

AR : “Gak pernah, cuma mendengarkan aja.”

DNH : “Apakah kamu pernah menonton film berbahasa Inggris dengan subtitle Bahasa Inggris?”

AR : “Belum pernah.”

DNH : Apakah kamu suka mencatat dalam Bahasa Inggris?”

AR : “Lebih sering Indonesia kalau Inggris sekali dua kali aja.”

Interview Transcript 3

Date : Friday, 9th December 2022

Time : 10.04-10.20

Activity : Interview with Student

Interviewee : Ismu Aliya Fitri (IAF)

Interviewer : Djuhariyyah Nawang Hamukti (DNH)

Location : UIN Raden Mas Said Surakarta

Interview Transcript of GLS

DNH : “Apakah kamu suka ketika kesalahan grammarmu dikoreksi? Koreksi yang seperti apa yang biasa kamu terima dan siapa yg mengoreksi?”

IAF : “Suka banget, mbak, karena kalo dikoreksi itu kita jadi tau salah kita dimana, benarnya kayak gimana. Koreksi biasanya datang dari temen kayak kalo ngerjain soal bareng terus dia ngelihat pekerjaan saya ada yang salah, dikoreksi. Seringnya dari temen, sih, mbak.”

DNH : “Ketika seseorang teman memiliki masalah dalam memahami grammar, apakah kamu membantunya? Seberapa sering? Bagaimana cara kamu membantunya untuk memahami?”

IAF : “Kadang membantu sih mbak, kalau saya kebetulan paham dan bisa. Gak terlalu sering, paling sesekali aja. Biasanya dimulai dari dia tanya sebuah soal terus saya jelaskan gitu cara ngerjainnya kayak misal ini verbnya harusnya gini, kayak gitu.”

DNH : “Apakah kamu tetap mencoba menggunakan atau mengaplikasikan struktur grammar walaupun kamu tidak terlalu yakin itu benar?”

IAF : “Tetap menggunakan, mbak.”

DNH : “Apa yang membuat kamu yakin?”

IAF : “Biasanya emm, misalnya kayak waktu ngerjain soal yang isian gitu mbak, waktu ujian, sebenarnya sudah dipelajari tapi suka ragu. Jadi, seingetnya aja apa.. struktur grammarnya itu. Walaupun gak yakin itu bener, tapi gak ada pilihan lain, mbak, jadi percaya diri aja.”

DNH : “Apakah kamu berusaha untuk membuat dirimu tenang dan relaks ketika menghadapi permasalahan grammar? Bagaimana caranya?”

IAF : “Iya, mbak. Kalau mengerjakan trus ngerasa kesulitan biasanya saya tinggalkan sebentar dengan melakukan kegiatan lain seperti scroll sosmed sebentar, kalau udah agak rileks dan gak panik saya buka lagi dan kerjakan lagi.”

DNH : “Kalau misalkan situasinya pada saat ujian dan kamu merasakan ada kesulitan, bagaimana cara membuat dirimu tenang atau rileks?”

IAF : “Em.. kalo waktu ujian karena terbatas waktu jadi saya cuma bisa memberikan motivasi pada diri sendiri kalo saya harus tenang, dan saya bisa mengerjakan soal ini. Untuk urusan skor itu urusan nanti gitu, mbak.”

DNH : “Apakah kamu menggunakan Google atau mesin pencarian lain untuk melihat bagaimana penggunaan struktur grammar tertentu? Seberapa sering kamu menggunakan Google? Website apa yang menjadi rujukan terpercaya kamu?”

IAF : “Kalau Google, jelas mbak. Tapi jarang. Untuk website biasanya random.”

DNH : “Apakah kamu memperhatikan rules yang dijelaskan dosen atau buku? Ketika memperhatikan dosen seberapa sering kamu membuat catatan di buku?”

IAF : “Iya, mbak. Kalau memperhatikan itu pasti. Kalau dosen menjelaskan dan ada yang belum saya catat saya pasti mencatat. Gak terlalu sering, sih mbak, karena kadang di modul atau buku udah cukup jelas jadi dosen hanya mengulang dan memperjelas aja.”

DNH : “Apakah kamu menyadari kesalahanmu ketika berlatih grammar dan mencoba membenarkannya sendiri?”

IAF : “Iya, mbak. Misal ketika saya sudah mengerjakan soal lalu saya mengecek lagi ternyata ada jawaban yang masih ragu, itu saya cek lagi di buku apa rumusnya bener, ternyata salah. Jadi saya membenarkannya sendiri kayak gitu mbak.”

DNH : “Apakah kamu menggunakan cara tertentu untuk berlatih grammar? Apakah kamu menggunakan berbagai cara? Apa saja?”

IAF : “Kalau cara tertentu kayaknya engga, ya, mbak. Kalau berlatih biasanya saya sendiri kayak ngerjain soal tapi kadang dengan teman. Cara berlatihnya misal cari soal di Google atau di buku, atau misal teman ada soal.”

DNH : “Apakah kamu memperhatikan grammar structures dalam speaking dan writing?”

IAF : “Jelas, mbak. Kalau di speaking saya tidak terlalu memperhatikan grammar, karena kadang sulit ngomong sambil mikir grammarnya mbak. Kalo writing itu pasti mbak karena dosennya merhatiin grammar.”

DNH : Apakah kamu suka berlatih grammar dengan siswa lain?

IAF : “Suka, mbak. Biasanya kita kalo ada ujian juga selalu mereview materi bareng, sambil ngerjain soal-soal sesuai dengan materi yang diujikan.”

DNH : “Biasanya dengan berapa orang?”

IAF : “Biasanya dua orang sama saya, atau tiga orang. Gak banyak sih, mbak, kalo kebanyakan nanti jadinya ngobrol.”

Interview Transcript of Factors Influencing Students in Choosing GLS

DNH : “Apakah kamu enjoy belajar grammar?”

IAF : “Enjoy, mbak, selama ini gak ngerasa keberatan atau ngerasa takut.”

DNH : “Apakah kamu menemukan hal yang menarik dalam belajar grammar?”

IAF : “Hal yang menarik.. karena aturannya banyak jadi kepo, pengen tahu lebih dalem kayak gimana penggunaanya kayak gitu.”

DNH : “Bagaimana kamu membuat dirimu nyaman dalam belajar grammar?”

IAF : “Pertama dari diri sendiri mbak, ada keinginan yang besar apa lagi males, kalo lagi pengen ya belajar, kalo gak ya nunggu waktu pas masih fresh kayak pagi hari gitu karena kalo belajar moodnya jelek nanti gak dapet apa apa, mbak.”

DNH : “Mengapa kamu tertarik belajar grammar? Faktor apa yang membuat kamu mau memperdalam grammar?”

IAF : “Alasannya, ya, yang itu tadi, mbak karena pengen tau struktur, aturannya, rumusnya, pengen tau lebih dalam karena nanti kalo jadi dosen kan harus bisa semua skill kan jadi ya harus mempelajari grammar.”

DNH : “Menurutmu, grammar berguna untuk mendapatkan pekerjaan atau tidak?”

IAF : “Berguna, kalo jadi dosen jelas berguna ya mbak, tapi kalo mau masuk perusahaan tertentu kadang ada test Bahasa Inggris tertulis kayak TOEFL gitu jadi ya grammar berguna sih buat dapet kerjaan.”

DNH : “Apakah kamu belajar grammar untuk mendapatkan skor baik atau lulus mata kuliah?”

IAF : “Kalo itu jelas ya, mbak, Cuma kalo skor aku gak menarget misal harus skor 3,75 apa gimana yang penting nilainya gak harus ngulang aku udah seneng, mbak.”

DNH : “Apakah kamu berusaha menggunakan berbagai strategi dalam belajar grammar?”

IAF : “Berusaha, iya, mbak, aku ngerasa strategi yang aku pake sekarang masih kurang jadi mungkin bakal explore banyak strategi.”

DNH : “Apakah kamu menggunakan lebih dari satu strategi?”

IAF : “Saat ini menggunakan, belajar sama temen, latihan soal, gitu aja, sih, mbak.”

DNH : “Apakah kamu lebih suka belajar dengan teman atau sendiri?”

IAF : “Lebih suka sama temen, karena ngerasa gak sendiri dan gak ngebosenin.”

DNH : “Berapa lama kamu belajar Bahasa Inggris?”

IAF : “Mulai dari SD, mbak, kelas 4 atau 5 gitu agak lupa.”

DNH : “Apakah kamu belajar Bahasa Inggris di course?”

IAF : “Saat ini enggak, mbak, belajarnya di kampus sama sendiri di kos.”

DNH : “Seberapa sering kamu berkomunikasi dalam Bahasa Inggris?”

IAF : “Lumayan sering, sama temen yang ngomongnya juga kadang pake Bahasa Inggris, mbak, jadi ngomong Bahasa Indonesia tiba-tiba switch ke Inggris gitu.”

DNH : “Apakah kamu mendengarkan musik dalam Bahasa Inggris?”

IAF : “Iya, setiap hari, tapi paling lihat lirik sama artinya aja.”

DNH : “Apakah kamu pernah menonton film berbahasa Inggris dengan subtitle Bahasa Inggris?”

IAF : “Pernah, mbak, mungkin 3 kali ada.”

DNH : “Apakah kamu suka mencatat dalam Bahasa Inggris?”

IAF : “Suka, kadang kalo nyatet otak tiba-tiba nulisnya ke Bahasa Inggris, mbak.”

Interview Transcript 4

Date : Friday, 16th December 2022

Time : 10.35-11.58

Activity : Interview with Student

Interviewee : Syarofah Imami Nurul Hidayah (SINH)

Interviewer : Djuhariyyah Nawang Hamukti (DNH)

Location : UIN Raden Mas Said Surakarta

Interview Transcript of GLS

DNH : "Apakah kamu suka ketika kesalahan grammarmu dikoreksi? Koreksi yang seperti apa yang biasa kamu terima dan siapa yg mengoreksi?"

SINH : "Jelas suka banget sih mbak. Kan kalau kita dikoreksi kan otomatis kita tahu nih salahnya kita dimana otomatis ke depannya kita jadi mengetahui, karena aku sadar diri grammarku ga sebagus itu. Biasanya yang mengoreksi dari dosen sama temen tapi kebetulan juga kakakku juga dari pendidikan bahasa inggris jadi sebelum tugas aku kirim ke dosen, aku minta dia untuk mengoreksi grammarku. Biasanya kalau grammar ke arah essay gitu. Kalau dari dosen jarang, tapi kemaren yang sering dari dosen writing sih mbak."

DNH : "Ketika seseorang teman memiliki masalah dalam memahami grammar, apakah kamu membantunya? Seberapa sering? Bagaimana cara kamu membantunya untuk memahami?"

SINH : "Sering membantu sih. Aku punya temen sekelas sama aku. Kadang kalau kita ada tugas kayak essay dan lain sebagainya dia sering nanya ini grammarnya bener gak, ya, aku koreksinya sebisanya aku aja."

DNH : "Kamu juga bantu ngejelasin kayak materinya juga gak?"

SINH : "Iya. Kan, biasanya dia juga nanya nanya ini kenapa grammarnya pake yang ini, nah aku juga bantu ngejelasin sebisaku."

DNH : "Apakah kamu tetap mencoba menggunakan atau mengaplikasikan struktur grammar walaupun kamu tidak terlalu yakin itu benar?"

SINH : "Kadang sih iya. Tapi kan mbak tau kalau sekarang pake Google translate kan, nah tapi aku gak sama persis dengan yang dari Google karena biasanya pasti ada part dimana yang grammarnya biasanya pake present tense kenapa di google jadi past tense jadi itu aku crosscheck lagi."

DNH : "Apakah kamu berusaha untuk membuat dirimu tenang dan relaks ketika menghadapi permasalahan grammar? Bagaimana caranya?"

SINH : "Biasanya sih iya. Tapi tergantung situasi tergantung mood. Kalau mood baik bisa ngendaliin terus kalo pas ga baik ya susah juga. Jadi kayak menanamkan pikiran yaudah santai aja, berani aja."

DNH : “Apakah kamu menggunakan Google atau mesin pencarian lain untuk melihat bagaimana penggunaan struktur grammar tertentu? Seberapa sering kamu menggunakan Google? Website apa yang menjadi rujukan terpercaya kamu?”

SINH : “Iya, kalau website biasanya website-website kadang yang gak resmi gitu mbak, maksudnya kayak yang penting pas aku cari aku bukap website itu terus bandingin ama website lain. Biasanya website satu sama yg lain ada perbedaannya, nah, biasanya aku baca dulu trus aku ambil kesimpulannya.”

DNH : “Berarti kamu tidak ada website tertentu ya?”

SINH : “Iya gak ada. Soalnya dosen juga pernah ngasih tahu misalnya kenapa bisa V2 itu cari aja kosakata kenapa itu bisa jadi V2, tinggal baca aja. Kemaren ada beberapa yang disaranin dosenku tapi aku lupa.”

DNH : “Kalau pake Google sesering apa?”

SINH : “Gak terlalu sering sih pas ada tugas aja sama kalau pengen nyari aja di Google.”

DNH : “Apakah kamu memperhatikan rules yang dijelaskan dosen atau buku? Ketika memperhatikan dosen seberapa sering kamu membuat catatan di buku?”

SINH : “Iya. Kayak formula past tense present tense itu aku perhatiin penjelasannya. Kalau nyatet aku tipikal orang yang males nyatet mbak tapi kalau di kelas. Aku nyatetnya di rumah kalau di kelas males, jadi aku rekam penjelasannya terus aku foto juga. Soalnya kalau nulis kelas kadang itu keadaan dosen lagi nerangin terus kita nulis jadi gak fokus kan jadi aku rekam aku dengerin ulang di rumah sambil nulis nah itu aku dapet dua kali, pas di kelas aku dapet penjelasan dosennya terus di rumah aku dengerin lagi.”

DNH : “Apakah kamu menyadari kesalahanmu ketika berlatih grammar dan mencoba membenarkannya sendiri?”

SINH : “Sometimes sih iya tapi gak sesering itu sih mbak, namanya juga baru belajar kan mbak. Kalau aku ngrasa salah berarti aku yakin jadi aku cek lagi rumusnya gimana. Biasanya aku nyari diinternet tapi kemarin aku dapet referensi dari temen.”

DNH : “Apakah kamu menggunakan cara tertentu untuk berlatih grammar? Apakah kamu menggunakan berbagai cara? Apa saja?”

SINH : “Aku biasanya kalau latihan grammar itu suka nyari kalimat-kalimat yang rumpang gitu lo mbak tau gak sih kalimat yang ee.. ada kalimat trus titik titik trus milih pake ini atau ini. Menurutku itu lebih efisien ya soalnya kan kalo kita nyari ini harusnya A tapi jawabannya B otomatis kita harus nyari alasannya kan secara tidak langsung karena keingintahuan kita, kita bisa dapet ilmu baru.”

DNH : “Ada cara lain gak?”

SINH : “Trus biasanya kalo grammar itu aku juga suka ngerjain soal soal TOEFL tapi ga terlalu sering kalo niat belajar aja.”

DNH : “Apakah kamu memperhatikan grammar structures dalam speaking dan writing?”

SINH : “Kalau speaking aku los aja, maksudnya ya ngomong ngomong aja. Soalnya kata dosenku grammar di speaking itu belum tentu bener gitu lo mbak soalnya kan orang sana orang native itu belum tentu pake susunan grammar yang tepat jadi kadang kalau speaking aku gak terlalu memikirkan itu, tapi kadang aku berusaha make kalo pas situasi formal. Kalo sama temen aku gak mikirin. Kalo writing aku keseringan tak koreksi dulu.”

DNH : “Apakah kamu suka berlatih grammar dengan siswa lain?”

SINH : “Suka, kebetulan aku juga ada anak yang asal daerahnya sama aku mbak tapi dia bukan anak bahasa inggris tapi dia lebih pinter bahasa inggris. Nah biasanya aku sering latihan soal sama dia biasanya kalo aku gak paham dia yang jelasin kalo aku yang lebih paham aku yang jelasin. Kalau ada ngerjain beda pendapat ya kita utarain, didiskusiin gitu tapi liat Google juga soalnya takut salah.”

DNH : “Berapa orang teman biasanya kalau belajar?”

SINH : “Aku fokusnya sama satu orang jadi berdua sama aku, soalnya nyari orang yang mau belajar bareng itu agak sulit.”

Interview Transcript of Factors Influencing Students in Choosing GLS

DNH : “Apakah kamu enjoy belajar grammar?”

SINH : “Kadang aku enjoy ketika otakku bisa menangkap tapi kadang pusing. Tapi salah satunya karena dosennya mbak. Aku orangnya ikut sama dosen mbak jadi kalau dosen mengajarnya enak dan bagus trus seru aku jadi suka tapi kalo dari awal kok belajar ini tekanan banget dari dosennya itu malah berakibat ke diriku jadi males.”

DNH : “Apakah kamu menemukan hal yang menarik dalam belajar grammar?”

SINH : “Banyak mbak. Menurutku grammar itu makin dipelajari makin susah tapi sekalinya ngerti bakalan gampang.”

DNH : “Bagaimana kamu membuat dirimu nyaman dalam belajar grammar?”

SINH : “Biasanya aku suka liat...nonton film Bahasa Inggris itu sebenarnya lebih ke arah speaking kan tapi aku menelaah grammarnya juga, karena aku orangnya sangat penasaran dan kalau udah tertarik bakal aku cari sampai akar-akarnya.”

DNH : “Mengapa kamu tertarik belajar grammar? Faktor apa yang membuat kamu mau memperdalam grammar?”

SINH : “Kalo tertarik karena pengen memahami struktur-struktur, rumus-rumusya gitu, kayak yang aku bilang tadi, mbak, keliatannya sulit tapi itu yang membuat tertantang buat tau.”

DNH : “Menurutmu, grammar berguna untuk mendapatkan pekerjaan atau tidak?”

SINH : “Sangat berguna mbak. Misalnya kita jadi penerjemah tersumpah atau penerjemah grammar otomatis kita harus menerjemah dari klien klien kita kan terus kayak kalo grammar kita kocar kacir gimana kita mau nerjemahin mbak. Terus kayak kita tahu kan penerjemah tersumpah bayarannya lumayan ya, jadi grammar sangat berguna sekali. Apalagi penerjemah bisa jadi sampingan juga kan selain pekerjaan kita yang utama.”

DNH : “Apakah kamu belajar grammar untuk mendapatkan skor baik atau lulus mata kuliah?”

SINH : “Sebenarnya aku ga terlalu mementingkan nilai sih mbak, yang penting lulus. Tapi karena kuliah jadi menurutku skor itu ya aku pikirin juga buat IPK.”

DNH : “Apakah kamu berusaha menggunakan berbagai strategi dalam belajar grammar?”

SINH : “Strategiku paling nyari soal-soal dan dikerjain sama temenku, terus kalo ada materi grammar yang belum aku pahami di kampus aku sharing-sharing sama temenku. Aku tipe orang yang males baca mbak, dan lebih suka mendengarkan karena materi lebih mudah masuk, jadi aku lihat video-video Bahasa Inggris.”

DNH : “Bagaimana menurut kamu strategi yang kamu gunakan saat ini?”

SINH : “Menurutku sekarang udah oke aja, sih, mbak. Tapi kedepannya mungkin kita kan gak harus berpedoman sama satu strategi aja, kita harus mencari berbagai banyak strategi, kan. Jadi, aku bakal cari yang lain juga seiring berjalan waktu dan makin tinggi semester.”

DNH : “Apakah kamu menggunakan lebih dari satu strategi?”

SINH : “Iya, mbak, latihan soal, ngeliat video, sharing sama temen dan kedepannya mau lebih banyak membaca.”

DNH : “Apakah kamu lebih suka belajar dengan teman atau sendiri?”

SINH : “Sama temen, mbak. Belajar sendiri emang seru, tapi kadang kalo belajar sendiri pemahaman kita kayak kurang dan kita butuh orang lain buat ngebenerin atau berdiskusi. Aku lebih suka sama temen, sih.”

DNH : “Berapa lama kamu belajar Bahasa Inggris?”

SINH : “Aku baru ketemu Bahasa Inggris di sekolah waktu kelas 5 SD, tapi aku mengenal Bahasa Inggris dari kelas 2 SD karena kursus disuruh orang tua. Berarti dari kelas dua.”

DNH : “Apakah kamu sedang mengikuti English course saat ini?”

SINH : “Iya, mbak, di lembaga pendidikan kakakku tapi fokus TOEFL sama IELTS.”

DNH : “Seberapa sering kamu berkomunikasi dalam Bahasa Inggris?”

SINH : “Kadang-kadang mbak, kalau ngomong sama temen pake Bahasa Indonesia tapi kadang diselipin Bahasa Inggris satu kalimat, atau beberapa kata gitu. Kalau di kampus juga kadang-kadang, waktu makul speaking aja, tapi kalau di rumah malah lumayan sering, mbak sama kakakku yang lulusan pendidikan Bahasa Inggris.”

DNH : “Apakah kamu mendengarkan musik dalam Bahasa Inggris?”

SINH : “Iya, sering banget mbak. Kalau dengerin musik aku pasti ngeliat liriknya juga. Trus kadang grammar di lagu kan gak sesuai ya, jadi kayak nyari tau, penggunaannya gitu.”

DNH : “Apakah kamu pernah menonton film berbahasa Inggris dengan subtitle Bahasa Inggris?”

SINH : “Sering mbak, aku malah jarang pake subtitle Indonesia, pasti pakai subtitle Bahasa Inggris atau gak pake subtitle jadi aku dengerin aja, dan itu menurutku seru, sih, mbak. Jadi otak kita sambil nerjemahin, sambil mikir dan gak bikin ngantuk. Kalau ada kata baru aku catat di hape.”

DNH : “Apakah kamu suka mencatat dalam Bahasa Inggris?”

SINH : “Suka, karena waktu belajar jadi bikin gak ngantuk dan gak bosan, mbak. Kalau pake Bahasa Indonesia kan udah tau apa yang kita tulis, udah tau maknanya. Kalo pake Bahasa Inggris kadang kan kayak lupa apa yang kita tulis jadi nyari tau artinya apa, nulis tentang apa, gitu.”

Interview Transcript 5

Date : Friday, 16th December 2022

Time : 11.00-11.17

Activity : Interview with Student

Interviewee : Cindy Asgian Ni'matul Fadhilah (CANF)

Interviewer : Djuhariyyah Nawang Hamukti (DNH)

Location : UIN Raden Mas Said Surakarta

Interview Transcript of GLS

DNH : “Apakah kamu suka ketika kesalahan grammarmu dikoreksi? Koreksi yang seperti apa yang biasa kamu terima dan siapa yg mengoreksi?”

CANF : “Suka, mbak. Paling dari temen seringnya sama dari seringnya itu, lo, mbak, aplikasi Grammarly itu, mbak. Itu aja sih.”

DNH : “Lebih seringnya dikoreksi temen apa dosen? Koreksi seperti apa yang biasanya kamu terima?”

CANF : “Sama temen, sih, mbak, taker-taker gitu kayak misal hari ini aku ngoreksi temenku hari lain aku yang dikoreksi, gitu. Koreksinya ya dari pekerjaanku gitu mbak kayak ngerjain soal terus temenku ngeliat atau aku yang minta koreksi gitu, dan dikoreksi sama dia, kayak ini salah penggunaannya, gitu.”

DNH : “Ketika seseorang teman memiliki masalah dalam memahami grammar, apakah kamu membantunya? Seberapa sering? Bagaimana cara kamu membantunya untuk memahami?”

CANF : “Iya, kalau aku paham tentang materi itu pasti aku jelasin tapi kalo aku sendirinya gak paham, ya gak kujelasin soalnya takut kalo dianya salah jalan soalnya aku juga gak paham.”

DNH : “Apakah kamu tetap berusaha untuk menjelaskan kepada temanmu yang mengalami masalah itu?”

CANF : “Iya, aku tetep berusaha mbak semampuku.”

DNH : “Apakah kamu tetap mencoba menggunakan atau mengaplikasikan struktur grammar walaupun kamu tidak terlalu yakin itu benar? Mengapa?”

CANF : “Iya tetep aku gunain mbak, merasa percaya diri aja kan nanti kalo ada salah salah akan diperbaiki juga dari dosen, temen, atau sendiri gitu tergantung situasinya.”

DNH : “Apakah kamu berusaha untuk membuat dirimu tenang dan relaks ketika menghadapi permasalahan grammar? Bagaimana caranya?”

CANF : “Iya, kalau nervous atau tegang itu kan pasti tapi gak mungkin kan kita kayak gitu saat ujian atau presentasi. Jadi ya berusaha rileks, tenang, sama yakinin diri sendiri bakal baik-baik aja walaupun ya lagi gak baik-baik aja, gitu. Ya ngeyakinin diri sendiri aja, mbak.”

DNH : “Apakah kamu menggunakan Google atau mesin pencarian lain untuk melihat bagaimana penggunaan struktur grammar tertentu? Seberapa sering kamu menggunakan Google? Website apa yang menjadi rujukan terpercaya kamu?”

CANF : “Iya, mbak, sering. Kalo website lebih ke random aja sih macem-macem, gak monoton harus itu-itu aja, gitu. Jadi, gak ada sih, mbak website tertentu gitu.”

DNH : “Apakah kamu memperhatikan rules yang dijelaskan dosen atau buku? Ketika memperhatikan dosen seberapa sering kamu membuat catatan di buku?”

CANF : “Kalo aku pribadi, ya, mbak, kalo dosen nerangin ya bakal aku perhatikan semampuku, kalo lagi gak mood ya gak terlalu aku perhatikan, mbak, biasanya kayak gitu. Kalau dosen bikin catetan aku juga buat, mbak, sering walaupun kadang udah ada di buku tapi aku catet lagi waktu dosen nerangin gitu biar lebih paham.”

DNH : “Apakah kamu menyadari kesalahanmu ketika berlatih grammar dan mencoba membenarkannya sendiri?”

CANF : “Sadar, tapi kadang juga enggak ya kayak sepahaminya. Lebih ke inget-inget lagi materi yang dipelajari itu bener apa gak, ya, sama yakin gak sih antara soal sama jawabannya lebih ke gitu sih, mbak. Kalo memungkinkan buka catetan juga.”

DNH : “Apakah kamu menggunakan cara tertentu untuk berlatih grammar? Apakah kamu menggunakan berbagai cara? Apa saja?”

CANF : “Cara tertentu..kalo semester ini, kan, dikasih file sama dosennya nanti diulas, dipelajari, soalnya dikerjain trus dicocokin sama kunci jawaban, gitu, sih mbak.”

DNH : “Apakah kamu memperhatikan grammar structures dalam speaking dan writing?”

CANF : “Kadang merhatiin dipake, lah, kalo speaking dipake tapi kalo udah urgent ya, gak, yang penting tau itu tuh maksudnya apa, gitu. Kalo di writing, pasti, soalnya kan writing ya mbak itu strukturnya diperhatiin banget dan salah satu penilaiannya kan bener gaknya struktur itu.”

DNH : “Apakah kamu suka berlatih grammar dengan siswa lain?”

CANF : “Iya, kadang kalo mau ujian atau pas lagi latihan soal itu, suka. Latihannya biasanya bertiga atau berempat.”

Interview Transcript of Factors Influencing Students in Choosing GLS

DNH : “Apakah kamu enjoy belajar grammar?”

CANF : “Enjoy, karena sekarang masih di tahap yang bisa dipelajari jadi kalo kita belajar jadi bisa, gak terlalu susah-susah banget.”

DNH : “Apakah kamu menemukan hal yang menarik dalam belajar grammar?”

CANF : “Iya, kan, kalo di grammar mempelajari masa lampau sama sekarang itu kalimatnya beda, jadi strukturnya tensesnya itu, sih, mbak.”

DNH : “Apakah ada alasan yang membuat kamu belajar grammar?”

CANF : “Karena wajib, mbak, ada mata kuliahnya jadi harus belajar.”

DNH : “Bagaimana kamu membuat dirimu nyaman dalam belajar grammar?”

CANF : “Belajar sama temen sih mbak, kalo belajar sendiri gampang bosen, kalo sama temen kan ada yang diajak sharing, jadi sebisa mungkin ngajak temen belajar bareng.”

DNH : “Mengapa kamu tertarik belajar grammar? Faktor apa yang membuat kamu mau memperdalam grammar?”

CANF : “Kalo alasannya gak ada yang spesifik sih, mbak. Yang ngebuat tertarik ya itu tadi karena banyak strukturnya, tensesnya, pengen tau penggunaannya gimana. Tapi kalo buat memperdalam ya karena mahasiswi Pendidikan Bahasa Inggris mau gak mau harus bisa dan paham buat bekal ngajar ke siswa.”

DNH : “Menurutmu, grammar berguna untuk mendapatkan pekerjaan atau tidak?”

CANF : “Kalo dapetin pekerjaan, iya, kalo dosen sih berguna untuk ngajar ke siswa, tapi kalo kita gak jalan dosen kayak pengusaha atau karyawan ya kurang berguna tapi tetep ada manfaatnya.”

DNH : “Apakah kamu belajar grammar untuk mendapatkan skor baik atau lulus mata kuliah?”

CANF : “Iya lebih ke itu si, mbak, dan juga sama ngembaliin ke diri kita kan backgroundnya pendidikan, mau gak mau harus belajar karena besok mendidik anak-anak kalo dari sekarang gak belajar gimana kalo ga ngajar.”

DNH : “Apakah kamu memikirkan untuk mendapatkan skor yang baik?”

CANF : “Kalo skor iya, kalo bisa dapet skor yang baik lah. Tapi kalo emang udah berusaha dan hasilnya kurang yaudah masih bisa belajar lagi, belajar lagi gitu.”

DNH : “Apakah kamu berusaha menggunakan berbagai strategi dalam belajar grammar?”

CANF : “Strateginya sih kalo misal dosen ngasih saran pake strategi ini ya aku pake sih, mbak”

DNH : “Apakah kamu pernah mencari strategi lain selain yang disarankan dosen?”

- CANF : “Sementara untuk saat ini belum, tapi nanti bakal nyari yang lain.”
- DNH : “Apakah kamu menggunakan lebih dari satu strategi?”
- CANF : “Strategi yang aku pake saat ini baru satu aja, sih, mbak yang saran dari dosen.”
- DNH : “Apakah kamu lebih suka belajar dengan teman atau sendiri?”
- CANF : “Sama temen, karena kalo salah biar ada yang benerin gitu, sama bisa ada temen sharing.”
- DNH : “Berapa lama kamu belajar Bahasa Inggris?”
- CANF : “Dari kelas SD kelas 2 sampe sekarang, mbak.”
- DNH : “Apakah kamu belajar Bahasa Inggris di course?”
- CANF : “Kalo saat ini gak, mbak, cuma di kampus aja.”
- DNH : “Seberapa sering kamu berkomunikasi dalam Bahasa Inggris?”
- CANF : “Gak pernah, mbak kalo di luar kelas, kalo makul dan presentasi pake.”
- DNH : “Apakah kamu mendengarkan musik dalam Bahasa Inggris?”
- CANF : “Iya, tapi kalo dengerin lebih merhatiin artinya aja kalo grammarnya enggak.”
- DNH : “Apakah kamu pernah menonton film berbahasa Inggris dengan subtitle Bahasa Inggris?”
- CANF : “Pernah, mbak, mungkin sekitar 5 kali pernah mbak.”
- DNH : “Apakah kamu suka mencatat dalam Bahasa Inggris?”
- CANF : “Aku lebih pake Bahasa Indonesia sih, mbak, kalo Bahasa Inggris nanti bingung sama lupa nulis apa. Tapi biasanya pernah Bahasa Indonesia dulu trus diterjemahin ke Inggrisnya gitu sih mbak.”

Interview Trascript 6

- Date : Friday, 16th December 2022
- Time : 12.45-13.00
- Activity : Interview with Student
- Interviewee : Muhammad Fatikh Anwari (MFA)
- Interviewer : Djuhariyyah Nawang Hamukti (DNH)

Location : UIN Raden Mas Said Surakarta

Interview Transcript of GLS

DNH : “Apakah kamu suka ketika kesalahan grammarmu dikoreksi? Koreksi yang seperti apa yang biasa kamu terima dan siapa yg mengoreksi?”

MFA : “Suka, mbak, malah seneng. Biasanya yang ngoreksi dari temen, kadang dosen. Kalo temen waktu ngerjain bareng, latihan terus ditegur eh kamu salah yang bener kayak gini. Kalo dosen biasanya dosen writing lebih sering ngasih koreksi.”

DNH : “Ketika seseorang teman memiliki masalah dalam memahami grammar, apakah kamu membantunya? Seberapa sering? Bagaimana cara kamu membantunya untuk memahami?”

MFA : “Iya, kalau ada yang minta tolong ya saya bantu sebisanya, sepaham yang saya tau. Gak terlalu sering sih, mbak, saya membantunya, tergantung kalo ada yang minta aja. Caranya ya dia minta bantuan tentang apa misal memahami materi present tense ya nah itu saya coba bantu paham rumusnya.”

DNH : “Apakah kamu tetap mencoba menggunakan atau mengaplikasikan struktur grammar walaupun kamu tidak terlalu yakin itu benar?”

MFA : “Tetap mencoba, kan namanya belajar ya gaada salahnya mencoba mbak, walaupun gak yakin itu bener tetep make soalnya nanti kalo salah kan bisa dikoreksi.”

DNH : “Apakah kamu berusaha untuk membuat dirimu tenang dan relaks ketika menghadapi permasalahan grammar? Bagaimana caranya?”

MFA : “Berusaha, mbak. Caranya kalau udah mentok ya nenangin dengan sambil mendengarkan musik aja sih, mbak paling. Kalo sambil dengerin musik jadi lebih relaks rasanya.”

DNH : “Apakah kamu menggunakan Google atau mesin pencarian lain untuk melihat bagaimana penggunaan struktur grammar tertentu? Seberapa sering kamu menggunakan Google? Website apa yang menjadi rujukan terpercaya kamu?”

MFA : “Menggunakan, mbak. Walaupun buku yang dikasih dosen itu udah cukup lengkap tapi pengen cari tahu lebih dalam lagi, search di Google. Kalau masalah sering engaknya ya gak sering sih, mbak, jarang, kalo untuk cari tentang, materi, ya. Aku buka website yang paling atas muncul aja sih, mbak, kalo khusus gitu gak ada, jadi kayak sedapetnya website kalo sesuai yang aku cari yaudah aku pake.”

DNH : “Apakah kamu memperhatikan rules yang dijelaskan dosen atau buku? Ketika memperhatikan dosen seberapa sering kamu membuat catatan di buku?”

MFA : “Jelas memperhatikan banget. Sambil memperhatikan kalo memungkinkan aku catet, tapi lebih sering gak nyatet jadi dengerin aja sambil nyimak bukunya atau slidennya, kadang gak fokus kalo ndengerin sambil nyatet.”

DNH : “Apakah kamu menyadari kesalahanmu ketika berlatih grammar dan mencoba membenarkannya sendiri?”

MFA : “Suka sadar, mbak, kalo ngerjain latihan soal sendiri dicek lagi, baca lagi oh ternyata nomor ini salah, terus berusaha benerin dengan lihat di materi atau cari di Google.”

DNH : “Apakah kamu menggunakan cara tertentu untuk berlatih grammar? Apakah kamu menggunakan berbagai cara? Apa saja?”

MFA : “Kalo cara tertentu, mungkin latihan soal, sama banyak baca materi aja, mbak. Lebih seringnya ngerjain soal aja mbak, paling. Gak ada cara yang khusus gitu.”

DNH : “Apakah kamu memperhatikan grammar structures dalam speaking dan writing?”

MFA : “Di writing iya berusaha memperhatikan banget, karena penting kan penggunaan struktur grammar di writing, kalo speaking enggak, mbak, sebisa ngomong aja, kalo speaking mikirin grammar malah ngeblank mau ngomong apa.”

DNH : “Apakah kamu suka berlatih grammar denga siswa lain?”

MFA : “Lebih suka berlatih sendiri, sih, mbak, lebih fokus sama aku lebih suka dalam suasana tenang kalo belajar.”

Interview Transcript of Factors Influencing Students in Choosing GLS

DNH : “Apakah kamu enjoy belajar grammar?”

MFA : “Enjoy enjoy aja sih, mbak, karena udah ada keinginan belajar lebih dalam, jadi gak terbebani.”

DNH : “Apakah kamu menemukan hal yang menarik dalam belajar grammar?”

MFA : “Grammar menarik karena kaya akan penggunaan strukturnya itu, sih, mbak.”

DNH : “Bagaimana kamu membuat dirimu nyaman dalam belajar grammar?”

MFA : “Pertama kemauan yang besar dulu, kalo di rumah ya ngebangun suasana dan nyari waktu yang tepat buat belajar misal pagi habis mandi, kan masih seger, belajar juga nyaman. Kalo di kampus ya sebisa mungkin cari tempat duduk agak depan biar kedengeran penjelasan dosen.”

DNH : “Mengapa kamu tertarik belajar grammar? Faktor apa yang membuat kamu mau memperdalam grammar?”

MFA : “Karena pengen bisa, pengen jago biar gampang kalo ngerjain soal TOEFL atau bikin essay.”

DNH : “Menurutmu, grammar berguna untuk mendapatkan pekerjaan atau tidak?”

MFA : “Berguna, mbak, kalo dosen pasti berguna kan buat ngajar murid. Kalo selain itu mungkin enggak terlalu jadi pertimbangan.”

DNH : “Apakah kamu belajar grammar untuk mendapatkan skor baik atau lulus mata kuliah?”

MFA : “Selain karena ingin belajar, gak dipungkiri pasti alasannya karena pengen lulus mata kuliah, mbak. Aku gak mikirin skor, yang penting gak jelek-jelek banget ya masih bisa dikatakan lulus lah.”

DNH : “Apakah kamu berusaha menggunakan berbagai strategi dalam belajar grammar?”

MFA : “Iya tetap berusaha cari yang sesuai dan menyenangkan, mbak.”

DNH : “Apakah kamu menggunakan lebih dari satu strategi?”

MFA : “Untuk saat ini paling cuma satu kayak baca buku, baca materi, sama latihan soal aja sih.”

DNH : “Apakah kamu lebih suka belajar dengan teman atau sendiri?”

MFA : “Lebih suka sendiri, karena ya itu tadi lebih cepet paham dan lebih fokus.”

DNH : “Berapa lama kamu belajar Bahasa Inggris?”

MFA : “Dari SD kelas 3 sampai sekarang.”

DNH : “Apakah kamu belajar Bahasa Inggris di course?”

MFA : “Saat ini gak mengikuti course, mbak.”

DNH : “Seberapa sering kamu berkomunikasi dalam Bahasa Inggris?”

MFA : “Kalau komunikasi jarang banget, mbak, karena gak ada temennya. Kalo ngobrol sendiri sering.”

DNH : “Apakah kamu mendengarkan musik dalam Bahasa Inggris?”

MFA : “Iya, sering banget hampir tiap hari.”

DNH : “Apakah kamu pernah menonton film berbahasa Inggris dengan subtitle Bahasa Inggris?”

MFA : “Pernah, sekitar... mungkin 5 kali atau lebih kayaknya.”

DNH : “Apakah kamu suka mencatat dalam Bahasa Inggris?”

MFA : “Saat ini lebih suka pake bahasa Indonesia aja mbak.”

Interview Trancript 7

Date : Monday, 19th December 2022

Time : 09.30-09.46

Activity : Interview with Student

Interviewee : Rheeve Angga (RA)

Interviewer : Djuhariyyah Nawang Hamukti (DNH)

Location : UIN Raden Mas Said Surakarta

Interview Transcript of GLS

DNH : “Apakah kamu suka ketika kesalahan grammarmu dikoreksi? Koreksi yang seperti apa yang biasa kamu terima dan siapa yg mengoreksi?”

RA : “Suka, soalnya saya merasa kurang dalam grammar jadi kalo ada yang ngoreksi saya ngerasa seneng. Biasanya yang ngoreksi dari temen, tapi dosen juga lebih sering pas writing waktu bikin teks atau essay.”

DNH : “Kalau di makul grammar?”

RA : “Kalau di grammar iya pasti, sering. Koreksinya misal waktu presentasi bagian kelompokku itu disuruh bikin ppt dan contoh kalimat kalo yang kita buat salah, dikoreksi. Jadi ya pas presentasi itu salah satunya.”

DNH : “Ketika seseorang teman memiliki masalah dalam memahami grammar, apakah kamu membantunya? Seberapa sering? Bagaimana cara kamu membantunya untuk memahami?”

RA : “Kalau aku mampu, pasti aku bantu dengan ngasih tau rumusnya aja penggunaanya kayak gimana.”

DNH : “Apakah kamu tetap mencoba menggunakan atau mengaplikasikan struktur grammar walaupun kamu tidak terlalu yakin itu benar?”

RA : “Iya, masih nyoba. Jadi kemampuanku itu dominan di speaking jadi aku kayak grammar itu misal aku ngerjain ya banyak yang bener tapi aku gak bisa ngejelasinnya. Tetep aku gunain grammarnya karena biar tau salahnya dimana nanti kan biar ada yang koreksi.”

DNH : “Apakah kamu berusaha untuk membuat dirimu tenang dan relaks ketika menghadapi permasalahan grammar? Bagaimana caranya?”

RA : “Ya, pasti, dibikin tenang. Kalo aku biasanya dengerin musik, baca buku, ngegambar. Kalau udah agak tenang ya nyoba belajar lagi.”

DNH : “Apakah kamu menggunakan Google atau mesin pencarian lain untuk melihat bagaimana penggunaan struktur grammar tertentu? Seberapa sering kamu menggunakan Google? Website apa yang menjadi rujukan terpercaya kamu?”

RA : “Jarang, lebih sering nanya langsung ke temen, sih. Hampir gak pernah kalo nyari penggunaan grammar. Google paling buat translate aja. Kalo buku juga jarang nyari, untuk website gak ada rujukan mbak karena kan jarang banget buka.”

DNH : “Apakah kamu memperhatikan rules yang dijelaskan dosen atau buku? Ketika memperhatikan dosen seberapa sering kamu membuat catatan di buku?”

DNH : “Iya, pasti kalo grammar yang dijelaskan dosen karena aku merasa kurang banget di grammar. Kalo di buku jarang karena aku jarang baca buku yang isinya rumus-rumus gitu. Kalo dosen jelasin aku pasti nyatet, jadi sering nyatet.”

DNH : “Apakah kamu menyadari kesalahanmu ketika berlatih grammar dan mencoba membenarkannya sendiri?”

RA : “Iya, kadang beberapa kali waktu ngerjain soal dan sadar bagian ini salah terus coba dibenerin sendiri. Sadarnya karena pas ngecek lagi kadang ada yang penggunaannya kebalik atau gak ada verb, verbnya salah, terus ngecek lagi di catetan udah bener apa belum.”

DNH : “Apakah kamu menggunakan cara tertentu untuk berlatih grammar? Apakah kamu menggunakan berbagai cara? Apa saja?”

RA : “Kalo grammar aku kurang, sih, gak ada strategi khusus lebih sering nanya ke temen yang aku tau oh dia ini bisa grammar. Nyoba belajar sendiri juga, ngapalin rumus rumusnya kayak simple past tense, perfect, future.”

DNH : “Apakah kamu memperhatikan grammar structures dalam speaking dan writing?”

RA : “Kalau di writing aku masih merhatiin walaupun masih salah-salah, tapi kalau speaking enggak. Kalo speaking aku spontan aja soalnya kebiasaan juga, semampunya juga, kalo speaking dan kita harus merhatiin grammar itu yang kita omongin jadi terlalu baku dan jadinya agak awkward.”

DNH : “Apakah kamu suka berlatih grammar dengan siswa lain?”

RA : “Sering, cara belajarnya dengan nanya rumus dan penggunaannya gimana, aku belum berani ngejelasin jadi ndengerin temen yang jelasin aja.”

Interview Transcript of Factors Influencing Students in Choosing GLS

DNH : “Apakah kamu enjoy belajar grammar?”

RA : “Enjoy, sih, soalnya nambah vocabulary, ku juga, terus cara dosen nyampein materi juga yang bikin enjoy belajar, cara penyampaiannya, nada bicaranya, kejelasan materi, tujuan dari penyampaian materi, awalnya begini endingnya disini.”

DNH : “Apakah kamu menemukan hal yang menarik dalam belajar grammar?”

RA : “Mungkin kalo menarik lebih ke sadar ternyata struktur bahasa itu simple cuma it can be difficult if you don’t understand the concept. Kalo tertarik buat mendalami strukturnya lebih dalam saat ini belum tertarik sih.”

DNH : “Bagaimana kamu membuat dirimu nyaman dalam belajar grammar?”

RA : “Mungkin lebih ke, kalo sebelum masuk kelas moodnya dijaga, dengan dengerin musik, baca buku, gambar.”

DNH : “Mengapa kamu tertarik belajar grammar? Faktor apa yang membuat kamu mau memperdalam grammar?”

RA : “Tertarik banget, karena belum bisa, yang penting paham dasarnya dulu, seiring berjalannya waktu nanti biar paham.”

DNH : “Menurutmu, grammar berguna untuk mendapatkan pekerjaan atau tidak?”

RA : “Depends pekerjaanya apa dulu, kalau untuk dosen berguna banget karena dasarnya Bahasa Inggris kan grammar, kalau jobnya karyawan atau waitress mungkin kurang berpengaruh.”

DNH : “Apakah kamu belajar grammar untuk mendapatkan skor baik atau lulus mata kuliah?”

RA : “Lebih ke pengen belajar biar bisa, I don’t really care about my score, kalau lulus mata kuliah iya, karena lagi kuliah, yang penting gak jelek-jelek banget.”

DNH : “Apakah kamu berusaha menggunakan berbagai strategi dalam belajar grammar?”

RA : “Aku pake satu aja sih, nanya ke orang yang bisa grammar. Udah nyoba, dan nanya ke dosen juga strategi lain, udah aku coba pake tapi ternyata gak cocok, contohnya banyak latihan soal, tapi kadang aku coba juga kalo latihan soal karena harus ya, sama baca buku materi, tapi gak cocok sama aku. Cuma aku berusaha nyari yang cocok sekarang.”

DNH : “Apakah kamu menggunakan lebih dari satu strategi?”

RA : “Tidak. Cuma pake satu ya itu tadi nanya ke ke orang yang bisa grammar buat diajarin.”

DNH : “Apakah kamu lebih suka belajar dengan teman atau sendiri?”

RA : “Sama temen, biar ada feedback. Kalau belajar sendiri lebih ke latihan soal aja, sih.”

DNH : “Berapa lama kamu belajar Bahasa Inggris?”

RA : “Dari SD itu udah suka Bahasa Inggris dari kelas 3 SD di sekolah.”

DNH : “Apakah kamu belajar Bahasa Inggris di course?”

RA : “Kalo sekarang gak belajar di course.”

DNH : “Seberapa sering kamu berkomunikasi dalam Bahasa Inggris?”

RA : “Sering, apalagi kalau main game, hampir setiap hari. Terus ngobrol sama temen yang dianya sering ngobrol Bahasa Inggris, dia juga paham Bahasa Inggris, sama waktu di English club.”

DNH : “Apakah kamu mendengarkan musik dalam Bahasa Inggris?”

RA : “Suka, dari kecil, belajarnya dari musik soalnya. Lebih ke vocabnya, liat lirik terus artinya gitu.”

DNH : “Apakah kamu pernah menonton film berbahasa Inggris dengan subtitle Bahasa Inggris?”

RA : “Sering, jarang pake Bahasa Indonesia, dan yang kuperhatiin itu penulisan kata sama aksennya.”

DNH : “Apakah kamu suka mencatat dalam Bahasa Inggris?”

RA : “Hampir setiap materi aku catet pake Bahasa Inggris, misal kalo dosen ngejelasin.”

Interview Trancript 8

Date : Monday, 19th December 2022

Time : 10.00-10.17

Activity : Interview with Student

Interviewee : Lulu Aulia Muttaqin (LAM)

Interviewer : Djuhariyyah Nawang Hamukti (DNH)

Location : UIN Raden Mas Said Surakarta

Interview Transcript of GLS

DNH : “Apakah kamu suka ketika kesalahan grammarmu dikoreksi? Koreksi yang seperti apa yang biasa kamu terima dan siapa yg mengoreksi?”

LAM : “Suka, karena jadi tau salah kita dimana. Paling sering dapet koreksi dari temen, kan kita ngerjain soal bareng mbak latihan gitu nah kita saling ngecek pekerjaan satu sama lain kalo ada salah punya dikoreksi dia, dan punya dia aku koreksi juga, kalo sama-sama salah ya kita cari bareng-bareng benarnya.”

DNH : “Ketika seseorang teman memiliki masalah dalam memahami grammar, apakah kamu membantunya? Seberapa sering? Bagaimana cara kamu membantunya untuk memahami?”

LAM : “Iya, ngebantu, mbak, tapi gak sering, paling kalo ada yang minta aja. Caranya ya bantu ngejelasin materi kalo dia belum paham materi, kayak lihat dari buku acuannya mbak trus ngejelasin ke dia pelan-pelan sebisaku, kalo dia belum paham juga aku jelasin lagi dari awal berusaha sampe dia paham.”

DNH : “Apakah kamu tetap mencoba menggunakan atau mengaplikasikan struktur grammar walaupun kamu tidak terlalu yakin itu benar?”

LAM : “Tetap menggunakan, mbak, pasti, karena kalo aku gapapa kalo nanti salah, yang penting nanti dikoreksi dari dosen, jadi tau salahnya bagian mana, karena namanya juga masih belajar, mbak.”

DNH : “Apakah kamu berusaha untuk membuat dirimu tenang dan relaks ketika menghadapi permasalahan grammar? Bagaimana caranya?”

LAM : “Pasti, mbak, kalo udah ngerasa tegang biasanya ngobrol sama temen, buat berbagi masalah siapa tau ada jalan keluar misal temen bantu nanti jadi tenang. Kalo lagi belajar sendiri ndengerin musik, mbak, atau nonton video di YouTube bentar nyari video yang lucu. Kalo udah ngerasa tenang dan relaks balik belajar lagi.”

DNH : “Apakah kamu menggunakan Google atau mesin pencarian lain untuk melihat bagaimana penggunaan struktur grammar tertentu? Seberapa sering kamu menggunakan Google? Website apa yang menjadi rujukan terpercaya kamu?”

LAM : “Iya, kalo di buku penjelasannya kurang aku pakek Google buat nyari jelasnya gimana. Aku gak terlalu sering make Google buat nyari penggunaan grammar gitu, jarang sih, kalo lagi bener-bener butuh aja. Untuk website gaada sih mbak yang jadi rujukan, kalo bukak Google ya semanya aja, random aja.”

DNH : “Apakah kamu memperhatikan rules yang dijelaskan dosen atau buku? Ketika memperhatikan dosen seberapa sering kamu membuat catatan di buku?”

LAM : “Pasti memperhatikan banget, mbak, karena gak mau kelewatan penjelasan dosen jadi sebisa mungkin aku memperhatikan, kalo di buku kan bisa dibaca nanti-nanti. Kalo dosen ngejelasin aku juga ngeliat bukunya biar lebih paham. Iya mbak pasti bikin catatan, soalnya takut lupa.”

DNH : “Apakah kamu menyadari kesalahanmu ketika berlatih grammar dan mencoba membenarkannya sendiri?”

LAM : “Iya, kadang sadar, pasti langsung dibenerin sendiri, kayaknya ini bukan kayak gini deh penggunaannya, aku cari benarnya dari Google atau catatan, trus kalo salah aku benerin.”

DNH : “Apakah kamu menggunakan cara tertentu untuk berlatih grammar? Apakah kamu menggunakan berbagai cara? Apa saja?”

LAM : “Cara tertentu, gak ada mbak, aku paling ngerjain soal, jadi aku punya buku latihan soal grammar kayak buku TOEFL gitu aku kerjain kalo senggang, sama ngerjain soal yang ada di buku rekomendasi dosen.”

DNH : “Apakah kamu memperhatikan grammar structures dalam speaking dan writing?”

LAM : “Kalo speaking yang penting bisa ngomong aja mbak, gak mikirin grammar yang bener gimana yang penting percaya diri, kalo writing pasti aku usahain perhatiin banget soalnya di writing penting banget kan.”

DNH : “Apakah kamu suka berlatih grammar dengan siswa lain?”

LAM : “Suka banget, mbak, karena ada temen, jadi gak ngerasa sendiri, kalo nemuin kesulitan ngerjain soal gak ngerasa keberatan karena ada temen sharing, ada yang bantuin.”

Interview Transcript of Factors Influencing Students in Choosing GLS

DNH : “Apakah kamu enjoy belajar grammar?”

LAM : “Enjoy, karena dosennya ngejelasin enak, trus banyak temen yang mau membantu.”

DNH : “Apakah kamu menemukan hal yang menarik dalam belajar grammar?”

LAM : “Hal yang menarik ya mungkin banyak aturannya jadi pengen tahu dan pengen bisa.”

DNH : “Bagaimana kamu membuat dirimu nyaman dalam belajar grammar?”

LAM : “Nyari suasana belajar yang enak, mbak, kalo bisa di dalam ruangan karena di luar panas. Kalo di kos sambil dengerin lagu, tapi kalo lagi di luar kelas ya nyari temen buat belajar bareng.”

DNH : “Mengapa kamu tertarik belajar grammar? Faktor apa yang membuat kamu mau memperdalam grammar?”

LAM : “Ya karena itu tadi keinginan untuk bisa dan paham, soalnya kalo paham kan jadi mudah belajar yang lain kayak writing contohnya.”

DNH : “Menurutmu, grammar berguna untuk mendapatkan pekerjaan atau tidak?”

LAM : “Berguna mbak, karena kan nanti bakal jadi dosen jadi pasti digunakan banget, kalo pekerjaan yang lain mungkin berguna tapi bukan jadi pertimbangan banget.”

DNH : “Apakah kamu belajar grammar untuk mendapatkan skor baik atau lulus mata kuliah?”

LAM : “Iya jelas, mbak, kalo itu, karena kan kuliah dan grammar makul wajib jadi aku usahain dapet skor yang memuaskan.”

DNH : “Apakah kamu berusaha menggunakan berbagai strategi dalam belajar grammar?”

LAM : “Berusaha, sekarang lagi berusaha buat nyari nyari strategi yang mudah tapi seru buat belajar grammar karena menurutku cara yang aku pake masih biasa, belum bervariasi.”

DNH : “Apakah kamu menggunakan lebih dari satu strategi?”

LAM : “Belum, mbak, baru cuma latihan soal aja.”

DNH : “Apakah kamu lebih suka belajar dengan teman atau sendiri?”

LAM : “Lebih suka sama temen, karena gak gampang bosan, bisa diskusi.”

DNH : “Berapa lama kamu belajar Bahasa Inggris?”

LAM : “Kalo berapa lama mungkin dimulai dari kelas TK ya mbak, kayak mulai belajar yang dasar, alfabet, fruits, colours, berarti dari TK sampe sekarang.”

DNH : “Apakah kamu belajar Bahasa Inggris di course?”

LAM : “Untuk saat ini mengandalkan belajar di kampus aja, mbak.”

DNH : “Seberapa sering kamu berkomunikasi dalam Bahasa Inggris?”

LAM : “Jarang banget, mbak, paling cuma pas presentasi aja, kalo di luar itu hampir gak pernah.”

DNH : “Apakah kamu mendengarkan musik dalam Bahasa Inggris?”

LAM : “Setiap hari, mbak, karena bisa bikin relaks, sambil liat liriknya kadang.”

DNH : “Apakah kamu pernah menonton film berbahasa Inggris dengan subtitle Bahasa Inggris?”

LAM : “Pernah, mbak, tapi sekali atau dua kali aja.”

DNH : “Apakah kamu suka mencatat dalam Bahasa Inggris?”

LAM : “Terkadang, lebih sukanya pake Bahasa Indonesia biar cepet.”

Interview Transcript 9

Date : Monday, 19th December 2022

Time : 12.32-12.48

Activity : Interview with Student

Interviewee : Fatimah Az-zahra (FA)

Interviewer : Djuhariyyah Nawang Hamukti (DNH)

Location : UIN Raden Mas Said Surakarta

Interview Transcript of GLS

DNH : “Apakah kamu suka ketika kesalahan grammarmu dikoreksi? Koreksi yang seperti apa yang biasa kamu terima dan siapa yg mengoreksi?”

FA : “Suka, asal ya itu yang bener, kayak dosen. Lebih sering dari dosen, nah itu kayak ada tugas writing nah kalo writing kan juga pake grammar kan mbak itu dari tugas biasanya, jadi tugas di koreksi dosen.”

DNH : “Ketika seseorang teman memiliki masalah dalam memahami grammar, apakah kamu membantunya? Seberapa sering? Bagaimana cara kamu membantunya untuk memahami?”

FA : “Suka kalo aku bisa, mbak, soalnya aku bingung juga. Kalo aku bisa aku jelasin, aku bantu, kalo sama-sama gak paham sharing dari buku-buku gitu.”

DNH : “Apakah kamu tetap mencoba menggunakan atau mengaplikasikan struktur grammar walaupun kamu tidak terlalu yakin itu benar?”

FA : “Ya, apalagi kalo writing, kalo speaking gak terlalu. Aku tetep pake soalnya yang penting kalimatnya nyambung trus ya percaya diri aja berusaha yakin kalo salah dibenerin dikoreksi, gitu.”

DNH : “Apakah kamu berusaha untuk membuat dirimu tenang dan relaks ketika menghadapi permasalahan grammar? Bagaimana caranya?”

FA : “Iya, aku santai aja orangnya. Kalau misal waktu presentasi aku memahami dulu, kalo ujian belajar sepahamku, dan memotivasi diri, sharing sama temen kalo ada masalah.”

DNH : “Apakah kamu menggunakan Google atau mesin pencarian lain untuk melihat bagaimana penggunaan struktur grammar tertentu? Seberapa sering kamu menggunakan Google? Website apa yang menjadi rujukan terpercaya kamu?”

FA : “Grammar sih, ada kayak aplikasi, Grammarly, kalo Google translate aku gak yakin. Kalo website tertentu gak ada sih mbak, kalo pengen tau penggunaannya ya dari website yang paling populer muncul di Google. Tapi aku lebih sering pakeknya Grammarly.”

DNH : “Apakah kamu memperhatikan rules yang dijelaskan dosen atau buku? Ketika memperhatikan dosen seberapa sering kamu membuat catatan di buku?”

FA : “Iya, selalu mbak, kalo di buku. Kalo dosen menjelaskan, kalo aku paham aku catet, tapi kalo gak paham gak aku catet, soalnya ya udah ngerasa sulit, paling nanti setelahnya tanya temen.”

DNH : “Apakah kamu menyadari kesalahanmu ketika berlatih grammar dan mencoba membenarkannya sendiri?”

FA : “Sadar, mbak, karena sadar dan tahu jadi nyoba benerin sendiri dulu, sebenarnya jarang sih mbak kalo ngoreksi sendiri, seringnya minta koreksi dari dosen atau dari temen.”

DNH : “Apakah kamu menggunakan cara tertentu untuk berlatih grammar? Apakah kamu menggunakan berbagai cara? Apa saja?”

FA : “Paling bikin kata-kata trus disambung-sambungin dibikin kalimat gitu, bukan paragraf atau tulisan tapi kalimat sesuai struktur yg diusahakan sesuai sama aturannya itu. Itu sih, mbak, kalo latihan soal jarang.”

DNH : “Apakah kamu memperhatikan grammar structures dalam speaking dan writing?”

FA : “Kalo speaking gak terlalu, setaunya sebisa ngomong aja, kalo writing pasti karena grammar yang bener itu harus.”

DNH : “Apakah kamu suka berlatih grammar dengan siswa lain?”

FA : “Suka sama temen-temen, latihannya sama temen kayak ngerjain trus saling ngebenerin. Paling sama satu atau dua orang aja gak banyak.”

Interview Transcript of Factors Influencing Students in Choosing GLS

DNH : “Apakah kamu enjoy belajar grammar?”

FA : “Enjoy mbak, karena dosen ngajarnya enak.”

DNH : “Apakah kamu menemukan hal yang menarik dalam belajar grammar?”

FA : “Belum menemukan, sih, mbak.”

DNH : “Bagaimana kamu membuat dirimu nyaman dalam belajar grammar?”

FA : “Sebisa mungkin aku gak laper, mbak, karena kalo dalam keadaan laper aku gak bisa konsentrasi.”

DNH : “Mengapa kamu tertarik belajar grammar? Faktor apa yang membuat kamu mau memperdalam grammar?”

FA : “Karena grammar dibutuhkan saat writing, trus juga dengan grammar bisa ngebantu bisa skill-skill lain kayak writing, reading, speaking, sama listening juga.”

DNH : “Menurutmu, grammar berguna untuk mendapatkan pekerjaan atau tidak?”

FA : “Tergantung pekerjaannya sih mbak, kalau mau jadi dosen Bahasa Inggris ya berguna banget, kalo yang lainnya ya mungkin enggak, mbak.”

DNH : “Apakah kamu belajar grammar untuk mendapatkan skor baik atau lulus mata kuliah?”

FA : “Iya, alasannya karena itu tapi aku juga pengen belajar, pengen bisa, karena aku gak terlalu memikirkan skor jadi yang penting aku berproses aja.”

DNH : “Apakah kamu berusaha menggunakan berbagai strategi dalam belajar grammar?”

FA : “Strateginya cuma latihan itu tadi mbak buat kalimat atau kadang latihan soal, yang penting latihan.”

DNH : “Apakah kamu menggunakan lebih dari satu strategi?”

FA : “Gak mbak, cuma itu tadi aja.”

DNH : “Apakah kamu lebih suka belajar dengan teman atau sendiri?”

FA : “Sama temen mbak, soalnya bisa sharing.”

DNH : “Berapa lama kamu belajar Bahasa Inggris?”

FA : “Dari SD, mbak, SD kelas 1.”

DNH : “Apakah kamu belajar Bahasa Inggris di course?”

FA : “Kalo sekarang engga mbak, cuma di kampus.”

DNH : “Seberapa sering kamu berkomunikasi dalam Bahasa Inggris?”

FA : “Di luar kelas gak pernah, untuk sehari-hari sama temen. Kalo di kelas ya kadang aja, mbak.”

DNH : “Apakah kamu mendengarkan musik dalam Bahasa Inggris dan memperhatikan grammarnya?”

FA : “Suka, tapi grammarnya gak karena kan di lagu grammarnya gak menurut aturannya jadi ya mungkin buat nambah vocab aja.”

DNH : “Apakah kamu pernah menonton film berbahasa Inggris dengan subtitle Bahasa Inggris?”

FA : “Jarang, sih, mbak, tapi pernah beberapa kali.”

DNH : “Apakah kamu suka mencatat dalam Bahasa Inggris?”

FA : “Dua bahasa mbak, bilingual jadi Bahasa Inggris dan Bahasa Indonesia karena lebih paham kalo nyatetnya bilingual.”

Interview Transcript 10

Date : Monday , 19th December 2022

Time : 13.07-13.23

Activity : Interview with Student

Interviewee : Dimas Herlan Bachtiar (DHB)

Interviewer : Djuhariyyah Nawang Hamukti (DNH)

Location : UIN Raden Mas Said Surakarta

Interview Transcript of GLS

DNH : “Apakah kamu suka ketika kesalahan grammarmu dikoreksi? Koreksi yang seperti apa yang biasa kamu terima dan siapa yg mengoreksi?”

DHB : “Suka, kak. Yang ngoreksi saya biasanya temen sekelas sih, kak, biasanya suka bantu ngoreksi juga. Kalo dosen juga suka, jadi misal ngerjain soal terus dilihat dosen, dosen bilang mas ini masih salah grammarnya terus dikasih tau benarnya gimana.”

DNH : “Ketika seseorang teman memiliki masalah dalam memahami grammar, apakah kamu membantunya? Seberapa sering? Bagaimana cara kamu membantunya untuk memahami?”

DHB : “Suka, kak, soalnya berbagi ilmu juga. Membantunya dengan merekomendasikan buku grammar, kan di Google ada banyak itu buku grammar,

kayak gitu, kak. Kalo saya ngejelasin pas dia minta bantuan aja, kalo gak minta, saya gak ngejelasin.”

DNH : “Apakah kamu tetap mencoba menggunakan atau mengaplikasikan struktur grammar walaupun kamu tidak terlalu yakin itu benar?”

DHB : “Saya tetap pake, karena yang penting udah sesuai dengan struktur grammar yang pelajari selama ini jadi saya tetep pake dan saya berusaha yakin itu benar karena sudah belajar. Kalau salah gapapa dikasih koreksi.

DNH : “Apakah kamu berusaha untuk membuat dirimu tenang dan relaks ketika menghadapi permasalahan grammar? Bagaimana caranya?”

DHB : “Bagaimanapun saya belajar saya usahakan relaks karena saya berpikir kalo gak relaks nanti malah buyar jadi ga bisa nerima ilmu. Caranya biar relaks saya olahraga dulu sambil mengingat-ingat materinya. Kalo waktu ujian ya berusaha relaks dengan berdoa kak, dan yakin bisa.”

DNH : “Apakah kamu menggunakan Google atau mesin pencarian lain untuk melihat bagaimana penggunaan struktur grammar tertentu? Seberapa sering kamu menggunakan Google? Website apa yang menjadi rujukan terpercaya kamu?”

DHB : “Kalo untuk itu ada struktur grammar atau materi yang belum saya tau ya saya cari. Pake Google sering sih, kalo websitenya belum nemu yang cocok jadi rujukan paling kalo nyari tentang grammar websitenya random sesuai yang muncul paling atas.”

DNH : “Apakah kamu memperhatikan rules yang dijelaskan dosen atau buku? Ketika memperhatikan dosen seberapa sering kamu membuat catatan di buku?”

DHB : “Iya, pasti. Saya kalau membuat catatan di buku jarang, kak, tapi kalau di laptop atau hape lebih sering. Karena dosen kan kadang ngomongnya cepet kadang santai gitu lebih cepet nyatetnya di hape.”

DNH : “Apakah kamu menyadari kesalahanmu ketika berlatih grammar dan mencoba membenarkannya sendiri?”

DHB : “Iya kak, sekali dua kali pasti sadar kalo salah dan ngebenerinnya ngecek di Google, kalo cek di catatan jarang, sih, kak.”

DNH : “Apakah kamu menggunakan cara tertentu untuk berlatih grammar? Apakah kamu menggunakan berbagai cara? Apa saja?”

DHB : “Kalau saya, sih, sering-sering nonton film sama main game, tapi yang lebih membantu saya itu lebih ke game sih, kan ada kata-kata yang baru kalimat-kalimat baru.”

DNH : “Selain game, ada cara lain gak?”

DHB : “Kalau baca catatan iya juga, atau buku tapi kadang bikin ngantuk dan bosan, kan, kak. Jadi saya gak terlalu belajar dengan catatan atau buku harus ada selingannya ya dari game itu tadi.”

DNH : “Apakah kamu memperhatikan grammar structures dalam speaking dan writing?”

DHB : “Suka, kalau speaking iya saya perhatikan juga karena orang yang jago bahasa inggris dilihat dari speakingnya. Kalau menurut saya writing gak terlalu penting mbak, yang penting lancar ngomongnya.”

DNH : “Apakah kamu suka berlatih grammar denga siswa lain?”

DHB : “Untuk saat ini belum sih, kak, lebih suka belajar sendiri aja, karena ngerasa lebih fokus kalo sendiri.”

Interview Transcript of Factors Influencing Students in Choosing GLS

DNH : “Apakah kamu enjoy belajar grammar?”

DHB : “Enjoy, karena grammar itu akarnya Bahasa Inggris ya, kalo kita gak tau grammar nanti kita kalo ngomongnya juga gak lancar.”

DNH : “Apakah kamu menemukan hal yang menarik dalam belajar grammar?”

DHB : “Kalau di Bahasa Inggris belum menemukan, sih, mbak.”

DNH : “Bagaimana kamu membuat dirimu nyaman dalam belajar grammar?”

DHB : “Kalo saya sendiri biar nyaman belajar, sebelumnya minum kopi dulu, sih, biar gak ngantuk soalnya membantu banget.”

DNH : “Mengapa kamu tertarik belajar grammar? Faktor apa yang membuat kamu mau memperdalam grammar?”

DHB : “Tertarik karena itu ilmu yang paling penting kalo ingin belajar Bahasa Inggris, mbak, jadi kalo pengen jago Bahasa Inggris dimulai dari belajar grammarnya dulu. Itu yang bikin saya pengen belajar, sih, mbak.”

DNH : “Menurutmu, grammar berguna untuk mendapatkan pekerjaan atau tidak?”

DHB : “Sangat berguna, contohnya, masuk ke kedinasan, trus kalo di bisnis, perusahaan bisa berguna banget, kan ada yang masuk perusahaan itu test Bahasa Inggris tertulis gitu jadi ya berguna. Kalau kita pintar berbahasa cenderung mudah dapet pekerjaannya.”

DNH : “Apakah kamu belajar grammar untuk mendapatkan skor baik atau lulus mata kuliah?”

DHB : “Iya, mbak, tapi ya gak terlalu mikir dan enjoy aja belajar, gak mikir skor maksudnya.. yang penting dapet nilai batas minimal lebih dikit.”

DNH : “Apakah kamu berusaha menggunakan berbagai strategi dalam belajar grammar?”

DHB : “Untuk saat ini udah nyaman pake strategi yang sekarang, sih, jadi belum menggunakan strategi lain kayak baca buku, menonton film, itu membantu banget sih, mbak.”

DNH : “Menurut kamu, cara belajar yang kamu gunakan ini sudah efektif belum?”

DHB : “Kalo menurut saya, belum, sih kak, masih monoton, tapi pengen cari strategi belajar yang lebih mudah dan simple buat belajar grammar itu pasti saya akan cari.”

DNH : “Apakah kamu menggunakan lebih dari satu strategi?”

DHB : “Tidak, mbak.”

DNH : “Apakah kamu lebih suka belajar dengan teman atau sendiri?”

DHB : “Saya lebih suka belajar sendiri karena gak ada gangguan dan lebih fokus.”

DNH : “Berapa lama kamu belajar Bahasa Inggris?”

DHB : “Sejak SD kelas 4, mbak.”

DNH : “Apakah kamu belajar Bahasa Inggris di course?”

DHB : “Untuk sekarang, cuma di kampus gak ngikut course.”

DNH : “Seberapa sering kamu berkomunikasi dalam Bahasa Inggris?”

DHB : “Kalo sama temen, kita biasanya kan ada yang beranggapan kenapa, kok, pake Bahasa Inggris nah itu saya berhenti mbak, tapi tetep saya coba ngobrol pake Bahasa Inggris, kan sama-sama pendidikan Bahasa Inggris jadi sama sama melatih diri. Di game, juga ada ngomong, kak, dengan sesama pemain ada yang dari luar kayak Inggris, Amerika, jadi ngobrolnya pake Bahasa Inggris juga.”

DNH : “Apakah kamu mendengarkan musik dalam Bahasa Inggris?”

DHB : “Pasti, kak, hampir setiap hari, sambil memperhatikan grammarnya dan diinget inget aja.”

DNH : “Apakah kamu pernah menonton film berBahasa Inggris dengan subtitle Bahasa Inggris?”

DHB : “Pernah, satu kali atau dua kali aja, mbak.”

DNH : “Apakah kamu suka mencatat dalam Bahasa Inggris?”

DHB : “Pake dua bahasa mbak, Inggris dan Indonesia, tapi saya lebih sering pake Bahasa Inggris.”

APPENDIX 6

Appendix 6. Photo Documentation

1. Giving intructions how to fill the questionnaire



2. Interview with Students

