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THE STRATEGIES USED BY ENGLISH LANGUAGE LEARNERS TO LEARN GRAMMAR

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Abstrak

This study sought to identify the various types of learning techniques used by Muhammadiyah Sidenreng Rappang University students enrolled in the English education study program. Seventy-five first-semester students who were enrolled in a basic English grammar course served as the study's subjects. Data collection and analysis were conducted using descriptive quantitative. The study's findings indicated that metacognition (20, 93%), cognitive (18, 49%), social (17, 83%), affective (16, 48%), memory (15, 97%), and compensatory (10, 25%) were the learning strategies that students used the least when studying grammar. Additionally, the ability to focus on a specific grammar pattern, attempt to grasp it, and make connections to previously learned material is another reason why students frequently employ metacognitive strategies when studying grammar. As a result, it is recommended that teachers should be aware of the various learning strategies and then assist the students as they study in order to improve learning outcomes.

Keywords: *Grammar, Learning Strategy, English Foreign Language,*

INTRODUCTION

English is widely used in many aspects of daily life, including business, trade, communication, and even education. As a result, the Indonesian Minister of Grammar is based on linguistic structure and contributes to the creation of sentences. In the process of teaching English, it's important to be able to use the right sentence structure as one of the fundamental writing skills. As a result, it is essential that grammar instruction be conducted using the simplest lesson possible. Studies on grammar should be prioritized with the intention of helping professors identify the different kinds of grammar learning strategies that students typically use to comprehend courses during the teaching and learning process and to which both professors and students typically pay little attention. This study is anticipated to have some positive repercussions for both instructors and students. Learning methods are of interest to academics since they have recently emerged as a significant problem in the teaching of English as a second language (McDonough, 2017; Syukur & Setiyana, 2021). Numerous research have been conducted to investigate the approach used by English learners in different countries. The language learning strategy is a vital cognitive process where students have the right to control their own learning. Cohen and Henry (2017) and Fitria (2000). Learning techniques help students become more autonomous learners by allowing them to take up the L2 learning on their own. According to (Cohen & Henry, 2019), learning styles and learning techniques have a positive effect on students' ability to learn as well as teachers' ability to modify their lesson

plans and increase student competency. In recent years, the focus of research on language learning strategies has shifted to focus on certain abilities like grammar (Bruen, 2020; Huang et al., 2022; Mulugeta & Beyour, 2019).

The current study is concerned with grammar learning techniques and how to use them. Using a language learning plan is a tool for achieving the goal. Students that want to achieve their learning objectives more effectively use learning techniques. The need for a learning approach must be recognized by students who desire to grasp English. The researcher did research on learning grammar in order to gain more information on learning techniques. The lecturer should help the students comprehend grammatical rules and the structure of grammar patterns so that they can select the tactics that are most effective for them and understand the specific approach. Grammar and language are interconnected because grammar helps us understand the types of words used, the word groups that make up sentences, and how sentences are put together. Speaking with some of the students in the Basic English Grammar course revealed that they struggle with studying grammar and are not aware of the crucial role that efficient learning techniques play in language acquisition. In order to establish and adopt their own grammar-learning strategies, many pupils need assistance. The students should be aware of their approaches and be able to evaluate and enhance their effectiveness. Each learner is free to select their own mode of learning. To be deemed successful learners and to understand grammar, students need a strategy.

Which types of learning strategies students used when studying grammar in a similar environment, from the most prevalent to the least, was the research question put forth in this study. Finding out the methods usually utilized by students who took Basic English Grammar classes as part of the English Language study program at Muhammadiyah Sidenreng Rappang University is the research goal that directs the data collection and evaluation. The strategies for learning grammar have been examined by a number of scholars, including Bayou (2015), Kunasaraphan (2015), Zekrati (2017), Zhou (2017), and Pawlak (2020). As was already said, these research locations weren't in Indonesia. This study was conducted in Indonesia, primarily at a private institution, with the aim of identifying the typical methods that students used to acquire grammar. Grammar is a framework that specifies the target language's structures and its communication function, according to Pawlak (2020). Without grammar, language would be meaningless because it is utilized to create words and build sentences according to its rules, according to (Djurayeva et al., 2020). Furthermore, grammar is important in all languages, not only English, according to (Larsen-Freeman & DeCarrico, 2019). Another study by Harmer (2001; quoted in Juniar & Carissa, 2020) claimed that word formations and how they are employed to create sentences are what grammar is all about. He highlighted that grammar is about the organization of simple sentences and the ability of various word selections to preserve the same structure. However, grammar is more than merely adhering to rules. Grammar instruction's main objective is

to improve linguistic and communicative alignment.

Alhaysony (2017) asserts that learning approaches are essential for L2 students to comprehend the process of language acquisition as well as the skills involved. People learn through taking EFL or ESL classes. There are direct and indirect language acquisition mechanisms, according to Oxford (1990; referenced in Wael et al., 2018). Direct techniques covered learning new information or producing the target language. There are three categories for direct strategies. The first is using memory techniques. These methods enable pupils to learn and retain grammatical rules using a variety of memory mechanisms. Then there are cognitive approaches, which let students heavily use grammar rules to alter grammatical rules. Learners can practice grammatical concepts in a variety of ways, including by consistently repeating or writing them, hearing to them again, rehearsing them, and emulating native speakers. The last one is compensatory strategies, which entail employing language for production or comprehension when there isn't much information accessible. This technique requires prior knowledge from the learners since it delivers language signals linked to grammatical understanding.

According to Cahyono & Widiati (2015), indirect approaches also increase the effectiveness of direct strategies by enabling them. They can be divided into three categories. The first is metacognitive methods, which provide pupils the ability to evaluate their own grammar-learning habits and create their own study schedules. Metacognitive methods assist students in focusing on specific grammar assignments in order to

examine concepts and connect them to earlier knowledge. The second method is an affective one that helps students gain control over and alter their own emotions, attitudes, and values, which affects how successfully they learn a language. Good language learners are aware of how to control their attitudes and emotions while learning grammar. Social approaches make up the final category and give students the ability to practice speaking with other language learners. Learners can acquire the correct grammatical standards by asking questions of or seeking clarification from native speakers. Many times, when people hear the word "grammar," they think negatively. Grammar is a set of rules that are used to create words and build sentences. 2019; Larsen-Freeman & DeCarrico. In a study by Kemp (2007), 144 participants—each of whom understood two to twelve languages—were asked to respond to a questionnaire about grammar learning strategies. The findings showed a relationship between a participant's language proficiency and the quantity of questions they correctly answered, as well as between their language proficiency and the average ratings given to the 40 tactics and the proportion of people who offered new solutions.

The relationship between mastery of the English language and the use of grammar learning approaches, according to Pawlak (2020). The BA in English program had 142 participants; 67 were enrolled in the first year, 38 in the second, and 37 in the third. The study's findings suggested that there was no conclusive evidence linking the use of grammar learning tools with achievement. Additionally, he found that although students who did better in the grammar course did employ these

techniques more frequently, there were no statistically significant differences in the Grammar Learning Strategies reported by upper-level and lower-level students. Students in grade 11 at Medhanealem Preparatory School used grammar learning strategies that concentrated on the differences between the sexes, according to Bayou (2015; as referenced in Alsied et al., 2018). The sample population for the study included 277 students. His study found that students preferred Compensation Strategies as a category of technique over Affective Strategies. He asserted that male and female pupils prefer distinct ways to acquire grammar. He also learned that there was no statistically significant difference between males and females in the usage of the six taxonomies of grammar learning approaches and the overall grammar learning strategies, according to the results of the independent samples t-test. In order to ascertain how frequently first-year International College, Suan Sumandha Rajabhat University students use direct and indirect tactics given their English competence, Kunasaraphan (2015) conducted a study. The results show that students who were more proficient in English used language learning strategies more frequently, correctly, and effectively than did students who were less proficient in English. Great achievers use strategies that are cognitive, social, and metacognitive. Zekrati (2017) examined the relationship between the language proficiency of 230 high school EFL students' grammar learning approaches. The results showed that the cognitive technique is the most widely used tactic. Similar to (Zekrati, 2017), (Zhou, 2017) interviewed 176 high school students in China about their methods for learning

grammar through questionnaire surveys and interviews. The findings showed that cognitive technique is the most widely used one.

The following research question is posed since it is crucial to comprehend students' grammar learning techniques: What sorts of grammar learning strategies are used by Muhammadiyah Sidenreng Rappang University students enrolled in the English education study program in the second semester?

METHODS

In line with the objective of this study, which is to determine the many grammatical techniques employed by students enrolled in a study program for English education during their first semester. As mentioned by Cohen et al., this study uses both quantitative and qualitative data. (Cohen & Macaro, 2009) claim that due to the peculiarities of the data, the nature of the data, kind, and technique of analysis in case studies is often qualitative at one point and typically quantitative at the other. The author chose to employ the survey study approach based on the study's goals and problems. A survey study is methodically compiling sufficient data about a certain individual, social context, or event to enable the researcher to grasp the research's methodology and findings. The aim of this study was to pinpoint several grammatical learning techniques. The subjects in this study were 75 students from Muhammadiyah Sidenreng Rappang University in Nusa Tenggara Barat, Indonesia, who attended a basic English grammar course in the first semester from Muhammadiyah Sidenreng Rappang University's English study program, 37 students were taken from 1a class and 38 were from 1b class. Instruments. The

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study's instrument for gathering data was a questionnaire from Oxford that had been revised by Kemp (2007) and Bayou (2015). To find out the participants' preferred grammatical styles, a reliable instrument was the Oxford (1990) original questionnaire. This inventory was chosen because correlational and factor analyses had demonstrated its excellent reliability and validity as a tool for identifying different grammatical methods. The writer piloted the questionnaire with 75 students before it was given to the participants. This piloting was done to determine whether the participants had any trouble completing the form. The questionnaire was given to the participants after their classes completed following the piloting. Prior to the grammar lesson, the writer scheduled a meeting with the students to discuss the upcoming grammar approach research. Metacognitive, cognitive, social, affective, memory, and compensation were all discussed by the researcher. To make the questions easier for the participants to grasp, they were translated into Indonesian. The participants were instructed to examine the method that they employ most frequently. In order to avoid confusion when filling out the questionnaire, participants.

Analysis of Data

There were 32 questions on the questionnaire, and there were five possible answers: 1 for severely disagree, 2 for disagree, 3 for neither agree nor disagree, 4 for agree, and 5 for agree (very agree). Cognitive, metacognitive, social, affective, compensatory, and memory strategies are the six categories into which the things are broken down. The author used the following procedures to analyze the data:

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1. The first step was to read up on Grammar Learning Strategies.
2. Kemp (2007) and Bayou (2015) employed the tool, a modified version of the Oxford (1990) questionnaire, to assess grammar learning processes.
3. examined to make sure the meaning of each question on the survey could be deciphered.
4. Distributed the questionnaire form among the 75 participants in the Basic English Grammar Class of the English Education study program. There are 32 total items on the questionnaire. The researcher spent almost an hour assisting the students in completing the surveys to avoid biases.
5. putting the query or answer into groups according to cognitive, metacognitive, social, emotive, compensatory, and memory categories. Items 1, 2, 3, 4, and 5 are examples of cognitive strategies. Items 7, 8, 9, 10, and 11 are examples of metacognitive strategies. Items 13, 14, 15, 16, and 17 are examples of social strategies. Items 19, 20, 21, and 22 are examples of affective strategies. Items 25 are examples of compensation strategies. Items 28, 29, and 32 are examples of memory strategies.
6. The questionnaire, which had 32 statements and was based on Oxford (1990) but revised by Kemp (2007) and Bayou (2015), was examined to ascertain the most common grammar technique employed by the students. The first step in analyzing the students' responses is to multiply each counting result by each point on the questionnaire. The survey had 32 replies, with a five-point Likert scale ranging from 1 (never), 2 (rarely), 3 (occasionally), 4 (often), and 5 (always). The result was multiplied by the Likert-point scale, and the sum was used to

calculate the percentage. The majority was chosen as the main strategy for grammatical instruction.

7. drawing judgments following data analysis of the information gathered. By reviewing the questionnaire, the author ascertains the typical grammar techniques employed by the participants.

RESULT OF THE RESEARCH AND DISCUSSION

This section attempts to address the research question of what strategies are commonly used by grammar learners in analogous circumstances. The author calculates the overall result as well as the percentage of each type using responses to 32 statements about students' use of grammar learning strategies based on Kemp (2007) and Bayou (2015) questionnaires, which are divided into six parts: cognitive, metacognitive, social, affective, compensation, and memory. The data from the questionnaire were categorized into Cognitive strategy, Metacognitive strategy, Social strategy, Affective strategy, Compensation strategy, and Memory strategy based on the items of the questionnaire in order to answer the research question of the type of grammar strategies most respondents preferred most. Thinking was shown by items 1, 2, 3, 4, 5, and 6 (6 items), and metacognitive was shown by things Social was represented by items 13, 14, 15, 16, 17, 18 (6 items), and numbers 7, 8, 9, 10, and 12 (6 items). items). Items 19, 20, 21, 22, 23, and 24 (6 items) all reported that they were affective. Items 25, 26, and 27 (3 items each) indicated compensation, while items 28, 29, 30, and 32 (5 items total) indicated recollection.

Table 1
Total Percentage of Each Grammar
Strategy

No	Grammar strategy	Total score of each category	Percentage of each category
1	Metacognitive	1646	20.93%
2	Cognitive	1451	18.49%
3	Social	1402	17.83%
4	Affective	1296	16.48%
5	Memory	1256	15.97%
6	Compensation	896	10.25%
Total		7863	100%

The data results are displayed according to each class and the total result. Based on data gathered via questionnaire to 75 students, it is evident that metacognitive strategy has the highest percentage (20.93%), cognitive strategy is in second place (18.49%), social strategy is in third place (17.83%), followed by memory strategy (15.97%), and compensation strategy has the lowest percentage (10.26%).

Result of Each Category of the Questionnaire.

The table below displays the overall score and percentage result for the metacognitive category based on the information gathered from the participants.

Table 2
Total Score and Percentage of Metacognitive Strategy

No	Total score of Each Item	Percentage of Each Item
META1	324	19.68%
META2	303	18.40%
META3	194	11.78%
META4	226	13.73%
META5	305	18.52%
META6	294	17.86%

The metacognitive approach that students may take when learning grammar is described in the graph above. The first statement (META1), "understanding the rules explained by the teacher or reference materials," has the highest average. 19 or 68%.

The second is META 5, which has a rate of 18.52% and focuses on learning strategies for improving grammar

er, META2, which is familiar grammar rules that to or reading text, with 18.40. META 6 comes next, which is looking for English-speaking contacts to converse with in order to increase grammatical skills with 10.25%. The fifth comes next, which is looking for my grammatical errors and comparing them to the proper version. with 13 or 73%. Then, with 11.78% of students examining the grammar material prior to class, META3 has the lowest average. This leads to the conclusion that the respondents generally pay attention to the guidelines that their teachers or dictionaries present.

Table 3
Total Score and Percentage of Cognitive Strategy

No	Total score of Each Item
COG 1	197
COG 2	164
COG 3	214
COG 4	253
COG 5	329
COG 6	297

One form of learning method that students employ to study more effectively is cognitive strategy. Repetition, structuring language, summarizing meaning, inferring meaning from context, and employing imagery to help with memorizing are a few of these strategies. All of these techniques purposefully manipulate language to enhance learning. The cognitive technique that students might employ when learning grammar is described in the graph above.

The statement number 5 (COG5), "Read various books and watch TV shows and/or movies in English to learn how to use correct grammar" (examples: magazines, newspapers, fictions, etc.), has the highest average with 22.62%. The second is COG6, which asks for 20.46% of participants to complete grammar

exercises at home. Following the third is COG4, which is underlining, using various colors, or capitalizing the key phrases in grammatical explanations. with 3.66. The fourth comes after that, and then COG2, which assigns a 3.65 to its classification of the language structure into groups of related objects. Then comes COG3, which scores 3.57 when comparing the structure of English grammar to that of the original tongue. The COG6 group, which completes grammar practice at home, has the lowest average (3.22). It can be inferred from the aforementioned statements that students frequently link a new grammar structure to a previously taught one.

Table 4
Total Score and Percentage of Social Strategy

No	Total score of each item	Percentage of each item
SOC 1	189	13.48 %
SOC 2	185	13.19 %
SOC 3	214	15.26 %
SOC 4	240	17.11 %
SOC 5	288	20.39 %
SOC 6	286	20.39 %

The social technique that students may employ as they study grammar is depicted in the graph above. The statement number 5 (SOC5), which reads, "I ask proficient English speakers to fix my grammar when I communicate," has the highest average. twenty, 54 percent. The second is from SOC6, and it is to motivate myself to speak English even when I'm worried about using the right grammar. 20.39% of the total. The third is SOC4, where I pay attention to any criticism my teacher may have about the organization I utilize. a 17.1% percentage. SOC3, which is studying grammar with a friend or relative, comes after the fourth. with 15%

and 26%. Then comes SOC1, where I ask my teacher to repeat a new structure's explanation if I don't understand. 13 with 48%. Finally, SOC2 has the lowest average, with the statement If I do not comprehend my teacher's description of a new structure, I ask a friend to explain it to me. with 13% of the total. This indicates that when a student finds the teacher's explanation unclear, they typically contact someone else for clarification.

Table 5
Total Score and Percentage of Affective Strategy

No	Total score of each item	Percentage of each item
AFF1	275	19.64 %
AFF2	292	20.89 %
AFF3	229	16.39 %
AFF4	136	9.78 %
AFF5	188	13.56 %
AFF6	176	12.64 %

The cognitive method that students may employ when studying grammar is depicted in the above chart. The statement with the highest average, number 2 (AFF2), tells me to go above my fear of making mistakes and employ the rules I've learned in my speech. 53% with 22, please. The second is from AFF1, which tries to calm down anytime it feels anxious about using an improper statement (21.21%). AFF3, which stands for "give myself a reward when I perform well in English grammar," comes after the third. with 17.66% of the total. The fourth was AFF, which is to talk to a teacher, friend, or family member about how I feel when learning grammar, comes after the fourth with 14.50%. The sixth is AFF6, which asks my teacher questions regarding his or her corrections of my grammatical errors, which comes next. 50% with 14, please.

Then, AFF4 has the lowest average, which indicates whether or not I am tense or anxious when I am learning grammar. ten, forty-nine percent. The pupils attempt to utilize grammar rules in their speech despite their fear of making mistakes, it may be inferred from this.

Table 6
Total Score and Percentage of
Memory Strategy

No	Total score of each item	Percentage of each item
1. MEMO 1	274	21.76%
2. MEMO 2	232	18.42%
3. MEMO 3	286	22.71%
4. MEMO4	233	18.50%
5. .MEMO5	231	18.34%

The memory technique that students may employ when learning grammar is

Table 7
Total Score and Percentage of
Compensation Strategy

No	Total score of each item	Percentage of each item
1. COMP 1	242	30.02%
2. COMP 2	254	31.51%
3. COMP 3	310	38.46%

The graph above describes the compensating strategy that children may use while they learn language. Number 3 (COMP3), which is minimizing grammatical errors by 38.46%, has the highest average. Then COMP2, using a different speech style and scoring 31.51%, comes in second. COMP1 has the lowest average for correctly detecting the underlying grammatical rules, with a 30.02% success rate. In order to improve as writers, the students learn to accept feedback from others when they make grammatical mistakes.

described in the graph above. The statement in number three (MEMO3), "I try to recall English grammar facts by using their location on the page in the textbook," has the highest average. 22 out of 71%. The second is MEMO1, which instructs students to employ new sentence structures to help them remember them. with 21.76% of the total. The fourth lesson, MEMO4, which periodically reviews grammatical lessons, comes after the third with 18, 50%. MEMO3, which periodically reviews grammatical lessons, comes after the third with 3.33. The lowest overall score was achieved on MEMO5, which required me to visualize a scenario in which I may employ a new structure that I had learned, accompanied by 18.34%. The pupils attempt to retain English grammar material by using their position on the page in the textbook, it can be inferred.

Discussion

As stated earlier, the author used a questionnaire with 32 items as the primary instrument for gathering data to determine which grammar technique the students use most frequently. The questionnaire's goal was to identify the different grammar-learning methods utilized by the participants. The research issue, "What are the types of grammar learning strategies preferred by EFL undergraduate learners?" was addressed by the author. The subjects came from students at Muhammadiyah Sidenreng Rappang University who were enrolled in the first semester of the English education study program. They had taken a basic English grammar course, which is a requirement for the intermediate and advanced grammar courses that follow. Because of this, students are expected to manage their own learning strategies in order to advance to the next stage of the grammar course, where many lecturers struggle to come up with engaging

teaching methods. Accordingly, throughout the basic English grammar course, students are expected to integrate their best-fit grammar learning techniques into their grammar-related assignments in order to meet the learning competency criteria and be prepared for the following grammar course.

A crucial component of every language is grammar. Thus, in order to get the finest grade, it is crucial for the students to select the ideal tactics. Additionally, grammar encompasses more than just spelling and punctuation because it is a component of language that has a number of rules that must be followed. A language's ability to create sentences and write coherently depends on its ability to utilize grammar correctly. Additionally, it can aid students in other areas like speaking and comprehending what others are attempting to say. The more command they have over grammar, the more at ease they'll be speaking or writing in English. Additionally, it will aid in avoiding errors that are frequently made and could irritate or confuse those who are listening to or reading what is spoken.

The participants in this study, who are still new to studying English, were just in the first semester. As a result, despite the basic structure, there is still a great deal of difficulty in grasping grammar rules. It might occur because it's the first time they've studied grammar in depth and detail, and since the grammar rules in English and Indonesian differ greatly as a result of poor learning technique application. The following scholars are anticipated to pursue grammar study with a wider scope, both at Muhammadiyah Sidenreng Rappang University and at other universities, due to the research's constrained scope. This

study is being conducted at Muhammadiyah Sidenreng Rappang University in Nusa Tenggara Barat during the second semester of the English education study program. methods of instruction used by participants. The results of a survey given to 75 students show that the metacognitive strategy has the highest percentage (20.93%), cognitive strategy is in second place (18.49%), social strategy is in third (17.83%), followed by memory strategy (15.97%), and compensation strategy has the lowest percentage (10.26%).

The primary grammar-learning method that predominates is metacognitive strategy. The list of several learning methods provided by Mitsea & Drigas (2019) and Ali & Razali (2019) includes problem-solving, planning, predicting, analyzing prior knowledge, selecting the most effective strategies, monitoring comprehension, monitoring strategy use, and evaluating the learning process. Along with emotive and social techniques, metacognitive is the first indirect way that students utilize to acquire language. Tanewong (2019) provides students with metacognitive tools so they can evaluate their own grammar-learning habits and manage the learning process. These techniques also help students concentrate on certain grammar assignments so that they can review ideas and relate them to earlier knowledge.

The second main technique is learning grammar cognitively. Students may use a cognitive approach to learning to increase learning efficiency. According to Idris et al. (2022) and Tunga (2021), repetition, structuring of new language, summarizing meaning, inferring meaning from context, and employing imagery are all cognitive techniques for memorizing.

Grammar is also a language feature that requires sufficient practice. All of these methods purposely alter language in order to improve learning. Additionally, Jovanovi et al. (2017) state that when students refer to cognitive strategies, they are referring to the deliberate activities they conduct after learning something. Visualization, transfer, organization, summarizing, deducing, and elaboration are a few possible actions. The third key method that pupils employ to learn grammar is social. One of the most important functions of social language acquisition approaches in the teaching of a foreign language is to encourage students to engage in conversation with speakers of the target language (Mohammed, 2018). Inquiring in a foreign language, receiving feedback, correcting mistakes, encouraging cooperation, and striving to comprehend the feelings and viewpoints of persons from the target culture are only a few of the objectives served by the social approaches (Hyland, 2019). In order to communicate effectively in a foreign language, grammar skills must be established. The social strategies' fundamental contribution to the study of grammar is the priority they place on spoken communication and interpersonal interaction. Learning and instruction take place in a social environment. In this situation, the teacher is essential for promoting student conversation. The effectiveness of language instruction and students' ability to adapt to the language they learn are both highly dependent on the students' opinions about their own feeling of worth. It's also feasible to develop students' teamwork abilities. pupils learn more quickly when they share their knowledge with a teacher and other pupils.

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The emotional approach, the fourth language-learning method, focuses on managing both positive and negative emotions. While the connection between affective strategy and learning is ambiguous, a positive affective environment often promotes learning. Affective strategies, according to Yulianti (2018), are techniques that help students control their motivations, emotions, and mindsets when learning a language. It will be essential to control one's emotions in order to learn such difficult lessons because grammar involves a lot of structure and patterns that require strong concentration and understanding. Reducing anxiety, supporting yourself, and assessing emotional state are the three primary categories of affective strategies identified by Lestari & Wahyudin (2020).

The sixth method of grammar acquisition employed by the participants was memory techniques, commonly referred to as mnemonics. When the learner employs both emotional and metacognitive strategies simultaneously, such as by paying attention to

taking deep breaths to focus and de-stress. Different types of information are regularly combined as a memory method, according to Koç (2017). When learning a language, it is possible to connect the verbal and the visual by labeling pictures with words or by putting words or phrases into visual form. According to Amirbakzadeh Kalati & Memari (2017), memory techniques commonly combine several types of information. When learning a language, it is possible to combine the verbal and the visual by labeling images with words or by putting

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words or phrases into graphic form. For the following four reasons, it helps in language learning: First, visual information is easier for the mind to retain than verbal information. Second, the best means of storing knowledge in long-term memory are visual representations. Third: Visual images may be the most efficient way to assist people retain verbal information. Fourth, a large proportion of pupils favor visual education.

The compensatory method was the one that the students used the least in their grammatical usage. Compensation techniques, as defined by Amirbakzadeh Kalati & Memari (2017), "allow learners to use the new language for either comprehension or production despite knowledge limitations." The goal of compensatory methods is to make up for insufficient grammatical and lexical knowledge. Compensation tactics are a variety of techniques that include guessing, employing synonyms, using movements and stopping phrases, etc. to make up for missing information or understanding, particularly in oral encounters. Teaching pupils compensatory techniques can enhance their motivation and capacity for learning.

The outcomes of this study revealed that items 18–36 of the questionnaire are those that relate to metacognitive grammar learning strategies, which was supported by the pertinent research by Etinkaya & Tilfarliolu (2020). Metacognitive grammar learning strategies are used by both successful students (mean 3.35 and failing students (mean: 3.33)). The frequency chart from Oxford (1990) shows that every student occasionally used a metacognitive approach. Metacognition is the best

method after cognitive and social/affective, as people did not employ compensation or memory.

Juniar & Carissa (2020) performed another study on grammar strategy, but the findings were different since they show that Intermediate English Grammar students primarily use the social approach rather than the memory method. According to this survey, there is a potential that Intermediate English Grammar students will choose to learn with their peers. Further studies on how the students are accustomed to blended learning are required because this research was carried out following the pandemic COVID-19 era, when students were still adjusting from pure online to learning systems in their grammar courses. However, this study still has limitations because it primarily concentrates on beginners who take basic grammar courses and because it does not address the level of grammatical skill, anxiety, or the root causes of grammar anxiety. This research could potentially be expanded to evaluate the efficacy of the aforementioned cognitive, metacognitive, social, affective, compensatory, and memory methods.

Based on the study's findings, it can be said that most students assess their own learning preferences for grammar and plan their own study sessions. In order to review concepts and draw links to prior knowledge, students can better focus on specific grammatical problems with the help of metacognitive methods.

CONCLUSION

As the first grammar study carried out at Muhammadiyah Sidenreng Rappang University, this research could offer more empirical information about the methods that students use to acquire grammar

after the Covid 19 outbreak. For a better understanding of their students, lecturers can practice the ideas and comprehension related to learning strategies. The study's findings will help professors better understand the students' learning.

grammar study techniques. The outcome of this research will also help professors better understand the types of methods that students employ. Additionally, the study aims to assist the students in becoming aware of the methods they now employ and in tracking the efficacy of those strategies. In order to get satisfactory outcomes, students may benefit from applying the ideas for comprehending and learning English in practice. Finally, other scholars may use or select particular types of strategies to explore and develop, rove, critique, and look into various angles pertaining to particular types of learning techniques. This study set out to determine the different grammar learning strategies employed by first-semester English education study program students who studied a fundamental English grammar course. The learning strategy theory is used by Kemp (2007) and Bayou (2008). Learning techniques can be divided into six categories: metacognitive, cognitive, social, affective, memory, and compensatory. In order to gather information, the researcher distributed a questionnaire. The researcher then dissected and evaluated the students' use of grammar learning strategies. The participants in the ensuing basic English grammar course adopted each learning approach in accordance with the research's findings. Metacognition is the

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most common learning strategy, followed by cognitive, social, affective, and memory, according to a survey's findings. The least used tactic was compensation. Metacognitive becomes the primary strategy utilized since students prefer to analyze their own mistakes and make an effort to compare them with the correct responses. Students can choose a learning approach, organize and confirm their learning objectives, and analyze their learning and provide feedback using metacognitive skills. The self-management, self-monitoring, and preparation skills of students who have used metacognitive approaches are often superior, allowing them to use more metacognitive procedures.

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