

Learning strategies in grammar class by EFL successful students at a *pesantren*-based university

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ABSTRACT

Along with the widespread discussion about student-centered learning, learning strategies are believed to be tools in helping students master their target language and grasp information properly. However, most students have no idea dealing with the learning strategies they have implemented. Therefore, this study aimed at discovering the practice of learning strategies in English grammar class by five successful students of the English Department at a *Pesantren*-based university. A qualitative case study was utilized in this investigation. The data were acquired from five successful students in their first years in learning English Grammar by collecting questionnaires and conducting in-depth interviews. In analyzing the data, the researchers used four techniques, namely data reduction, data display, generating conclusions, and verification. From the findings, successful students practiced almost all Oxford's strategies. It meant that successful students practiced various strategies to catch up with their learning goals. In addition, the most commonly adopted strategy by the successful students was metacognitive.



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1. INTRODUCTION

The latest emphasis on teaching and learning English in Indonesia is shifting from the teacher-centered learning to student-centered learning. It urges students to increase and maximize their learning. Looking at the fact, greater interest has been placed on the students' strategies they are practicing throughout the learning activities (Mujtaba Alsied et al.). In relation to language teaching, understanding students' Language Learning Strategies (LLS) is crucial since it is believed to assist students in reaching their target language and comprehend materials well. LLS consists of a collection of tools that educators utilize to control the learning process. It is understood that LLS helps students in comprehending and storing knowledge as well as encouraging and speeding up learning (Hakan et al.). As a matter of fact, unfortunately, the majority of students are unaware of and do not understand the LLS they are practicing.

In EFL context, grammar need to get more attentions since it has a crucial function in which it is similar to a house's framework in which a strong house cannot be constructed without it (Wang). It means that grammar has basic necessity in structuring students' linguistic competence. It is in line with a fact that grammar as one component of English need to be strengthen in teaching and learning process since it is believed to support four main skills: listening, reading, speaking, and writing. Thus, grammar can be the heart of teaching and learning foreign language (Saaristo).

In contrast, grammar has emerged as the supreme challenging part of teaching and learning English instead of vocabulary and pronunciation in the daily practice. Moreover, it is the supreme demanding aspect of English lessons (Zhou). Students require additional time comprehending how words are ordered to

produce consequential and reasonable sentences and using those sentences in the target language. Furthermore, several students who had a good understanding of grammar had difficulty applying it in real-life situations (Mohammed Al-Mekhlafi). As a result, students require Grammar Learning Strategies (GLS) to assist them identify and grasp English grammar.

GLS are purposeful acts and thoughts that students utilize to understand language learning easier and get more successful, useful, and pleasant (Pawlak). Additionally, GLS has become the most useful strategy for effectively learning a new language and processing its various aspects (Zekrati). Thus, many academics have offered taxonomies to cope with GLS. This research will utilize Oxford's taxonomies which consist of two broad categories, namely direct strategies, and indirect strategies.

Those that are used directly in language learning activities are called direct strategies (Fauziati). The strategies require intellectual language activities covering recognizing, remembering, storing, and retrieving words, sentences, and other aspects of the L2. There are three divisions of direct strategies, namely memory, cognitive, and compensatory strategies. First, memory strategy allows students to connect L2 items. Students utilize an organized line (acronym), sounds (rhyming), pictures (meaning and message), body movement, or place to recall knowledge (on page). For novices, they frequently memorize vocabulary and grammatical items. As a result, these tactics are not always linked to target language proficiency. Second, cognitive strategy assists students by directly manipulating language resources (note taking, analysis, reasoning, outlining, summarizing, synthesizing, reorganizing information to develop stronger schemas-knowledge structures-, practicing structures and sounds in natural settings). As a result, the strategies are strongly linked to target language proficiency. The last one of the direct strategies is compensation strategy in which it allows students to compensate for a lack of information by deducing meaning from context, using synonyms, paraphrases, and gestures, among other things. As a result, these tactics are not always linked to the target language proficiency.

Meanwhile, indirect strategies refer to the management of learning activities which includes tasks like activity planning, monitoring, assessment, and evaluation (Fauziati). There are three broad divisions of indirect strategies, namely metacognitive, emotional, and social strategies. Metacognitive strategy is utilized to manage the total learning activities by identifying learners' preferences of learning style and needs, planning for target language tasks, gathering, and organizing sources, setting a study schedule and place, checking mistakes, evaluating task success, and evaluating the success of students. Affective strategies, in contrast, include recognizing deep students' mood and level of anxiety, discussing emotions, compensating students' successful presentation, and using self-talk positively. As a result, those tactics are strongly linked to target language proficiency. The last category of indirect strategies is social strategy which allows students to collaborate with others while also gaining an understanding of the L2 culture. Those tactics can be identified by requesting questions to verify information, seeking clarification on topics that are unclear, seeking assistance with language activities, conversing with native speakers, and learning about social culture and customs. As a result, these strategies are strongly linked to L2 proficiency.

Numerous previous studies about GLS have been conducted. A survey study was conducted by using Oxford's questionnaires to investigate GLS employed by 119 English department students taking intermediate English grammar class (Juniar). In her study, she found that most of the students implemented social strategies. Next, a case study was held to explore the implementation of O'Malley's GLS used by junior high school students' higher achievers (Haryani). The study utilized open-ended questionnaires and in-depth interviews. The results revealed that most of the higher achievers utilized metacognitive strategies in their grammar class. In addition, a survey study was accomplished by using Oxford's questionnaires and open-ended interviews to study the types of GLS employed by freshmen and the implementation of the strategies (Nuraini). The findings said that compensation was the most implemented GLS by university students.

Examining those previous studies, the current study discovered a gap in which there is limited studies in Indonesia context that focuses on discussing higher achiever in implementing grammar learning strategies. Besides, differences between the current study and the previous ones are laid on the subject of the study, the design of research, and the way of gathering the data. It was obvious that the current study observed the successful college learners applied GLS utilizing a case study method by delivering questionnaires and conducting in-depth interviews. For that reason, this study aims at discovering the practice of learning strategies in grammar class by successful college learners.

2. RESEARCH METHOD

This current research employed qualitative research method since it analyzed and interpreted the significance that people and communities give to their encounters, exchanges, and perceptions. This research specifically utilized a case study design to investigate a bounded system that contains activities, events, processes, or individuals in greater depth (Creswell). In this case, the researcher was interested in discovering

the practice of GLS by five successful students in their first year learning English Grammar in the English Department of a *Pesantren*-based university.

2.1 Participants

The participants of this research were five students whose higher scores in grammar class. They were the second-semester students of Department of English Language Education of a private *Pesantren*-based university. Grammar class is the compulsory subject that students must take the credit. They were asked to respond to questionnaire adapted from (Bayou) related to their preferences of grammar learning strategies based on Oxford's taxonomy. Then, their responses would be confirmed with interviews to get deeper understanding dealing with their preferences and practices.

2.2 Data Collection Tools

Questionnaire and interview were used as instruments in this current research. 35 questions in form of close-ended questionnaires adapted from (Bayou) related to grammar learning strategies using Oxford's classification were delivered to five higher achievers in grammar class. In this case, they had to respond related to their tendencies towards their grammar learning strategies by using Yes/No. Thus, the data were depicted by using percentage to get to know students' preferences of grammar learning strategies. Next, the students were also asked to participate in-depth interviews conducted face-to-face in order to get detailed information towards their practiced strategies in learning English grammar.

2.3 Data Analyzing Procedure

To examine the validity of the data, the researchers used three techniques in processing the data, namely data reduction, data display, as well as conclusion and verification techniques (Miles & Huberman). Having gathered the data from questionnaire, the researchers conducted reduction the data by grouping the data based on their types of strategies. The percentage of findings would therefore show up and be prepared for further explanation. The interviews were conducted with all respondents by recording them. Subsequently, the researchers analyzed those data by transcribing them. The results were thus analyzed to address the research topic by summarizing the data acquired from the questionnaire and interview findings.

3. RESULTS AND ANALYSIS

3.1. Metacognitive

Metacognitive strategies refer to behaviors that go beyond the intellectual area and allow students to organize their learning activities. It assisted students in controlling, regulating, and managing their own grammar learning. As a result of the questionnaire and interview, all the high achievers used this strategy. From the questionnaire results, the average use of this strategy was 77.5%.

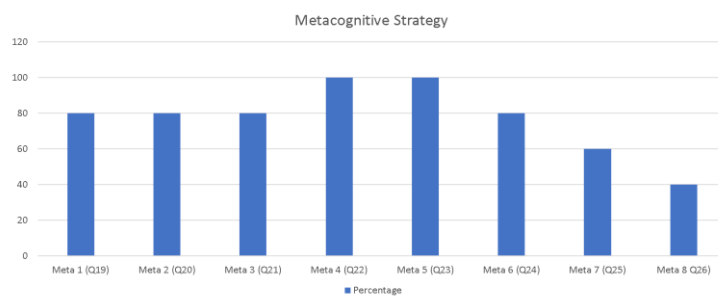


Figure 1. Students' Preferences of Using Metacognitive Strategies

The significant metacognitive strategy discovered in this study was that students put into practice by ordering and structuring grammar learning in which they had an idea in learning English grammar as S4 (the student 4) did in the grammar class. Next, discovering a new way of learning to be a better learner of English grammar was another distinct strategy used by students in this category. In this case, students completed several attempts by finding a way in which language learning works and assisting them to enhance their language learning activities as S3 (the student 3) implemented in grammar class. In line with S3, S2 (the student 2) agreed that finding other sources to get a better understanding since he thought that this course as a basic was easy, he wanted to get a good score.

Different answers were given by S5 (the student 5). He thought that doing self-evaluating and self-monitoring was important because it helped him to learn well. It was in line with the statement in the questionnaire no.24 that stated that *I check my progress in learning English grammar*. Besides, he knew that it would support his goal in learning English grammar. Moreover, S1 (the student 1) gave his point of view related to his ways of becoming a better student who studies grammar. It supported the statement in the

questionnaire no. 23 which stated that *I try to find out ways to become a better learner of English grammar*. His ultimate goal was a good result as he said in the interview as follows: as he said in the interview as follows:

Table 1. A sample of Interview Script for students

Q1	What benefits did you get after learning grammar?
S4	<i>After I've learned grammar, I think it is easy for me to learn other skills. So, grammar is basic. In the past, I didn't care about grammar as long as I can speak English. But today I realize that having an understanding of grammar helps me a lot in listening, reading, speaking, and writing. So, I wanna get a good mark in this course</i>
Q2	What will you do if you do not understand grammar materials teacher has explained in the class?
S3	<i>I am not afraid to ask when I don't understand the materials. I will find other information from books or google coz I've to get a high score in this course.... and I will keep practicing with friends, sometimes. Your words that 'practice makes perfect' are always in my head.</i>
S2	<i>I try to work on grammar exercises in a book and look up additional materials on the internet to help me understand better. So that I can pass this course with a good mark coz I've studied it before.</i>
S5	<i>Mmmmm...I usually ask myself whether I've understood the materials or not. Which part that I've fully understood and which one that is difficult for me. Ya coz it has an effect on my score. I hope that I get good marks in this course. Bismillah gets A, aamiin</i>
S1	<i>I always try my best. So, I try to find additional materials from songs, movies, even YouTube. I think that media help me a lot in understanding materials well. So, I can get good mark</i>

It could be drawn from the conclusion that the metacognitive strategy was the supreme favorable strategy implemented by the successful university learners. This current findings were in line with (Haryani, 2019; Al Abri et al., 2017; Kunasaraphan, 2015) in which most of the students preferred metacognitive strategy. The five successful students in current findings used metacognitive strategy by organizing and preparing grammar instruction in which they possessed purpose in learning English grammar and found out the way of learning to be a better student of English grammar. Moreover, they checked their learning by doing self-monitoring and self-evaluating, as well as centering their learning by implementing overview and linking with already known materials. Yet, looking at the metacognitive strategies practiced by the five successful students in this current finding, the results of the current findings were contradicted with (Junior) who said that paying attention and becoming better learners were the forth and second positions respectively. It happened because students had their own reasons and different backgrounds of education. Most of students implemented their (grammar) learning strategies based on their grammar knowledge, experiences in learning grammar, learning styles, favorable ways of learning, and goals of learning.

3.2. Affective strategies

Affective strategies assisted students in controlling and regulating their feelings and manners, as well as motivating them to build self-confidence. This situation could have good consequences, for example by making grammar instruction more effective and entertaining in the class setting. According to the questionnaire, as many as four students (80% respondents) chose this strategy in learning grammar. It means that the average use of memory strategy was 68%.

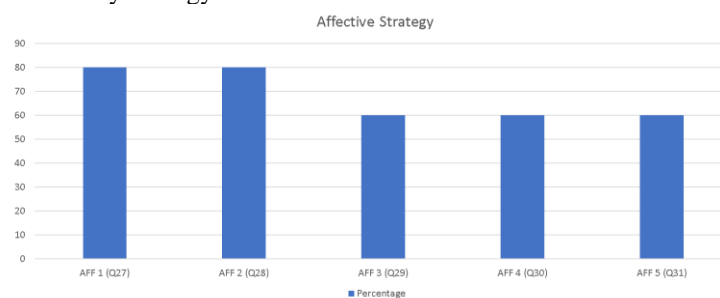


Figure 2. Students' Preferences of Using Affective Strategies

Affective strategies are best to reduce fear and encourage grammar study. Lowering fear assisted students maintain their composure while learning English grammar. It was easier for students to complete grammar learning activities and objectives. Relaxing during English grammar learning helped to reduce fear as revealed by S5 (the student 5) in the interview result. Besides, creating positive statements as mentioned in questionnaire item no. 28 which said that *I push myself to use the grammatical rule even when I am terrified of making mistakes* could be used to implement these strategies. Based on the interview results, students

needed to encourage themselves to learn grammar. Moreover, several students (S5 and S1) demonstrated their encouragement in their interview session.

Table 2. A sample of Interview Script for students

Q	What did you do in the grammar class?
S5	<i>I need to enjoy learning grammar so I can understand well. I need to focus on the materials given because I'm excited to obtain an 'A' score in this subject because I've already studied it since I was in elementary school. In KMI (students in pesantren level), we also studied grammar. But the difference is it is more detailed than in the KMI (junior and senior high school level)</i>
Q	What was your goal in the grammar class?
S1	<i>I like English so much and I've already studied it since I was a child. So, I expect that I can get score 'A' in this class (grammar class).</i>

Reflecting on the results of the current finding, two students practiced an effective strategy by lowering anxiety and encouraging themselves to learn grammar. Students lowered their anxiety by being comfortable when learning English grammar. Then, two students encouraged themselves to learn grammar by making positive statements. This current finding was in contrast with (Juniar) who stated that being relaxed was as the second average in employing the type of the affective strategies. In (Juniar), using grammatical rules was the most favorable of affective strategy types. Moreover, this current finding was also incongruent with (Supakorn et al.) who stated that Thai lower achievers were favorable affective strategies I their grammar learning. This inconsistent happened because the different level of students in which the current finding investigate college students while (Supakorn et al.) investigated senior high school students.

3.3. Memory Strategies

The practice of recalling grammatical learning by linking rules of grammar or words is referred to as creating mental links. Based on the questionnaire and interview, four of five successful learners (80% respondents) were favorable a memory strategy. The average of the use of memory strategies was 65.71%.

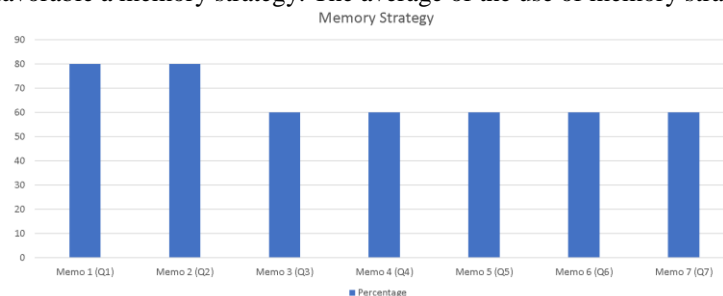


Figure 3. Students' Preferences of Using Memory Strategies

Both were S1 (the student 1) and S4 (the student 4). S1 practiced this strategy by relating the structure of new grammar to the rules already in her memory. Doing this enables S1 to relate the previous knowledge to the new one. The different way was applied by S4. He preferred to use new grammar structures in written utterances. Applying this enables S4 to understand the materials well and easily remember what he had learned.

Using Images and Sounds helps students recall rules of grammar by using meaningful visual imagery, either in their heads or on paper such as pictures, objects, and location. The results of the questionnaires and interview revealed that three of five high achievers applied this strategy. They were S1, S2, and S5. S1 applied this strategy by using media that facilitate images and sounds. Another strategy implemented by S5. S5 used this strategy by arranging grammatical concepts or locating the key ideas by giving underline, circle, and link via lines or narrows. Applying this way enables S5 to understand and remember the materials well. On the other hand, S2 showed a different way of getting information about its sound to represent sounds in memory. He constantly repeated grammar structures by mumbling.

Table 3. A sample of Interview Script for students

Q	How did you learn English grammar?
S1	<i>I learn English by listening to songs, watching movies, or watching YouTube. When I am learning it, I usually try to make connections between what I have already know and what I am learning now (structure). Or I usually add some notes toward the rules explained in my book,,yah usually by giving underline, or color, or giving information, such as 'S' for the subject, 'V' for the verb, and 'O' for the object. or,,,crossing the 's' coz it doesn't agree with subject (showing a sentence about S-V agreement material)</i>

And today, thanks to technology. mmmm...using technology is cool coz you feel enjoy and you also learning something. For me, it's important coz I can connect my previous knowledge with the new one using technology."

S4 *I usually write some examples of grammar materials. I am trying to explain myself in simple ways by using my own words/sentences. I think it works coz I get myself more understanding and easier to remember that*

S2 *I always repeat the patterns again and again by mumbling them. It works best for me so far. I can remember them well.*

Based on the findings, students memorized grammatical structures in their brain to store and retrieve knowledge in grammar learning. The students used certain memory-related strategies, such as mental linkage as well as image and sound application. Students practiced mental linkage by relating new grammar structure to the rule already in memory and using new grammar structure in written utterances. Next, students applied images and sounds by arranging grammatical concepts in which students gave underline, circle, link via lines or narrows as well as represent sounds in memory. Both types of memory strategies in current findings were consistent with (Nuraini) who stated that students applied three types of memory strategies, namely creating mental linkage, applying images and sounds, and reviewing well. The reasons for the similarity results were laid on the same level and educational background of the respondents in which they were college students whose *Pesantren*-based education. In their *KMI* level (junior and high school level), they had grammar classes. Moreover, the ways among students learning English grammar were different. Some students preferred using media which facilitate image and sound to grammatical concepts by giving color, underline, circle, link of the key ideas.

3.4. Cognitive Strategies

By altering the grammatical structure to make sense of new grammar items, students were able to grasp and generate them. From the questionnaire results, four students (80% respondents) chose cognitive strategies. The average of this strategy was 65%.

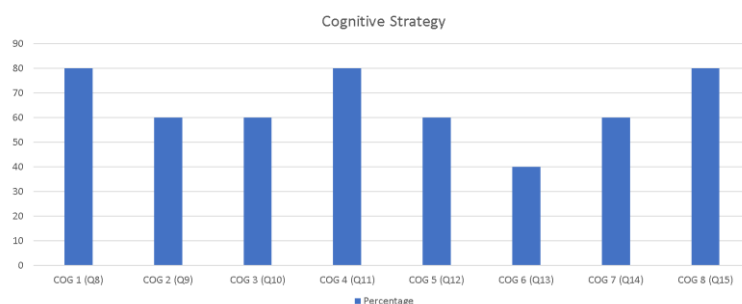


Figure 4. Students' Preferences of Using Cognitive Strategies

From the questionnaires and interviews, it was found that three students used two types of cognitive strategies. Two students were practicing, receiving, and sending messages as well as establishing the structure for input and output. Practicing was some ways for students to repeat the grammar rules by synthesizing information from other sources as mentioned by S2 in an interview session. Meanwhile, S4 (the student 4) practiced another way by using grammatical structures in conversation naturally. It enabled him to recall the ways he used these grammar structures as he stated in an interview. More advanced, S1 (the student 1) received and sent communications to locate a variety of resources in order to improve his English grammar competences as mentioned in questionnaire item number 11 which was in line with S1's statement in the interview.

In contrast, S5 (the student 5) implemented a different strategy by making summary and taking notes as stated in questionnaire item no.15 which stated that I make summaries of the rules that I learnt or read from different resources. He made a rule for input and output. He took notes on all the information provided by the lecturer during English grammar class. He also simplified larger materials to make them simpler to grasp as he stated in the interview session as follows:

Table 4. A sample of Interview Script for students

Q	How did you learn English grammar?
S4	<i>I usually make my own sentences toward a new pattern to easily remember it. Emm....then I'm trying to use it in my everyday conversation with friends at the dormitory. As you (the lecturer) always say in the class, practice,,,practice,,,practice coz practice make perfect</i>
S1	<i>I normally study English via music, movies, or videos on YouTube because these are fun, enjoyable, interesting and less stressful coz there're sounds and pictures, so I'm not bored</i>
S5	<i>I usually take notes related to my lecturer's detailed description by underlining, coloring, and</i>

crossing the mistakes. Sometimes, I make my own graph for tenses because it makes me easier in understanding and remember the rules. You can see my book, full of notes. But it's okay. It helps me in studying

Q	What did you do when you do not understand grammar materials?
S2	<i>When I don't understand your (the lecturer's) explanations, I usually google them to get additional information coz I'm so shy to ask. When I ask you, I am afraid to make mistakes</i>

According to current findings, three types of cognitive strategies applied by three successful students, namely practicing, receiving and sending messages as well as structuring input and output. Students practiced grammar rules by recombining in which they used grammatical structures in conversation. Students practiced receiving and sending messages by using a variety of resources to improve English grammar. Besides, students practiced structuring input and output by summarizing and taking notes during the grammar class. This current finding was contrary to (JIA Li-ping and WANG Zhao-hui) who mentioned that practicing was the lowest average of cognitive strategy types in learning. Moreover, the cognitive strategy used in this current finding which was at the fourth order of high achievers' preferences was different from (Zhou; Zekrati) in which those previous studies stated that cognitive was the most dominant strategy used by students. It happened because both previous researches were practiced in high level students as well as the differences of students background in which (Zhou) did his research to Chinese students while (Zekrati) did his research to Iranian students.

3.5. Compensation Strategies

Despite their knowledge gaps, students were able to understand and practice the new language by using a compensation strategy. The result of the current study discovered that three of five successful learners applied this strategy (60% respondents). Based on the questionnaire result, students most frequently used to guess and get correction or feedback related to their mistakes they were practicing in grammar class. The average use of this strategy was 40%.



Figure 5. Students' Preferences of Using Compensation Strategies

Students used this strategy by making educated guesses to compensate for their grammatical structural restrictions in sentences. It signified that the students guessed the meaning of the sentences or words even though they had no idea of their meaning. S1 (the student 1) said in the interview how he used the clues to assist him to figure out what they meant. Furthermore, S4 (the student 4) was able to overcome their limitation of grammar structures in speaking and writing by seeking assistance as indicated in questionnaire item no. 18 which stated that I try hard to correct my grammatical mistake when someone gives me corrections. It was in line with his interview in which he learned more when he received feedback on his mistakes. The questionnaire results were confirmed by the interview result as follows:

Table 5. A sample of Interview Script for students

Q	When you do an exercise or a test related to grammar, what will you do if you do not know the meaning a word?
S1	<i>If I have no idea of the word, I usually guess it related to the clue or context of the sentence. When I am practicing questions, I am confused with the word 'sewn'. But there is a word 'clothes', so I think the word 'sewn' is related to taylor??? 'menjahit'</i>
Q	What do you think about correction or feedback in grammar?
S4	<i>When you (lecturer) corrected my grammar structure, I knew the correct one. It's cool I think coz I became more conscios and comprehended my faults so that I will not get wrong afterward. I need a partner in practicing my English as well as feedback. Again, you always say 'practice makes perfect'</i>

To sum up, two types of compensation strategies implemented by successful students in the grammar class of this current finding were predicting logically using linguistic and non-linguistic clues to counteract their lack of grammatical structures. Despite their knowledge gaps, learners were able to produce the new language via compensation strategies. When they ran into challenges due to their insufficient grasp of English grammar, they adopted the strategy for enabling them to apply it. This current finding was contrasted with (Nuraini) and (Supakorn et al.) in which the most favorable strategy was compensation strategy. The reason behind these results was English is part of foreign language in Indonesia, China, and Thailand where both previous researchers conducted their studies. Therefore, students learn English grammar easily by guessing the meaning based on context and correcting their mistakes by getting feedback.

3.6. Social Strategies

In order to learn grammar, students must engage in social strategies. Students whose social strategies can use them in interacting with other students and lecturers. In order to build and strengthen their grammatical knowledge, the students needed to work together. Questioning and collaborating with proficient users of the new language was used as a specific strategy. Students gain explanations of grammar rules and feedback for their work from their lecturers when they use these strategies. According to the questionnaire, two students (40% respondents) used this strategy. The average use of this strategy was 35%.



Figure 6. Students' Preferences of Using Social Strategies

Students implemented social strategies by discussing and practicing the rules of grammar while simultaneously getting feedback from their lecturer. It correlated to the statement in the questionnaire no. 34 (I listen to any feedback that the teacher gives me about the grammar structure I use) which was answered by 2 students (40% respondents) and no. 35 (If I am not clear with my teacher's explanation of a new structure, I ask him/her for clarification) which was answered by 2 respondents (40% respondents). Next, S5 added that working with his friends to practice grammar was one of ways to improve his understanding about the materials properly as the statement in the questionnaire no. 32 (I do practice grammar rules with my friends). He believed that understanding supported by practicing would give good results as he stated in the interview session as follows:

Table 6. A sample of Interview Script for students

Q	What did you do when you do not understand the materials or your lecturer's explanation related to grammar?
S4	<i>When I didn't get the lecturer's explanations, I asked for clarification. When I got it wrong, I listened to the lecturers' corrections so that I wouldn't make the same mistake again. During this time, I observe the class. I observe the way the lecturer gives feedback and corrections.</i>
Q	What do you do to strengthen your understanding of grammar materials?
S5	<i>I usually do grammar exercises from the book. After that, I tried to practice them with my friends at the dormitory. We usually correct each other when we make mistakes. I think it's good to get better learning.</i>

At all, several successful students utilized this social strategy by asking some questions and collaborating (discussing and practicing structures of grammar with a proficient user of a new language and getting feedback). In order to build and strengthen their grammatical knowledge, the students needed to work together with their friends by forming an understanding of culture and becoming aware of others' thoughts and feelings. The present findings were consistent with the previous findings by (Ararso) and (Supakorn et al.) in which high-ranking students, in general, trained more strategies than low-ranking students in which one of them was social strategies. Meanwhile, this current finding was incongruent with (Supakorn et al.) related to the order of the most frequently strategies used by the higher achiever students in which (Supakorn et al.) revealed that the higher achiever of Thai students was favorable to use social strategies compared to higher achiever of Chinese students.

4. CONCLUSION

In correlation the current research findings and discussions, it can be concluded that successful students used almost all of Oxford's strategies by specifically applying those in each sub-strategy to meet their learning objectives. In addition, the metacognitive method was the most frequently used by high performers. Understanding grammar learning strategies is expected to help students better in achieving their learning goals as well as encouraging them to maximize their learning grammar in the class. Besides, it helps a lecturer to provide and apply the applicable grammar learning strategies to students to achieve maximum result of learning objective in grammar class.

This research was limited to investigate the five successful students' preferences and implementations of grammar learning strategies using Oxford's taxonomy in grammar class. To support and facilitate more comprehensive and valid results, it is suggested that future researchers elaborate more other taxonomy of language acquisition strategies applied towards larger responses whose various competence levels. Moreover, it is recommended to the future researchers that they will complete their future research dealing with the grammar teaching methodologies that fit to the varieties of students' grammar learning strategies.

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