

THE DIFFERENCES IN THE USE OF LEARNING STRATEGY BETWEEN EXTROVERTED AND INTROVERTED STUDENTS

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Abstrak

There are various characteristic of students in the classroom and every student has their own strategies for learning language, the most common characteristics of the students are personality type, which is mainly divided into extroverted and introverted. Learning strategy is divided into two groups as direct strategies and indirect strategies. In direct strategies are separated into memory strategies, cognitive strategies, and compensation strategies. Meanwhile indirect strategies are divided into meta-cognitive strategies, affective strategies, and social strategies. The research is conducted using ex-post-facto research design study of comparative type of research to answer the research questions. The population in this study is 128 students fifth semester of English Department in University of Islam Malang with total population of and use random sampling method that aims to collect the data from 50 students with 25 extroverted and 25 introverted students. The data analyzed using independent sample t-test at SPSS 24. The result indicated no significant differences between extroverted and introverted students in the use of memory, compensation, and affective strategies. Memory strategies extroverted students with (sig=0.873), compensation strategies (sig=0.928). Affective strategies introverted students are dominant with (sig=0.147) which is not considered as significant. Another result there are significant differences between extroverted and introverted students in cognitive, meta-cognitive, and social strategies. Introverted with higher in cognitive strategies (sig=0.041). Extroverted students in social strategies (sig=0.012). Meta-cognitive strategies for introverted students with (sig=0.001). Those are meaning there is significant.

Keywords: Learning strategies, Introverted, Extroverted

INTRODUCTION

In learning activities, every student has their own learning strategies which is considered as the most suitable way of learning a language. Oxford (1994) defined learning strategy as a distinctive learner behavior that increases the ease, speed, enjoyment, self-direction, effectiveness, and transferability of learning to new situations. One of the tools students use to better what they have learned in studying a second language, particularly English, is a learning strategy. As stated by Ismiatun, Ni'mah and Widowati (2019), that Language Learning Strategies are trusted to be an influential factor affecting the students' success in English learning. Additionally, Kadir, Zuhairi, and Suhartoyo (2020) stated that, learning strategies are necessarily needed by the learners to achieve the target language, but most of the learners are not aware of and understand what strategies they use. Learning strategy is a learning process that is suitable for students who are chosen by themselves in order to make them understand and master the learning which naturally makes the learning process more effective and easier (Munawaroh, Hamiddin, & Widowati, 2020). Moreover, Mistar, Zuhairi and Umamah (2014) stated that used the use of learning strategies in learning foreign language is mostly based on either theories of learning strategies or theories of communication strategies as the theoretical bases. Furthermore, in terms of EFL, learning strategies also related to what English skills that students learn. For instance, it is found by Holifah and Kurniasih (2021) that in terms of learning

vocabulary, the students tend to use memory and meta-cognitive strategies. Regarding learning strategies in learning grammar, Umamah (2022) found that grammar learning strategies is effective in coping with students' tendency of grammatical errors.

Personality refers to a unique variation on the general design of human nature and individual differences in characteristic patterns of thinking, feeling and behavior Mc Adam (2015). Eysenck (1982) explained that, personality is mostly governed by biological aspects, and he viewed people as having two specific personality dimensions: extroversion vs. introversion and neuroticism vs. stability. In terms of extroversion and introversion Eysenck stated that individuals with high degree of extraversion engage more in social activities and tend to be more talkative, outgoing and feel more at ease in groups. Students who are extroverts find it simple to engage and communicate with others. Extrovert kids also choose teamwork and collaboration over working alone when learning. Extroverts, according to Furnham (1990), are more impulsive and take greater risks while speaking than introverts. Meanwhile, students that are introverted typically want to spend their time alone. Focusing on language learning alone rather than in a busy atmosphere is preferred by introverted pupils. According to Savitri (2021), an introverted person is a passive learner who prefers solitude since they don't want to make many friends and prefers a peaceful environment to study in. Each student has a unique set of learning techniques that might affect how they approach learning English, depending on whether they are categorised as extrovert or introvert students based on their various personality traits.

In Oxford (1994) there are two categories used by students in learning strategies, namely direct and indirect. In direct there are three categories namely memory, cognitive, compensation and indirectly three categories are also metacognitive, affective and social categories. Furthermore, she also explained that there are several types of learning strategies used in language learning, those are cognitive, meta-cognitive, affective, compensatory, social and memory strategy.

There are several studies about language learning strategies, for instance, the research conducted by Noprianto (2017) showed that students from the science class are mostly classified as introvert students and for extrovert students who employ additional strategies in language learning as supposed to introvert students. Extrovert students mostly applied affective strategies and for both personalities they also used social strategies. A previous study came from Kayaog˘lu (2013). In this study, the reseacher assumed that extrovert students will use the learning strategy more than introverts. But the results showed that introvert students use language learning strategies more than extrovert students. In this case, metacognitive and cognitive are the strategies most widely used by introvert students. Strategic memory is mostly used by extrovert students. The affective strategy does not show a significant use of introvert and extrovert students. Another sereach hold by Božinovic & Sindik (2010). In this study showed that there are significant differences in the use of learning strategies for gender. The most widely used strategy per individual is memory strategy and the strategy that is rarely used is cognitive strategy. Another study by Bojanic (2021) extraverts are ore likely to utilize compensation strategies, whereas affective strategies are less likely to be used. Introverts on the other hand utilize metacognitive strategies the most and affective strategies the least, comparable to extraverts.

According to a research by Savitri (2021), introverted students are more focused and organized when using their own independent learning practices. They also commit more time to it. Extrovert learners, on the other hand, choose to complete the autonomous learning in groups. Furthermore, according to a study by Sadriyeva (2021), choosing the right learning strategies will help students develop their language skills more quickly and in an interesting way. The study found that extroverts are better suited to learning strategies that emphasize discussion, such as discussion boards, chat rooms, and text, whereas introverts benefit from learning strategies that emphasize analytical, cognitive, and focus. Further study by Eisenberg and Lee (2020) it was discovered that extraversion and openness to new experiences are the personality factors that contribute to good learning a language. Extraversion was linked to speaking abilities, but openness to experience was

linked to listening. It is also vital to identify which learning strategies are more likely to be used in learning a second language, as well as the personality factors associated with them. These studies center on writing, listening, and speaking skills.

Based on the result of previous studies above, it is indicated that those studies only discussed some aspects of learning strategies whereas in this study it is unique due to the researcher wants to investigate the difference between extrovert and introvert students in the use of all aspects such as memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies and carried out the research online.

METHOD

This study was implemented using quantitative approach and ex-post-facto research design of a comparative type of research. Ex-post facto analysis compares pre-existing groups to specific dependent variables. It is a non-experimental research method. In this instance, the researcher looked at extrovert and introvert students in the English Department at Universitas Islam Malang during their fifth semester. Extrovert and introverted students are independent factors in this study, and learning methodologies are the dependent variable. The current study was conducted on 128 students from 5th semester of English Department in University of Islam Malang as the research population. The researcher implemented proportional random sampling that aims to collect the data from 50 students with 25 introverted and 25 extroverted students. The strata used in this study is based on introversion and extroversion of the students and the quota are 25 for each introvert and extrovert students. To determine the introversion and extroversion, the researcher will use the introversion and extroversion scale to get the sample, then the researcher provides the questionnaire to measure their language learning strategies.

In determining the level of introversion and extroversion, the researcher adapted and translated the Introversion and Extroversion Scale from (Grove, 2016) to identify whether the students are introverted or extroverted. This instrument has been validated and used in many research regarding personality types that indicated the reliability of this instrument. The scale consisted of 12 items with four indicators, including thinking introversion, thinking extroversion, emotional introversion and emotional extroversion. The reliability level are measured using tryout and result with Cronbach alpha 0.753. To measure the difference between learning strategies between extrovert and introvert students the researcher used SILL questionnaire (Strategy Inventory for Language Learning) from Rebecca L. Oxford. The questionnaire have 50 items which consist of six groups categories. To determine the extrovert and introvert students in the use of language learning strategies is by asking the participants to read and respond the questionnaire on 5 scales such as: 1 (never or almost never true of me), 2 (usually not true of me), 3 (somewhat true of me), 4 (usually true of me), 5 (always or almost always true of me). This instrument has been validated before and used in many research, therefore the instrument can be considered as reliable. According to Amerstorfer (2018), SILL has become the instrument most frequently used in LLS research and may be developed to individual situations and the 21st century demands. In this study, the researcher also conducted the tryout and shows the reliability of 0.93 Cronbach alpha which means that this instrument is reliable.

The data collection process begins by contacting some of the students in the population, which is 5th semester of English Department at the University of Islam Malang that enables the researcher to spread the questionnaire. In terms of personality, the scores are measured by the result of reducing the total of extroverted score with the total of introverted score. If the score is positive, e.g. 1 or above, the participant is considered as extroverted, but if the score is negative, e.g. -1 or lower, the participant is considered as introverted. The data above shows that introverted students have score ranging from -14 to -1 while extroverted students have range score of 3 to 11. After that, the researcher used stratified random sampling to select the participants. The result of the data collection was 50 data based on the quota of strata which is 25 introverted and 25 extroverted students. The data was analyzed using SPSS

2.4. In the questionnaire there are some statements that are scaled in form of: always, often, sometimes, seldom, and never. In analyzing the data, the study's author recruited independent sample t-test identify median difference between strategies used by introvert and extrovert students.

FINDINGS

In addressing the research problem, quantitative analysis was performed to compare the learning techniques employed by extroverted and introverted students. The University of Islam Malang's English department's fifth semester served as the population for the data collection. From a total of 64 participants who responded to the two surveys, 50 students were selected as samples, 25 of whom were introverted and 25 of whom were extroverted. The ensuing descriptive statistic illustrates the outcome.

Table 1. The Descriptive Statistic of Learning Strategies Based on Personality Type

		Descriptive Statistics				
Personality type		N	Minimum	Maximum	Mean	Std. Deviation
Introverted	Memory	25	32	44	37,16	2,809
	Cognitive	25	50	69	59,56	4,194
	Compensation	25	22	29	24,56	1,917
	Metacognitive	25	32	44	38,16	2,954
	Affective	25	20	30	24,08	2,272
	Social	25	16	27	21,88	2,472
	Personality	25	-14	-1	-5,96	3,310
	Valid N (listwise)	25				
Extroverted	Memory	25	31	41	37,28	2,441
	Cognitive	25	50	67	57,08	4,142
	Compensation	25	21	28	24,88	1,536
	Metacognitive	25	32	39	35,80	1,871
	Affective	25	20	26	23,24	1,715
	Social	25	19	30	23,84	2,809
	Personality	25	3	11	6,48	2,452
	Valid N (listwise)	25				

The data above indicated that introverted students have higher score compared to extroverted students in intake of cognitive strategies with mean score of 59.56, and meta-cognitive strategies with the mean score of 38.16, and affective strategies with the mean score of 24.08 compared to the extroverted students with the score of 57.08 for cognitive strategies, 35.80 for meta-cognitive and 23.24 for affective strategies. Meanwhile Extroverted students have higher score in the use of memory strategies with the mean score of 37.28, and compensation strategies with the mean score of 24.88, and social strategies with the mean score of 23.84 compared to the introverted students with the score of 37.16 for memory strategies, 24.56 for compensation strategies and 21.88 for social strategies. Also, the standard deviation of all variables are lower compared to mean score, which signifies the median score have good representation of the whole data.

An independent sample t-test was used to assess the data once they have been presented in the descriptive statistic above. The requirement to validate the research's premise led to the adoption of the two-tailed indicator. To start, the researcher looked at the mean difference to identify the primary learning techniques utilized by extroverted and introverted students. The data are shown in the following table.

Table 2. The difference of learning strategies used by introverted and extroverted students

Strategy Categories	Personality	Mean	Mean Difference	t-value	Significance
Memory Strategy	Introverted	37,16	0.120	0.161	0.873
	Extroverted	37,28			
Cognitive Strategy	Introverted	59,56	2.480	2.104	0.041
	Extroverted	57,08			
Compensation Strategy	Introverted	24,56	0.320	0.651	0.518
	Extroverted	24,88			
Metacognitive Strategy	Introverted	38,16	2.360	3.375	0.001
	Extroverted	35,80			
Affective Strategy	Introverted	24,08	0.840	1.476	0.147
	Extroverted	23,24			
Social Strategy	Introverted	21,88	1.960	2.169	0.012
	Extroverted	23,84			

It is indicated from the result that there is no significant difference between introverted and extroverted students in the use of memory, compensation, and affective strategies. The data showed that in memory strategies extroverted students have slightly higher score with the mean difference of 0.120 and the significance of $0.873 > 0.05$ which indicates that the difference is not significant. Meanwhile, for compensation strategies, extroverted students also take the lead with the mean difference of 0.518 and the significance of $0.928 > 0.05$ which is also not significant. In term of affective strategies, introverted students are dominant with the mean difference of 0.840 and the significance of $0.147 > 0.05$ which is not considered as significant.

The data also shows that there are significant differences between introverted and extroverted students in terms of cognitive, meta-cognitive and social strategies. Introverted students have higher score in cognitive strategies with the mean difference of 2.480 and the significance of $0.041 < 0.05$, thus the difference is significant at 0.05. In terms of Social strategies, extroverted students have higher mean score with the mean difference of 1.960 and the significance of 0.012 which is also significant at 0.05. Moreover, in meta-cognitive strategies introverted students have higher mean score with the mean difference of 2.360 and the significance of $0.001 > 0.01$ which is considered significant at 0.01.

In addressing the answer for the research problem, the researcher measured whether the result confirms the hypothesis or not. SPSS 2.4 was used to measure the data in terms of learning strategies compare introverted versus extroverted students:

H₁ : Extrovert and introvert students have significant differences in the use of **memory strategies**.

H₂ : Extrovert and introvert students have significant differences in the use of **cognitive strategies**.

H₃ : Extrovert and introvert students have significant differences in the use of **compensation strategies**.

H₄ : Extrovert and introvert students have significant differences in the use of **metacognitive strategies**.

H₅ : Extrovert and introvert students have significant differences in the use of **affective strategies**.

H_6 : Extrovert and introvert students have significant differences in the use of learning **social strategies**.

H_0 : Extrovert and introvert students have no significant differences in the use of learning strategies.

According to concepts of hypothesis in SPSS calculation hypothesis alternative H_a is accepted if $N.Sig < 0.05$ ($\alpha=5\%$) and null hypothesis H_0 is accepted if $N.Sig > 0.05$ ($\alpha=5\%$). The result of the study shows that H_1 , H_3 , and H_5 is not accepted and H_{01} , H_{03} , and H_{05} is accepted. Therefore, it can be concluded that there is no significant difference between introverted and extroverted students in terms of the use of memory, compensation and affective strategies. Moreover, the result shows that H_{a2} , H_4 , and H_6 is accepted and H_1 , H_3 , and H_5 as well as null hypothesis H_0 are rejected. Therefore, it can be concluded that there are significant differences between introverted and extroverted students in terms of cognitive, meta-cognitive and social learning strategies.

DISCUSSION

The result of the analysis provides a succinct response to the research question. According to the descriptive statistic, introverted students are disproportionately adept at using cognitive and metacognitive learning techniques as well as somewhat more adept at employing emotional learning strategies. These results are corroborated by Zimmerman and Martinez-Pons' (1990) research, which found that the majority of introverted students use self-evaluation strategies to plan and assess their learning process. These strategies are regarded as metacognitive skills because they often involve comparing knowledge and abilities they had before and after learning something. According to Yusuf (2021), who studied cognitive techniques, introverts are more enthralled by activities like writing, reading, and sketching than by those that call for cognitive action.

This outcome is consistent with the research of Kayaoglu (2013), which found that introverted students employ a greater range of and are more adept at using cognitive and meta-cognitive strategies. However, the use of emotional strategies shows no discernible difference. Additionally, a recent study by Bojanic (2021) found that introverted students employ a wider range of emotional and metacognitive methods than extroverted students. Additionally, it is consistent with research by Janitra, Mustofa, and Karimullah (2020), which discovered that metacognitive methods encourage students' learning autonomy in EFL learning. This is supported by the findings of Savitri (2021) that introverted students focused on strategies that support their solitude learning and less involves interaction with other such as memory strategies, as well as cognitive and meta cognitive strategies. Furthermore, a study by Mistar (2011) also found the dominance of meta-cognitive strategies among other strategies including meaning-focusing strategies, form focusing strategies, affective developing strategies, evaluating strategies, communicating strategies, cognitive processing strategies, and memorizing strategies.

The study also demonstrates that extroverted students are marginally more adept at compensatory and social learning techniques, as well as memory utilization. Slavin (2014), who explained that cooperative social learning practices have beneficial impacts on students' motivation, personal growth, socialization, and accomplishment to enhance their abilities in order to meet the learning objectives, lends credence to these findings. This is consistent with a 2012 study by Fazeli, which found that extroverted students employed more emotional and social techniques than introverted students. Recent study by Bojanic (2021) also shows that extroverted students utilized more compensation strategies but remains to be more indifferent in the use of affective strategies compared to introverted students. This finding is also supported by Savitri (2021) that extroverts tend to learn autonomously in group and utilize more social strategies. It is also explained by Ismiatun and Suhartoyo (2022) that the use of social strategies is influential on students' achievement both in direct face to face learning and online learning setting.

There is little distinction between extroverted and introverted pupils in terms of memory, compensating, and emotional learning mechanisms. Noprianto (2017) found no statistically significant differences in the allocation of remembering and compensatory strategies, but instead found a strong relationship between personality type and affective strategies, with extroverts employing more effective strategies than introverts. The difference may exist because affective techniques take into account how students feel about their education and how their educational experiences might shape their attitudes. For extroverts, a more sociable atmosphere may have an impact on their educational experiences. In this case, the difference is caused by learning environments in Noprianto's (2017) study which is still in offline learning where the students learn in more sociable way which is different with this study which is implemented during Covid-19 pandemic. This result is also congruent with the study of Bojanic (2021) discovered that there is no major disparity in affective strategies between introverts and extroverts but there is significant difference between the use of meta-cognitive strategies that utilized more by introverts.

The result also indicates significant differences in the use of cognitive, meta-cognitive and social learning strategies between introverted and extroverted students. This result is in line with Ulfha (2021) that introverts mostly used cognitive and meta cognitive strategies compared to the other strategies, it is also indicated that introverts used least socio-affective strategies. Moreover, Bojanic (2021) also found significant difference in terms of cognitive and meta-cognitive strategies which commonly used by introverted students. Additionally, a study by Zuhairi and Umamah (2016) also stated that each individuals utilize their own unique learning strategies that fits their own needs. However, this study is in contrast with the study by Noprianto (2017) that indicated no significant difference between introverted and extroverted students in terms of cognitive and meta-cognitive strategies. These differences are also affected by learning environments where the students learn at the class with the same treatment at Noprianto's (2017) study, but in the current study, where the students mostly learn independently at home, introverts who are more focused at learning in solitude, they can utilize more cognitive and meta-cognitive strategies than extroverts.

CONCLUSION AND SUGGESTION

Based on the findings and discussion, the result indicated that introverted students are more dominant of using cognitive, meta-cognitive and affective strategies. Meanwhile extroverted students are dominant in memory, compensation and social learning strategies. In relation to comparison between introverted students with extroverted students in terms of learning strategies, it is a case of no discernible change with regard of memorization approach, compensation strategies in addition affective strategies. However, the result indicated agree with the major divisions across introverts and extroverts on the basics of cognitive, meta-cognitive and social learning strategies. These findings are mostly in line with the previous studies but there are two things that are in contrast such as the significant difference in affective strategies and no significant difference in cognitive and meta-cognitive strategies. These differences are both due to the different learning environment of online and offline learning, which affective strategies by extroverts are supported by offline learning while cognitive and meta-cognitive strategies of introverts are supported by online learning environments. The study suggested the students to understand their own personality type, as by knowing personality type, the students will be able to utilize suitable learning strategies that suits their needs. It is suggested to the teacher to provide suitable learning strategies to the students based on their personality types and encourage students to use learning strategies. For the next researcher, it is suggested to conduct the study about learning strategies in different setting such as different major or level of education. It is also suggested to conduct more studies in terms of sub personality types to find the difference in learning strategies.

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