

# **GRAMMAR LEARNING STRATEGIS OF MALE AND FEMALE HIGH ACHIEVERS DURING PANDEMIC COVID 19**

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This study aims to examine students' language learning strategies in Grammar III learning, especially regarding the types of strategies that are most commonly used and the tendency of students to use these strategies. This research uses qualitative approach with descriptive case study method involving 10 students of English study program at An Islamic University of Malang in East Java. They were selected based on their grammar III grades which averaged 80. The instrument used was a set of questionnaires adapted from Nurliana (2015). The results showed that gender and strategies also giving big impact in process of learning. However, students have Metacognitive strategy priorities (79.2%). It shows that their do planning, learning process (thinking), seeing the progress of learning first. Then followed by cognitive strategy (63.5%), social (70%) and afektf (52%) another discovery is that male students use using various types of strategies in the appeal of female students. Based on the results of the research, it is expected that students can better know and learn comprehensive foreign language learning strategies, which must be applied continuously to achieve success.

**Keyword :** Language Learning strategies, Grammar, high achievers, pandemic covid 19

## **INTRODUCTION**

Language plays an important role in humans today. Therefore, language needed to communicate with people in other worlds. English is included in the category of the international language that is often used by people as needed and has even been applied in the educational curriculum such as schools to universities. If someone knows and understands the basics of English it will be easier to learn complex sentences. In other words, learning English means that the learner must master four skills in English before, such as listening, writing, speaking, and reading.

According to Mayer (1983), learning strategies is a form of behavior and ideology of a student in giving a big influence on their learning process. The purpose of learning strategies is “to affect the way in which the learners select, acquires, organizes, or integrates new knowledge”.

Learning strategies for each person are different, it cannot be justified some learners need one strategy, or even use various strategies. This is inseparable from factors apart from one’s learning process and the effectiveness of the strategies used. Despite how big percentage of success, the proportion of those using different strategies will show in the final results. Learning strategies it have been problem in research for many years. Several researchers provide simple description related to one of them is Brown’s (1980) learning strategies is fairly strong process in learning.

Additionally, Chamot (1987) asited in Hismanoglu (2000) provides an easier definition, that strategy as a technique, approach, and action by students so they can remember linguistic knowledge and information which all provide facilities in the learning process.

According to O'Malley and Chamot (1990) students can find more information sources to learn grammar in other words their easy way to understanding than just relying on explanations and exercises provided by lecturers, as college students, in general, it must be demanded to learn more individually and adjust their learning styles. One of these methods is also quite effective for grammar learning strategies at home because students will use the internet through

O'Malley and Chamot (1990) found learning strategies in three types:

1. Cognitive strategies for transferring knowledge designed to enhance acquisition, understanding, or retention.
2. Socio-affective strategy, is a social interaction strategy for both storing and finding information. Personal effects involved in mental control over learning.

3. Metacognitive strategies, namely learning planning, learning process (thinking), seeing the progress of learning.

It is mentioned that students use methodically centered learning strategies. It is a technique of improved memory that leads to better exam results. For example, classical memory enhancement techniques; this includes creating visualizations between figures and facts. It can also be defined as 'brain and behavior, operated and consciously selected by language learners, to help them complete tasks from start to finish according to the targets they pursue. Having the right learning strategies is important in learning grammar.

Most of teachers or lecturers of English have been searching for new ways in order to be more successful or help their students to become proficient students in learning a foreign or a second language. They must know that what students do while learning a second language or foreign language. Researchers have analyzed language-learning strategies and found out that students' learning strategy choice is related to students' purposes and the task they are engaged in (Oxford, 1990:8).

Based on the background study above, the aim of this research therefore, tried to reveal what learning strategies used in grammar by the 10 students (5 male and 5 female achievers) English Education Department at University of Islam Malang. Therefore, the research seeks to address the following questions: (1) What are the grammar learning strategies used by high female achievers?, (2) What are the grammar learning strategies used by high male achievers?

## **METHOD**

This qualitative research is a descriptive case study because it involves numerical data and case analysis (Cohen, 2007, p. 253). In carrying out this research, quantitative approach is also used in the form of simple statistical description to present frequency data of the type of strategy used by students (Cohen, 2007, p. 503). This study aims to analyse the types of language learning strategies most commonly used by students as

well as their tendency towards these strategies. To answer the research question, 10 students (5 male and 5 female) majoring in English at the Islamic University of Malang were taken based on their average grammar III score of 80.

To collect data, a set of Likert-scale questionnaires are distributed to students. Questionnaire containing 40 questions selected from Oxford's Inventory list of Language Learning Strategies (SILL) (1990) adaptive from one of study Nurliana (2015). In order to be understood by students, questionnaires are translated into Indonesian.

The list of questions is divided into 4 categories: cognitive, metacognitive, affective, and social. This is done to find out what kind of learning strategies are mostly used by students. In addition, this Likert-scale questionnaire also contains in-depth information about their strategies.

## RESULTS AND DISCUSSION

It was previously said that Likert scale questionnaires were given to identify the types of strategies that are widely used by students and their tendency to use language learning strategies in grammar. The results provide the data collected through online research, such as: ask the subject to complete an online questionnaire made by Google form. The table of language learning strategies below:

Table 01 Analysis of Most Often Grammar Learning Strategies used by High Female Achiever :

No.	Gender	Cognitive	Metacognitive	Social	Affective
1	Female	26.2 %	<b>32.9%</b>	25.6%	16%

According to table 1 above, the strategies most frequently used by high female achievers are metacognitive (32.9%) compared to cognitive strategies (26.2%), social strategies (25.6%) less but only one percent difference, and rarely is affective strategies

(16%). This shows that high female achievers tend to prefer three strategies. This answers one of the questions on the research question : ‘: (1) What are the grammar learning strategies used by high female achievers? the strategies they use is metacognitive the strategies is about planning, monitoring, and evaluation.

Table 02 Analysis of Most Often Grammar Learning Strategies used by High Female Achiever:

1	<b>Male</b>	<b>25.7 %</b>	36.6%	<b>28.8%</b>	<b>21.6%</b>
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According to table 2 above, the strategies most frequently used by high Male achievers are metacognitive (36.6%) compared to cognitive strategies (25.7%), social strategies (28.6%) and affective (21.6%). This shows that high male achiever tend to use different several of language learning strategies, This answers one of the questions on the research questions : ‘: (2) What are the grammar learning strategies used by high male achievers? it can be seen that the percentage of each strategy is almost even, except for the metacognitive strategy.

Based on the above 2 tables each of the answers of the two participant almost have similarities both of them use metacognitive strategies. But compared to other strategies they have different percentages. For the overall results of all the answers selected can be seen in the table below:

Table 3 Overall Grammar Learning Strategies use :

No.	Type of strategy	Never	Seldom	Sometimes	Usually	Always
		1	2	3	4	5
<b>1</b>	Cognitive	2	19	41 (24.1%)	74	34
		21 (12.3%)			108 (63.5%)	
<b>2</b>	Metacognitive	0	4	23 (17.6%)	60	43
		4 (3%)			103 (79.2%)	
<b>3</b>	Social	1	1	13 (26%)	22	13
		2 (4%)			35 (70%)	
<b>4</b>	Affective	6	4	14 (28%)	18	8
		10 (20%)			26 (52%)	

Table 4 above shows an overview of the frequency of language learning strategies used by the overall participant. Sometimes high female and male achiever use cognitive strategies (63.5%); metacognitive strategies (79.2%), social strategies (70%), while affective strategies (52%) are rarely used.

## CONCLUSION AND SUGGESTION

In this study, the researcher found out, from two participant between high female and male achiever have differences for using grammar learning strategies. Even though there are 4 categorizes strategies: metacognitive, cognitive, affective, and social. Unfortunately, high female achiever just using 3 kind of learning strategies. Meanwhile high male achiever used various strategies. This proves that high male achiever are quite successful in having a strong preference (interest) in using language learning strategies

also, they are aware enough to take advantage of various language learning strategies that can lead to successful achievement in grammar learning.

The findings of this research also have similar point in second study by Sumarni & Rahmawaty (2019) whereas they suggest that male and female students use different set of learning strategies based on their gender.

Gender, and achievement is considered as an important factor affecting the choice of learning strategies in grammar and is said to have a profound effect on strategy choice. Researchers have found different strategies used by high male and female achievers. However, Even though there is no significant difference between high male and female achievers in their overall strategy use, gender difference is observed in the least frequently used strategies, Fekadu Mulugeta<sup>1</sup> and Yemeserach Bayou (2019).

Finally, successful second language learner in grammar aware of the strategy they use and why they use them, Filiz (2005). Though effectiveness the results will be different, at least it can help other students to be more aware needs and problem-solving in the learning field by getting the right strategy.

From the analysis, the researcher found the high male achiever used more learning strategies to succeed in grammar learning and important thing is that gender affects the use of language learning strategies. High male achievers have a positive attitude and a strong interest in language learning strategies. This is evident from the results of research which show that high male achievers use various strategies than high female achievers which only uses three types of language learning strategies. All in a possible reason for the finding of the present study is probably the result of behavioral difference

between males and females. That is, males are likely to be more interested in challenge. It means that according to Oxford (1990:43). In research, gender and language learning strategies are never separated from the origin of grammar learning achievement. Several researchers tried to find problems in the differences in the learning outcomes of high Male and Female achievers both from the field of science and from various points of view. The results of the study clearly prove that the relationship between gender and learning outcomes in certain fields is quite influential. From here, the researchers finally found that male students have superior performance compared to female students. However, it is not uncommon for this research to show insignificant values or can change at any time. Finally, even in pandemic now researcher hopes high males and females achievers can be an example for another students to develop their language learning strategies.

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