Learning Grammar Strategies Using by Student of STIT Ibnu Rusyd Tanah Grogot (Metacognitive and Cognitive Strategies)

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Abstract:
This research was about the language learning strategies used by students with bachelor's degrees to learn grammar. Grammar is a big issue for students to learn English as a foreign language. Sometimes students have a problem comprehending the grammar in the English language and to get more understanding they try to find many strategies to cover the grammar in their knowledge. In this research, the researcher applied descriptive qualitative to approach the data. There were 35 students involved in this research. The students are concerned about the English language program. The research used the questionnaire from the Strategy Inventory for Language Learning (SILL). The result of this research is that most strategies that used by students. 52,5% apply new words in grammar, 53% learn grammar from film, 52,6% learn grammar through reading articles or newspapers, 50,8% learn grammar from writing descriptions or letters, and 54,2% learn grammar from translation. 51,8% of students learn grammar from the difficult task, 66,2% of students learn grammar through paying attention to speaking, 66,8% of students learn from other's smart friends in grammar, 54% of students learn grammar from a teacher, 51,6% of students learn grammar based on the motivation, and 52,8% students learn grammar from the error analysis. The other researchers need to apply this research. The current research could study language learning strategies based on memory, compensation, and effective strategies. The research could add based on gender to get the different results of language learning strategies from the students.

Keywords: *Grammar, Metacognitive, Cognitive*

1. INTRODUCTION

Grammar is the structure of the meaning system of language. Every language has specific grammar in its own language. People who can interact with the same language because they absolutely understand how the grammar system worked in languages (Anani, 2017). Grammar is the base competence and has a significant role in English. The native students have already known English grammar. Although they have the perfect grammatical ability in speaking, they need to transfer what they speak to their writing. In this case, they need to know how to apply grammar in their writing (Syaifullah, Yulia Qoirum, Refika A, 2022). Linguistically, grammar is the set of systematic rules to create the composition of clauses, phrases, and sentences. Grammar can be defined as the foundation of language. Grammar awareness can develop students' ability to think logically and clearly. Especially in reading, the students will have an accurate understanding of the reading text.

Grammar is a big issue for students learning English as a foreign language. Sometimes students have a problem comprehending the grammar in the English language and to get more understanding they

try to find many strategies to cover the grammar in their knowledge. Grammar is the important part of any languages to be learned in order to understand of language. When student know grammar well, they have good ability to understand the sentence in language (Ismail & Dedi, 2021). Grammar is an important aspect of learning in target language. A lot of techniques and strategies can develop their knowledge of the second language as target language. Cognitive skills play so much role in this category (Qadha & Alward, 2020).

Learning grammar has significant connection to learning activities. Learning activities consist of self-planning, self-monitoring, and self-regulation which are included in metacognitive strategy can play role to increase the student ability in grammar (Cer, 2019).

Sometimes student have problem to learn grammar. Therefore, they create their way to learn grammar. On the other hand, many students were able to get good achievement score in grammar. Identifying the strategies what they use is so important so it can become an experience for other learners (Walker & Elsworth, 1995). Learning strategies awareness is so significant for student's ability. It can enhance their knowledge.

In the learning guide, the approach chosen will be in choosing other learning components, especially learning strategies and methods. Learning strategy is a method that will be chosen and used by a teacher to deliver learning material to make it easier for students to receive and understand learning material, so that the objectives of competence and learning outcomes can be achieved properly. The learning strategy contains an explanation of the methods/procedures and techniques used during the learning process. In other words, learning strategies contain a broader meaning than methods and techniques. That is, learning methods/procedures and techniques are part of the learning strategy. Accuracy in choosing the strategy allows the implementation of the selected methods to create conducive and fun learning conditions so that students feel it is easier to realize the expected learning outcomes. Thus, the strategy is a learning component that allows the implementation of selected methods to present teaching materials during learning activities.

From the previous study, the result was taken from the university. This study focused at the Madrasah Tsanawiah (Islamic school for junior high school). So the result would be different from the former study. This study also focus in grammar according to metacognitive and cognitive strategies followed by student in learning process.

Therefore, this study aims to investigate the language learner strategies in learning grammar by student of Sekolah Tinggi Ilmu Tarbiyah Ibnu Rusyd, Paser, Kalimantan Timur. This study is objected to teacher and learners of English for foreign language, and English for any purpose in teaching and learning English classroom. This study was going to answer the frequency of learning strategies by student and the dominant strategies that they applied in learning grammar through metacognitive and cognitive strategies.

REVIEW OF LITERATURE
According to this research, shows that learning strategies are powerful learning tools so that many students use them. As for what needs to be considered from the implementation of the strategy is the

condition of the student. Is the student's condition good or not? It is from a strong physical condition and a healthy mind, so that when students apply the strategies they like, they do not have emotional and mental barriers (Isaak et al., 2021). Finally, it can be said that students tend to use cognitive and affective abilities in learning English.

From the study, students' English learning strategies used affective strategies to help change students' emotions, attitudes and motivations in using English. This strategy relates to the process of storing and processing new information received for their own English learning (Lismay & Zubaidah, 2019). There are factors supporting the learning. These are due to internal and external factors. Internal factors related to students' ability to motivate themselves and manage

English learning schedules. Such as the obligation to memorize vocabulary weekly but not used in daily conversation.

In the results of this study, a group of students is consistent with the results of the study. More specifically, there was a significant correlation between compensation strategies and LP, and no significant correlation with the other five types of LLS (Stander, 2020).

Language learning strategies has the same strategies with the other strategies to learn other foreign language (Budiarti, 2020) and (Setiadi, 2019). Meta Cognitive Strategies are very important strategy to learn English language. These strategies are connected with self-awareness to plan or direct, monitoring, evaluating or correcting in learning English. Metacognitive strategies include the special task in learning, planning organization in writing or speaking, monitoring the information from the

experience and evaluating the language activity and language production. Cognitive Strategies These strategies are very different from metacognitive strategies. Cognitive strategies have connection to the task at hand and the manner in processing linguistic information. Cognitive strategies have two kinds of sub-categories. These are deep level cognitive and surface level cognitive strategies. Deep level cognitive relates to students learned something by relating it to previous knowledge, other topics and personal experience. (Hong et al., 2020) Student learn grammar from many strategies. One of the strategies is cognitive and affective strategies. Metacognitive strategies through video could support strategies for student to learn grammar (Taslibeyaz, 2020). Student have different strategies for grammar ability. Metacognitive strategies based on the task based learning would be one of the strategies using by student to enhance the English grammar ability (Ji & Pham, 2020).

2. METHOD

The research design used descriptive qualitative research. Qualitative research can describe in a structured manner the situation and facts of a particular population in a real and accurate manner (Hardani et al, 2020). The final conclusion of this research was in the form of a sentence statement not in the form of numbers. This research was intended to describe phenomena that exist naturally or engineered by humans. Research had some procedures. First, the researcher describe the orientation of the research, then the researcher reduced the information form the former step. The last, researcher selected the focus that had been set in more detail then conduct an in-depth analysis of the focus of

the problem. The result is a theme that is constructed based on the data obtained into knowledge. The data was taken by observation, interview and questionnaires.

The research variable is a characteristic or value of a person, object or activity that has a certain variation determined by the researcher to be studied so that information is obtained about it then conclusions are drawn (Hardani et al, 2020). The variable in this study was a descriptive study of one variable independently. The variable in this study was the language learning grammar strategies. The students would find way to improve their English communication ability and it could be detected from language learning strategies (Huang, 2018). The acquisition of English language skills could be searched from language learning strategies. Applying the SILL for learner language learning strategies could became alternative model. Language learning strategies have different level based on the proficiency and gender (Saks & Leijen, 2018). Strategy inventory for language learning could reported language learning strategies for student (Alrashidi, 2022).

This study involved 35 students of Sekolah Tinggi Ibnu Rusyd Tanah Grogot. The students was from English Education Program. Researcher applied observation, questioner and interview to collect the data. Especially for questioner, researcher used two indicators. They were metacognitive and cognitive strategies. The data would analyzed by Likert. The questioner would be answer:

Table 1: Questioner Answer

No	Answer	Value
1	Always	5
2	Often	4
3	Sometimes	3
4	Seldom	2
5	Never	1

To find out the level achievement of questioner would use this classification:

Table 2: Value of Questioner

No	Answer	Value
1	4	Excellent
2	3-3,9	Good
3	2-2,9	Average
4	1	Low

3. FINDINGS AND DISCUSSION

The result of this research had significant connection from the former research (Lismay & Zubaidah, 2019). The former research showed the metacognitive strategies is most used by student than cognitive strategies. From the analysis, the researcher found the result. First, the result was found from the cognitive strategies

Diagram 1: the result of cognitive strategies
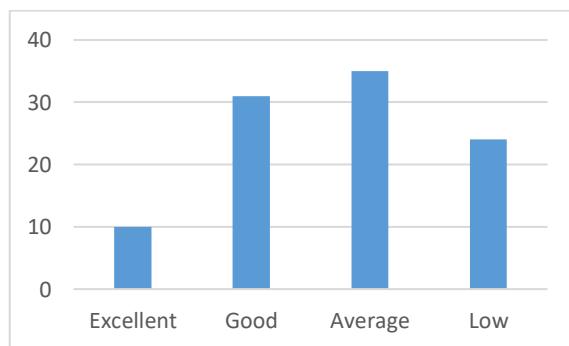
This frequency was analyzed from the students' perspective through the questioner. There are 88% students using cognitive

strategies for their way to get good understanding for learning grammar

Diagram 2. Diagram of the Most Cognitive Strategies used by Students
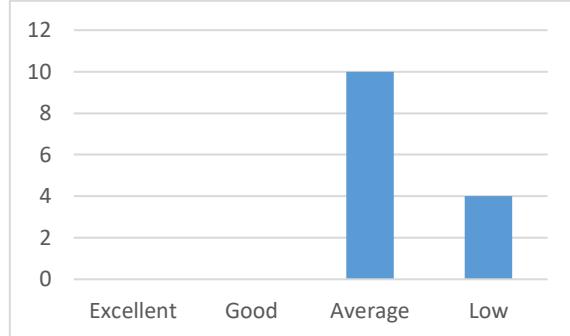

This finding was analyzed from the most strategies that used by student. 52,5% apply new words in grammar, 53% learn grammar from film, 52,6% learn grammar through reading article or newspaper, 50,8% learn grammar from writing description or letter, and 54,2% learn grammar from translation Second was found from the metacognitive analysis.

Diagram 3. Diagram of Metacognitive Strategies
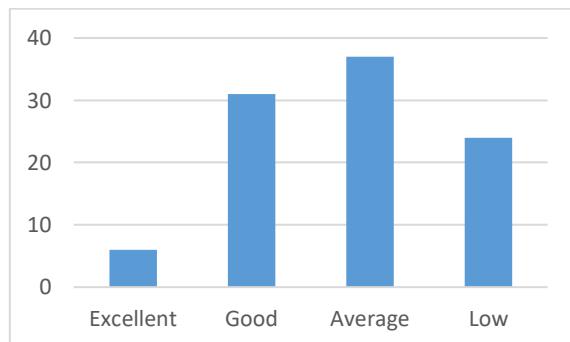
This frequency was analyzed from the student's perspective through the questioner. There are 91% students using metacognitive strategies for learning grammar.

Diagram 4. Diagram of the most Metacognitive Strategies used by Students
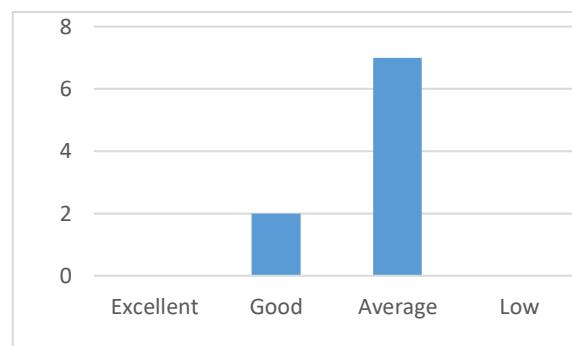
This finding was analyzed from the most strategies that used by student
51,8% student learn grammar from the difficulties task, 66,2% student learn grammar through paying attention of speaking, 66,8% student learn from others smart friend in grammar, 54% student learn grammar from teacher, 51,6% student learn grammar based on the motivation, and 52,8% student learn grammar from the error analysis.

4. CONCLUSION

Student have many strategies for learning grammar. From the cognitive strategies, students learn grammar from making sentence from vocabulary in writing. While some students like to learn grammar in speaking. Writing and speaking are the skills for them to learn grammar. Besides, they learn grammar from the conversation. They arrange and find out grammar lesson from the strategies. Student also learn grammar from watching movie. From this material they get learn from native sources. Then student learn grammar from reading article or newspaper.

From the metacognitive, student learn grammar based on the task, student learn grammar through paying attention of speaking English, student learn grammar from their friend who good in grammar lesson, student learn grammar from asking the teacher and student learn grammar from error analysis.

The other researches need to apply from this research. The current research can study language learning strategies based on the memory, compensation and affective strategies. The research can add based on the gender to get the different result of language learning strategies from the student.

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