

LEARNING STRATEGY USED BY THE EFL STUDENTS IN LEARNING INTERMEDIATE ENGLISH GRAMMAR AT THE SECOND SEMESTER OF UNIROW TUBAN.

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ABSTRACT

This research aims to find out the problems of learning English Grammar that confronted by the English department students, as well as the English grammar learning strategies of English department students. English grammar is the structure of expression in the English language, including the structure of words, phrases, clauses and sentence. Learning strategies are special ways of processing information that enhance comprehension, learning, or retention of the information.

The method of this research was qualitative method. The data was taken from the field research in Ronggolawe University of Tuban, particularly in the 2nd semester of English department students of Teacher Training and Education Faculty. The subjects of this research were 23 students that purposively chosen by the researcher. The data collection technique that used was observation, questionnaire and interview techniques. The descriptive qualitative method used in presenting the result of data analysis.

The 2nd semester of English department students confronted many problems in learning English grammar. Most of them had problems such as tenses and its application into sentences, also the other grammar rules (e.g. preposition, auxiliary, modal). Not only the materials in basic grammar, but the students also had problems in applying English grammar to the four language skills, listening, reading, speaking and writing. Most of students applied English grammar learning strategies both direct and indirect strategies to help them learn English grammar in effective and efficient ways, even it could be a way to minimize their learning problems. By using the English grammar learning strategies, the students could improve their English grammar competencies and applied it into the four language skills (listening, reading, speaking and writing) better than before.

Thus, it would be better for the students to keep their English grammar learning strategies going on, even if they could find the other learning strategies which appropriate for the them and the materials. The lecturers must be aware of the students' problems in learning English grammar, they should evaluate and update their learning methods and collaborate with their students to living their English grammar class.

Keyword : L2 learning strategies, Grammar strategies, EFL Students

INTRODUCTION

English as an international or global language is underpinned by its wide use in a range of English as an International language that is used worldwide. The current status of fields such as education, politics, diplomacy, international trade and industry, commerce, science and

technology, the media, information technology, popular culture, and communication (Crystal, 2003). In educational field, English is used as a medium of instruction in some schools and universities in some parts of the world, with subjects such as management, information, technology and the humanities.

During the last few decades, EFL scholars and teachers have shifted their focus away from the teacher- centered perspective to learner-centered perspective. Nowadays, learners take on more responsibility for their learning in order to meet their own individual needs. The learner- centered approach puts more responsibility on the students' shoulder to take full advantage of opportunities to learn by making use of language learning strategies (LLS). That is, as language learning studies became more learner-centered, their intent was ultimately to introduce less successful learners to strategic ways to promote their personal success in language learning.

Learning strategies are —operations or steps used by a learner to facilitate the acquisition, storage, retrieval or use of information (Rigney, 1978 cited in Aslan, 2009). O'Malley & Chamot (1990:1) characterized learning strategies as —the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information. Additionally, according to Chamot (2004: 14) learning strategies are —the conscious thoughts and actions that learners take in order to achieve a learning goal.

Oxford (1990) proposed a comprehensive classification system of learning strategies using the two major groups: direct and indirect strategies. Each category was broken down into subcategories reflecting the specific strategies that would fit under the labels. Direct strategies which are directly related to learning/ producing the target language are subdivided into memory strategies (retrieving and storing new information), Cognitive strategies (operating new input), and Compensation strategies (overcoming missing knowledge of a target language).

Indirect strategies are those that enable direct strategies to occur and/ or increase their successful application: Metacognitive strategies for managing the cognitive process, Affective strategies for controlling emotions in language learning, and Social strategies for interacting with others. In general these strategies help students (a) to become more autonomous, (b) to diagnose their own learning strengths and weaknesses, and (c) to self-direct their own learning process (Oxford,1990). Learning strategies, therefore, help learners become efficient in learning and using a language.

It is impossible to deny that some learners perform better than others in language learning. This indicates that individual learner variables influence learning outcomes as the result of the learning strategies that the learners employ. A good language learner tries to find ways to use these strategies to succeed in language learning. These strategies usually make learning more successful if they make use of learning strategies while learning a foreign language. Otherwise, many learners fail to learn a foreign language as they are not selfdirected learners or they are used to being spoon-fed learners.

Thus, investigating students' language learning strategies use is very important to make strategy training in accordance with the students' needs. Recently, there is a shift of research focus from general to skill learning strategies. Beside to this change, some studies have been conducted on vocabulary, reading, listening, and writing strategies employed by language learners with different socio- economic and cultural back ground though further research is still required by considering several variables.

However, a research into the investigation of students' use of grammar learning strategies has been a less studied area since grammar plays an important role in almost every educational pursuit. Knowledge of grammar enables learners to understand how words can

create intricate meanings and how subtle literary effects are created. Therefore, students are likely to be more analytical and receptive readers. Likewise, knowledge of grammar also allows for better speaking skills by eliminating misunderstanding. Those who speak well tend to sound more mature and professional. Moreover, learners can write with the correct grammar of the language if they are equipped with enough grammatical knowledge (Cornwall, 2010).

In addition to the question of how much grammar should be provided, there are two dichotomies still prevalent in L2 literature: deductive versus inductive approaches, and explicit versus implicit approaches. The studies that investigated which of these approaches is better have yielded different results. In addition, several researchers point out that learners may benefit from different types of instruction as they have different learning styles and strategies (DeKeyser, 1994; Larsen-Freeman, 1979). Given the fact that grammar classes tend to be comprised of students who experience varying levels of success in grammar learning, in spite of being exposed to the same kind of instruction, individual differences probably play a part in grammar learning, and one of those individual differences may be the learners' learning strategies.

The field of learning strategies is relatively new. The research into learner differences has indicated that all learners use certain strategies in order to promote their learning. Further studies enabled several researchers (e.g., O'Malley & Chamot, 1990; Oxford, 1990) to organize the commonly used learning strategies into different classification schemes, by determining certain strategy types, such as cognitive, metacognitive, social-affective, and compensation strategies.

Several researchers have also investigated the learning strategies that help specific language skills. For example, Hosenfeld (1977) studied the reading strategies of successful and unsuccessful learners, and her study revealed that successful readers employed contextual guessing strategies when reading, and that they evaluated the correctness of their guesses.

From the above explanations, it can be assumed that English ability has become one of significant factors in winning the very tight competition of getting a job in this globalization era and it is believed that people who are fluent in English would tend to earn better jobs in the corporate world because they would have a skill to communicate better with people from other countries (Seidlhofer, 2004).

The learning strategies that are employed in grammar learning have not been thoroughly explored either. One study that concerned learning strategies and grammar was conducted by Vines Gimeno (2002). This researcher used cognitive and metacognitive learning strategies to teach grammar points. The study indicated that the experimental group which was given strategy instruction improved their grammar more than the control group did.

RESEARCH METHOD

This study uses qualitative analysis because it is designed to get information dealing with the current status of a phenomenon. In this study the researcher wants to know the students' learning strategies in Intermediate English Grammar.

The researcher chooses the students from The Second Semester Of English Study Program Unirow Tuban In The Academic Year Of 2017. All of the students of 2017 will be the participants of this study. There are 23 students and they will be categorized into three kinds of participants namely: Low achiever, medium achiever and high achiever students. In

conducting this research, the researcher uses two instruments. They are observation, questionnaire and interview.

FINDING AND DISCUSSION Findings

The findings of the study are divided into two parts: the types of learning strategies used by EFL students (high, medium, and low proficient students), and the students' reasons of the use Learning Strategies in Intermediate English Grammar.

Learning Strategies of the High Proficient Students

Students with high learning strategy level are the students who got their grammatical midterm and final-term tests scores 5 (excellent) - 6 (outstanding). Generally grammatical, the high students' level use indirect learning strategy (affective strategy) more often than students with medium and low students' level. They use those strategies to improve their grammatical skill. Based on the interpretation of the researcher, the high proficient students use affective learning strategies more often than the other strategies as can be seen in the following table:

No	Subject	MS	CogS	ComS	MCS	AS	SS	OLS	Mostly Used
1.	#S2	3.25	4.0	3.6	4.1	4.25	3.6	3.83	AS
2.	#S7	3.75	3.4	3.4	3.33	4.5	4.0	3.66	AS
3.	#S8	3.37	3.5	3.4	4.0	4.12	4.0	3.71	AS
4.	#S17	3.62	3.8	4.0	3.83	4.37	3.8	3.90	AS
5.	#S22	3.62	3.7	4.0	3.66	4.75	3.6	3.38	AS
	Mean	3.52	3.68	3.68	3.78	4.39	3.8	3.69	AS

Based on the table above, the mean of OLS score (3.69) are more than 3.5. It means the high students' level frequently highly applied the strategies in learning. It can be seen in table 2 relating Oxford category of language learning strategy level that the high student achievers used high language learning strategies level. Therefore, it can be concluded that they usually used all of the strategies. However, there is one strategy they use more often than the other strategies. Since the mean of affective learning strategy more than other learning strategies for example when they practiced their speaking in the class, they tried to relax to allay their nervous and they always paid attention when someone spoke English. It means the high students' level mostly applied **affective learning** strategy (4.39). It is followed by other learning strategy like **memory strategy** they use picture or rhyme to remember the new words, they did it by putting new words or expressions within sentences or dialogues, so that it would ease them in memorizing those words or expressions. Related to **cognitive strategies** they tried to speak like foreigner to make their speaking well. To be successful in speaking, of course, the learners had to be able to produce the language. However, it was not an easy task as it was important for them to understand the language before they finally expressed it.

Related to **compensation strategy**, using mime or gesture was used by the high students when they got difficulty in expressing their ideas orally, they usually used their hands or eyes.

Related to **metacognitive strategies**, the high students always linked the materials they got with ones that they had before. More particularly, paying attention was an important aspect as they would not able to master the language if they did pay no attention when their teachers explained the materials.

Related to **social strategies**, the high students practiced either by their friends or their teachers, and they always made themselves to be a good student in Intermediate English Grammar. It was applied when they did the presentation in speaking class.

Learning Strategies of the Medium Proficient Students

The medium students achievers who got their Grammar mid-term and final-term tests scores 3(good) – 4 (very good) .When Intermediate English Grammar, they employ some strategies to solve the problem. Like the high and low proficient students, they use indirect learning strategies more often. The data can be seen in the following table:

No	Subject	MS	CogS	ComS	MCS	AS	SS	OLS	Mostly Used
1.	#S1	2.0	3.2	3.4	3.0	4.0	3.6	3.16	AS
2.	#S3	2.25	2.8	3.0	2.5	3.0	3.6	3.66	SS
3.	#S4	3.0	3.5	3.6	3.0	3.12	3.4	3.26	AS
4.	#S5	2.87	3.0	3.2	3.33	3.87	3.0	3.26	AS
5.	#S6	3.5	3.4	3.2	3.0	4.12	3.0	3.5	AS
6.	#S9	2.87	2.7	3.0	2.83	2.75	3.4	2.88	SS
7.	#S10	2.75	3.3	3.6	2.66	3.37	4.0	3.23	SS
8.	#S11	2.75	3.3	3.0	3.33	3.62	3.2	3.21	AS
9.	#S12	2.75	2.7	2.0	3.16	3.62	3.2	2.92	AS
10.	#S15	2.75	3.1	2.8	2.0	4.5	2.2	3.0	AS
11.	#S16	3.5	3.3	3.4	3.83	3.87	3.8	3.59	AS
12.	#S18	2.75	3.3	2.0	2.5	3.75	3.0	2.97	AS
13.	#S19	2.62	3.5	2.8	3.66	4.5	4.0	3.76	AS
14.	#S21	2.87	3.1	2.8	2.83	3.75	3.4	3.14	AS
15.	#S23	3.0	3.8	3.4	3.0	3.62	3.2	3.38	AS
Mean		2.81	3.2	3.01	2.97	3.69	3.33	3.06	AS

Based on the table above, all of the OLS subscale score (3.06) is less 3.5. It means the medium students' achievers unfrequently applied the strategies in Intermediate English Grammar. It can be seen in table 2 relating Oxford category of language learning strategy level that the high student achievers used high language learning strategies level. Therefore, it can be concluded that they sometimes used all of the strategies. Therefore, However, there is one strategy they use more often than the other strategies. Since the mean of indirect learning strategy (affective strategy) more than direct learning strategies, for example when they practiced their speaking in the class, they tried to relax to allay their nervous and they always paid attention when someone spoke English, they also made positive statements to motivate them internally, and gave themselves rewards to motivate them externally. It means the medium students' level mostly applied **affective learning** strategy (3.69). It is followed by other learning strategy like **memory strategy** they structured reviewing, however, was only used by a subject. It did not mean that they did not review their materials, they did review their materials, but not in a structured

Related to **cognitive strategies** they tried to speak like foreigner to make their speaking well as like the high students did, to be successful in speaking, of course, the learners had to able to produce the language. However, it was not easy task as it was important for them to understand the language before they finally expressed it.

Related to **compensation strategy**, using mime or gesture was used by the medium students when they got difficulty in expressing their ideas orally, they usually used their hands or eyes too.

Related to **metacognitive strategies**, the medium students always also linked the materials they got with ones that they had before. More particularly, paying attention was an important aspect as they would not be able to master the language if they did pay no attention when their teachers explained the materials.

Related to **social strategies**, the medium students practiced speaking either by their friends or their teachers, and they always made themselves to be a good student in Intermediate English Grammar, it tried when they did the presentation in class.

Learning Strategies of the Low Proficient Students

The low student achievers who got their speaking mid-term and final-term tests scores 1 (below average) – 2 (average) are indicated that they have low skill. The low proficient Students also apply some strategies in Grammar. Based on the data which have been compiled by the researcher, they use indirect learning strategies more often than the other learning strategies, as can be seen in the following information:

No	Subject	MS	CogS	ComS	MCS	AS	SS	OLS	Mostly Used
1	#S13	2.5	2.9	2.6	2.8	3.0	2.6	2.76	AS
2.	#S18	2.12	3.1	2.2	2.33	3.5	3.4	2.80	AS
3.	#S19	1.5	2.5	1.8	2.0	3.5	3.2	2.42	AS
	Mean	2.04	2.83	2.2	2.37	3.36	3.06	2.69	AS

Based on the table above, the score of OLS subscale (2.69) is less than 3.5. It means the low students' level unfrequently applied the strategies in Grammar. It can be seen in table 2 relating Oxford category of language learning strategy level that the high student achievers used high language learning strategies level. Therefore, it can be concluded that they sometimes used all of the strategies. However, there is one strategy they use more often than the other strategies. Since the mean of indirect learning strategy (affective strategy) more than direct learning strategies. Even though the low students and the high student did the same strategies but they had different activities in mastering their Grammar for example when they practiced their Grammar in the class, they were still afraid to practice, although they still tried to relax to allay their nervous. It means the high students' level mostly applied **affective learning** strategy (3.36). It is followed by other learning strategy like **memory strategy** they use picture or rhyme to remember the new words, they did it by putting new words or expressions within sentences or dialogues, so that it would ease them in memorizing those words or expressions too.

Related to **cognitive strategies** they less tried to speak like foreigner to make their speaking well. So that in this strategy the low student did not believe themselves because they still have difficulties in speaking English.

Related to **compensation strategy**, using mime or gesture was used by the low students too when they got difficulty in expressing their ideas orally, they usually used their hands or eyes.

Related to **metacognitive strategies**, the low students also always linked the materials they got with ones that they had before. More particularly, paying attention was an important aspect as they would not be able to master the language if they did pay no attention when their teachers explained the materials.

Related to **social strategies**, the low students less practiced Grammar either by their friends or their teachers, when there were their friends presented the presentation the low students did not have any questions. But they still tried to make their Grammar better.

It means the low students' level mostly applied indirect learning strategy (affective strategy). It is followed by direct learning strategy

The researcher then compares the mean score of overall learning strategy among three groups of level. The overall mean score of the high level group is 3.69, while the overall mean score of the medium level group is 3.06, and the overall mean score of the low level group is 2.69. From the data above, it can be concluded that all of the students are included in high frequency in using learning strategies. It can be said that they are strategies aware. The high level group has the highest score of overall learning strategy. It means the high level group use learning strategy more often than the other groups. It is followed by the medium level group and the low level group.

The explanation above indicates that the high proficient used all types of LLS, from which affective strategy (4.39) was used the most, and the other LLS were also highly used as the following order: metacognitive strategy (3.78), social strategy (3.8), cognitive strategy (3.68), compensation strategy (3.68) and memory strategy (3.52). Meanwhile, the medium proficient students also used LLS with affective strategy (3.69) as the highest level. The other strategies were also applied with medium level: the other LLS are ordered as follows: Social strategy (3.33), cognitive strategy (3.2), compensation strategy (3.01), metacognitive strategy (2.97) and memory strategy (2.81). The last, the low proficient students also used LLS with Affective strategy (3.36) as the highest level. The other strategies were applied with the following order: social strategy (3.06), cognitive strategy (2.83), metacognitive strategy (2.37), compensation strategy (2.2) and memory strategy (2.04).

The Reasons of the Use of Learning Strategies in Intermediate English Grammar

To support the finding SOLS (Survey of Learning Strategies), the researcher conducts an interview. He interviewed 2 high proficient students (#S2 and #S7) and 2 low proficient students (#S13 and #S19), and 2 medium proficient students (#S3 and #S4).

Based on the interview result with high students, the reason of their learning grammar are because they are afraid of making error and their friends will laugh at them, as follows:

The high Proficient students' reasons

—*hanya saja kadang saya lupa salah satu kosa kata, dan itu membuat saya susah merangkai kalimat*". It's just that sometimes I forget one of the vocabulary, and it makes me hard to string the sentence. (#S7)

From the explanation, it is clear that the high proficient students are still nervous when they wanted to practice their speaking and it likes what the high student achievers used in their learning strategies (affective strategies) they always tried to practice but they still had those problems.

The other students said that difficult pronunciation and new words make them feel confused in speaking English, As follows:

—*saya merasa kesulitan ketika saya mau mengingat yang sudah diajarkan dan di terapkan di pelajaran selanjutnya karena berurutan.* " (When i want to say something and I don't know the vocabularies and the pronunciation is difficult). (#S2)

From their explanation, it is clear that difficult pronunciation and new words make them feel anxious while speaking English. They are afraid of making errors and their friends will laugh

at them because of their lack of proficiency, it is clear that all of the students usually use affective strategy, because they wanted to solve their problem in the practicing their structure especially in the intermediate grammar class.

The medium Proficient students' reasons

When the researcher interviewed the medium students, they said that lack of comprehension makes them uncomfortable while learning grammar. As follows: *"Kadang saya tau apa yang saya maksud tapi sulit untuk mengucapkannya dan terlebih lagi kosa kata tentang materi yang tidak saya ketahui"* (sometimes I know what i mean if i want to say some sentence but i feel difficult to say it, and moreover i don't know the vocabularies that included the material). (#S4)

From the statement, it is clear that lack proficiency make him feel anxious.

the medium students' achiever also says that lack of proficiency makes them feel anxious.

They sometimes know what they mean but they don't know the vocabularies. In facing that problem they usually guess its mean or say with the antonym word, as follows: *"Kalau tidak tau kosa katanya mengira ngira/memperagakan atau memakai kata lain yang searti. (If I do not understand the vocabularies, I will guess it or use the antonym word)"*. (#S4)

This strategy is part of indirect learning strategy.

When they lost concentration, they use indirect learning strategies like trying to get back on track.

"saya kalo belajar grammar lebih sering bertanya pada teman kemudian saya fahami di rumah karena saya kurang fokus jika belajar dalam keramaian. (I learn grammar more often ask my frien then I understand at home, because I lack focus if learning in the crowd). (#S3)

To remember what they learn, both #S4 and #S3 say that they usually connect the sound of a new English word and an image or picture of the word to help remember the word. It is part of direct learning strategies. Although the mdium students achiever also have some problems in speaking, they are satisfied with their speakng ability because they say speaking is not too difficult to learn and the problems they usually encounter can be solved although their solving sometimes do not bring them to the right idea.

The low Proficient students' reasons

The researcher then compares the answer with low students. They said the same point with medium and high students' achiever. They said that difficult words are the main causes of their grammar.

"kalau struktur katanya sulit itu sangat mengganggu" (It bothers me if the word structure is difficult). (#S13)

"saya merasa tidak nyaman kalau tidak mengerti struktur kata yang ingin saya tulis dan saya bicarakan" (I feel uncomfortable when I do not know the tenses that I want to write and I speak). (#S19)

Based on the interview result above, it can be concluded that all level has problem in proficiency. It is the main problem which makes them feel anxious during learning grammar in English.

The researcher then asks them about strategy to face the problem they usually encounter. The problem usually appears is unknown vocabularies, high students use indirect learning strategy to improve their skill, for example they ask the English of some words to their friend, if their friend cannot answer, they will look at the dictionary. The last choice when they cannot open the dictionary because of particular reason, they use guessing the meaning of the words.

In facing another problem in learning grammar like losing concentration, they also use indirect learning strategy. Sometimes they use direct learning strategy as well, for example by practicing their structure in the test or with their friends. But they use indirect learning strategy more often.

To help them remember the word that they said and can be used in other time, they always try to speak English well and always using the English in the conversation with their friend. It is part of direct learning strategy. They usually try to make a word in a sentence or dialog to remember the new vocabularies so they are easy to remember the text. Low proficient students tend to enjoy speaking but sometimes difficult pronunciation makes them uncomfortable. However they are satisfied with their grammar ability, they need to improve it. In practicing with their friend, low proficient students used indirect learning strategy like guess the words that they don't know in English because they think using dictionary is wasting time. When other students cannot catch what the low student said, they speak slowly and carefully. They try to keep concentrating. It is also part of indirect learning strategy. To make them easy to remember the vocabularies they use direct learning strategy like reviewing their lesson. So it can be concluded that low proficient students use all of the learning strategy but they use indirect learning strategy more often.

Discussion

In this part, the researcher will discuss the result of this study. She will compare it with the result of previous study. Successful English Learners' Strategies in improving their intermediate grammar has ever studied by Kusumaningrum (2011). She conducted the study about the learning strategies that used by successful English learners which indirectly improved their speaking ability. According to her, the successful English learners use direct and indirect learning strategies but they use social strategies more often than the others strategies and social strategies included indirect learning strategies. In Cahyani's (2010) study, For example, we can see the profile of successful English language learners. In her study, she found that the learners use strategies that are suitable with their needs, so that they can be successful. Based on her study, the learners used both direct and indirect strategies proposed by Oxford. However, direct strategies play more important role to the improvement of their study. This illustrates that the appropriate use of strategies can bring them to be successful learners.

For the purpose of this study, the researcher used Oxford's (1990:18-21) taxonomy of language learning strategy which consisted of direct strategies (memory strategies, cognitive strategies, and compensation strategies), and indirect strategies (metacognitive strategies, affective strategies, and social strategies). This taxonomy was developed into an interview guide written in English which was used as the research instrument (see the Appendix). Having been collected, the data were organized and analyzed descriptively for data interpretation. And from this study the researcher find that every student proficiency had different level of language learning strategies, the high proficient student had high language learning strategies level, it can be seen from the result of their OLS score is more than 3.5 it means that the high proficient students usually used it, and the medium proficient students

had medium language learning strategies level, it can be seen from the result of their OLS score is less 3.5 it means that the medium proficient students sometimes used it, and the low proficient students had medium language learning strategies level, it can be seen from the result of their OLS score is less 3.5 it means that the low proficient students usually used it.

In this research, the researcher divides them into three levels of learning strategies. It consists low, medium and high. In using learning strategy, the researcher finds that all of them use indirect learning strategy (affective strategy) more often. It is followed by direct learning strategy. It might imply that students often encounter difficulty in learning grammar, especially when they learn tenses and they make sentences. That is why they used indirect learning strategy more frequently.

The problem they often encounter is like unknown vocabularies, difficult tenses, and lack of practice to make sentences. Those factors are part of proficiency. Since the problem they usually encounter are almost the same, they might have the same proficiency level. It might happen high students achiever have high proficiency also and vice versa.

According to Kusumaningrum (2011) there are some terms of the way the students should do in order to be successful English learners. Related to her, the role of English teachers is important as they can teach their students the strategies. As emphasized earlier, the secret of being successful in learning intermediate English grammar is by using English in daily life; therefore, it is recommended for the teachers to make a rule in which both teachers and students have to fun learning as like games on learning intermediate English grammar. It is expected that this strategy can help the students to improve their ability in structure.

Since the researcher uses of the questionnaire. She can not guarantee that the students answer based on their experiences although she has told them to answer honestly. This is the weakness of using questionnaire.

Learning strategies, in fact, are the issues of language learning which nowadays seem to be important to know and to do by language learners. Some strategies will be useful to some learners more others, so it is hard to indicate at which strategy the kinds of learners to be greatest one. Only the individual learner can decide this as learners will know whether or not a particular strategy is appropriate for them.

CONCLUSION

Based on the finding, it can be concluded that the high proficient students used LLS higher than the other students from medium and low proficiency. The high proficient students used all types of LLS, from which affective strategy was used the most, and the other LLS were also highly used were ordered as follow: Metacognitive strategy, social strategy, compensation strategy and the last way memory strategy.

Meanwhile, the medium proficient students also used LLS with affective strategy as the highest level. The other strategies were also applied with medium level: the other LLS are ordered as follows: Social strategy, cognitive strategy, compensation strategy, metacognitive strategy and memory strategy.

The last, the low proficient students also used LLS with Affective strategy as the highest level. The other strategies were applied with the following order: social strategy, cognitive strategy, metacognitive strategy, compensation strategy and memory strategy.

From the conclusion above. All the students for all level of proficiency used affective strategy the highest. The other strategy were more often used by the high proficient students.

The medium and low proficient students used the other LLS with medium and low level of proficiency.

Suggestions

For the Teachers or Educators

Grammar difficulties can bring some negative effect on learning process. The teachers or educators should be aware of the students' difficulties especially in learning grammar. Since language learning strategies can reduce students' learning grammar difficulties, the teachers should introduce them some strategies which are important for them and train them to use some important strategies more often to face the problems during learning. So their difficulties can be controlled.

For the Students

Like teachers, students should be aware of their difficulties during learning grammar. They should know what learning strategies they should use to reduce their difficulties. They should try to use some strategies to face the problem in learning grammar which can influence their skill.

For Further Researcher

Further researcher still need to find the causes of differences in using language learning strategies, and need more observation in the real condition like in the class to get more valid and reliable data . A research about the relationship between proficiency level of EFL learners and learning strategy they used is encouraged to be studied in future research.

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