

## Grammar Learning Strategies by Chinese Language Education Students: A Lesson from Grammar Courses

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### Abstract

The complexities of Chinese grammar make it quite challenging to become proficient in. To help learners in mastering grammar, using the right grammar learning strategy can help them to improve their language proficiency. The aims of this study are to investigate the frequency of using Chinese grammar learning strategies, identify the differences in the use of strategy types by students majoring in Chinese Language Education class of 2022 and 2023 at Ma Chung University, and identify the differences in strategies used by male and female students. This research classified as descriptive quantitative. The research instrument used a questionnaire, was developed based on the Grammar Learning Strategy Inventory by Miroslaw Pawlak. Based on the results of the study, it was found out that respondents more frequently used social strategies (mean= 3.59) when learning Chinese grammar; the class of 2022 students more frequently used metacognitive strategies (mean=3.73), while class of 2023 students more frequently used social strategies (mean=3.48); furthermore, male students more frequently used social strategies (mean=3.77), while female students more frequently used metacognitive strategies (mean=3.65). More specifically, this study suggests that teachers should focus more on facilitating their students through various interactions, as this is the most frequently used approach in social strategies. As for this study, grammar learning strategies in the Chinese language is very important and must be developed further.

**Keywords:** Grammar; Chinese language; Grammar learning strategies; Chinese education

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## INTRODUCTION

Learning the grammar of a foreign language is not easy. Cahyani et al. (2022) state that learning and mastering grammar is not easy and requires strong determination on the part of foreign language learners who are not native speakers. Nevertheless, grammar is an important component that must be learned and mastered by foreign language learners. Grammar itself is an explanation of the rules governing how sentences in a language are formed; in short, grammar is the structure and system of meaning of a language (Aripin, 2023). Same as learning Chinese as a foreign language, grammar is also a component that must be considered.

Unfortunately, there are some views that consider vocabulary mastery to be more important in learning Chinese. One of them is stated by Widuri et al. (2024), the process of learning Chinese requires extra effort in understanding its vocabulary, as Chinese

features 汉字hànzì, 拼音pīnyīn, 声调shēngdiào, and 声母shēngmǔ which are cannot found in any other language. In the other side, Wangi et al. (2019) stated that if Chinese learners only master vocabulary without understanding correct grammar, they will face difficulties in forming proper sentences. Therefore, it can be concluded that in Chinese language learning, understanding vocabulary and grammar must receive equal attention so that vocabulary can be applied and processed into sentences according to existing grammar rules.

Efforts to deepen understanding of Chinese grammar are not easy. This is proved from a survey on students of Chinese Language Education program class of 2022 and 2023 at Ma Chung University. Some students identified several factors contributing to the difficulty of learning Chinese grammar, including the variety of types and rules governing Chinese grammar usage, the similarity between different grammar structures, and the challenge of applying them directly in practice.

One way to deal with the challenges of learning Chinese grammar is to use the right and interesting learning strategies. Learning strategies are the efforts that learners make to improve their ability to gain knowledge more effectively (Yuliana et al., 2023). Moreover, Chen (2016) revealed that the use of effective strategies can benefit learners in learning grammar and can help them master the forms and functions necessary for understanding. The learning strategies that focus on grammar are better known as Grammar Learning Strategies (GLS). One expert who has focused his research on grammar learning strategies is Miroslaw Pawlak. Since 2009, Pawlak has been conducting research on grammar learning strategies. According to Pawlak (2013), these grammar learning strategies are categorized into four groups, namely metacognitive strategies, cognitive strategies, social strategies, and affective strategies.

Actually the research topic about grammar learning strategies is not a new one. There are similar studies that allready discussed about grammar learning strategies. The first study was conducted by Pangesti et al. (2023) on BIPA students at Muhammadiyah University Malang who were studying Indonesian. The results of the study found that the strategy most frequently used by BIPA students was the social strategy, followed by the metacognitive strategy, the cognitive strategy, and the affective strategy. The next study was conducted by Juniar and Carissa (2020) on students from three Intermediate English Grammar classes. This study found that social strategies were the most widely used strategies by Intermediate English Grammar students, while memory strategies were the least used strategies by students.

The uniqueness of this study lies in the fact that it is conducted in the field of Chinese language learning, where there is still little research on grammar learning strategies in Chinese grammar learning. Furthermore, another unique feature of this study is that it will conduct further analysis of the findings. This is in contrast to previous studies, which have mostly focused on English language learning. This study aims to answer the following research questions:

1. What types of grammar learning strategies that most frequently used by students in learning Chinese grammar?
2. Are there any differences in the types of strategies used by students of Chinese Language Education program class of 2022 and 2023 at Ma Chung University?
3. Are there any differences between the types of strategies used by female and male students?

This study contributes to a deeper understanding of learning strategies, particularly in Chinese language learning. Grammar learning strategies related to semantics need to be focused on, because language education must incorporate semantic knowledge to give learners an advantage in language acquisition (Pawlak, 2024; Sukaton, 2019). Furthermore, it is hoped that this research will assist Chinese language learners in

selecting appropriate learning strategies to support their studies and overcome challenges encountered while learning Chinese grammar. Meanwhile, for teachers, it is hoped that this research can assist in the development of various teaching methods tailored to different types of grammar learning strategies. This study has limitations in terms of the resources used. The resources are limited to students from the Chinese Language Education program at Ma Chung University in Malang, specifically the class of 2022 and 2023 with totaling 20 students. Only these two classes were used as the subjects of this study, as the students in this class are those who are currently taking or have already completed specialized Chinese grammar courses.

## METHOD

### Research Design

This study is a descriptive quantitative study conducted to determine the types of grammar learning strategies commonly used by Chinese language learners. Quantitative methods are methods in which research data consists of numbers and analysis using statistics (Sugiyono, 2019). The researcher used quantitative research because they wanted to investigate the frequency of use of Chinese grammar learning strategies. In presenting the research results, descriptive methods were used because this method is appropriate for describing the analysis results in more detail. Referring to the research objectives to be achieved, a quantitative-descriptive research design is the appropriate method for conducting research on Chinese grammar learning strategies. Furthermore, the researcher used quantitative-descriptive research to analyses the results of the strategies used in Chinese grammar learning. Furthermore, the data from the interviews is not primary data from this study, but only provides supporting information for the findings and statements presented.

### Research Participants

The selected participants were the Chinese Language Education program at Ma Chung University in Malang consists of students from the class of 2022 and 2023. The researcher selected the entire population as a sample of 20 students, consisting 12 students from the class of 2022 and 8 students from the class of 2023. Furthermore, there were 7 male students and 13 female students. The researcher selected students from the class of 2022 and 2023 because they have taken courses focused on Chinese grammar, which is the primary focus of this study. In the Chinese Language Education program at Ma Chung University in Malang, students in their second year during the fourth semester take a course on Chinese grammar. In this course, grammar is taught in greater detail and depth. This situation makes the students from the class of 2022 and 2023 are suitable as respondents for this study.

### Instruments and Data Collection Technique

The research instrument used by the researcher in this study was a questionnaire distributed in the form of a Google Form. The questions in the questionnaire referred to Miroslaw Pawlak's (2018) theory of grammar learning strategies, better known as the Grammar Learning Strategies Inventory (GLSI). This questionnaire was translated and modified to suit the respondents' language comprehension and condition. In the GLSI, there are 70 statements that refer to four types of grammar learning strategies. During the questionnaire distribution process, respondents were given brief instructions and explanations regarding the content, steps, and purpose of completing the questionnaire, including an explanation that the questionnaire was designed to measure the types of grammar learning strategies they used, as well as how to complete the questionnaire by selecting one of the answers provided using a Likert scale. Furthermore, to ensure that each respondent answered the distributed questionnaire, the researcher conducted direct

supervision to ensure that the number of questionnaires distributed was the same as the number received. Additional analysis of the data was performed using data triangulation by comparing questionnaire results with interview results from several respondents as supporting data.

### **Data Analysis**

The results of the questionnaire will be analyzed using descriptive statistics using SPSS 30. To answer the first research question, the mean and median scores will be used as the basis for analyzing the data. The data will then be presented in a table showing the mean values and frequency categories. The mean value of the strategy will be stated based on Mohamad (2017), which states that mean values of 1.00 to 2.33 are in the low category, means of 2.34 to 3.66 are in the medium category, and means of 3.67 to 5.00 are in the high category.

To answer questions numbers two and three, the researcher used an independent sample t-test. An independent sample t-test aims to test the difference in mean values between unrelated sample groups to determine whether the groups have different mean values (Putri et al., 2023). To perform the independent sample t-test, the data must meet the validity and normality test requirements. The purpose of the data validity test is to determine whether the instrument used is valid or not. Validity means that the instrument will collect data that can be interpreted correctly to answer the research objectives (Djiwandono, 2015). In this study, to determine whether the questionnaire items are valid or not, the researcher used the Pearson product formula and calculated it using SPSS 30. The questionnaire items will be considered valid if the  $r$  count  $>$   $r$  table (Janna & Herianto, 2021).

Furthermore, the researcher used a normality test to determine whether the distribution of the questionnaire administered by the researcher was normal or not. Since the number of research subjects was less than 50, the researcher used the Shapiro-Wilk test (Nurhaswinda et al., 2025). The researchers did not use the Kolmogorov-Smirnov test because there were only 20 students participating in the study, which is less than 50 respondents. The data is considered to be normally distributed if the p-value is higher than 0.05 (Isnaini et al., 2025).

## **RESULTS AND DISCUSSION**

### **Research Findings**

The research conducted by the researcher is descriptive quantitative research, which produces data in the form of numbers and explanations. The data obtained through the completion of a survey by the researcher was then analyzed using SPSS 30 to test validity and normality. The validity test was conducted to determine whether the instruments used were valid or not. The validity test was performed using the Pearson product formula using SPSS 30. The results of the validity test showed that all instruments were valid. The normality test was conducted to determine whether the data obtained was normally distributed or not. The normality test was conducted using the Shapiro-Wilk test technique using SPSS 30. The results of the normality test showed that the distribution was greater than 0.05, so it was concluded that the data was normally distributed.

### **The Most Commonly Used Types of Strategies**

The first aim of this study is to determine the types of grammar learning strategies most commonly used by students majoring in Chinese Language Education at Ma Chung University in the class of 2022-2023. Table 1 below shows the frequency of use of grammar learning strategies used by students when learning Chinese.

Table 1. Score Classification Types of Grammar Learning Strategies

Strategy	Mean	Category
Social	3.59	Moderate
Metacognitive	3.43	Moderate
Cognitive	3.39	Moderate
Affective	2.93	Moderate

The analysis found that the mean and median values were similar. Therefore, based on table 1, it can be concluded that the most commonly used type of language learning strategy is social strategy with a mean of 3.59, followed by metacognitive strategy (mean = 3.43), cognitive strategy (mean = 3.39), and the least commonly used type of strategy is affective strategy with a mean of 2.93.

Based on the four grammar learning strategies above, the researcher will categorize these strategies in more detail based on the statements in the questionnaire. In this section, the researcher will divide them into eight most frequently used strategies and eight rarely used strategies.

Table 2. Ranking of the Most Frequently and Least Frequently Used Strategies

Item	Strategy	Mean	Category
In learning Chinese grammar, I use Google or other search engines to see how a specific grammar structure is used in meaningful contexts	Cognitive	4.1	High
I pay attention to teacher correction when I do Chinese grammar exercises and try to repeat the correct version	Cognitive	4	High
I try to notice and self-correct my mistakes when practicing Chinese grammar	Cognitive	4	High
I notice when I am corrected on Chinese grammar in spontaneous communication	Cognitive	4	High
I try to notice how the correct version of Chinese grammar differs from my own and improve what I said	Cognitive	4	High
I ask the teacher or more proficient learners to help me with my Chinese grammar structures	Social	3.95	High
I try to find more effective ways of learning Chinese grammar	Metacognitive	3.95	High
I know my strengths and weaknesses when it comes to Chinese grammar	Metacognitive	3.9	High
I talk to otherpeople about how I feel when learning Chinese grammar	Affective	2.65	Moderate
In learning Chinese grammar, I group grammar structures to remember them better	Cognitive	2.6	Moderate
In learning Chinese grammar, I use grammar reference books, grammar sections of coursebooks or grammatical information in dictionaries	Cognitive	2.55	Moderate
I give myself a reward when I do well on a Chinese grammar test	Affective	2.55	Moderate
I analyze diagrams, graphs and tables to understand Chinese grammar	Cognitive	2.4	Moderate
I use rhymes or songs to remember new Chinese grammar rules	Cognitive	2.35	Moderate
I make charts, diagrams or drawings to illustrate the Chinese grammar rules	Cognitive	2.2	Low
I keep a Chinese language learning diary where I include comments about language learning	Affective	1.95	Low

As shown in Table 2, items ranked first to eighth with high frequencies of use are the items most frequently used by respondents. Among the top eight items, there are several items with similar average values. The statement items representing grammar

learning strategies that are among the most frequently used include “In learning Chinese grammar, I use Google or other search engines to see how a specific grammar structure is used in meaningful contexts” in first place with a mean of 4.1. The other statement items are “I pay attention to teacher correction when I do Chinese grammar exercises and try to repeat the correct version” (mean= 4), “I try to notice and self-correct my mistakes when practicing Chinese grammar” (mean= 4), “I notice when I am corrected on Chinese grammar in spontaneous communication” (mean= 4), “I try to notice how the correct version of Chinese grammar differs from my own and improve what I said” (mean= 4), “I ask the teacher or more proficient learners to help me with my Chinese grammar structures” (mean= 3.95), “I try to find more effective ways of learning Chinese grammar” (mean= 3.95), and “I know my strengths and weaknesses when it comes to Chinese grammar” (mean= 3.9).

Meanwhile, the last eight items were the least used by respondents. These items include “I talk to otherpeople about how I feel when learning Chinese grammar” (mean= 2.65), “In learning Chinese grammar, I group grammar structures to remember them better” (mean= 2.6), “In learning Chinese grammar, I use grammar reference books, grammar sections of coursebooks or grammatical information in dictionaries” (mean= 2.55), “I give myself a reward when I do well on a Chinese grammar test” (mean= 2.55), “I analyze diagrams, graphs and tables to understand Chinese grammar” (mean= 2.4), “I use rhymes or songs to remember new Chinese grammar rules” (mean= 2.35), “I make charts, diagrams or drawings to illustrate the Chinese grammar rules” (mean= 2.2), and the last statement item is “I keep a Chinese language learning diary where I include comments about language learning” with a mean of 1.95.

#### **Frequency of Use of Chinese Grammar Learning Strategies Based on Each Category Metacognitive Strategy**

The five most common metacognitive strategies used by respondents to learn grammar are listed below.

Table 3. Metacognitive Strategy's Item

Item	Mean	Category
I try to find more effective ways of learning Chinese grammar	3.95	High
I know my strengths and weaknesses when it comes to Chinese grammar	3.9	High
I look for opportunities to practice my Chinese grammar structures in many different ways	3.65	Moderate
I pay attention to my Chinese grammar structures in my own speaking and writing	3.6	Moderate
I pay attention to my Chinese grammar structures when reading and listening	3.5	Moderate

Table 3 shows some statements about metacognitive strategies. The table shows that there are two statements with a high frequency of usage. Meanwhile, the other three statements have a medium frequency of usage. The statement item “I try to find more effective ways of learning Chinese grammar” with a mean of 3.95 is the most frequently used statement item by respondents in the metacognitive strategy. The next statement item, “I know my strengths and weaknesses when it comes to Chinese grammar” ranks second with a mean of 3.9 and is still classified in the high category. Overall, metacognitive strategies had a medium frequency of use with a mean of 3.43. Based on this data, it can be concluded that the analysis of metacognitive strategies shows that respondents prefer to try to find ways that they feel are more effective for themselves in learning Chinese grammar.

### ***Cognitive Strategy***

The five most common cognitive strategies used by respondents to learn grammar are listed below.

Table 4. Cognitive Strategy's Item

Item	Mean	Category
In learning Chinese grammar, I use Google or other search engines to see how a specific grammar structure is used in meaningful contexts	4.1	High
I pay attention to teacher correction when I do Chinese grammar exercises and try to repeat the correct version	4	High
I try to notice and self-correct my mistakes when practicing Chinese grammar	4	High
I notice when I am corrected on Chinese grammar in spontaneous communication	4	High
I try to notice how the correct version of Chinese grammar differs from my own and improve what I said	4	High

Table 4 shows some statements about cognitive strategies. The table shows that all statements (5 items) frequently appear in the high category. The statement "In learning Chinese grammar, I use Google or other search engines to see how a specific grammar structure is used in meaningful contexts" with a mean of 4.1 is the most frequently used statement by respondents in the cognitive strategy. Overall, cognitive strategies have a medium frequency of use with a mean of 3.39 and rank third among the strategies most frequently used by respondents. Therefore, it can be concluded that the analysis of cognitive strategies indicates that respondents frequently use search engine technologies such as Google, ChatGPT, and similar search engines to find information about various uses and related aspects of the necessary Chinese grammar structures.

### ***Affective Strategy***

The five most common affective strategies used by respondents to learn grammar are listed below.

Table 5. Affective Strategy's Item

Item	Mean	Category
I try to use Chinese grammar structures even when I am not sure they are correct	3.5	Moderate
I try to relax when I have problems with understanding or using Chinese grammar structures	3.45	Moderate
I encourage myself to practice my Chinese grammar when I know I have problems with a structure	3.4	Moderate
I notice when I feel tense or nervous when studying or using Chinese grammar structures	3	Moderate
I talk to otherpeople about how I feel when learning Chinese grammar	2.65	Moderate

Table 5 shows several statements about affective strategies. The table shows that all statements (5 items) were used with medium frequency. The statement "I try to use Chinese grammar structures even when I am not sure they are correct" was the most frequently used statement by respondents and had a mean of 3.5 in the affective strategy. Overall, affective strategies had a frequency of use in the middle category with a mean of 2.93 and were the least used strategies by respondents. Based on these results, it can be concluded that in the affective strategy, respondents preferred to continue trying to use

Chinese grammar structures as long as they could, even though they weren't really sure if they used them correctly or not.

### **Social Strategy**

The five most common social strategies used by respondents to learn grammar are listed below.

Table 6. Social Strategy's Item

Item	Mean	Category
I ask the teacher or more proficient learners to help me with my Chinese grammar structures	3.95	High
I like to be corrected when I make mistakes using Chinese grammar structures	3.75	High
I try to help others when they have problems with understanding or using Chinese grammar	3.5	Moderate
I ask the teacher to repeat or explain a Chinese grammar point if I do not understand	3.45	Moderate
I practice my Chinese grammar structures with other students	3.3	Moderate

Table 6 shows several items about social strategies. The table shows that there are two items with a high frequency of use. Meanwhile, the other three items have a medium frequency of use. The statement item "I ask the teacher or more proficient learners to help me with my Chinese grammar structures" with a mean of 3.95 is the most frequently used statement item by respondents in the social strategy. The next statement item, "I like to be corrected when I make mistakes using Chinese grammar structures" ranks second with a mean of 3.75 and is still classified in the high category. Overall, social strategies had a medium frequency of use with a mean of 3.59 and were the most frequently used strategies by respondents in learning Chinese grammar. Based on this data, it can be concluded that the results of the analysis of social strategies show that respondents prefer to ask for help from teachers or other friends who have a better understanding of grammar than they do.

### **The Difference in Strategies Used Between Students of the Class of 2022 and the Class of 2023**

The first aim of this research is to find out whether there are different types of grammar learning strategies used by students of the Chinese Language Education Study Program class of 2022 and class of 2023 at Ma Chung University. The data was collected and passed validity and normality tests, and then an independent T-test was applied to compare the two sample groups, the class of 2022 and the class of 2023. The results of comparison between the two groups are summarized below.

Table 7. Mean of Strategy Types from Each Class

Strategy	Class	Mean
Metacognitive	2022	3.73
	2023	2.98
Cognitive	2022	3.58
	2023	3.09
Affective	2022	3.06
	2023	2.73
Social	2022	3.67
	2023	3.48

From the table 7, it can be concluded that the most frequently used grammar learning strategy among students in the class of 2022 is metacognitive strategy, with mean score of 3.73. As for students in the class of 2023, the most frequently used grammar learning strategy is social strategy, with mean score of 3.48.

Table 8. Results of the Independent Sample T-test for Class of 2022 and Class of 2023

Levene's Test for Equality of Variances						
Strategy		F	Sig.	t	df	Sig. (2-tailed)
Metacognitive	Equal variances assumed	.044	.837	2.360	18	.030
Cognitive	Equal variances assumed	.085	.774	1.767	18	.094
Affective	Equal variances assumed	1.137	.300	.942	18	.359
Social	Equal variances assumed	0.96	.760	.565	18	.579

Based on table 8, it can be seen that the Sig. (2-tailed) column in cognitive (0.094), affective (0.359), and social (0.579) rows has a higher value than 0.05 ( $>0.05$ ). Meanwhile, the Sig. (2-tailed) column in metacognitive row (0.030) has a lower value than 0.05 ( $<0.05$ ). Thus, it can be concluded that there is no significant difference in using cognitive, affective, and social strategies between 2022 and 2023 students in grammar learning. However, there is a significant difference in using metacognitive strategies in grammatical learning between the class of 2022 and the class of 2023.

### The Difference in Strategies Used Between Male and Female Students

The last aim of this study is to find out if there's a difference in the types of grammar learning strategies used by male and female students. The data was collected and passed validity and normality tests, and then an independent T-test was applied to compare the two sample groups, the male students and female students. The results of comparison between the two groups are summarized below.

Table 9. Mean of Strategy Types from Each Gender

Strategy	Gender	Mean
Metacognitive	Male	3.02
	Female	3.65
Cognitive	Male	3.14
	Female	3.52
Affective	Male	3.02
	Female	2.88
Social	Male	3.77
	Female	3.49

From Table 9, it can be concluded that there are noticeable differences in the preferred grammar learning strategies between male and female students. The findings indicate that male students most frequently rely on social strategies, with a mean score of 3.77. This suggests that male learners tend to benefit from interaction with peers, teachers, or native speakers when learning grammar. Social strategies may involve practices such as asking questions, seeking clarification, participating in group discussions, or learning collaboratively through peer feedback. Such approaches highlight the importance of communication and cooperative learning environments for male students, as they seem to

enhance understanding and retention of grammar rules in a more interactive setting. The result of t-test can presented in Table 10.

Table 10. Results of the Independent Sample T-test for Male and Female Students

Strategy	Levene's Test for Equality of Variances					
	F	Sig.	t	df	Sig. (2-tailed)	
Metacognitive	Equal variances assumed	1.320	.266	-1.875	18	.077
Cognitive	Equal variances assumed	1.044	.320	-1.272	18	.220
Affective	Equal variances assumed	3.502	.078	.388	18	.703
Social	Equal variances assumed	.170	.685	.808	18	.429

Based on table 10, it can be seen that the Sig. (2-tailed) column in the metacognitive (0.077), cognitive (0.220), affective (0.703), and social (0.429) rows all have values higher than 0.05 ( $>0.05$ ). Thus, it can be concluded that there is no significant difference in using metacognitive, cognitive, affective, and social strategies between male and female students in grammar learning.

## Discussion

The results of research conducted among students in the Chinese Language Education Study Program at Ma Chung University, the type of grammar learning strategy used most frequently by students is the social strategy. The social strategy is a strategy that involves various interactions with other people in order to ask questions and practice, whether with teachers, other learners, experts, or native speakers. Similar to Uzer (2020), who says that social strategies are strategies that involve collaboration between learners and their peers to achieve learning goals. Previous studies identifying grammar learning strategies also found that in learning second language grammar, social strategies are the most used by learners, such as (Jaruteerapan, 2022; Kadir et al., 2020; Pangesti et al., 2023).

A study on Indonesian language learning by BIPA students at Muhammadiyah University Malang found that social strategies are the most used strategies because learners are more active during collaborative sessions and seek feedback from teachers (Pangesti et al., 2023). Previous studies have found a comparison between successful learners and less successful learners among second-year students in the English Education program at the Islamic University of Malang in learning grammar (Kadir et al., 2020). The study found that both successful and less successful learners used social strategies extensively, and there were no significant differences between the two groups' use of grammar learning strategies. Furthermore, a similar study found that social strategies were the most used strategies by first-year students in the English Language Education program at a university in southern Thailand (Jaruteerapan, 2022). The study categorized respondents based on their English proficiency into three categories and found that there were no significant differences in the use of grammar learning strategies among the three groups.

Moreover, this study specifically found that respondents used social strategies, such as asking teachers or more proficient friends, to understand grammar structures. The findings of this study are consistent with previous studies that explore the use of social strategies in grammar learning strategies more deeply, such as (Hassan, 2017; Sitaesmi et al., 2024). In a study on the methods and strategies of learning the Malay language among French students conducted by Hassan (2017), it was discovered that when students did not understand something they were learning, most of them would ask questions, either to

their teachers or classmates. Additionally, similar results were found in a study on Chinese vocabulary learning by Sitaresmi et al. (2024), on Chinese vocabulary learning found that in using social strategies, respondents were more likely to ask the teacher to explain new vocabulary in Indonesian. From this, it can be concluded that most learners, when applying social strategies in language learning, tend to seek help from those around them who are considered more knowledgeable about the material, such as teachers or classmates, to help them achieve a deeper understanding.

However, the findings in this study are quite interesting because metacognitive strategies are not the most used strategies. This condition is quite different from many previous findings stated that metacognitive strategies are the most used strategies, such as (Ali et al., 2016; Prasetyaningrum et al., 2023; Radwan, 2011). Nevertheless, in this study, metacognitive strategies ranked second and remain among the most commonly used strategies by the respondents. Metacognitive strategies are strategies that help language learners become more aware of their own learning processes and strategies and teach them how to observe and manage their own learning processes (Mohamad et al., 2023). Metacognitive strategies are typically used to help learners manage their learning objectives through planning, organizing, controlling, evaluating, and providing feedback on outcomes (Chen, 2016; Pawlak, 2018).

This study also looked deeper into which statements or methods were most used by Chinese grammar learners. There was an interesting finding in the analysis: the statement "In learning Chinese grammar, I use Google or other search engines to see how a specific grammar structure is used in meaningful contexts" which is a cognitive strategy, was the most used method by respondents in learning Chinese grammar. Cognitive strategies are actually practical strategies for language learners because they are more direct in manipulating learning materials compared to other strategies (Purwaningsih, 2018). However, the finding that the use of Google or other search engines is widely used in grammar learning is consistent with previous research (Alnufaie & Alzahrani, 2024). The results of the study found that respondents intensively used this method because it was effective in terms of language comprehension and production. Furthermore, the reason this method is effective is because the use of Google or other search engines is now more practical and easier. As stated by the third informant who selected the highest score on that statement item, "*I frequently use Google and ChatGPT in studying grammar because their use is more practical and convenient. Also, through Google and ChatGPT, I can obtain sentence examples of the grammar structure, helping me become more familiar with the intended purpose of that grammar structure.*" Now, Google and ChatGPT have become significant and beneficial search engine technologies, as stated by Klimova (2025) states that translation engines such as GT, DeepL, and ChatGPT offer significant benefits, such as efficiency, accessibility, and language proficiency support, also can help students improve their vocabulary, grammar accuracy, and text comprehension. Therefore, the ease of use and effectiveness offered by Google, Chat GPT, and other search engines make learning methods using these search engines widely chosen and utilized by learners.

There are slight differences and unique findings in the depth analysis results of this research. If the analysis is based on the type of strategy, the most used strategy is the social strategy. In contrast, if a deeper analysis is applied to each statement item, the results show that the most used statement item is from the cognitive strategy. Actually, the respondents scored the statement items according to the learning methods they considered effective for themselves. Therefore, although the analysis of each statement item shows that five items from the cognitive strategy received high scores, when viewed as a whole, the other cognitive strategy statement items received low scores, causing the cognitive strategy as a whole to rank third among the types of strategies most used by the respondents.

This study also aims to identify the strategies used by students from the class of 2022 and 2023. The results of the analysis show that students from the class of 2022 are more likely to use metacognitive strategies, while students from the class of 2023 are more likely to use social strategies. Metacognitive strategies are strategies that are more focused on individual learning planning, while social strategies are strategies that involve interaction between individuals and others in order to achieve learning objectives. This statement is supported by interviews the researcher did with two informants representing each class and category. The first informant, a student from the class of 2023 who uses social strategies in learning Chinese grammar, prefers to interact by asking questions to teachers, friends, or native speakers. The first informant stated that asking questions directly makes it easier for them to ask deeper questions and understand the use of grammar, and sometimes they can even practice it together. Asking questions is actually a good practice and can support learners in achieving a higher level of understanding because it trains students to think critically (Prilanita & Sukirno, 2017). Furthermore, Rohayati (2018) states that students who recognize the importance of social strategies demonstrate that they can communicate and interact with others to support the process of acquiring a new language.

Meanwhile, according to the second informant, a student from the class of 2022 who uses a metacognitive learning strategy to study grammar, stated that "*The teacher's explanations in class are sometimes too fast, so I need to find the right way to learn in order to fully understand the grammar. First, I prepare myself before class by reading the material or searching for sentence examples online. After class, I review the grammar points I didn't understand. I also watch grammar explanation videos on YouTube.*"

In the statement made by the second informant, the strategy used to learn grammar was to find a learning method that was appropriate and effective for him. This statement is consistent with the results of the analysis of the statement items on metacognitive strategies in this study. The statement item "I try to find more effective ways of learning Chinese grammar" was the most frequently selected item in the metacognitive strategy. Effective learning methods are important because they can help learners improve their abilities in order to achieve their expected goals (Anis, 2018). Learning methods help the learning process to run systematically, purposefully, smoothly, and effectively (Prilanita & Sukirno, 2017). So, it can be concluded that finding and identifying the appropriate and effective learning methods for oneself can assist in the learning process and enhance individual abilities.

Lastly, this study also aims to identify the strategies used by male and female students. It can be concluded that the most frequently used grammar learning strategy among male students is social strategy. Meanwhile, metacognitive strategy is mostly used by female students. The results of the analysis show that the findings of this study are consistent with previous studies (Alsied et al., 2018; Radwan, 2011; Yuliana et al., 2023) which indicate that there are no significant differences in the use of grammar learning strategies between male and female students. Furthermore, the findings of this study, which indicate that male students use social strategies more frequently in language learning, align with and are consistent with previous research (Alsied et al., 2018; Radwan, 2011) stating that social strategies are more commonly used by males than females.

## CONCLUSION

This research on grammar learning strategies for Chinese language learning, based on Pawlak (2018) theory of grammar learning strategies, has successfully achieved its purpose. Based on the results of the research conducted on students of the Chinese Language Education Study Program, class of 2022-2023, Ma Chung University, several findings were obtained, as follows. First, it was found that the most used type of grammar

learning strategy among learners was the social strategy. Specifically, many learners employed the method of asking teachers or more expert students for help in applying the social strategy. Second, in a deeper analysis of each statement, the item “using Google or other search engines” was identified as part of the cognitive strategy and was the method most frequently used by learners. The reason Google, ChatGPT, and other search engines are widely used is due to their ease and effectiveness, making them accessible anytime and anywhere. The next research finding is that there is no significant difference between the class of 2022 and 2023 in the use of cognitive, affective, and social strategies, while there is a significant difference in the use of metacognitive strategies. The class of 2022 was more likely to use metacognitive strategies, while the class of 2023 used social strategies more frequently. The final research finding was that there was no significant difference between male and female students in the types of grammar learning strategies they used. Male students tended to use social strategies more frequently, while female students used metacognitive strategies more frequently. Furthermore, in metacognitive strategies, it was found that learners were more likely to seek and use learning methods that they considered effective for themselves. This is because effective learning methods can help the learning process and maximize the individual's abilities. This study has limitations in terms of the resources used. The resources are limited to students from the Chinese Language Education program at Ma Chung University in Malang, specifically the class of 2022 and 2023 with totaling 20 students. Only these two classes were used as the subjects of this study, as the students in this class are those who are currently taking or have already completed specialized Chinese grammar courses.

## RECOMMENDATION

The discussion of this research is still very limited, especially studies examining grammar learning strategies in the field of Chinese. These limitations mean that this research still requires further suggestions and input. For future researchers investigating similar topics and fields related to Chinese grammar learning strategies, it is recommended to conduct deeper research with more sufficient resources.

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