The Learning Strategy for Indonesian Grammar: Students' Perspective on Indonesian Language for Foreign Speakers

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Abstrak

Pelajar asing menghadapi tantangan dalam pembelajaran bahasa Indonesia, khususnya tata bahasa. Dengan demikian, mereka dapat menggunakan strategi pembelajaran tata bahasa untuk memahami tata bahasa. Namun, penelitian tentang strategi pembelajaran grammar dari sudut pandang mahasiswa BIPA masih terbatas. Dalam mengisi kesenjangan tersebut, penelitian ini bertujuan untuk menganalisis (1) strategi pembelajaran tata bahasa Indonesia bagi mahasiswa BIPA dan (2) implikasi pedagogis dari strategi pembelajaran tata bahasa bagi mahasiswa BIPA. Penelitian ini merupakan penelitian studi kasus deskriptif kuantitatif. Data kuantitatif diperoleh dari kuesioner Grammar Learning Strategies (GLS). Selanjutnya, data verbal dari responden diperoleh dari wawancara semi terstruktur. Partisipan penelitian sebanyak 30 orang mahasiswa asing (mahasiswa BIPA). Data dianalisis dengan menggunakan statistik deskriptif skala likert dan analisis kualitatif yang terdiri dari transkripsi, kodifikasi, interpretasi, validasi, dan penarikan kesimpulan. Studi ini menemukan bahwa strategi yang paling sering digunakan oleh mahasiswa BIPA adalah strategi sosial (mean=4,28), diikuti strategi metakognitif (mean=4,15), strategi kognitif (mean=4,13), dan strategi afektif (mean=3,37). Implikasi pedagogisnya adalah bahwa pembelajaran tata bahasa perlu dirancang dengan pendekatan komunikatif kontekstual sehingga dapat mengakomodir preferensi strategi pembelajaran mahasiswa BIPA.

Kata Kunci: Strategi Pembelajaran Grammar, Bahasa Indonesia Untuk Penutur Asin,; Strategi Pembelajaran Bahasa; Pembelajaran Bahasa Kedua.

Abstract

Foreign students face challenges in Indonesian language learning, especially grammar. Thus, they can use grammar learning strategies to understand grammar. However, research on grammar learning strategies from BIPA students' points of view is still limited. In filling this gap, this study aims to analyze (1) strategies for learning Indonesian grammar for BIPA students and (2) the pedagogical implications of learning strategies for grammar for BIPA students. This research is a quantitative descriptive case study. The quantitative data were obtained from Grammar Learning Strategies (GLS) questionnaire. Furthermore, verbal data from respondents was obtained from semi-structured interviews. The research participants were 30 foreign students (BIPA students). Data were analyzed by using Likert-scale descriptive statistics and qualitative analysis consisting of transcription, codification, interpretation, validation, and drawing conclusions. This study found that the strategy most frequently used by BIPA students was social strategy (mean=4.28), followed respectively by metacognitive strategy (mean=4.15), cognitive strategy (mean=4.13), and affective strategy (mean=3.37). The pedagogical implication was that grammar learning needs to be designed by a contextual-communicative approach so that it can accommodate the preference of BIPA students' learning strategies.

Keywords: Grammar Learning Strategies, Indonesian for Foreign Speaker, Language Learning Strategy, Second Language Learning.

1. INTRODUCTION

Grammar is the key to foreign language learning because grammar is an essential element that must be mastered by every language learner (Ismail & Dedi, 2021; Robinson & Feng, 2016). By mastering grammar, students will be able to master receptive and productive skills, so they can communicate well. Based on the description, each learner has his own way of managing and utilizing his skills so that the target of mastery of grammar is achieved effectively and efficiently (Harya, 2017; van Rijt et al., 2019). Teachers struggle to help

students conceptualize grammar. On the other hand, students in Indonesia struggle to implement grammar rules so they have difficulty to use grammar in communication, for example in writing (Boonyarattanasoontorn, 2017; Myhill et al., 2012). However, many foreign language learners experience difficulties in mastering grammar, including those who are learning Indonesian. In learning Indonesian for Foreign Speakers (BIPA), learners are generally adults with diverse first language backgrounds. The similarities and differences between the second language system and the first language system may affect the process of grammar mastery. Therefore, learners can also experience errors in language practice. Previous research found that grammatical errors were experienced by foreign language speakers as they lack of grammar mastery in the communication context (Umamah & Cahyono, 2020). Moreover, errors occur when learners could not respond correctly to a particular stimulus in the second language (Al-Sobhi, 2019; Hanafi, 2014). In other words, foreign/second language learners go through stages of acquisition, and the nature of their errors differs from one development level to another.

Grammar errors can be used as a means to develop themselves in mastering the target language. It can also be used to design learning strategies to help learners improve their competencies because grammar mastery can increase learners' control in producing the target language (Manik & Suwastini, 2020; Tse, 2011). In BIPA learning, the strategies used need to be adapted to the picture of the grammatical mental pattern framework so that the input received is directly proportional to the efforts to improve the development of students' grammatical mastery. Thus, students can use strategies to improve their grammar skills (Cohen & Henry, 2019; Griffiths, 2013; Maharani & Astuti, 2018). Grammar learning strategies are individual because learners have their habits and ways of managing and utilizing their skills to master the target grammar effectively and efficiently. Previous study stated, the core of grammar learning is the learner himself, which is specific in nature. Thus, the indicators of successful grammar learning are determined not only by the strategy used, but also by how suitable the strategy is with the characteristics of the language learner.

Research on language learning strategies was conducted to dig deeper on the strategies that are mostly used by language learners (Al-Qahtani, 2013; Alhaysony, 2017; Anam & Stracke, 2016; Dawadi, 2017). As stated by previous study grammar learning strategies consist of several types such as (1) metacognitive, (2) cognitive, (3) affective, and (4) social strategies (Mirosław Pawlak & Oxford, 2018; Platsidou & Kantaridou, 2014). Such language learning strategies are able to increase the effectiveness of learning and encourage mastery of the target language outside the learning context. The relationship between language learning strategies and language learning skills has also been extensively investigated by researchers (Anam & Stracke, 2016; Habók & Magyar, 2018; Rao, 2016). Previous study found that there was a significant correlation between explicit-deductive grammar learning strategies and the level of grammar mastery (Mirosław Pawlak, 2009; Wong & Nunan, 2011). In addition, meaning-oriented implicit learning strategies are less likely to facilitate grammar learning. Regardless of the differences in previous research findings, the learner is the determining factor in the success of grammar mastery. Therefore, learners can choose what grammar learning strategies to use to facilitate the process of learning grammar, for example, by watching television shows that use the target language.

In the last decade, many studies have attempted to investigate the role of language learning strategies in foreign language learning. Previous research has discussed foreign language learning strategies, such as English, Japanese, French, German, and Spanish (Chang, 2018; Wong & Nunan, 2011). In BIPA learning, one study analyzes grammar learning strategy. However, the study is limited to merely the mastery of "Personal Pronouns", which was not representative enough to describe the role of grammar learning strategy (Alhaysony, 2017; Ramadhani & Pamungkas, 2019). Most research focused on

speaking skills and vocabulary mastery (Amalia et al., 2018; Istanti, 2017). In addition, several studies also investigate the use of one of the language learning strategies used by BIPA students, such as cognitive strategies and socio-affective strategies (Amalia et al., 2018; Amalia, 2021; Sahragard et al., 2016). Based on the previous explanation, there are still limited studies on grammar learning strategies that focus on the perspective of BIPA students (Sa'diyah & Puspitorini, 2021). In fact, it is essential to do such study to obtain a comprehensive description of the trend of the strategy used, the factors that lead to the use of the strategy, and its impact (Erdogan, 2018; Lee & Heinz, 2016; Tam, 2013).

There is a research gap that discusses grammar learning strategies that are oriented from the point of view of BIPA students. This is based on the reason that BIPA students are the ones who play an active role in the process of mastering grammar. Therefore, this research aims to analyze grammar learning strategies from the perspective of BIPA students. Moreover, this study analyzes the types of grammar learning strategies used, the factors, and impacts of choosing these strategies. In addition, this research describes the profile of BIPA students in exploring Indonesian grammar empirically. Thus, the trend and impact of the grammar learning strategies can be used as a reference for BIPA teachers to design grammar lessons to achieve the learning objectives.

2. METHODS

This descriptive-quantitative research describes the Indonesian language learning strategies of BIPA students and their implications in BIPA learning. Data collection techniques in this study are questionnaires and interviews. Research data in this study is quantitative data in the form of scores obtained from questionnaires distributed via Google Forms. The instrument in the questionnaire adapts the questionnaire developed which contains 70 questions referring to four grammar learning strategies: cognitive, metacognitive, affective, and social (Mirosław Pawlak, 2018). Furthermore, verbal data are in the form of information from respondents that was obtained from semi-structured interviews of a sample of research subjects to dig into deeper information related to strategies for learning Indonesian grammar. The grammar learning strategies questionnaire, the inventory is translated into Indonesian and distributed via Google Forms. There are four sections in the questionnaire as show in Table 1.

Table 1. Instrument Grid of Grammar Learning Strategy of Indonesian Language

No	Grammar Learning Strategy (GLS)	Description
1	Strategy A: Metacognitive strategies	employed to supervise and manage the learning of L2 grammar through the processes of planning, organizing, monitoring and self-evaluating
2	Strategy B: Cognitive strategies	involved in the process of TL learning grammar
	a. Strategy B1: Cognitive strategies in communicative tasks	used to assist the production and comprehension of grammar in communication tasks
	b. Strategy B2: Cognitive strategies in explicit knowledge development	used to develop explicit knowledge of grammar for deductive and inductive learning
	c. Strategy B3: Cognitive strategies in implicit knowledge development	used to develop implicit knowledge of grammar for comprehending and producing grammar

No	Grammar Learning Strategy (GLS)	Description
	d. Strategy B4: Cognitive strategies Feedback and Correction	used to deal with corrective feedback on errors in the production of grammar
3	Strategy C: Affective strategies	serve the purpose of self-regulating emotions and motivations when learning TL grammar
4	Strategy D: Social strategies	involve cooperation or interaction with the teacher, proficient TL users or other students, aimed at enhancing the process of learning grammar

The research participants were 30 students from Darmasiswa, KNB *(Kemitraan Negara Berkembang)*, and AASS (Asian and African Students Scholarship) programs at UPT BIPA *(Unit Pelaksana Teknis Bahasa Indonesia bagi Penutur Asing)*, Muhammadiyah University Malang (UMM). The research subjects were determined using a purposive sampling technique based on specific criteria, namely (1) the position of Indonesian as a second language, (2) currently studying Indonesian at BIPA, (3) not having language disorders, and (4) foreign nationals.

The data is then analyzed using descriptive statistics, which aims to describe and analyze a data set using a Likert-scale. Statistical calculations are carried out to obtain the mean (average) of the grammar learning strategy. Interpretation is carried out by referring to the Likert-scale with three categories of levels of using grammar learning strategies. First, the level of use of grammar learning strategies is categorized as high if the average value is in the range of 3.5-5.0. Second, the level of use of grammar learning strategies is categorized as moderate if the average value is in the range of 2.5-3.4. Third, the level of strategy usage is categorized as low if the average value is in the range of 1.0-2.4. The qualitative analysis begins with listening to interview recordings and noting the important things needed, writing down the data and codifying the data, interpreting the data, and validating the data through guided group discussions (Widodo, 2014).

3. RESULTS AND DISCUSSION

Result

This research uses questionnaires and interviews to describe grammar learning strategies used by BIPA students at the University of Muhammadiyah Malang. The questionnaires resulted in quantitative data in the form of scores on each grammar learning strategy which were analyzed to obtain the average and the level of use of each grammar learning strategy. The following Table 2 shows the result.

Table 2. Grammar Learning Strategy of Indonesian Language of BIPA Students

Grammar Learning Strategy of Indonesian Language	Mean	Level of Use
Strategy A: Metacognitive	4.15	High
Strategy B: Cognitive	4.13	High
Strategy B1: GLS in communicative task	4.20	High
Strategy B2: GLS in explicit knowledge development	3.40	Moderate
Strategy B3: GLS in implicit knowledge development	4.20	High
Strategy B4: GLS Feedback and Correction	3.16	Moderate
Strategy C: Affective	3.37	Moderate
Strategy D: Social	4.28	High

Based on Table 2, it can be shown that the most dominant strategy used by BIPA students is social strategy, with an average score of 4.28 (high). It shows that the students pay greater attention to the learning processes and evaluation results. The students attempt to be active during collaborative learning sessions and expect correction and feedback from the teacher. The average use of metacognitive strategy reaches 4.15 (high). Most BIPA students have self-awareness to manage and control their grammar production. As the students read or listen, they will pay attention to the grammar structure, practice different grammar in different ways, and review the previously learned grammar. Similarly, the average use of cognitive strategy reaches 4.13 (high). It means that BIPA students still prefer formal teaching-learning sessions in class. Furthermore, the data analysis shows that BIPA students utilize communicative task sub-strategy (4.20) and implicit knowledge development (4.20). Therefore, it can be concluded that in learning grammar, BIPA students tend to observe the use of the Indonesian Language in communicative contexts, such as telling stories, reading various entertaining texts, and watching television to improve their grammar skills.

Affective strategy is rarely used by BIPA students (with an average of 3.37 and a low level of use). Affective strategy is related to emotional management and motivation in learning grammar. Thus, it can be deduced that emotional control during learning, eagerness to keep practicing despite being hesitate, learning obstacles sharing sessions, and journal writing are ineffective. Furthermore, the questionnaire results above are used as the basis of an in-depth study of the grammar learning strategy of BIPA students through interviews. This activity is mainly used to formulate pedagogical implications of learning Indonesian grammar in BIPA classes. Generally, the interview result shows that teachers need to apply a communicative approach and cooperative learning model.

Teachers' urgency is to apply a communicative approach in teaching Indonesian grammar. BIPA students basically have made communication contexts as learning input and attempt to practice grammar in real situations. Another implication to consider is in the learning materials and evaluation system. The interview result shows that the students agree that the materials are essential in learning grammar. The materials compiled by the teachers become the ideal as they have been set to fit the need of the students. In the evaluation aspect, the teachers need to apply authentic assessment that should focus not only on the learning results but also on the learning processes. In every practice done by students, teachers should be able to provide simultaneous feedback as it can be a crucial input for BIPA students and decide the subsequent output.

Discussions
Grammar Learning Strategies of Indonesian Language for Foreign Speaker

Previous investigations on language learning strategies mostly report that metacognitive strategy is used frequently by students, for instance (Akay & Cıngıllıoğlu, 2016; Ali et al., 2016; Nazri et al., 2015). Previous study discovered the role of gender in the language learning used by English Language Teaching students in Bosnia and Herzegovina (Akay & Cıngıllıoğlu, 2016). They found that male and female students predominantly used the metacognition strategy, female students showed more strategy use than male students in all categories. Investigating English as a Second Language (ESL) learners at a private university in Malaysia, found successful learners used the metacognition strategy since it has a direct impact on the target language (Nazri et al., 2015). Similarly, study on the frequency of language learning strategy use by M.A. in English Literature/Linguistics students in Pakistan by using Strategy Inventory for Language Learning (SILL) revealed that only metacognitive strategy is used frequently by all students, implying that managing and organizing their language learning is the most important thing for them (Ali et al., 2016). In contrast with those findings, this study interestingly found that social strategy becomes the

strategy with the highest level of use. The dominant use of social strategy is inseparable from the BIPA program management in the research location. Aside from applying collegial learning, BIPA administrators also apply tutorial learning model. Each BIPA student is accompanied by a tutor to deepen and practice learning previously learned materials. This will create comfort in learning collaboratively during class learning sessions as well as outside class learning sessions. The findings are also in accordance with the characteristics of BIPA learning that oriented towards the use of Indonesian in a communicative pragmatic manner (Suyitno, 2005). The findings correspond to the characteristics of social strategy which belongs to the indirect language learning strategy, which is applied by collaborating with friends and asking for clarification questions, cooperating and interacting with teachers, tutors, and other students to master grammar (M Pawlak, 2018; Miroslaw Pawlak, 2013). Previous studies have proven that college students are more comfortable studying with teachers (Boonyarattanasoontorn, 2017). Moreover, the findings of previous studies suggest that social interaction encourages students to share their ideas so as to grow their learning skills in order to achieve learning goals effectively and maximally because basically humans are born as social beings (Amalia, 2021; Derakhshan & Hasanabbasi, 2015).

Nevertheless, cognitive and metacognitive strategies are still highly used with no significant differences from social strategy (0.10 – 0.17). The results showed that the average of strategy use was in the low to medium range. This finding differs from research findings that put cognitive and metacognitive strategies first (Taheri et al., 2020; Wach, 2016). However, previous study also found that cognitive and metacognitive strategies were used most frequently (Alhaysony, 2017). Activities in cognitive strategies include paying attention to grammatical structures while reading or listening, practicing grammar in different ways, and reviewing previous grammar (De Angelis, 2007; M Pawlak, 2018; Miroslaw Pawlak, 2013). Cognitive or direct strategies include: 1) remembering more effectively, 2) using all cognitive processes, and 3) compensating for lost knowledge. This cognitive strategy has four subcategories, namely helping to understand and to produce grammar in communication tasks; developing explicit grammatical knowledge, both through deductive and inductive learning; developing implicit grammatical knowledge to understand and produce grammar; and providing feedback or corrections for grammatical errors (Hasan Basri et al., 2014; M Pawlak, 2012). The metacognitive or indirect strategies include 1) managing and evaluating learning, 2) controlling emotions, and 3) learning with others. Metacognitive strategies are used to manage and control grammar learning through the processes of planning, organizing, controlling, and self-evaluating (M Pawlak, 2018; Miroslaw Pawlak, 2013; Platsidou & Kantaridou, 2014).

The study found that BIPA learners tend to use social, cognitive, and metacognitive strategies. However, this result also differ from prior research which found that the cognitive strategies had average levels, whereas social strategies are little used (Bai et al., 2014; Chang, 2018; Mastan et al., 2017; M Pawlak, 2018). The use of cognitive strategies that are dominant in BIPA learners is related to the characteristics of Indonesian as a second language for learners so that it affects the learning process. BIPA learning refers to the principles of second language teaching. In contrast to the first language, which is acquired informally, practically, and naturally, second language learning is carried out formally, theoretically, and structured. According to previous study, BIPA learners use cognitive strategies in completion of communication tasks (Amalia et al., 2018).

Based on the result, the high level of use of metacognitive strategy and cognitive strategy shows that BIPA students concurrently use direct and indirect strategies. BIPA students consciously set their learning goals, then manage and control Indonesian grammar learning through planning, organizing, controlling, and self-evaluating processes. Thus, BIPA students will pay attention to grammar structure during reading or listening in daily

situations; then, they will formulate the grammar structure and practice it differently. As previous research results, BIPA students use strategies to achieve learning goals, by consistently reviewing the materials, practice the use of the grammatical structures to master and keep what has been learned in mind (Amalia, 2021; Hasan Basri et al., 2014; Mirosław Pawlak, 2020). Furthermore, affective strategy becomes the strategy with the lowest level of use. It is in line with research finding shows that affective strategy is uncommonly used compared to other grammar learning strategies. According to prior research, affective strategies were also reported to be least frequently used (Alhaysony, 2017). Affective strategies are related to emotional management and motivation in learning grammar, such as trying to stay relaxed in the face of difficulties in learning grammar, motivating oneself to continue practicing grammar in communication, or keeping a study journal (Pawlak, 2018; Pawlak, 2013). Nevertheless, BIPA learners still use metacognitive strategy to motivate themselves in learning Indonesian. Previous research has also proven that students are motivated to do well to have an impact on their learning outcomes (Troia et al., 2012).

Pedagogical Implication on Grammar Learning Strategies of Indonesian Language for Foreign Speaker

The study of grammar learning strategy should give pedagogical implications learning of the grammar itself. In other words, based on the research finding, BIPA teachers should be able to design grammar learning that can accommodate the learning strategy itself so that the teaching-learning processes become effective, efficient, and meaningful (Pawlak, 2020). Moreover, the pedagogical implications of grammar learning strategies also need to refer to the characteristics of BIPA learning. Previous study explained that the principles of learning BIPA as a second language are: (1) systematic, (2) relevant, (3) actual, factual, and contextual, (4) tested and reliable, (5) comprehensive and complete, and (6) flexible (Kusmiatun et al., 2017). It is systematic in the sense that it is carried out regularly and planned according to the preferred system. It is relevant in the sense that it is in accordance with the learners' needs, the learners' condition, and the Indonesian language's development. It is actual, factual, and contextual in the sense that learning is carried out based on the context of real communication so that it is authentic. It is tested and reliable in the sense that BIPA learning outcomes can be measured for their success. It is thorough and complete in the sense of covering all aspects of language skills in an integrative way. As for flexibility, it should be in the sense that it is not implemented rigidly but is carried out with various possible changes in line with the situation and conditions of students and learning.

In line with the afore-mentioned statement, there are at least four points that need to be considered in teaching Indonesian grammar: (1) implementing a communicative grammar learning strategy, (2) implementing a cooperative learning model, (3) compiling Indonesian grammar teaching books, and (4) using authentic evaluation. First, communicative grammar approach communicative grammar is a derivation of the communicative approach or Communicative Language Teaching. It is related to the contextual approach, considering that its application must be adapted to the context of actual language use (Melati et al., 2022; Pangesti, 2017; Suryani, 2016). The communicative approach is a learning approach that emphasizes aspects of communication, interaction, and increasing linguistic competence and language skills (Arumdyahsari et al., 2016; Pangesti & Wurianto, 2018). Previous research has even found that effective learning for students is 'communicative learning' (Wong & Nunan, 2011). According to previous study applying a communicative approach requires three stages: Engage, Study, and Activate based on Presentation, Practice, and Production (Ramadhani & Pamungkas, 2019). Thus, in applying the communicative approach, the teacher must start by learning grammar by providing an inducement to the material to be taught, directing students to study independently, giving assignments through presentation

activities, practicing, and producing the target language by applying the grammar rules that have been set. Technically, the derivation of a communicative approach in teaching grammar (communicative grammar) implies three things: (1) grammatical material must be included in an actual language use context; (2) grammar material is designed to equip students to achieve one of the communication tasks; and (3) activities in grammar classes are designed for students to produce sentences in communication with other students and involve psychomotor activities (Pangesti, 2017; Uysal & Bardakci, 2014).

Second is the cooperative learning model**.** As an implication of using social strategies in mastering Indonesian grammar, grammar teaching should be designed in such a way that BIPA students collaborate and interact with teachers and other students. Therefore, teachers should apply the cooperative learning model. Cooperative learning is learning in which students learn and work in small groups collaboratively (Hashemifardnia et al., 2018; Wijaya & Arismunandar, 2018). This is in line with research by experts who state that cooperative learning has a significant impact on second language acquisition, such as in speaking fluency (Namaziandost et al., 2020), reading comprehension skills, vocabulary mastery, and even in terms of motivation in mastering a second language (Namaziandost et al., 2019; Vakilifard et al., 2020). The application of cooperative learning in teaching grammar can be done in the activities of analyzing grammatical rules and completing communicative tasks related to the implementation of the grammatical aspects being studied.

Third is the learning textbook for Indonesian grammar learning**.** Textbooks are essential to BIPA learning in general and Indonesian grammar learning in particular. The availability of teaching materials is one of the factors determining the success of learning. However, the facts show that BIPA textbooks are still very limited, so the issue of the availability of teaching materials became a repeated discussion in KIPBIPA I (BIPA teaching conference) in 1993 to KIPBIPA X in 2017 (Suprihatin, 2015). It also applies to Indonesian grammar textbooks. Therefore, Indonesian grammar teachers need to develop Indonesian grammar textbooks. As a result, students can prepare themselves before learning begins. In particular, this textbook should have the following characteristics: (1) present a variety of authentic ready-read texts as a model of the use of grammar; (2) presenting grammatical rules clearly, (3) presenting exercises that provide various examples of grammatical use to be done independently and to draw conclusion in form of linguistic patterns; (4) presenting exercises that force students to practice as many grammatical rules as possible; (5) presenting exercises that make students interact and do grammar peer correction. These indicators are in line with the typology of grammar exercises offered by Ellis, namely explicit description, data, and operations (Vold, 2020). Explicit description is the provision of exercises that allow students to conclude for themselves the grammatical rules they are learning; data is written or spoken text that is used to describe/accommodate the grammatical structure being studied; and operations refer to the exercises that the learner must do to master the grammatical structure being studied.

Fourth is the authentic evaluation for Indonesian Grammar Learning. As previously explained, the application of communicative grammar implies the application of the contextual approach. According to previous study a suitable assessment model for language learning that applies contextual strategy is an authentic assessment that focuses more on the processes rather than the results (Nurgiyantoro & Suyata, 2011). The authentic assessment that underlines the process or performance assumes that there are a lot of skill-based language skills that the students can show during the teaching and learning sessions that will make the assessment more meaningful (Anita, 2017; Nurgiyantoro & Suyata, 2011). In this case, the authentic assessment that is essential in grammar learning is portfolios obtained from grammar learning journals. All metacognitive, cognitive, and social strategies underline the importance of giving feedback to ensure grammar mastery. By using grammar learning

journals, the teachers can control the improvement of the students, give feedback, and help with obstacles that the students face during the learning process. In addition, the pedagogical implications of grammar learning strategies also need to pay attention to the characteristics of learners. Learning strategies refer to the ways in which students master the rules of the language they are learning (Butler, 2012; Griffiths, 2013). This learning strategy is basically a personal mental process. Therefore, the learning strategy between one learner is likely to differ from other students. This learning strategy is an important aspect of language learning, considering that the learning strategy is a tool to direct oneself in developing grammatical competence as an effort to develop communicative competence. Indeed, learning strategies have to be appropriately structured and adapted to the existing learning task to be effective. Thus, language rules can be mastered using these learning strategies consciously and purposefully (Griffiths, 2013; M Pawlak, 2013).

Furthermore, the subject of BIPA learning is a foreigner so that BIPA has unique characteristics. The learners' various backgrounds will naturally complicate teaching for teachers who are unaware of their language learning background thus demanding a mixed linguistic need. Therefore, characteristics of BIPA include: (1) inherent in its learning range, (2) being oriented towards the use of Indonesian in a communicative pragmatic manner, (3) showing agglutination as a language that is easy to learn, (4) living and still in the process of growing and developing, (5) multidimensional and flexible, (6) based on socio-semantic references, and (7) has a variety or variants (Eckstein & Ferris, 2018; Suyitno, 2005). The implications of this research can help teachers and instructors develop more effective teaching methods in teaching Indonesian grammar to foreign language learners. The research can assist in the customization of the BIPA curriculum, allowing for more relevant grammar materials that focus on students' needs and views. If the research participants are foreign language learners, there may be challenges in translation and interpretation of questions or responses, which may affect the results of the study.

4. CONCLUSION

Indonesian grammar is one of the fundamental things in mastering the Indonesian language. For BIPA students, grammar is challenging, so a particular strategy is needed to master it. The strategies used predominantly by BIPA students are social, metacognitive, and cognitive, respectively. This is inseparable from the management of BIPA, which applies the tutorial learning model. This finding provides pedagogical implications for teaching Indonesian grammar in four domains: learning approaches, learning models, teaching materials, and learning evaluation. The approach used in teaching grammar is the communicative approach. The learning model uses a cooperative learning model. Moreover, textbooks should contain rich and varied texts on grammatical modelling, grammar rules, and exercises. The learning evaluation is directed at tests and non-tests in the form of portfolios.

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