

CHAPTER V

CONCLUSION

A. Conclusion

Based on the results of the study and the discussion presented in the previous chapter, several conclusions can be drawn. These conclusions are organized according to the research questions of the study in order to provide a clear and systematic summary of the research findings.

1. Based on the first research question, both male and female students employed all five categories of Grammar Learning Strategies (GLS), namely cognitive, metacognitive, social, affective, and compensatory strategies. Among these strategies, cognitive strategies were the most frequently used by both groups, while affective strategies were the least frequently used. In addition, female students reported higher mean scores across all five categories of Grammar Learning Strategies than male students, indicating that they used grammar learning strategies more frequently.
2. Based on the second research question, the level of English grammar mastery of both male and female eighth-grade students at SMP Negeri 03 Seluma was classified as Poor according to Arikunto's (2013) classification. The mean score of male students was 53.88, while the mean score of

female students was 53.89. These findings indicate that the overall English grammar mastery of both groups still needs improvement, particularly in the areas of the Simple Past Tense, Past Continuous Tense, and Modal Verbs.

3. Based on the third research question, the results of the Independent Samples *t*-test showed that there was no significant difference in English grammar mastery between male and female students. The significance value (Sig. 2-tailed) was 0.997, which was higher than the significance level of 0.05. Therefore, the null hypothesis (H_0) was accepted and the alternative hypothesis (H_1) was rejected. These findings indicate that male and female students achieved comparable levels of English grammar mastery, despite differences in the frequency of Grammar Learning Strategies used by each group.

B. Implication

1. Theoretical Implications

The findings of this study contribute to our understanding of gender differences in English language learning, particularly with regard to grammar proficiency. The absence of significant differences in grammar mastery between male and female students suggests that gender is not always a determining factor in students' grammatical achievement. These findings support the view that students' language learning outcomes can

be influenced by various factors beyond gender. Furthermore, this study enriches the literature on Grammar Learning Strategies (GLS) by providing evidence on how various types of learning strategies are used by junior high school students in the context of English grammar learning.

2. Practical Implications

The findings of this study provide a better understanding of grammar learning among junior high school students. The results indicate that male and female students are capable of achieving similar levels of grammatical proficiency. These findings emphasize the importance of viewing grammar instruction as an educational process that can be successfully achieved by all students regardless of gender. Furthermore, information regarding the use of grammar learning strategies contributes to a deeper understanding of students' learning approaches and serves as a useful reference for English language learning, particularly in the teaching and learning of grammar.

C. Suggestion

1. For Students

Students are encouraged to apply various grammar learning strategies appropriately and consistently to improve their understanding and mastery of English grammar. They are also expected to identify the learning strategies that best suit their preferences and learning needs.

2. For English Teachers

English teachers are expected to recognize the diversity of students' learning strategies and provide learning activities that support the development of grammatical proficiency. In addition, teachers must provide equal learning opportunities and support for both male and female students, as the findings of this study indicate that there are no significant differences in grammatical mastery between the two groups.

3. For Future Researchers

Future researchers are encouraged to conduct similar studies with larger sample sizes and in different educational contexts to obtain more comprehensive findings. They may also examine the relationship between grammar learning strategies and grammar mastery by using correlation analysis, regression analysis, or other statistical analyses to gain a deeper understanding of students' English grammar learning processes.

REFERENCES

- Abuzaid, M., & Griffiths, C. (2024). Language learning strategies, proficiency and gender: The case of Palestinian university students. *Language Teaching Research Quarterly*, 41, 52–66. <https://doi.org/10.32038/ltrq.2024.41.05>
- Agregado, C. J. O. (2023). Trends and challenges in teaching grammar in the 21st century learning perspective: Their influence on learner's performance. *International Journal of Science and Management Studies*, 6(5), 151–160. <https://doi.org/10.51386/25815946/ijsms-v6i5p111>
- Alharbi, A. T. (2022). Grammatical awareness and language performance: Examining gendered differences among Saudi EFL learners. *F1000Research*, 11, 625. <https://doi.org/10.12688/f1000research.109455.1>
- Alharthi, M. (2025). Gender differences in grammar performance: An analysis of EFL achievement test results from Saudi diploma students. *International Journal of Education & Literacy Studies*, 13(1), 293–301. <https://doi.org/10.7575/aiac.ijels.v13n1p293>
- Arikunto, S. (2013). Dasar-dasar evaluasi pendidikan. *Bumi Aksara*.
- Baron, A., Connell, K., Kleinman, D., Bedore, L. M., & Griffin, Z. M. (2024). Grammatical gender in spoken word recognition in school-age Spanish monolingual and Spanish–English bilingual children. *Frontiers in Psychology*, 15, 1295379. <https://doi.org/10.3389/fpsyg.2024.1295379>
- Barroga, E., Matanguihan, G. J., Furuta, A., Arima, M., Tsuchiya, S., Kawahara, C., Takamiya, Y., & Izumi, M. (2023). Conducting and writing quantitative and qualitative research.

- Journal of Korean Medical Science, 38(37), e291.
<https://doi.org/10.3346/jkms.2023.38.e291>
- Cohen, L., Manion, L., & Morrison, K. (2011). Research methods in education (7th ed.). Routledge.
<https://doi.org/10.4324/9781315456539>
- Carrasco Pinot, G., Bermejo del Villar, M., Girón Chávez, A. de J., Cruz Maldonado, E. Y., & Cancino Zamarrón, R. (2025). Teaching grammar through games for an effective EFL learning. *Revista Lengua y Cultura*, 6(12), 16–28.
<https://doi.org/10.29057/lc.v6i12.14429>
- Daskan, A. (2023). The challenges of grammar learning and teaching and students' perceptions in EFL classes. *International Journal of Social Sciences & Educational Studies*, 10(3), 367–380. <https://doi.org/10.23918/ijsses.v10i3p36>
- Dinh, L. T. (2023). Grammatical error analysis of EFL learners' English writing samples: The case of Vietnamese pre-intermediate students. *International Journal of TESOL & Education*, 3(4), 1–14. <https://doi.org/10.54855/ijte.23341>
- Długosz, K., & Olszewska, A. (2024). The gender congruency effect in sentence context depends on gender transparency and L2 proficiency. *International Journal of Bilingualism*.
<https://doi.org/10.1177/13670069241288318>
- Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Lawrence Erlbaum Associates.
- Ebadi, S., & Raygan, A. (2024). Investigating gender and experience effects on EFL learners' perceptions of mobile-assisted language learning. *Technology Assisted Language Education*, 2(1), 40–56.
<https://doi.org/10.22126/tale.2024.10638.1036>

- Efrizal, D. (2023). English Reading Materials with Islamic Materials and Values at Islamic Boarding Schools-Based Communicative Language Teaching. *Linguists: Journal of Linguistics and Language Teaching*, 9(1), 62–78. DOI: 10.29300/ling.v9i1.7907.
- Ellis, R. (2006). *Current issues in the teaching of grammar: An SLA perspective*. *TESOL Quarterly*, 40(1), 83–107. <https://doi.org/10.2307/40264512>
- Elvira-Zorzo, M. N., Gandarillas, M. Á., & Martí-González, M. (2025). Psychosocial differences between female and male students in learning patterns and mental health-related indicators in STEM vs. non-STEM fields. *Social Sciences*, 14(71). <https://doi.org/10.3390/socsci14020071>
- Ghafar, Z. N., & Sawalmeh, M. H. (2024). Exploring the pedagogical significance of grammar: A comprehensive review of its role in language learning and teaching. *British Journal of Applied Linguistics*, 4(1), 13–16. <https://doi.org/10.32996/bjal.2024.4.1.2>
- Hamzah, A. H. (2025). Gender and language use: A sociolinguistic study of linguistic variations. *International Journal of Social Science Exceptional Research*, 4(1), 54–61. <https://doi.org/10.54660/IJSSER.2025.4.1.54>
- Hassan, S., & Iqbal, A. (2023). Gender and language acquisition. *Pakistan Journal of Social Research*, 5(1), 392–397. <https://doi.org/10.52567/pjsr.v5i01.1018>
- Huang, S. H. (2024). Exploring gender and language proficiency variations in English listening comprehension difficulties. *Language Education & Assessment*, 7(1), 1–24. <https://doi.org/10.29140/lea.v7n1.1243>
- Izadpanah, J., Sadighi, F., & Akbarpour, L. (2023). The impact of gender and explicit written feedback on learners' grammar

- performance. *Journal of Applied Linguistics Studies*, 2(2), 92–100. <https://oiccpres.com/jals/article/view/5588>
- Kerl, S. (1862). A comprehensive grammar of the English language. *American Book Company*.
- Kikas, E., Puusepp, I., Granström, M., & Mädamürk, K. (2024). Knowledge of learning strategies and motivation to use them. *Behavioral Sciences*, 14(10), 889. <https://doi.org/10.3390/bs14100889>
- Koka, N. A. (2024). The impact of gender as a factor in choosing learning language strategies using language learning applications. *Pakistan Journal of Life and Social Sciences*, 22(2), 19706–19723. <https://doi.org/10.57239/PJLSS-2024-22.2.001443>
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3), 607–610. <https://doi.org/10.1177/001316447003000308>
- Lai, W.-F., & Fong, M. (2024). Use of comparative research in the study of chemistry education: A systematic analysis of the literature. *Heliyon*, 10(1), e22881. <https://doi.org/10.1016/j.heliyon.2023.e22881>
- Levene, H. (1960). Robust tests for equality of variances. In I. Olkin (Ed.), *Contributions to probability and statistics: Essays in honor of Harold Hotelling* (pp. 278–292). *Stanford University Press*.
- Li, H., & Li, X. (2025). EFL learners' grammar learning strategies in technology-enhanced contexts. *Porta Linguarum*, 44. <https://doi.org/10.30827/portalin.vi44.30449>
- Li, J., Wang, C., & Shen, Z. (2025). Gender stereotypes as related to language learning engagement. *The Asia-Pacific*

Education Research, 34, 909–920.
<https://doi.org/10.1007/s40299-024-00907-5>

- Locklear, H. W., & Parker, J. (2025). Cognitive effects of grammatical gender in L2 acquisition of Spanish. *Open Linguistics*, 11(1), 1–27. <https://doi.org/10.1515/opli-2025-0058>
- Melekhin, A. (2023). Female language as experience and self-identification. *Gender Studies*, 22(1), 43–56. <https://sciendo.com/2/v2/download/article/10.2478/genst-2023-0040.pdf>
- Noviyanti, S. (2018). Penentuan desain sampling untuk survei kepuasan masyarakat RSUD Soreang (*Undergraduate thesis*, Universitas Padjadjaran). <https://repository.unpad.ac.id/handle/kandaga/140610140069>
- Omonova, S. S. (2024). Navigating the labyrinth of grammatical errors in spoken language. *Eurasian Journal of Social Sciences, Philosophy and Culture*, 4, 33–39. <https://doi.org/10.5281/zenodo.11449204>
- Östling, R., & Jeppsson, J. (2023). Gender gaps in English as a second language over time. *International Journal of Applied Linguistics*, 33(1), 143–161. <https://doi.org/10.1111/ijal.12492>
- Oxford, R. L. (1990). Language learning strategies: What every teacher should know. *Heinle & Heinle*.
- Pawlak, M. (2024). Grammar learning strategies: Towards a pedagogical intervention. *Language Teaching Research Quarterly*, 39, 174–191. <https://doi.org/10.32038/ltrq.2024.39.12>
- Pontillas, M. S., Tataro, M. A., Septimo, M. T. V., Rivera, N. G. M., Baeta, E. O., Buena, N. P., & Rada, K. S. S. (2024). Grammar skills as predictors in writing composition among college freshmen students. *International Journal of*

Humanities and Social Science, 14, 343–362.
<https://doi.org/10.30845/ijhss.v14p30>

Putra, P. P. (2020). First Language Interference on English Use. *Al-Lughah: Jurnal Bahasa*, 9(1), 39–51. DOI: 10.29300/lughah.v9i1.3226.

Riswanto, R., & Kherrmarinah, K. (2025). Developing English Speaking and Writing Materials through Problem-Based Learning (PBL): A Preliminary Study at Islamic Universities in Bengkulu. *Linguists: Journal of Linguistics and Language Teaching*, 11(1). DOI: 10.29300/ling.v11i1.7743

Shapiro, S. S., & Wilk, M. B. (1965). An analysis of variance test for normality (*complete samples*). *Biometrika*, 52(3–4), 591–611. <https://doi.org/10.1093/biomet/52.3-4.591>

Saxena, S., Wright, W. S., & Khalil, M. K. (2024). Gender differences in learning and study strategies. *BMC Medical Education*, 24(504). <https://doi.org/10.1186/s12909-024-05494-z>

Shokirovna, D. S. (2023). Grammar plays an important role in teaching foreign languages. *American Journal of Language, Literacy and Learning in STEM Education*, 1(9), 151–154.
<https://grnjournal.us/index.php/STEM/article/view/1378>

Sugiyono. (2019). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.

Sugiyono. (2019). *Statistika untuk penelitian* [E-book]. Alfabeta

Taye, T., & Mengesha, M. (2024). Identifying and analyzing common English writing challenges. *Heliyon*, 10, e36876.
<https://doi.org/10.1016/j.heliyon.2024.e36876>

- Thomas, N., & Karakus, M. (2024). Five decades of language learning strategy research. *The Language Learning Journal*. <https://doi.org/10.1080/09571736.2024.2361145>
- Thornbury, S. (1999). How to teach grammar. *Longman*.
- van Rijt, J. H. M., & Coppen, P.-A. (2021). The conceptual importance of grammar: Knowledge-related rationales for grammar teaching. *Pedagogical Linguistics*, 2(2), 175–199. <https://doi.org/10.1075/pl.21008.van>
- Wongdaeng, M., & Higgins, J. (2023). Effectiveness of metacognitive interventions in tertiary EFL contexts. *Innovation in Language Learning and Teaching*. <https://doi.org/10.1080/17501229.2022.2146122>
- Zheng, C., & Zhang, C. (2024). An investigation on the influence of middle school students' grammar learning self-efficacy on their learning performance. *Journal of Educational Technology and Innovation*, 6(3). <https://doi.org/10.61414/jeti.v6i3.204>
- Zhong, X., & Wakat, G. (2023). Enhancing grammar proficiency of EFL learners through corpus-integrated lessons. *Ampersand*, 11, 100139. <https://doi.org/10.1016/j.amper.2023.100139>