

Investigating the Language Learning Strategy Applied By EFL Students at Madako University

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Abstract

Learning strategies are specific actions, behaviors, steps, or techniques used by students to enhance their own learning, such as seeking out conversation partners or giving oneself encouragement to tackle a difficult language task. This research aims at finding out the language learning strategy applied by EFL Students at Madako University. A qualitative research was employed to do this research. The sample were selected purposively that consist of 15 students. The data were collected through questionnaire and analyzed qualitatively. The result showed that the students applied all the learning strategies including memory, cognitive, compensation, metacognitive, affective and social strategy. The most strategy used by the students were metacognitive strategy (20%), followed by the social strategy (18%), compensation strategy (16%), affective strategy (16%), cognitive strategy (15%), and memory strategy (15%). The result of the research implied the students were categorized as high language learning strategy users.

Keywords:

Language Learning Strategy, SILL.

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INTRODUCTION

Learning is an activity that is carried out to increase knowledge, the more students learn, students can increase their knowledge easily. Students need to know that, learning activities are very important for all of us. This is in line with what have been believe by researcher of education e.g (Gulo, 2008; Beckman, 2007; and Reed et al, 2010) that learning is a process that takes place within a person that can change their behavior, both behavior in thinking. In more detail (Villardón-Gallego, 2018; Griffin, 2001; Schultheiss, 2002; and Gruenfeld, 2000) emphasized that learning is a change in behavior as a result of the interaction between before and after learning. It means that, learning can improve both the attitude and personality of a student which is certainly the most important things to achieve goals for a better future.

Learning a language is certainly not easy, especially learning English where students know that English is a foreign language, and students do not use it in everyday life, also of course in learning everything there are several difficulties. Wright (2011) claims that most of the methods used in learning is student-centered learning which in the learning process focuses on students while the teacher acts as a facilitator automatically being independent by using learning strategy is needed.

Direct methods involve the direct use of language and have a direct impact on language learning, whereas indirect strategies help to facilitate language development (Oxford, 1990; Hsiao and Oxford, 2002). Memory, cognitive, and compensatory methods

are classified as direct strategies, whereas metacognitive, affective, and social strategies are classified as indirect strategies.

Practice, receiving and sending messages, evaluating and reasoning, and building structure for input and output are the strategy sets in cognitive strategies. There are two types of compensation strategies: educated guessing and overcoming restrictions in speaking and writing. Metacognitive methods are divided into three categories: focusing your learning, organizing and planning your learning, and evaluating your learning. Affective techniques include reducing anxiety, motivating yourself, and checking your emotional temperature.

For language learners, learning a language without implementing a strategy certainly cannot support the acquisition of understanding it easily. There are several strategies with the aim that when implementing this strategy, students can easily learn a language in an effective and efficient way, so they can achieve their goals easily. Scarcella & Oxford (1992) learning strategies are defined as specific actions, behaviors, steps, or techniques - such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task - used by students to enhance their own learning. It means that by using the learning strategy can help the students to manage their learning process.

It would be inaccurate to use strategy research to include young learners due to differences in learning characteristics and social and psychological development. To begin with, EFL students may employ different tactics in learning language. This difference could be due to the number and type of techniques they employ. As a result, it's critical to expand strategy research to uncover any potential differences and/or similarities in language acquisition processes between the students.

METHOD

In conducting this research, the researcher used a qualitative research. The subject of the research was chosen purposively by considering the needs of data required. The number of sample were 15 EFL students who enrolled in the fifth semester. To investigate the language learning strategies applied by those students questionnaire about Self Inventory Language Learning (SILL) proposed by Rebecca Oxford was employed. The questionnaire consist of 50 items likert-type statements. The result of the questionnaire was analyzed and described qualitatively.

FINDINGS

After analyzing the questionnaires generally can be said that most of the strategy that used by the students were metacognitive strategy there were 13 of 15 students used this strategy, followed by the social strategy, compensation strategy, affective strategy, cognitive strategy, and memory strategy. The most strategy used by AF was social strategy (4.3). It means that, AF usually interact with others, and sometimes try to learn about the culture of English speakers. AF also usually used metacognitive strategy (3.8), usually notice her English mistakes and use that information to help do better. AF sometimes used memory (3.4) review english lessons often, cognitive (2.7), sometimes say or write new English words several times. AF sometimes compensation (3.3), make up new words if do not know the right ones in English, also sometimes used affective (3.1), write down her feelings in a language learning diary.

The most strategy used by AN was affective strategy (4.8), it means that usually talk to someone else about how I feel when I am learning English. AN usually used metacognitive (4.5) try to find out how to be a better learner of English, and social strategy (4.1) ask English speakers to correct me when I talk. AN sometimes-used compensation

(2.6), try to guess what the other person will say next, cognitive (2.8) make summaries of information that I hear or read in English, and social strategy (3.1).

The most strategy used by AS was affective (5.0) try to be relax in using English. Almost always used memory (4.6) use flashcards to remember new English words. metacognitive (4.5) think about my progress in learning English, compensation (4.3) read without looking up every new word, social strategy (4.1) practice English with others students and cognitive (4.0) read for pleasure in English. ask questions in English.

The most strategy used by DW was metacognitive (3.2) it means that DW sometimes try to find out how to be a better learner of English. Affective (2.8) sometimes encourage self to speak english even when I am afraid of making a mistake, memory strategy (2.7) sometimes review English lessons often, and cognitive (2.5) practice the sounds of English. Usually not used compensation (2.1) try to guess what the other person will say next, and social strategy (2.1) did not try to learn about the culture of English.

The most strategy used by EP were metacognitive (4.1) it means that for example EP usually pay attention when someone is speaking English, social (4.1) usually ask for help from English speakers, and affective strategy (3.5) notice if EP is tense or nervous when studying or using English. EP sometimes used compensation (2.6) when EP cannot think of a word during conversation in English, sometimes use gestures, memory (2.6) sometimes review English lessons, and cognitive strategy (2.5) practice the sounds of English.

The most strategy used by HD was metacognitive (3.4) it means that HD sometimes used, for example try to find as many as I can to use my English. Sometimes HD used memory (2.7) use new English words in a sentence so can remember them, and cognitive (2.5) try to talk like a native English speaker. HD generally not used compensation (2.1) try to find pattern in English, affective (2.5) I give myself a reward or treat for good English progress, and social strategy (2.1) ask English speaker for correct me when I talk.

MH used almost all the six strategy. The most strategy used by MH was social strategy (4.3) for example usually ask questions in English. Usually used metacognitive (4.1) pay attention when someone is speaking English, affective (4) try to be relax in using English, cognitive (3.5) try not to translate word for word, and compensation strategy (3.5) to understand unfamiliar English words, usually make guesses. Sometimes used memory strategy (2.7) sometimes physically act out new English words.

The most strategy used by MS was social strategy (4.3) it means that MS usually used for example ask questions in English. MS usually used compensation (4) if I cannot think of an English word, I use a word or phrase that means the same thing, cognitive (3.7) try not to translate word for word, and metacognitive (3.6) try to find out how to be a better learner of English. MS sometimes used affective (3.3) talk to someone else about how I feel when I am learning English and memory strategy (3.2) use flashcards to remember new English words.

NL used almost all the six strategies. The most strategy used by NL was metacognitive (4.7) try to find as many ways as I can to use my English. NL usually used social (4.6) ask English speakers to correct me when I talk, compensation (4.1) try to guess what other people will say nextin English, cognitive (4.1) write notes, messages, letters or reports, and memory (3.6) review English lessons often. NL sometimes used affective (3.1) try to be relax in using English.

ST used almost all the six strategies. The most strategy used by ST was compensation (4.5) read English without looking up every new word. ST usually used metacognitive (4.3) think of my progress in learning English, memory (4) physically act out new English words, affective (4) try to be relax in using English, and social (3.5) ask English speakers to correct me when I talk while ST sometimes used cognitive (3.0) read for pleasure in English.

RM used all the six strategies, but the most strategy used by RM was metacognitive (4.7) for example try to find out how to be a better learner of English. RM usually used memory review English lessons often, compensation (3.6) try to guess what other people will say next, cognitive (3.5) read for pleasure in English, affective (3.5) try to be relax in using English, and social strategy (3.5) practice English with other students.

The most strategy used by RZ was metacognitive (3.8) have clear goals for improving my English skills. RZ sometimes used cognitive (3.3) use the english words I know in different ways, affective (2.8) try to be relax in using English, social (2.8) ask questions in English, and memory strategy (2.5) think of the relationship between what already know and new things I learn in English.

The most strategy used by TE was metacognitive (4.4) notice my English mistakes and use that information to help me do better. TE usually used memory strategy (3.8) review English lessons often, and social strategy (3.5) try to learn about the culture of English speakers. TE sometimes used cognitive (3.1) try to find pattern in English, compensation (3.1) to understand unfamiliar English words, I make guesses, and affective strategy (2.8) I encourage myself to speak English even when I am afraid of making a mistake.

The most strategy used by WD was social strategy (4.3) for example ask for help from English speakers. WD usually used metacognitive (3.8) I think about my progress in learning English. Sometimes used memory (3.4) review English lessons often, compensation (3.3) read English without looking up every new word, affective (3.1) talk to someone else about how I feel when I am learning English, and cognitive strategy (2.7) look for words in my own language that are familiar to new words in English.

The most strategy used by YR was metacognitive (4.7) for example pay attention when someone is speaking English. YR almost always used social strategy (4.5) ask questions in English. Usually used cognitive (4.1) make summaries of information that I hear or read in English, compensation (4.1) if I cannot think of an English word, I use a word or phrase that means the same thing, and memory strategy (3.6) review English lessons often. YR sometimes used affective strategy (3.1) give myself a reward or treat for good English progress.

Result of The Language Learning Strategy Used by The Students

After the researcher distributed the questionnaire to the 15 participants, the researcher found that the students had various language learning strategy. It means that the student used more than one language learning strategy.

To answer the first question of this research, the language learning strategy that used by the English department students at Madako University can be seen below:

The category of average score: never used from 1.0 to 1.4, generally not used from 1.5 to 2.4, sometimes used from 2.5 to 3.4, usually used from 3.5 to 4.4 and always or almost always used from 4.5 to 5.0. The result showed that AF sometimes used memory strategy (3.4), cognitive strategy (2.7), and affective strategy (3.1). Usually used metacognitive (3.8) and social strategy (4.3). the most strategy used by AF was social strategy (4.3).

The category of average score: never used from 1.0 to 1.4, generally not used from 1.5 to 2.4, sometimes used from 2.5 to 3.4, usually used from 3.5 to 4.4 and always or almost always used from 4.5 to 5.0. The result showed that AS sometimes used compensation strategy (2.6), cognitive (2.8) and memory strategy (3.1). AS usually used and also always used social strategy (4.1) metacognitive (4.5), affective (4.6). the most strategy used by AS were affective strategy (4.8).

The category of average score: never used from 1.0 to 1.4, generally not used from 1.5 to 2.4, sometimes used from 2.5 to 3.4, usually used from 3.5 to 4.4 and always or almost always used from 4.5 to 5.0. The result showed that AN almost always used memory (4.6), affective strategy (5.0), and metacognitive (4.5), compensation strategy (4.3) and cognitive (4.0). Usually used social strategy (4.1). The most strategy used by AN was affective strategy (5.0).

The category of average score: never used from 1.0 to 1.4, generally not used from 1.5 to 2.4, sometimes used from 2.5 to 3.4, usually used 3.5 to 4.4 and always or almost always used from 4.5 to 5.0. The result showed that DW generally not used compensation strategy (2.1) and social strategy (2.1). Sometimes used cognitive strategy (2.5), memory (2.7) and metacognitive strategy (2.8).

The most strategy used by DW was metacognitive strategy (2.8). The category of average score: never used from 1.0 to 1.4, generally not used from 1.5 to 2.4, sometimes used 2.5 to 3.4, usually used 3.5 to 4.4 and always or almost always used from 4.5 to 5.0. The result showed that EP sometimes used memory (2.6), cognitive (2.5) and compensation strategy (2.6). EP usually used metacognitive (4.1), affective (3.5) and social strategy (4.1). The most strategy used by EP were metacognitive and social

The category of average score: never used from 1.0 to 1.4, generally not used from 1.5 to 2.4, sometimes used 2.5 to 3.4, usually used 3.5 to 4.4 and always or almost always used 4.5 to 5.0. The result showed that HD generally not used compensation (2.1), affective (2.1) and social strategy (2.1). HD sometimes used metacognitive (3.4), memory (2.7), and affective strategy (3.2). The most strategy used by HD was metacognitive strategy (3.4).

The category of average score: never used from 1.0 to 1.4, generally not used from 1.5 to 2.4, sometimes used 2.5 to 3.4, usually used 3.5 to 4.4 and always or almost always used from 4.5 to 5.0. The result showed that MH sometimes used memory strategy (2.7). MH usually used cognitive (3.5), compensation (3.5), metacognitive (4.1), affective (4) and social strategy (4.3). The most strategy used by MH was social strategy (4.3).

The category of average score: never used from 1.0 to 1.4, generally not used from 1.5 to 2.4, sometimes used 2.5 to 3.4, usually used 3.5 to 4.4 and always or almost always used from 4.5 to 5.0. The result showed that MS sometimes used memory (3.2) and affective strategy (3.3). MS usually used cognitive (3.7), compensation (4), metacognitive (3.6), and social strategy (4.3). The most strategy used by MS was cognitive strategy (3.7).

The category of average score: never used from 1.0 to 1.4, generally not used from 1.5 to 2.4, sometimes used 2.5 to 3.4, usually used 3.5 to 4.4 and always or almost always used from 4.5 to 5.0. The result showed that NL sometimes used affective strategy (3.1). NL usually used memory (3.6), cognitive (4.1), and compensation (4.1), also always used social strategy (4.6) and metacognitive strategy (4.7). The most strategy used by NL was metacognitive.

The category of average score: never used from 1.0 to 1.4, generally not used from 1.5 to 2.4, sometimes used 2.5 to 3.4, usually used 3.5 to 4.4 and always or almost always used from 4.5 to 5.0. The result showed that ST sometimes used cognitive strategy (3.0). ST usually used social (3.5), memory (4), metacognitive (4.3) and affective strategy (4), also always used compensation strategy (4.5). The most strategy used by ST was compensation strategy (4.5).

The category of average score: never used from 1.0 to 1.4, generally not used from 1.5 to 2.4, sometimes used 2.5 to 3.4, usually used 3.5 to 4.4 and always or almost always used from 4.5 to 5.0. The result showed that RZ sometimes used memory (2.5), cognitive (3.3), compensation (3), affective (2.8) and social strategy (2.8), also usually used metacognitive (3.8). The most strategy used by RZ was metacognitive.

The category of average score: never used from 1.0 to 1.4, generally not used from 1.5 to 2.4, sometimes used 2.5 to 3.4, usually used 3.5 to 4.4 and always or almost always

used from 4.5 to 5.0. The result showed that TE sometimes used affective (2.8), cognitive (3.1) and compensation strategy (3.1). TE usually used memory (3.8), and social strategy (3.5), also always used metacognitive strategy (4.4). It means that, TE used memory, and metacognitive strategy.

The category of average score: never used from 1.0 to 1.4, generally not used from 1.5 to 2.4, sometimes used 2.5 to 3.4, usually used from 3.5 to 4.4 and always or almost always used from 4.5 to 5.0. The result showed that WD sometimes used memory (3.4), cognitive (2.7) compensation (3.3) and affective strategy (3.1), also usually used metacognitive (3.8) and social strategy (4.3). It means that, WD used metacognitive and social strategy.

The category of average score: never used from 1.0 to 1.4, generally not used from 1.5 to 2.4, sometimes used 2.5 to 3.4, usually used 3.5 to 4.4 and always or almost always used from 4.5 to 5.0. The result showed that YR sometimes used affective strategy (3.1). YR usually used memory (3.6), cognitive (4.1), and compensation strategy (4.1), also always used social (4.5) and metacognitive strategy (4.7). The most strategy used by YR was metacognitive strategy (4.7).

From the explanation above the researcher concluded that the strategy used by the students were all the strategies including memory, cognitive, compensation, metacognitive, affective and social strategy. Many students used more than one strategy and also found that there was student used all the six strategies.

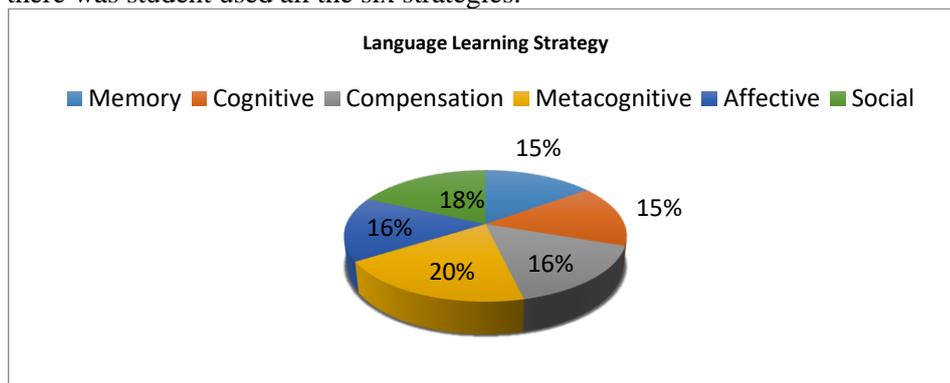


Figure 3.2 The Percentage Types of Strategy

The result showed that students used Metacognitive strategy (20%), Social strategy (18%), Compensation strategy (16%), Affective strategy (16%) Memory (15 %), and Cognitive (15%).

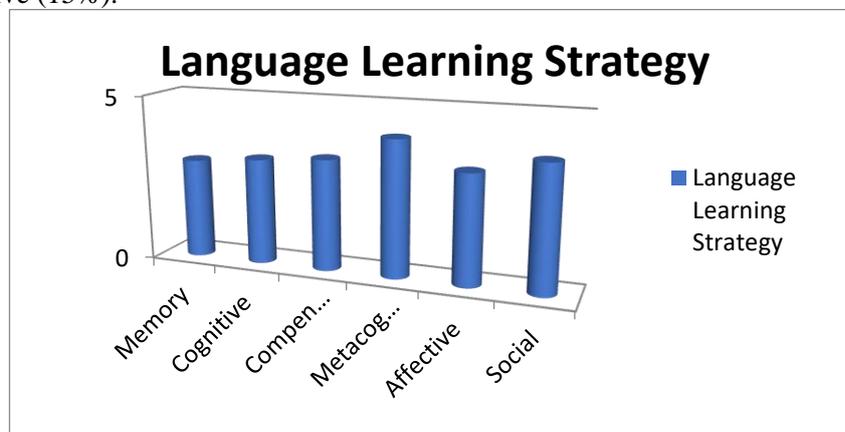


Figure 3.3 Category of the Students Language Learning Strategy User

DISCUSSION

Based on the findings above, it was shown that the English Department students of the second semester at Madako University used all the strategies including memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, affective strategy and social strategy. The most strategy used by the students were metacognitive strategy, also almost all the students categorized as high language learning strategy users.

According to result (table 4.2 until table 4.16) showed that the strategy used by the students were all the strategies including memory, cognitive, compensation, metacognitive, affective and social strategy. Besides students who used more than one strategy, there were student who did not usually used any strategy and also found that there was a student that used all the six strategies. Lestari (2015) described learning strategies employed by the students of English Education Department, she compared the fourth and sixth semester and found that the students used all the learning strategies. It means that the result of this research is supported by the result of Lestari's research result (2015).

According to the result above (figure 4.2) showed that most of the strategy that used by the students were metacognitive strategy (20%), there were 14 of 15 students used this strategy, followed by the social strategy (18%), compensation strategy (16%), affective strategy (16%), memory strategy (15%) and cognitive strategy (15%). Metacognitive strategy become the most strategy used by the students; it means that in order to choose the right way in learning a language the students mostly coordinate their learning to support the language acquisition in effective way. According to Rahimi & katal (2012) "Metacognitive strategy is the ability to be conscious of one's mental health", and it is supported by ALshammari (2015) "through improved learning experiences, learners are able to acquire higher problem-solving and learning skills".

Metacognitive strategy become the most strategy that used by the students. The students mostly planning, arranging and evaluating the learning to support their learning process, for example notice English mistakes and use that information to help them do better than before, or plan schedules so they will have enough time to study English to increase their knowledge.

Social strategy, most of the students used this strategy. This strategy helps them to interact with other people and this strategy is an appropriate strategy for language learner to become involve with others, also help them to develop cultural understanding of other. For example: practice English with others and try to learn about the culture of English speakers.

Compensation strategy, some students used this strategy to help them to despite the knowledge gaps, allow them to speak or write while their vocabulary is limited by guessing intelligently and overcoming limitations in speaking and writing. For example: to understanding unfamiliar words, they make guesses or when they cannot think of a word during conversation in English, they use gestures.

Affective strategy, some students used this strategy to help them to build the high concentration to learn something. This strategy also can help students to manage their emotions, motivation, and attitudes associated with learning. For example: try to be relax in using English even when afraid of making mistake and give reward or treat for good English progress.

Cognitive strategy, students used this strategy to handling the target language as well as to develop the critical thinking, knowledge acquisition and decision making to help the students learning easily. For example: write new English word several times, repeating, or using resources for receiving and sending messages.

Memory strategy become the least strategy that used by the students. Memory strategy connect words with pictures and sounds, it helps the students to memorize new

English words. This strategy help the students to remember new things easily for example: in placing new words into a context, think of relationship between what already know and new things I learn in English or use flashcards to remember new English words.

Based on the figure 1.3 above, it can be seen there were students categorized as high users (average score 3.5 to 4.4), and all the students average score were above 3.5, while students categorized as medium level (average score 2.5 to 3.4) Lestari & Fatimah (2020) analyzed the language learning strategy of grouped at international classes enrolled in 2017-2019 and found that all the participants categorized as high user. Compared the result of this research and the previous research have similarity, however the result was different because the participants of this research were students of the first year of English Department while the participants of the previous research were all international students teacher of 2017,2018 and 2019.

CONCLUSION

Based on data presentation and data analysis in the chapter IV, this research was carried out at investigating language learning strategy. The collected data was classified based on Oxford theory. The result showed that students used all the strategies including memory, cognitive, compensation, metacognitive, affective and social strategy. The most strategy used by the students were metacognitive strategy, it means that students were categorized as high language learning strategy user.

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