DIFFERENCES OF LANGUAGE LEARNING STRATEGIES IN ENGLISH AS A SECOND LANGUAGE CLASSROOM OF SOCIAL COLLAGE STUDENTS

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Abstract: Most of the Indonesian students depend on the teachers in learning English. University students do not understand the language learning strategies properly. The purpose of this research is to investigate language learning strategies used by social collage students. The participants were 125 students of economy faculty at the University of Muhammadiyah Palembang. The tool used was a questionnaire of SILL. The data collected were analyzed statistically. The results showed that students were indeed using metacognitive (M=4.11), memory (M=3.88), social (M=3.81), cognitive (M=3.66), affective (M=3.62), and compensation strategies (M=3.49). While both males and females used metacognitive strategies with the statistically (M=4.15) for females and (M=4.05) for males. Metacognitive reading strategy is the dominant used by the students. Metacognitive strategies have a strong and important impact on effective students learning English as a second language. Besides, students integrate both direct and indirect learning strategies. This brings an additional field of research to demonstrate the construction of LLS guidance on the gender and level of students’ education.

Keywords: college students, language, learning strategies, second language

INTRODUCTION

English is really necessary for the globalization era. Learning the English language is not a simple thing. There are many aspects of English skills that must be understood by English language students such as; listening, speaking, reading, and writing. Each skill of English must be comprehended well to reach the goal of learning. Rustam, Hamra, and Weda (1990) stated that learning by realizing the objection brings learners to achieve effective learning. Students must keep in mind the importance of learning with the goal. Thus, learning the English language with the target is the prior basic for each learning activity.

Amir (2018) stated that in the modern era the involvement of the English language is influential for every aspect of academic skills. Students are encouraged to have great communication skills in English. The existence of English communication is the most main example that assists students to become more fully independent in learning the language. It means students must learn the English language actively without waiting for the teachers’ instruction.

Nowadays, students are not aware of the learning strategies well. They are tend to be completely reliant on their teachers in every single learning activity (Aunurrahman, Kurniawati, and Ramadhiyanti, 2013). On the other side, to achieve an effective learning goal, both teachers and students must across some learning process. It should be encouraged by finding their ideas
and insights information perception among some students and teachers to create language learning purposes. The strength of teachers and students in executing the teaching-learning process has to be the same. Freire (1970) stated that teachers and students express the building materials and outcomes in an appropriate context. Even so, the building of understanding for both teachers and students would not work well as long as the teachers only who are attempting to engage the students in learning activities.

Besides, students need to be serious in learning activities. There are many ways that students can develop effective learning, for example creating a learning environment and situation enjoyable. Thus, the implementation of learning strategies used can influence effective learning. Students ought to be intensely interested in enabling the use of such learning strategies in understanding the substances taught by the teachers (Tanjung, 2018).

Students must achieve and integrate the knowledge strategy of language learning. Thus, within the students’ understanding of learning strategies, language teachers just instruct the students to study and think easily. (Amir, 2018). The recognition of learning strategies used in learning the English language can help both teachers and students acquire the target language learning properly. Thus, teachers share information, and students acquire the information well.

Numerous research has the main emphasis on learning English techniques, such as Tanjung (2018) focused on the use of learning strategies in high school students, Amir (2018) focused on language learning strategies used by junior high school EFL students, Sartika, Santihastuti, and Wahjuningsih (2019) discussed on the learning strategies used by EFL students in learning English. Embi (2000), Ang, Embi, and Yunus (2017) concerned about strategies of successful English language students among private school students. The last is Wael, Asnur, and Ibrahim (2018:65) did the research on exploring students’ learning strategies in speaking performance. Based on those studies gathered, this study has some differences point of view in terms of learning strategies measurement. This study concerned to the level of college students as the highest level category for students. Besides, the sample of the study was taken from the students in the field of social students where most of the students were not good enough in the field of language. The sample also classified into male and female differences in the frequency of learning strategies application. Finally this study measured completely to the aspect of English learning strategies such as cognitive, metacognitive, social, affective, social, and compensation.

Lots of theoreticians have regarded language learning strategies. Rubin (1981) mentioned that language learning strategies are the approaches or systems that might be used by the students in acquiring the language. Students who implement the learning strategies surely have an appropriate system to acquire the language information. Furthermore, Embi (2000) explained that language learning strategies as the measurements that is taken by the students to
improve their language learning operation. Besides, Oxford (1990) explained strategies for language learning are the foundational framework or mechanism used by the students to promote the interpretation, utilization, sequencing, and implementation of English as a second language.

Oxford (1990) agreed that learning language strategies allow students to be able to understand students’ language proficiency. She emphasized appropriate learning strategies used can decrease stress in learning the English language. Language learning strategies are a necessary active instrument that must be implemented by every student. The effective learning process needs learning strategies to practice regularly. Learning strategies must be used intentionally by the learners to obtain or master a foreign language (Tanjung, 2018). Oxford (1996) also reported that effective students can use various language learning strategies. Various learning strategies can be utilized by each student. It means effective students must be flexible in implementing various learning strategies according to different situations and contexts.

Language Learning Strategies (LLS) grouped by Oxford (1990) into six dimensions; cognitive, metacognitive, memory, affective, and social which those dimensions reflect indirectly as well as indirect at the actions of the students and procedures. Direct strategies consist of memory, cognitive, and compensation strategies, then indirect strategies consist of metacognitive, affective, and social affective strategies. The cognitive strategy lets learners create new language substances for example, by practicing the thinking, evaluation, note-taking, overview, exercise formal constructions, and sounds. Metacognitive strategy is often more actions in scheduling, arranging, analyzing the substance. Memory strategy allows students to learn and understand the lesson by recalling the phrase, picture, abbreviation, expressions, wordplay, and mix of each that. Compensation strategy is how students conjecture the framework that they respond to and interpret more Magno (2010). Affective strategies include the students’ interpretation tasks, mental, and feelings. Social strategies expose communication between students and others. In my opinion all aspects of learning strategies must be applied intentionally and accordingly. Therefore, learning strategies is as the basic needs or requirement that must be fulfilled by the students because it provides various ways in learning effectively. Learning strategies can be as a students’ belief which encourage students to achieve the learning target optimally.

Oxford (1990) classified a draft of SILL (Strategy Inventory for Language Learning) questionnaire that consists of 50 questions. Each question can describe students’ categories of learning strategies such as memory, cognitive, compensation, metacognitive, affective, and social strategies. The purpose of the SILL questionnaire is to analyze the categories of LLS by giving specific scope actions that reflect students in learning English. This work attempts to
determine the LLS of the students in learning English based on gender. It considered from the appropriate statistical data mention of the economy faculty study program students of Muhammadiyah University Palembang.

The research objectives of the study referred to questions as shown below:

1. What are the language learning strategies of the female and male students used when studying English as the second language in economy study program students of Muhammadiyah University Palembang?
2. What are the commonly used of learning strategies regarding the gender by the economy study program students of Muhammadiyah University Palembang?

**METHOD**

This study concentrated exclusively on the student’s language learning strategies regarding the gender of the learners. The research finding can eventually have a profit that involves teaching participation and learning performance through knowing the preference of strategy for the students, as it can enable them to become more productive, innovative, and self-sufficient. This study can be used for teachers by offering overview conclusions of some students’ disabilities, as they cannot adapt their learning to the various varieties. Teachers may demonstrate teaching development by recognizing students’ different learning strategies. Therefore, teachers can use new perspectives and techniques in the teaching process. For the students, it is can be the information for learners to implement their strategies in learning correctly. Then, students can determine to use various learning strategies independently.

This study was quantitative descriptive study. It explained the number of learning strategies used for each aspect then classifies all of the aspect based on the percentage order. As mentioned previously, this research examined the students’ language learning strategies and the types of language learning strategies used by the students for each gender. Therefore, there had been two independent variables in this study that concentrated on which the learning strategies and gender of the students.

There were 125 sample including male and female students. This study used questionnaire in order to measure students’ learning strategies. The Strategy Inventory for Language Learning (SILL) that was designed by Oxford (1990) as the questionnaire that was used. The SILL questionnaire contained 50 points and each subfield includes cognitive, memory, metacognitive, compensatory, affective, and social strategies. the fifty items are using a Likert scale and 5 elements were representing any answer. Item 1 is “never,” item 2 is “normally true of me,” item 3 is “slightly true of me,” item 4 is normally true of me,” item 5 is nearly always true of me. The researcher also requested the respondents to indicate in the demographic details required, such as name, gender, and semester that they followed when filling the questionnaires. Recognizing the use of the questionnaires, the researcher also tested the validity and reliability of the
measurement. All items were reported as accurate since each item’s ro > rt or ro was higher than each item.

The researcher administered the questionnaire to obtain the information and the form made available online. It was about allowing the students responsive in responding and compiling the questionnaire. As of 1st June 2020, the questionnaire had been uploaded. The students were given one week to access the questionnaire and fill it. The pattern as a whole had to be filled in by each-time access.

All the information on the entrance was statistically evaluated. To reply to the first and second questions, descriptive statistics were used to determine the means, standard deviation, and rank chosen by the participants for each learning strategy. The mean score results for each element were then divided into high usage (generally (3.5-4.4) and sometimes or almost used (4.5-5.0)), medium utilization (sometimes used (2.5-3.4)) and lower use (normally unused (1.5-2.4) and almost unused (1.0-1.4))) (Oxford, 1990). The researchers gathered an inventory of the results of two earlier studies in providing the answer to the last question and noticed the interpretations or research findings that enable the researcher's perspective.

FINDING AND DISCUSSION

FINDING

This study highlighted the types of language acquisition approaches utilized by academic students that also regarded as their gender. To reply to the questions of the study, it used a descriptive survey of research design. The participants were classes for English students of the economy and business faculty of Muhammadiyah University Palembang. They were students in second and fourth-semester students. The participants consisted of 125 out of 135 students who have completed the Google form online questions. This was because the number of students took an absence and other students who have not replied to the response as being told. Participants were mostly female (55% out of 125 students) and male (45% out of 125 students). 125 participants consisted of class B, Q, R, T students. The descriptive statistic and intensity presented succinctly as follows:
Table 1. The descriptive statistics and intensity used of all learning strategies

| Strategies          | Mean  | STD  | Strategy Use | Rank |
|---------------------|-------|------|--------------|------|
| Memory Strategies   | 3.88  | 0.84 | High         | 2    |
| Cognitive Strategies| 3.66  | 0.98 | High         | 4    |
| Compensation Strategies | 3.49 | 1.02 | Medium      | 6    |
| Metacognitive       | 4.11  | 0.81 | High         | 1    |
| Affective Strategies | 3.62  | 0.93 | High         | 5    |
| Social Strategies   | 3.81  | 0.79 | High         | 3    |

Table 1 describes all learning strategies used in the statistical description of the samples’ response. The commonly utilized learning strategies are metacognitive, mean = 4.11 and the latest one is compensation, mean = 3.49. The frequent strategies used order is metacognitive, then, are memory, social, cognitive, affective, and compensation.

The study also found a classification of learning strategies based on gender. Statistical results by gender can be seen in table 2 and table 3 below:

Table 2. The descriptive statistics and learning intensity strategies used by female

| Strategies          | Mean  | STD  | Strategy Use | Rank |
|---------------------|-------|------|--------------|------|
| Memory Strategies   | 3.98  | 0.80 | High         | 3    |
| Cognitive Strategies| 3.71  | 0.96 | High         | 4    |
| Compensation Strategies | 3.54 | 1.00 | High         | 5    |
| Metacognitive       | 4.15  | 0.73 | High         | 1    |
| Affective Strategies | 3.49  | 0.78 | Medium      | 6    |
| Social Strategies   | 4.07  | 0.73 | High         | 2    |

Table 2 describes learning strategies in descriptive statistics of the female mostly used metacognitive, mean = 4.15 and the least one is affective, mean = 3.49. The frequent strategies used order is metacognitive, then, are social, memory, cognitive, compensation, and affective. The descriptive statistic and intensity presented succinctly as follows:

Table 3. The descriptive statistics and intensity of learning strategies used by male

| Strategies          | Mean  | STD  | Strategy Use | Rank |
|---------------------|-------|------|--------------|------|
| Memory Strategies   | 3.75  | 0.88 | High         | 3    |
| Cognitive Strategies| 3.60  | 1.00 | High         | 4    |
| Compensation Strategies | 3.47 | 1.04 | Medium      | 6    |
| Metacognitive       | 4.05  | 0.89 | High         | 1    |
| Affective Strategies | 3.79  | 1.06 | High         | 2    |
| Social Strategies   | 3.49  | 0.75 | Medium      | 5    |
Table 3 describes learning strategies in descriptive statistics of the male mostly used metacognitive, mean = 4.05 and the least one is compensation, mean = 3.47. The frequent strategies used orders are metacognitive, then, are affective, memory, cognitive, social, and compensation.

DISCUSSION

This stage discusses the overall learning strategies which consist of the language learning strategies in English students, the language learning strategies frequency used based on genders.

1) The Language Learning Strategies in English Students

It can be seen from the outcome in the following sub-chapter that language learning strategies consisted of memory, cognitive, compensation, metacognitive, affective, and social strategies. However, the outcome showed different usage of those strategies. The study results indicated that students utilized metacognitive strategy in predicate high. The result is supported by Salahshour, Sharifi, and Salahshour (2013), Meliasari (2019:76), and Tanjung (2018) stated that dominant students practice metacognitive strategy.

Metacognitive strategies were strategies that cover the elements of language learning strategies that consisted of planning, monitoring, and evaluating. Therefore, the term of metacognitive is an understanding of what is learned or how to learn. Students aware of the metacognitive strategy can start thinking by planning, monitoring, and evaluating what is learned. Metacognitive strategies have a strong and important impact on effective students learning a language for academic achievement. Metacognitive strategies may help create the capacity to handle clear thought (Hardan, 2013). Thus, the findings of this analysis the metacognitive approach can be described the essential and must be used of all students who implement other certain strategies.

On the other side, this study found that compensation was the minimum strategy used by college students. Compensation strategies related to the students’ mental and physical activities in understanding the language by overcoming the lack of information knowledge in practicing the language. The students learning strategies of compensation tend to understand the language by coining words, using a synonym or wordplay, using body gestures, modifying, or approaching the messages. The researchers interpreted that in the situation of learning English, they have several problems in utilizing or practicing the language. The problems such as; the first, in coining the new English words; perhaps the learners could not create other English words or phrases while speaking. The second, in using a synonym or wordplay; in that situation, the students could not speak out in using a similar word or synonym for vocabulary. Third, using body gestures; they could not demonstrate their face to mean something. The fourth, modifying,
or approaching the messages; they could not recognize the first and last phrases of the text related to the meaning of words or phrases. The problem of English language learning can be assumed by some factors such as; there is no partner in practicing and learning the English language optimally during the learning activities inside even outside the classroom, difficulties in managing nervousness of learning English language, low intention or limitation of word knowledge regarded to the users of English language.

The next implementation of the learning strategies used is memory strategy. Related to the second order of students’ learning strategies used was memory strategy because students were accustomed to the environment of calculating and accounting learning activities, where the students should be able to practice various accounting formulas in the learning process instead of memorizing the new vocabulary words and practicing the speaking the English language. Further orders were social, cognitive, and affective learning strategies. It can be interpreted that those strategies are influenced by many factors such as motivation, manner, and environment toward the learning process. The finding described that students rarely practiced those strategies in the learning process. This happened because of those factors such as; English speaking partners, English foreigners, and English cultural understanding that can help them in informing and using the English language in daily speaking activities.

There is no ensured to take the steps in implementing strategies for each condition. It reflects on the consistency of the students and the way they perform their learning activities. Furthermore, language learning strategies are affected by many factors, inside and outside the students, such as the learners' intention, planning, and situation. As already seen in the results, students may use a variety of indirect and direct strategies for learning. It complies with Oxford (1990) said that there are strong relations between indirect and direct strategies as students generally combine them in the language learning process.

2) The Language Learning Strategies Frequency Used Based on Genders

The problem with common learning strategies employed by University students based on genders stated that most metacognitive strategies were frequently used by females and males. Students tend to learn by having self-monitoring, evaluating, organizing, goal setting, linking known material, paying attention, and practice each opportunity in the English learning process. Therefore, students tend to schedule, monitor, and assess the learning activities process. This might have happened because both males and females students were trained by the academic even English teacher to be discipline in preparing what to learn and prepare before facing real learning activities. This factor also could be caused by external factors for example parents and the environment of friends that motivate and correctly influence them before and indeed of learning.
There are some important observations about the students' common strategies used. The first excessive stress is the similarity between learning strategies but different statistical results. Female students are dominant in using metacognitive strategy with the mean (4.15), where male students with the mean (4.05). Then, the latest order of learning strategies used by the females student was affective strategies and males students as compensation strategies. In the category of affective strategies that are used by the female was because female students tend to learn English in nervous and even frightening. This has happened because they were seldom enjoying the environment or the situation that made their feeling to be awkward. Additionally, they are not familiar with managing their stress and nervous feeling in the process of practice speaking English while taking the questionnaire sample. On the other side, male students implemented compensation strategies in the last order because they have difficulties in coining words, practicing antonym or wordplay, body language practice, and modifying words. It can interfere with those male students who are not flexible in speaking the English language based on other contexts. Male students were awkward in performing the English language learning based on the instruction given.

CONCLUSION

Based on that analysis of the data collected, it can be outlined as follows: (1) students used combined learning strategies including memory, cognitive, compensation, metacognitive, affective, and social strategies. Those classified as high and medium students of learning strategy users. (2) Metacognitive strategy is the learning strategy that has been developed to be used mainly by students in the Economy Study Program at the University of Muhammadiyah Palembang, followed by memory, cognitive, affective, social, and compensation strategies. Besides, according to gender, both females and males used metacognitive learning strategies.

Metacognitive has become the favorite strategies because it makes students closer to the learning process, earn attention in the class, and self-monitor and self-evaluate of learning the English language. Metacognitive strategies have a strong and important impact on effective students learning a language for academic achievement.

Language learning strategy can be considered as one of the students’ need to become effective in learning the language. To improve the learning strategy of the students, they are required to utilize some learning strategies. Furthermore, students must also recognize their appropriate learning strategy to make learning process effective.

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