An Analysis of College Students' Language Learning Strategies in Learning English

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Abstract

This Research is entitled "An Analysis of College Students' Language Learning Strategies in Learning English". The researcher formulated the problem into one research question, what are the dominant strategies chosen by college students in language learning English that is used by college students at Universitas Negeri Padang (UNP)? The purpose of this study was to obtain a proportion (frequency and percentage) of each type of English learning strategy conducted by college students at Universitas Negeri Padang (UNP). In this research, the form of research is descriptive quantitative. The researcher used a random sampling technique to select the sample. In collecting data, researchers used the SILL Questionnaire, which was adapted, to understand the strategies chosen in the language learning used by students in learning English.

Introduction

Learning English as a foreign language has some problems and difficulties because the social situation where English is used does not support the learners to communicate in English in their daily life activities. In English, four certain major language skills should be targeted by a language learner. Those are listening, speaking, reading, and writing skills. English in Indonesia is the first foreign language taught in formal education starting from elementary school up to university.

The college students should have learning strategies when they are learning English. Language learning strategies are parts of larger systems which are included in the process of learning a second foreign language. The learning strategy is a device in guides the learners to accelerate their knowledge to master what content they will learn. The learning strategy also helps the learners understand the specific information from the subject they learn besides it can focus their attention on the target they want to achieve.

During the researcher observation, the researcher finds most of the college students at Universitas Negeri Padang (UNP) have difficulties in applying information and choosing the appropriate strategies to process information that will enhance their comprehension, and in learning vocabulary when they speak English. Proficiency in language skills has been not achieved. The researcher thinks that college

students lack learning strategies in speaking ability. Many college students do not achieve their speaking ability. low achievement speaking ability at Universitas Negeri Padang (UNP). this results from learning strategies. The learning strategy applied includes 6 aspects memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, affective strategy, and social strategy. to find out the application of strategies in learning English. Therefore, based on the statement problem, the researcher can find some phenomena as follows:

1. Some college students are confused in choosing strategies for learning English
2. Some college students are not able to use strategy in learning English
3. Some college Students have difficulties in choosing the appropriate Strategies for learning English

In 2014 Nikmalini conducted a piece of research "Relationship between language learning strategies and Gender in MA Darel Hikmah Pekanbaru". She tried to find out the relationship between LLS and Gender. She identified the LLS used in Pekanbaru, Senior High School Students learning English, she also found there is a significant difference between males and females, and between races in MA Darel Hikmah Pekanbaru.

Based on the background above, the writer is interested in researching "An Analysis Of College Students' Language Learning Strategies In Learning English"

Formulation of the Problem

The researcher formulated the problem into one research question, what is the dominant strategies chosen by college students in language learning English that is used by college students at Universitas Negeri Padang (UNP)?

Research Questions

Based on the explanation of the background of the problems and limitations of the problem, thus, the research question is, how are dominant strategies chosen by college students in language learning English that are used by college students at Universitas Negeri Padang (UNP)?

Purpose of the research

The purpose of this study was to obtain a proportion (frequency and percentage) of each type of English learning strategy conducted by college students at Universitas Negeri Padang (UNP).

Methods

This research was conducted to describe college students' language learning strategies in learning English at Universitas Negeri Padang (UNP). The researcher focused on what kinds of learning strategies in learning English are used by college students at Universitas Negeri Padang (UNP). To collect the data for this research, the researcher used the questionnaire Strategy Inventory for Language Learning (SILL) designed by Rebecca Oxford (1990) as an instrument of the research and the researcher followed the methodology in descriptive quantitative. According to Richard (2002, p.152) stated that "Descriptive research is the research design that tries to describe a phenomenon, subject or area accurately and factually". According to Creswell (2012), descriptive quantitative is the description and analysis of a research problem based on mathematical analysis in numeric form.

Finally, the data are analysed to determine the types of language learning strategies in learning English used by college students by following Oxford theory. In this term, the college student's language learning strategies are broken into six categories: memory, cognitive, compensation, metacognitive,

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affective, and social. The analysis to determine the types of language learning strategies in learning English used by college students is present in tables.

According to Sugiono (2017) says that population consists of objects which are a quantity and certain characteristics that are taken by the researcher to study and reach a conclusion. Population is a group of subjects that get the data Syafi'I (2017 p.115). The population of this research is the college students of Universitas Negeri Padang (UNP). In this research, the researcher used simple random sampling. It helped the researcher to take participants. A simple random sample is a randomly selected subset of a population. In this sampling method, each member of the population has an exactly equal chance of being selected. The total of the sample by used simple random sampling was 23 college students of Universitas Negeri Padang (UNP).

Collecting data was one of the significant in conducting research. In this research, the data were collected by using a Questionnaire. This research was collected by using an adapted SILL questionnaire (Strategies Inventory for Language Learning) version 7.0 by Oxford (1989) that is specialized for foreign language learners to examine the language learning strategies applied. The researcher needed to use the original SILL questionnaire translated to the learners.

The SILL questionnaire was used by many researchers to investigate their studies. It is followed by two revised versions published in an appendix to Oxford's learning strategy book for language teachers. Version 7.0 (ESL/EFL) for learners of English as a second/foreign language (50 items). Based on Oxford's classification of language learning strategies, learners with a mean of 2.5 and under are identified as low strategy users, while those with a mean of 2.5 to 3.5 are identified as moderate strategy users, and the mean for high users is more than 3.5. This questionnaire has six parts The total score for each part was divided by the total number of the items on the questionnaire.

The data from the SILL questionnaire is transferred to databases, Excel which enables the data to be analyzed. The data of the entire questionnaire which consists of six sub-groups will be examined for reliability. A factor analysis will be carried out to determine whether any elements of the questionnaire may vary in synchrony with each other. Descriptive statistics that include frequencies and percentages will be implemented to investigate the demographic data and the use of language learning strategies. To describe the college students' Language Learning Strategies Percentage, the researcher uses a formula of percentage (Anas Sudijono2010).

Result and Discussion
Findings

The data analysis revealed the differences in the overall use of strategies by college students. In detail, the findings showed that the respondents used Metacognitive, Social, Compensation, Cognitive, Memory, and Affective strategies respectively. The result showed that the Metacognitive strategy was the most frequently used strategy by the respondents, meanwhile the affective strategy was the least frequently used. The overall results of using LLS in SILL are presented below.

Rank Order of Language Learning Strategies Used by College Students

HIGH	**Meta Cognitive**	**88,1**	**17.95%**
	Social	87	1.,72%

	Compesation	82,6	16.82%
MEDIUM	Cognitive	80,8	16.46%
LOW	Memory	77	15.68%
	Effective	76,3	15.54%

The table above illustrates that the Metacognitive 88.1 or 17.95% was the most frequently used strategy by all respondents, followed by the social strategy 87 or 17.72%, Compensation strategy 82.6 or 16.82%, Cognitive strategy 80.8 or 16.46%, Memory strategy 77 or 15.68%, and Affective strategy 76.3 or 15.54%.

Discussion

Based on the overall findings above, the college students of Universitas Negeri Padang (UNP) reported using Metacognitive, Social, Compensation, Cognitive, Memory, and Affective strategies respectively, which indicated Metacognitive as the most preferred strategies and Affective as the least preferred strategies. It is indicated that Metacognitive strategies, along with social strategies were the most frequently used, and Memory and Affective strategies as the least frequently used the college students. It indicated the respondents seem familiar with managing the learning process and indicated enjoy learning through interactions, and are less familiar with creating the mental linkages and taking the emotional temperature while learning English.

In terms of Metacognitive strategies, respondents enrolled in the classes typically have a strong English proficiency, in other words, average or higher intelligence in English. Unlike the other EFL student teachers who might enrol in classes that have an average or lower English proficiency, because international EFL student teachers are grouped based on their strong capability of English. According to Oxford (1990), Metacognitive strategies deal with the condition of having efficient planning and good self-monitoring progress to complete the goal. These strategies helped the learners develop cognition which suits the participants' background as the outstanding class compared to other classes. The result indicated the participants' metacognitive strategies effectively and efficiently regarding the learning process. The researcher assumes the result of using metacognitive strategies is relevant to the participants' learning cognition as successful learners compared to less successful learners in other classes.

In terms of social strategies, the respondents sought to learn by asking questions and cooperating with peers or other language users. This means the respondents were already developed their independent learning to see in more detail culturally of their peer speakers. It was also can be interpreted if the respondents were highly being encouraged in interactive learning to develop linguistic capabilities (Hong-Nam & Leavell, 2006).

The least favoured strategies by the respondents were Affective and Memory strategies. In terms of Affective, the respondents did not have to be good at controlling emotions, attitudes, and motivation in learning. This indicated the respondents might not be relaxed when speaking English. Besides, the Memory strategies, indicated the respondents were not good at remembering or creating mental linkages, like classifying the language material to become meaningful topics.

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In terms of comparing, the present study results, to other studies, the results of the most and least strategies used have several similarities and differences compared to the previous studies. Gerami and Baighlou (2011) showed that the most frequently used strategy of successful Iranian EFL learners was Metacognitive and the least frequently used strategy was Affective. This means the result of the researcher's study is supported by the result of Gerami and Baighlou (2011), especially for the strategies used by successful and proficient learners (referred to as international EFL student teachers at Universitas Negeri Padang). It is supported and revealed that most successful learners have higher learning cognition, which starts inside the individual capabilities.

In conclusion, the international EFL student teachers were categorized as the High Users of using language learning strategies; and the most-least frequent strategies were Metacognitive and Affective strategies. Also, the result of this study has several similarities and differences compared to previous studies.

Conclusion

Based on data presentation and data analysis, this research was carried out to analyze and classify the types of college students' kinds of learning strategies in learning English. The collected was classified based on Oxford theory. The researcher concluded the types of college students' kinds of learning strategies at Universitas Negeri Padang (UNP). In their questionnaire, from the highest percentage to the lowest they choose college students language learning strategies in learning English. found are From the frequency of each strategy type, It can be concluded that the total number of the Metacognitive 88.1 or 17.95% as the most frequently used strategy by all respondents and this is followed by Social strategy 87 or 17.72%, Compensation strategy 82,6 or 16.82%, Cognitive strategy 80.8 or 16.46%, Memory strategy 77 or 15.68%, and Affective strategy 76.3 or 15.54%, which the least frequently used by college students of Universitas Negeri Padang(UNP).

Based on the conclusion above, the researcher proposes several suggestions for college students. 1) The college students should pay more attention to the lesson explained by the teacher. 2) The students should find and practice kinds of language learning strategies. After that, they have to know and make sure what the appropriate strategies that should be applied in different situation.

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