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Research Article

The English VS Non-English Learning Strategies Used by The Students in Learning English: A Survey On International Classroom in One Public University in Indonesia

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A B S T R A C T

Learning is the process of acquiring knowledge and knowledge, mastery, skills and character, as well as the formation of attitudes and beliefs in students. To achieve the goals of learning, various kinds of learning techniques, methods, and strategies can be used in the classroom this research was conducted to investigate what kind of learning strategies used by the English students and non-English students from international classroom in learning English. This study was conducted by using survey design and the data was collected in one public university in Jambi Province, Indonesia. There were 44 students consisting 20 students from non-English department and 24 students from English department. There were the differences found between strategy used by English department students and non-English department students. From the result metacognitive which became the most highly use strategy by non-English department students tend to used metacognitive strategies. However, students from English department used social strategies as their learning strategies it is important for language learners to know what learning strategies suit them. Because every student has a difference learning strategies in learning English. However, there are other factors that influence the success of students in learning languages, such as motivation, gender, learning style, language teaching method and others. This is a suggestion for future researchers to conduct research related to this matter.

INTRODUCTION

Learning is a process of changing behavior through interaction between individuals and the environment, and it is also acquiring knowledge, mastery, skills and character, as well as the formation of attitudes and beliefs in students. To achieve the goals of learning, various kinds of learning techniques, methods, and strategies can be used

in the classroom. In language learning, learning strategies have an important role in the learning process.

According to Deshler & Schumaker (2006), a learning strategy is an individual approach to a task. This implies that learning strategies are individualized and each individual who has recognized the right learning strategy is able to choose the right way to learn new things, including language. Oxford (1990) divided Language Learning Strategies (LLS) into six categories: cognitive,

metacognitive, memory-related, compensatory, emotional, and social. These categories represent both direct and indirect effects on the actions and behavior of learners. These six categories are purposefully employed and controlled by the learner.

Entering the current era, education in Indonesia is also influenced by the era of globalization, where our education must be able to compete in the international world. Globalization has had a profound influence on Indonesian education, forcing a trend toward internationalization. In Permendikbud No.14 of 2014 stated that The government supports academic cooperation between universities at home or abroad. The form of cooperation can be in the form of education, research and community service. In respond to that matter, many educational institutions open international class programs in order to maintain the existence of an institution in the international world.

There are several limitations that must be addressed to achieve the objectives of the international class effectively, one of which is the readiness of the implementer. Macaro et al. (2018) showed that there are 3 elements that must be ready to implement in university, namely: lecturers, students and administration. More than that, the initial stage in the international class is learning using English as the language of instruction in learning, for students who majored in English will not have difficulty with it.

The strategies adopted by learners determine their success in learning a language. Language learning strategies are important in L2/FL learning because they may aid learners with acquiring knowledge, storage, retrieval, and usage, as well as build self-confidence (Chang, Ching-Yi & Liu, Shu-Chen & Lee, Yi-Nan. 2007). Language learning techniques are critical in the development and acquisition of language proficiency. A strategy inventory is a useful tool for academics and educators to better understand the numerous techniques that students use to improve their language learning experience.

Metacognitive strategies entail being aware of and controlling one's own learning process. Oxford (2011) highlights the role of metacognition in language acquisition, which includes goal setting, planning, monitoring understanding, and assessing progress. Cohen (2014) found a favorable relationship between learners' metacognitive awareness and English language ability.

Cognitive strategies focus on the manipulation of language input for better comprehension and production. Chamot and O'Malley (1994) highlight the importance of cognitive strategies such as summarization, imagery, and inferencing in language learning. It is also in line with M. R. (2021) opinion that cognitive strategies make it easier for readers

to understand to digest information because readers who understand what they read try to determine the meaning of unfamiliar words and concepts in the text before and during reading in order to better interpret the information in the text.

Memory strategies include methods for storing and retrieving data. Rubin (1975) classified memory methods as repetition, resourcing, and restructuring, highlighting the importance of these strategies in language retention. Faerch and Kasper (1983) divide compensatory methods into three categories: avoidance, paraphrase, and approximation. These tactics help students handle communication failures while continuing to build their language skills.

Affective strategies entail controlling one's emotions and attitudes toward language acquisition. Gardner's (1985) Socio-educational Model highlights the significance of motivation and attitudes in the achievement of language acquisition. Positive attitudes, self-confidence, and perseverance are affective tactics that contribute to a welcoming atmosphere for language acquisition.

Bandura (1977) defines social learning practices as "collaborative learning, peer teaching, and knowledge sharing in a social context. In addition, Vygotsky's (1978) socio-cultural theory stresses the significance of social interaction in cognitive development, lending credence to the claim that social environment influences language learning.

However, the strategies used by each student are different. Hence, understanding learning strategies in language learning is very important in order to provide an overview to language learners so that they can be adopted by other language learners. Therefore, the purpose of this research is to investigate what kind of learning strategies used by the English students and Non-English students in international classroom in learning English.

METHOD

This study was conducted by using survey design conducted at a public university in Jambi Province, Indonesia. There were 44 undergraduate students in international classes, including 20 students from non-English department and 24 students from English department. The gender distribution included 18 males and 26 females. The criteria for categorization were students from international classroom who are studied in public university in Jambi province. The primary instrument data collection was the SILL (Strategy Inventory for Language Learning) was the study instrument utilized to collect data developed by Oxford (1990). The questionnaire was in the

form of Likert scale 1 to 4. The SILL focuses on six categories of language learning strategies: memory, cognitive, compensation, metacognitive, affective, and social strategies. The questionnaire items include: “I use rhymes to remember new vocabulary” (Memory strategy), “I plan my study schedule to enhance my English learning” (Metacognitive strategy). The researcher accompanied the process of filling up the questionnaire and provided guidance during the process.

All the data was calculated using Statistical Package for Social Sciences (SPSS) and analyzed by using descriptive statistics to find the mean and standard deviation of the data to identify patterns and evaluate the effectiveness of language learning strategies. The researcher uses the interval value with formula:

$$\frac{R}{HS}$$

R : Range
 HS : High Score

Table 1 Interval Value

No	Mean	Level
1	1.00-1.75	Very low
2	1.76 -2.50	Low
3	2.51- 3.25	High
4	3.26 - 4.00	Very High

RESULTS AND DISCUSSION

English Department

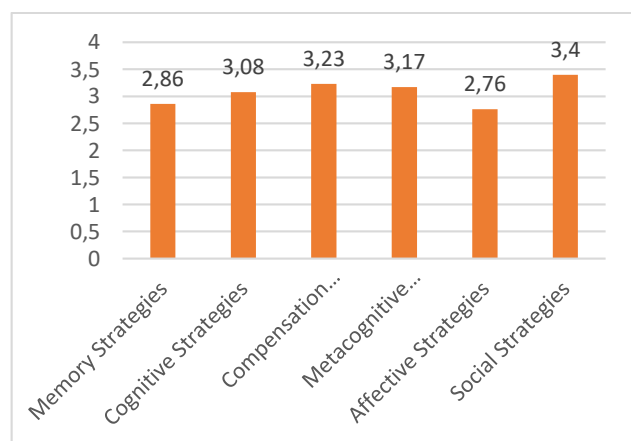


Figure 1 English Department students

Based in the table above, it can be concluded that all the students in international classroom in English department are highly used all the six of learning strategies. Social strategy strategy earn (x=3.40) was the highest mean which expressed that Social strategy was the most frequently used

learning strategies by all participants in English department, followed by Compensation strategy (x=3.23), Metacognitive strategy (x=3.17), Cognitive strategies (x=3.08), Memory strategy (x= 2.86), and the last was Affective Strategy (x=2.76).

Law Department

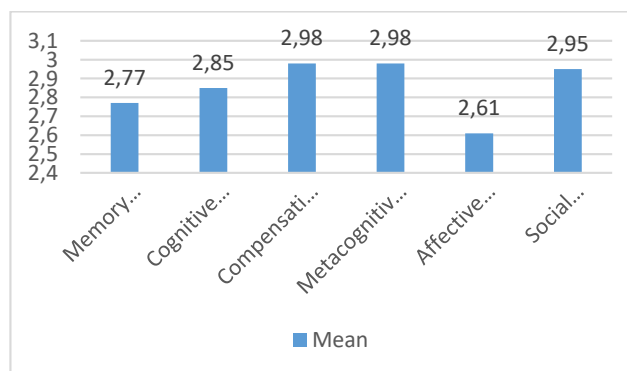


Figure 2 Law Department students

Based on the table above showed that the metacognitive and compensation strategy earn the highest mean (x= 2.98) describe that the students from international classroom in Law departments frequently used metacognitive and compensation strategy in learning English language. In the second place was social strategies (x=2.95) followed by Cognitive strategies (x=2.85), Memory strategy (x=2.77) and the last was Affective strategy (x=2.61).

Farm Department

On the other hand, as we can see from Figure 2, Metacognitive strategy (x=3.23) was reported as the most frequently learning strategies used by all participants in Law department, followed by Affective strategies (x=3.08), Cognitive strategies (x=3.03), social strategies (x=3.03), Compensation strategies (x=2.90) and the last was Memory strategies (x=2.74) which can be concluded that Law departments students were commonly used Metacognitive strategy in learning English Language.

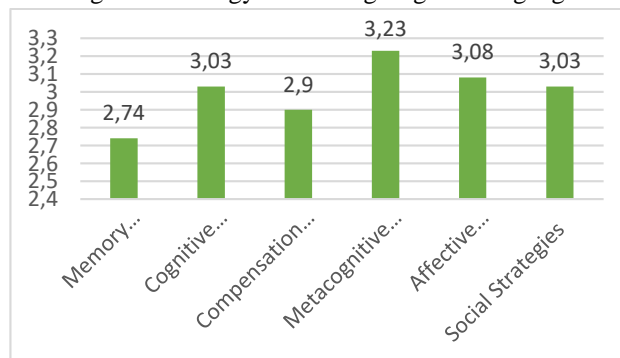


Figure 3 Farm Department students

As it was found from the result of the questionnaire, all the student from non-English in international classroom tend to use Metacognitive strategy among the other strategies in

learning English. The findings align with Oxford (2011) and Macaro et al. (2018), which highlights the critical role of metacognitive strategies in language acquisition. Strategies such as goal setting, planning, monitoring understanding, and assessing progress, were particularly common among non-English department students, indicating their attempt to compensate for potential gaps in linguistic proficiency. Previous research, such as Cohen (2014) also confirm the same results.

Furthermore, there are differences found between strategy used by English department students and non-English department students. From the result metacognitive which became the most highly use strategy by non-English department students, this made the assumption that non-English students in international classroom have the ability to set the goal, plan, monitoring and assessing their learning English process (Oxford 2011). In contrast, students from English department are focus on social strategies. This is in line with Badura's (1977) social learning theory, which emphasize that language learning always involves other people, such as collaborative learning and peer teaching. This argument further supported by Vygotsky's (1978) socio-cultural theory, which claims that social interaction is essential to cognitive growth. This usage of social methods suggests that they rely on group discussions and communicative activities to improve their English proficiency. However, based on the results above, English students' metacognitive strategy scores are similarly strong, suggesting the English department students are not abandoning metacognitive strategies.

Additionally, even though both groups employed compensatory strategies, the fact that non-English department students used them more frequently highlights the necessity for them to get past communication obstacles. In order to maintain linguistic output in spite of limitations, Faerch and Kasper (1983) emphasized the significance of compensatory mechanisms including paraphrase and meaning guessing.

Therefore, it is possible to understand English by integrating six different learning processes into one, because no research has found that one technique is better than the others. While English department students rely on interaction-driven strategies, non-English department students benefit from strategies that improve self-regulation and adaptability. When creating teaching strategies, educators should take these variations into account in order to optimize language acquisition in global classrooms.

CONCLUSION

It can be concluded that although non-English department students tended to rely more on metacognitive strategies, which focused on organizing, tracking, and assessing their learning progress, English department students primarily employed social strategies, which prioritized cooperation and interaction. These findings demonstrate how differently the two groups employed strategies and emphasizes how crucial it is to match language learning methodologies to the individual requirements and educational background of each learner.

This study emphasizes how customized learning approaches can improve language acquisition. Aligned with theories like Bandura's (1977) social learning theory and Oxford's (1990) language learning strategies framework, the study also advances a larger understanding of how strategy utilization can differ across fields. For a more complete picture, future studies may examine how other elements, such as instructional practices and motivation, affect how effective these strategies are.

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