



ENGLISH LEARNING STRATEGIES USED BY JAPANESE LANGUAGE EDUCATION STUDY PROGRAM STUDENTS

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ABSTRACT

This study was aimed to investigate the Language Learning Strategies (LLS) used by university students in learning English and the factors that affect the choice of the strategies by students from the Japanese Language Education at a public university in Bali. This research utilized mixed method in its process. There were 55 active students from the Japanese Language Education study program participated in this research. Data were collected through the SILL version 7.0 questionnaire developed by Oxford and has gone through an adaptation process in accordance with the times, and was validated by 2 experts. The questionnaire consists of 47 statements that have six LLS categories namely memory, cognitive, compensation, metacognitive, affective, and social. To find out the tendency of using LLS and also the factors that influence the use and selection of LLS, data analysis was carried out through Microsoft Excel. The results showed that of the six strategies in the English learning process of university students, all strategies are used by the students with high frequency, except compensation strategy with medium frequency. Factors that influence the selection of LLS is GPA.

Key Words: *SILL, Language Learning Strategies, Japanese Language Education Study Program.*

INTRODUCTION

The use of English in Indonesia plays a big role, as evidenced by the establishment of English as one of the nine core subjects that need to be taught today (Joynes, 2019). This makes it an obligation for students in Indonesia to master the use of English well which will play an important role. Seeing the importance of using English in the current era, every student strives to achieve success in the English learning process during the learning process, so that they are able to use English in their daily lives. Being one of the foreign languages in Indonesia whose usage



Authors: Widiastuti, S.A.Putu Sri Anggrita; Sari, R. Andriani; Marsakawati, N.P. Era patterns are still rarely used in Indonesia, students sometimes find it difficult during the learning process (Samsudin, 2023).

During the process of learning English, for many years and being one of the foreign languages, in fact, people in Indonesia have not been able to master the use of English both in communicating, writing, and also capturing information conveyed in English. According to a global EPI (English Proficiency Index) report, which was released in 2021, Indonesia was ranked fourteenth out of Asian nations (EPI, 2023). Although the overall score went up from 453 to 466, Indonesia, along with nations like Nepal, Pakistan, and Colombia, remained in the "low" category. Then, switching to 2023, Indonesia ranked thirteenth in Asian nations with a score of 473, yet still fell into the low category. Based on this data, it can be seen that the ability of the Indonesian people to use English is still relatively low.

The difficulty in mastering English faced by Indonesians is influenced by the infrequency of English used in daily activities; students tend to use their mother tongue more often during learning activities because they find it difficult to understand information conveyed using full English (Septianasari, 2019). This is the thing that causes the learning process especially in Indonesia, learning English as a foreign language (EFL) makes it challenging for students to interact with native English speakers (Saputra, 2022). Despite the position of the language as a foreign or second language, in language learning, students are expected to be more active in learning by applying language learning strategies.

The use of language learning strategy plays an important role in achieving success during the learning process (Helmie, 2018). Language Learning Strategy is an action, process, plan, activity, and also a routine carried out by students in an effort to store, and retrieve information through the use of English as a foreign language learned (Rubin, 1981). In addition to Rubin, another theory is also put forward by Oxford who defines that language learning strategy is a specific action, step, and also technique used by students in learning activities with the aim of developing the language skills of the students themselves (Aunurrahman, 2013).

A language learning strategy is needed as a learning medium for students so that success during the learning process can be achieved. The framework in the learning strategy section includes a division based on the theory and taxonomy of the learning strategy from Oxford which includes six parts, including memory, cognitive, compensation, meta cognitive, affective and social strategies. The factors that can affect the English learning process are motivation, age, gender, learning styles, and also learning goals owned by students (Oxford, 1990). Based on this framework, researchers found it easier to carry out the research process because they could find out the mindset, behavior, and also habits carried out by students during the learning process of English as a foreign language.

The LLS classification was developed by Oxford (Cong-Lem, 2019). She divided LLS into two main categories: direct learning strategies and indirect learning strategies. Direct Learning strategies is a language learning strategy involving the language itself, or in other words direct strategies means the students who learn languages directly, or who directly interact with foreign languages, are the focus of direct strategies (Mulyana et al., 2024). While indirect strategy is a



Authors: Widiastuti, S.A.Putu Sri Anggrita; Sari, R. Andriani; Marsakawati, N.P. Era learning strategy that does not use a foreign language directly.

LLS are divided into several parts, whereas the classification of Oxford (1990) divided Language Learning Strategy into five categories: cognitive strategies, memory strategies, compensation strategies, affective strategies, and social strategies. Oxford's Language Learning Strategy theory classification is the theory that steals the most attention, especially in the activities and processes of learning English as a foreign language. Direct strategies focus on language learning that is carried out by students directly or in other words involving foreign languages directly. Memory is a teaching technique related to students' ability to remember things in linguistic elements, while cognitive techniques are techniques for processing information that has been obtained by students during the learning process. Meanwhile, indirect strategies are learning techniques that do not involve foreign languages directly. Parts of indirect strategies are metacognitive, affective and social strategies. Metacognitive is related to teaching activities or strategies that involve students' ability to organize, plan, and also carry out the evaluation process in the learning process, then affective is a strategy that involves emotions and attitude during the learning process, and social strategies are learning techniques carried out by students by utilizing social conditions in their environment, for example talking with native speakers. Memory, compensation, and cognitive techniques are examples of direct strategies (Alrashidi, 2022). The strategies of guessing/inductive reasoning, deductive reasoning, practice, monitoring clarification, and memorizing are examples of direct tactics that directly influence learners. Conversely, indirect strategies involve leveraging production techniques like synonym usage and creating opportunities for practice (Abdulla, 2014).

Some studies on LLS have been conducted. There was a research to examine the LLS used by students with a total of 30 participants at Qassim University's Department of English Language and Translation when learning English as a foreign language. (M. Arinal Rahman, 2022). Another study was conducted in Bangkok, Thailand. The purpose of this study was to find out which language learning strategy that were most commonly used by undergraduates who studying English as a foreign language at a public university in Bangkok, Thailand, as well as any notable variations in the strategy used according to individual differences, such as gender and self-rated English proficiency. 392 Thai undergraduates participated in the study. (Charoento, 2017). In addition, previous study was conducted to Medical Laboratory Technician students in Indonesia, aims to investigate the English learning strategies used by non-EFL students in ESP learning. Specifically, focus on the most common types of strategies and the propensity of non-EFL students to employ these strategies. This study involved 37 Medical Laboratory Technician students. (Ibrahim, 2023). Another research was conducted by (Suran RDA, 2016) in a Rural Secondary School in Meradong District, attempts to evaluate students' favored learning strategies. While the research conducted by (NA, 2018) conducted studies on three-year English degree programs at the University of Algiers 2's English department, involving 56 first- and third-year students in each program. The purpose of this study is to examine the patterns of language learning strategy use by two student groups.



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Some of these studies suggest that the use of language learning strategies (LLS) plays an important role in the success of the learning process of English as a foreign language, yet so far little attention has been given for the research on the use of LLS (Language Learning Strategy) from students who are studying two different foreign languages. Thus, the objectives of this study are to describe English Learning Strategies (LLS) used by Japanese Education Study Program and to describe the factors that affect the learner's choice of the strategy that they use while learning English as a foreign language. This present study is different with previous studies in terms of the research population. The population is the students who come from Japanese Language Education. In addition, the SILL instrument used was also adapted based on 21 century era. The focus of this research is to see the differences in learning strategies of foreign language students who also study other foreign languages, so that factors in the selection and use of English learning strategies during the learning process can be seen.

METHOD

A qualitative descriptive research design is applied in this research, aiming to analyze the language learning strategies used by Japanese Language Education study program students. This research data were collected through questionnaires. The questionnaires were distributed to three classes with a total of 60 students and those who returned the questionnaires totaled 55 students. Because this number has reached the target, the data analysis is continued.

The data for this study was obtained through questionnaires and interview techniques. The questionnaire that will be used is an adaptation of the Strategy Inventory Language Learning (SILL) developed by Oxford (1990). This questionnaire has been tested for reliability and validity through various means.

The results of the checking carried out by expert judgment are attached as follows:

Table 1 Gregory Formula

		Expert 1	
		Not relevant	Relevant
Expert 2	Not relevant	A (0)	B (47)
	Relevant	C (0)	D (47)

$$\text{Content validity} = \frac{47}{0 + 47 + 0 + 47} = 0.5$$

So the content validity coefficient of the tested instrument is 0.5. The validity coefficient ≥ 0.30 means that the item can be said to be valid (Azwar, 2014:143). After obtaining instrument validation, the questionnaire instrument was distributed to students online in the form of Google form. There are all 47 questions.



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Table 2 Instrument Rubric

Strategy	Number of Questions
Memory	1.1 – 1.7
Cognitive	2.1 – 2.13
Compensation	3.1 – 3.6
Metacognitif	4.1 – 4.9
Affective	5.1 – 5.6
Social	6.1 – 6.6

Total number of questions: 47

This questionnaire uses a five-point Likert scale with the following description (1: I never do/experience, 2: I rarely do/experience, 3: I have done/experience, 4: I often do/experience, 5: I always do/experience).

The scale for each statement on the SILL questionnaire, which ranges from 1 to 5, is displayed in the tabulation table that the writer used to analyze the data. After data tabulation, the writer analyzed the data by the frequency to predict how often certain values of variable may occur and to assess the reliability of the prediction. Thus, the analysis can be done by calculating percentages or mean values. After the data analysis process is completed, the author put the interpretation into writing, so that readers can understand the content of this research.

Table 3. SILL's Classification of Frequency Use

Classification	Frequency of Use	Average Score
Low	Never or almost never used	1.0 to 1.4
	Generally Not Used	1.5 to 2.4
Medium	Sometimes used	2.5 to 3.4
	Usually Used	3.5 to 4.4
High	Always or almost always true of me	4.5 to 5.0

Adapted from Oxford 1990

Data analysis techniques were further carried out by displaying data (data presentation), then proceed by drawing conclusions or verification (Miles et al., 2014).

FINDINGS AND DISCUSSION

In this chapter, the author discusses the findings obtained in the research that has been carried out related to the LLS used by students who come from Japanese language education majors, and also the factors that influence the selection of LLS, then discuss it in the discussion subchapter to provide a clearer explanation.

Based on student respondents who totaled 55 active students in Japanese Language Education major who came from the 4th and 6th semesters participated in filling out the questionnaire of this study. The following data is attached

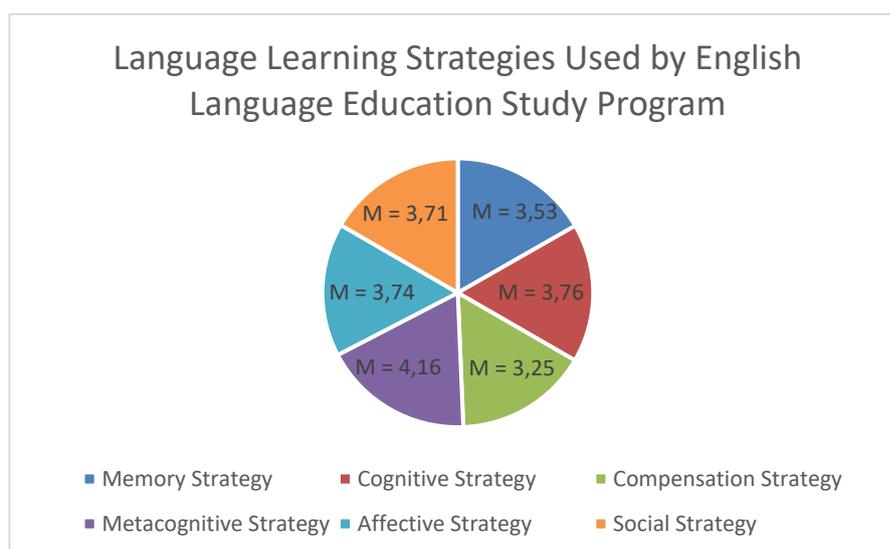


Authors: Widiastuti, S.A.Putu Sri Anggrita; Sari, R. Andriani; Marsakawati, N.P. Era regarding students' responses to the research questionnaire which shows the tendency of using LLS in other foreign language students who study English as a foreign language.

Table 4. Respondent Profile

Total Respondents	55 students
GPA (Grade Point Average)	>3.51 = 49 students <3.00 - 3.50 = 6 students
Gender	Female = 30 students Male = 25 students
Semester	4 th = 26 students 6 th = 29 students
Motivation in Learning English	• Motivation for work = 48 students • Motivation for communication = 7 students

Based on the profile of respondents who participated, data was obtained regarding the total of all answers to each strategy to find out the LLS learning strategy by the students.



Based on the figures, the frequency of each strategy has a high value or in other words, it is always used by students during the English learning process. From the students' responses, all strategies received a high frequency, except for the compensation strategy. The most chosen strategy is the metacognitive strategy with a value of (M=4.16), followed by Cognitive strategy (M=3.76), Effective (M=3.74), Social (M=3.71), Memory (M=3.53), and the least chosen strategy by students is compensation strategy (M=3.25). From the means, it can be concluded that all strategies are used by the students with high frequency, except compensation strategy with medium frequency. In general, metacognitive strategy is the most frequently used strategy by students who come from Japanese language education majors, on the other hand, compensation strategy is a strategy that is rarely used in



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The next charts show the frequency of responses based on factors that influence the LLS selection tendencies of students in the Japanese Language Education department at a public university in Bali which they use during the learning process. The factors include gender, GPA, semester, and learning motivation.

Table 5 Language Learning Strategy Based on Gender

Strategy	Male			Female		
	Mean	SD	Frequency	Mean	SD	Frequency
Memory	3.85	0.98	High	3.87	1.04	High
Cognitive	3.69	1.04	High	3.82	1.03	High
Compensation	3.21	1.34	Medium	3.29	1.40	Medium
Metacognitive	4.52	0.84	High	3.83	1.44	High
Affective	3.69	1.36	High	3.77	1.30	High
Social	3.64	1.10	High	3.77	1.11	High

Table 5 shows the high frequency of responses for each strategy in both males and females. In male, metacognitive strategies were at the highest frequency with the mean score of 4.52. On the other hand, in female, the memory strategy has the highest frequency with a mean score of 3.87. However, no difference in frequency was observed between males and females, so it can be concluded that gender does not influence the selection of LLS used during the English language learning process.

Table 6 Language Learning Strategy Based on GPA

Strategy	GPA >3.51			GPA 3.00-3.50		
	Mean	SD	Frequency	Mean	SD	Frequency
Memory	3.84	1.01	High	4.02	0.99	High
Cognitive	3.75	1.03	High	3.85	1.09	High
Compensation	3.25	1.38	Medium	3.25	1.40	Medium
Metacognitive	4.15	1.26	High	4.24	1.12	High
Affective	3.76	1.33	High	3.56	1.32	High
Social	3.74	1.10	High	3.47	1.14	Medium

Table 6 shows that students' LLS based on GPA on average are in high frequency. Students with GPA >3.51 scores choosing metacognitive strategies was at the highest frequency with a mean value of 4.15. Likewise, students with GPA 3.00-3.50 scores, chose metacognitive strategy the most which can be seen through the high frequency with a mean value of 4.24. However, it can be seen



Authors: Widiastuti, S.A.Putu Sri Anggrita; Sari, R. Andriani; Marsakawati, N.P. Era that there is a difference in frequency chosen in the social strategy. The frequency of students with GPA > 3.51 was high while for students with GPA 3.00-3.50, the frequency was medium. It can be concluded that GPA factor affects the selection of LLS used during the learning process, especially on the social strategy.

Table 7 Language Learning Strategy Based on Semester

Strategy	4 th			6 th		
	Mean	SD	Frequency	Mean	SD	Frequency
Memory	4.24	0.95	High	3.52	0.94	High
Cognitive	3.87	1.08	High	3.66	0.99	High
Compensation	3.42	1.41	Medium	3.10	1.33	Medium
Metacognitive	4.21	1.17	High	4.11	1.31	High
Affective	3.76	1.30	High	3.71	1.36	High
Social	3.67	1.16	High	3.75	1.05	High

Table 7 shows the average of high frequency responses to each strategy, both for students who are in semester 4th and also students in semester 6th. For students who come from semester 4, memory strategy has the highest frequency with a value of 4.24. On the other hand, for students from semester 6, the highest frequency is in the metacognitive strategy which has the highest frequency with a value of 4.11. Based on the table above, it can be seen that there is no difference in frequency of each strategy. Thus, it can be concluded that semester factor does not affect the selection of LLS of the students.

Table 8 Language Learning Strategy Based on Motivation

Strategy	Motivation for Work			Motivation for Communication		
	Mean	SD	Frequency	Mean	SD	Frequency
Memory	3.88	1.02	High	3.67	0.96	High
Cognitive	3.73	1.04	High	3.91	1.01	High
Compensation	3.26	1.37	Medium	3.21	1.42	Medium
Metacognitive	4.19	1.20	High	3.95	1.50	High
Affective	3.74	1.33	High	3.69	1.32	High
Social	3.72	1.11	High	3.62	1.04	High

Table 8 shows the high frequency of the two motivations in learning English. In the first motivation, namely motivation for work, the highest frequency is in the metacognitive strategy with a mean value of 4.19. The metacognitive frequency is also at the highest position with a mean value of 3.95 in the second motivation, namely the motivation for communication. Similar high frequency was also found in all strategies except compensation. It can be concluded that there is no difference



Authors: Widiastuti, S.A.Putu Sri Anggrita; Sari, R. Andriani; Marsakawati, N.P. Era in frequency of each strategy, and this means that the motivation factor does not affect the selection of LLS in students.

The English learning strategies mostly chosen by students of Japanese Education study programs are metacognitive strategy, followed by cognitive, effective, social, memory, and last, the least chosen strategy by students is compensation strategy. These findings are not in line with the findings of junior college students of Taiwan, where the students were found to apply compensation strategies was the most often, followed by social, cognitive, metacognitive, affective and least frequently, memory strategies (Yang, 2007). The major differences between these two researches findings are on the study programs or departments they are taking. The one in Taiwan were female nursing major, while in this study, the respondents are Japanese education major.

The research results obtained based on quantitative data analysis shows the tendency of using each strategy that is often used in the learning process are in line with the results of data analysis obtained related to the tendency of strategy selection used by students. The results of this study are in line with research conducted on Universitas Borneo Tarakan in Indonesia, with 182 females and 147 males in total. The findings found the most widely used of the strategy category that was utilized the least by these two student groups was compensation, but metacognitive was the one that both male and female students used the most (Rianto, 2020). These findings show the similarities in the result, where both males and females tend to use metacognitive strategies during the English learning process.

The present study is also in line with another study conducted on young learners and adolescent learners of English language in a general English program in one school in Phnom Penh, Cambodia. The most widely used strategies during the learning process were metacognitive strategies and cognitive strategies (Nhem, 2019). The findings of this study show similarities in the results obtained, where metacognitive strategies and cognitive strategies are the most chosen strategies.

Regarding factors that influence the choice of strategies, based on a previous research that has been done by grouping high and low GPA scores at the Islamic Azad universities located in Bushehr province in Iran, the result of the study found the low achievers used memory, social, and metacognitive strategies more often than other strategies, while high achievers primarily used affective, cognitive, and compensatory strategies. (Taheri, 2020). Different results were seen in the tendency of choosing LLS for students who came from Iranian EFL learners and the students from Japanese Language Education at a public university in Bali. Differences are seen in this study, where every student with high or low GPA scores tends to choose metacognitive strategies. This shows that LLS plays an important role in the English learning process.

Language Learning Strategy is the planned actions and ideas that language learners employ to accomplish their learning objectives are referred to as language learning strategies for students to fulfill learning goals. In the process, finding a suitable LLS for students during the learning process of English as a foreign language is the most important thing because this can be a reference for students to



Authors: Widiastuti, S.A.Putu Sri Anggrita; Sari, R. Andriani; Marsakawati, N.P. Era apply a regular learning pattern and according to their learning level during the English learning process (Chamot, 2004).

Some factors show differences in the number of responses given. The differentiating factor is based on the factor namely GPA which affect the selection of LLS used by students during the English learning process. In the GPA factor, the frequency of high mean values is seen in each strategy, except for the compensation strategy. However, there is a difference in frequency in the social strategy, where students with a GPA > 3.51 apply it in a high frequency, while students with GPA 3.00-3.50 showed a medium frequency. As for the other factors, namely gender, semester, and motivation, there is no difference in the frequency so that the three factors do not affect the selection of LLS used during the English learning process.

CONCLUSION

This study examines the LLS used by students and also the factors that influence the selection of English learning strategies of students who come from Japanese Language Education majors. From the results of data analysis, it can be concluded that the strategies that all strategies are used by the students with high frequency, except compensation strategy with medium frequency, and the factors that influence the differences in the selection of learning strategies in students is GPA.

The results of this study have a direct impact on prospective teachers and other researchers to know in depth about the Language Learning Strategies used during the learning process by students who come from Japanese language education majors, which later prospective teachers can choose the right English learning strategy in the learning process, so that success in learning English can be achieved.

Based on the findings of the study, the following are suggestions for future researchers. There was a limited number of respondents in this study which made this a challenge. Thus, future researchers are expected to take a larger sample and by examining other factors, for example in terms of student character, learning environment conditions and others. A comparison study between two foreign language learning strategies will be an interesting one to be investigated as well.

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