

Non EFL Students' Perception in English Language Learning Strategies (LLS) in the Digital Era

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ABSTRACT

This study was carried out in perception to the demand that in this 4.0 era, Indonesian students should be proficient in English. Hence, in Indonesia, English has been taught and learnt since elementary school level up to tertiary level of education. This study aims to examine non EFL students' English learning strategies in ESP learning; especially regarding the types of strategies used most often and the tendency of non EFL students to use these strategies. This study used a qualitative approach with a descriptive case study method involving 37 Medical Laboratory Technician students. They were selected by stratified random sampling. The instrument used is a questionnaire adapted from Oxford (1990). The results of study showed that non EFL students were not very aware of the use of language learning strategies in learning English as a foreign language because they rarely used them. However, non EFL students had priority affective strategy (24.3%), social strategy (22.3%), followed by compensation strategies (19.3%), cognitive (11.4%), metacognitive (14.3%), and memory strategies (8.4%). Based on the research results, it is expected that non EFL students can recognize and learn foreign language learning strategies comprehensively, which must be applied continuously to achieve success.

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1. INTRODUCTION

English as an international language and as a foreign language is very important in the 21st century, especially in international communication (Sujarwo, et al, 2022). Because of the significance in mastering English, educational practitioners in universities have provided adequate space for the teaching and learning process of English. The importance of English is not seen from how many people speak English but what it is used for. In addition, English is in some ways designated as an international language in

various fields such as science, information technology, business, and international communication (Kusuma, 2018). Especially in the era of the industrial revolution 4.0 which puts forward digital technology (Sujarwo, et al, 2020; Nurhikmah, et al, 2020, 2021; Muhayyang, et al, 2021; Sukmawati, et al, 2022), English is one of the languages needed in the operation of the technology (Wahyuningsih, et al, 2021).

Moreover, in the Era of Society 5.0, teachers act as facilitators, motivators, and creators for students to become independent learners. There is a paradigm shift that is prepared seriously to face the era of society 5.0. Educators are required to minimize their role as learning material providers, and must turn into inspiration for the growth of students' creativity (Oktaputriviant, N. R., 2022). Educators must also appear as facilitators, inspirations and learners who are able to become motivators for students to learn independently.

In facing the era of globalization that is increasingly developing and wants to create reliable human resources, especially in mastering English. "This is where the mastery of English must be in line with the mastery of technology which has developed very significantly recently. Mastery of technology through mastered coding knowledge, supported by English language skills, will certainly produce creative ideas to advance technology and communication in Indonesia in general.

Language teaching can be successful if there is sufficient knowledge about the characteristics and behavior of students (Syahputra, 2014). In a teaching and learning process, there are always students who succeed well and students who are less successful. This is caused by various factors, one of which is methods or learning strategies for people who learn. For this reason, designing fun learning strategies is a mandatory task for teachers or teachers that leads to learning (Akhiruddin, et al, 2019; Rezeki, et al, 2022; Sasabone, et al, 2022).

Before discussing further about the meaning of language learning strategies, it would be first understand the term "strategy". The origin of the word strategy comes from the word of *Strategia*, from ancient Greek which means expertise in the military field or the art of war (Oxford, 1990, p. 8). Furthermore, Oxford says that "tactics" is another word related to strategy; is a tool to achieve the success of a strategy. These two terms are interrelated and are used together with several words that have the following basic characteristics: planning, competition, manipulation, and movement to achieve a goal. Over time, this term has an impact on non-military circles, such as in the world of education which has turned into a learning strategy. This term is applied to formulate plans, steps, or conscious actions to achieve learning objectives. So that this basic term can be interpreted as an act of learning that is used to acquire, store, seek and use knowledge.

According to O'malley et al in Mitits (2015:59) strategies are divided into 3 types, namely: cognitive, metacognitive and socio-affective. Process information by translating it, taking notes, repeating, etc. achieved by direct connection to cognitive strategies. Metacognitive strategies such as planning, monitoring, self-evaluation and others help the implementation of the learning itself. Collaboration and clarification are examples of socio-affective strategies that connect with others in the learning process. Direct strategies consist of memory strategies, cognitive strategies, and compensation strategies. As Oxford defines memory strategies as those "helping students store and retrieve new information", cognitive strategies as "enabling learners to understand and produce new language by many different means", and compensation strategies as "allowing learners to use the language despite their often large gaps in knowledge (Oxford as cited in Liu, 2011)

Learning strategy is a method or step that an educator wants to choose in delivering subject matter, which can make it easier for students to understand learning material, which can later produce the desired learning objectives (Ibrahim, Muliaty, 2017; Rahmawati, & Shofiyani, 2020). Learning strategies refer to a set of tactics that people use in order to gain control over their own learning process. Nowadays, enhancing strategies in second or foreign language classrooms is one of the teachers' roles, since their mission is to facilitate the learning among their students and make their thinking process visible (Montaño-González, 2017).

The description above is very relevant to this research which is intended to analyze the strategy of learning English as a foreign language. It can be assumed that the term strategy turns into a general term to achieve a goal in all fields, including in the field of English language education as a foreign language, describing two classifications of language learning strategies: direct strategies and indirect strategies. Direct strategies involve the acquisition of mental language supported by three groups of strategies: memory, cognitive, and compensatory (Oxford, 1990, p. 37). Memory strategies assist learners in generating, understanding, storing, and acquiring new knowledge.

The most important strategy in learning a second or foreign language is a cognitive strategy because it really helps students in controlling and processing the target language. While the compensation strategy allows learners to use the target language (second language and foreign language) comprehensively and productively. So that students can go through various situations, even difficult situations when communicating in the target language they have just learned.

Learning English is a complex and long-term process, the right strategy is needed in order to master the target language in the most effective way and in the shortest possible time. We believe around 80% of our success in learning English is determined by strategy. Learning strategies are very important in learning English because having the right strategy will help increase the effectiveness of the learning process and reduce the time needed to achieve a learning target (Nguyen, H., & Terry, D. R. (2017).

Language learning strategies and success in language learning itself, in this case it is stated that language learning is carried out in several conditions that affect the selection of learning strategies, such as student character (Park 2011, Mahdavi & Mehrabi 2013). There are several studies related to this research, including those conducted by Rohayati (2014) which revealed that students majoring in English tend to use metacognitive strategies (57.50%), followed by compensation strategies (46.30%), affective (45.00%), social (16.30%), cognitive (7.50%), and memory (6.30%). Metacognition is more in demand by students for planning, monitoring, and evaluation. In line with A study conducted by Soapcuoğl (2013) revealed that language learning strategies are a very effective way to learn second and foreign languages. Furthermore, the results showed that the metacognitive strategies that students were most interested in were used to organize, plan, and evaluate their own learning. This allows them to set learning goals, monitor and evaluate their progress.

Some students complain about what is the sufficient of English learning strategies because they have difficulty understanding material especially English material. Moreover, in this study, the researchers are interested to know the perceptions of the non EFL students on English learning strategies in the digital era. Perception, as according to Cambridge Online Dictionary, is as belief or opinion, which is often held by many people and based on how things seem. That perception is a process that preceded by sensing, which is a stimulus received by the individual through a receptor, namely the senses. Studies show that student perception is an important factor of student behavior, and may be the basis for designing teaching models that optimize training outcomes. Student perceptions reflect how, why, and what students learn (Limbong, 2019; Sujarwo, et al, 2020).

This study tries to analyze students' language learning strategies in learning English as a foreign language, especially regarding (1) the language learning strategies that are most often used by students, and (2) their tendency towards learning strategies. Based on the statement, it has any urgency in conducting research of non EFL students' perceptions of English learning strategies in ESP materials. So that the results of this study can be used as information to develop and improve the quality of learning in this digital era. The purpose of this study was to examine the non EFL students' perceptions on English learning strategies in the digital era.

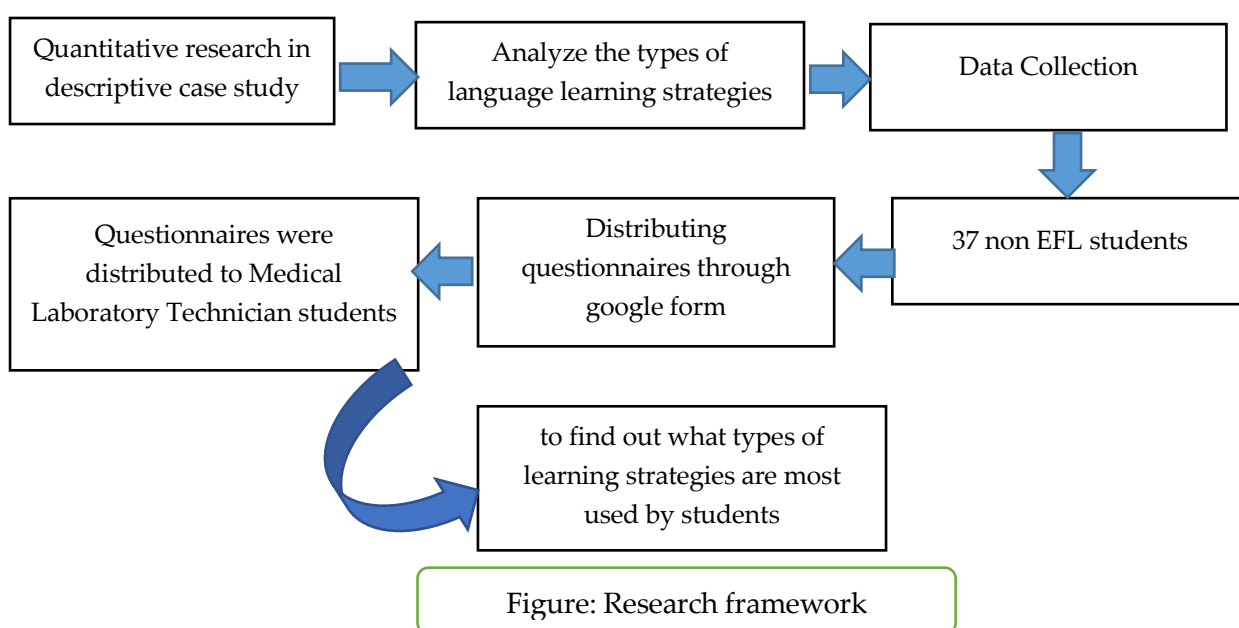
2. METHODS

This study used quantitative research in descriptive case study because it involves numerical data and case analysis (Crowe, et al, 2011; Creswell, et al, 2017). In carrying out this research, a quantitative approach is also used in the form of simple statistical descriptions to describe the frequency data of the types of strategies used by students (Creswell, J. W, 2014). This study aims to analyze the types of

language learning strategies most often used by students and their tendencies towards these strategies. To answer the research questions, 37 non EFL students were selected by stratified random sampling.

To collect data, a set of questionnaires were distributed to Medical Laboratory Technician students of Megarezky University. The questionnaire contains 12 questions selected from the Oxford Language Learning Strategy Inventory List (SILL) (1990). In order to be understood by students, the questionnaire using English version. The questionnaire was divided into 6 categories: memory, cognitive, compensatory, metacognitive, affective, and social. This is done to find out what types of learning strategies are most used by students. In addition, this questionnaire also contains in-depth information about their strategy. To find out the tendency of each gender towards the use of language learning strategies, only 20 questionnaires were selected consisting of 10 male students and 10 female students. This was done because of the limited number of male students. In addition, this is done to prove the opinion of Maccoby & Jacklin as cited in Zeynali (2012), that gender can affect the use of language learning strategies.

Moreover, to make clearer, the researchers draw the research framework as follow:



3. FINDINGS AND DISCUSSION

It was stated before that questionnaire was administered for identify different types of strategies used by non EFL students and tendencies them in using learning strategies in foreign language/English of Medical Laboratory Technician students of Megarezky University.

Table below described the percentage of answers to the questionnaire of students on English language learning strategies:

No	Kinds of Learning Strategies	Percentage
1	Affective	24,3
2	Social	22,3
3	Compensation	19,3
4	Cognitive	11,4
5	Metacognitive	14,3
6	Memory	8,4
Total		100%

The results of questionnaire analysis in table above describe the order of the types of strategies used by students starting from affective strategies (24.3%), social strategies (22.3%), followed by compensation strategies (19.3%), cognitive (11.4%), metacognitive (14.3%), and memory strategies (8.4%).

Furthermore, the results of non EFL students' perception of language learning strategies in English in the digital era was shown as follows:

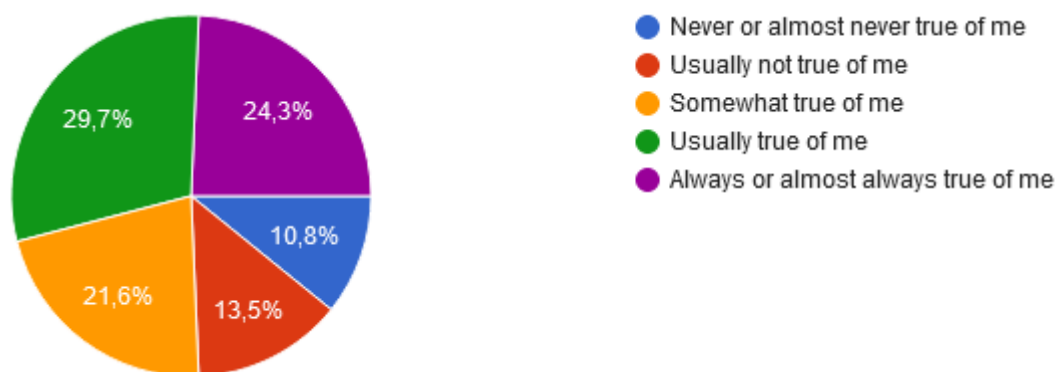


Figure 1.1 Memory strategy

From data above, it shown that there were 4 respondents (10,8%) said never or almost never true, 5 (14,5%) respondents who said usually not true, 8 (21,6%) respondents said Somewhat true, 11 respondents (29,7%) said Usually true was and 9 respondents (24,3%) said always or almost always true in memory strategy.

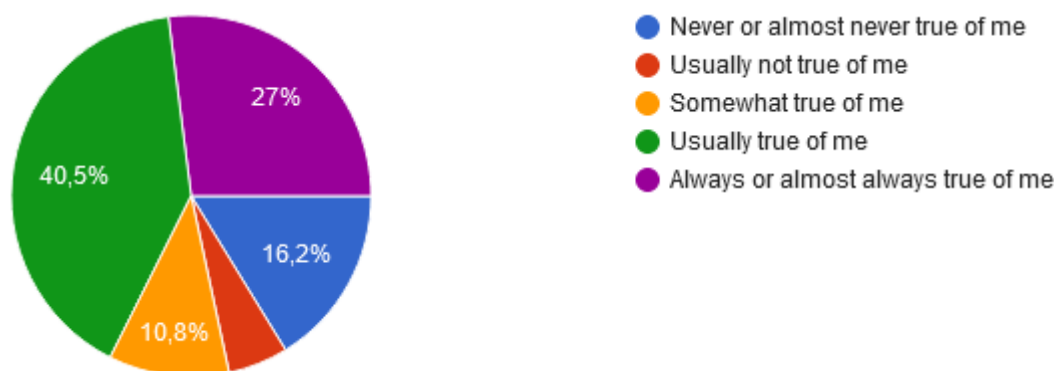


Figure 1.2 Cognitive strategy

From data above, it shown that there were 6 respondents (16,2%) said never or almost never true, 6 (16,2%) respondents who said usually not true, 4 (10,8%) respondents said Somewhat true, 15 respondents (40,5%) said usually true, and 10 respondents (27%) said always or almost always true in cognitive strategy.

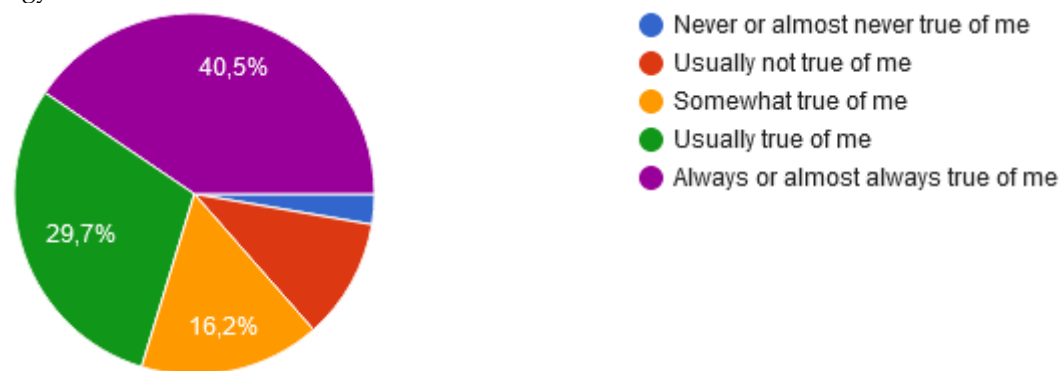


Figure 1.3 Compensation strategy

From data above, it shown that there was 1 (2,7) respondent who said never or almost never true, and 4 (10,8) respondents who said usually not true, 6 (16,2%) respondents said Somewhat true, 11 respondents (29,7%) who said usually true, and 15 respondents (40,5%) who said always or almost always true in compensation strategy.

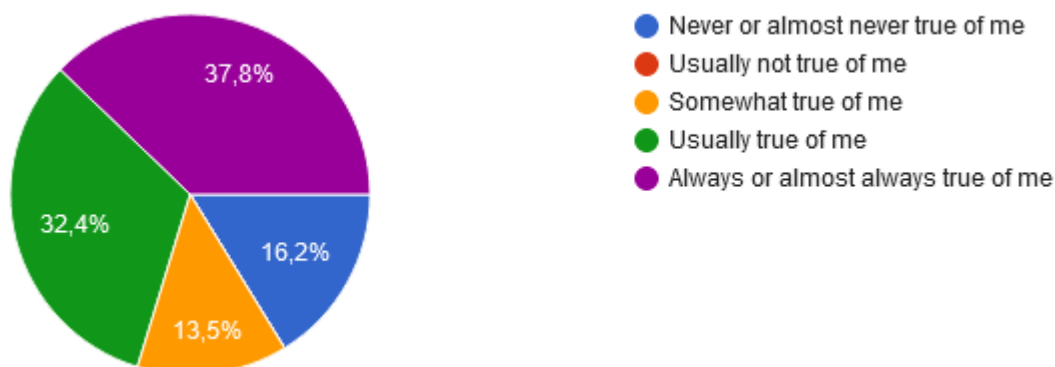


Figure 1.4 Metacognitive strategy

From data above, it shown that there were 4 respondents (13,5%) said never or almost never true, 12 (32,4%) respondents who said usually not true, 5 (13,5%) respondents said Somewhat true, 12 respondents (32,4%) said usually true, and 14 respondents (37,8%) said always or almost always true in metacognitive strategy.

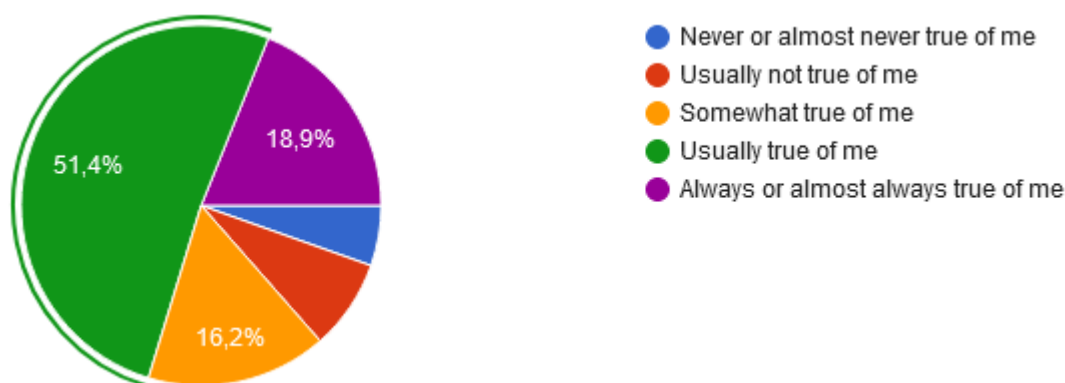


Figure 1.5 Affective strategy

From data above, it shown that there were 2 respondents (5,4%) said never or almost never true, 3 (8,1%) respondents who said usually not true, 6 (16,2%) respondents said Somewhat true, 19 respondents (51,4%) said usually true, and 7 respondents (18,9%) said always or almost always true in affective strategy.

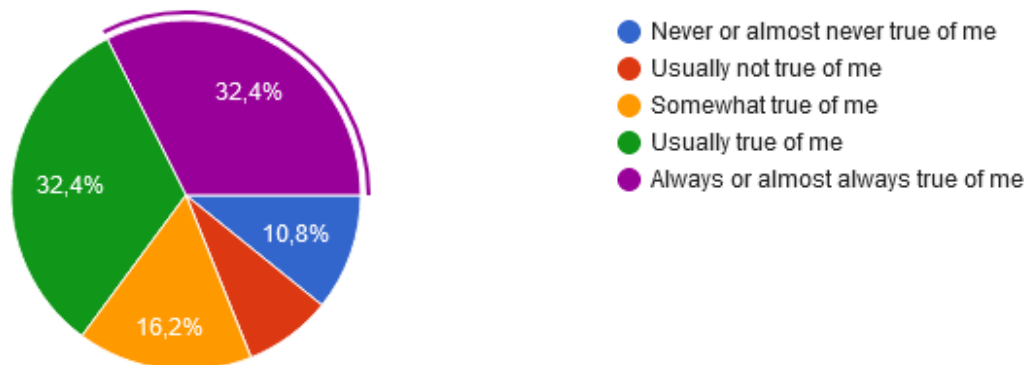


Figure 1.4 Figure 1.6 Social strategy

From data above, it shown that there were 4 respondents (10,8%) said never or almost never true, 3 (8,1%) respondents who said usually not true, 6 (16,2%) respondents said Somewhat true, 12 respondents (32,4%) said usually true, and 12 respondents (32,4%) said always or almost always true in social strategy.

The findings of table above shows the use of various strategies applied by students so that this finding is related to what is claimed by Oxford (2014) which says that the use of learning strategies is one of the factors that contribute to learning success in foreign language. In addition, it was found that most students liked affective strategies which were in line with Ling's (2015) findings. This finding shows that students are successful in controlling their emotions and attitudes towards learning foreign languages. This is also related to what Oxford said about affective strategies which refer to emotions, attitudes, motivations, and values; thus, they may be considered as good language learners.

However, it must also be remembered that English lecturers must trigger and encourage an emotional atmosphere in such a way as to produce optimal language learning outcomes. The second strategy used by students is metacognitive strategy. This strategy helps students to organize, plan and evaluate learning so as to enable them to set learning goals, monitor and evaluate progress. This shows that before learning English, they think in advance to plan the learning process; and during the learning process, they will monitor their understanding and knowledge. This allows the learner to make a self-evaluation.

This study is relevance with the other study shows that most students use affective strategies in learning their language. This explains that a good attitude and motivation to participate in use of language leads them to understand the use of English to daily conversation (Lismay, L., & Zubaidah, Z, 2019). In line with the other study stated that need to move forward in language learning strategies that promotes student's ability to find what works for them, to overcome or drop old strategies and be flexible in trying new and unfamiliar strategies. It is also vital for teachers to be open to other strategies that have been found to work or developed by students themselves (Nguyen, H., & Terry, 2017).

Moreover, Language is something that is acquired, there are internal and external factors that affect language learning, for that it takes effort to get the language, it is good to learn alone with various strategies or practice it with other people or learn more from the experts. Though Medical Laboratory Technician students of Megarezky University is less active in practicing language then they must have a strategy separately to learn English.

4. CONCLUSION

From the results of this study, it can be concluded that there are two important things regarding the use of language learning strategies in Medical Laboratory Technician students of Megarezky University. First, of the six types of language learning strategies, the most frequently used by students is affective strategy, followed by social strategy and compensatory strategies. These three types of language learning strategies must be explored and received great attention, and must be implemented optimally by students.

But the memory strategy is still rarely used by the average in Medical Laboratory Technician students of Megarezky University. This strategy is closely related to the process of storing and processing information new they got in connection with learning English alone. The factors that encourage implementation of English learning includes internal and external factors. Namely: internal factors related to students' ability to motivate themselves and set a schedule for learning English. While internal factors such as the obligation to memorize vocabulary, every week has been going well, but only limited to memorization, not yet to its use in conversation daily.

Therefore, the role of English lecturers is very important to assist students in implementing various types of language learning strategies. The more varied the language learning strategies, the greater the chance of success in learning English.

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