

**LANGUAGE LEARNING STRATEGIES USED AMONG  
INTERNATIONAL PROGRAM STUDENTS: A SURVEY  
STUDY**

**A Thesis**

**Presented to the Department of English Language Education as Partial  
Fulfilment of the Requirements to Obtain the Sarjana Pendidikan Degree in  
English Language Education**



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*APPROVAL SHEET*

**LANGUAGE LEARNING STRATEGIES USED AMONG  
INTERNATIONAL PROGRAM STUDENTS: A SURVEY  
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*RATIFICATION SHEET*

**LANGUAGE LEARNING STRATEGIES USED AMONG  
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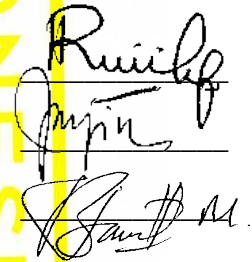
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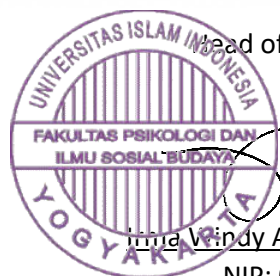
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## STATEMENT WORK ORIGINALITY

Honestly, I declare that my thesis is done by my own work, so there are no contents that worked by other people, except the quotation, references, and scientific paper should.

Yogyakarta, July 05 2022

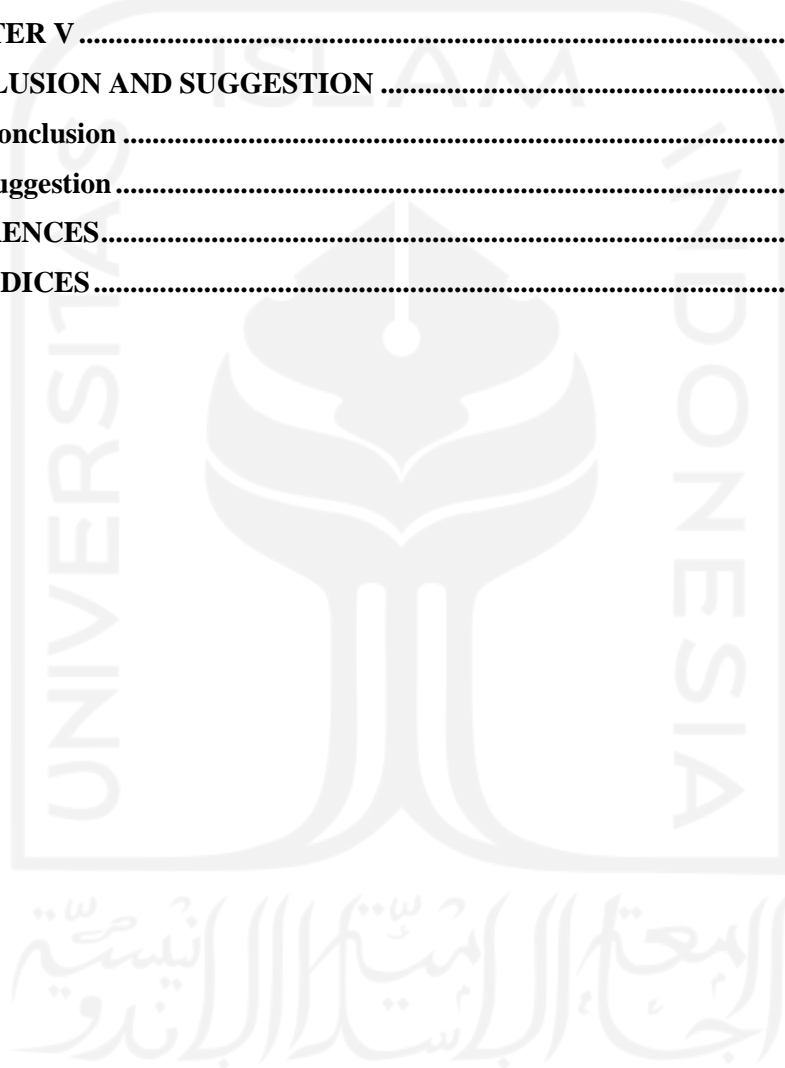


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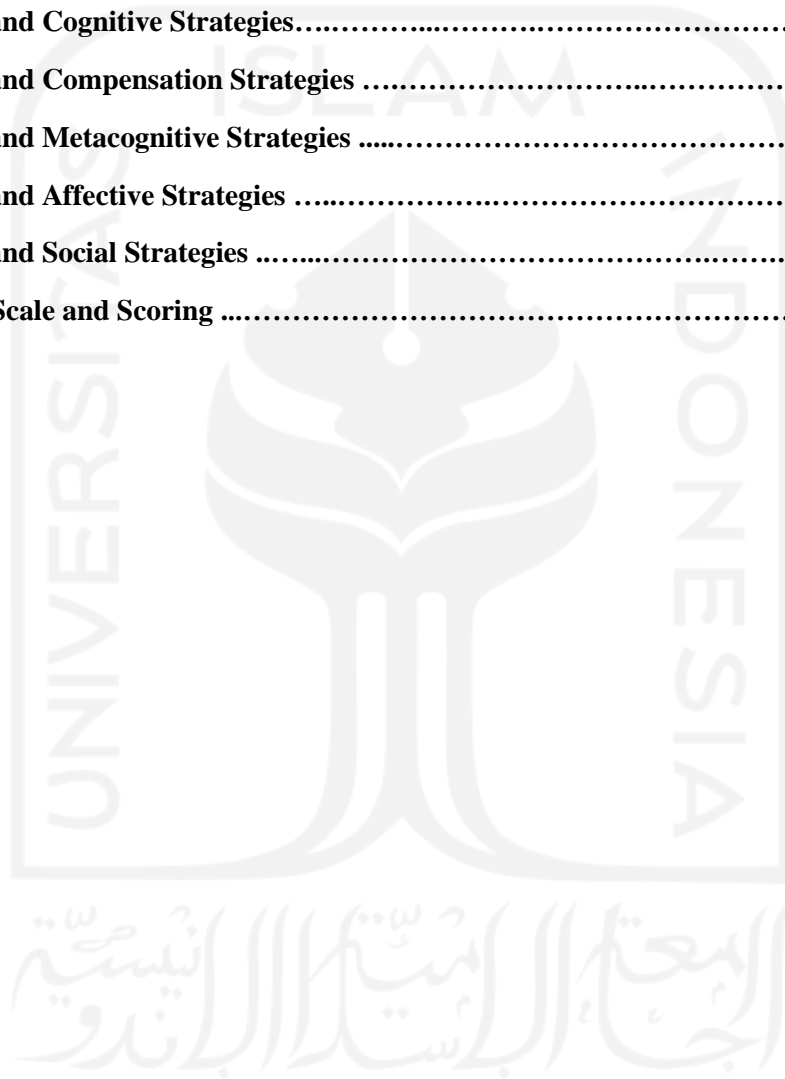
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## MOTTO

"I study too you know. How could I teach anyone if I didn't grow and learn day by day? A true teacher misses no opportunity to learn. The teacher will get stronger every time he teaches"

Koro Sensei (暗殺教室)



## DEDICATION

I dedicated this thesis to

1. My beloved Family: Joko Prihanto, Aknoor Molisa, and Ajeng Latifah Zahrah.
2. My thesis supervisors Mrs. Rizki Farani S.Pd., M.Pd, and also Mr. Adam Ansori S.S., M.A. as instrument validator.
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5. Omar Ridhwi, Naufal Febriansyah, and Deva Pradistya who keep supporting me during hard times together.

Yogyakarta, July 05 2022



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الجامعة الإسلامية  
الاستدالات

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Alhamdulillah, all praises due to Allah SWT who has given me this pleasure, both physically and spiritually to finish this undergraduate thesis entitled “Language Learning Strategies” Used Among International Program Students: A Survey Study” as a partial fulfilment to obtain the Sarjana Pendidikan degree in English Language Education.

There are many obstacles during the research and writing of this thesis that writer faces, but thanks to the helps from various people around who keep supporting, encouraging, and guiding me, finally this thesis can be finished. Furthermore, for the record, I wanted to say sincerely thanks to my thesis supervisor Mrs. Rizki Farani S.Pd., M.Pd., and not forget to mention to Mr. Adam Ansori S.S., M.A who act as instrument validator, for all the guidance and help to finish this thesis. Also, thanks to all participant that willingly to participate in this research without hesitation, thank you for all of those who accepting my presence during the research. Without every single help from one of them, writer believe that this research wont be able to finish as it is intended to be.

The researcher realizes that there are still tons of shortcomings in this research. With that being said, the author sincerely apologizes. Hopefully this research might be well received and useful for everyone who read and need it.

Yogyakarta, July 05 2022



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# Language Learning Strategies Used Among International Program Students: A Survey Study

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## ABSTRACT

This study aims to identify the language learning strategies among international program students. In a survey study, 30 international program students participated in the study. They were selected in a purposive sampling technique from International programs at International Relation Department and Communication Department. All respondents were from 2018 and 2019 batch classes as they already fully understand their language learning strategies that suits their behavior. A Strategy Inventory for Language Learning (SILL) (Oxford, 1990) was used for data gathering. The questionnaire has 6 domains and 50 items. However, this research only used 38 items of 6 domains due to content validity reason. The result showed that, the highest score statement is from COG-15 that states "I watch English language TV shows spoken in English or go to movies spoken in English." ( $M=4.43$ ;  $SD= .728$ ). While the lowest score statement is from MEM-06 that states "I use flashcards to remember new English words." ( $M= 2.20$ ;  $SD=1.126$ ). The result implies that international students are most likely to undertake language learning that involves multimedia such as tv series, and movies, rather than using flashcard.

*Keyword: Language Learning Strategies, LLS, International Program, University Students*

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

In English language learning, strategies in learning the language plays important role, especially for international program students. As college students who use English as language instruction in the classroom, they use English in daily academic activities. Therefore, they are more exposed to English in formal written or spoken English. However, not all international program students are able to identify their own learning strategies. Some of them choose the incorrect strategies for them and it leads to several learning challenges such as academic achievement failure. In fact, language learning strategies (LLS) are parts of bigger structure which comprehend the language learning process and language acquisition process of a second or foreign language (Warahmah *et al.*, 2017). In order to be successful in learning language, strategies are also important to help students becoming more structured while learning language that they trying to learn, by organizing and evaluate their learning process.

Language learning strategies has been studied for more than a decade and has been studied by large number of scholars. It focuses on students' strategies to identify, explain, and categorize strategies to build their learning environment (Dmitrenko, 2017). One of scholars who introduced language learning strategies taxonomy is Rebecca L. Oxford in 1990. Oxford (1990) explained that language learning is students' exact move, act, plan, or approach that they apply in order to improve their learning process. Thus, language learning can also be interpreted as

step by step, or approach that used by students in aim to improve their understanding, and knowledge about second language or foreign language learning. Language learning strategies is one of excellent guideline to show how learner tried to process task given and the difficulty in the class or course (Warahmah *et al.*, 2017). Oxford (2003) also states that this approach is also practical manual for advantageous, enlightened, and meaningful self-regulation of learning process on any occasion the learner intently pick-up strategies that connected with their leaning style and the second language task at hand. Furthermore, there are several studies that had been conducted in the past about language learning strategies that used by international program students. One of the studies were conducted in Malaysia, where they compared the strategies used between the local and international program Chinese students (Anthony & Ganesen, 2012). The results show local students prefer to use compensation strategies, meanwhile, international program students prefer to choose memory strategies. Even so, when it comes to language learning, the study never come alone. Various other aspects also linked to language learning strategies. They were, motivation, gender, age, culture, brain hemisphere dominance, career orientation, academic major, beliefs, and the nature of the second learner language task. Furthermore, it shows that different exposure English language and different type of learning background shows not significantly different (Anthony & Ganesen, 2012).

Since not all international program students recognize the best strategies for them, it is necessary to identify their preference as basic reference for teacher. Students' preference on language learning strategies helped teachers to guide

students to find their own strategies based on their needs. Therefore, this study would like to identify language learning strategies of international program in one of Private Islamic Universities in Indonesia. Considering that there were still limited studies on international program students' language learning strategies after searching on various journal website, it is expected that this study can widen teachers' view toward international students' language learning strategies.

## **1.2 Identification of the Problem**

Many International Program Students are not able to recognize their language learning strategies. They cannot identify the best strategies based on their needs or character (Anthony & Ganesen, 2012). Moreover, there were still limited study on language learning strategies of international program students, and there were some similar previous studies, but the data was outdated. As the impact, teachers do not have many references or knowledge on how to guide students in finding their own strategies. Therefore, it is important to map students, preferences as the first step to fill the void.

## **1.3 Purpose of the Study**

The purpose is to identify which language learning strategies were used by international program students.

## **1.4 Research Question**

The researcher would like to formulate the problems based on the description above:



“What language learning strategies were used by international program students?”

### **1.5 Significance of the Study**

This study contributes on two different sections, they are empirical and practical ground. On empirical level, this study shows empirical evidence of language learning strategies that used by international program students in one of Private Islamic University in Indonesia. Meanwhile, on the practical level, learners become more aware about their learning strategies, therefore it increases the effectiveness of language learning activity especially among the international students who do not major in English. In addition, this study helps lecturer to understand their students learning nature to accommodate learning needs. For the study program level, this study purposefully conducted to help in improving the curriculum and understanding students' language learning nature.

## **CHAPTER II**

### **LITERATURE REVIEW**

A review of literature and theories that used in this second chapter. This second chapter cover theoretical review, theoretical frameworks, and review of relevant studies about language learning strategies that used among English department students.

#### **2.1 Language Learning Strategies**

The studies conducted around language learning strategies had brought a diverse definition of the strategies in language learning. Oxford (1990) said that language learning strategies were the effort that might help students in order to gain, manifest, recover, and apply the information. Another definition by Barnwell, O'Malley and Chamot (1990) of the strategies were the particular thinking or behaviors manifested by people to help them acquire knowledge or new information. Therefore, the language learning strategies can be defined as students method and approach in regards to acquire and enhance their understanding, gathering, and implementation of second or foreign language (Bessai, 2018). Moreover, Oxford (2003) as well cited in Alfuatin (2019) stated that the usage of language learning strategies was also influenced by other factors, such as; motivation, gender, age, culture, brain hemisphere dominance, career plans, academic status, language perception, and the essence of the second learner language task. Moreover, in international context, the study has been conducted by Bessai (2018), focused on language learning Strategies used by the groups of first and third year, English foreign language (EFL) Algerian university students in

Algeria. The result showed different type of strategies used among these two different class year. The result shows that the first year were mainly just an average user of the language learning strategies with the most strategies being used was compensation strategies with fifty-seven percent (57%), while the third year students were high users of the language learning strategies with the most strategies used were metacognitive and cognitive strategies with an approximately equal percentage of sixty-four percent (64%) (Bessai, 2018).

Furthermore, another study conducted by (Lai, 2009) with the same topic focused on investigating the language learning strategies that used by freshman year university students in Taiwan. This research also took into account the English language proficiency of each student which this research aims to identify the language learning strategy that used by students with different proficiency level. The result of this investigation shows that the more proficient students tend to use metacognitive and cognitive strategies, while the least strategies used were memory strategies. Meanwhile, for less proficient students preferred to use social and memory strategies rather than using metacognitive and cognitive strategies.

In addition, the main taxonomy that used on this study was taxonomy introduced by Rebecca L. Oxford (1990) or also known as Language Learning Strategy. The strategy on this taxonomy divides into two different kinds of strategy; directs strategies and indirect strategies, which subdivided into three more categories based on their separate purposes (Dmitrenko, 2017). In direct strategy, there were three different strategies. The first strategy was called the memory strategies that used to remember and regain information given, the second strategy

was the cognitive strategy, used to enhance understanding and produce something based on the target language and the third strategy was the reward strategy, used to focus on the use of the language despite the gap that occurred while learning the language. (Bessai, 2018). On the other hand, the use of indirect strategies purposefully to handle the learning of the target language in general. There were three strategies that categorized as indirect strategy. Metacognitive strategies that mainly focus on the organization of language learning, affective strategies that focus on how learners control their feeling and emotion while learning language, and social that has close relation with students' social behavior , such as communication between students and lecturer or teacher (Bessai, 2018).

The taxonomy that was introduced by Oxford in 1990 is already used for Indonesian context. The previous study has been conducted in Indonesian by Warahmah et al. (2017), the research focused on the Language Learning Strategy (LLS) by Oxford (1990) that used by second year students of English Study Program of FKIP Universitas Riau. The population of that research was about 86 students, which divided into three different classes, A, B, and C class. The questionnaire that used on that research was taken from SILL questionnaire. The result shows that the most often used strategies were Compensation Strategies with ( $M=3.90$ ) and the least used strategy is memory strategy with ( $M=3.22$ ). Another study by Tanjung (2018) also held the same topic. This research was conducted in one of the public universities in Borneo, Indonesia. This study shows that the most used strategy in that university was metacognitive strategy, with ( $M=3.857$ ).

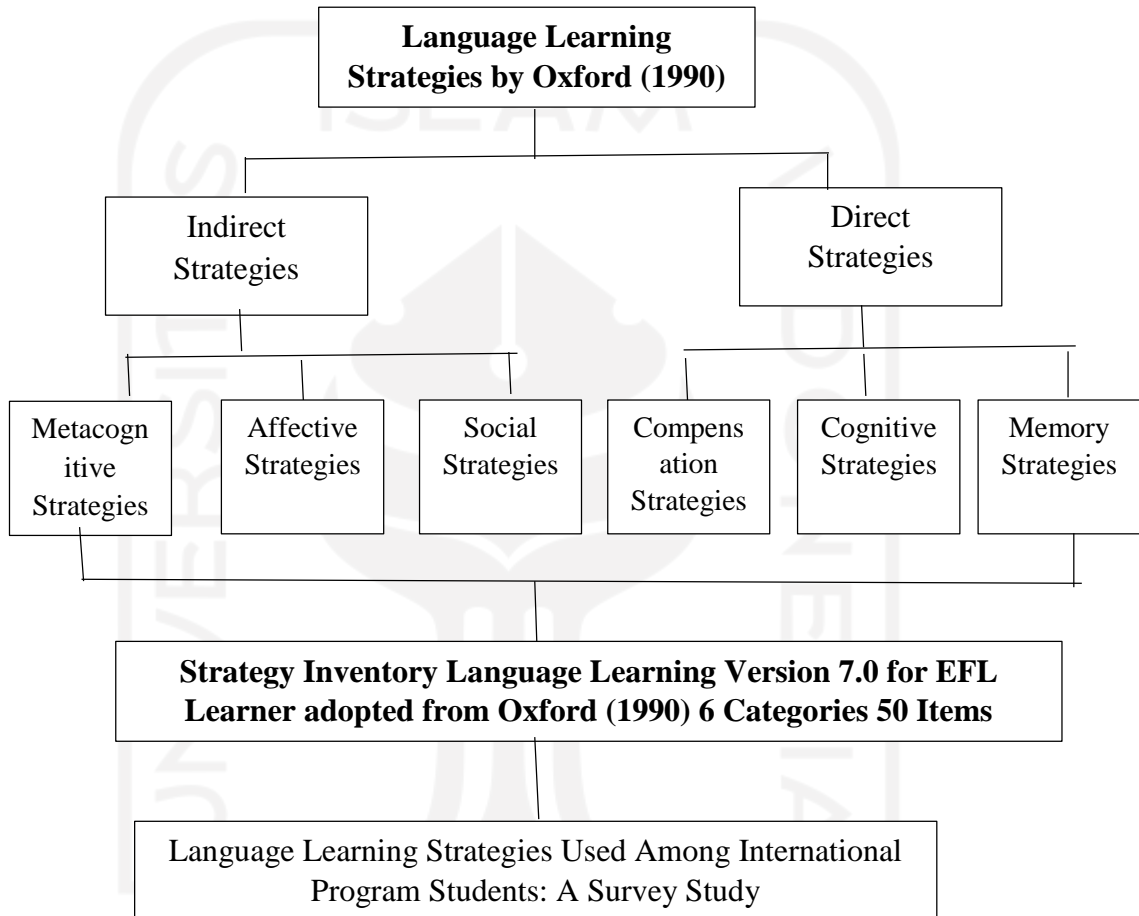
Other study conducted by (Lestari & Fatimah, 2020) with the same topic held in Universitas Negeri Padang. This study aim was to investigate the use of language learning strategy while also explore the level of usage of language learning strategies among English foreign language student teacher (EFL student teacher) at English Language Education program in Universitas Negeri Padang. the result shows that all student teachers use all the strategies in such a high level with the average mean score of ( $M= 3.80$ ). furthermore, the most frequently used strategy is Metacognitive with ( $M=4.01$ ) and the least used strategy is Affective strategy with ( $M=3.53$ ).

The strategy in this taxonomy divided into six unique strategy and still divided into two different category; direct and indirect. Alfuatin (2019) explain that the practice of direct strategy usually to communicate directly with the target language that being learnt, for example when in contact with various type of task and certain situation. In direct strategy, there are three strategies, there are Memory, Cognitive, and Compensation strategies. While on indirect strategy there are metacognitive, affective, and social strategy. The Oxford taxonomy also comes with questionnaire called “Strategy Inventory for Language Learning (SILL)” that has been used in Indonesia.

## **2.2 Theoretical Framework**

In general, this research mainly focuses on identifying the strategy that used among international program students. However, despite of variations of language learning strategy that exist from various researchers around the world, researchers on this research decided to be more focus and specific to Oxford (1990) language

learning strategy groups because it is clear in various aspects such as details, and conformity. This is the diagram of language learning strategies by Oxford (1990):



**Figure 1. Theoretical Framework**

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter explain about the methodology that used in this study. It covers the research design, participants, and data collection techniques.

#### **3.1 Research Design**

This study employed quantitative approach in a form of survey study. According to Bryman (2012) quantitative approach is an approach that takes into account quantification in terms of collecting and analysis of data that involve a deductive approach to the connection between the main theory and the research itself. Meanwhile, survey study is a form of study that collects data or information from an individual or group through responses on question. This type of research would enable variety of method in order to recruit participant, collect data, and utilize various type of instrumentation (Ponto, 2015).

#### **3.2 Population and Sample**

The population of this research was international program students in one Faculty at International Relations Department and Communication Department. To select respondents, this research used the purposive sampling technique because it only involved international program students from International Relations Department and Communication Department. Specifically, the participants represented students' batch 2018 and 2019 class. Researchers believe those batch have sufficient experience managing their strategies in learning English. As final-year students, they had experience in enrolling on some English courses. Thus, they

have more awareness of their language learning strategies. By choosing final-year students, it is expected that the data describe their mature choices. The total number of populations was 75, represents 43 students from International Relations Department and 32 students from Communication Department. However, there were only 30 students who were willing to participate in this research. There was limited access to reach the respondent due to research-ethical procedures.

### **3.3 Data Collecting Technique**

The data were collected using Google form, a less difficult and easy-to-use online platform to collect data that includes data integration which also helps with data collection without meeting the university students face-to-face due to pandemic issues. Google form link was distributed to students through the administration staff. However, for communication department international program, the google form link was distributed directly to the students via LINE group chat.

#### **3.3.1 Instrument**

The instrument that used on this in this research is a questionnaire created by Oxford (1990) that well known as Strategy Inventory for Language Learning. There are six domains on this questionnaire which are, memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, affective strategy, and social strategy. From the domains, there are 50 statements or items in the questionnaire, this questionnaire unfolds Language Learning Strategy that used by international program students in one of Private Islamic University in Indonesia.



**Table 3.1 Distribution of Questionnaire Items**

No	Dimension/ Domain	Number of item(s)	Item(s) number
1	Memory	9	1,2,3,4,5,6,7,8,9
2	Cognitive	14	10,11,12,13,14,15,16,17,18,19,20,21,22,23
3	Compensation	6	24,25,26,27,28,29
4	Metacognitive	9	30,31,32,32,33,34,35,36,37,38
5	Affective	6	39,40,41,42,43,44
6	Social	6	45,46,47,48,49,50

Each statement used 5 responses provided in the questionnaire Strategy Inventory of language Learning version 7.0 (ESL/EFL) which scaled as (1) Never or almost never true of me, (2) Usually not true of me, (3) Somewhat true of me, (4) Usually true of me, (5) Always or almost always true of me.

**Table 3.2 Likert Scale and Scoring**

<b>HOW TRUE OF YOU THE STATEMENT IS</b>	<b>Score</b>
<i>Never or almost never true of me</i>	1
<i>Usually not true of me</i>	2
<i>Somewhat true of me</i>	3
<i>Usually true of me</i>	4
<i>Always or almost always true of me.</i>	5

### **3.3.2 Validity**

The validity test has been conducted by using content validity technique. Content Validity is a method or process of validating the instrument that being used on a research by an expert on its field to determine whether the instrument mentioned can be used as a valid instrument for the research or not (John W. Creswell, 2009). The questionnaire is already validated by the expert judgement that specialize in Translation and Interpreting expertise. Therefore, because of this questionnaire already being validated by the expert, the questionnaire can be considered as valid and can be used for this research.

However, after content validity test has been done, there are 12 items which are invalid. Therefore, researchers decided to exclude all of these 12 items that are invalid from the final result of this research.

### **3.3.3 Reliability**

The Reliability test also concluded in Indonesian context. The reliability test conducted using Cronbach's alpha coefficient. The reliability gained on the test reaching .94 which makes the questionnaire reliable. However, despite of this instrument already checked on Indonesian context, researcher also done the reliability test using the same method in 30 participants. The score has .903 from 50 items with 30 students who participated. The result of this test will be presented in table 9:

**Table 3.3 Reliability Statistics**

Cronbach's	
Alpha	N of Items
.923	38

### **3.4 Data Analysis technique**

The questionnaire that used on this research consist of 50 items. The data processing tools using Microsoft Excel at Office 365 package and computational calculation program IBM SPSS 25 (Statistical Package for the Social Sciences). The tools or the questionnaire that going to be used on this research is Strategy Inventory for Language Learning (SILL) Version 7.0. Furthermore, this research is going to be descriptive quantitative.

Descriptive Statistic were used on this research to find out the frequencies, Percentage, mean, standard deviation of the variable that being analyzed. The result going to be presented in a chart. Then, the researcher took the appropriate way in this research:

- a. Adapted the questionnaire by Oxford (1990).
- b. Translated the questionnaire into Bahasa Indonesia.
- c. Checked the validity and reliability of the questionnaire.
- d. Distributed the questionnaire to the respondents.
- e. Analyzed the results by using Microsoft excel in Office 365 package and IBM SPSS 25 tools.
- f. Interpreted the data. The interpretation using the table as is shown below:

**Table 3.4 Mean Score Interpretation Table, and Likert Scale**

<b>Mean Score</b>	<b>Likert Scale</b>	<b>Category of Usage</b>
4.5 - 5	Always or almost always true of me.	High
3.5 - 4.4	Usually true of me	
2.5 - 3.4	Somewhat true of me	Medium
1.5 - 2.4	Usually not true of me	Low
1.0 - 1.4	Never or almost never true of me	



## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

This chapter presents the results of statistical analysis of the data based on questionnaire, followed by discussion of the findings.

#### 4.1 Research Findings

The following table below shows the demographic information from the respondents of this research. This information includes the number of respondents based on gender and study program.

##### 4.1.1 Respondent Demographic Information Result

**Table 4.1 Respondent Demographic Information**

	<b>Item(s)</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Study Program</b>	International Relation	7	23.30%
	Communication	23	76.70%

Based on the Table 11, it shows that the number of respondents is only 30. There was limited access to reach the respondent due to research-ethical procedures and also the minimum overall students that taking international Program. It can be seen that most of the respondent who participate in this questionnaire were from Communication Department with 23 or 76,7% from total respondent while the least were from International Relations Department with 7 or 23,3% from the total respondents.

According to the result, it shows that the most strategy used is Metacognitive Strategy ( $M=4.01$ ), while the least strategy used is Memory Strategy ( $M=3.48$ ). Furthermore, the individual result on this questionnaire shows that the most used item by International Program Students in the questionnaire is COG-15 from cognitive strategy that state “I watch English language TV shows spoken in English or go to movies spoken in English.” ( $M=4.43$ ), while the least used item on the questionnaire is MEM-6 from memory strategy that state “I use flashcards to remember new English words.” ( $M=2.20$ ).

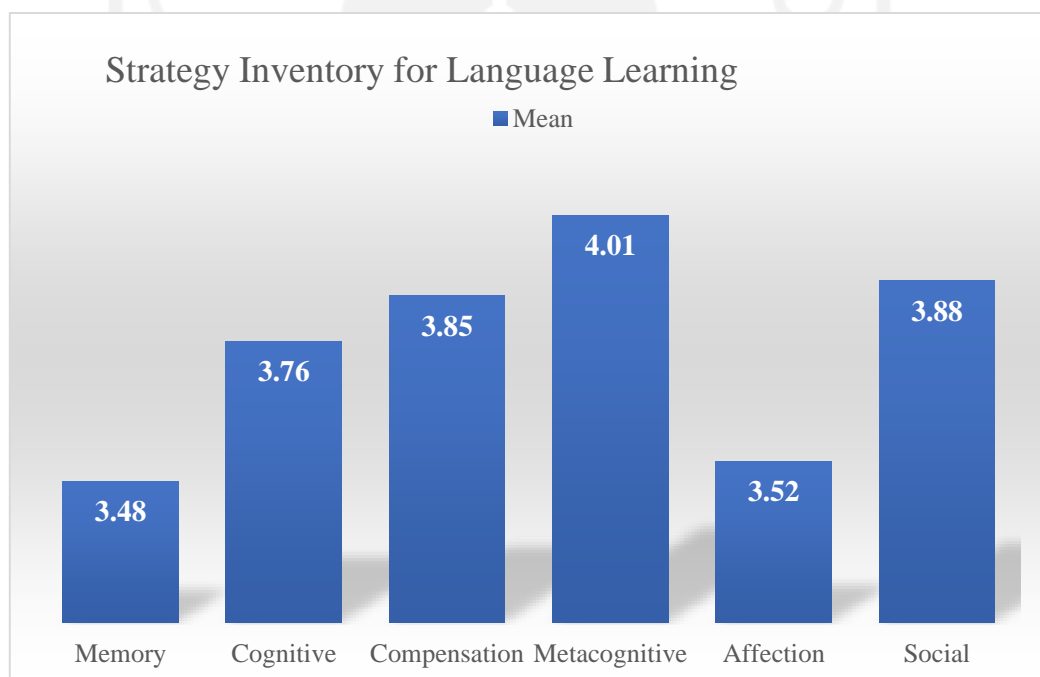


Figure 2. Overall Result of Strategy Inventory for language Learning (SILL) among International Program Students

### 4.1.2 Memory Strategy

**Table 4.2 Memory Strategy Result**

Code	Statements	N	Mean	Std. Deviation
MEM-01	I think of relationships between what I already know and new things I learn in English.	30	3.87	.776
MEM-02	I use new English words in a sentence so I can remember them.	30	4.10	.803
MEM-03	I connect the sound of a new English word and an image or picture of the word to help remember the word.	30	3.70	1.055
MEM-04	I remember a new English word by making a mental picture of a situation in which	30	3.70	1.055
MEM-06	I use flashcards to remember new English words.	30	2.20	1.126
MEM-07	I physically act out new English words.	30	3.57	1.194
MEM-08	I review English lessons often.	30	3.20	1.031

The table 4.2 shows the use of memory strategy by international program students. From the result, the respondent prefers MEM-02 that states “I use new English words in a sentence so I can remember them.” ( $M=4.10$ ;  $SD=.803$ ), while the less likely used item is MEM-06 that states “I use flashcards to remember new English words.” ( $M=2.20$ ;  $SD=1.126$ ). Although for all items in general, the frequency use of the strategy is medium.

### 4.1.3 Cognitive Strategy

**Table 4.3 Cognitive Strategy Result**

Code	Statements	N	Mean	Std. Deviation
COG-13	I use the English words I know in different ways.	30	3.93	.980
COG-14	I start conversations in English.	30	3.57	.971
COG-15	I watch English language TV shows spoken in English or go to movies spoken in English.	30	4.43	.728
COG-16	I read for pleasure in English.	30	3.73	.907
COG-17	I write notes, messages, letters, or reports in English.	30	3.77	.817
COG-18	I first skim an English passage (read over the passage quickly) then go back and read carefully.	30	3.73	1.015
COG-19	I look for words in my own language that are similar to new words in English.	30	3.53	1.008
COG-20	I try to find patterns in English.	30	3.50	.820
COG-23	I make summaries of information that I hear or read in English.	30	3.67	1.028

Based on table 4.3, international program students prefer the COG-15 that states “I watch English language TV shows spoken in English or go to movies spoken in English.” ( $M=4.43$ ;  $SD= .728$ ), While the less likely used item is COG-20 that states “I try to find patterns in English.” ( $M=3.50$ ;  $SD= .820$ ).



#### 4.1.4 Compensation Strategy

**Table 4.4 Compensation Strategy Result**

Code	Statements	N	Mean	Std. Deviation
COMP-25	When I can' t think of a word during a conversation in English, I use gestures.	30	3.93	1.143
COMP-26	I make up new words if I do not know the right ones in English.	30	3.93	.740
COMP-27	I try to guess what the other person will say next in English.	30	3.30	1.022
COMP-28	If I can' t think of an English word, I use a word or phrase that means the same thing.	30	4.23	.728

The table 4.4 shows international program students prefer the COMP-28 that states “If I can' t think of an English word, I use a word or phrase that means the same thing.” ( $M=4.23$ ;  $SD= .728$ ), While the less likely used item is COMP-27 that states “I try to guess what the other person will say next in English.” ( $M=3.30$ ;  $SD=1.022$ ).

#### 4.1.5 Metacognitive Strategy

**Table 4.5 Metacognitive Strategy Result**

Code	Statements	N	Mean	Std. Deviation
META-30	I try to find as many ways as I can to use my English.	30	4,10	.712
META-31	I notice my English mistakes and use that information to help me do better.	30	4,27	.785
META-32	I pay attention when someone is speaking English.	30	4,33	.661
META-33	I try to find out how to be a better learner of English.	30	4,37	.718
META-34	I plan my schedule so I will have enough time to study English.	30	3,40	1,037
META-35	I look for people I can talk to in English.	30	3,77	.935
META-36	I look for opportunities to read as much as possible in English.	30	3,57	1,073
META-37	I have clear goals for improving my English skills.	30	3,97	.999
META-38	I think about my progress in learning English.	30	4,30	.750

From table 4.5, it is shown that international program students prefer the META-33 that states “I try to find out how to be a better learner of English.” ( $M=4.37$ ;  $SD= .718$ ), While the less likely used item is META-34 that states “I plan my schedule so I will have enough time to study English.” ( $M=3.40$ ;  $SD=1.037$ ).

#### 4.1.6 Affective Strategy

**Table 4.6 Affective Strategy Result**

Code	Statements	N	Mean	Std. Deviation
AFFEC-39	I try to relax whenever I feel afraid of using English.	30	4.03	.718
AFFEC-40	I encourage myself to speak English even when I am afraid of making a mistake.	30	4.20	.761
AFFEC-42	I notice if I am tense or nervous when I am studying or using English.	30	3.73	1.143
AFFEC-43	I write down my feelings in a language learning diary.	30	2.60	1.354
AFFEC-44	I talk to someone else about how I feel when I am learning English.	30	3.57	1.135

The table 4.6 shows that international program students prefer the AFFEC-40 that states “I encourage myself to speak English even when I am afraid of making a mistake.” ( $M=4.20$ ;  $SD= .761$ ), While the less likely used item is AFFEC-43 that states “I write down my feelings in a language learning diary.” ( $M=2.60$ ;  $SD=1.354$ ).

### 4.1.7 Social Strategy

**Table 4.7 Social Strategy Result**

Code	Statements	N	Mean	Std. Deviation
SOC-45	If I do not understand something in English, I ask the other person to slow down or say it again.	30	4.13	.860
SOC-46	I ask English speakers to correct me when I talk.	30	3.63	1.159
SOC-49	I ask questions in English.	30	4.00	.788
SOC-50	I try to learn about the culture of English speakers.	30	3.73	.980

The table 4.7 shows that international program students prefer the SOC-45 that states “If I do not understand something in English, I ask the other person to slow down or say it again.” ( $M=4.13$ ;  $SD=.860$ ), While the less likely used item is SOC-46 that states “I ask English speakers to correct me when I talk.” ( $M=3.63$ ;  $SD=1.159$ ).

### 4.2 Discussion

According to the result that shown previously, it shows that the most used strategy is COG-15 from cognitive strategy that state “I watch English language TV shows spoken in English or go to movies spoken in English.” ( $M=4.43$ ). There are several studies in Indonesian context which includes the use of cognitive strategies as frequently used language learning strategy (Lestari & Fatimah, 2020; Tanjung,

2018). The informalities in learning language through multimedia, especially TV shows, or movie is a part of learning today. With the improvement within both teaching innovations and technology in education, the use of audio-visual as part of the media in English language learning become the most often used by international students. The increase of audio-visual as language learning strategy emphasized by the increasing use of communicative techniques (Çakir, 2006). The use of multimedia (audio-visual) also improves student motivation and excite them to learn new terms (Al Aqad et al., 2021). The reason why students heavily into multimedia as their language learning strategy is because the interesting presentation as well as how easy it is to get entertained by the shows. It is well known that multimedia use as part of language learning hold important key in stimulating and facilitate the process of language learning as foreign language context (Çakir, 2006). However, there is also another study who shows different result, for instance, a study, conducted by Tanjung (2018) shows that the use of COG-15 from cognitive strategy “I watch English language TV shows spoken in English or go to movies spoken in English.” item as strategy is on the high frequency ( $M=3.96$ ). This previous study was conducted in a different university with different respondent; thus, it presents diverse results. It implied that students’ need in learning language is also different when compared from one and another.

The lowest preference in the findings is MEM-6 from memory strategy that state “I use flashcards to remember new English words.” ( $M=2.20$ ). Studies from Lai (2009) and Warahmah et.al., (2017) also show similar results. International Program students use less memory strategy (Lai, 2009; Mawaddah et al., 2017;

Tanjung, 2018). On the international context, the comparison study has been conducted between the use of language learning strategy and English proficiency, it shows that the more proficient the student is the more they tend to less frequently use Memory strategy (Lai, 2009). With the improvement of Information and Communication Technologies (ICT) many new innovation arise throughout the education field (Başoğlu & Akdemir, 2010). Thus, the use of traditional flashcard seems to be left behind among international students and moving on into the use of mobile devices as their learning devices (Chen & Chung, 2008). However, it is shown from the previous study that the traditional flashcard tend to make students spend longer time to review the material (Sage et al., 2019). Furthermore, another study conducted in Turkey shows that the traditional flashcard got slightly lower effectiveness compared to learning method by using mobile phone or smartphone as its main device (Başoğlu & Akdemir, 2010). Although this being said, the use of mobile phones or smartphones for learning activity needs to be strictly utilized and take into focus on educational purposes (Sage et al., 2019).

Although there are several findings which identify the result of this study. There are still study that has different result compared to this research (Anthony & Ganesen, 2012; Mawaddah et al., 2017). The result shows that the most used strategy in international students context in Malaysia is Memory strategy, while on the other hand for local students in Malaysia as comparison the most strategy is compensation strategy, furthermore, both international and local students were agreeing that they less likely use social strategy as their language learning strategy (Anthony & Ganesen, 2012). The result regarding to language learning strategies

were varied across studies, the reason is because on how variety of hemisphere that affecting the style of university students' language learning, such as their learning characteristic, behavior, cultural, etc.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This Chapter will discuss about the conclusion and suggestion based on the result of this research.

#### 5.1 Conclusion

The purpose of this research is to identify the language learning strategy that is used among International Program Students. This study is using quantitative approach with Survey study as its form of research. The result of this research shows that students are most likely to undertake language learning that involves multimedia such as tv series, and movies as the result shows that COG-15 getting higher mean with  $M=4.43$ . The use of multimedia as part of language learning is also considered flexible because it is easy to access English TV series or films these days, as well as increasing students' willingness and curiosity in learning languages. However, students tend to not use flashcards as part of their language learning strategy as the result shows that MEM- 6 become the lowest mean with  $M=2.20$ . On domain strategy wise, the most used language learning strategy is metacognitive strategy with  $M=4.01$ , The least used strategy is memory strategy with  $M=3.53$ .

#### 5.2 Suggestion

Based on the result, suggestion that can be made is lecturer can take into account the use of multimedia that revolves around audio visual as part of language learning teaching strategy. The reason is because of the nature of international students' language learning behavior that tends to take English lesson as part of



their daily lives needs. That is why they try to integrate their language learning strategy with their daily lives. In order to do that international students' use tv series, or movies as media to learn English. The use of multimedia as language learning strategy is flexible and way more interesting due to unique presentation as well as how easy it is to get entertained by the shows. That is why, suggestion why lecturer should encourage more the use of multimedia that revolves around audio visual such as tv series, or movies that spoken in English is made.

However, despite of students' most used individual language learning strategy is COG-15 that involving the use of multimedia as media to learn language. Lecturer still suggested to take into account the use of another strategy domain such as memory, metacognitive, compensation, social, and affective strategy. Furthermore, overall strategy domain that international students mainly used as their language learning strategy is metacognitive strategy. Therefore, it is encouraged for lecturer to consider another strategy domain while teaching English language to international students. Hereafter, lecturer also suggested and encouraged to analyze individual students' language learning strategy and teach them based on their own language learning style, so they feel noticed by their lecturer regarding to their language learning style that suits them.

There are several limitations that happens during the research. Firstly, this research conducted as a small scales quantitative research, in which the scope of this research is small. Second, this research only conducted in one faculty in Private Islamic University in Indonesia. Third, the amount of participant who are willingly to participate in this researcher were limited. Therefore, suggestion for the next

researchers is to conduct research in qualitative scope to intensively identify language learning strategy used by international students. Another suggestion for the next researcher is to do comparative research across faculty or doing large scale research in one university scope.



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## APPENDICES

### Appendices 1. Surat Izin Penelitian



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Tanggal : 23 Desember 2021  
Nomor : 4217/Dek/70/DURT/XII/2021  
Hal : Permohonan Izin Pengambilan Data Skripsi

Kepada :

Yth. Ketua Program Studi Hubungan Internasional Fakultas Psikologi & Ilmu Sosial Budaya  
Universitas Islam Indonesia.  
Yogyakarta

*AssalamualaikumWr. Wb*

Dalam rangka mengantarkan mahasiswa untuk menjadi sarjana, maka setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut di atas diperlukan data, baik dari Instansi Pemerintah, Badan Usaha Milik Negara, Perusahaan Swasta dan Lembaga maupun individu. Selanjutnya kami mohon izin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut di bawah ini :

Nama Mahasiswa : Achmad Zaki Fitrotiy  
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Pembimbing Skripsi : Adam Anshori S.S., M.A  
Judul Skripsi :

**"Language Learning Strategies Used Among International Program Students."**

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

*WassalamualaikumWr. Wb*

Dekan Fakultas Psikologi dan Ilmu Sosial Budaya  
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Judul Skripsi :

**"Language Learning Strategies Used Among International Program Students."**

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

*WassalamualaikumWr. Wb*

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## Appendices 2. Surat keterangan selesai penelitian



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### SURAT KETERANGAN

1282/Dek/70/Div.Um&RT/VII/2022

Pimpinan Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia menerangkan bahwa:

Nama : Achmad Zaki Fitroty  
No. Mahasiswa : 18322024  
Program Studi : Pendidikan Bahasa Inggris

Telah melakukan penelitian pada tanggal 02 April 2022 sampai 22 April 2022 di Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia guna penyelesaian skripsi dengan judul "*Language Learning Strategies Used Among International Program Students.*"

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Yogyakarta, 04 Juli 2022  
Dekan,

  
Dr. Phil. Qurotul Uyun, S.Psi., M.Si.



### Appendices 3. Items, and Memory Strategies

No	Domain Memory
1	I think of relationships between what I already know and new things I learn in English.
2	I use new English words in a sentence so I can remember them.
3	I connect the sound of a new English word and an image or picture of the word to help remember the word.
4	I remember a new English word by making a mental picture of a situation in which the word might be used.
5	I use rhymes to remember new English words.
6	I use flashcards to remember new English words.
7	I physically act out new English words.
8	I review English lessons often.
9	I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.

### Appendices 4. Items, and Cognitive Strategies

No	Domain Cognitive
10	I say or write new English words several times.
11	I try to talk like native English speakers.
12	I practice the sounds of English.
13	I use the English words I know in different ways.
14	I start conversations in English.
15	I watch English language TV shows spoken in English or go to movies spoken in English.
16	I read for pleasure in English.
17	I write notes, messages, letters, or reports in English.
18	I first skim an English passage (read over the passage quickly) then go back and read carefully.
19	I look for words in my own language that are similar to new words in English.
20	I try to find patterns in English.
21	I find the meaning of an English word by dividing it into parts that I understand.
22	I try not to translate word-for-word.
23	I make summaries of information that I hear or read in English.



#### Appendices 5. Items, and Compensation Strategies

No	Domain Compensation
24	To understand unfamiliar English words, I make guesses.
25	When I can't think of a word during a conversation in English, I use gestures.
26	I make up new words if I do not know the right ones in English.
27	I read English without looking up every new word.
28	I try to guess what the other person will say next in English.
29	If I can't think of an English word, I use a word or phrase that means the same thing.

#### Appendices 6. Items, and Metacognitive Strategies

No	Domain Metacognitive
30	I try to find as many ways as I can to use my English.
31	I notice my English mistakes and use that information to help me do better.
32	I pay attention when someone is speaking English.
33	I try to find out how to be a better learner of English.
34	I plan my schedule so I will have enough time to study English.
35	I look for people I can talk to in English.
36	I look for opportunities to read as much as possible in English.
37	I have clear goals for improving my English skills.
38	I think about my progress in learning English.

#### Appendices 7. Items, and Affective Strategies

No	Domain Affective
39	I try to relax whenever I feel afraid of using English.
40	I encourage myself to speak English even when I am afraid of making a mistake.
41	I give myself a reward or treat when I do well in English.
42	I notice if I am tense or nervous when I am studying or using English.
43	I write down my feelings in a language learning diary.
44	I talk to someone else about how I feel when I am learning English.

## Appendices 8. Items, and Social Strategies

No	Domain Social
45	If I do not understand something in English, I ask the other person to slow down or say it again.
46	I ask English speakers to correct me when I talk.
47	I practice English with other students.
48	I ask for help from English speakers.
49	I ask questions in English.
50	I try to learn about the culture of English speakers.

