

**ENGLISH LANGUAGE LEARNING STRATEGIES: AN EXPLORATORY
STUDY OF MANAGEMENT AND ENGINEERING STUDENTS**

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Received: August 8, 2018

Accepted1: October 12, 2018

Accepted2 : October 15, 2018

Reviewed1: August 9, 2018

Reviewed2: October 12, 2018

Published: October 17, 2018

Abstract:

Learning English as a foreign language, especially in a formal context, leads the students to have their own strategy in order to achieve the objective of learning. The strategy is considered as a helpful way to learn English better. After all, every student has their own strategy in learning. Thus, this study presents an exploration of English language learning strategies used by management and engineering students of Universitas Teknokrat Indonesia (UTI). Subjects of the research were 70 students who take English for Business (EFB) subject majoring management and engineering study program. Data were collected through questionnaire and interview. Data were then analyzed by using descriptive analysis. The result of this study gained a platform of learning strategies used by students. As a result, Management and Engineering students showed almost the same strategy in learning English in a class.

Keywords: *Learning Strategies, English Learning, Management, Engineering*

INTRODUCTION

English is considered a foreign language in Indonesia since Indonesians do not use it for daily communication. They use Bahasa Indonesia as a means of communication. However, looking at the demand of world society which requires English as an international language, Indonesia government has considered English as the subject that students should master; it is shown as English becomes one of several subjects in National Examination at junior high school and senior high school. In Indonesia

curriculum, English has been taught for 6 years started from secondary until a higher level of education. However, learning English for more than 6 years doesn't guarantee students to be fluent in using English for communication. Besides the four basic skills of English, namely listening, speaking, reading and writing are considered as a difficult skill to learn, students need to have their own motivation or strategy during the learning process. They are not considered as successful learners if they can't communicate in English effectively as they are expected to. These conditions need to be taken seriously since having a longer time to study English does not mean they learn English well without a correct strategy in learning.

In Universitas Teknokrat Indonesia (UTI), English is also a compulsory subject for the non-English language study program in order to be in step with the government program; giving English exposure to Indonesian students. Furthermore, English also becomes a requirement for applying for jobs in companies nowadays. The UTI curriculum has offered students to have two semesters for English subject named English for Business (EFB) I and II. The objective of EFB I and II is intended to develop and enhance student's skills and knowledge about English, particularly about English in office and business context. As a result, students must pass the subjects in order to take a thesis examination. In fact, students in the same class have various level of basic English since some of them come from a different background of school and environment. So, students need to maximize their ability to accomplish their subjects by considering some factors that might affect their English language achievements.

A study conducted by Lee, and Heinz (2016) reported that they used Qualitative data such as unstructured essay writing given to 20 graduate students to obtain findings. They found that the participants frequently used metacognitive strategies to manage their learning and increase exposure to English input. The participants also emphasized the need for conscious attention to formal aspects and expressions contained in language input and efforts to internalize them. They preferred reading aloud as a particular learning strategy to develop a feel for the language, improve fluency, and acquire useful expressions. While they reported the use of exposure to English input through reading and other measures, they argued that passive exposure to English would not produce desired outcomes.

Seeing the fact that learning strategy affects the process of English learning, the researchers want to seek Management and Engineering students' learning strategy when they take EFB I. Exploring students' English language learning strategies is expected to gain what best way to teach English and the right way for students to learn English. Like so, it can improve both lecturers and students during EFB teaching and learning process in the future. Successful learners use more strategies to create learning efficacy than those who use fewer strategies to produce desirable outcomes. Language learning strategies reflect learners' application of their active and self-directed involvement. These cognitive intentions and skills assist learners in comprehending, remembering, and storing new information.

Some researchers do concern about the study of students language learning strategies. Lee (2016) who is interested in language learning strategies used by learners from different cultural background study about the development of language learning strategy since the 1970s. He found that many researchers focus on how learners process new information and what kinds of strategies they use to understand, learn or remember the information in the area of second or foreign language learning. Furthermore, Aunurrahman, Kurniawati, & Ramadhiyanti (2013) in their research about College students strategies in learning the English language in which 201 college students gave a response and found that the students made use of three major strategies in learning English. Three major strategies applied was cognitive, metacognitive and compensation strategy. Shi (2017) is interested in learning strategies and classification in education. She found that appropriate language learning strategies result from greater motivation and confidence. Strategy instructions can enhance learners' self-efficacy and autonomous learning and help learners to take responsibility for their own learning. Teachers need to provide learners access to methodological resources and appropriate learning strategies, modeling strategies, and guidance to help learners make progress and achieve academic success.

Other studies related to English language learning strategies stated by Diyono (2009) who investigate learning strategies for EFL students in developing their vocabulary mastery found that in learning a foreign language, some factors are considered such as language being learned, duration, degree of metacognitive awareness, age, sex, attitudes, personality characteristics, career orientation, language

teaching methods, and task requirements. Cheng, Chang, and Nai-Ying (2015) carried out research related to the effects of language learning strategies and learners' motivation on students' learning achievement. The assumption of the relationship between learning strategies and motivation is that motivated learners have a greater desire to seek out solutions or support from others and employ more strategies to process the new information. The results of this investigation revealed that only the memory strategies had a significant difference in the posttest of Group A on the independent sample t-test analysis. Villamizar (2014) on his study about language learning strategies and English proficiency found that the results from the data analysis show common preferences and differences among the three groups in relation with the type language learning strategies. The efficient participants used more the Social and Metacognitive strategies; however, the high proficiency participants used more the metacognitive and social strategies too. In contrast, the more effective participants preferred the compensatory and Cognitive strategies. There was a similarity between the efficient and high proficiency learners. But it was perceived that the high proficiency participants were more aware of the effectiveness of those strategies rather than the effectiveness learners.

Karekatti and Patil (2012) investigated Language Learning Strategies (LLS) used by engineering students of four engineering colleges in Ratnagiri district. The objective is to identify the learning strategies that engineering students use, Strategy Inventory for Language Learning was administered to 60 engineering students from four engineering colleges of Ratnagiri district. The students reported a greater preference for metacognitive, cognitive, compensatory and social strategies which puts them in the category of higher level learners. However, it is observed that these students do not make sufficient use of memory and effective strategies. Michae and Harris (1999) offer strategies descriptions which are categorized into six strategy types:

1) Memory strategy

Memory strategy is enabling students to learn and gain information in an orderly string through sounds, images, a combination of sound and images, body movement, mechanical- means, location. It helps learners to memorize the target language better.

2) Cognitive strategy

The cognitive strategy is enabling students to create language materials through reasoning, analysis, summarizing, synthesizing, note-taking, outlining, reorganizing information, practicing in a natural setting, reviewing sounds and images. It significantly affects the students' English language proficiency.

3) Compensation strategy

Compensation strategy is enabling students to guess from the context in listening and reading by using a synonym to complete speaking and writing skills. Gesture and pause words help learners to complete the missing knowledge. Compensation strategy helps learners by providing learning aids which might characterize how they learn a language.

4) Metacognitive strategy

The metacognitive strategy is used to manage the overall learning process. This strategy enables students to plan the task, collecting the materials, arranging the planning, supervising the error, and evaluate the task. It is significantly helpful and does affect a cognitive strategy and function as an execution of cognitive strategy.

5) Affective strategy

The affective strategy is enabling students by identifying mood and anxiety level. It helps students to determine the feeling, giving reward toward one's good performance, to employ positive self-talk, to relieve their feeling. This strategy is helpful for students to be motivated learners.

6) social strategy

Social strategy is enabling students to ask a question to get confirmation and clarification, ask for help in completing language task, make an effort to talk to native speakers, explore a culture and social norms. It is significantly helpful to understand the target language and target culture.

The objective of this study is to identify students' English language learning strategies used by Management and Engineering students who enroll in English for Business class at Universitas Teknokrat Indonesia. Therefore the research question is “ *What language strategies are used by Management and Engineering students in learning English?*”

METHODS

Design

The design of this study is a qualitative study in which the data were analyzed by using descriptive analysis.

Participants

Participants of this research were some students chosen randomly majoring Management and Engineering study program. Due to limited time, the researchers focused only to 70 participants (35 participants from management study program and the rest from Engineering study program). Both study programs were chosen by the researchers because the researchers teach English for Business I in these two classes in the first semester in UTI. English for Business I and II belong to a compulsory subject for a non-English study program. They need to be exposed on the use of English office and business context. The materials offered in this subject are English introduction, telling about a number, telephoning, customer service, telling company profile and arranging a business trip. This research focused on exploring students' learning strategies to accomplish the materials.

Instruments and types of data

The research instruments used by researchers are questionnaires and interview. The questionnaire used in this research is a close-ended questionnaire. The questionnaire was developed by constructing the theory of language learning strategies, which cover memory, cognitive, compensation, metacognitive, affective and social strategies. From the questionnaire, the students were asked to rate the frequency of learning. The criteria consist of five degrees of Likert Scales ranging

from 5-1, started from always until never. Data obtained from the questionnaire were students preferences on using certain learning strategies to support their English learning process.

Questionnaire The evaluation criteria of the questionnaire are as follows:

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- 1.00-1.50 Never used (The frequency of the use of strategy is very low)
 - 1.51-2.50 Seldom used (The frequency of the use of strategy is low)
 - 2.51-3.50 Sometimes used (The frequency of the use of strategy is moderate)
 - 3.51-4.50 Usually used (The frequency of the use of strategy is high)
 - 4.51-5.00 Always used (The frequency of the use of strategy is very high)
-

The researchers employed an interview section at the end of the semester. The interview section was intended to find out the students information in a deeper understanding of their best strategies to learn English. The interview found that the students were at the age ranged from 17-24 years old. Questions were given to strengthen their statement in questionnaire pertaining their best strategies in learning English. Lists of questions can be seen as follow:

1. How do you learn English best?
2. What do you feel before/during doing English presentation?
3. What will you do when you find difficult words to understand?
4. What do you do when your friends are presenting business?
5. what do you do to memorize the English words?
6. What will you do to complete your assignment about business?

Data obtained from the interview section were students' answers of their best strategies in learning English.

Data Collecting Technique

To gain data about the students' English language learning strategies, the researcher collected data through questionnaire and interview. The questionnaire

contained statements about their preferences towards English language learning strategies. The students were given questionnaire at the end of the semester, continue to interview session. Students were chosen randomly to be interviewed. Questions in the interview section were developed from each component of learning strategies.

Data Analysis Technique

Data obtained through questionnaire were analyzed by finding out the mean score of each of the components of learning strategies. Data from Management and Engineering students were presented in tables. Those data were then compared. The interpretation of mean score was seen from the evaluation criteria of the questionnaire as presented above. On the other hand, data from the interview were obtained from students' answer. These data were used to strengthen the result of the questionnaire.

RESULT AND DISCUSSION

Result

The data reveal that English language learning strategies used by Management and Engineering students are not significantly different. The mean score obtained by management students is 3.51 while Engineering students 3,71. Detail information of the data can be seen from the following table.

No	Domain	Mean	SD	Rank
1	Affective	3.9	1.05	1
2	Memory	3.5	1	2
3	Social	3.5	1.05	3
4	Metacognitive	3.41	1.05	4
5	Cognitive	3.4	0.97	5
6	Compensation	3.38	1.07	6
Total		3.515	1.03167	

Table 1. The overall English Language Learning Strategies used by Management Students

From table 1, it can be seen that the affective domain is the most preferable for the students. The mean score of the affective domain is 3.9. The second one is

memory strategy with the mean score is 3.5. The next one is a social strategy with the mean score is 3.5. Then, the next one is a metacognitive strategy with the mean score is 3.41, continued by the cognitive strategy with the mean score is 3.4. The last one is a compensation strategy with the mean score is 3.38.

Another variable used in this research is Engineering students. The following data show the detail result of students' English language learning strategies.

No	Domain	Mean	SD	Rank
1	Affective	4.18	0.95	1
2	Memory	3.91	0.89	2
3	Compensation	3.78	1.79	3
4	Metacognitive	3.55	1.13	4
5	Cognitive	3.5	0.99	5
6	Social	3.35	1.19	6
Total		3.71167	1.15667	

Table 2. The overall English Language Learning Strategies used by Engineering Students

From table 2, it can be seen that the affective domain is the most preferable for the students. The mean score of the affective domain is 4.18. The second one is memory strategy with the mean score is 3.91. The next one is a compensation strategy with the mean score is 3.78. Then, the next is the metacognitive strategy with the mean score is 3.55, continued by the cognitive strategy with the mean score is 3.5. The last one is the social strategy with the mean score is 3.35.

A. Affective Strategy

The affective strategy data can be seen in the following table of data.

AFFECTIVE STRATEGY	Management		Engineering	
	Mean	SD	Mean	SD
I feel happy after doing English presentation	4.19	0.32	4.38	0.24
I notice my tense and nervousness during speaking in front of classroom	4.19	0.30	4.50	0.34
I bring my note when I have to do presentation. Note makes me feel helped	4.19	0.26	4.19	0.32
I try to relax whenever I feel afraid of using English	3.94	0.27	4.29	0.22
I try to speak English to my friends	3.88	0.25	3.81	0.32
I talk to my friends about my feeling before doing presentation	3.38	0.31	4.06	0.23
TOTAL	3.96	0.29	4.19	0.28

Table 3. Affective Strategy Used by students

Having been revealed by English language learning strategies used by management and engineering students, affective strategy is the strategy mostly used to learn English. This strategy deals with feeling, positive self-talk, rewarding and reducing anxiety. Students do agree that learning English needs confidence. Being confidence is the key factor to learn a language.

The results of affective domain reveal that students feel happy after conducting a presentation in English. However, students do agree that they are nervous during the presentation. Completing presentation has led students to feel relief after delivering their materials. Some researchers do agree that students prefer to use affective learning strategy to learn the target language. The affective learning strategy is significantly related to L2 proficiency among native English speakers learning foreign languages.

Students will learn better when they have a good emotional control. It is essential that the affective strategy is used by other students who want to learn a language.

B. Memory Strategy

The memory strategy data can be seen in the following table of data.

MEMORY STRATEGY	Management		Engineering	
	Mean	SD	Mean	SD
I listen to English song to learn now vocabulary	3.44	1.09	3.63	1.15
I learn English through movie	4.00	0.89	4.44	0.63
I practice speaking English more than 5 times in a day	3.81	1.05	4.25	0.58
I add my English knowledge by correlating what I have known to what I have learnt	3.50	0.97	3.69	0.79
I try not to translate word per word into my native language	3.69	0.70	3.88	0.81
I watch English subtitled movie to learn English	3.63	0.72	3.63	1.45
I review English lesson every day	3.42	0.32	3.81	0.98
I notice my error in my English and find the correct ones	3.38	1.26	4.06	1.26
I find the meaning of English words by looking at the context	3.31	0.87	3.88	0.72
TOTAL	3.58	0.97	3.91	0.93

Table 4. Memory Strategy Used by students

Students employ memory strategy. By employing any kinds of techniques to learn a language namely listening to English sound, memorizing the vocabulary, describing images and watching films are such an effective way to learn English. Students get input from the media so that they can retrieve the knowledge. This research is also supported by the previous research conducted by some researchers. Ali, Fauznan. & Yusuf, Melor Md. (2013) found that 95.23% of the learners always choose to remember the new English words learned by memorizing the meaning in Malay. However other memory strategies were not as frequently selected by them. The learners might find memorizing the meaning of English word in Malay contributes to an increase in their English vocabulary.

C. Social Strategy

The social strategy data can be seen in the following table of data.

SOCIAL STRATEGY	Management		Engineering	
	Mean	SD	Mean	SD
I ask lecturer to repeat his/her explanation when I don't understand the materials	4.56	0.51	3.31	1.08
I practice speaking English to my friends	4.13	1.15	3.50	1.10
I ask questions in English	4.13	1.15	3.31	1.01
I ask my family to see my English performance	4.00	1.31	2.87	1.46
I read aloud to English text in my class	3.94	0.85	3.75	1.00
I ask my friends to help me speaking English	3.63	1.50	3.38	1.31
TOTAL	4.06	1.08	3.35	1.16

Table 5. Social Strategy Used by students

Management students also use social strategy. They learn English better when they frequently ask questions to their friends or lecturers if they do not understand the materials. Practicing English with other students is the best way to improve their English. Students prefer finishing their English project through group discussion. Varisglu (2016) found that students can achieve the active use of language in a social environment and within the process based on cooperative learning. It is very important that the teacher includes such activities which will bring the student to the opening of his/her language skills and which will keep him/her in a tight communication both with the teacher and the students. In order to reach absolute success in teaching and learning Turkish as a foreign language, both the teachers and the students have to make an active use of social strategies and cooperative learning.

D. Compensation Strategy

The compensation strategy data can be seen in the following table of data.

COMPENSATION STRATEGY	Management		Engineering	
	Mean	SD	Mean	SD
I try to guess the meaning of English words based on its context	4.06	4.06	3.94	0.77
When I don't know an English word, I use similar words during the presentation	4.06	0.57	4.06	0.57
I use body gestures to explain the English words during the presentation	3.88	0.34	3.56	0.63
I mention some words that correlate to English words that I don't know	3.56	0.73	3.50	0.73
TOTAL	3.89	0.55	3.77	0.68

Table 6. Compensation Strategy Used by students

Students also use a compensation strategy in Learning English as a foreign language. Students learn English unconsciously when they are able to guess difficult words or English vocabulary by seeing the context of the sentences. Employing this technique, students can get a little insight into the language. Taheri, Ali A. & Davoudi, M (2016) found that it was revealed that there is a significant relationship between the frequency of compensation strategies use and proficiency i.e. the frequency of compensation strategies use increases as the level of language proficiency develops.

E. Metacognitive Strategy

The metacognitive strategy data can be seen in the following table of data.

METACOGNITIVE STRATEGY	Management		Engineering	
	Mean	SD	Mean	SD
I always make planning for project or assignment that I have	4.13	1.15	3.56	1.03
I always discuss my English assignment to my friends	3.94	0.77	3.95	0.77
I put my attention to my friends' performance during presentation	3.88	1.02	3.69	1.01
I concern of what progress that I achieve during learning English	3.88	0.34	3.69	0.60
I read English text to complete my tasks	3.80	0.63	3.30	0.82
I try to find out how to be a better learner of English	3.75	0.68	3.38	0.81
I sing an English song to practice my tongue	3.75	0.68	3.56	0.73
I try to practice speaking with my friends	3.69	0.79	3.44	0.81
I text my lecturers by using English	3.63	1.09	3.44	1.03
TOTAL	3.83	0.80	3.55	0.85

Table 7. Metacognitive Strategy Used by students

The next strategy used by both management and engineering students is a metacognitive strategy. Through this strategy, students employ planning toward their work. Then the students tend to evaluate their mistakes and make friends to get an opportunity in learning English and share their ideas in English. Lee, J. & Heinz, M. (2016) found that the participants reported the frequent use of metacognitive strategies to manage their learning and increase exposure to English input. They preferred reading aloud as a particular learning strategy to develop a feel for the language, improve fluency, and acquire useful expressions. While they reported the use of exposure to English input through reading and other measures, they argued that passive exposure to English would not produce desired outcomes.

F. Cognitive Strategy

The cognitive strategy data can be seen in the following table of data.

COGNITIVE STRATEGY	Management		Engineering	
	Mean	SD	Mean	SD
I say and write new English words several times	4.13	0.65	3.38	0.96
I discuss materials with friends by using English	4.06	0.57	3.81	0.66
I use a notebook to make a list of different words	4.06	0.57	3.63	1.02
I use the Internet to browse the materials	3.94	0.77	3.63	0.89
I speak English by considering correct grammar	3.88	0.34	3.63	0.62
I notice my friends' error in pronunciation and I try to correct it	3.88	1.20	3.31	1.14
I create questions by using the correct grammar of English	3.88	1.20	3.50	1.03
I aware of my pronunciation	3.63	1.09	3.19	1.17
I repeat my utterance when I find an error	3.56	0.73	3.44	0.73
TOTAL	3.88	0.78	3.77	0.91

Table 8. Cognitive Strategy Used by students

The cognitive strategy enables students to practice English sound and discuss the materials with friends by using English. Then, students use a book to obtain more knowledge about English. Since they can get easy access to the internet, students find out the materials from the internet and make a list of difficult words in their notebook. This is done to enrich their vocabulary. Ali, Fauzinan. & Yusuf, Melor Md. (2013)

found that students applied cognitive strategy which is watching English Language TV shows or going to movies spoken in English. This particular strategy might have helped them to get exposure to English Language and provide an indirect training on listening skills.

The Researchers did interview section to obtain a more valid data. The result of interviews was:

1. How do you learn English best?

“Saya biasanya belajar Bahasa Inggris dari dengerin lagu. Lagu yang berbahasa Inggris. trus saya cari tau arti kata bahasa Inggris itu di internet.” (I usually learn English through English song. Then, I find out the meaning of English song in Internet) -S1-

“Saya suka menonton film yang berbahasa Inggris. Kan ada subtitle yang berbahasa Indonesia. Jadi saya bisa belajar dari situ”. (I like watching English movie. I can learn English from the subtitle” -S2-

2. What do you feel before/during doing English presentation?

“I feel happy. I have no more burden”-S3-

“I feel nervous. But, I bring a note to help me if I forget my topic” -S4-

“Saya merasa tertantang. Saya harus bisa menyelesaikan tugas dan presentasi saya dengan baik. Saya sudah menyiapkannya dari jauh-jauh hari. Jadi saya harus maksimal selama presentasi” (I am challenged to finish the presentation. I have been preparing the task for solong. So, I have to be maximal during my presentation)-S5-

3. What will you do when you find difficult words to understand?

“I will ask my lecturer or my friends” -S6-

“I will check the words in dictionary”-S7-

“I will guess the meaning based on the context”-S8-

4. What do you do when your friends are presenting business?

“saya perhatikan ms. Karena saya ingin menambah point dengan memberikan pertanyaan”. (I pay attention on their presentation because I could get additional score on it) -S9-

5. What do you do to memorize the English words?

“*Saya gunakan untuk membuat kalimat berbahasa Inggris, ms*”. (I use to create English sentence)-S10-

“I write my English words on my notebook” –S11-

6. What will you do to complete your assignment about business?

"I make planning. I find the material and put them on powerpoint presentation".- S12-

Discussion

The data showed that students from both study programs used strategies which were affective, memory, social, metacognitive, cognitive, and compensation language learning strategies. Moreover, language learning strategy can also different base on the study program. Thus, the most common language learning for management students and engineering students are different.

Pineda (2010) also did an exploratory study to identify learning strategy for students who learned six foreign languages in university as a non-compulsory subject. The result of the study showed that the students prefer translation from their mother tongue in learning a foreign language which is Spanish. However, in this study, the researchers do not identify more about the effect of students' mother tongue since they have a different mother tongue, such as Lampungese, Javanese, Sundanese, Batakese, and many more.

Naif, Ahmed H & Saad, Noor Saazai Mat (2017) explore the use of the language learning strategies by a number of adult Arabs learning FSL in Finland to issues and difficulties related to the learning process encountered by this category of learners. 30 (20 male and 10 female) adult Arab FSL learners taking the beginning level course in Finnish at Helsinki School for Adult Learners participated. The results showed that adult Arab learners of Finnish used the language learning strategies at a medium level with the average of ($m=3.25$). The results also showed a number of challenges that impede their second language learning process like the low literacy level of the learners, lack of communication with the Finnish society, and difficulties in reading and writing in Finnish.

Overall, this study is limited in terms of the number of respondents and the aspect being investigated. It is not a wise decision to generalize the result of this research since this research is only applied for particular subjects. It is suggested that some more case study do deep investigation toward the effect of language learning strategies on the students L2 proficiency. Moreover, the subjects should be made broader.

CONCLUSION

In conclusion, students from both study program, management and engineering used many learning strategies in learning English. Those learning strategies were affective, memory, social, metacognitive, cognitive, and compensation language learning strategies. Furthermore, students from both study program learned English better by using affective strategy which meant that they employed feeling in learning English. However, since the researchers do not do an in-depth study about students' strategy their achievement in English class, it is suggested that other researchers do a deep investigation on the correlation of affective strategy to students' English language proficiency.

ACKNOWLEDGMENT

This research was supported by Universitas Teknokrat Indonesia. We also thank our colleagues from Fakultas Sastra dan Ilmu Pendidikan who provided insight and expertise that greatly assisted the research.

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