



## Student Learning Strategies in Second Language Acquisition of English: Empirical Study of Private University Student in Pandeglang District

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### ABSTRACT

The importance of learning English as a foreign language or second language in the university environment, as it is known that English is a widely spoken language all over the world, however, inefficient learning of English is a tremendous problem for many English departments in the English language. Apart from the linguistic environment, the lack of an effective strategy guide is also one of the main factors causing this problem. To find out whether the use of language learning strategies helps the speaking ability of students in English departments or not, in this study, fifteen students in English departments were surveyed with a questionnaire about learning English and using their strategies. It was found that most students in this private university used metacognitive learning strategies with an index of 3.80, and compensation and affective strategies were used the least with an index of 2.67 while cognitive strategies were used almost frequently but sometimes memory and social strategies were used by students a private university student in English departments in this Pandeglang district. In other words, the use of learning strategies helps students' English skills there. Therefore, to improve students' English, this paper proposes that lecturers systematically guide students in learning strategies.



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### INTRODUCTION

Learning strategies have an important role that is quite large in teaching and learning activities, both lecturers (teaching methods) and students (learning methods). Strategy is a series of activities that must be carried out to achieve certain goals. Learning is a process of understanding certain material. Thus, the learning strategy is a series of activities carried out to understand the material. As humans, we need lifelong learning. When a person stops learning that's when he stops growing. Learning is not only in college, but learning also occurs in life. In achieving success in life, one must have an effective strategy. No exception when studying in higher education, as students must also have effective and efficient learning strategies.

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Thus, the strategy in language learning used by students is to allow students to use meaningful contextual language and participate in realistic interactions as active independent involvement. Furthermore, applying good learning strategies helps students to improve their communicative skills; (Lessard-Clouston, 1997, p. 3) has confirmed that learning strategies contribute to the development of students' communicative competence, according to (Chamot, 2004, p. 14) learning strategies are thoughts and actions used by students to achieve a learning goal. And also, according to (R. L. Oxford, 2003, p. 2) Learning strategies are defined as "certain actions, behaviors, steps, or techniques, such as finding a conversation partner or encouraging oneself to overcome difficult language tasks, used by students to enhance their learning itself". This means that students with good language learning strategies will be able to achieve success in learning their language. The relationship with language is the acquisition of a second language or English. Quoted from (Spada & Lightbown, 2010, p. 112) the acquisition of a child's first language begins at birth and continues until puberty, and at about age 12, Chomsky's theory in the acquisition device, a child cannot acquire another language, he only can learn a second language or a foreign language. In this context it is the second language of English.

In the second language, the acquisition of English, which is what is learned in class, is still an important issue in the success of a student in the Pandeglang district. In the context of Pandeglang, students in Pandeglang are raised in the regional language, namely Sundanese, and the second language is Indonesian and/or a foreign language, namely English that is obtained at school, college, or outside official institutions, such as other foreign language courses. Thus, in the context of a university where learning English is a second language acquisition in Pandeglang district. Considering that Pandeglang district is a district that was once awarded the title of "underdeveloped area" in 2015, there are disparities in quality, human resources between regions, differences in capabilities, the economy between regions, and the unequal availability of infrastructure between regions (Ardiyansah, 2020, pp. 3-4).

As it is known that English is a language that is widely spoken all over the world it plays an important role in equipping our young students with the necessary skills apart from providing greater access globally which will drive the growth of our country's economic development. However, there are still students who are unable to use English competently due to lack of interest and low proficiency levels, coupled with the environment and other factors that influence it.

Thus, language learning has become an important issue in the world of education, many factors affect language learning, from cognitive, psychological, sociological factors, and so on, several studies have been conducted to investigate several factors, such as motivation, talent, etc. (Dörnyei & Skehan, 2003, p. 598) stated, this factor is considered as an important factor involving individual differences in language learning (individual differences in second language learning). Several previous studies have explored learning strategies and the influence of learning strategies in learning English.

These studies show that learning strategies play a significant role in the language learning process. It is therefore clear that many studies have examined which language learning strategies can achieve successful learning. However, in addition to the importance of learning strategies, it is necessary to explore what learning strategies are used by students. Based on many previous studies, those students do not use as many strategies as they can to support their learning of English second language. Given that studies have shown a close correlation between English second language acquisition learning strategies and proficiency which implies that more proficient students outperform their less proficient counterparts in the task.

### **Student Learning Strategies**

Students are well planned to "monitor their learning success" and increase their "learning potential (Kumaravadivelu, 2006, pp. 171-174) state that students experience more meaningful and practical learning if they know how to learn. This means that if students know how to learn the materials

provided by lecturers then they will get a different experience. Positively, they consider the content of the learning challenging and meaningful to them. However, undeniably, every student has a learning strategy. But Students will find it difficult to be independent in their learning if they do not recognize, plan, manage, and evaluate the learning process.

That's why maintaining ideal conditions as mentioned earlier is not an easy thing to do because lecturers should be role models in introducing new strategies and certainly more trying to provide opportunities for students to have "multiple practices" to develop the autonomy of learning their language (Chamot, 2008, p. 109).

Related to efforts to recognize student learning strategies, there are various descriptions regarding the definition of language learning strategies. Scholars have discussed it from different angles. According to (Derry & Murphy, 1986, p. 2) defines a learning strategy is "a collection of mental tactics used by an individual in a particular learning situation to facilitate the acquisition of knowledge or skills". (Rubin, 1987, p. 22) states that language learning strategies "are strategies that contribute to the development of language systems built by learners and directly affect learning". Then, according to (R. Oxford & Crookall, 1989, p. 405) Learning strategies are steps taken by language students to facilitate the entire process of obtaining, storing, retrieving, or using linguistic information. And also (O'malley et al., 1990, p. 1) then define language learning strategies as "specific thoughts or behaviors that individuals use to help them understand, learn, or store new information". Besides, A learning strategy that is effective and valued in one learning context may well be deemed inappropriate in another context (Gu, 2003, p. 14),

Based on the explanation above, it can be known that learning strategies are what students do to complete a learning task and enable effective learning.

### **Second Language Acquisition**

Students or learners become more advanced the longer they are immersed in the language they learn and the more time they spend reading voluntarily because the main factor driving the SLA seems to be the language input accepted by the learner. The input hypothesis developed by linguist Stephen Krashen theorizes that understandable input alone is necessary for the acquisition of a second language. Krashen makes the difference between language acquisition and language learning (learning-acquisition distinction). Krashen (1982, p. 7) claims that acquisition is a subconscious process, whereas learning is a conscious process. According to this hypothesis, the acquisition process in the second language (L2) is the same as the acquisition of the first language (L1) (Krashen, 1982, Chapter 1), on the other hand, refers to conscious learning and analysis of the language studied. According to (Gass, 2013, p. 7) Acquisition of a second language refers to what learners do; it does not refer to the practice in language teaching, although teaching can affect acquisition.

Based on the explanation above that the second language refers to any language learned other than one's first language; although the concept is called the acquisition of a second language, it can also combine third, fourth, or subsequent language learning

### **Significance for second language and learning strategies**

Learning strategies can help language learners to make their learning more efficient and fun. Then, according to (R. L. Oxford, 1993, p. 18) Language learning strategies are "specific actions, behaviors, steps, or techniques that students (often intentionally) use to improve their progress in developing second language skills. Then, (Cohen, 2014, p. 8) defines that a learning strategy as "consciously selected steps or actions by learners to improve second language learning, its use, or both. Thus, learning a language is a challenging task and is daunting for many people who cannot master a second language even though they have devoted a lot of time and effort to it. Besides, (R. L. Oxford, 1990) to acquire a second language, learners must take a lot of both declarative knowledge and procedural skills and during the learning process, language learning strategies are an important tool for self-learning and active learners to develop communicative competencies

and general linguistic skills. Learning strategies can help language learners to make their learning more efficient and fun.

### **Characteristic of language learning strategies**

Although the definition words of language learning strategies proposed by different scholars vary, there are some common points behind them, which are very important. Oxford summarizes the general points of language learning strategies as follows:

1. Contribute to the main goal, communicative competence.
2. Allow learners to become more self-directed.
3. Expand the role of teachers.
4. Are problem-oriented.
5. Are specific actions taken by the learner
6. Involve many aspects of the learner, not just the cognitive.
7. Support learning both directly and indirectly.
8. Are not always observable.
9. Are often conscious.
10. Can be taught.
11. Are flexible.
12. Are influenced by a variety of factors (R. L. Oxford, 1990, p. 9)

### **Categories of Language learning strategies**

Oxford (1990) presents an often quoted taxonomy, known as Strategy Inventory for Language Learning (SILL). Oxford first drew a general distinction between direct strategy and indirect strategy, as Rubin did (Rubin, 1981) (Rubin, 1987); Direct strategies "directly involve the target language in the sense that they require the mental processing of language", (R. L. Oxford, 1990, p. 37) There are three main groups of direct strategies: memory strategies, cognitive strategies, and compensation strategies. Each strategy group processes languages differently and for different purposes.

Indirect strategies, on the other hand, "provide indirect support for language learning through focus, planning, evaluation, seeking opportunities, controlling anxiety, improving cooperation and empathy and other means" (R. L. Oxford, 1990, p. 151). The three indirect strategy groups are metacognitive strategies, affective strategies, and social strategies.

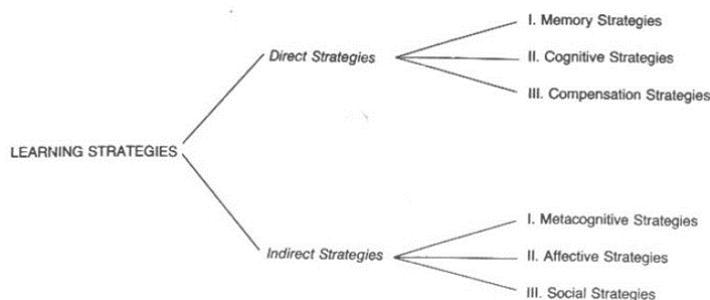
Each of these six strategy groups is further broken down into two levels with the first level including nineteen sets of strategies and the second level including a total of sixty-two specific strategies. It is a very comprehensive taxonomy of language learning strategies and has been used in a large number of studies in different countries. Despite some criticism that group categorization of strategies in Oxford strategy taxonomy is sometimes not sharp and clear, it is important to note that language learning strategies are, whether direct or indirect, affective, cognitive or social, interconnected and supportive. Among them are;

- 1) Memory strategies are strategies that can help learners learn and memorize language knowledge in a variety of techniques and methods. Memory strategies are considered the most basic strategies.
- 2) Cognitive strategies are the mental strategies that make learners understand a new language by a variety of useful means. Such strategies are a varied lot, ranging from repeating to analyzing expressions to summarizing. Cognitive strategies help learners to use more language or learn more efficiently. These strategies can directly facilitate learning so that they can help achieve certain learning objectives. With all its variations, cognitive strategies are united by a common function: manipulation or transformation of the target language by learners.

- 3) Compensation strategies can help learners learn and use new languages when they lack language knowledge. For example, when students don't know how to express a new word, they choose to use body language as a compensation strategy at this time.
- 4) Metacognitive strategies are self-monitoring and self-organizing activities, focusing on reading processes and products. They are the learner's awareness and understanding of their psychological state. Metacognitive strategies, on the other hand, help learners to plan and monitor their learning. They help students become more independent and personalize their learning by allowing them to take control of the learning process. Besides, social and affective strategies can help keep learners motivated and overcome the frustration of learning a new language.
- 5) Affective strategies refer to a student's emotional state, for example, their emotions, attitudes, and grades. This is very helpful for students to develop confidence and control their emotions and learning attitudes.
- 6) Social strategies are used by learners who try to practice spoken English at all types of social events. Social strategies can provide more social contacts for language learners. (See the figure)

As discussed earlier, language learning strategies play an important role to help learners recognize and effectively organize their cognitive learning activities and improving language learning efficiency. This paper mainly holds the Oxford classification, which is widely used and involves thousands of students (Ellis & Ellis, 1994, p. 539).

Figure 1 Diagram of the strategy system



Therefore, based on the above figure, it can be seen that these categories of Oxford language learning strategy are more comprehensive, detailed, and systematic than others. Moreover, these strategies become the main source underlying research called Oxford's Strategy Inventory for Language Learning (SILL).

## METHOD

The study was conducted in September 2021 at a private university in the Pandeglang district with English education departments in the 2018 and 2019 academic batches. Empirical studies are this type of research; empirical research is defined as any research in which the conclusion of the research is taken strictly from concrete empirical evidence, and therefore "verifiable" evidence.

In today's world, the word empirical refers to data collection using evidence collected through observation or experience or by using calibrated scientific instruments. All of the above origins have one thing in common: the dependence of observations and experiments to collect data and test it to come to conclusions <https://www.questionpro.com/blog/empirical-research/>.

The authors use quantitative research methods, as they help in analyzing the collected empirical evidence. Using this research can find out if the hypothesis is supported or not. In the quantitative research method, survey research generally involves a large audience to collect a large amount of data. According to (Gay et al., 2011, p. 184) explain that descriptive research is important because surveys are abundant in educational research and are used by many authors as an investigative

tool to collect data to answer educational questions. Besides, according to (Creswell & Creswell, 2017, pp. 145–146) defined survey is a procedure in a study in which researchers survey a sample or entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population.

Because this research emphasizes the types of language learning strategies used by private college students in the Pandeglang district and student language learning strategies in English learning. Therefore, to answer research questions, researchers use a descriptive statistic research design. As can be known explanation above that descriptive study research describes populations and phenomena that occur in real. The insights studied are related to the learning strategies of English students.

A sample is the group of people who take part in the investigation. The people who take part are referred to as “participants”, In other words, that General's ability refers to the extent to which we can apply the findings of our research to the target population we are interested in. In sampling theory, the authors used purposive sampling. Using purposive sampling is a suitable way to collect sample data when we look at data (students) on certain characteristics or traits in having English skills. According to (Creswell & Creswell, 2017), he stated that purposive sampling is used for homogeneous data sampling. He also stated that the purpose of using purposive sampling is to get the best data from the selection of which data can be useful for this study. The requirement for selecting a sample has been done by the author. The participants of this research were focused on the students of the private campus of the Department of English Education in the Pandeglang district.

The participants are students in English education departments from private universities in Pandeglang Regency. Fifteen students took part in this survey, all from the 2018 and 2019 academic batches taught by the same lecturer in English using purposive sampling. The participants were selected based on their different academic levels. The right number of participants is 7 students from academic batches 2018, and 8 students, from academic batches 2019.

The main data collection instrument used in this study was Oxford (R. L. Oxford, 1990) Strategy Inventory for Language Learning (SILL) was used to investigate students' learning strategies. However, with some modifications to fit the objectives of the study. The data in this study was collected using questionnaires. The Strategy Inventory for Language Learning (SILL) questionnaire (Oxford, 1990) was used to investigate students' learning strategies. In total, the SILL questionnaire had 30 items and each subcategory consisted of cognitive, memory, metacognitive, compensation, affective, and social strategies. In the SILL, language learning strategies are grouped into six categorized of assessment: (a) memory strategies (5 items) which represent remembering effectively, (b) cognitive strategies (5 items) which represent using mental process, (c) compensation strategies (5 items) which represent compensating for missing knowledge, (d) metacognitive strategies (5 items) which represent organizing and evaluating the learning, (e) affective strategies (5 items) which represent managing emotion, and (f) social strategies (5 items) which represent learning with others.

Table 1 The Structure and the Main Content of the Questionnaire

No.	Category	Main Idea
1	Memory Strategies	Remember something (1-5)
2	Cognitive Strategies	Employ the mental processes (6-10)
3	Compensation strategies	Making up for missing knowledge (11-15)
4	Metacognitive strategies	Organize and evaluate the knowledge (16-20)
5	Affective strategies	Manage the emotion (21-25)
6	Social strategies	Learn English in others (26-30)

The table clearly showed the structure of the questionnaire. This questionnaire uses a five-point Likert scale. The options of every question are as follows: (1 = never, 2 = rarely, 3 = sometimes, 4 = always). Students were asked to respond to each item according to their honest answers. The Questionnaire data was collected and input in the computer, and then was analyzed by SPSS Software. Thirty-five English education departments are surveyed, and thirty questionnaires are valid.

The authors checked the validity and reliability of the questionnaire. Before gaining the data through the questionnaire. The participants were asked to fill in the SILL or (Strategy inventory language learning) questionnaire by Oxford 1990 theory. The population; Thirty learners; of the English Education Department chose randomly that participate in the pilot study. And the sample of participants is fifteen. Thus, the result measured the reliability of the answers. The author uses the two variables that are the mutual information or more called total correlation (Watanabe 1960); is one of several generalizations of the mutual information. According to his; The Mutual Information (MI) (Watanabe, 1960): of two random variables; is a measure of the mutual dependence between the two variables. The concept of mutual information is intimately linked to that of entropy of a random variable, a fundamental notion in information theory that quantifies the expected "amount of information" held in a random variable (Watanabe, 1960, pp. 66–82). To know the correlation is significant or not, we must know the value T Distribution (and the associated t scores), which are used in hypothesis testing when you want to figure out if you should accept or reject the null hypothesis (Spiegel, 1991, pp. 116–117). For most T-distribution questions, "you'll usually be given all of the information you need to plug into the calculator and retrieve the T score" it's stated by (Beyer, 1978, p. 378) and You might be asked to find the area under a T curve, or (like Z scores), you might be given a certain area and asked to find the T score (Fisher, 1948).

Furthermore, the instrument be tested about the validity and reliability after conducting the test by using SPSS.22. And the validation of this instrument gets the valid instruments, the process used to measure the validity of construction and internal instrument are made based on the indicators used. The trial test is done with a sample of 15 participants, or respondents. Based on the try out which is 15 participants or respondents, there are 30 valid questions. The analysis result of that the valid items can be seen in correlated item- Total correlation which is more than 0, 05. In the end, 30 questionnaires were collected totally, and all of them were valid. The analysis result of this instrument is using SPSS. 22. Can be seen in table 2 as follows;

Table 2 The SPSS output the questionnaire validity testing Correlations

		Memory Strategies	Cognitive Strategies	Compensation Strategies	Metacognitive Strategies	Affection Strategies	Social Strategies
Memory Strategies	Pearson Correlation	1	.242	.462	.101	.158	.012
	Sig. (2-tailed)		.384	.083	.720	.574	.967
	N	15	15	15	15	15	15
Cognitive Strategies	Pearson Correlation	.242	1	.046	.318	.309	.319
	Sig. (2-tailed)	.384		.869	.248	.263	.247
	N	15	15	15	15	15	15
Compensation Strategies	Pearson Correlation	.462	-.046	1	.426	.463	.065
	Sig. (2-tailed)	.083	.869		.114	.082	.817
	N	15	15	15	15	15	15

Metacognitive Strategies	Pearson Correlation	.101	.318	.426	1	.359	.419
	Sig. (2-tailed)	.720	.248	.114		.188	.120
	N	15	15	15	15	15	15
Affection Strategies	Pearson Correlation	.158	.309	.463	.359	1	.109
	Sig. (2-tailed)	.574	.263	.082	.188		.700
	N	15	15	15	15	15	15
Social Strategies	Pearson Correlation	.012	.319	.065	.419	.109	1
	Sig. (2-tailed)	.967	.247	.817	.120	.700	
	N	15	15	15	15	15	15

Table 3 Scale of All Variables

Case Processing Summary			
		N	%
Cases	Valid	15	100.0
	Excluded <sup>a</sup>	0	.0
	Total	15	100.0

a. Listwise deletion based on all variables in the procedure.

Whereas, To measure the reliability of the questionnaire as an instrument of this study, the authors used the Statistical Packages for the Social Science (SPSS) version 22. After finding the reliability, the author used the standard of reliability of the questionnaire, or be called Cronbach’s alpha theory, (Cronbach, 1951) coefficient alpha is the most common test score reliability coefficient for single administration (i.e., the reliability of persons over items holding occasion fixed): (see on table 3.)

Table 4 Interpretation table

Points	Interpretation
$\alpha \geq 0.9$	Excellent
$0.7 \leq \alpha < 0.9$	Good
$0.6 \leq \alpha < 0.7$	Acceptable
$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

Based on the analysis result of the calculation by using SPSS 22. The analysis result of this instrument can be seen in Table 5 as follows:

Table 5 Reliability Statistics

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.727	.748	30

Thus, the result of  $\alpha$  (reliability) was 0,727 and showing that the reliability of the instrument was Good. Therefore, the authors conclude that the test measurement in this research is reliable.

**The technique of Data collecting**

In collecting the data needed in this study, the writer required some steps:

1. Asking permission to conduct the study.



2. Distributing the questionnaire to 15 students taken in the English education department in 2018 and 2019 academic batches.

Primary data from questionnaire sheets that are given directly via google form from social media to participants. Which the questionnaire contains statements and answers to the checklist that have been prepared is selected. Thirty items use the Likert Scale where. Four points are representing a given response. Point 1 is "never", point 2 is "rarely", point 3 is "sometimes", and point 4 is "Always".

The researchers then asked participants to provide the required demographic information such as their name, age, gender, and batches academic years university, when answering the questionnaire. In addition, the age of researchers use ranges ranging from "19-20 years", "21-22 years", "23-24 years", and "25 years" for easy classification.

Descriptive statistics including frequency, average, standard deviation, and ranking, are applied to investigate data and use language learning strategies. After that, to calculate the most frequent use of strategies and the least use of strategies, a study followed by Oxford (1990) ranged scores to categorize learning strategies into three scales: (1) 'high usage' (3.5-5.0), ( 2) 'Moderate use' (2.5-3.4), and 'Low use' (1.0-2.4) (R. L. Oxford, 1990, p. 300).

Table 6 Oxford range scores

Frequently (OXFORD 1990)	
3.5-5.0	High Frequently
2.5-3.49	Moderate Frequently
1.0-2.49	Low Frequently

Besides, processing data obtained through questionnaires using Microsoft Excell 2007. The author scores each answer in the questionnaire. The score is from four to one; Always (4), Sometimes (3), Rarely (2), Never (1). Calculation of questionnaires through Statistics Package for Social Sciences (SPSS) version 20.0. Then, the author presented the data from the questionnaire in a form of a table, in the data discussion, the author discussed the result and also related them with the experts' theory.

**FINDINGS**

This section, There are two sections highlighted in this section. They are findings and discussions. The findings focus on demographic information, overall descriptive statistics of all items available in the questionnaire, frequency of each item, frequency of strategies regarding gender, academic force, and student age. Then, the findings are discussed in detail to answer research questions.

Table 7 The demographic background of the surveyed participants; Batches, age, and gender.

Batches					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2018	8	53.3	53.3	53.3
	2019	7	46.7	46.7	100.0
	Total	15	100.0	100.0	
Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	19	3	20.0	20.0	20.0
	20	1	6.7	6.7	26.7
	21	5	33.3	33.3	60.0
	22	3	20.0	20.0	80.0
	23	1	6.7	6.7	86.7

	24	1	6.7	6.7	93.3
	25	1	6.7	6.7	100.0
	Total	15	100.0	100.0	
<b>Gender</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Male	5	33.3	33.3	33.3
Valid	Female	10	66.7	66.7	100.0
	Total	15	100.0	100.0	

Based on Table 4. it was seen that of the 15 participants, (53.3%) came from students of the academic batch of 2018, while the remaining (46.07%) of the students of the academic class of 2019. The table shows the age distribution of participants. Of the 15 participants, (20%) were students with the age of 19, (6.07%) are students with the age of 20 years, (33.03%) are students with the age of 21 years, (20%) are students with the age of 22 years, there is another (6.07%) are students with the age of 23 years, and another 6.07% are students with the age of 24 years, and the remaining (6.07%) are students with the age of 25 years. Thus, the age of the dominant participants was between the ages of 19, 21-22 years (46.06%). Then, the survey participants in this study were departments of participants were women (66.7% of 15 students) and men (33.3% of 15 students). This is due to the gender distribution inequality of students in the English Department at private universities in Pandeglang district.

The author discusses and explains about language learning strategy used by students of private university students in the Pandeglang district, of the 2018 and 2019 academic batches specifically. The authors derived the data from the SILL (Strategy Inventory Language Learning) by Oxford (1990) Theory for six strategies through the questionnaire. The description of the data taken from the questionnaire is presented in the table which describes the number of students who used the learning strategy below:

Table 8 The descriptive statistics of all items

Items	Statement	Mean	SD
1	I use new English words in a sentence so I can remember them.	3.13	0.64
2	I connect the sound of a new English word and a picture or picture of the word to help remember the word.	3.13	0.64
3	I use pocket note cards to remember new English words.	2.93	0.884
4	I remember a new English word by creating a mental picture of situations in which it might be used	2.93	0.884
5	I remember a new English word or phrase by remembering its location on the page, on the blackboard, or a street sign	3.27	0.458
6	I say or write new English words several times	3.67	0.488
7	I try to speak like a native English speaker.	3.53	0.516
8	I watch English TV shows spoken in English or watch movies spoken in English.	3.13	0.516
9	I find the meaning of any English word by dividing it into parts that I understand.	3.4	0.737
10	I summarize the information I hear or read in English.	3	0.655
11	I make up new words if I don't know the right words in English.	2.93	0.799
12	I'm trying to guess what other people will say next in English.	2.73	0.961
13	When I can't think of a single word during a conversation in English, I use gestures.	3.33	0.816
14	To understand unfamiliar English words, I'm guessing.	2.93	0.704

15	I read English without looking for every new word.	2.67	0.9
16	I see my English mistakes and use that information to help me get better.	3.67	0.488
17	I plan my schedule so that I have enough time to study English.	2.93	0.594
18	I have a clear goal to improve my English skills.	3.53	0.516
19	I'm trying to figure out how to become a better English learner.	3.67	0.617
20	I think about my progress in learning English.	3.8	0.414
21	I push myself to speak English even when I am afraid of making mistakes.	3.67	0.488
22	I talk to other people about how I feel when I learn English.	3.2	0.676
23	I notice if I am tense or nervous when I am studying or using English.	3.2	0.862
24	I give myself a prize or reward when I succeed in English.	2.67	0.724
25	I try to relax whenever I feel afraid to use English.	3.27	0.799
26	I practice English with other students.	3.27	0.799
27	I asked a question in English.	3.07	0.594
28	I'm trying to learn about the culture of English speakers	3.07	0.704
29	If I don't understand something in English, I ask the other person to slow down or say it again.	3.53	0.64
30	I ask English speakers to correct me when I speak.	3.27	0.799

Table 5 shows the overall descriptive statistics of participants' responses. The learning strategies mostly chosen are metacognitive, = 3.80 whereas the least one is compensation, and affective, mean = 2.67.

**Data Analysis**

Questionnaires were distributed to 15 students of the 2018 and 2019 English Language Education Department who came from private universities in the Pandeglang district. It consists of 30 statements which are divided into 6 categories of language learning strategies, namely memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. Each number of questionnaires was written in Indonesian to avoid misinterpretation and to make it easier for respondents to fill out the questionnaire. After getting the data from the questionnaire, the data is calculated.

The author uses a questionnaire to collect SILL or Strategy Inventory Language Learning by Oxford (1990) data. The results of the analysis were analyzed using SPSS to get the right analysis results. In this section, the mean and standard deviation for the overall use of learning strategies in SILL are presented to provide an overview of the learning strategies used by students of the 2018 and 2019 academic forces. Furthermore, the mean and standard deviation for the six categories and all strategy items in the SILL are also presented to determine the learning used by individuals, as follows;

Table 9 The frequency learning strategy used by 2018 academic year students and 2019 academic year students

Batches	N	Min	Max	Mean	SD
Academic 2018	7	2.32	3.45	(2.93) Moderate Frequently	0.33
Academic 2019	8	2.51	3.33	(2.43) Moderate Frequently	0.47
Total	15				

The mean score between 3.5 and 5.0 indicates the learning strategy is highly used by the participants. Meanwhile, the average score between 2.5 and 3.4 indicates that the learning strategies are quite used by the participants, and the average score which is less than 2.4 indicates that the learning strategies are rarely used by the participants.

Based on the results of the research above, it can be seen that the 2018 and 2019 academic forces in both and individually are moderate users of learning strategies. The findings according to the category of learning strategies used by students of the two academic generations can be seen below:

Table 10 The frequency Learning Strategy Based on Oxford Learning Strategy Category Used 2018 academic year students and 2019 academic year students

Statement	Mean	SD	Strategy	Rank
Memory	2.567	0.360	Moderate	5
Cognitive	2.783	0.263	High	2
Compensation	2.433	0.421	Moderate	6
Metacognitive	2.933	0.294	High	1
Affective	2.667	0.244	Moderate	4
Social	2.7	0.373	Moderate	3

Table 7 shows the frequency of participants' responses to the overall strategy they used. A commonly used strategy is metacognitive which obtains 2,933. While the least strategy is compensation and reaches a mean of 2,667.

### CONCLUSION

Based on the result, it can be seen that metacognition is most dependent on the learning strategies used by students at private universities in Pandeglang Regency batch 2018 and 2019. Compensation and affective strategies are least used by students in private universities. Pandeglang Regency batch 2018 and 2019.

Besides, the results also show that metacognitive and cognitive strategies are the most preferred strategies used individually by students from two academic strengths. However, the strategies used the least by students from the two academic generations were different. 2018 school year students use social strategies as a rare strategy. And the 2019 school year students rarely use memory strategies.

To familiarize the learning strategy among students in Indonesia, lecturers and the academic community in the department can make the following efforts: include language learning strategies in the curriculum by paying attention to the general description of the course, the content of the course, learning methods, and evaluation data, then ask students to apply their strategies not only to the teaching and learning process inside but also outside the classroom; develop the awareness of lecturers in designing learning that meets the needs of students, or implement LLS instructions through the use of certain models such as those proposed by Grenfell and Harris; (Grenfell & Harris, 2002).

Overall, the conclusions of this study show future research areas that emphasize the design of language learning strategy instructions regarding their level of education.

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