

## The Analyses of Learning Strategies in English as a Second Language: Theoretical Classification and Measurement Test

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### Abstract

Gaining English language learning effectively has been discussed all years long. Similarly, Learners have various troubles outcomes in the learning process. Creating a joyful and comfortable situation must be considered by learners. Thus, the implementation of effective learning strategies is certainly necessary for English learners. This descriptive study has two purposes: first, to introduce the classification and characterization of learning strategies such as; memory, cognitive, metacognitive, compensation, social, and affective strategies that are used by learners in the classroom and second, it provides some questionnaires item based on Strategy of Inventory for Language Learning (SILL) version 5.0 that can be used to examine the frequency of students' learning strategies in the learning process. The summary of this study explains and discusses the researchers' point of view on the impact of learning outcomes by learning strategies used. Finally, utilizing appropriate learning strategies are certainly beneficial for both teachers and learners to achieve the learning target effectively.

**Keywords:** Language Learning, Learning Strategies, Language Acquisition, SILL.

### 1. Introduction

The use of techniques learning is crucial in acquiring the English language (Ahmed & Abdulla, 2014). The acquisition of language learning requires strong processes that consist of learning a series of signs, grammatical constructions, and stimulates cognitive processes. Achievement of autonomy in studying a second language cannot be considered as an inherent skill or action pattern (Hou, 2018). Therefore, it is a skill naturally acquired over time, through personal experience, structured, organized, and intentional training.

The definition of acquisition and learning should be meant well. The terms of acquisition-related to the process of learning in a natural situation that is supported by the teacher due to

support in applying learning by a situation in the classroom. (Tanjung, 2018) argued that the subconscious or conscious process in learning the language or the language that is different from the mother tongue is called second language acquisition. Second Language Acquisition (SLA) is closed to learners' competence which related to the performance of learners in using the second language. Language learning is a kind of skill that is called strategies used by learners in the learning process (Rustam, Hamra, & Weda, 1990).

One basic need by the learners is learners' intent or need for language practice. Unfortunately, the information on strategies used in the teaching and learning process is not familiar with both teachers and learners. The controversial issues among researchers are the learning strategies implementation informed indirectly or directly during the process of learning (Ahmed & Abdulla, 2014). Most teachers do not introduce learning strategies used to their learners. This happened also because of teachers' limitation information about it. Teachers also never did the physiology comprehension that concerns the aspect of learning strategies. The study of Aprianto and Zaini (2019) also said that teachers just concern about grammar and vocabulary comprehension as the purpose of learning. Therefore, learners never even learn the English language based on their appropriate learning strategies. Learners depend on the teachers in the program of English as Foreign language learning (Aunurrahman, Kurniawati, and Ramadhiyanti, 2013). The impact of this limitation information becomes a serious case that must be considered. In this context, both teachers' and students' understanding of the use of learning strategies must be the same (Hou, 2018).

Some researches focused on the Language Learning Strategies (LLS) for example, Tanjung, (2018) in his study concluded that most learners use indirect strategies in English as a foreign language in the higher classroom. The correlation between learning strategies and English achievement (Salahshour, Sharifi, and Salahshour, 2013). Amir, (2018) specifically discussed language learning strategies used was in the middle users by junior high school of EFL in all aspects of English skills. Besides, Setiyadi, Sukirlan, and Mahpul (2016) stated that focused on learning strategies in English skills with the findings stated that cognitive, metacognitive, and social strategies correlated to listening, speaking, reading, and writing skill. Those previous studies suggested that learning strategies must be introduced to the learners to achieve the target learning optimally.

This study brings learners and teachers to have a deep understanding of the importance of learning strategies used that consists of some steps mix and different actions. According to the context outlined above, the purpose of this research is to mention some overviews of Learning Strategies of Inventory for Language Learning (SILL) that is designed by (Oxford, 1990). SILL consists of various learning character that is categorized into specific learning strategies questionnaires such as; direct and indirect learning strategies. Furthermore, teachers can introduce, measure, and support learners to the importance of strategies used in learning activities inside of the class or even outside of the class.

## 2. Method

This study was created to explain the overview description, classification, and measurement of learning strategies. This study is classified as a qualitative study. In other words, this study gives description information about theoretical and measurement in terms of learning strategies. The purpose of this study is to give an understanding of the learning strategies used based on the students' appropriateness. Besides, this study also mentioned fifty items questionnaires of Strategies Inventory of Language Learning (SILL) that is designed by (Oxford, 1990). This questionnaire measurement can be used to measure students' frequency of learning strategies in the learning process. In understanding the collected information, the researchers make the data in managed form. The data collection technique used in this study is library research. The steps of data collection are; the authors read the current and related information, mastering the information literature, analyze data found in depth, perform overall information, and make research conclusions.

## 3. Results and Discussion

### 3.1 Learning ESL

Studying is a mechanism that involves a series of tasks that students perform to accomplish the learning objectives (Bulan, Suryaman, & Mardiah, 2020). Learners can practice English or be a successful English speaker is the most principal aim of language learning. Learners should be aware that learning English is a very necessary thing. Therefore, language learners must realize the purpose of learning the language (Wael, Asnur, and Ibrahim, 2018). By realizing learners' different ways of learning is one big step effort due to achieve the success of learning both for learners and teachers. Most research did the study and survey about good language learner characteristics. This analysis must be also followed by information on how to create good language learners (Rustam et al., 1990)

Define and discourse of the strategies used by good language learners is now seen as an effective time to remind the learner of the notion of language learning strategies. Rubin and Thompson (1982) mentioned some good language learner's characteristic, such as; know an appropriate strategy of learning, take an important part of the language learning process, practice each language task in a long time, recognize and practice communication by language learning outcome, keep considering the complicated of language learning.

Additionally, the language acquisition approach is always to be discussed by some previous studies. Language learning identification is seen as a great way to guide learners to the notion of language learning strategies. According to Rubin, and Thompson (1982) mentioned some specifications of smart language learners such as; smart in practicing and arranging the language learning in the formal routines with correct grammar, word, and sounds. Besides, smart learner can practice the contextual language by using some tricks and techniques to support competence. Then the last is smart learners can practice some styles in speaking both formal and informal situations.

### 3.2 Learning Strategies

Rose (2012) said that learning a second or foreign language is the strategy that brings the behavioral process that learner pertains to the language learning from the very earliest stages. Besides, the strategy has required several processes to accomplish a certain goal during the learning process (Prasetyaningrum, Fikni, & Wati, 2020). Learning a second language is a carefully considered decision-making process where learners recognize and recover the knowledge needed according to the learning characteristic and situation with the purpose effectively. According to (Aprianto and Zaini, 2019) claimed that the concept of language learning strategies must be determined earlier. Then, Nonetheless, the concepts which would seem to be most essential for the understanding of learning strategies are those of (R. Oxford, 1990), which characterize them as means that claimed to be used by learners to strengthen their learning effectiveness. Learning strategies consist of behavioral operations, systems, formations that are used more or less realizable in practicing the task to deal with new situations faster, more exciting, more accessible to new situations. Then, (R. L. Oxford, 1996) also specified LLS as being a common method used to learners' understanding, preservation, and retrieval information of second or foreign language. Some theorists have meant the definition of LLS. Such as; according to (Amir, 2018) stated that LLS is a mindful activity in the mind that well involves an object or purpose, an operation to achieve the goal and learning enterprise. Then, Aprianto and Zaini (2019) argued that LLS was addressing problems or jobs, running methods, designing planned to manipulate correct information at the end of a specific technique. Furthermore, Rubin and Thompson (1982) said that LLS is the mechanism or system that learners can use to obtain the language. Thus learning strategies were from these four theorists intentionally used to help learners to obtain a second language or English as the international language.

There is no doubt that each learner has its learning strategies. Nonetheless, learners will have difficulty learning autonomously if they do not understand, prepare, control, and evaluate the learning process. Kumaravadivelu (2008) mentioned that learners could well learn more concretely in practice if learners understand the way to learn in a different experience. Powerfully, they perceive the learning content as challenging and good for them. Thus, learners should be well-planned to observe their learning success then increase learning potential (Kumaravadivelu, 2008). Therefore, it is also supported by Ahmed and Abdulla (2014) that keeping consistency to the situation above is not simple to practice because the role of teachers is supporting to be a subject in informing the specification of learning strategies that must be implemented by their learners. The evaluation in measuring learners' learning strategies is important because the end of the evaluation provides information relating to appropriate and effective learning strategies used by the learners, therefore learning strategies support learning performance well (A. Gani, Fajrina, and Hanifa, 2015).

There are four main classifications of learners' learning strategies Rubin and Thompson (1982), Brown, and Oxford (1990) constructed learning strategies into several processes of learning. Rubin (1981) said that learning strategies divided into direct and indirect strategies. Learning strategies classifications are metacognitive, cognitive, and socially effective strategies.

Furthermore, Oxford (1990) also classified learning strategies into direct and indirect strategies, where direct strategies process focus on memory, cognitive, and compensation, then indirect strategies emphasized in metacognitive, affective, and social affective.

Oxford's rating generally covers all learning strategies developed by the previous research. Figure 1 showed the correlated and contributed to six approaches both direct and indirect of the learning process. Therefore, her theory of learning strategies can be applied to most researchers.

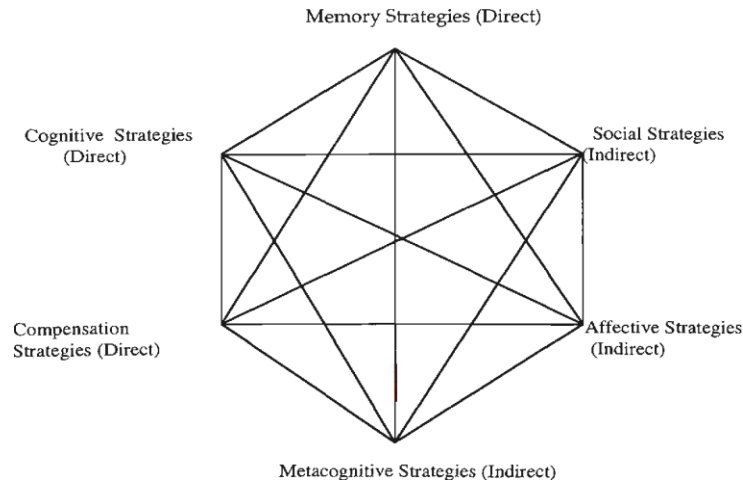


Figure 1. Inter-relationships between direct and indirect strategies (Oxford, 1990)

### 3.3 The Strategy Inventory for Language Learning (SILL)

The strategy of inventory for language learning (SILL) that is designed by Oxford (1990) is one of the methods used in the purpose of evaluating learners' learning strategies. This method was created to investigate how often learners apply to learn strategies. She mentioned there are two versions of the SILL such as; the first is version 5.1 that can be used for fluent English participants who acquire another foreign language where the number of questions is 80. The second is version 7.0 that can be used for English as second language learners where the numbers of the questions are 50 questions. By implementing those versions of SILL, teachers can know learners' appropriate learning strategies used besides, the teacher also can suggest which effective strategies that can be beneficial.

Oxford (1990) created the questionnaires to measure what learners' dominant used for learning strategies. The SILL version of 5.1 consisted of 50 questions. Those of 50 questions describe learners' different classification in learning strategies which divided into memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, affective strategy, and social strategy. Furthermore, learners must answer these questionnaires to the response of (1) strongly disagree, (2) disagree, (3) doubt, (4) agree, (5) strongly agree.

### 3.3.1 Questionnaires of SILL

Here are the questionnaires of SILL version 5.1 namely:

Table 1. Questionnaires of SILL

Strategies	Questionnaires
Memory	<p>I wonder about the inter-relationships in what I experience and the interesting advancements I encounter in English.</p> <p>I utilize words and phrases in a sentence to try and convince the reader of friends</p> <p>I interact with the audio signal of a current English word or the word portrait or image to simply understand the sentence</p> <p>I distinctly recognize the latest word in English by creating a clear description of the situation where another word could be used.</p> <p>I utilize melodies to recognize current words in the English language.</p> <p>I prefer vocabulary words to identify new words in the English language.</p> <p>I choose new vocabulary words mentally.</p> <p>I frequently evaluate learning materials.</p> <p>I notice real English words and expressions by memorizing their exact position on the document, on the screen, or the signpost.</p> <p>I expect to say numerous English vocabulary.</p>
Cognitive	<p>I attempt to communicate English as studies by fluent speakers.</p> <p>I rehearse the tone of English.</p> <p>I apply multiple types of English words which I recognize.</p> <p>I begin to talk in English.</p> <p>I visualize English-speaking television programs or I go to English-speaking movies.</p> <p>I read skim in English for comfort.</p> <p>I publish articles, reports, and letters in English.</p> <p>I compose a line of text in English go ahead and consider it carefully.</p> <p>I'm searching for linguistic words that are close to modern English words.</p> <p>I'm just working to find friends in English.</p> <p>I find the meaning of every word in English by dividing it into parts that I understand.</p> <p>I shouldn't try to simplify word by word.</p> <p>I'm outlining the details then I'm going to hear or reading English.</p>
Compensation	<p>I'm attempting to make guesses to grasp experienced language phrases.</p> <p>I use motions until I cannot think of expression during a dialogue in English.</p> <p>If I ever don't receive the exact ones in English, I invent some new terms.</p> <p>I read English without stopping to look up every new word.</p> <p>I'm trying to figure out exactly what the other person is meaning to say next in</p>

	English. If I can't think of an English word, I will use words or descriptions.
Metacognitive	I'm attempting to find as many opportunities for using my language as I can. I recognize errors of judgments in English then use that assistance to enable me to do better. When someone is learning English, I pay much attention. I'm hoping to find out how to be a fluent professional learner. I'm preparing my work so I have sufficient effort to practice English. I'm targeting people who I can converse English. I look for a chance to speak English. I've specific expectations to cultivate my English proficiency. I wonder if my achievements in English language learning.
Social affective	While I'm reluctant to use English, I try to stay calm. I empower myself to know English even though I doubt that I might make a bad decision. When I'm good at English, I praise myself or address myself in English. When I research or use English I know whether I'm anxious or uncomfortable. In my diary I use the English language then I record something of my own. When I understand, I communicate with anyone else about what I feel. I ask the person to reduce speed or say that again if I cannot comprehend English well. When I speak, I ask the English speaking people to rectify me. I perform English with those other teachers. I ask EFL speakers for guidance. I request exposure to English. I'm struggling to remember about the English speaking.

Oxford (1990) graded language using techniques in two ways such as direct and indirect strategies. Direct strategies consist of the process of learning language directly. Indirect strategies support and indirect learning approach without prompt participation. Related approaches include memory, cognitive, and compensation is classified as direct strategies. Metacognitive, psychological, social strategies and affective approaches are classified as indirect strategies. Learners apply memory strategies to do activities such as; producing mental relations, application of pictures and sounds, well checked, and action implemented. Cognitive strategies often include receiving strategies such as; implementing, sharing, evaluating, and transmitting messages for input and output. Compensation strategies consist of action leading to intelligent guessing, overcoming, and publishing limits. Whereas, metacognitive strategies include an action such as; concentrating oneself learners learning, organizing, designing, and measuring one's learning. Meanwhile, metacognitive strategies comprise actions, such as centering one's

learning, arranging and planning one's learning, and evaluating one's learning. The effective strategy is decreasing fear, motivate, and keep taking emotionally. The last strategy is social effective strategies is the activities in creating questions to be asked then connect it to others.

### 3.3.2 Learning Method

The learning method of SILL consists of five categories (Oxford, 1990). The classification of those learning methods describes students' different ways of the learning process. The process of learning methods is influenced by some internal and external factors. Here are specific classifications for each learning method such as:

#### a. Memory Strategy

The first is memory strategy, the way of successful learners used this strategy was found based on memory sub-indicators. They put new words into a framework and a constructed review. The forms these methods are used by effective learners; can be seen in Table 2 below:

Table 2. The descriptions of the successful learners use memory strategy

No	Strategies	Descriptions
1	Placing new words into context.	The learners created words or phrases when they were unable to find suitable vocabulary while speaking. They changed it with other easy to understand words.
2	Structured reviewing	The learners wrote the report a new English word and then they tried to place it in their expressions to recall it.

#### b. Cognitive Strategy

The second is cognitive strategy, it was found that the ways of effective learners used this technique by using instruments to receive and transmit messages, practicing formally with sounds and writing systems, performing naturalistic methods, understanding and using formulas & patterns, and recombining. The forms these techniques were used by active learners can be found in Table 3 below:

Table 3. The descriptions of the successful learners use a cognitive strategy

No	Strategies	Descriptions
1	Using resources for accepting and transferring messages.	Learners can watch and listen to the English program as an unprinted resource.
2	Practice English with sound and writing system informal situation	Dictionary can be used in speaking English then continue to use a tape recorder as speaking exercise.
3	Practicing naturalistically	Technology and real conversation with relative or family is a way to practice English
4	Recognition and implementation as the pattern	Practice English with expression in the classroom or out of the classroom.





3	Organizing	Time-table is made by the learners in learning English, the learners developed a suitable physical condition and defined the location and basic criteria for speaking activities
4	Setting goal and purpose	The learners made targets for the short term and long-term targets.
5	Overview and link to previously known material	The learners entered the English club on campus, asked their friends to learn languages or to engage in discussion in the classroom or outside the classroom, utilizing technology (internet), learners described the basic theory or materials for the upcoming tasks of speaking and connected them to what they already learned.
6	Paying attention	Attentive and selective attention is done by the learners
7	Opportunities practice	Inviting their peers to speak English, the learners found opportunities for practice and use the internet.

e. Social Affective Strategy

The fifth is social strategy, it has been found that the forms for successful learners used this approach based on the compensation strategy of sub-indicators. They collaborate with peers, ask for an adjustment, become conscious of the thinking of others, participate with skilled users of the new language, and develop cultural understanding. The ways that effective learners use strategies can be found in Table 6 below:

Table 6. The descriptions of the successful learners use social affective strategy

No	Strategies	Descriptions
1	Cooperating with peers	The learners created a deal to practice their English one another, the learners used the internet and entered the English community.
2	Asking for correction	The learners asked friends and lecturers to make the pronunciation understandable.
3	Becoming aware of others' thought	The learners posed questions in English when they did not understand the information they were asking about.
4	Cooperating with proficient users of the new language	The learners tried to get needs of guidance from even teachers or friends who is more experienced language users, ask the lecturer or friends when they encountered difficult foreign words, and explain their pronunciation if they were mistakes when speaking.
5	Developing cultural	The learners read some English books, English

understanding

magazines, and watched English films and listened to English radio programs as well.

#### 4. Conclusions

This research generates theory-based learning in a qualitative study. It is inferred that the integrating of strategies in second language teaching and learning enables the learning process to become more complex, productive, and collaborative in terms of input of mechanical information. The use of learning strategies helps learners to be critically coordinated their academic work in a more organized, cohesive, and prepared way to get more output of the study time. Besides, learning strategies socialization that is given by the instructor may have a beneficial impact on the learners. The advantages of appropriate learning approaches would be the forum for learners to gain a deeper understanding as well as an opportunity to be educated as potential teachers adequately and intelligently. The researchers concluded for further studies instead of describing the learning strategies classification but also to investigate learners' learning strategies appropriately. Besides, the effective measurements and answering of SILL must be implemented in EFL learning by considering several factors such as; students' feelings, learning atmosphere, and teachers' guidance. Finally, teachers must stimulate each learner to implement their appropriate learning strategies simultaneously, explicitly, and regularly inside or outside of the classroom.

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