LANGUAGE LEARNING STRATEGIES USED BY ENGLISH LANGUAGE STUDY PROGRAM STUDENTS

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ARTICLE INFO	ABSTRACT
 	This study was conducted with the aim to investigate the Language Learning Strategies (LLS) used by students in learning English and to describe the factors that influence students' choice of strategies. The study identified the strategies most frequently used by students of English education study program at a public university in Bali. This research uses quantitative descriptive method. In this study, the total sampling is 95 from English education study program students. Data were collected through the Strategy Inventory for Language Learning (SILL) version 7.0 questionnaire developed by Oxford, the questionnaire has been adapted and validated by 2 expert judgments and given to English education students. SILL consists of 50 statements which have six categories namely memory, cognitive, compensation. metacognitive, affective, and social. The results showed that the most frequently used strategy by English education students was metacognitive and compensation as the lowest strategy used. Metacognitive, memory and cognitive strategy was applied with high frequency, and social, affective and compensation strategy were used with medium frequency. Factors that influenced the choice of LLS were gender, semester, age, GPA and motivation.

1. INTRODUCTION

English serves as a global language, extensively utilized across different nations, including Indonesia. In the era of Industry 4.0, marked by technological advancements and a growing demand for skills, its impact on education in Indonesia is substantial. In the 4.0 era, English language skills are becoming increasingly important, as many resources and information in technology, business and science are delivered in English (Mampuono, 2022). Indonesia's English Proficiency Index (EPI) is still relatively low compared to other Asian countries. Indonesia is ranked fourteenth. Although the score in 2021 increased from 453 to 466, Indonesia has not moved out of the 'low' category, along with countries such as Nepal, Pakistan, and Colombia (Mariska, 2021). Nowadays, in 2023 Indonesia is still in the low category in Asia, ranked 79th (EPI, 2023). Thus, for successful language learning, appropriate learning strategies are needed. Language Learning Strategies (LLS) are parts of larger systems that are included in the process of learning and acquiring a second or a foreign language (Warahmah, Ras and Nababan, 2018). Indonesians learn English in a variety of ways depending on their creativity and learning resources. The progress of learning English for Indonesian is very dependent on the extent of differences and similarities between the language of students and the English language (Izzan, 2008). Indonesian learners have a very short time to learn English so they must use several methods such as, utilizing technology by learning through applications and websites that are already available or can also learn by attending English courses and many more. The development of taxonomy integration combined with teaching styles, different teaching strategies and electronic media will be able to help the teaching and learning process (Franzoni , 2009). In addition, the effective use of multimedia must pay attention to the design and use of multimedia itself (Zheng & Zhou, 2006).

It is important to use the most effective strategies to gain knowledge and skills to be successful in learning the English language. On the contrary, in the Indonesian context, mainly for the EFL program, students are not well familiar with learning strategies and dependent on their lecturers (Aunurrahman; et al, 2013). Most of the learners just use English to communicate and learn it naturally without knowing the right language learning strategies to use. Every learner employs certain strategies and styles (Wahyudin and Rido, 2020). At the college level, especially students majoring in English education mostly have

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difficulty learning various materials because most students do not know how to use the appropriate language strategies according to several factors, including age, gender, and motivation of the students and to know what appropriate strategies can be used.

Learners' success in learning a language is influenced by the language learning strategies used. In addition, studies on second or foreign language acquisition have suggested that success in learning a language depends on how much the learner's efforts or strategies contribute and his active involvement in learning and using the target language (Marwan, 2016). The use of language strategies for learning English is important and as a basis for consideration of how far the level of success is produced by students with several factors that can affect the learners, including age, gender, and motivation of the students. Language learning instruments are crucial and have an important role in language learning.

Language Learning Strategies are important in learning a language, especially learning a foreign language. Conceptualized LLS as steps in language learning which enable learners to acquire, retrieve, and use linguistic information (Chamot and O'Malley , 1990). Meanwhile, LLS is "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to a new situation" (Oxford, 1990). Next, it is stated as well that LLS is "a conscious mental activity that contains a goal or intention, an action to reach this goal, and a learning activity" (Cohen, 2007).

Research on language learning strategies is mostly in higher education context and the use of the most popular language strategies to the least used ones. The gap between previous research and this study is that there is a lack of research that focuses on the application of modern technology in English language learning. Although there has been research on teaching strategies, there may still be a gap in the understanding of the extent to which the use of technology, such as language learning apps or online platforms, can enhance the effectiveness of English language learning.

Therefore, the use of language strategies for learning English is important and as a basis for consideration of how far the level of success produced by students with several factors that can affect the learners, consists of age, gender, GPA, semester and motivation of the students. Besides that, English has always been a course for developing skills in speaking, reading, writing and listening.

2. LITERATURE REVIEW
2.1 Theoretical Review

English Language Learning (ELL) is a process where learners can explore the language system to develop their way of communicating. In this case, there are four skills that must be considered, consisting of speaking, listening, reading and writing. As for the opinions of several experts who discuss the meaning of English Language Learning (ELL). English Language Learning (ELL) is the process by which students understand and internalize English through exposure to appropriate and relevant input, especially through reading and listening (Krashen, 2013). On the other hand, English Language Learning is a complex process that involves mastering four levels of skills, namely listening, speaking, reading and writing. This process is guided by grammar rules and affected by social and contextual factors (Larsen-Freeman, 2015). Then, English Language Learning involves the development of two language skills, namely Basic Interpersonal Communication Skills (BICS) for everyday communication and Cognitive Academic Language Proficiency (CALP) for academic activities (Cummins, 2014).

Language learning instruments are crucial and have an important role in language learning. Language learning instruments that will use are SILL (Strategies Inventory for Language Learning) The instrument used in this study was the Language Strategy Use Questionnaire adapted from Language Strategy Use Inventory by Cohen, Oxford, and Chi (2002). There are 40 statements about the strategies in learning English concerning four English major skills in the questionnaire. The taxonomy of Language Learning Strategies (LLS) can be divided into two categories, direct strategies and indirect strategies. Direct strategies are strategies that influence learners directly in learning, direct strategies (Oxford, 1990). Direct strategies are strategies that influence learners directly in learning, direct strategies. Whereas, indirect strategies are approaches which indirectly have an effect on learning. In SILL classifies language learning strategies into six parts: memory, cognitive, compensation, metacognitive, affective, and social. The SILL was published as a tool for second language learners to self-evaluate the frequency of their use of language learning strategies (Oxford, 1990). It is comprised of 50 statements that describe strategic learner action, which second language learners rate on a 1-5-point scale.

In addition, the direct strategies cover memory, cognitive, and compensation whereas the indirect one emphasizes on metacognitive, affective and social strategies. They are explained as the following:
  a) Memory Strategies
     Memory strategies are used to remember a language being learned (Oxford, 1990). Memory strategies refer to specific approaches that aid learners in storing and recalling new information. In general,

these strategies are connected to learners' efforts in mastering components of English, like vocabulary and grammar.

b) Cognitive Strategies

Cognitive strategies help learners think of how they can enhance their learning, for example how they understand and create a product such as a text in a target language (Oxford, 1990) the cognitive strategy assists language learners in manipulating and transforming the language they are acquiring to enhance their understanding.

c) Compensation Strategies

Compensative strategies indicate how learners compensate for the lack of their knowledge and competence in a target language so that they can reflect and make use of their limitations in the target language to succeed in using the language (Oxford, 1990).

d) Metacognitive Strategies

The metacognitive strategy helps learners manage how they learn (Oxford, 1990). The focus is on the process of their learning. (Zhang, 2010) corroborated that when learners are aware of their learning process and strategies, they are most likely to achieve success in their learning. Learners gain from using metacognitive strategies because they help learners plan, monitor, evaluate their learning, and modify their learning strategies when necessary (Oxford, 1990; Zhang, 2010). Then, suggested that the use of metacognitive strategies could be one factor that distinguished successful learners from less successful ones.

e) Affective Strategies

Affective strategy is beneficial for learners to be able to regulate their affective state in their own learning process. Affective state in learning refers to learners' attitudes, beliefs, emotions, and motivation (Oxford, 1990). Employing affective strategies enables learners to maintain and improve positive attitudes, beliefs, emotions, and motivation in learning. Employing affective strategies enables learners to maintain and improve positive attitudes, beliefs, emotions, and motivation in learning. Then, Found that affective strategies are beneficial in language learners' development particularly in receptive skills (reading and listening) (Shawer, 2016).

f) Social Strategies

Social strategies help learners learn with other people through social interaction (Oxford, 1990). She argued for the importance of social strategies in language learning. The strategies lead to increasing interactions between learners and other people in terms of learning and using the language being learned. Among all the strategies mentioned, there is not any strategy which is more important than the others (Oxford, 1990). In other words, all strategies complete the others. They even work more effectively when combined, not in isolation (Anderson, 2008).

2.2 Empirical Review

The studies about LLS have gained attention from many researchers around the world. For example, studies were done by Fatimah (2020), Wahyudin (2020), Damanik (2022) and Tanjung (2018). These three studies are equally administered the Strategy Inventory of Language Learning (SILL) questionnaire by Oxford (1990). Fatimah (2020) investigating the extent to which English as a Foreign Language (EFL) teaching students in the English Education Program, Universitas Negeri Padang, utilize language learning strategies (LLS). Wahyudin (2020) in this study the instruments used is SILL was conducted by questionnaire. The findings of this study is the most frequently used strategy followed by social and compensation strategies while affective strategies become the least strategy used by the students. Damanik (2022) the purpose of this research is to investigate the frequently used language learning strategies (LLS) by Indonesian learners in learning English for a high-stakes exam, IELTS. The participants were 61 participants in this study. They were adult Indonesian learners who had taken IELTS. This study was conducted quantitative research by using an online survey in collecting data, the data obtained then was analyzed statistically using Statistical Package for the Social Sciences (SPSS) version 28. Tanjung (2018) the purpose of this study was to determine learning strategies frequently used by University students in higher education. The research method used is the SILL questionnaire and the participants of this study is 122 students from English Departments at one of public universities in Borneo Island, Indonesia. This present study is different with previous studies in terms of the research population. The population is from English language education study program students and the number of participants was determined by using the Slovin technique. In addition, the SILL instrument used is also adapted based on 21st century era where technology plays important role in learning.

3. METHOD

This study uses descriptive qualitative method. Descriptive research is also called as survey research that collected numerical data to answer question about the correct status of the subject of the study. Survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviour, or characteristics of the population (Creswell, 2012). This research focus on English language study programs students. The research sample was selected using the Slovin technique with a sample range that can be taken is between 10-20% of the research population. The total population of research samples amounted to 932 students. In this study, only 10% of the population taken, which is approximately 93 students.

In this research, a questionnaire with Likert Scale was used. The questionnaire is an adaptation of the Strategies Inventory for Language Learning (SILL) developed by Oxford in 1990 with 50 questions but after adapted in this study will used 49 questions. The questionnaire to be distributed uses Indonesian translation to anticipate misunderstandings in filling out the questionnaire. In this study, subjects were asked to provide responses to each strategy description based on a 5-point Likert scale. Researchers used an online platform (Google Form) to distribute questionnaire and before being handed over to participants, the amended questionnaire was assessed through expert judgment to test the validity of the instrument. Before the questionnaire was distributed to students, it was submitted to expert judgment to check the suitability and validation of the instrument.

Table 1. Instrument Rubric

Strategy	Number of Questions
Memory	1.1 – 1.8
Cognitive	2.1 – 2.14
Compensation	3.1 – 3.6
Metacognitive	4.1 – 4.9
Affective	5.1 – 5.6
Social	6.1 – 6.6
Total number of questions: 49	

In this study, data were analysed through three main processes. First, survey data was organized in a tabulation table, listing the number of respondents for each rating category (1-5). Second, the frequency of each response was calculated. Finally, the results from the questionnaires and interviews were interpreted to understand the respondents' language learning strategies. By going through the above 3 stages, the results of this analysis help in presenting the general characteristics of the questionnaire data, identifying frequently used strategies, and providing a deeper understanding of the respondents' responses to the questionnaire questions.

The data that has been obtained and analysed through Microsoft Excel 2007. After the frequency is known, it is then exported from the excel. The researcher compiled the output data into tables. The researcher identifies the result rank based on the language learning strategies level by Oxford (1990).

Table 2. SILL's Classification of Frequency Use

Classification	Frequency of Use	Average Score
Low	Never or almost never used	1.0 to 1.4
	Generally Not Used	1.5 to 2.4
Medium	Sometimes used	2.5 to 3.4
High	Usually Used	3.5 to 4.4
	Always or almost always true of me	4.5 to 5.0

4. RESULT AND DISCUSSION

4.1 Result

In this chapter, the author discusses the results obtained in the research that has been carried out related to the LLS used by students who come from English language education study program, and also the factors that influence the selection of LLS. Based on student respondents, 95 active students from the English Education study program from semester 2, 4 and 6 participated in filling out this research questionnaire. The following data is attached regarding students' responses to the research questionnaire which shows the tendency of using LLS.

Table 3. Respondent's Profile

Total of Respondent : 95 students	
GPA	• >3.51: 85 students
	• 3.00 – 3.50: 10 students
Semester	• 2th: 37 students
	• 4th: 49 students
	• 6th: 9 students
Age	• <20 years: 48 students
	• >20 years: 47 students
Gender	• Female: 65 students
	• Male : 30 students
Motivation	• Motivation for work: 79 students
	• Motivation for entertainment: 6 students
	• Motivation for communication: 10 students

From the questionnaire that has been distributed online, below are the language learning strategies used by English language education study program students.
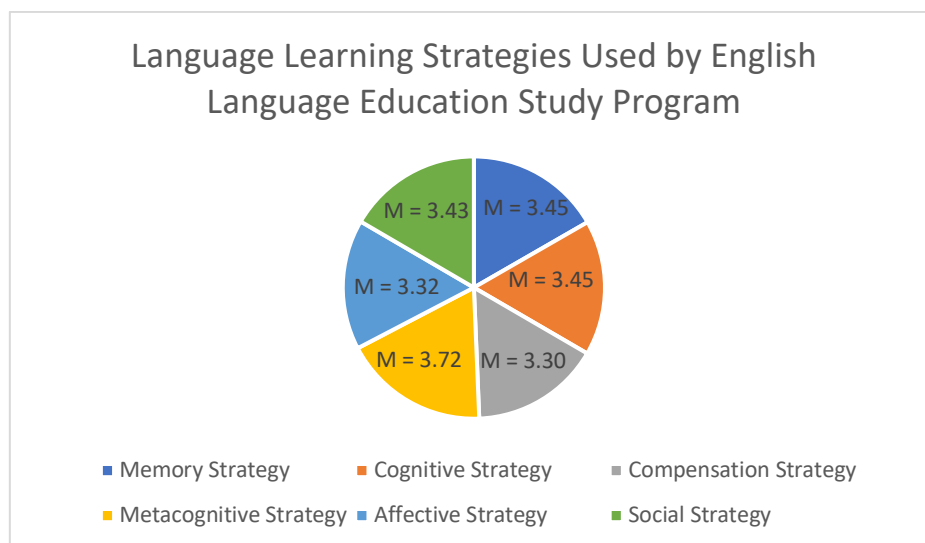
Figure 1. Language Learning Strategies Used by English Language Education Study Program

From the figure above, it can be seen that the learning strategy most chosen by English Education Study Program students is the Metacognitive strategy (M=3.72), Cognitive (M=3.45), Memory (M=3.45), Social (M=3.43), Affective (M=3.32) and the least chosen is the Compensation strategy (M=3.30).

The next table shows the frequency of respondents' responses regardinng each strategy they used. The mean score of each item is categorized into high use (usually used (3.5-4.4) & always or almost always used (4.5-5.0)), medium use (sometimes used (2.5-3.4)), and low use (generally not used (1.5-2.4) & never or almost never used (1.0-1.4)).

Table 4. Frequency of Memory Strategy Use of English Education Study Program Students

Strategy	Question	Mean	SD	Frequency
1.1	I think about the connection between what I already understand and what I have just learned in English.	3,61	0,72	High
1.2	In making English sentences, I use the vocabulary I have just learned so that I can keep remembering it.	3,35	0,83	Medium
1.3	When I get a new vocabulary, I connect it by imagining a picture and pronouncing the English so that I can remember it.	3,27	1,02	Medium
1.4	I remember new vocabulary by imagining pictures of situations where the word is commonly used.	3,63	0,90	High
1.5	I recite English vocabulary in a rhythmic tone so that I can remember it.	3,13	1,04	Medium
1.6	I remember English vocabulary that I find from apps, such as duolinggo and other online apps.	3,63	1,04	High
1.7	I express new vocabulary by looking at objects around me and trying to remember them.	3,43	1,00	Medium
1.8	I often review English materials from English movies and songs.	3,52	1,02	High

Table 4 shows the average high frequency of the responses given regarding the memory strategies they use. Item numbers 1.4 and 1.6 obtained the same highest frequency of 3.63 They often remember new vocabulary by imagining pictures of situations where the word can be used and they also use online applications to remember new vocabulary.

Table 5. Frequency of Cognitive Strategy Use of English Education Study Program Students

Strategy	Question	Mean	SD	Frequency
2.1	I recite or write English vocabulary all the time.	3,11	0,94	Medium
2.2	I tried talking to the glass medium myself to practice my English.	3,66	0,91	High
2.3	I practiced the correct pronunciation of the vocabulary.	3,91	0,74	High
2.4	I used the vocabulary I knew in various ways.	3,83	0,77	High
2.5	I started the conversation using English.	3,20	0,83	Medium
2.6	I saw videos from influencers through Youtube, Instagram and Tiktok applications that often discuss English.	3,86	0,87	High
2.7	I read English books online and in print to pass the time.	3,12	1,01	Medium
2.8	I sent messages and made captions on social media in English.	3,73	0,88	High
2.9	I read a paragraph using the skimming technique and then go	3,62	0,99	High

	back to the beginning and read again slowly.			
2.10	I looked up Indonesian vocabulary that was similar in meaning to the English vocabulary I was learning.	3,31	0,89	Medium
2.11	I tried to find a pattern in English.	3,06	0,86	Medium
2.12	I look up the meaning of an English vocabulary by breaking down each part of the sentence that I understand.	3,40	0.80	Medium
2.13	I try not to translate word for word.	3,51	0,90	High
2.14	I summarize information that I have heard or read through online or print media.	3,06	1,04	Medium

Table 5. above shows the frequency of respondents' responses regarding the cognitive strategies they use. The average use of this strategy is at a high level. Item 2.3 obtained the highest frequency of 3.91. In learning a language, they prefer to practice the correct pronunciation of vocabulary.

Table 6. Frequency of Compensation Strategy Use by English Education Study Program Students

Strategy	Question	Mean	SD	Frequency
3.1	I'm always guessing at English vocabulary that I'm not used to hearing in order to understand better.	3,55	0,81	High
3.2	In dialogue, when I don't know the vocabulary, I always make gestures.	3,38	0,94	Medium
3.3	I make up my own English vocabulary when I don't know the English translation.	2,79	1,10	Medium
3.4	I read the English paragraph without paying attention to the new vocabulary written in it.	2,95	0,88	Medium
3.5	I tried to guess what people were trying to say in a video or live English conversation.	3,54	0,88	High
3.6	If I don't know the English of a word, I use phrases or other words that have the same meaning.	3,58	0,92	High

Table 6 shows the frequency of respondents' responses which are on average high regarding the compensation strategy they use. Item number 3.6 obtained the highest frequency of 3.58. If they do not know the English of a word, they will use phrases or other words that have the same meaning.

Table 7. Frequency of Metacognitive Strategy Use of English Education Study Program Students

Strategy	Question	Mean	SD	Frequency
4.1	I always look for ways/opportunities to practice English.	3,75	0,76	High
4.2	I realized my English mistakes and didn't repeat them again.	3,81	0,84	High

4.3	I always pay attention and listen well to people who speak English.	4,08	0,78	High
4.4	I'm looking for ways to get better at speaking I	4,06	0,88	High
4.5	I organize my schedule to have enough time to learn English.	3,27	0,89	Medium
4.6	I am looking for people who I can speak to in English either in person or through online media.	3,48	0,93	Medium
4.7	I look for opportunities to read English books/writings.	3,32	0,88	Medium
4.8	I have a clear goal to improve my English.	3,98	0,90	High
4.9	I pay attention to my progress in learning English.	3,75	0,93	High

Table 7 shows the frequency of respondents' responses regarding the metacognitive strategies they use. The average response has a high frequency and item 4.3 obtained the highest frequency of 4.08. In learning, respondents always pay attention and listen well to people who speak English.

Table 8. Frequency of Use of Affective Strategies of English Education Study Program Students

Strategy	Question	Mean	SD	Frequency
5.1	I try to relax when I feel nervous while using English.	3,67	0,86	High
5.2	I motivated myself to speak English despite the fear of making mistakes.	3,95	0,86	High
5.3	I give myself a small reward every time I successfully practice English.	3,21	1,19	Medium
5.4	I feel stressed/anxious when using English.	2,81	0,98	Medium
5.5	I write down my feelings on social media or notes on my phone as a reminder.	3,11	1,24	Medium
5.6	I shared with someone how I felt when learning English.	3,18	1,18	Medium

Table 8 shows the frequency of respondents' responses, which on average are medium regarding the affective strategies they use. Item 5.2 obtained the highest frequency of 3.95. Respondents motivated themselves to speak English despite the fear of making mistakes.

Table 9. Frequency of Social Strategy Use by English Education Study Program Students

Strategy	Question	Mean	SD	Frequency
6.1	If there is something I don't understand, I ask the person to slow down or ask them to repeat themselves.	3,72	0,75	High
6.2	I asked someone to correct my mistakes when speaking English.	3,84	0,90	High
6.3	I practiced my English with other students.	3,61	0,90	High

6.4	I asked native foreigners for help either in person or online.	2,79	1,12	Medium
6.5	I asked in English	3,35	0,83	Medium
6.6	I try to learn about the culture of foreigners.	3,28	0,95	Medium

Table 9 shows the frequency of respondents' responses regarding the social strategies they use. The item that has the highest frequency is item 6.2 which obtained the highest frequency with 3.84. Respondents in learning ask someone to correct their mistakes when speaking English.

The next table explains factors that affect students in learning language strategies. The results of the questionnaire that has been distributed to 95 English Education students based on the factors that affect them while learning English.

Table 10. Language Learning Strategies based on Gender

Strategy	Male			Female		
	Mean	SD	Frequency	Mean	SD	Frequency
Memory	3,47	1,03	Medium	3,44	0,92	Medium
Cognitive	3,39	1,02	Medium	3,48	0,90	Medium
Compensation	3,38	0,09	Medium	3,26	0,96	Medium
Metacognitive	2,67	0,98	Medium	3,78	0,87	High
Affective	3,13	1,21	Medium	3,37	1,08	Medium
Social	3,42	1,07	Medium	3,42	0,93	Medium

The table above shows that male students tend to use all strategies with medium frequency, while females choose only metacognitive strategy with a high frequency. This result shows that gender factors can influence students in the selection of language learning strategies used.

Table 11. Language Learning Strategies based on Age

Strategy	Below 20 years old			Above 20 years old		
	Mean	SD	Frequency	Mean	SD	Frequency
Memory	3,55	1,01	High	3,49	0,92	Medium
Cognitive	3,10	0,95	Medium	3,02	0,93	Medium
Compensation	3,59	1,02	High	3,60	0,93	High
Metacognitive	3,88	0,89	High	3,64	0,92	High
Affective	3,35	1,13	Medium	3,02	1,10	Medium
Social	3,14	1,03	Medium	3,38	0,94	Medium

From the data above, it shows that the language learning strategies based on age affect students in choosing language learning strategies because the average students aged below 20 years chooses memory, compensation and metacognitive as high frequency strategies used while students with age above 20 years chooses compensation and metacognitive as a high frequency strategies used whereas the frequency for memory strategy is medium.

Table 12. Language Learning Strategies based on Semester

Semester	Strategy	Mean	SD	Frequency
2nd semester	Memory	3,38	0,99	Medium
	Cognitive	3,51	0,96	High
	Compensation	3,32	0,99	Medium
	Metacognitive	3,84	0,89	High
	Affective	3,41	1,16	Medium
	Social	3,42	1,04	Medium
4th Semester	Memory	3,48	0,93	Medium
	Cognitive	3,46	0,93	Medium

	Compensation	3,28	0,95	Medium
	Metacognitive	3,62	0,93	High
	Affective	3,33	1,07	Medium
	Social	3,43	0,94	Medium
	Memory	3,58	0,91	High
	Cognitive	3,52	0,89	High
6th Semester	Compensation	3,28	1,01	Medium
	Metacognitive	3,79	0,87	High
	Affective	2,89	1,15	Medium
	Social	3,52	1,58	High

From the data above, it shows students on 2th semester chooses cognitive and metacognitive as a high frequency strategy used. On the other hand, students on 4th semester chooses metacognitive as a high frequency strategy used. Then students on 6th semester chooses memory, cognitive metacognitive and social as a high frequency strategy used. So it can be concluded language learning strategies based on semester influence the students in the selection of language learning strategies used.

Table 13. Language Learning Strategies based on GPA

Strategy	GPA 3.00 – 3.50			GPA >3.51		
	Mean	SD	Frequency	Mean	SD	Frequency
Memory	3,23	0,88	Medium	3,47	0,97	Medium
Cognitive	2,08	0,93	Low	3,51	0,93	High
Compensation	2,92	0,74	Medium	3,34	0,99	Medium
Metacognitive	3,16	0,80	Medium	3,8	0,90	High
Affective	2,95	1,11	Medium	3,37	1,12	Medium
Social	2,88	0,88	Medium	3,50	0,97	High

From the data above, it can be concluded that language learning strategies based on GPA affect students in choosing the learning strategies they use, where students with GPA (3.00-3.50) tend to be moderate in 5 strategies and low in cognitive strategies while students with GPA (>3.51) tend to be moderate in 3 strategies and high for the other 3 strategies. The results show that GPA factors can influence students in the selection of language learning strategies used.

Table 14. Language Learning Strategies based on Motivation

Strategy	Motivation for Work			Motivation for Entertainment			Motivation for Communication		
	M	SD	Fr	M	SD	Fr	M	SD	Fr
Memory	3,48	0,95	Medium	3,44	0,93	Medium	3,18	1,03	Medium
Cognitive	3,50	0,92	High	3,02	0,94	Medium	3,32	0,98	Medium
Compensation	3,34	0,95	Medium	2,97	0,93	Medium	3,13	1,12	Medium
Metacognitive	3,78	0,91	High	3,57	0,83	High	3,37	0,9	Medium
Affective	3,39	1,11	Medium	2,47	1,20	Low	3,13	0,99	Medium
Social	3,49	0,99	Medium	3,17	0,83	Medium	3,17	0,90	Medium

From the data table above, it shows in motivation for work tend to moderate in two high strategies and medium for the other four strategies while motivation for entertainment tend to moderate in one high strategy and one low strategy, then motivation for communication has medium frequency for all of the strategies. It can be concluded that motivation factors can influence students in the selection of language learning strategies used.

4.2 Discussion

The results, as illustrated in Table 4.2, revealed that the most commonly used strategy is the metacognitive strategy (M = 3.72), while the least used is the compensation strategy (M = 3.30). The predominance of metacognitive strategies suggests that the participants are adept at planning, managing, and assessing their own learning. Specifically, item 4.3 ("I always pay attention and listen well to people who speak English") ranked highest (M = 4.08), indicating that students prefer to learn by directly observing and listening to English conversations. This supports previous studies by Lestari & Fatimah (2020) and Damanik (2022), which also found a preference for metacognitive strategies. Interview data further corroborate this, with students expressing that metacognitive strategies help them identify what actions to take to improve their English, such as listening to native speakers through videos or movies.

The next most preferred strategies are memory and cognitive strategies, both with an average (M = 3.45). Memory strategies involve learning through remembering images or vocabulary via online applications and are particularly favored by male students and those with a GPA between 3.00 and 3.50. Cognitive strategies, such as memorizing new words, are also popular but not significantly influenced by external factors. The other studies revealed the least frequently used strategy was Memory strategy (Hastuti, 2014 and; Warahmah, Ras, & Nababan, 2017). Different with this study showed memory strategies as the second strategy used after metacognitive.

Additionally, the data highlighted some intriguing patterns regarding students' strategy preferences. There is a consistency in learning strategies despite varying influential factors. For instance, students influenced by gender, age, semester, GPA and motivation. In this study, factors affecting language learning strategies are seen in all factors. In the gender factor, male students all tend to have medium strategies while female students show metacognitive strategies with the highest frequency. Then, factor based on age divided into two above and below 20 years old, students with age below 20 years old have memory strategy as a high frequency while students with age above 20 years old have metacognitive and compensation as a high frequency strategy used. In addition, factor based on semester divided into three, students on 2th semester have cognitive as a high frequency strategy used, students on 4th semester have metacognitive as a high frequency strategy used and students on 6th semester have memory and social as a high frequency strategy used. Furthermore, in the factor based on GPA, it can be seen that students who have a GPA <3.51 show cognitive strategies have the lowest frequency while students with a GPA>3.51 in cognitive strategies have a high frequency. The last factor based on motivation, there is motivation for work which shows two strategies that have a high frequency, in motivation for entertainment shows one strategy with a low frequency and motivation for communication shows all strategies have a medium frequency. It can be concluded that these five factors influence students in choosing language learning strategies because they have various frequencies.

Overall, similar to previous studies using SILL questionnaires, this research underscores the importance of recognizing various factors that influence language learning. It is crucial for students to be aware of their learning processes and utilize multiple strategies to enhance their language skills.

5. CONCLUSION

Based on the data analysis and findings above, it can be concluded that language learning strategies are very important for students. Various strategies can be combined and adapted to the needs of each learner. Furthermore, it is suggested that the more strategies are known, selected, and used flexibly according to the context of the task, the more likely learners are to succeed in mastering the language. In this study, English language education students prefer metacognitive strategies as the strategies with the highest frequency and compensation as the lowest frequency in English language learning. Factors that influenced the choice of LLS were gender, semester, age, GPA and motivation. However, there was a limited number of respondents in this study. Thus, future researchers are expected to take a larger sample and by examining other factors, for example in terms of other motivation, student characters, learning environment conditions and others.

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