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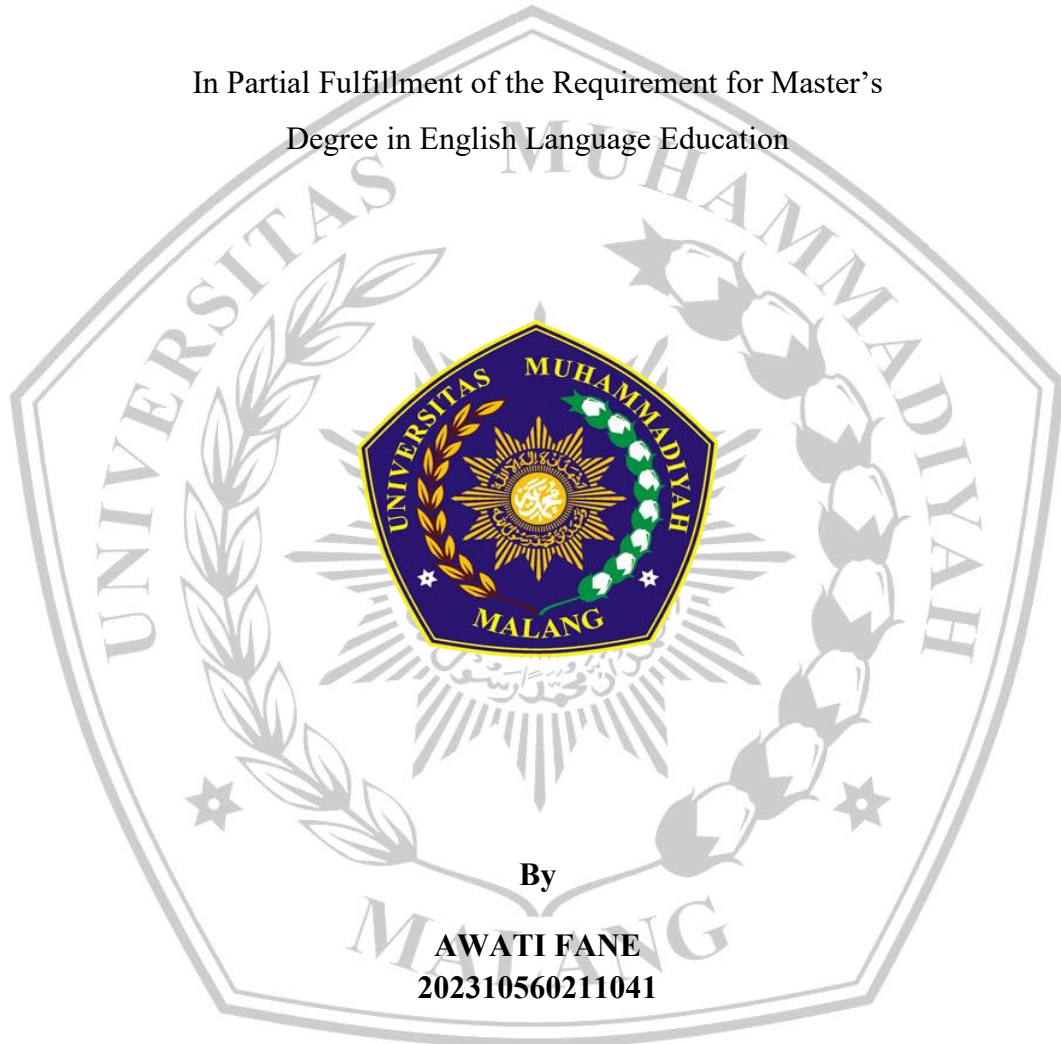
THESIS

In Partial Fulfillment of the Requirement for Master's

Degree in English Language Education

By

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THE DIRECTORATE OF GRADUATE PROGRAM
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2025

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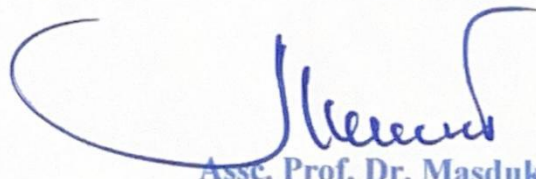**AWATI FANE**
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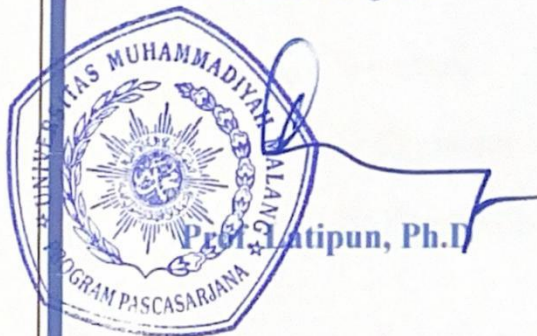
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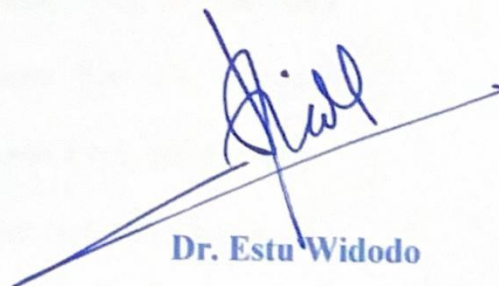
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Malang, 25th January 2025
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ACKNOWLEDGEMENTS

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ABSTRACT

The current study was conducted to explore the learning strategies used by students in learning English and the way they applied these strategies. This study was a qualitative study and utilized a case study design. It was done at Al-Amien Boarding School in Sumenep Madura with three students. The data were collected through classroom observation and interviews. The findings showed that the learning strategies in learning English included cognitive, metacognitive, memory-related, affective, compensation, and social strategies. Meanwhile, the strategies were applied by students in various ways, such as listening to podcasts, reading English books, listening to music, memorizing vocabulary, having group discussions, and so on. By understanding the learning strategies and how the students applied them in learning English, it is expected that the students will be able to implement appropriate strategies in learning English.

Keywords: Students' strategies, Learning English

STRATEGI BELAJAR SISWA DALAM MEMPELAJARI BAHASA INGGRIS: STUDI KASUS DI PONDOK PESANTREN AL-AMIEN PRENDUAN SUMENEP MADURA

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ABSTRAK

Penelitian ini dilakukan untuk mengeksplorasi strategi belajar yang digunakan oleh siswa dalam belajar bahasa Inggris dan cara mereka menerapkan strategi-strategi tersebut. Penelitian ini merupakan penelitian kualitatif yang menggunakan desain studi kasus. Penelitian ini dilaksanakan di pondok pesantren Al-Amien Prenduan Sumenep Madura, dengan melibatkan tiga siswa. Data dikumpulkan melalui observasi di kelas dan wawancara. Temuan penelitian menunjukkan bahwa strategi belajar dalam mempelajari bahasa Inggris meliputi strategi kognitif, metakognitif, terkait memori, afektif, kompensasi, dan sosial. Sementara itu, strategi-strategi tersebut diterapkan oleh siswa dengan berbagai cara, seperti mendengarkan podcast, membaca buku bahasa Inggris, mendengarkan musik, menghafal kosakata, berdiskusi kelompok, dan sebagainya. Dengan memahami strategi belajar dan bagaimana siswa menerapkannya dalam belajar bahasa Inggris, diharapkan siswa dapat mengimplementasikan strategi yang tepat dalam belajar bahasa Inggris.

Kata kunci: Strategi siswa, Pembelajaran Bahasa Inggris

CHAPTER 1

INTRODUCTION

This chapter outlines the rationale for conducting the research. It presents the background of the study and the research questions that guide the investigation.

1.1 Background of the Study

In recent years, the necessity of English language proficiency had grown significantly as it continues to play a crucial role in enhancing students' personal competencies. There were several compelling reasons for the importance of learning English in schools. Zein et al. (2020) highlighted that English is the predominant or official language in numerous countries, making it essential for students to learn it to navigate various sectors, including education, effectively. Mastery of English provides students with increased future opportunities. Moreover, proficiency in English can open diverse career pathways, such as roles in translation, language teaching, or global marketing. Thus, learning English is a vital step towards achieving professional goals. Additionally, acquiring English skills helps students develop essential life skills through the diverse learning activities of speaking, listening, writing, and reading (Kasmaini et al., 2023). This comprehensive skill development also positively impacts other academic areas. Therefore, mastering English was crucial as it significantly improves students' lives and future prospects.

Despite the introduction of English in secondary education, many students still found it one of the most challenging subjects to master. Many research indicated several key issues contributing to difficulties in learning English. Firstly, Afzal (2019) identified vocabulary acquisition as one of the most vital aspects for foreign learners, emphasising the need for students to focus on frequently used vocabulary relevant to real-life situations. Secondly, multiple factors impede English learning, including unclear education policies, attitudes towards English, parental and teacher behaviour, insufficient teacher training, and challenging teaching conditions (Getie, 2020). Furthermore, research by Nurcahyoko et al.

(2024) showed that male and rural students encounter more difficulties than girls and urban students, often due to poor reading habits and listening skills. Additionally, Maharani and Fithriani (2023) revealed that pre-service teachers find their teaching practice could have been more effective in bridging theory and practice, as they were often overwhelmed by classroom realities. Similarly, Miranda and Wahyudin (2023) noted that pre-service teachers tend to become less student-centred and more teacher-oriented over time. Consequently, students face various issues in learning English, resulting in pronunciation, grammar, and vocabulary errors.

Meanwhile, effective learning strategies played a crucial role in building confidence and enhancing language skills among learners. These strategies were methods designed to increase a learner's knowledge through practice, focusing on producing and understanding the four key language skills: speaking, listening, reading, and writing. Recent studies emphasized the importance of incorporating learning strategies in teaching and learning English. For instance, Saqr et al. (2023) highlighted that effective learning strategies enable learners to monitor and adapt to their learning situations. Additionally, Fajar and Agustina (2019) underscored that these strategies are essential for motivating students and fostering their independence in learning English. Mulyani (2020) described learning strategies as specific thoughts or behaviours individuals use to comprehend, learn, or retain new information. Similarly, Hardan (2013) defined language learning strategies as methods that contribute directly to the development of the learner's language system. Therefore, it was evident that learning strategies were indispensable for learners aiming to master English.

Research on the implementation of English learning strategies had identified numerous challenges within school settings. Wang et al. (2023) conducted a study on university students in Hong Kong and revealed that university teachers believe the overall English proficiency of their students still requires improvement. This issue is largely attributed to the lack of appropriate learning methods or models that can enhance learning efficiency. Additionally, Hapsari (2019) identified

problems related to strategic competence in the use of learning strategies in schools. These findings suggested that while learning strategies were critical, systemic and structural challenges within the educational environment often hinder their effective implementation.

Effective English language teaching strategies were those that prove most beneficial in classroom settings. Over time, several strategies had demonstrated success in various English language classes, continually evolving with insights from scholars, syllabus designers, and teachers to aid learners in mastering English as a second or foreign language. According to Khansir (2022), the advancement of language teaching worldwide has introduced several methods aimed at helping learners use the target language proficiently, thereby supporting teachers, researchers, and syllabus designers in their endeavours. Wen and Naim (2023) asserted that language learning involves students deciphering word meanings, grammatical rules, and other linguistic elements, with strategies ranging from simple tasks like memorising vocabulary to complex activities involving comprehension and production. Suitable learning strategies address learners' difficulties in English and build their confidence and motivation, encouraging greater engagement with the language. Ultimately, most learning strategies aim to enhance the overall potential for language acquisition, particularly in English as a Foreign Language (EFL) and English as a Second Language (ESL) contexts.

Furthermore, exploring the steps involved in applying various English learning strategies was essential for several reasons. First, Paudel (2019) posited that the strategy training movement operates on the premise that learners who are aware of and take responsibility for selecting, using, and evaluating their learning strategies will ultimately become more proficient language learners. Second, Crookall (1989) developed the Strategy Inventory for Language Learning (SILL), an instrument designed to identify the strategies most commonly employed by language learners. SILL serves as a valuable reference for language teachers, providing insights into their students' strategies, and is presented in a worksheet

format. Understanding and implementing these steps can significantly enhance the effectiveness of language learning strategies in the classroom.

Over the past few decades, several studies had focused on learning strategies in English language education. Wong and Nunan (2011) explored the differences in learning styles, strategies, and language use patterns between more and less effective English learners in a foreign language environment, revealing that attitudes toward language learning significantly impact strategy development. Suharsono (2015) highlighted the importance of metacognitive strategies involving self-awareness and self-regulation, allowing students to assess their understanding and adjust their learning methods effectively. Rahmawati (2018) emphasized the value of cooperative learning, particularly through group discussions, where students engage meaningfully, practicing their speaking and listening skills in a supportive environment. Hapsari (2016) pointed out that cognitive strategies are essential for vocabulary acquisition, with techniques like memorization and mnemonic devices helping students retain new words and expand their vocabulary. Fauzi (2017) linked high self-efficacy to advanced strategies like summarization, noting that students who believe in their abilities are more likely to tackle complex tasks. This strategy requires them to condense and express information clearly, thereby improving comprehension and retention while encouraging reflection on their learning. Finally, Wijayanti (2019) underscored the importance of social strategies, such as peer practice, which allow students to apply their skills in real-life situations, promoting fluency and confidence. In summary, Indonesian students employed a variety of strategies-metacognitive, cognitive, cooperative, and social-to learn English effectively. By integrating these approaches, they created a comprehensive learning framework that met their individual needed and enhanced their language skills. Emphasizing self-efficacy was crucial for fostering a positive mindset in language learning, and educators could leverage these insights to better support students in mastering English, leading to greater academic and professional success.

The novelty of this study lay on its exploration of how the students in Al Amien Boarding School in Prenduan Sumenep Madura shaped English language learning strategies, diverging from previous research. While existing studies, such as those by Wong and Nunan (2011), Suharsono (2015), Rahmawati (2018), Hapsari (2016), Fauzi (2017), and Wijayanti (2019), primarily focus on one type of learning strategies, such metacognitive, cognitive, cooperative, or social strategies. This research emphasized the students' different strategies in learning English. These strategies influenced students' approaches to learning in ways that have not been previously examined. By focusing on these different strategies, this research aims to fill a gap in the literature regarding students' learning strategies in learning English language, providing a nuanced understanding of how these elements impact student motivation and learning outcomes.

1.2 Research Questions

Based on the background presented previously, the research questions are formulated as follow:

1. What learning strategies do the students apply in learning English at Al-Amien boarding school Prenduan Sumenep Madura?

2. How do the students apply their strategies in learning English at Al- Amien boarding school Prenduan Sumenep Madura?

CHAPTER 2

LITERATURE REVIEW

In this section presents a literature review consisting of the learning of English, learning strategies of English, types of learning strategies of English, and the steps in implementing learning strategies in English.

2.1 The Learning of English

English had become one of the foreign languages that played an important role in Indonesia's academic culture and higher education systems. As the official language in more than seventy-five countries in the world, English played a crucial role in various aspects of life (Dewi, 2016). The importance of English cannot be denied or ignored because it is the most commonly used language worldwide (Nishanthi, 2018). Good English language skills can make it easier for someone to access information, communicate internationally, and improve career opportunities in the future. English is also the language of science, aviation, computers, diplomacy, and tourism, so mastery of this language is an important asset for individuals who want to compete in the global arena (Annisa et al., 2023). The main goal of learning English was to equip students with the ability to communicate effectively in the language, both orally and in writing (Darma & Widiastuty, 2023). It included understanding and producing texts in various contexts and improving critical thinking skills through analysis of English texts. Learning English also aimed to broaden students' cultural horizons, introduce them to various cultures that use English, and prepare them to participate in the global community (Suryanto et al., 2022). Thus, students were expected to not only be able to communicate well but also had a deeper understanding of the diversity of world cultures.

Although the importance of English had been widely recognised, various problems still needed to be solved to improve the effectiveness of its learning. One of the main problems was the difference in the level of motivation and enthusiasm for learning among students (Mido & Asmita, 2023). For some people, learning English might be considered easy, but for others, it could be a big

challenge that was difficult to overcome. Low motivation and readiness to learn were often the main obstacles to achieving learning goals. Readiness to learn refers to students' mental readiness and capacity to participate in the learning process related to certain goals. The English learning process could be less effective and boring without strong motivation and adequate readiness.

2.2 Learning Strategies of English

English learning strategies played a very important role in the process of learning a foreign language. Learning English required a variety of basic skills and techniques, ranging from linguistic skills to personal, cultural, and social competencies. The used of appropriate strategies could help learners overcome various challenges in the learning process and improved their ability to use English effectively. By using learning strategies frequently, learners could become more competent and confident language users and were motivated to achieve a higher level of mastery in English. The importance of this learning strategy lies in its ability to facilitate a more efficient and effective learning process so that learners can achieve their learning goals more easily (Yucedal, 2022). The main purpose of implementing English learning strategies is to facilitate the learning process so that learners can achieve an optimal level of language proficiency (Khansir et al., 2023). This strategy aimed to help learners planned their learning, monitored their progress, and evaluated learning outcomes.

Although English learning strategies had many benefits, they often needed help with implementation. One of the main problems was the need for more awareness and understanding of students regarding effective strategies. Many students needed to learn or understand how to use the right learning strategies to help them learn English (Tukan, 2024). In addition, individual differences in motivation, learning styles, and abilities can also be obstacles to implementing learning strategies (Charoento, 2017). Some students may find it difficult to apply certain strategies because they do not suit their learning style or because of a lack of guidance from teachers (Sari, 2019).

2.3 Types of Learning Strategies of English

Types of English learning strategies played a very important role in improving the effectiveness of foreign language learning. The used of appropriate strategies could help learners in processing language information, memory, and social interactions related to the use of English. In general, six types of strategies could be applied: cognitive, metacognitive, compensation, memory, social, and affective (Aboagye et al., 2023). Each of these strategies has its function in supporting the language learning process. Cognitive strategies help understand and produce language, metacognitive strategies allow students to plan and evaluate the learning process, while compensation strategies help overcome deficiencies in language knowledge. Memory, social, and affective strategies each play a role in strengthening information storage, interacting with others, and managing emotions.

These strategies helped learners approach language learning in an organised way and could be divided into different categories.

2.3.1 Cognitive Strategies

Effective language learning strategies are crucial for students to improve their English proficiency. Among the various categories of learning strategies, cognitive strategies significantly facilitate language acquisition (Hosenfeld et al., 1992). Cognitive strategies are mental processes that learners employ to make sense of the target language, such as practising, analysing, and reasoning.

Successful language learners often used cognitive strategies to enhance their proficiency. These strategies included repetition, chunking, self-explanation, visualization, and mnemonic devices, all of which help learners actively engage with the language and improve their understanding. These strategies included repetition, chunking, self-explanation, visualization, and the use of mnemonic devices, all of which help learners actively engage with the language and improve their understanding (Chamot, 2005; Hitt & Véliz-Campos, 2015; Hosenfeld et al., 1992). Furthermore, Cognitive strategies can increase self-awareness and autonomy in language learning. Learners with cognitive strategies can better monitor their progress, identify their strengths and weaknesses, and adjust their

learning approaches accordingly (Bilonozhko & Syzenko, 2020; Chamot, 2005; Carter et al., 2001; Hosenfeld et al., 1992)

Cognitive strategies are ways of thinking or problem-solving that helps to understand or remember things better. It is like a tool for our brain to organize information, make decisions, or learn new things. For example, cognitive strategies include breaking down a big task into smaller steps, repeating information to remember it, or using mental images to understand something. Some techniques of cognitive strategies to learn English:

1. Chunking: This involves breaking down big pieces of information into smaller, easier-to-remember parts. For example, when learning new vocabulary, we could group words by topic (like food, animals, or colors) to help remember them better.

2. Repetition: Repeating words or sentences aloud helps to remember them. For instance, if we want to remember a new phrase, we can repeat it several times throughout the day.

3. Using Mnemonics: This is creating a mental shortcut or memory trick. For example, to remember the word "bicycle," we might picture a bike with two wheels and think of the word as "bi" (meaning two) and "cycle" (meaning wheels).

4. Visualization: When learning new vocabulary, we can visualize the word in your mind. For example, if we are learning the word "apple," imagine an apple in our mind while we say the word out loud.

5. Self-explanation: Explaining what we have learned to ourself or someone else helps to understand it better. After reading a new sentence, we could try to explain it in simpler words to reinforce our learning.

2.3.2 Metacognitive Strategies

Effective language learning requires the acquisition of linguistic knowledge and the development of strategic approaches to the learning process. Metacognitive strategies, which involve the learner's awareness and regulation of their own cognitive processes, play a crucial role in enhancing English proficiency (Bilonozhko & Syzenko, 2020; Carter et al., 2001).

Numerous studies have explored the significance of metacognitive strategies in language learning. These strategies enable learners to plan, monitor, and evaluate their learning, leading to more efficient and successful language acquisition. Researchers have found that successful language learners often employ various metacognitive strategies, including organising their learning, setting goals, and monitoring their progress (Hitt & Véliz-Campos, 2015). A study on pre-service teachers in English pedagogy programs revealed that these proficient learners frequently utilise cognitive and metacognitive strategies contributing to their language proficiency. Metacognitive strategies can be further divided into sub-categories, such as planning, monitoring, and evaluating. Learners who employed these strategies demonstrated higher self-awareness and controled over their language learning, ultimately leading to improved English proficiency.

The importance of metacognitive strategies in language learning is well-documented. Researchers have found that metacognitive awareness significantly impacts reading comprehension, as skilled readers possess a command of strategies to overcome difficulties encountered during reading (Ahmed, 2020). This underscored the crucial role of metacognitive strategies in enhancing various language skills, including listening, reading, and writing.

Metacognitive strategies are ways to think about our own thinking. It is like being aware of how we learn and using that knowledge to improve our study or solve problems. In simple terms, it is about planning, monitoring, and evaluating our progress while we are learning. Some techniques of metacognitive strategies to learn English:

1. Planning: Before studying, decide what areas we want to focus on (e.g., grammar, vocabulary, speaking). We might plan to learn 5 new words every day or practice listening for 15 minutes each morning. This helps to stay organized and focused on our goals.

2. Monitoring: While reading an English book or listening to a podcast, we can check in with yourself. Ask, "Do we understand what we are reading? Do we know the meaning of these words?" If not, we might look them up or reread the

sentence. This helps to stay aware of where we are struggling and adjust our learning in real-time.

3. Evaluating: After practicing English, think about what worked well and what did not. Did we remember the new vocabulary? Did we understand the grammar rule? If not, figure out why. We might realize we need to spend more time on pronunciation or find a different way to study grammar. This helps to improve and adapt for next time.

Using metacognitive strategies, we were actively involved in learning process, which made it more efficient and helped to be more confident in English skills. In conclusion, the effective used of metacognitive strategies was a key factor in successful language learning. By developing an awareness of their own cognitive processes and employing strategic approaches to learning, students can significantly improve their English proficiency and become more autonomous and self-directed learners (Ahmed 2020; Bilonozhko & Syzenko, 2020; Chamot, 2005; Nha et al., 2020).

2.3.3 Memory-related Strategies

Learning a new language can be challenging, but with the right strategies, students can effectively improve their English proficiency. Memory-related strategies are one such category, which helps learners organise and retain information efficiently (Language et al.- theory and Practice, 1989).

Memory-related strategies involve techniques that aid in storing and retrieving language information. For instance, learners may use mnemonic devices, such as creating associations between new vocabulary and familiar concepts, to facilitate memorisation. (Wang, 2023) Picture mnemonics, where learners associate visual imagery with target words, have also been found to be an effective memory-boosting technique, particularly for students with intellectual disabilities. (Kurniati et al., 2020) Additionally, studies have shown that the strategy of formally committing materials to memory, known as text memorisation, can improve language learners' writing proficiency (Wang, 2023).

Memory-related strategies are techniques that help to remember information better. They focus on strengthening brain's ability to store and recall things. These

strategies include using tricks to link new information with things that already know or creating ways to make information more memorable. Some techniques of Memory-related Strategies:

1. Repetition: Repeating information over and over until we remember it. Example: If we are learning new vocabulary in English, we can say the word out loud several times, write it down, and use it in sentences to help it stick in our memory.

2. Mnemonics: Creating a mental shortcut or a fun memory trick to remember something. Example: To remember the English word "because," we might use the mnemonic "Big Elephants Can Always Understand Small Elephants." This helps to remember the letters of the word and its meaning.

3. Visualization: Creating a mental image of the word or concept. Example: When learning the word "apple," we might picture a bright red apple in our mind. This visual connection can help to remember the word better.

4. Association: Linking new information to something familiar. Example: If we are learning the English word "dog," we might think of a dog we know or a pet we have had. Associating the word with something personal helps to recall it easier.

These memory strategies made it easier to remember new English words, rules, and concepts by connecting them to things that are already familiar to us.

Furthermore, research suggests that students with learning difficulties or those at risk of educational failure often struggle with remembering academic content. In such cases, the use of mnemonic instruction can be particularly beneficial, as it helps these students enhance their memory and improve their overall school performance (Kurniati et al., 2020; Mastropieri & Scruggs, 1998; Wang, 2023). In conclusion, memory-related strategies were vital to language learning, as they enable students to effectively acquire, retain, and recall new linguistic information.

2.3.4 Affective Strategies

Affective strategies were essential to language learning, as they address the emotional and attitudinal aspects that can significantly impact a student's ability to acquire and improve their English proficiency. These strategies helped learners

approach language learning in an organised way, and they could be categorised into different types, such as strategies for lowering anxiety, encouraging oneself, and managing emotional responses.

One key effective strategy is the use of self-encouragement, which involves the learners actively motivating themselves and maintaining a positive attitude towards the learning process (Nha et al., 2020; Yuan, 2020). This is particularly important in the face of challenges or setbacks, as it can help the learner persist and maintain their motivation. Closely related to this strategy of lowering anxiety, which can involve techniques such as deep breathing, visualisation, or self-talk, all of which can help the learner manage their emotional responses and create a more conducive learning environment (Yun, 2018).

Another important affective strategy is the use of social interaction, where learners engage with others to practice their language skills and receive feedback (Çetinkaya et al., 2016). This can include activities such as asking questions, cooperating with classmates, and empathising with others, all of which can help the learner feel more comfortable and confident in their language use (Çetinkaya et al., 2016).

Affective strategies are techniques that help manage our emotions and motivation while learning. They focus on keeping us positive, confident, and motivated so we can learn more effectively. These strategies help to deal with feelings like frustration, nervousness, or lack of confidence that might come up during learning. Some techniques of Affective Strategies:

1. Self-Encouragement: Reminding ourselves that it is okay to make mistakes and that we can improve. This boosts our confidence and helps reduce anxiety. Example: If we are nervous about speaking English, we might say to ourrselves, "I am doing my best, and I will get better with practice."

2. Relaxation Techniques: Taking a deep breath or stretching to calm our nerves before studying or speaking. Example: Before taking an English test or speaking to someone in English, we take a few deep breaths to feel more relaxed.

3. Setting Goals: Creating small, achievable goals that make learning feel more rewarding and less overwhelming. Example: Setting a goal to learn 5 new English words every day, so we feel proud of our progress.

4. Positive Thinking: Focusing on what we have learned instead of what we still struggle with. Example: After practicing English for a week, we remind ourselves, "I have learned so many new words, and I am getting better!

These strategies kept us motivated, reduced anxiety, and helped to stay positive, making learning English more enjoyable and less stressful.

2.3.5 Compensation Strategies

Compensation strategies are crucial aspects of language learning, particularly in the context of English proficiency development. These strategies enable learners to overcome limitations in their knowledge or skills and maintain communication effectively. Language learning is a complex process, and students often encounter challenges that require the use of compensation strategies (Bilonozhko & Syzenko, 2020).

One key type of compensation strategy is guessing intelligently. Based on the available contextual clues, learners can use this strategy to make informed guesses about the meaning of unfamiliar words or phrases. This approach allows students to continue communicating without being hindered by gaps in their vocabulary. Another important compensation strategy is the use of synonyms or paraphrasing. When learners lack the specific word or expression needed, they can substitute it with a related term or rephrase the idea to convey their message (Bilonozhko & Syzenko, 2020; Nha et al., 2020). This flexibility in expression helps maintain the flow of communication and prevents breakdowns.

Compensation strategies are techniques we use when we do not know something or can not remember a word, but we find a way to keep communicating or understanding. They help us "fill in the gaps" in our knowledge or skills when learning a language like English. Some techniques of Compensation Strategies:

1. Guessing from context: If we do not know a word, we try to guess its meaning based on the surrounding words or situation. Example: If we do not know the

word "delicious," but we see someone eating and enjoying food, we can guess that it means "tasting really good."

2. Using synonyms: If we forget a word, we can use a similar word that we know. Example: If we forget the word "car," we might say "vehicle" or "automobile" instead.

3. Describing the word: When we do not know the exact word, we explain it in simpler terms. Example: If we do not know the word "umbrella," we might say, "It is something we use to protect ourselves from rain."

4. Body language: Using gestures or actions to help explain something. Example: If we forget the word for "swim," we might make a swimming motion with our hands to show what you mean.

Additionally, learners may employ non-verbal cues, such as gestures or facial expressions, to compensate for limitations in their linguistic abilities (Nha et al., 2020). These strategies can supplement verbal communication and provide important contextual information to the listener. Effective language learning involves a combination of various strategies, including compensation strategies, that cater to students' diverse needs and learning styles. As highlighted in the sources, compensation strategies are just one component of a broader set of learning strategies that can enhance overall English proficiency (Carter et al., 2001; Nha et al., 2020; Language Learning and Teaching – theory and Practice, 1989).

These compensation strategies help to keep talking and understanding even if we don't know every word. They let to keep practicing and communicating while we build our vocabulary and skills.

2.3.6 Social Strategies

Social strategies are used as the final learning strategies are behaviors which involve others to assist one's learning and communication, and control one's emotions to complete a learning task. They can be used based on repetition and clarification, and positive self-talk (Burns & Richards, 2012).

Social strategies are techniques that involve interacting with others to improve our learning. They focus on using communication and social connections

to practice and learn more effectively. These strategies help to learn from others, get feedback, and use real-life situations to improve our language skills. Some techniques of Social Strategies are presented as follow:

1. Practice with others: Speaking or writing with native speakers or classmates to improve our language skills. Example: we can join an English-speaking group or find a language partner to practice conversations in English.

2. Asking for help or feedback: When we do not understand something, we ask someone to explain it to us or give us feedback. Example: If we not sure about the meaning of a word or grammar rule, we can ask a teacher or a friend for clarification.

3. Learning from others' experiences: Watching how others use the language can help to learn new expressions or ways of speaking. Example: we could watch English TV shows or listen to podcasts to hear how native speakers use the language in different situations.

4. Participating in group activities: Engaging in group discussions, language clubs, or activities where we can use English in a social setting. Example: we could attend an English movie night or a language exchange event where people practice English together.

Social strategies help to practice real-life communication, get feedback from others, and learn in a supportive, interactive environment, making learning more fun and effective.

In addition, the use of language learning strategies can be influenced by various individual factors such as age, gender, attitudes, and motivation, as well as cultural differences and learning styles (Pham & Nguyen, 2023). It is important to consider these factors when implementing learning strategies because the effectiveness of strategies can vary based on the context and needs of students. Therefore, studying language learning strategies should focus on the relationship between strategy implementation and learning outcomes achieved to ensure more efficient and effective learning.

2.4 The Steps in Implementing Learning Strategies in English

Implementing learning strategies involves systematic planning, teaching, and reinforcing approaches that help learners effectively understand, retain, and apply knowledge. The steps in implementing learning strategies in English are:

Step 1: Identifying and Understanding Learning Strategies

Finding the precise learning techniques that will benefit students the most in light of their objectives, learning preferences, and competence level is the first stage in putting them into practice. Oxford (1990) defines language learning strategies as certain behaviours, acts, stages, or approaches those students employ to develop second language proficiency. Instructors should assess the different techniques, including memory-related, social, cognitive, and metacognitive strategies, and choose those that best suit the needs of their students (Oxford, 1990).

Step 2: Using Explicit Teaching of Strategies

After determining relevant learning techniques, explicitly teaching these skills to pupils is critical. According to Chamot (2005), direct training of methods increases students' awareness and confidence in their successful use. Teachers should introduce each approach, explain its purpose, and show students how to apply it in language activities. Teachers might, for example, model a metacognitive method such as self-monitoring during a reading activity, demonstrating to students how to evaluate their knowledge as they read.

Step 3: Integrating Strategies into Classroom Activities

Once students are comfortable with the concepts, teachers should incorporate them into classroom activities to promote active practice. Cohen (1998) underlines the need to incorporate methods into actual language activities to make learning more authentic and meaningful. For example, during a speaking exercise, teachers should encourage students to employ social tactics such as seeking clarification when they do not understand something. Students are more likely to acquire and apply methods independently when given an opportunity to practice them in real-world scenarios (Cohen, 1998).

Step 4: Encouraging Self-Reflection and Evaluation

Teachers should include self-reflection and evaluation tasks to support the application of learning techniques. According to Zimmerman (2002), self-assessment allows students to reflect on the success of their techniques and make necessary improvements. Teachers might help students keep a language learning notebook or checklist to record their tactics, reflect on their successes, and establish objectives for progress. This technique promotes self-regulation and allows students to become more independent learners (Zimmerman, 2002).

Step 5: Providing Feedback and Ongoing Support

Finally, offering feedback and ongoing assistance is critical during the plan implementation phase. Teachers should watch their students' usage of methods and provide constructive criticism to help them improve their approach. Macaro (2001) emphasises the relevance of feedback in teaching students how to apply methods more successfully. Furthermore, regular support sessions or check-ins can assist students in addressing any issues they have when employing methods and encouraging them to persist in their language learning journey (Macaro 2001).

Implementing English language learning strategies is crucial in improving the effectiveness of learning this language at various levels of education. A well-designed learning strategy aims to enrich students' language skills and create an interactive and adaptive learning environment. The importance of this learning strategy lies in its ability to meet student's individual needs and adapt to various learning styles. Biwer et al (2020) state, "Effective learning strategies can improve students' motivation and learning outcomes by providing relevant and structured experiences." Consequently, implementing the right strategy is an important first step in designing a successful English language curriculum.

Implementing English language learning strategies aims to optimise the teaching and learning process through a systematic and outcome-focused approach. In this context, the main objectives include the development of comprehensive language skills, such as reading, writing, speaking, and listening. Hardan (2013) states that "the purpose of learning strategies is to ensure that

students not only understand the material but can also apply it in real contexts." Thus, the strategies implemented must be able to facilitate the achievement of specific and measurable learning objectives.

However, implementing English learning strategies also faces various problems that must be overcome to achieve the desired results. One of the main challenges is the differences in students' abilities and backgrounds that can affect the effectiveness of the strategies implemented. Chamot (2004) states that "learning strategies must consider variations in students' ability levels and provide the necessary adjustments to ensure inclusiveness." In addition, limited resources and a lack of training for educators can also be obstacles to implementing effective strategies. Therefore, educators must continue to update their knowledge of learning strategies and adapt their methods to students' needs and conditions.
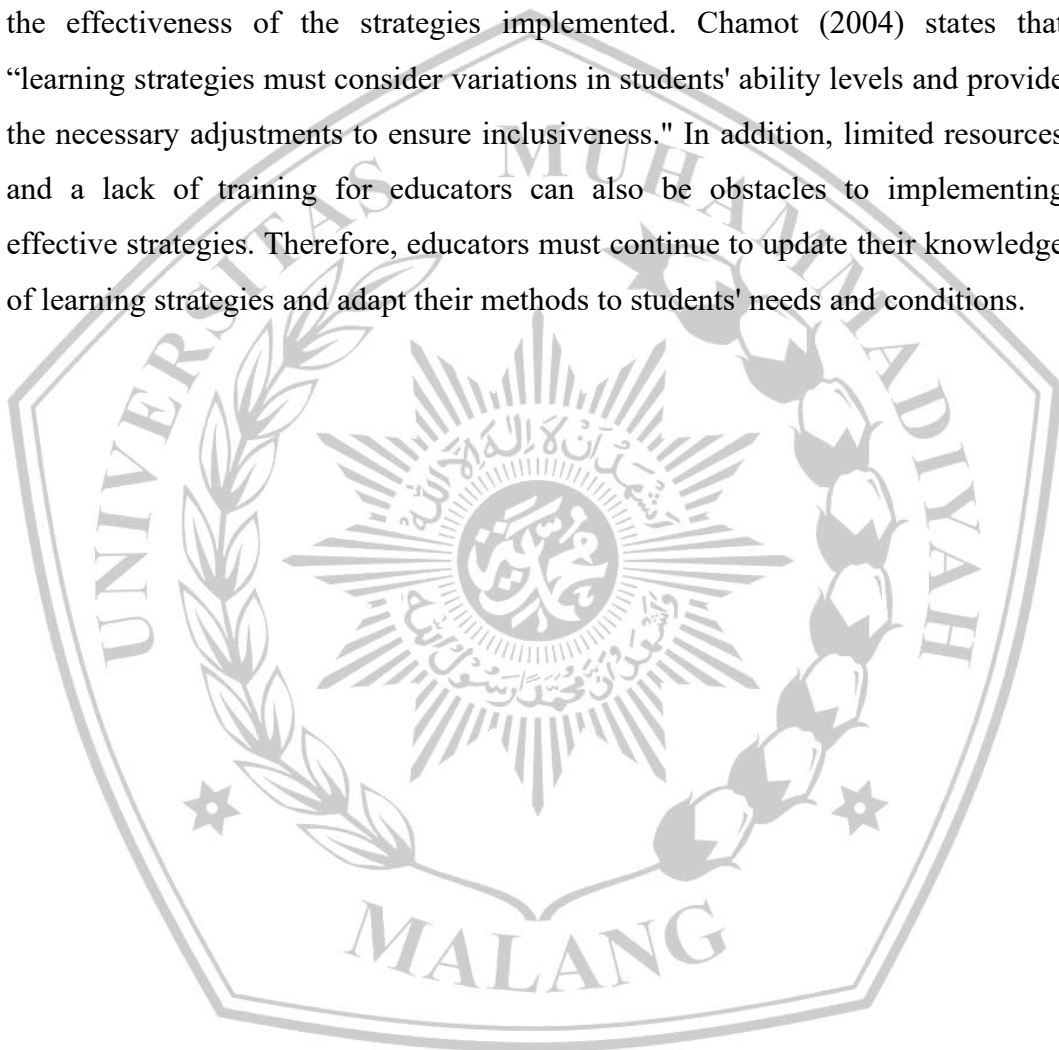
CHAPTER 3

RESEARCH METHOD

In this part presents research method consisting of the research design, subjects and setting of the research, data collection, and data analysis technique.

3.1 Research Design

The research design used in this study was a qualitative method with a case study design. The qualitative method was chosen because it allowed researchers to gain in-depth insight into students' learning strategies for learning English at the Al-Amien Islamic boarding school. As explained by Fraenkel and Wallen (2008), a case study was a qualitative research approach that studies one individual, group, or important example with the aim of formulating an interpretation of a particular case or providing useful generalizations.

This approach allowed researchers to focus on specific students, identified and understood their learning strategies comprehensively, and explored the factors that influenced their success or challenges in learning English. Thus, this case study approach provided more in-depth and holistic knowledge of types of learning strategies students used in learning English and the way students applied their learning strategies at the Al-Amien boarding school. It also provided insights that could be used to improve the learning process in similar educational environments. The case in this school was important to study because almost all students in this boarding school were able to speak English well, both orally and in writing. They had very good abilities in all four types of English language skills: speaking, reading, writing, and listening. Therefore, it was important to study how their English learning strategies shaped them to become like that.

3.2 Subjects and Setting of the Research

In this study, the subjects were the students at the Al-Amien boarding school. They were the tenth-grade students that consisted of 3 students. The researcher chose Al-Amien boarding school because this is the only one boarding school in Madura met the criteria to be model school. This school has been recognized in

Indonesia and several Asian countries, such as Malaysia and Brunei. At this boarding school, all students required to speak English and Arabic in their daily lives, namely three days speaking the Arabic language, three days speaking the English language, and uniquely on Friday as their holiday; they allowed to speak both languages. Apart from that, the students at Al-Amien also often won various competitions in the field of English, such as English debates, English speeches, and storytelling in English at both provincial and national levels. They also actively wrote in three languages, namely English, Arabic and Indonesian, in Al-Amien magazines, newspapers and school wall magazines. Then, many boarding school graduates continued their education abroad, such as in the United Kingdom, Egypt, Yemen, etc. Therefore, the researcher felt it was necessary to find out the learning strategies used by Al-Amien students so that they could have excellent English language skills. The researcher applied purposive sampling and snowball sampling techniques to collect the research data.

The participants in the research focused on the tenth grade of students who met the following criteria:

1. The tenth-grade students sit in classes A, B, and C because they were the top classes chosen based on grades and boarding school ranking.

2. Students with high motivation and a strong desire to learn English, whether for academic, professional or personal purposes.

3. Students with good communication skills, namely they could listen, speak, read, and write well.

4. Students with good English scores, as seen from the results of English language exams and other English language tests both verbally and in writing

5. The students were active in the English teaching and learning process, such as responding to the teacher's explanations and questions, engaging in discussions, etc.

3.3 Data Collection

3.3.1 Techniques and Instruments of Collecting Data

1. Observation

Since students used learning strategies in a variety of ways learning process, as stated by Al-Duleimi and Aziz (2016), the researcher applied the observation to collect data about the types of learning strategies and the way to apply the learning strategies in learning English by observing the classroom environment and climate. The researcher modified the Tunnisa et al. (2019) observation checklist for this observation session. See Table 3.1 in the Appendix.

2. Interview

The second instrument used in collecting the data was an interview. It was conducted to obtain more detailed data on the way students applied the learning strategies in learning English. The researcher prepared questions to guide the interviews and adapted them to each participant so that in-depth interviews could be conducted. The students answered the questions based on the interview guide. See Table 3.2 in the Appendix.

Depending on the students' convenience and availability, the researcher interviewed them face-to-face. Using a pre-made interview guide, the researcher allowed students to freely express their thoughts and experiences. To guarantee the accuracy of the data, the researcher recorded each interview after getting consented and then transcribed it for additional scrutiny. Through the interview, the researcher hoped to reveal the contexts and nuances that underlay students' answers, including factors that affected their beliefs about the effectiveness and worth of learning strategies. This implied that the data from the interview added to the data to provide a more thorough grasp of students' perspectives regarding applying learning strategies in English language learning.

3.3.2 Data Trustworthiness

Morse and Cheung (2020) described triangulation as the process of using multiple methods, data sources, or investigators to increase the credibility and validity of research findings, helping to reduce bias and provide a more thorough understanding of the research problem. The researcher used two data collection

techniques, namely observation and interview done to the students as the subjects of this study.

The triangulation was done by cross checking the data gathered from the observation with the information gotten from the interview with the students. So, the researcher re-examined each data from interview to the data from the observation to ascertain that the data from the observation were really valid. The process of cross-checking the data gathered from both methods enhances the trustworthiness of the findings by validating one data source against the other. By re-examining the interview data against the observation data, the researcher was actively ensuring that the findings from both sources align and are consistent. This practice suggests a careful approach to confirming the accuracy and reliability of the data, which strengthens the overall trustworthiness of the research.

3.4 Data Analysis Technique

The data analysis that used in this study was the qualitative analysis of the Miles and Huberman model. This model consists of four main steps: coding, data reduction, data display, conclusions and verification (Miles et al., 2014). The steps in analyzing the data are as follow:

3.4.1 Coding

The initial step in analyzing the qualitative data involved coding. The most common approach was to carefully read through the data multiple times, identifying meaningful units such as words, phrases, and sentences to simplify the learning process. After observing, the researcher reviewed the observation checklist and field notes, categorizing the information as either learning strategies or the way to apply the strategies.

However, during the interview process, the researcher did not differentiate between questions related to different types of strategies and their application methods. As a result, in the coding process, the researcher combined the types of strategies mentioned by the students with the ways in which they were applied. This approach made it easier to organize and present the findings. Additionally,

during the interview analysis, the researcher grouped unrelated information together for clarity.

3.4.2 Data Reduction

Data reduction involved the process of filtering out information that was not relevant to the research questions. This step required the researcher to carefully examine the collected data and extract the most significant and pertinent information. Any data that did not contribute directly to answering the research questions was set aside or disregarded. By doing so, the researcher ensured that only the most useful and meaningful data remained, streamlining the analysis and allowing for a more focused exploration of the key themes and insights.

3.4.3 Data Display

Data display was employed to present a comprehensive overview of the findings. Since this was a descriptive qualitative study, the data needed to be clearly presented in narrative form. Once the data was organized and displayed, the researcher could then draw conclusions and verify the information to ensure it was meaningful and relevant to the research objectives. This step helped make the findings more understandable and accessible for further interpretation.

3.4.4 Conclusion and Verification

The final step in the data analysis process was drawing conclusions and verifying the data. In this phase, the researcher aimed to synthesize the findings and confirm their validity. After organizing the relevant data in narrative form, aligned with the research objectives, the researcher identified the types of strategies and their applications based on both the observation and interview data. The researcher then linked these findings to the theoretical framework, ensuring that the data's validity was supported by relevant theory. This process helped to substantiate the conclusions and demonstrate the credibility of the findings.

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CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This section presents the findings based on the results of the data analysis and the discussion of the findings by referring to the existing theories and previous studies.

4.1 Research Findings

This section presents the results of data analysis about (1) the learning strategies the students applied in learning English, and (2) the way the students applied their strategies in learning English.

4.1.1 The Learning Strategies the Students Applied in Learning English

Based on the results of the data analysis from observation and interview, it was found that the students applied several learning strategies, namely *cognitive strategies, metacognitive strategies, memory-related strategies, affective strategies, compensation strategies, and social strategies.*

4.1.1.1 Cognitive Strategies

Cognitive strategies are a way of thinking or problem-solving that help understand or remember things better. It is like a tool for our brain to organize information, make decisions, or learn new things. Based on data analysis, it **was** found that mostly students used *chunking*, *repetition*, and *self-explanation* techniques when applying cognitive strategies. The following extracts illustrate instances of cognitive strategies.

Extract 1

> *I use the chunking method to group vocabulary, which makes me easier to efficiently learn a large number of words* **(Students 1 and 3; App 1 and 2. No. 2)**

The students expressed that they used the chunking method to group the vocabulary they were learning. With this method, vocabulary was not learned individually but was grouped into larger units or "chunks," which made it easier to remember and master. This chunking method helped them learn a large number of words more efficiently because the process of grouping related or similar words made understanding and memorization easier. In simpler terms, chunking referred

to the technique of breaking down information into smaller, more manageable groups. In this context, chunking was used to study vocabulary in a foreign language.

Extract 2

I use repetition to help me retain the material more easily, allowing me to remember it without the need for rote memorization, which also improves long-term retention **(Students 1, 2, and 3; App 1 and 2. No. 2)**

The students explained that they used repetition to help them retain the material more easily. By doing so, they were able to remember the material without relying on rote memorization, which also improved their long-term retention of the information.

Extract 3

I use self-explanation as a strategy to ensure a deep understanding of the material. As a result, I attempt to explain what I had learned to myself. **(Students 1 and 2; App 1 and 2. No. 2)**

The speaker explained that they had used the strategy of self-explanation to promote a deeper understanding of the material they were studying. This method involved actively engaging with the material by attempting to explain it to themselves in their own words. By doing so, they had hoped to enhance their comprehension and internalize the information more effectively. The process of explaining concepts aloud or in writing helped solidify their knowledge, allowing them to better grasp complex ideas and connect them to existing knowledge.

Meanwhile, there was few students used the *visualization* technique when applying cognitive strategies.

Extract 4

I favor the technique of visualizing what I am learning, as it helps me grasp the material more effectively **(Student 3; App 1 and 2. No. 2)**

The student's preference for visualization was a strategy that made learning more effective by helping them create mental images of the material, which improved understanding, aided memory retention, and made complex ideas more digestible. This technique also fostered a deeper connection with the content, making it easier to recall and apply in the future.

In conclusion, most students more often applied repetition and self-explanation techniques when learning English through cognitive strategies than chunking and visualization.

4.1.1.2 Metacognitive Strategies

Metacognitive strategies are techniques used to reflect on our thinking processes. They focus on being conscious of how we learned and using that understanding to improve our studying or problem-solving. In other words, they involve planning, monitoring, and evaluating our progress while learning.

Based on the results of the data analysis, it was found that mostly students used metacognitive strategies. There were several forms of metacognitive strategies used by the students in learning English, namely *planning, monitoring and evaluating*. The following excerpts provide examples of metacognitive strategies.

Extract 1

For planning, I establish daily learning goals, such as acquiring new vocabulary. Additionally, I aim to read at least one page of an English text every day. I also practice English conversation daily, either in class during breaks or in the dormitory before bed, focusing on a different topic each day. **(Students 1 and 2; App 1. No 2; App 2. No. 10)**

The students shared that, as part of their language learning plan, they set daily goals to expand their vocabulary, such as learning new words each day. They also aimed to read at least one page of English text daily, helping to improve comprehension and expose themselves to different sentence structures. In addition, they practiced speaking English every day, either during class breaks or before bed in the dormitory. By focusing on different topics each day, they ensured varied practice, which helped broaden their vocabulary and fluency. This approach, combining vocabulary building, daily reading, and regular speaking, reflects a balanced strategy for language learning, demonstrating the speaker's commitment to consistent improvement over time.

Extract 2

In the monitoring technique, when listening to the teacher's explanation, a classmate's presentation, or during conversations, I frequently check

myself by asking if I understand what I am hearing. When reading a book, I also make sure I comprehend enough of the material. **(Students 1, 2 and 3; App 1. No 2; App 2. No. 12)**

The students explained that, when using the monitoring technique, they would frequently check their own understanding during various activities like listening to the teacher's explanation, a classmate's presentation, or engaging in conversations. While listening, they asked themselves whether they were truly understanding what they were hearing. This practice of self-monitoring allowed them to assess their comprehension in real time, ensuring they were following the discussion or lesson. It also helped them stay engaged and attentive, as they were actively reflecting on whether the information being presented made sense to them. In essence, the speaker's use of self-monitoring was a deliberate strategy to enhance learning. By regularly checking their own understanding during different activities, they were able to stay on track with their learning objectives. This approach likely helped them identify areas of confusion early on and allowed them to take corrective actions, such as rereading or asking for clarification, to ensure they did not miss important information.

Extract 3

For evaluation, I always assess my understanding after studying a topic in English. Whether learning in class, studying in groups, or studying independently, I regularly evaluate myself to ensure I fully understand the material and is ready to move on to new topics. **(Students 1 and 2; App 1. No 2; App 2. No. 29)**

The student explained that, for evaluation purposes, they always assessed their understanding after studying a topic in English. Whether they were learning in class, studying in groups, or studying independently, they consistently evaluated their own comprehension to ensure that they fully understood the material before moving on to new topics. After engaging with each topic, the speaker would take the time to reflect on what they had learned and check if they had grasped the key concepts. This self-assessment process was a crucial part of their learning strategy, as it allowed them to monitor their own progress and identify any areas of confusion. By doing this, they ensured that they were not

moving forward with gaps in their knowledge, which could hinder their understanding of future material.

In conclusion, the students's habit of evaluating their comprehension regularly showed a careful, methodical approach to learning. This proactive strategy not only ensured thorough understanding but also helped maintain confidence and readiness to move on to more complex topics.

4.1.1.3 Memory-Related Strategies

Memory-related strategies are techniques aimed at improving information retention. They focus on boosting the brain's ability to store and retrieve data. These strategies involve connecting new information to existing knowledge or creating methods to make information more memorable. Based on the result of data analysis, it was found that some students applied these strategies, such as repetition and association techniques. Examples of memory-related strategies were shown in the following excerpts.

Extract 1

> *I like doing repetition. I consistently review everything 1 have learned, including vocabulary, grammar structures, and other key concepts that support my English learning.* **(Students 1 and 3; App 1. No 2; App 2. No. 15)**

The students explained that they used repetition as an essential learning technique. They consistently reviewed vocabulary, grammar, and other key concepts to reinforce their understanding of English. This regular review helped solidify new knowledge, making it easier to recall and apply when needed. By revisiting the material frequently, the speaker supported long-term retention and identified any gaps in their understanding. The habit of repetition also strengthened their language skills, allowing them to build upon what they had already learned. Through consistent practice, repetition improved their fluency and confidence, helping them become more comfortable with the language, make fewer errors, and respond more quickly. Overall, repetition played a crucial role in maintaining a strong grasp of English and expanding their knowledge over time.

Extract 2

I use the association technique, which involves linking what I am learning to what I already know and relating it to the material I am studying. **(Student 2; App 1. No 2; App 2. No. 15)**

The student explained that they used the association technique as part of their learning strategy. This technique involved linking new information to what they already knew, creating connections between unfamiliar concepts and familiar ones. By associating new material with prior knowledge, the speaker was able to enhance their understanding and retention of the information they were learning. For example, when learning new vocabulary, the speaker might have linked unfamiliar words to similar words in their native language or to images or experiences they were already familiar with. This process of association helped them anchor new concepts to existing knowledge, making the new information feel more meaningful and easier to remember.

4.1.1.4 Affective Strategies

Affective strategies are methods that help manage emotions and motivation during the learning process. They aim to maintain a positive attitude, boost confidence, and keep motivation high, which in turn improved learning effectiveness. These strategies are especially useful for managing emotions like frustration, anxiety, or low self-confidence that can arise during learning. Based on the result of data analysis, it was found that mostly students used these strategies. Examples of these affective strategies were shown in the following excerpts.

Excerpt 1

When I want to practice my speaking skill, especially in situations where I have to speak in public, like in front of a class or during a competition, I focus on calming myself. I do this by taking deep breaths and exhaling slowly. Additionally, I pray more and reassure myself that I can do my best. I remind myself that, no matter the outcome, I prepare to accept it. I also tell myself that making mistakes is part of the process and that I should not be afraid to try. **(Students 1, 2, and 3; App 1. No 2; App 2. No. 18)**

The students explained that when practicing speaking, especially in public situations like in front of a class or during a competition, they focused on calming

themselves. They used deep breathing, taking slow, deep breaths and exhaling slowly to relax and manage nervousness. Additionally, they prayed to reassure themselves and gain strength, reminding themselves that they could do their best, no matter the outcome. The students also adopted a positive mindset by accepting that mistakes were part of the process. They told themselves not to fear failure and that making mistakes was natural. This approach helped them perform confidently and focus on their effort rather than stressing over perfection.

Another aspect of affective strategies used by students were *goal setting and positive thinking techniques.*

Excerpt 2

> *I always stay positive and set goals for my learning and future. I believe that without a positive mindset and clear goals, staying motivate and determine to succeed in English will be challenging.* **(Students 1 and 3; App 1. No 2; App 2. No. 17)**

The students explained that they always maintained a positive attitude and set clear goals for both their learning and their future. They believed that having a positive mindset was crucial for staying motivated and focused on their objectives, especially when it came to mastering English. In their view, a positive attitude helped them approach challenges with confidence and resilience, making it easier to stay committed to their language learning journey. The students also recognized the importance of setting specific goals. They understood that clear goals provided direction and purpose, guiding their efforts and allowing them to measure their progress over time. Without these goals, they felt that it would be much harder to stay determined and on track in their pursuit of success in English.

By maintaining a positive mindset and setting tangible goals, the students found that they could stay motivated, even when faced with difficulties. They believed that this combination of positivity and goal-setting played a fundamental role in their ability to persist through obstacles and continue making progress in their language learning.

In conclusion, most students used affective strategies in learning English, and these strategies are crucial for supporting their mental healt

4.1.1.5 Compensation Strategies

Compensation strategies are methods that can be used when students do not know something or cannot recall a word, but still managed to continue communicating or understanding. It allows them to "bridge the gaps" in their knowledge or skills while learning a language like English. Based on the result of data analysis, it was found that several forms of compensation strategies mostly used by the students in learning English, namely *guessing from context, using synonyms, and describing the word.* The instance of the compensation strategies displayed in the following excerpts.

Excerpt 1

> *When reading English texts, I often guess the meaning of words to grasp the overall message, even if I do not understand every word. Similarly, in listening, when I hear English speakers, I use the technique of guessing words from the context to help me understand what is being said, especially when my vocabulary is limited.* **(Students 1 and 2; App 1. No 8; App 2. No. 22)**

The students explained that when reading English texts, they often guessed the meaning of unfamiliar words to understand the overall message, even if they did not know every word. This technique allowed them to keep moving through the material without getting stuck. Similarly, in listening, the speaker used context to infer the meaning of words when they could not understand everything, especially due to a limited vocabulary. By relying on these strategies, the students compensated for gaps in their vocabulary, maintaining comprehension and staying engaged. This approach helped them adapt to real-time language use and continue progressing in their language skills. They understood that focusing on the broader context, rather than knowing every word, was key to improving their understanding in both reading and listening.

Excerpt 2

> *When I do not know the meaning of a word I read or hear, or when I can not quite understand its meaning, I will use synonyms or describe the word. If I am confused about something, I will often explain the word by describing its characteristics, so that it can be understandable through the explanation I provide.* **(Students 1 and 3; App 1. No 2; App 2. No. 21)**

The students explained that when they did not know the meaning of a word or could not fully understand it, they used synonyms or described the word's characteristics to clarify its meaning. This strategy allowed them to keep understanding and engaging with the material, even when encountering unfamiliar vocabulary. When synonyms were not enough, the students described the word by explaining its features or function, which helped them grasp the general meaning. This approach enabled them to continue learning without getting stuck and supported their overall comprehension and language development. It also encouraged deeper thinking about word meanings and context, strengthening their ability to communicate effectively.

4.1.1.6 Social Strategies

Social strategies are methods that involve engaging with others to enhance our learning. They focus on using communication and social interactions to practice and learn more efficiently. These strategies help students learn from others, receive feedback, and apply real-life situations to improve our language skills. The results of the data analysis showed that several forms of social strategies were mostly used by the students in learning English, namely *practicing with others, seeking help and feedback, and participating in group activities.* The instance of the affective strategies displayed in the following excerpts.

Excerpt 1

> *I enjoy practicing with others and taking part in group discussions or collaborative learning activities. The process of learning English has been enjoyable because I can use the language in real-life situations. Practicing with others has been especially helpful, as receiving feedback motivates me to continually improve my skills. Learning with others is also quite challenging, but it makes the experience more engaging and rewarding.* **(Students 1, 2, and 3; App 1. No 10; App 2. No. 23)**

The students explained that they enjoyed practicing English with others and participating in group discussions or collaborative activities. They found it engaging because they could apply the language in real-life situations, making learning more enjoyable. Receiving feedback from peers motivated them to improve their skills and provided valuable insights for their progress. While learning in a group could be challenging at times, the students believed it made

the experience more rewarding by fostering engagement and collaboration. Despite the difficulties, they felt that the overall process was both enjoyable and effective, as it encouraged growth and made learning more fulfilling.

4.1.2 The Way Students Applied Their Strategies in Learning English

The research findings revealed that there were several ways the students applied their strategies in learning English, namely *identifying and understanding learning strategies, using explicit teaching of strategies, integrating strategies into classroom activities, encouraging self-reflection and evaluation, and providing feedback and ongoing support.*

4.1.2.1 Identifying and Understanding Learning Strategies

Based on the results of data analysis, it was found that the first step that the students took in applying their learning strategies was by identifying and understanding the most suitable learning strategies that matched their specific needs, goals, and learning preferences. This is because they thought that in language learning, not all strategies were effective for them. In addition, the students applied several learning strategies in learning English in different ways. The instance of the identifying and understanding learning strategies, also ways the students applied their strategies is displayed in these extracts.

Extract 1

> *I identify and understand my learning strategies by exploring various methods of learning English that I encounter both in and outside of class. After trying them out, I will continue using the approach that I find most effective for my language learning.* **(Students 1, 2, and 3; App 2. No. 4)**

The students explained that they identified and understood their learning strategies by exploring various methods of learning English, both inside and outside the classroom. After trying different techniques, they focused on continuing with the ones that proved most effective for them. This process allowed them to adapt their approach based on what worked best, leading to a more personalized and efficient language learning strategy. Through this trial-and-error process, the students refined their methods and ensured steady progress in

their language development. Their approach was flexible and self-reflective, helping them find the strategies that suited their learning needs.

Extract 2

> *Some of the activities I engage in to apply learning strategies include watching podcasts, reading storybooks, listening to songs, having conversation and discussion, also finding and translating difficult words.* **(Students 1, 2, and 3; App 2. No. 7)**

The students explained that they used various activities to apply their learning strategies. They listened to podcasts to improve listening comprehension and exposure to different accents and topics. Reading storybooks helped them enhance their vocabulary and reading skills, while listening to songs aided their pronunciation and familiarized them with idiomatic expressions. The students also engaged in conversations and discussions to practice speaking, build fluency, and apply what they had learned. Additionally, they regularly translated difficult words to expand their vocabulary and improve understanding. These activities, together, played a key role in their language development and allowed them to make steady progress in English.

Extract 3

> *I listen to English conversations and understand texts by identifying difficult vocabularies and translate it.* **(Students 1 and 2; App 2. No. 13)**

The students explained that they listened to English conversations to improve their listening skills and familiarize themselves with natural language use. When reading or listening, they identified difficult vocabulary and translated it to ensure full understanding. This method helped them expand their vocabulary and improve comprehension of both spoken and written English. By consistently applying this strategy, they enhanced their language skills over time.

In conclusion, the students explored different methods, both inside and outside of class, to determine which ones was the most effective for them. Activities like watching podcasts, reading storybooks, listening to music, having conversations, and translating unfamiliar words helped them improve their language skills. By focusing on understanding and translating challenging vocabulary, they enhanced both their listening and reading comprehension. These

strategies enabled them to adapt and refine their learning process, ensuring it stayed effective and suited to their needs.

4.1.2.2 Using Explicit Teaching Strategies

Based on the results of data analysis, it was found that the next step that the students took in applying their learning strategies was using explicit teaching strategies. In this step the students got the teaching language learning strategies effectively with clear examples from the teachers or coach. The students got clear instruction, modeling, explaining how to use the strategies, and opportunities for practice along with feedback. So, they could understand how certain strategies could enhance their understanding and academic performance. This provided a strong foundation for future learning success. By guiding students through this process, students could learn independently by using the effective strategies in learning English to improve their language proficiency. The examples of using explicit teaching of strategies are shown in these excerpts.

Excerpt 1

> *I use explicit teaching of strategies after my teacher or coach give me clear instruction about how to use learning strategies. They give me an insight about applying strategies, also always motivate me and my friends. They tell us to have good discipline in learning English and always answer our question if we find any difficulties Both in terms of lesson content, methods, and strategies that can be applied in learning English.* **(Students 1, 2 and 3; App 2. No. 5)**

The students explained that they used explicit teaching of strategies, where their teacher or coach provided clear instructions on how to apply learning strategies. The teacher gave valuable insights and motivated them and their peers to stay focused and disciplined in their English studies. They emphasized the importance of good study habits, encouraging consistency and dedication. Whenever the students encountered difficulties, whether with lesson content, methods, or strategies, the teacher always provided support, answering questions and offering solutions. This guidance and motivation helped them stay engaged and improve their English skills.

4.1.2.3 Integrating Strategies into Classroom Activities

Based on the data analysis results, it was found that the students' next step in implementing their learning strategies was integrating strategies into classroom activities. These strategies were integrated into real-life situations; in this case, students were more likely to recognize their importance and used them independently. This integration strengthened the learning process, making the strategies a seamless part of language acquisition rather than something isolated or theoretical. By applying strategies in actual language activities, students not only practiced but also internalized the techniques, ultimately boosting their fluency and confidence in using English. The examples of how the strategies were integrated into the students are shown in these excerpts.

Excerpt 1

> *I integrate my strategies into classroom activities by having some Practices in English lessons, the teacher provides reading comprehension exercises followed by questions based on the text. Additionally, I participate in conversations, discussions, and presentations during class, receiving feedback from the teacher or coach.*
> **(Students 1, 2 and 3; App 2. No. 6)**

The students explained that they integrated their learning strategies into classroom activities by actively participating in exercises, such as reading comprehension tasks. The teacher provided texts followed by questions, which helped them apply reading strategies to understand and analyze the material. In addition, the students took part in conversations, discussions, and presentations, practicing their speaking and listening skills. These activities helped improve fluency and build confidence in using English. Afterward, the speaker received feedback from the teacher or coach, which guided them in refining their strategies and improving their language skills.

Excerpt 2

> *In my daily routine, I also enjoy practicing English with various topic through group discussions and collaborative activities with classmates and friends in English club. Using the language in real-life situations makes learning enjoyable, and receiving feedback from teacher or coach motivate me to improve. Although learning with others can be*

challenging, it makes the experience more interactive and rewarding. **(Students 1, 2, and 3; App 2. No. 10)**

The students explained that they enjoyed practicing English daily through group discussions and collaborative activities with classmates in the English club. Using the language in real-life situations made learning more enjoyable and effective. These interactions helped the speaker improve their fluency and engage with different topics in English. The students also received feedback from their teacher or coach, which motivated them to keep improving. Although learning with others had its challenges, it made the experience more interactive and rewarding, enhancing their overall language development.

Based on the explanation, it can be concluded that students engaged in English conversations, discussions, and presentations during lessons and in their free time. They also joined the English club, where they practiced different topics at each meeting. Practicing English with others and in group activities became an enjoyable part of their routine, as it allowed them to use the language in real-life situations. The feedback they received from teachers and peers was especially valuable, motivating them to keep improving. Although it was sometimes challenging, learning with others made the experience more interactive and fulfilling.

4.1.2.4 Encouraging Self-reflection and Evaluation

Self- reflection and Evaluation allowed students to reflect on how well their learning strategies are working and make adjustments as needed**.** In the process of learning English, students could be encouraged to maintain a language learning notebook or checklist, where they recorded the strategies, they had applied, reflected on what worked well, and identified areas for improvement. For instance, after a speaking activity, students could assess which strategies, such as asking for clarification or giving feedback what they heard, helped them communicate more effectively. This approach promoted self-regulation, as students set personal goals, tracked their progress, and made adjustments to enhance their learning. Over time, it enabled them to take greater responsibility for their own learning and increased their confidence in using English

independently. The examples of encouraging self-reflection and evaluation are shown in these excerpts.

Excerpt 1

> *I encourage my self-reflection and evaluation by evaluating whether the learning plan I set has been effectively implemented, aligns with my initial goals, and whether the results have been optimized or require improvement both in terms of my personal efforts as a student and the methods used.* **(Students 1, 2 and 3; App 2. No. 29)**

It can be concluded that students actively engaged in self-reflection and evaluation by assessing the effectiveness of their learning plan, ensuring it aligned with their goals, and determining whether the outcomes had been maximized or needed improvement. This process helped them identified areas for personal growth and refined their learning methods.

4.1.2.5 Providing Feedback and Ongoing Support

Giving feedback and continuous support was an essential part of successfully implementing learning strategies in the English learning process. Feedback allowed students to fine-tune and enhance their use of strategies, helping them to apply more effectively. In practice, teachers and coaches should monitor how students used their strategies during activities, offered constructive feedback on ways to improve, and motivated them to continue trying out various approaches. The examples of how the students provided their feedback and ongoing support in learning strategies were shown in these excerpts.

Excerpt 1

> *I get my feedback from my teacher, coach, and friends after I practice my English in oral or written form. They do this to give me support and motivation to keep learning and improving my English ability.* **(Students 1, 2 and 3; App 2. No. 30)**

The students explained that they received feedback from their teacher, coach, and friends after practicing English, both orally and in writing. This feedback helped them improve by pointing out areas for growth and reinforcing their strengths. The teacher and coach provided detailed guidance, while feedback from friends offered a more casual, supportive approach. This feedback served as both motivation and support, encouraging the students to keep learning and build

confidence in using English. It played a crucial role in their continuous improvement, helping them stay focused on their goals.

Excerpt 2

I set my goal and remember it to motivate me when my feeling is down, then of course I need to have positive thinking. **(Students 1, 2 and 3; App 2. No. 11)**

The students explained that they set goals to stay motivated, especially when feeling down. These goals helped them stay focused and encouraged them to keep going during challenging times. Along with goal-setting, the speaker emphasized the importance of positive thinking. They believed that maintaining a positive mindset was key to overcoming obstacles and staying motivated. Overall, these strategies of goal-setting and positive thinking helped the speaker remain determined and continue improving their English skills.

Excerpt 3

I participate in English competitions such as English debates, the English Olympics, and writing for English magazines. I do this to enhance my English skills and to motivate and challenge myself to perform better with each opportunity that comes my way. **(Students 1, 2 and 3; App 2. No. 19)**

The students explained that they participated in various English competitions, including English debates, the English Olympics, and writing for English magazines. These competitions served as opportunities for the them to enhance their English skills in different areas, such as speaking, writing, and critical thinking. By participating in debates, they practiced their speaking and argumentative skills, learning how to express their ideas clearly and persuasively in English. The English Olympics likely provided a broader context for testing their knowledge of the language, including grammar, vocabulary, and comprehension, while writing for English magazines allowed them to improve their writing ability by crafting articles and engaging in creative expression.

The students viewed these competitions as a way to motivate and challenge themselves. Each event offered a new opportunity to push their limits, refine their language skills, and compete in a real-world setting. By participating in these activities, the speaker felt driven to perform better with each new

experience, seeing every competition as a chance to improve and measure their progress. These activities also encouraged them to set higher standards for themselves, helping them to stay motivated and focused on their language learning goals. By challenging themselves in various competitions, they continued to grow in confidence and proficiency, constantly seeking ways to perform better and demonstrate their improved skills.

In conclusion, the students actively engaged in various activities to improve their English skills, such as having conversations with friends, participating in presentations and discussions in class or the English club, and seeking feedback and support from others. They also set personal goals to stay motivated, especially during challenging moments, and maintained a positive mindset. Additionally, by joining English competitions like debates, the English Olympics, and writing for magazines, they challenged themselves and enhanced their abilities, ensuring that each opportunity contributed to their growth and progress in English.

4.2   Discussion of the Findings

This section presents the discussion of the findings by refering to the related theories and previous studies. It concerns about (1) the learning strategies the students applied in learning English, and (2) the way the students applied their strategies in learning English are discussed here.

4.2.1   The Learning Strategies the Students Applied in Learning English

The students implemented a variety of strategies to improve their English learning, whether studying alone, with a teacher, a friend, or in a group. These strategies included cognitive, metacognitive, memory-related, affective, compensation, and social.

For cognitive strategies, students used methods like chunking to organize vocabulary, repetition to enhance retention, and self-explanation to gain a deeper understanding. Some students also employed visualization to better grasp content. These strategies not only made learning more effective but also promoted self-awareness and autonomy, allowing students to track their progress and adjust their methods as needed (Bilonozhko & Syzenko, 2023; Chamot, 2005).

Metacognitive strategies, such as planning, monitoring, and evaluation. Students set daily goals, such expanding vocabulary and practicing conversations, reviewed their comprehension during lessons, and reflected on their understanding after studying. These strategies helped them stay organized and ensured continuous progress in their language development (Bilonozhko & Syzenko, 2023; Carter et al., 2001). In conclusion, these strategies not only supported the students' immediate learning but also laid a foundation for long-term language proficiency by encouraging self-regulation and continuous improvement.

Another set of strategies were memory-related strategies, such as repetition and association. By reviewing learned material, including vocabulary and grammar, and linking new information to existing knowledge, students reinforced their learning and improved retention. Studies also showed that text memorization, the process of committing material to memory, can enhance writing proficiency in language learners (Wang, 2023).

One particularly effective strategy was self-encouragement, where learners actively motivated themselves and maintained a positive attitude towards their studies (Nha et al., 2020; Yuan, 2020). In particular, students used this strategy to manage anxiety and build confidence during speaking practice, especially in public situations. They applied relaxation techniques like deep breathing and prayer, reassured themselves that mistakes are part of the learning process, and focused on doing their best rather than worrying about the outcome. This helped them overcome fear and improve their speaking abilities.

Compensation strategies, such as using synonyms or paraphrasing, were also common. When students lacked the specific word or expression needed, they substituted it with a related term or rephrased their ideas to communicate effectively (Nha et al., 2020). These strategies helped them understand and convey meaning, especially when faced with unfamiliar vocabulary. Students relied on context clues to infer meanings and used synonyms or description, when necessary, which helped them grasped the overall message and navigated vocabulary gaps.

Finally, students also employed social strategies, which involved interacting with others to support learning and communication, as well as managing emotions to complete tasks effectively (Burns & Richards, 2012). By practicing English with others and participating in group discussions or collaborative learning activities, students found the process more engaging and fulfilling. Although learning with others can present challenges, it added an interactive dimension to their learning experience, making it both enjoyable and rewarding.

In conclusion, the students used a wide variety of strategies to enhance their English learning, combining individual techniques with social interactions to improve their skills and stay motivated throughout the process. The importance of this learning strategies lied on its ability to meet student's individual needs and adapted to various learning styles (Biwer et al, 2020).

4.2.2 The Way the Students Applied Their Strategies in Learning English

The research findings revealed that there were several ways the students applied their strategies in learning English, namely identifying and understanding learning strategies, using explicit teaching of strategies, integrating strategies into classroom activities, encouraging self-reflection and evaluation, and providing feedback and ongoing support.

The students identified and understood learning strategies before applying them. The students recognized that not all strategies were effective for everyone, and they tailored their approach based on their personal learning preferences, goals, and needs. This step was crucial as it sets the foundation for selecting the most effective strategies for language learning. The data analysis revealed that students applied different learning strategies in diverse ways, depending on their individual circumstances. The importance of learners' ability to identify and apply the appropriate learning strategies for language learning and how learners must understand their needs and learning context to choose the most effective strategies (Macaro, 2016).

The second step students took was explicit instruction on learning strategies. Teachers provided clear examples, instructions, modeling, and opportunities for practice with feedback. This helped students understood how to

use strategies to improve their comprehension and academic performance, setting a solid foundation for future success. By this guidance, students were able to use effective strategies independently to enhance their English proficiency. Ellis (2008) explored how explicit teaching of strategies is crucial for language learners, particularly in second language acquisition. It highlights the effectiveness of clear modeling, explanation, and practice in helping students internalize language learning strategies.

The next step in students' strategies used was integrating them into classroom activities. By applying strategies to real-life situations, students recognized their value and used them independently. This made the strategies a natural part of language learning, helping students practice, internalize, and boost their fluency and confidence in English. Zareva (2009) explored the role of strategy instruction and how its integration into classroom activities improves students' ability to use strategies in real language tasks, making learning more effective and meaningful. It focused on the value of embedding learning strategies into real classroom activities to enhance students' language acquisition.

Self-reflection and evaluation allowed students to assess the effectiveness of their learning strategies and make adjustments. By keeping a language learning journal, students recorded the strategies they used, reflected on what worked, and identified areas for improvement. For example, after a speaking activity, they could evaluate which strategies helped their communication. This process promoted self-regulation, goal-setting, and progress tracking, ultimately increasing their responsibility for learning and boosting confidence in using English independently. (Schunk & Zimmerman, 2012) highlighted how self-reflection and evaluation are key components of self-regulated learning, helping students assess their progress and refine their strategies to improve performance, particularly in academic settings.

The last step was providing feedback and ongoing support. It was crucial for the successful implementation of learning strategies in the English learning process. Feedback helped students refined and improved their used of strategies, making them more effective. In practiced, teachers and coaches should observe

how students applied their strategies during activities, offered constructive feedback on how to improve, and encourage them to keep experimenting with different approaches. Shute (2008) explored how formative feedback, when continuously provided, can significantly improve students' use of learning strategies, guiding them toward more effective application and deeper understanding.

In conclusion, the research findings emphasized the importance of a structured, multi-step approach to implementing learning strategies in English language acquisition. Students first identified and understood which strategies best suited their needs, then received explicit instruction and guidance to apply them effectively. Integrating these strategies into real-life classroom activities helped students internalize and apply them independently. Self-reflection and evaluation further promoted self-regulation and improvement, while continuous feedback and support from teachers ensured ongoing refinement of strategies. Together, these steps fostered greater autonomy, boosted students' fluency, and enhanced their overall language proficiency.

In comparison to previous studies, the findings in this research presented several notable differences. While earlier research by Suharsono (2015) highlighted the importance of metacognitive strategies involving self-awareness and self-regulation, allowing students to assess their understanding and adjust their learning methods effectively. Hapsari (2016) pointed out that cognitive strategies are essential for vocabulary acquisition, with techniques like memorisation and mnemonic devices helping students retain new words and expand their vocabulary. Finally, Wijayanti (2019) underscored the importance of social strategies, such as peer practice, which allow students to apply their skills in real-life situations, promoting fluency and confidence. This research provided more comprehensive analysis. In previous research, the focus was only on one type of learning strategy, such as cognitive or metacognitive. However, this study addressed all six types of learning strategies.

Several factors also contributed to effective learning strategies in English. Motivation played a key role, with motivated students showing greater

engagement and persistence. A supportive learning environment and access to interactive resources enhanced language acquisition. Additionally, the use of technology, like language-learning apps and online resources, helped students practice skills. These factors together enabled students to adopt diverse strategies, improving their overall English proficiency.

Many students preferred using learning strategies in their English learning, finding them crucial for improving language skills. Techniques like mnemonics, group discussions, and repetition helped with vocabulary retention and grammar understanding. Students also enjoyed using online media, which made learning more engaging and effective. Overall, these strategies boosted their confidence and made language learning more enjoyable.

This study highlighted the use of visualization techniques as a novel strategy for enhancing English language learning. Visualization encouraged learners to mentally picture scenes, words, or situations related to the language they were learning. By creating vivid mental images of vocabulary, grammar structures, or conversations, students were able to strengthen memory retention and improve comprehension. This technique not only aided in recalling new words but also helped students better understand context and nuances in the language. As a new approach in language acquisition, visualization provided an innovative way to support both speaking and writing skills, offering an alternative to more conventional learning methods.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents conclusions about the learning strategies students apply in learning English at tenth grade students. In addition, it also offers some recommendations for students and next researchers.

5.1 Conclusions

The findings of this study showed that there were several learning strategies used by students in learning English. These strategies included: 1) cognitive, 2) metacognitive, 3) memory-related, 4) affective, 5) compensation, and 6) social. There were also some steps in implementing learning strategies namely 1) identifying and understanding learning strategies, 2) using explicit teaching of strategies, 3) integrating strategies into classroom activities, 4) encouraging self-reflection and evaluation, 5) and providing feedback and ongoing support.

The students applied the learning strategies in various ways: 1) watching podcast, 2) reading English book or story, 3) listening to music or conversation, 4) identifying difficult word on texts, 5) translating the words, 6) practicing with others, 7) memorizing vocabularies, 8) having group discussion, 9) keeping motivated.

5.2 Recommendations

The current study revealed that there were several strategies used by students in learning English at Senior High School, there were also some steps and ways that the students' used in applying the learning strategies. In light of this, this study offers recommendations for students and further researchers in applying learning strategies in learning English

For students, there must be difficulties in learning English for students at Senior High School. Therefore, the students need to apply learning strategies and develop their own learning strategies based on their learning style. So, they can make the learning English process interesting and challenging. The students also can modify the way in implementing it.

Based on the findings of this study, it was recommended that students incorporate a wider range of learning strategies into their English language learning practices. Specifically, teachers were encouraged to promote the use of visualization techniques, along with other learning strategies, to help students better retain vocabulary and improve comprehension. Additionally, it was important for educators to create a supportive and interactive learning environment where students felt comfortable experimenting with different strategies to find what worked best for them. By diversifying teaching methods and allowing students to take a more active role in their learning process, language proficiency could be significantly enhanced, leading to greater motivation and academic success.

For further researchers, learning strategies will always be useful for the future life and education. The next researchers could explore the needs of students in that year and adjust their studies to focus on the factors that need to be examined in relation to learning strategies and their implementation. This would help address the needs of students who are unsure about the best way to start learning English. Additionally, researchers could also investigate other aspects of learning strategies, such as the factors that influence them, the relationship between culture and learning styles, and so on.

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Appendices
Appendix 1: Observation Checklist

Table 3.1 Observation Checklist for Students

No	Teaching and Learning Activities	Yes	No	Notes
1.	The students implement learning strategies in learning English.			

2	Types of learning strategies used by students:
	
	   a. Cognitive strategies
	   b. Metacognitive strategies
	   c. Memory-related strategies
	   d. Affective strategies
	   e. Compensation strategies
	   f. Social strategies			

3	Frequency of students using learning strategies in learning English			

4	Students remember new vocabulary:
	
	   a. Association technique
	   b. Repetition technique			

5	The students' method used to understand English text:
	
	   a. Skimming and scanning
	   b. Summarising
	   c. Finding and translating difficult words.			

6	The students use the feedback they receive to improve their learning methods.			
7	The students prepare themselves in English before exams or assignments.			

8	The students guess the meaning of unfamiliar words or phrases based on the available contextual clues.			
9	Students memorize new vocabulary word by word.			
10	The students use English for social interaction, where learners engage with others to practice their language skills and receive feedback.			

Appendix 2: Interview

Table 3.2   Interview Guide for Students

1. Do you implement learning strategies in learning English?
2. What strategies do you implement for learning English
3. What do you think is the most effective English learning strategies?
4. How do you identify and understanding your learning strategies?
5. Can you explain how explicit teaching of strategies helps you learn English?
6. How do you integrate your learning strategies into classroom activities?
7. How do you practice reading and listening comprehension to understand English texts or conversations better?
8. What methods do you use to practice English outside the classroom?
9. What resources, like books or online tools, do you find most helpful for learning English?
10. What are your plans to improve your English skills?
11. How do you set your goals for improving your English skills?
12. How do you monitor your progress and adjust your learning approach if you struggle with specific topics?
13. How do you overcome difficulties in reading texts, listening to conversations or discussions in English?
14. How do you integrate English with other subjects or daily tasks?
15. What memory techniques do you use to retain new vocabulary or grammar structures?
16. How do you review and reinforce what you have learned to ensure you remember it long-term?
17. What strategies do you use to stay motivated and confident in learning English, especially when it feels challenging?
18. How do you manage anxiety or nervousness when speaking English in front of others?

19. Do you feel that language competitions or events have helped you become more confident in English?
20. How do you measure your progress in learning English, and what goals have you set for yourself?
21. What do you do when you do not know a specific word or phrase during a conversation in English?
22. How do you when you do not fully understand something you are reading or hearing in English?
23. How do you practice speaking English with friends or classmates to improve your language skills?
24. How often do you ask teachers or peers for help when you do not understand something in English?
25. How have the "English-only zones" helped improve your language skills?
26. How often do you speak English with your peers, and in what situations?
27. How do teachers or mentors support you in achieving your English learning goals?
28. What activities or clubs do you participate in to improve your English speaking?
29. How do you encourage your self-reflection and evaluation?
30. Can you share how providing feedback and ongoing support has helped you in learning English?

Appendices

Appendix 1: Observation Checklist

Table 3.1 Observation Checklist for Students

(Student 1)

No	Teaching and Learning Activities	Yes	No	Notes
1.	The students implement learning strategies in learning English.	√		
2	Types of learning strategies used by students:			
	g. Cognitive strategies	√		*I used chunking, repetition, and self explanation.*
	h. Metacognitive strategies	√		*I used planning, monitoring, and evaluation*
	i. Memory related strategies	√		

		√		
	j. Affective strategies	√		*I used repetition*
	k. Compensation strategies	√		*I used self-encouragement, relaxation, goal setting, and positive thinking techniques.*
	l. Social strategies	√		*I used guesing from context, using synonyms, and describing the word* *I used practicing with others, seeking help and feedback, and participating in group activities*
3	Frequency of students using learning strategies in learning English	√		always
4	Students remember new vocabulary: c. Association technique d. Repetition technique	√	√	
5	The students' method used to understand English text: d. Skimming and scanning e. Summarising f. Finding and translating difficult words.	√	√ √	
6	The students use the feedback they receive to improve their learning methods.	√		
7	The students prepare themselves in English before exams or assignments.	√		
8	The students guess the meaning of	√		

No	Teaching and Learning Activities	Yes	No	Notes
	unfamiliar words or phrases based on the available contextual clues.			
9	Students memorize new vocabulary word by word.	√		
10	*The students use English for social interaction, where learners engage with others to practice their language skills and receive feedback.*	√		

(Student 2)

No	Teaching and Learning Activities	Yes	No	Notes
1.	The students implement learning strategies in learning English.	√		
2	Types of learning strategies used by students:			
	a. Cognitive strategies	√		*I used repetition, and self explanation.*
	b. Metacognitive strategies	√		*I used planning, monitoring, and evaluation*
	c. Memory related strategies	√		*I used association*
	d. Affective strategies	√		*I used self-encouragement and relaxation techniques.*
	e. Compensation strategies	√		*I used to guess the word from context.*
	f. Social strategies	√		*I used practicing with others, seeking help and feedback, and participating in group activities*
3	Frequency of students using learning	√		always

No	Teaching and Learning Activities	Yes	No	Notes
	strategies in learning English			

4	Students remember new vocabulary:
	
	  a. Association technique
	  b. Repetition technique
		√	√	

5	The students' method used to understand English text:
	
	  a. Skimming and scanning
	  b. Summarising
	  c. Finding and translating difficult words.
		√	√
			√	

6	The students use the feedback they receive to improve their learning methods.	√		
7	The students prepare themselves in English before exams or assignments.	√		
8	The students guess the meaning of unfamiliar words or phrases based on the available contextual clues.	√		
9	Students memorize new vocabulary word by word.	√		
10	*The students use English for social interaction, where learners engage with others to practice their language skills and receive feedback.*	√		

(Students 3)

No	Teaching and Learning Activities	Yes	No	Notes
1.	The students implement learning strategies in learning English.	√		
2	Types of learning strategies used by students:			

No	Item			
	a. Cognitive strategies	√		*I used chunking, repetition, and visualization.*
	b. Metacognitive strategies	√		*I used monitoring*
	c. Memory related strategies	√		*I used repetition*
	d. Affective strategies	√		*I used self-encouragement, relaxation, goal setting, and positive thinking techniques.*
	e. Compensation strategies	√		*I prefer using synonyms, and describing the word*
	f. Social strategies	√		*I used practicing with others, seeking help and feedback, and participating in group activities*
3	Frequency of students using learning strategies in learning English	√		often
4	Students remember new vocabulary: a. Association technique b. Repetition technique	√	√	
5	The students' method used to understand English text: a. Skimming and scanning b. Summarising c. Finding and translating difficult words.	√	√ √	
6	The students use the feedback they receive to improve their learning methods.	√		
7	The students prepare themselves in English before exams or assignments.	√		

8	The students guess the meaning of unfamiliar words or phrases based on the available contextual clues.	√		
9	Students memorize new vocabulary word by word.	√		
10	The students use English for social interaction, where learners engage with others to practice their language skills and receive feedback.	√		

Appendix 2: Interview

Table 3.2   Interview Guide for Students

Interview Transcript with Respondent (Student 1)

Interview date: November 21, 2024

Location: Al-Amien Sumenep

Interview conducted by: [Awati Fane]

Interview started at 14:00 WIB.

Researcher (F): Thank you for taking the time to do this interview. Can you explain a little about yourself?

Respondent 1 (L): Sure, I am currently a tenth-grade student who is active in several activities such as English club, journalism and others. and I am very interested in studying English because I want to get a scholarship abroad in the future. Hopefully. Bismillah

F: Amien. Can we start our interview?

L: Sure

F: you can answer this interview based on your experiences. Just answer it naturally.

L: okay

F: Do you implement learning strategies in learning English?

L: yes of course, I use it everyday

F: What strategies do you implement for learning English?

L: *I use chunking, repetition, self explanation, and many more*

F: What do you think is the most effective English learning strategies?

L*: Repetition, practice with friend, teacher or coach.*

F: How do you identify and understanding your learning strategies?

L: *I identify and understand my learning strategies by exploring various methods of learning English that I encounter both in and outside of class. After trying them out, I will continue using the approach that I find most effective for my language learning.*

F: Can you explain how explicit teaching of strategies helps you learn English?

L: *I use explicit teaching of strategies after my teacher or coach give me clear instruction about how to use learning strategies. They give me an insight about applying strategies, also always motivate me and my friends. They tell us to have good discipline in learning English and always answer our question if we find any difficulties Both in terms of lesson content, methods, and strategies that can be applied in learning English.*

F: How do you integrate your learning strategies into classroom activities?

L: *I integrate my strategies into classroom activities by having some Practices in English lessons, the teacher provides reading comprehension exercises followed by questions based on the text. Additionally, I participate in conversations, discussions, and presentations during class, receiving feedback from the teacher or coach.*

F: What specific techniques do you use to understand new vocabulary or grammar rules?

L: *For adding my new vocabularies, I often listen to English podcast, I also read story book, sometimes listen to music*

F: What about grammar rules?

L: Hmm, I joined online class, grammar class actually. Learning in the classroom of course, then I also learn from youtube because there are a lot of youtube channel that teach about grammatical rules in detail.

F: Do you enjoy doing that kind of strategies for your English Learning?

L: Exactly because it is so interesting. We can choose our favorite youtube channel that meets our needs

F: Are there any difficulties with your learning process, since you learn it mostly using online media?

L: Hmmm. I think yes

F: Can you tell me your difficulties?

L: Sometimes I have to repeat the explanation, I hear it more than once, hmm. I often repeat it until I understand.

F: What if you still don't understand even though you have repeated it several times?

L: I ask my teacher but it is seldom because learning from media is very clear and understandable

F: How do you practice reading and listening comprehension to understand English texts or conversations better?

L: In understanding text, I usually try to understand the text from the vocabulary I know, the rest I note down difficult vocabulary and translate it to understand the entire content of the text, and I also do that when I listen to conversations in English, I try to understand from the vocabulary that I have mastered and capture information from vocabulary that is familiar to me.

F: What methods do you use to practice English outside the classroom?

L: Practice by myself (talking to my self in front of mirror), and sometimes with friends

F: What resources, like books or online tools, do you find most helpful for learning English?

L: Hmm, both of I think

F: What are your plans to improve your English skill?

L*: For planning, I establish daily learning goals, such as acquiring new vocabulary. Additionally, I aim to read at least one page of an English text every day. I also practice English conversation daily, either in class during breaks or in the dormitory before bed, focusing on a different topic each day*

F: How do you set your goals for improving your English skills?

L: *I usually make a learning plan for myself every day. for example, what do l want to learn tomorrow? l also sees my progress every day. can l continue to the next topic or lesson or do l need to repeat it again? and of course among the plans I make for my learning, the most important thing is that l can manage my time well for other activities and for developing my english skills.*

F: How do you monitor your progress and adjust your learning approach if you struggle with specific topics?

L: I explain to myself what l already learn.

F: How do you overcome difficulties in reading texts, listening to conversations or discussions in English?

L: *I overcome my difficulties in reading text by finding and translating difficult word and for listening to conversation I guess the context based on the familiar word that I have already known before*

F: How do you integrate English with other subjects or daily tasks?

L: I tranlate another subject to English language in my free time to make sure that I have an additional vocabulary everyday.

F: What memory techniques do you use to retain new vocabulary or grammar structures?

L: I use repetition. for example, in one day I want to learn 10 vocabulary words. I write them down in small notes and I read them over and over again until I can remember them well.

F: What about learning grammar or structure?

L: I learn grammar by reading it over and over again and making some examples to make it easier for the theory to stick in my brain. one formula, I sometimes make an example of 1 to 5 sentences.

F: How do you review and reinforce what you have learned to ensure you remember it long-term?

L: I always repeat my learning to make sure I fully understand.

F: What strategies do you use to stay motivated and confident in learning English, especially when it feels challenging?

L: *I use compensation strategy. I self-encouragement and relaxation, to make sure to my self that I can do this challenge, I try to calm down my self to make me relax and not afraid anymore. I set my goal and remember it to motivate me when my feeling is down, then last one of course I need to have positive thinking. I think that is all.*

F: How do you manage anxiety or nervousness when speaking English in front of others?

L: *I try to relax by praying and of course taking a deep breath and letting it out. Also convincing myself that I am capable, and even if I make a mistake. I try to think positively that I am learning. It doesn't matter if I make a mistake, the most important thing is that I have tried my best.*

F: Do you feel that language competitions or events have helped you become more confident in English?

L: Yes, of course. I am very agreeing with it.

F: Why?

L: because based on my own experiences.

F: How do you measure your progress in learning English, and what goals have you set for yourself?

L: *I join English competition. Like English debate, English olympic, written on English magazine too.*

F: What about your goal?

L: I want to be master in English language because nowsday it is very needed for beter future. I also want to get international schoolarship. Amin ya Allah

F: Amien ya Allah. I hope your dream will come true. Be spirit okay

L: Thank you Bu.

F: You are welcome.

F: What do you do when you do not know a specific word or phrase during a conversation in English?

L: *I used guesing from context, using synonyms, and describing the word*

F: What challenges do you face when practising English, and how do you overcome them?

L: My difficulties are when arranging the sentences, reading in correct pronounciation, and I overcome my difficulties by listening and reading a lot

F: How do you do when you do not fully understand something you are reading or hearing in English?

L: I guess the content of the reading or conversation from the vocabulary that I already know.

F: By guessing it, can you catch the message or content?

L: Yes, of course. This technique is very helpful for me who is still on process of learning and improving English ability.

F: How do you practice speaking English with friends or classmates to improve your language skills?

L: *I have English conversation, discussion, presentation in the class when English language lesson, and in rest time. I also join English club and we parctice English with different topic every meeting.*

F: How often do you ask teachers or peers for help when you do not understand something in English?

L: Hehehe, I am not sure but not often. I try to seek for the answer by my self from media but if I already trying for many times and do not find the answer. I decide to ask to my friend and teacher.

F: How have the "English-only zones" helped improve your language skills?

L: It is very helpful because there are disciplines that we must obey and prohibitions that we must not do. So, the obligation to speak English makes us try harder to learn so that we can communicate in good and correct English.

F: Okay, is very good, I think. Do you enjoy it?

L: Yes, that is my choice and I want to be master in English. Hehe

F: How often do you speak English with your peers, and in what situations?

L: Very often. In the class, in English Club, in the room before sleep, or sometimes in the canteen.

F: How the way you practice it?

L: I choose topic with my friend. Then we talk until tired. Hehe

F: How do you choose your friend to be your speaking partner?

L: I choose my friend who want to improve their English too. So, we have similar purpose.

F: Waw. It is sound intereseting. How lucky you are having such good partner?

L: Yes, I think so. I am so grateful for it. It helps me so much to learn English.

F: How do teachers or mentors support you in achieving your English learning goals?

L: They always motivate me and my friends. They told us to have good discipline in learning English and always answer our question if we find any difficulties. Both in terms of lesson content, methods, and strategies that can be applied in studying English.

F: What activities or clubs do you participate in to improve your English speaking?

L: I join English journalistic and also PEC (Pioner of English Club).

F: How do you encourage your self-reflection and evaluation?

L: *I encourage my self reflection and evaluation by evaluating whether the learning plan I set has been effectively implemented, aligns with my initial goals, and whether the results have been optimized or require improvement both in terms of my personal efforts as a student and the methods used.*

F: Can you share how providing feedback and ongoing support has helped you in learning English?

L: *I get my feedback from my teacher, coach, and friends after I practice my English in oral or written form. They do this to give me support and motivation to keep learning and improving my English ability.*

Interview Transcript with Respondant (Student 2)

Interview date: November 21, 2024

Location: Al-Amien Sumenep

Interview conducted by: [Awati Fane]

Interview started at 15:25 WIB.

Researcher (F): Thank you for your time to do this interview. Can you explain a little about yourself?

Respondent 2 (V): Sure, I am a tenth-grade student. I am very active in some activities such as English club, English competition and others. I like English so

much because I believe that by mastering English language, it can make me easier to continue my learning to universities and if Allah allows me, I want to get a scholarship later.

F: It is good idea. Good luck

V: Thank you so much

F: Can we start our interview?

L: Sure

V: You have to anwer my question based on your personal experience during learning English. Do you understand

V: Certainly

F: Do you implement learning strategies in learning English?

V: Yes, I use it

F: What strategies do you implement for learning English?

V*: I use chunking, self explanation, guessing from context, repetition, discussion,* collaborative learning and ect

F: What do you think is the most effective English learning strategies?

V: *Self exlpanation, repetition, discussion and collaborative learning.*

F: How do you identify and understanding your learning strategies?

V*: I figure out my learning strategies by trying different ways of learning English, both in class and outside of class. After testing them, I keep using the ones that work best for me.*

F: Can you explain how explicit teaching of strategies helps you learn English?

V: *I use clear teaching of strategies after my teacher or coach gives me simple instructions on how to use them. They explain how to apply the strategies and always encourage me and my friends. They remind us to stay disciplined while learning English and are always ready to help with any questions we have, whether it's about the lessons, methods, or strategies we can use to learn English.*

F: How do you integrate your learning strategies into classroom activities?

V: *I use my strategies in class by doing practice activities in English lessons. The teacher gives reading exercises with questions about the text. I also take part in conversations*.

F: What specific techniques do you use to understand new vocabulary or grammar rules?

V: *To increase my new vocabularies by listening to English podcast, I also read various book, sometimes listen to music*

F: What about grammar rules? How do you learn it?

V: Actually, hmm, I took online class and English course for my extracurricular activity. Then, learning in the classroom of course, I also learn from English text and watching videos too.

F: Do you enjoy doing that kind of strategies for your English Learning?

V: Of course. It is easy and interesting.

F: Are there any difficulties with your learning process?

V: Sometimes

F: Can you tell me your difficulties?

V: Sometimes I have to repeat my lesson many times to make me fully understand

F: What if you still don't understand even though you have repeated it several times?

V: I ask my teacher or my friend, and sometimes I look for the answer my self by watching online videos.

F: How do you practice reading and listening comprehension to understand English texts or conversations better?

V: *When I read or listen to something in English, I try to understand it using the words I already know. If I come across words I don't understand, I write them down and translate them to help me understand the whole meaning. I do the same when I hear people speak in English. I focus on the words I'm familiar with and try to figure out the rest.*

F: What methods do you use to practice English outside the classroom?

V: Practice with roommate, classmate and sometimes talking to my self.

F: What resources, like books or online tools, do you find most helpful for learning English?

V: I like book, and online media too.

F: What are your plans to improve your English skill?

V: *For planning, I set daily learning objectives, such as expanding my vocabulary. I also make it a goal to read at least one page of an English text every day. Furthermore, I practice speaking English daily, whether during class breaks or in the dormitory before bedtime, concentrating on a new topic each day.*

F: How do you set your goals for improving your English skills?

V: *I typically create a daily learning plan for myself. For example, I decide what I want to learn the next day and check my progress each day. I ask myself if I'm ready to move on to the next topic or if I need to review the current one. One of the most important parts of my plan is managing my time well, so I can balance other activities while also improving my English skills.*

F: How do you monitor your progress and adjust your learning approach if you struggle with specific topics?

V: *I explain to myself what l already learn and practice it with my friend.*

F: How do you overcome difficulties in reading texts, listening to conversations or discussions in English?

V: I deal with challenges in reading by looking up and translating difficult words. When listening to conversations, I try to understand the context by relying on the words I already know.

F: How do you integrate English with other subjects or daily tasks?

V: In my free time, I translate other topics into English to make sure I am learning new words every day.

F: What memory techniques do you use to retain new vocabulary or grammar structures?

V*: I use repetition to learn. For example, if I want to learn new vocabulary 5 or 10 words in a day, I write them on notes and keep reading them again and again until I can remember them clearly.*

F: What about learning grammar or structure?

V: I learn grammar by reading it repeatedly and creating examples to help the rules stick in my mind.

F: How do you review and reinforce what you have learned to ensure you remember it long-term?

V: I constantly review my learning to make sure I fully grasp it.

F: What strategies do you use to stay motivated and confident in learning English, especially when it feels challenging?

V: *I use a compensation strategy to stay motivated. I encourage myself and try to relax to remind myself that I can handle the challenge. When I feel stressed or scared, I calm down and focus on my goals to stay motivated. I also make sure to think positively. That's how I keep myself on track.*

F: How do you manage anxiety or nervousness when speaking English in front of others?

V*: I relax by praying, taking deep breaths, and exhaling slowly. I also remind myself that I'm capable, and even if I make a mistake, it's okay. I focus on thinking positively and tell myself that I'm learning. What matters most is that I've done my best, not whether I make mistakes.*

F: Do you feel that language competitions or events have helped you become more confident in English?

V: Yes, of course. I completely agree with that.

F: Why?

V: From my own experience.

F: How do you measure your progress in learning English, and what goals have you set for yourself?

V*: I join English competition. Like English debate, English olympic, written on English magazine too.*

F: What about your goal?

V: I want to be fluent in English language because nowsday it is very needed for future.

F: You are right. Then, what do you do when you do not know a specific word or phrase during a conversation in English?

V: *I used guesing from context, and describing the word.*

F: What challenges do you face when practising English, and how do you overcome them?

V: My challenges are constructing sentences correctly and pronouncing words properly. I overcome these difficulties by listening and reading more.

F: How do you do when you do not fully understand something you are reading or hearing in English?

V: I try to understand the content of the reading or conversation based on the vocabulary I already know.

F: By doing it, can you understand the message or content?

V: Yes, of course.

F: How do you practice speaking English with friends or classmates to improve your language skills?

V*: I participate in English conversations, discussions, and presentations during class lessons, as well as in my free time. I also join an English club where we practice speaking on different topics at each meeting.*

F: How often do you ask teachers or peers for help when you do not understand something in English?

V: I am not sure, but it does not happen often. I usually try to find the answer myself using media, but if I have tried several times and still can not find it, I ask my friends or teacher for help.

F: How have the "English-only zones" helped improve your language skills?

V: It is very good because we have disciplines that we must speak English. So, the obligation to speak English makes us try harder to learn so that we can communicate and practice English.

F: How often do you speak English with your peers, and in what situations?

V: So often. In boarding school, we have discipline to speak English. So, we have to obey it.

F: How the way you practice it?

V: Sometimes, we have topic and sometimes, we just talk naturally, based on what we need at that moment.

F: How do you choose your friend to be your speaking partner?

V: I choose friends who also want to improve their English, so we share the same goal.

F: It is very supportive environment.

V: I thanks to God for it.

F: How do teachers or mentors support you in achieving your English learning goals?

V: They always motivate me and my friends, encouraging us to stay disciplined in learning English. They are also willing to answer any questions we have if we face difficulties, whether it's about the lesson content, methods, or strategies for studying English.

F: What activities or clubs do you participate in to improve your English speaking?

V: I join English club and English extracurricular.

F: How do you encourage your self-reflection and evaluation?

V: *I encourage my self reflection and evaluation by evaluating whether the learning plan I set has been effectively implemented, aligns with my initial goals, and whether the results have been optimized or require improvement both in terms of my personal efforts as a student and the methods used.*

F: Can you share how providing feedback and ongoing support has helped you in learning English?

V: *I receive feedback from my teacher, coach, and friends after practicing my English, both speaking and writing. They provide this feedback to support and motivate me to continue learning and improving my English skills.*

Interview Transcript with Respondent (Student 3)

Interview date: November 21, 2024

Location: Al-Amien Sumenep

Interview conducted by: [Awati Fane]

Interview started at 16:30 WIB.

Researcher (F): Thank you for your time to do this interview. Can you explain a little about yourself?

Respondent 3 (A): Allright, I am a tenth-grade student. Then, I am also joining some school activities such as English club, English competition and others. and I like English very much because English is very important for academic purposes and can open better opportunities in the future later.

F: Great idea. Good luck

A: Thanks

F: Can we start our interview?

A: Yes

F: You have to anwer my question based on your experiences during learning English. Will you?

A: Certainly

F: Do you implement learning strategies in learning English?

A: Yes

F: What strategies do you implement for learning English?

A: *I use chunking, self explanation, repetition, discussion, presentation, collaborative learning and ect*

F: What do you think is the most effective English learning strategies?

A: Repetition and collaborative learning.

F: How do you identify and understanding your learning strategies?

A: *I identify and understanding my learning strategies by trying different ways of learning English, both in class and outside of class. After testing them, I keep using the ones that work best for me.*

F: Can you explain how explicit teaching of strategies helps you learn English?

A: *I apply clear teaching of strategies after my teacher or coach gives me simple instructions on how to use them. They explain how to apply the strategies and always encourage me and my friends. They remind us to stay disciplined while learning English and are always ready to help with any questions we have, whether it's about the lessons, methods, or strategies we can use to learn English.*

F: How do you integrate your learning strategies into classroom activities?

A*: I employ my learning strategies in class by doing practice activities in English lessons. The teacher gives reading exercises with questions about the text. I also take part in conversations.*

F: What specific techniques do you use to understand new vocabulary or grammar rules?

A: *To strengthen my new words by listening to English podcast, I also read some English text and book, sometimes listen to music.*

F: What about grammar rules? How do you learn it?

A: I took English course and watching YouTube for my supporting activity. Then, learning in the classroom of course, I also learn from English text.

F: Do you enjoy doing that kind of strategies for your English Learning?

A: Yes. It is nice and interesting.

F: Are there any difficulties with your learning process?

A: Of course, but sometimes.

F: Can you tell me your difficulties?

A: I need to repeat the English lesson to make me really understand.

F: What if you still don't understand even though you have repeated it several times?

A: I ask my teacher or my friend.

F: How do you practice reading and listening comprehension to understand English texts or conversations better?

A*: I read and listen something in English, I try to understand it using the familiar words. If I come across words I don't understand, I write them down and translate them to help me understand the whole meaning. I do the same when I hear people speak in English. I focus on the words I'm familiar with and try to figure out the rest.*

F: What methods do you use to practice English outside the classroom?

A: Talking to myself and others.

F: What resources, like books or online tools, do you find most helpful for learning English?

A: All of it.

F: What are your plans to improve your English skill?

A: I don't plan too much; however, I focus on learning what I need and what I feel lack in English.

F: How do you set your goals for improving your English skills?

A: *I create a daily learning plan for myself. For example, I choose what I want to learn the next day and check my progress each day. I ask myself if I'm ready to move on to the next topic or if I need to review the current one. One of the most important parts of my plan is managing my time well, so I can balance other activities while also improving my English skills.*

F: How do you monitor your progress and adjust your learning approach if you struggle with specific topics?

A: I explain to myself.

F: How do you overcome difficulties in reading texts, listening to conversations or discussions in English?

A: I work with challenges in reading by looking up and translating difficult words. When listening to conversations, I try to understand the context by relying on the words I already know.

F: How do you integrate English with other subjects or daily tasks?

A: In my spare time, usually I translate other topics into English to make sure I am learning new words every day.

F: What memory techniques do you use to retain new vocabulary or grammar structures?

A: I use repetition to learn.

F: What about learning grammar or structure?

A: I learn grammar by reading it repeatedly and creating examples to help the rules stick in my mind.

F: How do you review and reinforce what you have learned to ensure you remember it long-term?

A: I review it many times to make sure my learning result.

F: What strategies do you use to stay motivated and confident in learning English, especially when it feels challenging?

A: *I apply a compensation strategy to stay motivated. I encourage myself and try to relax to remind myself that I can handle the challenge. When I feel stressed or scared, I calm down and focus on my goals to stay motivated. I also make sure to think positively. That's how I keep myself on track.*

F: How do you manage anxiety or nervousness when speaking English in front of others?

A: *I relax by praying, taking deep breaths, and exhaling slowly. I also remind myself that I'm capable, and even if I make a mistake, it's okay. I focus on thinking positively and tell myself that I'm learning. What matters most is that I've done my best, not whether I make mistakes.*

F: Do you feel that language competitions or events have helped you become more confident in English?

A: Yes. I completely agree with that.

F: Can you tell me the reason?

A: From my experiences.

F: How do you measure your progress in learning English, and what goals have you set for yourself?

A: *I join some English competition. Like English debate, English olympic, reading English poem, and written on English magazine too.*

F: What about your goal?

A: I really want to be fluent in English language because for my future.

F: You are right. Then, what do you do when you do not know a specific word or phrase during a conversation in English?

A: I used guesing from context.

F: What challenges do you face when practising English, and how do you overcome them?

A: My challenges are constructing sentences correctly and pronouncing words properly. I overcome these difficulties by listening and reading more.

F: How do you do when you do not fully understand something you are reading or hearing in English?

A: *I try to understand the content of the reading or conversation based on the familiar vocabulary.*

F: After doing it, can you get the message or content?

A: Yes, of course.

F: How do you practice speaking English with friends or classmates to improve your language skills?

A: *I join on English conversations, discussions, and presentations during class lessons, as well as in my free time. I also join an English club where we practice speaking on different topics at each meeting.*

F: How often do you ask teachers or peers for help when you do not understand something in English?

A: I don't know exactly, I usually try to find the answer myself using media, but if I have tried several times and still can not find it, I ask my friends or teacher for help.

F: How have the "English-only zones" helped improve your language skills?

A: It is very good because we have disciplines that we must speak English. So, the obligation to speak English makes us try harder to learn so that we can communicate and practice English.

F: How often do you speak English with your peers, and in what situations?

A: Very often I think because it is our obligation as boarding school student.

F: How the way you practice it?

A: Sometimes, we just talk as much as we need.

F: How do you choose your friend to be your speaking partner?

A: I choose friends who also want to improve their English, so we share the same goal.

F: It is amazing

A: I think so.

F: How do teachers or mentors support you in achieving your English learning goals?

A: *They always motivate me and my friends, encouraging us to stay disciplined in learning English. They are also willing to answer any questions we have if we face difficulties, whether it's about the lesson content, methods, or strategies for studying English.*

F: What activities or clubs do you participate in to improve your English speaking?

A: I join English club and English extracurricular.

F: How do you encourage your self-reflection and evaluation?

A: *I encourage my self reflection and evaluation by evaluating whether the learning plan I set has been effectively implemented, aligns with my initial goals, and whether the results have been optimized or require improvement both in terms of my personal efforts as a student and the methods used.*

F: Can you share how providing feedback and ongoing support has helped you in learning English?

A: *I get feedback from my teacher, coach, and friends after practicing my English, whether it's speaking or writing. They give me this feedback to encourage and inspire me to keep learning and enhancing my English abilities.*