LANGUAGE LEARNING STRATEGIES IN E-LEARNING USED BY INTERNATIONAL CLASS STUDENTS MAJORING IN ENGLISH LITERATURE UNIVERSITAS BRAWIJAYA

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Abstract: This article reports the findings of a study conducted in English Literature at the Faculty of Cultural Studies in Universitas Brawijaya in 2020. The research focused on the most frequent language learning strategies used by 20 international program students' batch of 2017 that have been conducted the Overseas Academic Program (OAP). For the data collection, data were gained from Strategy Inventory for Language Learning (SILL) questionnaire version 7.0 in the form of online. The results of the study showed that the most frequent strategy used by batch of 2017 international class students is compensation strategy with an average 3.82. When the class of 2017 as EFL learner conducted the Overseas Academic Program (OAP), they were required to communicate with English speakers using English and when they forgot a vocabulary, they changed it using gestures to keep the conversation going and then tried to guess what the interlocutor would say after.

Keywords: *language learning strategies, E-learning, international class*

English is the most spoken language around the world. The value of English cannot be dismissed and ignored since English is the largest popular language spoken universally (Nishanthi, 2018). English mastery could ease intercultural communication and reduce misunderstanding (Furwana, 2017). Learning a foreign language can also be a strong instrument to help understand the cultural differences in today's modern world (Mahu, 2012)**.** Moreover, English as a Lingua Franca means that many people of different backgrounds used English as the common language to speak one another (Jenkins, 2009; Kirkpatrick, 2011). People who live in the countries of English as Foreign Language (EFL) like Indonesia prefer to speak English more with their friends than with native English speakers (Gunantar, 2016). In addition, such encouraging circumstances, such as a great deal of exposure in real life conditions to English printed texts and verbal contact in English, are imperceptible in Indonesia (Fatimah & Masduqi, 2017). Therefore, various strategies are needed to make learners easier to understand English learning.

The Covid-19 pandemic makes the learning process even more difficult, especially learning English, due to the Indonesian government's statement that all students must Study from Home (SfH) and almost all workers, including lecturers, are required to Work from Home (WfH). Through a letter of the Ministry of Education and Culture No. 262/E.E2/KM/2020, the government emphasizes that the teaching and learning process is carried out online to reduce the rate of spread of the Covid-19 virus. The impact arising from online learning in Indonesia is students are not properly monitored during the online learning process and there is lack of internet infrastructure (Sadikin & Hamidah, 2020; Windhiyana, 2020). Another obstacle is the lack of students' understanding when carrying out the online learning process because they are not conducted face-to-face and they have limited devices to support their online learning (Taradisa et al., 2020). Therefore, it is interesting to discuss the students' English learning strategies when they are learning English independently or in e-learning during this pandemic.

E-learning technologies provide learners with control over the content, learning duration, learning speed, time, and sometimes media and allowing them to choose their experiences to meet their personal learning objectives in managing access to e-learning materials, agreement on technical standardization, and peer review methods for those tools (Jethro et al., 2012). However, since multimedia materials are widely used in e-learning systems, a high bandwidth network is a fundamental necessity for efficient access to content (Goyal, 2012). In other words, e-learners have freedom in sorting out materials and ways of learning that are suitable for themselves. In this study, e-learning is learning that is carried out remotely using telecommunications technology without direct face-to-face activities. Learning material is also distributed digitally so that students can access the material anywhere and anytime. With no restrictions on time and place

to study, students have full control over their learning strategies independently.

In order to make learning English more effective and efficient, we need specific language learning strategies. Learners who are aware of their learning styles would use learning methods to reach it (Oxford, 1993, as quoted in Wong & Nunan 2011, p.146). Besides, the inclusion in education of the learning strategy would produce active and knowledgeable students and lead to a student-centred educational design (Bromley, 2013). This means that students who use language learning strategies can understand a language faster by applying styles that suit themselves. Awareness and the implementation of learning strategies differentiate the successful and unsuccessful students (Afshar et al., 2016). The active use of strategies helps learners attain higher proficiency (Green & Oxford, 1995). In other words, students' language proficiency can be seen through the language learning strategies used.

There have been some studies on language learning strategies. Furwana (2017) conducted a study on sixth-semester students of the Tarbiyah Faculty English Department at UIN Alauddin Makassar about their language learning strategies and the discrepancies language learning strategies between students with good grades and students with bad grades. The study used 93 sixth semester students of English Department of Tarbiyah Faculty at UIN Alauddin Makassar. The previous study used SILL, think aloud, and documentation for data collection instrument and supported by Oxford (1990) theory which means that the research used mixed method. To analyze the data from SILL questionnaire, the study used SPSS 17 program and followed by employing Duncan's Multiple Range Test. The study findings show that metacognitive strategies marked as the highest used strategies followed by cognitive strategies, and memory strategies were less common. The findings also indicate that high achieving students employed various language learning strategies rather than low achieving students, both in terms of variety and frequency.

Moreover, Tanjung (2018) also analyzed the language learning strategies of students in English Department that relevant to their age at one of the public university in Borneo Island, Indonesia. The study used 122 English Department students at one of public universities in Borneo Island, Indonesia as participants of the research. The instrument of the study was SILL in the form of an online questionnaire. The study also used Oxford (1990) theory to support the study. The result of the study was metacognitive, social, and compensation strategies are the most common learning methods used by university students. Therefore, they prefer direct strategies rather than indirect ones, but it cannot be treated as being totally direct because they always combine it with the indirect ones.

Furthermore, Solak & Cakir (2015) investigated the use of language learning strategies for e-learners and to examine whether there are associations between strategies for language learning and academic achievement on 274 e-learners from different majors that taking an English course in e-learning program in Turkey. The study used the Turkish variant of the SILL as the instrument for data collection. Oxford (1990) theory used by the researcher to support the study. The result of the study shows that e-learners used metacognitive and memory strategies more frequently than other strategies. The study also showed a strong link between language learning strategies and language learning academic achievement.

From those previous studies, the present study aims to fill the gap in the urgencies of English learning strategies due to the outbreak of Covid-19 pandemic. This study also adopts the same questionnaire, which is SILL questionnaire in the form of Google Form and adapting the same theory which is Oxford (1990) theory because it has the same research context with previous research, which in the context of language learning strategies. However, there are only a few studies that investigated English learning strategies of international class students who have been conducted the Overseas Academic Program (OAP) in Indonesia context. Hence, this study examined language learning strategies of international class students in the Indonesian context.

Universitas Brawijaya is one of the three state universities in Malang, which is ranked 3rd best university in Indonesia (*50 Universitas Terbaik di Indonesia*, 2020). The Study Program of English Literature, the Faculty of Cultural Studies, Universitas Brawijaya has an international class which is different from the regular classes. The difference between international class and regular classes lies in the requirements given that international students have an obligation to go abroad to gain experience in the academic and non-academic sectors. Those sectors focus on certain language learning strategies to enrich students' language proficiency before the Overseas Academic Program (OAP). Moreover, studying abroad provides a cultural diversity that encourages students to become more involved in integration activities, whether academic or social needs, in which the host language exposure is present in most contextual practices (Hapsari & Hamamah, 2019). The batch of 2017 international class students of the Study Program of English Literature has conducted the Overseas Academic Program (OAP). As a result, the batch of 2017 international class students of the Study Program of English Literature is the only batch who gained experiences and relations in English speaking countries. Therefore, study case of the batch of 2017 international class students learning strategies during pandemic is significant to be observed.

The objective of the study is stated below:
a. To find out the most frequent language learning strategies in e-learning used by International Class Students that have been conducted the Overseas Academic Program (OAP).

METHOD

The researcher used a descriptive quantitative method because this research investigated from the quantitative side and generate statistics on the language learning strategies that were most used by providing an explanation of the data that had been obtained. Quantitative research uses research techniques, such as experiments and surveys, and gathers data from predetermined methods that provide statistical data and the use of distinct structures that may involve methodological premises and theoretical frameworks that can be predictive, clarifying, and validating (Creswell, 2014). The goal of quantitative research is to create relationships, affirm or validate them and to build generalizations that contribute to theory (Leedy & Ormrod, 2001). Quantitative analysis requires data collection so that information can be quantified and statistically processed for the purpose of supporting it (Creswell, 2014).

The descriptive quantitative is implemented in the form of a case study, in which the data was gathered by using a questionnaire. The case study approach was implemented because it helps a researcher to closely analyze the data within a particular context (Zainal, 2007). The purpose of the case study is to highlight specific features and important variations in the situation under observation and it requires an extensive study of a subject-related situation (Sammut-Bonnici & McGee, 2015). Case study is suitable for this study because the data taken did not come from various universities and only focused on the international class students of the Study Program of English Literature at the Faculty of Cultural Studies Universitas Brawijaya. Studying a case in depth will provide the opportunity to see the issue closely as they were occurring in real life (Hamamah, 2018).

The data were the answers of the questionnaire on the implementation of language learning strategies used by international class students. The data source was two international classes of the Study Program of English Literature at the Faculty of Cultural Studies Universitas Brawijaya which are from batch of 2017 that consist 20 students. In this study, the researcher is one of the insiders in batch of 2017 class but the researcher had a neutral and fair nature so the results of this study were not influenced by the opinion of the researcher.

In this study, the findings of the questionnaire study were used. The questionnaire used was adopted from Oxford (1990) which is Strategy Inventory for Language Learning (SILL) in the form of Google Form to reach the participants easily in the short space of time and because the Covid-19 pandemic that limit direct data retrieval. SILL questionnaire conceived by Oxford (1990) was used in this study because Strategy Inventory for Language Learning (SILL) was mainly used in many numerous research so this questionnaire was considered capable of providing information that could be accounted for, valid, and complete. Basically, SILL questionnaire and the subject of the present research are inter-correlated because the subject is in the phase of learning English as Foreign language and SILL questionnaire only require for those who are in the process of learning English.

The data of the study obtained through an online questionnaire with the following steps: First, the researcher gave the questionnaire in the form of Google Form to the participants. Then, the researcher gave some time from 4rd until 6th December 2020 for participants to fill out the questionnaire. After receiving responses from the participants through an online questionnaire, the researcher checked each completed response one by one to ensure that all questions have been answered.

After collecting the data, the researcher analyzed, examined, and concluded the result of the study. The researcher used the following steps to analyze the data: First, the researcher inserted the scores of each language learning strategy items from all participants into the SPSS 26 software to help the calculation in finding the average of each language learning strategy items. After obtaining the average, the researcher transcribed in tabular form and looked for a language learning strategy with the highest average score to show the most used language learning strategies. Then, the researcher explained the results obtained about the most used language learning strategies.

FINDINGS AND DISCUSSION
Findings

Table 1 shows the mean strategy inventory in terms of types of batch 2017 international class students. Compensation strategy is the most frequently used strategy with an average of 3.82 followed by cognitive strategy with an average of 3.78, metacognitive strategy with 3.64 average scores, social strategy with an average of 3.61, memory strategy with 3.17 average score, and the least chosen is affective strategy with an average of 3.04.

Table 1. The Mean of Strategy Inventory in Terms of Types of Batch 2017 International Class Students

Strategy Type	Mean	Std. Deviation
Memory	3.17	1.232

Cognitive	3.78	1.019
Compensation	3.82	1.091
Metacognitive	3.64	1.192
Affective	3.04	1.330
Social	3.61	1.202

Table 2 shows the overall descriptive statistics of language learning strategies items for batch 2017 international class students' responses. Overall, items 12 and 15 are the most used strategies, with an average of 4.37 found in cognitive strategy. Meanwhile, in metacognitive strategy, items 31 and 32 are the most used strategy with an average of 4.21, and in compensation strategy, item 24 and 25 are the most chosen strategies with an average of 4.16. Furthermore, item 3 in memory strategy, item 39 in affective strategy, and item 45 in social strategy are the most chosen strategies for each type with the 4.00 average score.

Table 2. Descriptive Statistics of Language Learning Strategies Items of Batch 2017 International Class Students

Item	Statement	Mean	Std. Deviation
Memory			
1	I think of relationships between what I already know and new things I learn in English.	3.74	.991
2	I use new English words in a sentence so I can remember them.	3.84	.765
3	I connect the sound of a new English word and an image or picture of the word to help remember the word.	4.00	1.000
4	I remember a new English word by making a mental picture of a situation in which the word might be used.	3.37	1.383
5	I use rhymes to remember new English words.	2.11	1.049
6	I use flashcards to remember new English words.	1.84	.898
7	I physically act out new English words.	2.89	.937
8	I review English lessons often.	3.21	1.032
9	I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.	3.53	1.073
Cognitive			
10	I say or write new English words several times.	3.68	.820
11	I try to talk like native English speakers.	4.11	.875
12	I practice the sounds of English.	4.37	.895
13	I use the English words I know in different ways.	3.79	1.032
14	I start conversations in English.	3.47	.612
15	I watch English language TV shows spoken in English or go to movies spoken in English.	4.37	1.012
16	I read for pleasure in English.	3.79	1.032
17	I write notes, messages, letters, or reports in English.	3.89	.809
18	I first skim an English passage (read over the passage quickly) then go back and read carefully.	3.89	1.197
19	I look for words in my own language that are similar to new words in English.	3.63	1.012
20	I try to find patterns in English.	3.58	1.071
21	I find the meaning of an English word by dividing it into parts that I understand.	3.21	.976
22	I try not to translate word-for-word.	4.16	1.068
23	I make summaries of information that I hear or read in English.	3.00	1.000
Compensation			
24	To understand unfamiliar English words, I make guesses.	4.16	1.015

25	When I can' t think of a word during a conversation in English, I use gestures.	4.16	1.015
26	I make up new words if I do not know the right ones in English.	3.68	1.204
27	I read English without looking up every new word.	3.63	1.012
28	I try to guess what the other person will say next in English.	3.21	.976
29	If I can' t think of an English word, I use a word or phrase that means the same thing.	4.11	1.100
Metacognitive			
30	I try to find as many ways as I can to use my English.	3.95	1.224
31	I notice my English mistakes and use that information to help me do better.	4.21	1.032
32	I pay attention when someone is speaking English.	4.21	.787
33	I try to find out how to be a better learner of English.	3.79	1.084
34	I plan my schedule so I will have enough time to study English.	2.68	1.293
35	I look for people I can talk to in English.	3.42	1.261
36	I look for opportunities to read as much as possible in English.	3.58	1.017
Affective			
37	I have clear goals for improving my English skills.	3.37	1.257
38	I think about my progress in learning English.	3.53	1.124
39	I try to relax whenever I feel afraid of using English.	4.00	.882
40	I encourage myself to speak English even when I am afraid of making a mistake.	3.84	1.015
41	I give myself a reward or treat when I do well in English.	2.84	1.302
42	I notice if I am tense or nervous when I am studying or using English.	3.11	1.286
43	I write down my feelings in a language learning diary.	2.05	1.177
44	I talk to someone else about how I feel when I am learning English.	2.37	1.165
Social			
45	If I do not understand something in English, I ask the other person to slow down or say it again.	4.00	1.202
46	I ask English speakers to correct me when I talk.	3.21	1.512
47	I practice English with other students.	3.95	1.129
48	I ask for help from English speakers.	3.11	1.197
49	I ask questions in English.	3.47	.697
50	I try to learn about the culture of English speakers.	3.89	1.150

Discussion

Based on Table 2, item 24 and item 25 has the highest average score of compensation strategy with an average 4.16, which means that the batch 2017 international class students tend to make guesses in order to understand unfamiliar English words and they made gestures when they forgot or cannot think of a word during a conversation in English. Oxford (1990) argues that compensation strategy encourages learners, despite knowledge limitations, to use new information for understanding or development., which means that batch 2017 international class students prefer to learn English words through guesses and gestures when they do not know the meaning of an English word. This might happen because when the class of 2017 as EFL learner conducted the Overseas Academic Program (OAP), they were required to communicate with English speakers using English in a class situation and their daily life situation and when they forgot a vocabulary, they changed it using gestures to keep the conversation going and then tried to guess what the interlocutor would say after that. This tendency is in line with the result of the study conducted by Sakinah et al. (2020) which reveal that guesses and gestures were the most effective way for Indonesian tour guides in National Park of Bromo Tengger Semeru when they were in a situation that required them to communicate in English with foreign tourists to keep the conversation going and had a positive impact in reducing their lack of vocabulary of English.

CONCLUSION AND RECOMMENDATION
Conclusion

Based on the findings and discussion above, it can be concluded that 2017 international class students used all of the language learning strategies such as memory, cognitive, compensation, metacognitive, affective, and social strategy. Compensation strategy marked as the highest usage language learning strategy used by 2017 international class students in e-learning during the pandemic situation with the mean 3.82. With the average above 3.5, it can be said that when batch of 2017 international class students learning English during the pandemic situation, language learning strategies played an important role, and they were aware of using language learning strategies in their learning English process. Compensation strategy becomes the most frequently used strategy by 2017 international class which they use gestures when they forgot a vocabulary and guesses what the interlocutor will say after so they can keep the communication going.

Recommendation

Based on the conclusion, both 2017 international class used all the language learning strategies. Therefore, this study will augment lecturers vision related to different techniques, approaches, and models in language learning strategies and integrate strategies for teaching language learning strategies in the syllabus by putting on course explanation, course material, instructional methods, and evaluation assessments. Lecturers are also encouraged to improve their awareness to develop instruction that meets students' needs and can improve students' English understanding using the correct method. For the students, in order to improve their learning output, students are suggested to be more innovative to find out which strategies are suitable for them so that they have no difficulty learning English independently. Furthermore, in order to reveal many aspects of language learning strategies, other researchers are suggested to investigate further, in-depth, critical, and detailed the closest linked to this research so that other researchers have more profound insights into similar topics. Other researchers can also use interviews to dig deeper into participants' choices, learning strategies they use, or clarify interesting points found in the questionnaire.

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