LANGUAGE LEARNING STRATEGY ADOPTED FACULTY ECONOMICS STUDENTS LEARNING ESP MERDEKA UNIVERSITY PASURUAN

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Abstract

For the last three decades, there has been a growing interest in the learner centered approaches in the areas of second or foreign language learning. This shift was brought about by the developments taking place in other fields of education which were concerned with exploring how people think and reason. So, this study would conduct a research on the variation of language learning strategies used by first grade students at ESP (English for Specific Purposes) for Faculty of Economics, Merdeka University, Pasuruan. This study used survey study. Both quantitative and qualitative research methods are engaged in this project. The population is 140 first grade students in faculty of economics. The researcher took all of the population to be the participant of this study. Based on the findings, it can be shown that the students are the high users of overall language learning strategies. From the meanscore result, it can be shown that the students at faculty of economics employ more to the social and memory language learning strategy because the materials provided by the lecturers was related with speaking and communication skills.

Keywords – Language Learning Strategy, ESP

1. BACKGROUND OF STUDY

Learning English is different from learning one's mother tongue. Learners have to acquire system of language with different spelling, pronunce, and grammar. To overcome this problem, learners need language learning strategies. A host of studies suggest that efficient language learner who study English as a second or foreign language, employ a variety of strategies to facilitate their learning. O, Malley, (1987, p.10) reported that appropriate language learning strategies (LLS) used by the learners help them achieve higher proficiency in the target language and help their difficulty in learning English.

Moreover, Oxford (1990, p.1) defines learning strategy as "the steps taken by students to enhance their own learning." Based on the previous definition, it can be concluded that language learning strategies are the method that used by learners to comprehend their progress in developing second or foreign language skills. From that definition, there must be a correlation between language learning strategies and language achievement. Therefore, it is necessary to make people, especially young learners aware of various learning strategies which are useful in learning English as early as possible. All of the facts mentioned above have influenced the choice of topic of this research. The main objectives of this study is to investigate language learning strategies used by first grade students at Faculty of Economics, Merdeka University, Pasuruan.

2. REVIEW OF RELATED LITERATURE

2.1 Theoretical framework of EFL vs ESL

The acronym EFL refers to English as a foreign language. It is defined as "English for learners who come from a country where English is not spoken as a mother tongue" (Scrivener, 2005, p.426) and where English is almost always not spoken outside the classroom in public. Therefore, EFL students have fewer chances to practice with native speakers because the language outside the classroom is not English. ESL, on the other hand, is an acronym that refers to English as a Second

Language, and is usually for learners who come from a land where English is not spoken as the primary language of communication. Students learning under these conditions are required to speak English both inside and outside the classroom since English is the majority language.

2.2 English for Specific Purposes (ESP)

More and more teachers in recent years are teaching courses in English for Specific Purposes (ESP), which is defined as the branch of English language teaching which focuses to train English with specific academic or workplace tasks. ESP is the need to take into account from the very beginning the communicative purpose for which a language course is being designed. ESP therefore involves sieving out from the repertoire of language those syntactic structures relevant for a particular social situation. The syntactic structures one has chosen do not differ from that of General English (GE) but they were chosen because of the function they perform unspecific situations such as medical fields, law courts, hotels, oil companies, science classrooms etc. The skills of the language used are presented in a general and systematic way, that is, the way the grammatical system of a language was presented in the past.

2.3 Definition of Language Learning Strategies

Language learning strategies are defined as specific ways to make learning more enjoyable, faster, and to solve problem in learning process. Language learning strategies help learners make their language learning easier and acquire language more effectively.

2.4 Classification of Language Learning Strategies by Oxford (1990)

Oxford (1990, p.17) divides language learning strategies into two main groups, namely direct strategies and indirect strategies. Direct strategies are divided into three subcategories, they are memory strategies, cognitive strategies, and compensation strategies. Then, indirect strategies are also divided three subcategories, they are metacognitive strategies, affective strategies, and social strategies.

2.5 The Importance of Language Learning Strategies (LLS)

Language learning strategies are very important for L2 development. It can improve students' language skill. Ellis (1997, p.76) says that some learners will use learning strategies when they are experienced with some problems. With employing language learning strategies can help students to solve their learning problem and as a result they can improve their language proficiency. Moreover, Ellis (1997, p.76) also explains "good language learners are also very active, show awareness of the learning process and their own personal learning style and are flexible and appropriate in their use of learning strategies." It means that successful learners use strategies than unsuccessful learners. Language learning strategies are very important to give contribution to the development of linguistic competence.

3. RESEARCH METHOD
3.1 Research Design

This study was used descriptive research study. For the type of the study, this study used survey study. The researcher chose to designed a questionnaire survey instrument to gather information about language learning strategy adopted by non-English department students, Merdeka University, Pasuruan. To compensate for the limitations of the survey method, semi-structured interviews were also used to gather data. The survey method directly ascertains views about language learning from students perspective. In addition, upon the conclusion of the survey itself, space was provided for written script, allowing participants to express their views, if any, in areas that may have not been touched on in the survey.

3.2 Data Collection

This study gathered information about language learning strategy from the students in Faculty of Economics, Merdeka

University, Pasuruan. All students surveyed were first year students. The data for this study obtained from Oxford (1990) Strategy Inventory for Language Learning (SILL) questionnaires version 7.0 administered to the research participants to collect the data about Language Learning Strategies that is used by non-English department first grade students, Merdeka University, Pasuruan. Before collecting the data, the SILL questionnaire translated into Indonesian language in order to minimize the student's problem and also to avoid misinterpretation in comprehending each item and response scale. The researcher translated the SILL questionnaire into Indonesian language by keeping as much as possible the referential meaning of the words without changing any content of them.

After the questionnaire had been translated, the researcher conducted pilot test to 10 students in order to identify and resolve any ambiguity if there is any. Ten volunteers were involved in the pilot study on March 26th before the main study. The researcher asked those 10 students to fill the questionnaires and ask some comments or suggestions to make the questionnaire more effective. Based on the result of pilot test there are no modifications that were made according to the feedback from the participants in the pilot study. Because the students have no difficulties in comprehending the questionnaire, the data collection can directly be conducted. The data for this project was collected during the end of March – April 2017. The researcher presented consent forms to the department's administrators whose job was to coordinate their college's program. After the students had done to fill the questionnaires, the researcher interviewed each of the sampled students. The following is the summary of the sample interview questions for the present investigation :

Table 3.1 The sample interview questions

Question	Description
Q1.	What language learning strategies do you like most according to the strategies listed in the questionnaire?
Q2.	Do you use mnemonic/memory strategy to learn English? Have you learned English using your favorite music/shorter a sentence, word, or phrases become an acronyms like Dewi Ayu for plural pronoun they, we, I, you/memorize the meaning of the word with a picture/the combination of music and picture/memorize something with body movement/using flashcard? Do you use other strategies related with memory strategy to help you in learning English? What are they? (memory strategy)
Q3.	Do you use gestures to make easier to express your idea/switch to your mother tongue/using the synonyms of that words/talking around the missing word when you have to speak English in class and you cannot think of an English word that you have to express? Do you use other strategies related with compensation strategies to help you in learning English? What are they? (compensation strategy)
Q4.	Do you have any problem with your mood and anxiety level when learning English? Do you need a depth breath/listening to your favorite music to relax before you do an English examination? Do you use other strategies related with affective strategies to help you in learning English? What are they? (affective strategy)
Q5.	Can you learn English alone/autodidac/without the help of other person like your friends/teachers? Or did you need the help of other person for asking questions to get verification/clarification of a confusing point? Do you use other strategies related with social strategies to help you in learning English? What are they? (social strategy)
Q6.	Do you always prepare the day before study the topic is given? Or arrange and plan the target language learning? Do you use other strategies related with

	metacognitive strategies to help you in learning English? What are they? (metacognitive strategy)
Q7.	Do you summarize or make mind mapping to ease your understanding? Have you often learn/practice with sounds or writing/translating/taking note/summarizing/highlighting when learning English? Do you use other strategies to help you in learning English? What are they? (cognitive strategy)
Q8.	Why do you use that language learning strategy?
Q9.	When do you use that language learning strategy?
Q10.	How often do you use your strategy in learning language?

Adapted from: Oxford, R.L.(1990). Language Learning Strategies: What Every Teacher Should Know.Boston: Heinle & Heinle.

3.2.1 Population and Sample

In this research, the population is the first grade students in Faculty of Economics. The overall population of this study was 140 students. In this study, the researcher has to choose all of the population to be the participant to be the sample of this study.

3.2.2 Research Instrument

To collect the data about the students learning strategy, the research instrument used by the researcher is the Oxford's Strategy Inventory for Language Learning (SILL) questionnaires. The Strategy Inventory for Language Learning (SILL) is a structured questionnaire designed by Oxford. To collect the data, the researcher chooses to use Oxford's SILL questionnaire version 7.0. There are 5-point scale to rank from 1 (never or almost never true of me) to 5 (always or almost true of me) except scale number 3 (somewhat true of me).. The subjects have to respond to each statement on a 4-point Likert Scale ranging from 1 ("Never or almost never true of me") to 5 ("Always or almost true of me"). The Likert Scale is one of the most widely used techniques to measure attitudes.

Figure 3.2 The Distribution of Items of SILL on Learning Strategies

Item Number	Type of Statements	Total Items
1-9	Memory strategies statements	9 items
10-23	Cognitive strategies statements	14 items
24-29	Compensation strategies statements	6 items
30-38	Meta-cognitive strategies statements	9 items
39-44	Affective strategies statements	6 items
45-50	Social strategies statements	6 items
	6 Learning strategies	50 items

3.2.3 Validity and Reliability

Oxford (1990) and Oxford and Burry-Stock (1995, cited in Nisbet, 2005, p.102) reported high validity of the instrument based on numerous studies in which the SILL has been found to be significantly related to the language performance as indicated by grades, scores on other tests, self-ratings, and teacher ratings. Cronbach alpha coefficient for internal consistency for Oxford SILL questionnaire was 0.86. According to Sekaran (1992), if the reliability of the data is less than .6 then the data cannot be accepted, while .7 or more than .7 the data can be accepted, and if .8 or over it showed a good reliable data. Since the output shows that the Cronbach's Alpha is above .8, so it can be concluded that it showed a good reliable data.

3.3 Data Analysis

To investigate the problems of the study the Statistical Package for the Social Sciences (SPSS) for Microsoft Windows 16.0 is used to complete the analysis of the collected data.

The descriptive statistics are the method of the data analysis for the first and second research questions: "What are languages learning strategies used by first grade students at Faculty of Economics, Merdeka University, Pasuruan?" This method is used to analyze the degree of language learning strategies. After calculate SILL questionnaire results the researcher interpret the ordinal scale of the questionnaires based on Oxford's guidelines to know the students learning strategies.

Table 3.3 Scoring Description of SILL Version 7.0 (Oxford, 1990,p.291)

Degree of LLS Use	Description	Scores
High	Always or almost always used	4.5 to 5.0
	Usually used	3.5 to 4.4
Medium	Sometimes used	2.5 to 3.4
Low	Generally not used	1.5 to 2.4
	Never or almost never used	1.0 to 1.4

4. FINDING AND DISCUSSION

4.1 Questionnaires Result of Language Learning Strategies Used by First Grade Students at Faculty of Economics, Merdeka University, Pasuruan

The graph below represents the categorization of strategy use averaged over 140 participants based on a five-point likert-scale, from a possible lowest ranking of 1 to a possible highest ranking of 6.

Table 4.1 Descriptive Statistics Result for Language Learning Strategies Use

Category of Language Learning Strategies	Mean	Rank Order of Usage
Social strategies	4.34	1
Memory strategies	4.17	2
Compensation strategies	4.12	3
Affective strategies	3.83	4
Cognitive strategies	3.71	5
Metacognitive strategies	3.53	6
Overall categories of language learning strategies	3.95	

Based on the table 4.1, the mean score of the overall language learning strategies use and the mean score of each categories of language learning use were interpreted by using the guidelines of the score interpretation proposed by Oxford (1990, p.291). It was reported that the overall language learning strategies use falls into medium level with the mean score of 3.95. Since the score is in range between 3.5 to 4.4, it indicates that the language learning strategies fall into usually used by the first grade students at faculty of economics, Merdeka University, Pasuruan. When it is looked by each category of

language learning strategies, social strategy was reported as the strategy most frequently used with the mean score of 4.34. According to Oxford's scoring description of SILL version 7.0 for interpreting the average language learning strategies score, the score falls into medium level of use since 4.34 is in the range of 3.5 to 4.4. Thus, it means that social strategy is sometimes used by the students.

In the second rank is memory strategy with the mean score of 4.17. Then, compensation strategy is in the third rank with the mean score of 4.12. In the fourth rank is affective strategy with the mean

score of 3.83. Cognitive strategy is in the fifth rank with the mean score of 3.71. Respectively, metacognitive strategy is in the last rank as the strategy least frequently used with the mean score of 3.53. Since, all of the scores of social, memory, cognitive, affective, metacognitive, and compensation strategies are in the range of 3.5 to 4.4, they fall into high level meaning that all those strategies are usually used by faculty of economics students.

4.1.2 Interview Result of Language Learning Strategies Used by First Grade Students at Faculty of Economics, Merdeka University, Pasuruan

The interview data reveal new strategies that could expand Oxford's (1990) taxonomy. Strategies that do not identified by Oxford, need to be added into the taxonomy, so that all activities reported by students can be accommodated. These new strategies are explained with quotations below.

Table 4.2 Oxford Taxonomy and New Language Learning Strategy

Strategy Groups	Strategy Sets	New Strategy	Activity
Memory	Creating mental linkages	-	-
	Applying images and sounds	-	-
	Reviewing well	-	-
	Employing action	-	-
Cognitive	Practising	Filling a puzzle	Filling a puzzle in a book, magazine, etc.
	Receiving and sending messages	Translating an English phrase back to native language	Translating an English phrase to Bahasa Indonesia
	Analysing and reasoning	-	-
	Creating structure for input and output	-	-
Compensation	Guessing intelligently	Using a bilingual dictionary	Looking up words in a bilingual Dictionary
	Overcoming limitations in speaking and writing	Using application or website in mobile phone or laptop (computer-assisted language learning activities)	Studying English with material that provided in mobile phone or internet.
Metacognitive	Centering your learning	Watching an English speaking film	Watching film or video in English.
	Arranging and planning your learning	-	-
	Evaluating your learning	Reading an English books	Reading English books, novel, etc.
Affective	Lowering your anxiety	-	-
	Encouraging yourself	Using loud voice	Speaking more loudly
	Taking your emotional temperature	Playing game	Playing game (hang man, scramble, etc.)
Social	Asking questions	-	-
	Cooperating with others	Seeking and using a peer's Support	Seeking support before speaking
	Emphatising with others	-	-

4.2 Discussion
4.2.1 The Application of Language Learning Strategies by First Grade Students at Faculty of Economics, Merdeka University, Pasuruan

From the overall use of language learning strategies revealed in this study, it falls into high level indicated with the average score of 3.955. That score implies the learning strategies are usually used by the students. This high level result of the use of the language learning can be correlated with the achievement of the students. From the reported middle test

report of the social class class students, the average score of their grade report is 87.4. Oxford (1990, p.1) states that the use of language learning strategies can result in improving proficiency. In other words, there is linier relationship between the use of language learning strategies and English proficiency. When the use of language learning strategies is reported high, the English proficiency will be also reported high.

The different in the result of the study can be examined by looking through the contexts where the learning strategies

are applied. When English is used as the second language, the application of language learning strategies tends to be higher than in the environment where English is used as the foreign language. In the context of ESL, English is used as the daily language where the communities commonly use English to communicate each other. However, in Indonesia where English is used as the foreign language, in other words, English is not used as the daily language. Oxford (1990, p.6) says that a foreign language does not have communicative function within the community.

5. CONCLUSION AND SUGGESTION
5.1 Conclusion

Based on data finding, this study concludes that Faculty of Economics students are the high users of overall language learning strategies. It means that Faculty of Economics students are usually use language learning strategies in their academic life. As Foreign Language Learners (EFL), the students in Economics department are aware that language learning strategies are very important to improve their English skill since today English is also very important in their future career. It is the explanation of the high level use of language learning strategies.

Because the materials provided by the teachers in Economics department class related with speaking skills that offering English classes at this stage has the advantage that it prepares students for overseas academic exchange and employment opportunities, it seems that the students employ strategies that relates to communication ability. Based on the data obtained from face to face interview revealed some strategies that were commonly performed participants in the classroom, they are collecting new vocabulary or expression, spotting new vocabulary or expression, imitating the pronunciation of English word or expression, and comparing different expressions. Lexical knowledge is also very important for improving students' English proficiency, but learners normally feel a lot of anxiety about their vocabulary learning because of its difficulty. In this study, many strategies have been reportedly employed by the research subjects.

In addition, metacognition not only relates to the individual thought processes one uses to learn but also to the self-regulation of cognition. According to O'Malley and Chamot (1990), metacognitive strategies include selective attention to the task, planning, self-monitoring, and self-evaluating. As applied to reading, these metacognitive strategies entail specifying a purpose for reading, planning how the text will be read, self-monitoring for errors in reading comprehension, and self-evaluating how well the overall objectives are being fulfilled, which allows for taking corrective measures if comprehension is not being achieved.

From the result of interviewing the participants found another facts related with the relationship between the materials that is provided by the teacher with the choice of their language learning strategy. The graduate program in the Department of science department at Merdeka University, Malang has the objective to enhance reading skills of its undergraduate students. It can be seen from the course outline in science department that the students are provided by the materials that contain many of vocabulary and reading text related with social and humanities. Regarding the rank ordering perceived strategy use above, it can be seen that the most frequently strategy used by the participant is metacognitive strategy. Based on the data obtained from interviewing the participant found that the three most frequently used strategies for solving reading problems was dictionary use, recognizing when not understanding, and writing down the unknown vocabulary meanings in the dictionary in the text read.

5.2 Suggestion

This study result can be the reference for the lecturers or instructors to evaluate their teaching methods and modify the course to the students. The teachers should build the awareness of the

importance of language learning strategies to enhance the successful learning.

The teachers have to recognize that different strategies may be beneficial to students differently. Before starting a training in how to use vocabulary learning strategies, a meeting should be set up for the teachers, who are always seen as the most important persons in Indonesian learning culture to brainstorm and discuss the importance of vocabulary learning strategies, how the strategies can enhance the students' language competence, how to introduce vocabulary learning strategies as a part of language classroom lessons, and in the meantime, how to encourage the students to use the strategies for their vocabulary learning.

Furthermore, teachers should realize that each student's learning style might affect vocabulary learning. As Oxford and Crookall (1990, p.25) point out that "Cultural and ethnic differences in learning styles may be very important and should be considered in understanding how people learn vocabulary". Based on this statement, whenever possible, the type of vocabulary learning strategy use should be matched to learners' learning style preferences. This means that learners will be able to learn vocabulary more efficiently with their preferred learning styles.

In a vocabulary learning strategy training session, teachers should become familiar with a variety of vocabulary learning strategies and should encourage their students to use them. The training can be better achieved by introducing it as a part of normal classroom activities.

For language learners, a seminar on vocabulary learning strategies should be held for students, especially at the beginning of new semesters before they start their English lessons. This can encourage and help them to become aware of the importance of vocabulary learning strategies. In other words, this will raise awareness of how vocabulary learning strategies can help them in language learning.

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