LLT Journal, e-ISSN 2579-9533, p-ISSN 1410-7201, Vol. 21, Suppl, June 2018

LLT Journal: A Journal on Language and Language Teaching
http://e-journal.usd.ac.id/index.php/LLT
Sanata Dharma University, Yogyakarta, Indonesia

LANGUAGE LEARNING STRATEGIES IN ENGLISH AS A FOREIGN LANGUAGE CLASSROOM IN INDONESIAN HIGHER EDUCATION CONTEXT

Firima Zona Tanjung
Universitas Pendidikan Indonesia
zona_borneo@upi.edu
DOI: doi.org/10.24071/llt.2018.Suppl2106
Received 8 February 2018; revised 2 March 2018; accepted 4 April 2018

Abstract
Indonesian university students are not well-familiar with language learning strategies (LLS) as they are dependent on their lecturers. This condition also gets worse because the students still have low level of proficiency although they have already been learning English for multiple years. There have been many researches on students' LLS related to the four language skills and gender but there is a high need of studying the students' LLS regarding their age in the Indonesian higher education context. This research aimed at investigating students' language learning strategies related to their ages and providing some steps to make teaching program more effective by considering students' LLS and their age as well. This research utilized descriptive survey research design. The participants were 122 English Department students at one of public universities in Borneo Island, Indonesia. The instrument was SILL questionnaire. All the collected data were analyzed statistically. The findings show that students mostly used metacognitive (M=3.857), cognitive (M=3.707), and compensation strategies (M=3.563). The students' different age led them to select and implement different strategies. Some steps to optimize students' learning strategies are through inserting LLS instruction in the curriculum of teaching program, implementing certain models of strategy instruction, and developing lecturers' awareness of designing instruction at which one of the methods that can be employed is eclective methods. Considering all findings, it can be concluded that although indirect strategies get higher means of preference from the participants but they do not only focus on using indirect strategies. They combine those with direct strategies. Further, to make students more successful on their learning, the institution including lecturers and the academic community should take part in the effort of teaching learning strategies. This provides future research area that emphasizes on designing LLS instruction regarding students' age and level of their education.

Keywords: learning strategy, university students, age

Introduction
In conducting teaching-learning process, the power of lecturers and students must be equal. They share materials to be constructed and result in the form of knowledge (Freire, 1970). However, the knowledge construction between

lecturers and students would not run well as long as the lecturers who make an effort solely to engage the students in learning process. Thus, students are also needed to be actively engaged through making use of some strategies in learning the materials taught by the lecturers. On the contrary, in Indonesian context, mainly for EFL program, students are not well familiar with learning strategies and dependent on their lecturers (Aunurrahman, Kurniawati, and Ramadhiyanti, 2013). In fact, they should play their important role in obtaining and sharing the information regarding the effective teaching-learning process. One of the challenges they have is they do not recognize their learning strategies, even make use of appropriate learning strategies to have sufficient proficiency. The root of that challenge is because they are not taught formally about learning strategies. Thus, although Indonesian students have already been learning English subject for multiple years, they have low level of proficiency (Lie, 2007; Marcellino, 2008; Imperiani, 2012, Larson, 2014; Oktaviyanti, 2017).

There are many studies and researches having been focused on the Language Learning Strategies (LLS) such as Lengkanawati (1997) who focused on the use of learning strategies being done by groups of students, Umamah (2008) then Novitasari (2009) and Mistar and Umamah (2014) who focused on the research on students' learning strategies for speaking skills, Aunurrahman, Kurniawati, and Ramadhiyanti (2013) who focused on studying students' learning strategies as they learn English mainly for reading skill, Setiyadi, Sukirlan, and Mahpul (2016) who focused on students' learning strategies for the four skills in English, and last Oktaviyanti (2017) who focused on students' learning strategies and teachers' characteristics. Considering many earlier researches focus on students' learning strategies and gender, it is found that there has been no research which emphasizes on the relation between LLS and age. Therefore, this research examines those two variables -students' LLS and age-, how they are related each other in LLS preference.

LLS has been defined by many theorists. The first definition puts forward by Rubin (1981). She states that LLS is "the techniques or devices that a learner may use to acquire language". Further, Oxford (1990) defines that LLS is "specific method/technique employed by individual learners to facilitate their comprehension, retention, retrieval, and application of information in second or foreign language". Then, according to Brown (2000), strategies is "specific methods of approaching problems or task, modes of operation for achieving a particular end, planned design for controlling and manipulating certain informations". Next, it is stated as well that LLS is "a conscious mental activity that contains a goal or intention, an action to reach this goal, and a learning activity" (Cohen, 2007). From these four theorists then learning strategies is utilized consciously in order to help students acquire the second or foreign language they are learning about. Then, the age of students is considered as one of the factors that influence the selection or choice of learning strategies they use when learning language. It is stated that the more mature students, the more various learning strategies they use (Devlin, 1996).

This research aims at investigating the students' LLS in learning English viewed from the available demographic information particularly their ages in an

EFL teaching program in the Indonesian higher education context and providing some steps to make teaching program more effective by considering students' LLS and their age.

Regarding the purpose of the research mentioned previously, the research questions are addressed as the followings:

1. What are the students' language learning strategies in learning English as their foreign language during EFL teaching program in the Indonesian higher education context?
2. What are learning strategies frequently used by university students regarding their ages?
3. How do lecturers cope with students' various language learning strategies especially with large class setting which is commonly found in the Indonesian higher education context?

This research focuses solely on the investigation of students' language learning strategies related to the students' ages. Hence, this research practically benefits lecturer of the higher education institution to identify their students' learning strategies and determine various learning tasks and activities, select and implement the appropriate teaching methods and models of LLS instruction based on students' learning strategies preference. To sum up, the result of research can portray the students' learning strategies, their strategies based on their ages, and the steps to make the teaching program more effective and efficient in the Indonesian higher education context.

Previously, there are definitions and explanation related to LLS and age. However, to be specific, the operational definition of the Language Learning Strategies (LLS) in this study refers to the conscious methods, techniques, activity, or devices that a student utilize from preparation, process, and evaluation of their learning so they can acquire language and achieve the learning goals altogether. The students' LLS covers memory, cognitive, compensation, metacognitive, affective, and social strategies. Moreover, age is not only specifically related to period of time someone has lived but it also connects with the length of his or her time to study English language (Oxford, 1990; Devlin, 1996). The students' age is identified into several range; they are "under 20 years old", "21-22 years old", "22-23 years old", "24-25 years old", and "26-27 years old". These two operational definitions are used continuously in the latter discussion of this article.

Literature Review

Undeniably, each student has their own learning strategies. However, students will get difficult to be independent on their learning if they do not recognize, plan, manage, and evaluate their learning process. Kumaravadivelu (2006) states that students experience more meaningful and practical learning if they know how to learn. It means that if the students recognize the way to learn materials provided by the lecturer then they are going to have different experience. Positively, they consider the learning contents to be challenging and meaningful for them. Moreover, the students are well-planned to "monitor their learning success" and improve their "learning potentials" (Kumaravadivelu,

2006). To keep the ideal condition as mentioned earlier is not an easy thing to do because lecturers have to be role model in introducing the new strategy and certainly make more efforts on giving chances for students to have "multiple practices" in order to develop their language learning autonomy (Chamot, 2008).

Related to the effort of recognizing students' learning strategies, there are four major classification successfully constructed by Rubin (1981), O'Malley, Chamot, and Walker (1987), and Oxford (1990). Rubin (1981) focuses on two processes which contribute directly and indirectly to learning. Meanwhile, O'Malley, Chamot, and Walker (1987) highlight the three types of learning strategies. They are metacognitive, cognitive, and social/affective strategies. Then, Oxford (1990) classifies the strategies into direct and indirect strategies. Direct strategies are the "strategies involving mental process and directly influencing the target language" and indirect strategies are "those supporting and managing language" but not directly concerning the target language (Oxford, 1990). In addition, the direct strategies cover memory, cognitive, and compensation whereas the indirect one emphasizes on metacognitive, affective and social strategies.

Generally, Oxford's classification covers all learning strategies constructed by the previous theories. Moreover, the figure 1 shows that the six strategies are correlated each other and contribute the learning both directly and indirectly. Therefore, Oxford classification and her theory about learning strategies are widely accepted to be used in most researches.

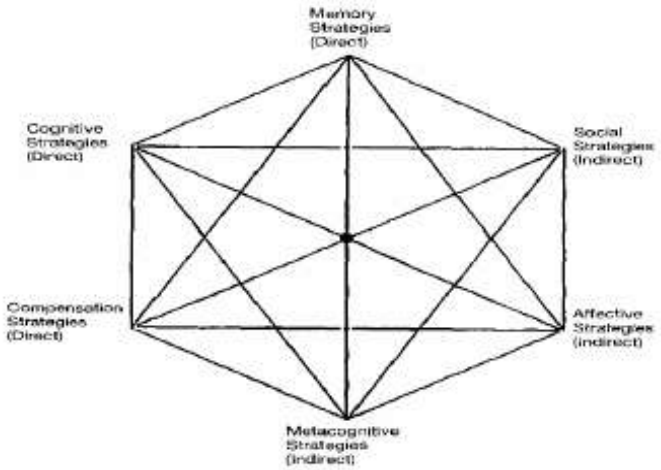


Figure 1. Inter-relationships between direct and indirect strategies (Oxford, 1990)

Several researches about the learning strategies that is related to students' age have been conducted and reported. The studies which are closely relevant to the present work are Oxford (1990), Devlin (1996), and Lee and Oxford (2008). Three of them reported about the students' age, the period of studying second or foreign language, and the learning strategies they use. Mostly, the mature age utilize metacognitive strategies rather than any other strategies (Devlin, 1996; Lee & Oxford, 2008), while the students with different age use different strategies to learn language (Oxford, 1990).

In accordance with the literature review and previous relevant research reports, the researcher carries out the research about university students' preference on learning strategies which is associated to their age and the years they have already spent for studying the language.

Method

This research emphasized on the kinds of language learning strategies used by the university students and the kinds of language learning strategies used by the university students regarding their age as well. Thus, in order to answer the research questions, the researcher made use of descriptive survey research design. It was adapted from the research design by Lodico et al (2010). The steps were identifying a research topic, reviewing the literature, developing research questions, determining the questionnaire being used, selecting participants, administering the survey, analyzing and interpreting the survey results, and having final research result.

The participants being involved in this study were the students of English Department from one of public universities in Borneo Island, Indonesia. They were the first, third, fifth, and seventh semester students. There were 127 out of 320 students who responded the online questionnaire. It was due to the multiple responses sent by same participants and number of students who were not active/ taking leave of absence and other students who did not send their response as being informed, the researcher recalculated the exact numbers of participants and found there were 122 students whose information would be used in this research.

The data in this research were collected by employing a questionnaire. The Strategy Inventory for Language Learning (SILL) questionnaire (Oxford, 1990) was used to investigate students' learning strategies. In total the SILL questionnaire has 50 items and each subcategory consists of cognitive, memory, metacognitive, compensation, affective and social strategies. The fifty items uses Likert scale at which there are five points that represent certain response. Point 1 is "never or almost never true of me", point 2 is "usually not true of me", point 3 is "somewhat true of me", point 4 is "usually true of me", and point 5 is "always or almost always true of me". Further, the researcher asked the participants to give the needed demographic information such as names, age, gender, and the semester they were taking when responding the questionnaire. Additionally, for the age, the researcher used range starting from "under 20 years old", "21-22 years old", "22-23 years old", "24-25 years old", and "26-27 years old" in order to make the classification easily done. Considering the use of questionnaire, the researcher analyzed the instrument's validity and reliability as well. It was found that all items were valid since the $r_o >$ the r_t or the r_o of each item was higher than .178 (n = 122). Moreover, the reliability gained .94. Therefore, the items were valid and reliable.

Next, in this research, there were two independent variables to focus on namely students' learning strategies and age. As being stated earlier, this research investigated the students' language learning strategies and kinds of language learning strategies used by the university students regarding their age.

For collecting the data, the researcher administered the questionnaire and made it available in the online version. It was to make the students flexible in answering and submitting the questionnaire. The questionnaire had been posted since October 30th, 2017. The students were given two weeks for accessing and filling out the questionnaire. The form itself had to be filled out at one-time access so the students could not leave the form before all required items were chosen. The collected data then were downloaded in the excel format to be used for further analysis.

All the entry data were analyzed statistically. To answer the first and second question, descriptive statistics was utilized in order to find for the means, standard deviation, and the rank for each learning strategy being chosen by the participants. The results of mean score for each item then were categorized into high use (usually used (3.5-4.4) & always or almost used (4.5-5.0)), medium use (sometimes used (2.5-3.4)), and low use (generally not used (1.5-2.4) & never or almost never used (1.0-1.4)) (Oxford, 1990). In providing the answer for the last question, the researcher reflected on the result of two previous findings and found the theories or research result that support the researcher's viewpoint.

Findings and Discussion

There are two sections being highlighted in this part. They are findings and discussion. The findings focus on the demographic information, the overall descriptive statistics of all items available in the questionnaire, the frequency of each item, the frequency of strategies regarding students' age. Later, the finding results are discussed in detail in order to answer the research questions.

Table 1. The participants of research based on their semester

Semester	F*	M**	Total
1st semester	5	3	8
3rd semester	32	11	43
5th semester	27	11	38
7th semester	23	10	33
Total	87	35	Σ = 122

* = Female, ** = Male

Table 1 shows that majority of the participants were female (71.31% out of 122 students) and male (28.69% out of 122 students). This is due to the imbalance gender distribution of the students in English Department. Out of 122 participants, 35.25% were from the third semester students, 31.15% were from the fifth semester students, 27.05% were from the seventh semester students and the rest 6.55% were from the first semester students.

Table 2. The participants of research based on their age

Age	F*	M**	Total
Under 20 years	26	9	35
20-21 years	55	17	72
22-23 years	6	7	13
24-25 years	1	1	2
26-25 years	0	0	0
Total			Σ = 122

* = Female, ** = Male

Table 2 shows the age distribution of participants. Out of 122 participants, 28.68% were students with the age of under 20 years old, 59.02% were students with the age between 20-21 years old, 10.66% were students with the age between 22-22 years old and the rest 1.64% were students with the age between 24-25 years old. Thus, the dominant age of participants was the age between 20-21 years old (59.02%).

Table 3. The descriptive statistics of all items

Item.	Statement	Mean	SD
	Memory		
1	I think of relationships between what I already know and new things I learn in English.	3.72	0.76
2	I use new English words in a sentence so I can remember them.	3.76	0.91
3	I connect the sound of a new English word and an image or picture of the word to help remember the word.	3.68	1.04
4	I remember a new English word by making a mental picture of a situation in which the word might be used.	3.30	1.03
5	I use rhymes to remember new English words.	3.07	1.17
6	I use flashcards to remember new English words.	2.53	1.14
7	I physically act out new English words.	3.23	1.00
8	I review English lessons often.	3.28	0.86
9	I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.	3.26	1.04
	Cognitive		
10	I say or write new English words several times.	3.61	1.03
11	I try to talk like native English speakers.	3.90	0.96
12	I practice the sounds of English.	3.98	0.89
13	I use the English words I know in different ways.	3.64	0.88
14	I start conversations in English.	3.34	1.01
15	I watch English language TV shows spoken in English or go to movies spoken in English.	3.96	1.05
16	I read for pleasure in English.	3.43	0.92
17	I write notes, messages, letters, or reports in English.	3.14	1.04
18	I first skim an English passage (read over the passage quickly) then go back and read carefully.	3.46	0.97
19	I look for words in my own language that are similar to new words in English.	3.41	0.97
20	I try to find patterns in English.	3.31	0.95
21	I find the meaning of an English word by dividing it into parts that I understand.	3.52	0.94
22	I try not to translate word-for-word.	3.63	1.03
23	I make summaries of information that I hear or read in English.	3.19	1.05

Item.	Statement	Mean	SD
	Compensation		
24	To understand unfamiliar English words, I make guesses.	3.48	1.04
25	When I can't think of a word during a conversation in English, I use gestures.	3.94	1.01
26	I make up new words if I do not know the right ones in English.	3.60	1.00
27	I read English without looking up every new word.	3.09	1.02
28	I try to guess what the other person will say next in English.	3.44	1.00
29	If I can't think of an English word, I use a word or phrase that means the same thing.	3.80	0.88
	Metacognitive		
30	I try to find as many ways as I can to use my English.	3.88	0.91
31	I notice my English mistakes and use that information to help me do better.	3.99	0.96
32	I pay attention when someone is speaking English.	4.33	0.78
33	I try to find out how to be a better learner of English.	4.28	0.78
34	I plan my schedule so I will have enough time to study English.	3.27	0.96
35	I look for people I can talk to in English.	3.86	0.89
36	I look for opportunities to read as much as possible in English.	3.55	0.95
37	I have clear goals for improving my English skills.	3.50	0.98
38	I think about my progress in learning English.	4.02	0.92
	Affective		
39	I try to relax whenever I feel afraid of using English.	3.93	0.99
40	I encourage myself to speak English even when I am afraid of making a mistake.	3.95	0.89
41	I give myself a reward or treat when I do well in English.	3.22	1.23
42	I notice if I am tense or nervous when I am studying or using English.	3.54	0.96
43	I write down my feelings in a language learning diary.	2.71	1.26
44	I talk to someone else about how I feel when I am learning English.	3.32	1.20
	Social		
45	If I do not understand something in English, I ask the other person to slow down or say it again.	4.23	0.81
46	I ask English speakers to correct me when I talk.	3.61	1.31
47	I practice English with other students.	3.92	1.01
48	I ask for help from English speakers.	3.47	1.11
49	I ask questions in English.	3.37	0.88
50	I try to learn about the culture of English speakers.	3.62	1.05

Table 3 shows the overall descriptive statistics of participants' response. The learning strategies mostly chosen is metacognitive, mean = 4.33 and the least one is memory, mean = 2.53.

Table 4. The frequency of language learning of memory strategies

Item	Statement	Mean	SD	Strategy
1	I think of relationships between what I already know and new things I learn in English.	3.72	0.76	High
2	I use new English words in a sentence so I can remember them.	3.76	0.91	High
3	I connect the sound of a new English word and an image of the word to help remember the word.	3.68	1.04	High
4	I remember a new English word by making a mental	3.30	1.03	Medium

	picture of a situation in which the word might be used.			
5	I use rhymes to remember new English words.	3.07	1.17	Medium
6	I use flashcards to remember new English words.	2.53	1.14	Medium
7	I physically act out new English words.	3.23	1.00	Medium
8	I review English lessons often.	3.28	0.86	Medium
9	I remember new English words or phrases by remembering their exact location.	3.26	1.04	Medium

Table 4 shows the frequency of participants' response regarding the memory strategies they used. The item number 2 gains 3.76 or as the mostly utilized strategy. They like to use new English lexical items into the form of syntax in order to help them remember what words they have already learned.

Table 5. The frequency of language learning of cognitive strategies

Item	Statement	Mean	SD	Strategy
10	I say or write new English words several times.	3.61	1.03	High
11	I try to talk like native English speakers.	3.90	0.96	High
12	I practice the sounds of English.	3.98	0.89	High
13	I use the English words I know in different ways.	3.64	0.88	High
14	I start conversations in English.	3.34	1.01	Medium
15	I watch English language TV shows spoken in English or go to movies spoken in English.	3.96	1.05	High
16	I read for pleasure in English.	3.43	0.92	Medium
17	I write notes, messages, letters, or reports in English.	3.14	1.04	Medium
18	I first skim an English passage (read over the passage quickly) then go back and read carefully.	3.46	0.97	Medium
19	I look for words in my own language that are similar to new words in English.	3.41	0.97	Medium
20	I try to find patterns in English.	3.31	0.95	Medium
21	I find the meaning of an English word by dividing it into parts that I understand.	3.52	0.94	High
22	I try not to translate word-for-word.	3.63	1.03	High
23	I make summaries of information that I hear or read in English.	3.19	1.05	Medium

Table 5 shows the frequency of participants' response regarding the cognitive strategies they used. The item number twelve gains 3.98 or as the mostly chosen strategy. Students prefer to practice their English whether it involves the practice during the teaching learning process or any kinds of activities they do outside the classroom.

Table 6. The frequency of language learning of compensation strategies

Item	Statement	Mean	SD	Strategy
24	To understand unfamiliar English words, I make guesses.	3.48	1.04	Medium
25	When I can't think of a word during a conversation in English, I use gestures.	3.94	1.01	High
26	I make up new words if I do not know the right ones in English.	3.60	1.00	High
27	I read English without looking up every new word.	3.09	1.02	Medium
28	I try to guess what the other person will say next in English.	3.44	1.00	Medium
29	If I can't think of an English word, I use a word or phrase that means the same thing.	3.80	0.88	High

Table 6 shows the frequency of participants' response regarding the compensation strategies they used. The item number 25 gains 3.94. Students do not only focus on their speaking but simultaneously, they also make use of gestures at the time they cannot forget or do not know what lexical items they should produce during conversation.

Table 7. The frequency of language learning of metacognitive strategies

Item	Statement	Mean	SD	Strategy
30	I try to find as many ways as I can to use my English.	3.88	0.91	High
31	I notice my English mistakes and use that information to help me do better.	3.99	0.96	High
32	I pay attention when someone is speaking English.	4.33	0.78	High
33	I try to find out how to be a better learner of English.	4.28	0,78	High
34	I plan my schedule so I will have enough time to study English.	3.27	0.96	Medium
35	I look for people I can talk to in English.	3.86	0.89	High
36	I look for opportunities to read as much as possible in English.	3.55	0.95	High
37	I have clear goals for improving my English skills.	3.50	0.98	High
38	I think about my progress in learning English.	4.02	0.92	High

Table 7 shows the frequency of participants' response regarding the metacognitive strategies they used. The item number 31 gains 3.99. Students know that they make a mistake and use that kind of experience in order to do betterment for their English language.

Table 8. The frequency of language learning of affective strategies

Item	Statement	Mean	SD	Strategy
39	I try to relax whenever I feel afraid of using English.	3.93	0.99	High
40	I encourage myself to speak English even when I am afraid of making a mistake.	3.95	0.89	High
41	I give myself a reward or treat when I do well in English.	3.22	1.23	Medium
42	I notice if I am tense or nervous when I am studying or using English.	3.54	0.96	High
43	I write down my feelings in a language learning diary.	2.71	1.26	Medium
44	I talk to someone else about how I feel when I am learning English.	3.32	1.20	Medium

Table 8 shows the frequency of participants' response regarding the affective strategies they used. The item number 40 gains 3.95. To be frankly, most students put their high effort on keep saying something although they get worried about making mistake.

Table 9. The frequency of language learning of social strategies

Item	Statement	Mean	SD	Strategy
45	If I do not understand something in English, I ask the other person to slow down or say it again.	4.23	0.81	High
46	I ask English speakers to correct me when I talk.	3.61	1.31	High
47	I practice English with other students.	3.92	1.01	High
48	I ask for help from English speakers.	3.47	1.11	Medium

49	I ask questions in English.	3.37	0.88	Medium
50	I try to learn about the culture of English speakers.	3.62	1.05	High

Table 9 shows the frequency of participants' response regarding the social strategies they used. The item number 47 gains 3.92. For the social strategies, students mostly practice their English with other students. It is closely connected with the frequent affective strategy they use at which they keep struggling to speak although the mistakes are commonly done.

Table 10. The frequency of language learning used by university students

Strategies	Mean	SD	Strategy Use	Rank
Memory	3.319	0.998	Medium	6
Cognitive	3.542	0.981	High	4
Compensation	3.563	0.998	High	3
Metacognitive	3.857	0.909	High	1
Affective	3.447	1.094	Medium	5
Social	3.707	1.034	High	2

Table 10 shows the frequency of participants' response regarding the overall strategies they used. The frequent strategy is metacognitive which gains 3.857. Meanwhile, the least strategy is memory and it reaches the mean of 3.319.

Table 11. The frequency of language learning used by university students' age

Age	N	Memory	Cognitive	Compensation	Metacognitive	Affective	Social
< 20	35	3.36190	3.67551	3.51904	3.86349	3.57619	3.85238
Rank		*6*	*3*	*5*	*1*	*4*	*2*
20-21	72	3.31018	3.47321	3.63194	3.86728	3.42592	3.68981
Rank		*6*	*4*	*3*	*1*	*5*	*2*
22-23	13	3.37606	3.67032	3.43589	3.95726	3.35897	3.55128
Rank		*5*	*2*	*4*	*1*	*6*	*3*
24-25	2	2.83333	3.28571	3.25	3.33333	3.08333	3.41666
Rank		*6*	*3*	*4*	*2*	*5*	*1*
	Σ = 122						

Table 11 shows the frequency of participants' response regarding students' age. The strategies are various from one range to another range of age.

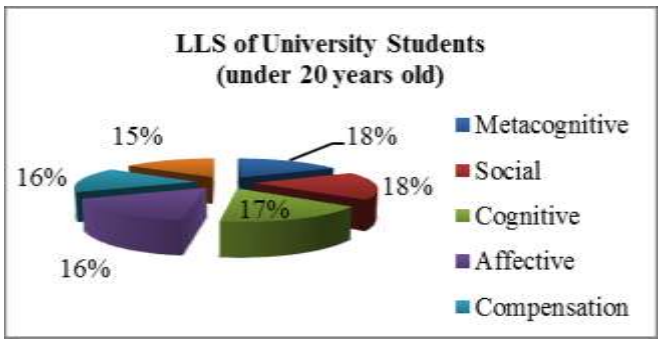


Figure 2. LLS of students with the age of under 20 years old

Figure 2 shows that metacognitive is the most frequent strategy used by the students who are categorized as students with the age of under 20 years. The orders of frequent strategies used, then, are social, cognitive, affective, compensation, and memory.

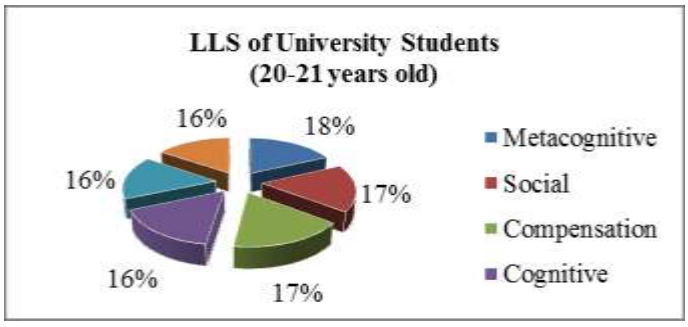


Figure 3. LLS of students with the age between 20-21 years old

Figure 3 shows that metacognitive is the most frequent strategy used by the students as well. Frequently, the 20-21 years old students also make use of the other strategies such as social, compensation, cognitive, affective, and memory.

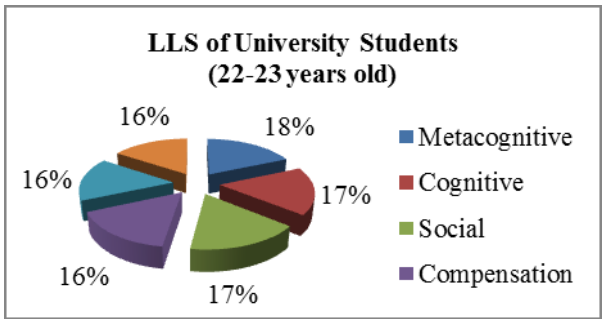


Figure 4. LLS of students with the age between 22-23 years old

Figure 4 shows that students with the range of age between 22-23 years old apply metacognitive as their language learning strategy. Moreover, they have cognitive, social, compensation, memory, and affective.

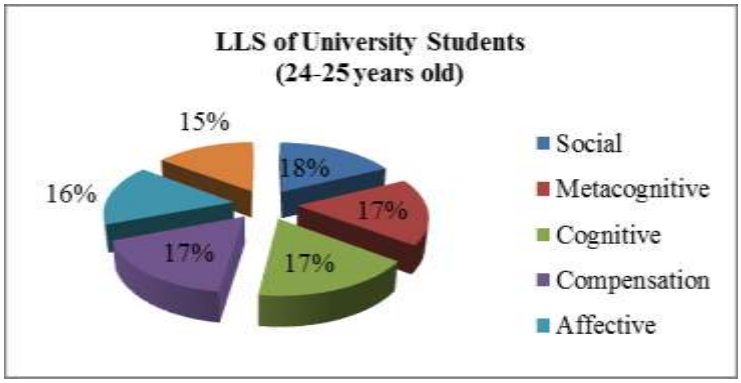


Figure 5. LLS of students with the age between 24-25 years old

Figure 5 shows different strategy as the frequent one to be used. It is social strategy. Then, the other strategies such as metacognitive, cognitive, compensation, affective, and memory are in the next order. This following point focuses on the discussion of three available research questions. All discussion is presented briefly based on the findings previously described.

2.1 The students' LLS in learning English

Regarding the given responses, the university students, who take English education as their major, use dissimilar learning strategies frequently. They utilize all six strategies simultaneously. However, the most frequent learning strategies is metacognitive. Thus, they can determine what learning plan they are going to have and evaluate it together as they are also university students who have already had many learning experiences in making use of certain strategies to get better achievement. This finding is in line with the previous research findings of Oh (1992), Sheorey (1999), and Salahshour, et al. (2013) at which students make use of metacognitive strategy to have fixed preparation, control, and evaluation for their own stage of learning language (Graham, 1997; Zare, 2012). On the contrary, it proves that O'Malley, et al. (1985) report about Asian students' learning strategy is memory strategy cannot be fully accepted because Indonesian students, including as part of Asian context, utilize metacognitive strategy more frequently.

The next preferred strategy used by the participants is social strategy. Related to their level of education, social strategy is very common because substantially they have to converse and cooperate very often during teaching learning process inside or outside the classroom. For this kind of strategy, students are purposely to create more interaction with other people so they can enhance their proficiency in English (Gerami & Baighlou, 2011) or enrich their vocabulary (Alhaysony, 2012). In short, social strategy is taken into account as one of strategies for learning English. Moreover, the university students think that through practicing their language skills with other people, their language skills can be improved continuously.

Another strategy used by the participants is compensation strategy. They utilize this strategy because it allows them to guess the meaning of texts they are reading about or dialogues they are having with, make use of gestures to help

them deliver the message to their partners in conversation, or make up new words if they do not know the correct words to utter. The previous explanation directly refers to Aunurrahman, Kurniawati, and Ramadhiyanti (2013) research result that compensation strategy is one of the frequent strategies used by college students.

As shown earlier in findings, it can be stated that students use a combination of indirect and direct learning strategies namely metacognitive, social, and compensation strategies. Thus, it conforms Oxford (1990) report that indirect and direct strategies are interrelated each other since students generally combine them in the process of learning language.

2.2 The frequent learning strategies basrd on ages

To answer the question about the frequent learning strategies used by university students regarding their ages, the explanation starts from the younger age to the older ones. The students with the age of under 20 years old, the age of between 20-21 years old, and the age of between 22-23 years old belong to the groups of university students who make use of metacognitive strategy frequently because they can plan, control, and evaluate their learning process. Briefly, this strategy is considered to empower students to have more opportunities in planning the whole process of their language learning. Unlike the earlier mentioned group, the students with the age of between 24-25 years old prefer using social strategy. They employ this strategy because they learn English through asking frequently on every occasion they get difficult with the words which should be used, practicing the language regularly, and learning the culture of English speakers continuously.

Additionally, due to the data, there are some interesting points about the frequent strategies used by the university students. The first point is the similarity of learning strategies but different position. As being known, the students with the age of under 20 years old, those with the age between 22-23 years old and those with the age between 24-25 years old have same strategies to learn English. Nevertheless, they share dissimilar position for social and cognitive strategies at which for the first group of age put social and cognitive as the second and third frequent strategies whereas the second group of age put cognitive as the second strategy followed by social strategy. Differently, the third group of age put social as the most frequent learning strategy and rank metacognitive and cognitive strategies in the latter positions. On the other hand, the students with the age between 20-21 years old use compensation as one of the strategies since the other two strategies (metacognitive and social) are also utilized by the other groups of age.

Hence, it can be stated that students from different groups of age share similar use of learning strategies at which they likely combine indirect and direct strategies and utilize them interchangeably regarding the task or specific skills they are concerning about. There is no trend of mono strategy (direct strategies or indirect strategies repetitively) as they have already been learning English for multiple years. However, their different kinds of strategies mainly for some strategies show that they utilize them in purpose. Additionally, the reasons that underline students' preference can be researched for further confirmation. As matter of fact, students especially those whose age are in the early of 19 up to 25

years can strengthen the previous discussion that the use of combined indirect and direct strategies and its practices which are done interchangeably.

2.3 Lecturers' strategies and students' various language learning strategies

Learning strategies is very important for students. It can improve their autonomy as learners. Moreover, it benefits university students because the generation, who will lead the future of one nation, they have to be independent not only in obtaining information but also in managing information they've got. As part of Asian and world community, Indonesian university students should prepare, manage or control and evaluate their learning process. Thus, learning strategies is one of crucial things to recognize, use and improve in order to reach high achievement theoretically and practically (in all four language skills). To have those ideal conditions, lecturers should play their roles effectively in the process of developing students' awareness and improving the learning strategies they have already been using. Considering the need of teaching learning strategies, followings are several stages that can be implemented to help students aware of and utilize their own strategies optimally to learn English.

First, lecturers and the academic community at the department can discuss and evaluate their instruction right before and after the teaching program runs for a semester. It is very important since it can provide the information about students' progress. Moreover, through these kinds of activity, the lecturers and the community can consider about inserting LLS instruction in the curriculum (Weinstein & Underwood, 1985; Brown, 2000; Yang, 2002; Cesur, 2011; Gerami & Baighlou, 2011), considering the course overview, course content, instructional methods, and evaluation data (Weinstein & Underwood, 1985), and implementing it for teaching-learning process inside or outside the classroom. It is fruitful as Indonesian students are dependent on their lecturers (Aunurrahman, Kurniawati, & Ramadhiyanti, 2013). Therefore, after they are taught about LLS then it is expected that they become independent and more responsible for selecting appropriate strategies related to the set of their learning goals. More importantly, Brown (2000) states that teaching LLS can enable students to develop autonomy and self-regulation and they result in students' language proficiency.

Second, the stage for implementing LLS instruction is through the usage of certain models. Chamot (2008) states that there are three models such as Styles and Strategies-Based Instruction (SSBI), Cognitive Academic Language Learning Approach (CALLA), and the model proposed by Grenfell and Harris. The SSBI model (Cohen, 1998) put the lecturers as the helpers of their students to learn new strategies regarding their learning styles. Hence, this model emphasizes on effective lecturers' role. On the contrary, lecturers and students have equality in playing their roles using the CALLA model during the teaching-learning process (Chamot, 2005). Meanwhile, the Grenfell and Harris model (Grenfell & Harris, 1999) asks students to be more independent as they have wide chance to make identification and determination on their own learning strategies. Certainly, all those models are applicable. However, related to the university students' needs, the CALLA model is feasible because it conforms the purpose of making them more autonomous and self-regulated (Brown, 2000). Another consideration is that Indonesian class size is large so if the students are taught well using the CALLA

model then the students do not have to be directed all the time. In fact, they can do evaluation and self-reflection simultaneously.

Third, lecturers are required to have awareness in designing their instruction (Hakan, 2015). It is quite necessary because it affects students' improvement not only their proficiency but also their preference on learning style so the meaningful and practical learning is created. Related to the idea of instructional design, lecturers can consider about using eclective methods (Weinstein & Underwood, 1985). This method is applicable because in designing methods, there are two things have to be taken into account namely students' competency and proficiency (Sadiqah, 2015). Further, lecturers should be aware that there is no single method which works effectively for all members of learning group (Li, 2012). Therefore, if the lecturers are aware of their students' proficiency and understand what learning strategies they use for language class they enroll then lecturers get easier in order to determine the methods they use during teaching-learning process. The key, then, is on recognizing the students' needs and learning strategies, setting the learning goals together, developing suitable materials, formulating the available methods to be applicable for all, giving treatment to the students, and evaluating the teaching program.

Overall, students and lecturers should create cooperation and collaboration in teaching-learning process since the learning does not belong to the students themselves. Lecturers have to expand their understanding on students' uniqueness mainly for their learning strategies. Being aware is not enough, hence lecturers must learn, select, and create their own instructional methods and use particular models to teach language and language learning strategies simultaneously. In short, lecturers must be creative as it implicates on their students' motivation, self-esteem, and learning success (Richards, 2013). The more support lecturers have to help students apply their strategies in learning, the more successful Indonesian university students in achieving their English proficiency.

Conclusion

As this article has outlined, the most frequent learning strategies used by the university students are metacognitive, social, and compensation strategies. Hence, they prefer direct strategies to the indirect ones. However, it cannot be considered to be totally direct because they still combine it with the indirect strategies. Moreover, students with particular age utilize different strategies. The more mature them, the more various and frequent certain strategies they use. They must have purpose when selecting or making use of those strategies.

In order to familiarize learning strategies among the university students in Indonesia, the lecturers and the academic community in the department can make some efforts as follows: 1) inserting teaching language learning strategies in the curriculum by putting high consideration on course overview, course content, instructional methods, and evaluation data, then ask the students to implement their strategies not only for teaching-learning process inside but also outside the classroom; 2) implementing LLS instruction through the usage of certain models such as SSBI, CALLA, and the model proposed by Grenfell and Harris; and 3) developing lecturers' awareness in designing instruction that meets students'

needs and one of the methods to be taken into account is eclective method. Overall, the conclusion of this research leads to future research area which emphasizes on designing LLS instruction regarding students' age and level of their education.

References

Alhaysony, M. (2012). Vocabulary discovery strategy used by Saudi EFL students in an intensive English language learning context. *International Journal of Linguistics*, *4*(2), 518-535. Retrieved from doi:10.5296/ijl.v4i2.1724.

Aunurrahman, Kurniawati, T., & Ramadhiyanti, Y. (2013). Exploring indonesian college students strategies in learning English language. A*rab World English Journa*l, *4*(3), 317-330. Retrieved from: www.awej.org/images/AllIssues/Volume4/Volume4Number3Sept2013/27.pdf.

Brown, H.D. (2000). *Principles of Language Learning and Teaching*. (3rd ed.). New York: Longman.

Cesur, M.O. (2011). Can language learning strategies predict Turkish University prep class students' achievement in reading comprehension?. *Procedia Social and Behavioral Sciences*, *15*, 1920-1924. Retrieved from doi: 10.1016/j.sbspro.2011.04.028.

Chamot, A.U. (2008). Strategy Instruction and good language learners in C. Griffiths (ed.), *Lessons from Good Language Learners* (pp.266-281). Cambridge: Cambridge University Press.

Chamot, A.U. (2005). The cognitive academic language learning approach (CALLA): an update. In P.A. Richard-Amato & M.A. Snow (eds.), *Academic Success for English Language Learners: Strategies for K-12 Mainstream Teachers*. White Plains, NY: Longman, 87-101.

Cohen, A.D. (2007). Coming to terms with language strategies: Surveying the experts. In D.C. Cohen & E.M. Macaro (Eds). *Language Learner Strategies*, pp.29-45. Oxford: Oxford University Press.

Devlin, M. (1996). Older and Wiser? A comparison of the learning and study strategies of mature age and younger teacher education students. *Higher Education Research & Development*, *15*(1), 51-60.

Freire, P. 1970. *Pedagogy of the oppressed*. New York: Seabury Press.

Gerami, M.H. & Baighlou, S.M.G. (2011). Language learning strategies used by successful and unsuccessful Iranian EFL students. *Procedia Social and Behavioral Sciences, 29*, 1567-1576. Retrieved from doi:10.1016/j.sbspro.2011.11.399.

Graham, S. (1997). *Effective language learning*. Clevedon, Avon: Multilingual Matters.

Grenfell, M. & Harris, V. (1999). *Modern languages and learning strategies: In theory and practice*. London: Routledge.

Hakan, K., Aydin, B., & Bulent, A. (2015). An investigation of undergraduates' language learning strategies. *Procedia Social and Behavioral Sciences*, 197, 1348-1354. Retrieved from doi:10.1016/j.sbs.pro.2015.07.388.

Imperiani, E. (2012). English language teaching in Indonesia and its relation to the role of English as an international language. *Passage, J*(1), 1-12.

Kumaravadivelu, B. (2006). *Understanding language teaching from method to postmethod*. Mahwa, New Jersey: Lawrence Erlbaum Associates, Inc.

Larson, K.R. (2014). Critical pedagogy(ies) for EFL in Indonesia. *TEFLIN Journal*. *25*(1), 122-138.

Lee, K.R., & Oxford, R. (2008). Understanding EFL learners' strategy use and strategy awareness. *Asian EFL Journal*, *10*(1), 7-32.

Lengkanawati, N.S. (1997). *Contribution of learning strategies on language proficiency*. (Doctoral Dissertation, IKIP Bandung, Indonesia).

Li, W. (2012). An eclectic method of college teaching English. *Journal of Language Teaching and Research*, *3*(1) pp. 161-171.

Lie, A. (2007). Education policy and EFL curriculum in Indonesia: Between the commitment to competence and the queat for higher test score. *TEFLIN Journal*, *18*(1), 1-14.

Lodico, M., Spaulding, D., & Voegtle, K. (2010). *Methods in educational research: From theory to practice*. San Francisco, CA: John Wiley & Sons, Inc.

Marcellino, M. (2008). English language teaching in Indonesia: A continuous challenge in education and cultural diversity. *TEFLIN Journal*, *19*(1), 57-69.

Mistar, J., Zuhairi, A., & Umamah, A. (2014). Strategies of learning speaking skill by Indonesian learners of English and their contribution to speaking proficiency. *TEFLIN Journal*, *25*(2), 203-216.

Novitasari, H. (2009). *Language learning strategies applied by speaking class students*. (Undergraduate thesis, Soegijapranata Catholic University, Semarang, Indonesia).

O'Malley, J. Michael, Anna U. Chamot and C. Walker. (1987). Some applications of cognitive theory to second language acquisition. *Studies in Second Language Acquisition* 9.3: 287-306.

O'Malley, J.M., Chamot, A.U., Stewner-Manzanares, Russo, R.P., & Küpper, L. (1985). Learning strategy applications with students of English as a second language. *TESOL Quarterly*, *19*, 557-584.

Oh, J. (1992). *Learning strategies used by university EFL students in Korea. language teaching*, *1*(3), 1-53.

Oktaviyanti, E. (2017). A Critical Review: Language learning strategy and teachers' characteristics in Indonesian English language teaching. *ELLITE Journal*, *2*(1), 1-6.

Oxford, R. (1990). *Language learning strategies, what every teacher should know*. New York: Newbury House Publishers.

Richards, J.C. (2013). *Creativity in language teaching*. (Delivered at the Summer Institute for English Teacher of Creativity and Discovery in Teaching University Writing, City University of Hong Kong). Retrieved from: https://www.professorjackrichards.com/wp.../Creativity-in-Language-Teaching.pdf

Rubin, J. (1981). Study of cognitive progresses in second language learning. *Applied Linguistics*, *11*(2), 117-131.

Sadiqah, F. (2015). *An experience of of implementing eclectic method in EFL class*. Dhaka, Bangladesh: BRAC University. Unpublished thesis.

Salahshour, F., Sharifi, M. & Salahshour, N. (2013). The relationship between language learning strategy use, language proficiency level and learner gender. *Procedia Social and Behavioral Sciences, 70*, 634-643. Retrieved from doi:10.1016/j.sbspro.2013.01.103.

Setiyadi, B., Sukirlan, M., & Mahpul. (2016). How successful learners employ learning strategies in an EFL setting in the Indonesian context. *Canadian Center of Science and Education*, *9*(8), 23-38. Retrieved from http://dx.doi.org/10.5539/elt.v9n8p28.

Sheorey, R. (1999). An examination of language learning strategy use in the setting of an indigenized variety of English. *System*, 27(2), 173-190. Retrieved from: https://doi.org/10.1016/S0346-251X(99)00015-9.

Umamah, A. (2008). A study on the speaking strategies applied by EFL learners at English Department of Unisma. (Unpublished thesis), FKIP Unisma, Malang.

Weinstein, Claire E. & Underwood, Vicki L. (1985). Learning strategies: The how of learning. In Judith W. Segal, Susan F. Chipman, Robert Glaser (Eds.). *Thinking and Learning Skills: Relating Instruction to Basic Research*, pp.241-58. London, Lawrence Erlbaum Associates, Pub.

Yang, N. (2002). Integrating portfolios into learning strategy-based instruction for EFL college students. *IRAL, International Review of Applied Linguistics in Language Teaching, 41*(4), 293-325.

Zare, P. (2012). Language learning strategies among EFL/ESL learners: a review of literature. *International Journal of Humanities and Social Science*, *2*(5), 162-169.