AN ANALYSIS ON ENGLISH LEARNING STRATEGIES

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Abstract: The purposes of this research are to find out the learning strategies used by non-English Language Education Study Program students, Teacher Training and Education Faculty, Tanjungpura University to master English and implemention of the strategies in their individual learning practice. The participants of this research were four students from study programs of Chemistry, Sociology, Indonesian, and Biology. The design of this research was a case study. The data were collected through questionnaire to determine the students' English learning strategies, and semi-structure interview. The result of the analysis showed that the strategy used and implemented by the students had helped them in improving English ability. Each student had their own unique ways and styles in English learning strategies. There were six types of learning strategies. They are cognition, metacognition, compensation, memory, social, and affection. These English learning strategies are recommended for those who want to improve their English ability.

Keywords: English Learning Strategies, Non-English Language Education Study Program Students, the Implementation

Abstrak: Penelitian ini bertujuan untuk mengetahui strategi belajar yang digunakan oleh mahasiswa program studi Non-Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Tanjungpura dalam menguasai bahasa Inggris dan penerapan strategi tersebut ke dalam pembelajaran individu mereka. Partisipan dalam penelitian ini berjumlah 4 mahasiswa yang berasal dari program studi Kimia, Sosiologi, Bahasa Indonesia, dan Biologi. Metode yang digunakan adalah studi kasus. Oleh karena itu, data yang terkumpul diperoleh melalui kuesioner yang bertujuan untuk mengetahui strategi belajar bahasa Inggris mahasiswa tersebut, dan wawancara semi terstruktur untuk mengetahui bagaimana mereka menerapkan strategi tersebut. Hasil analisis menunjukkan bahwa strategi yang digunakan dan diterapkan oleh mahasiswa telah membantu mereka dalam meningkatkan kemampuan bahasa Inggris. Setiap mahasiswa mempunyai cara dan gaya mereka sendiri dalam menerapkan strategi belajar bahasa Inggris. Terdapat enam tipe strategi belajar yang digunakan, yaitu kognisi, metakognisi, kompensasi, memori, sosial, dan afeksi. Strategi-strategi belajar tersebut sangat direkomendasi kepada siapa saja yang ingin meningkatkan kemampuan bahasa Inggrisnya.

Kata kunci: Strategi belajar Bahasa Inggris, Strategi Belajar Bahasa Inggris, Mahasiswa Non-Inggris Fakultas Keguruan dan Ilmu Pendidikan, Penerapan

English learning for Indonesian students is just like learning another foreign language. Essentially, learners of new language may face difficulties starting from how they understand words, phrases, clauses, sentences, and complex stories. Learning difficulties often appear in relationship with specific skills, rather than affecting skills overall. For example, an individual may have problems in spoken language but s/he can read, write, and perform the subject without problems (Schwarz & Terrill, 2000, p. 59). Everyone has the same chance to be successful in English learning. What makes ones succeed and the others fail is in the way they learn the new language namely, a learning strategy.

Non-English Language Education Study Program students may have their own needs and attitudes towards English. They may have different environment, and support to practice English. They do not use English as the medium of learning the subjects of their fields. However, there are students from Non-English Language Education Study Program from study programs of Chemistry, Biology, Indonesian and Sociology who maybe good at English. There must be unique strategies behind their learning success.

Learning strategies are closely related to the level of language competence, motivation, character, and others. Oxford (1990, p. 8) defines learning strategies as specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations. Brown (2007, p. 134) defines the learning strategy as the efforts to solve problem through a set of cognitive structure, and insight, logical thinking, various of hypothesis testing, and prior experiences.

Oxford (1990, p. 16) divides learning strategies into two major parts: direct and indirect. Direct strategy is divided into three types: memory, cognition, and compensation. Indirect strategy is divided into three: metacognition, affection, and social. Thus, there are six kinds of strategies. They are memory, cognition, compensation, metacognition, affection, and social. In memory, the learners utilize the knowledge and experience of previous learning. This learning strategy involves memory-based learning processes. According to Oxford (1990, p. 40), there are three sets of strategies that can be used to enhance students' memory in learning. They are creating mental linkages, applying images and sounds, reviewing well, and employing action.

Cognition strategy refers to the learner's behavior in the learning process related to the use of the learners' intellect. Oxford (1990, p. 43) states, "Cognitive strategies are typically found to be the most popular strategies with language learners". According to Ellaine cited in Rini (2010, p. 13) cognitive strategies operate directly on incoming information and enable learners to proceed texts and materials for learning. The strategy covers practicing, receiving and sending messages, analyzing and reasoning, as well as creating structure for input and output.

Compensation strategy is used by the learner who has a high ability. Learning strategies are usually used to overcome some of the limitations in language. Learners who have difficulty in explaining in a language can use definitions or translations. Body movements can also be used to cover the

encountered limitation. Oxford (1990, p. 90) states that this strategy may be among the most significant because it helps learners to make up for missing language in learning the new language. There are two definitions of compensation strategies. They are practicing and overcoming limitations in speaking and writing.

Metacognition strategy is related to the tactics or the management of the learning materials. Metacognition strategy is embodied in a wide variety of activities that can be put into four categories: focusing, planning, developing teaching and learning activities, evaluating the teaching and learning process. O'malley cited in Brown (2007, p. 136) found that English language learners developed effective language skills through the use of monitoring and elaboration. According to Oxford (1990, p. 138) there are three definitions of metacognition strategies. They are centering learning, arranging and planning learning, and evaluating learning.

Affection strategy is the learner's behavior related to attitudes and feelings in dealing with learning process. Tabanlioğlu (2003, p. 30) defines affection strategy as "technique like self-reinforcement and positive self-talk which help learners gain better control over their emotions, attitudes, and motivations related to the language learning". According to Oxford (1990, p. 77), there are three definitions of affection strategies. They are lowering ones' anxiety, encouraging themselves, and taking their emotional temperature.

Social strategy is a behavior related to the collaboration between the learner and his partner in achieving learning objectives. It is a form of social behaviour that involves communication between and among people Tabanlioğlu (2003, p. 31). According to Oxford (1990, p. 146), social strategy includes asking questions, cooperating, and empathizing.

METHOD

To find out English learning strategies, and the implementation of each strategy, a case study research was conducted. The population of this research was non-English Language Education Study Program students, Teacher Training and Education Faculty, Tanjungpura University. The studied in this research were four students. They were studied because they had very good score of TUTEP compared with other students. The TUTEP scores were above 425. They studied in study programs of Chemistry, Sociology, Biology, and Indonesian. The sample of the research can be seen in Table 1.

Table 1
Sample of the Research

Participant Code	Initial	Study Program	Batch
Student 1	TAA	Biology	2014
Student 2	MAH	Sociology	2012
Student 3	DR	Indonesian	2011
Student 4	WP	Chemistry	2012

This research applied a non-observational technique. This technique collected data through interview and questionnaire. The type of questionnaire was the household drop-off survey. The type of question for the questionnaire was a scale item. The content of the questionnaire is validated by a table of specification as shown in Table 2.

Table 2
Table of Specification

Part	Category	Number of Items	Item's Number
A	Memory	9	1-9
B	Cognition	14	10-23
C	Compensation	6	24-29
D	Metacognition	9	30-38
E	Affection	6	39-44
F	Social	6	45-50
	Total	50	

Oxford (1990)

The research applied a semi-structured interview. This type of interview was in depth interview (often called a conversation with a purpose). The recorded interview was transcribed. The data was sorted out from the corpus. The data was classified and quantified accordingly.

The process of analysis in this study was based on Davidson & Gregorio cited in Spector, Merrill, Elen, & Bishop (2014, pp. 224-225). It is described as follows:

a. Organizing the data, the codes, the variable, and the ideas by data type, source, chronology, or other data charateristic.
b. Exploring the data to be familiar with the data by initially reading/reviewing/listening to data and commenting on it which basically to search for contents and connections.
c. Interpreting and reflecting to identify connections support this activity, which may lead to the recognition of patterns and relationship.
d. Integrating to connnect with other knowledges, such as other studies, references, or comparisons accross groups. It may even involve integrating data within the study, such as data or perspectives from different team members.

FINDINGS AND DISCUSSION

Findings

In the research findings, the data taken from questionnaire and interview were described. The data yielded 2 types of participants. They were behavioral questions and attitudinal questions. The data were collected from 4 non-English Language Education Study Program Students as the study case.

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Table 3
Finding on Six Types of English Learning Strategies

Learning Strategies	Student 1	Student 2	Student 3	Student 4
Cognition	✓	✓	✓	✓
Metacognition	✓	✓	✓	✓
Compensation	✓	✓	✓	✓
Affection	✓	✓	✓	✓
Social	✓	✓	✓	✓
Memory	✓	✓	✓	✓

Analysis on Behavioral Questions

The answer to the behavioral questions described the learning strategies used by the students in improving English skills. The questions covered 6 learning strategies. They were memory, cognition, compensation, metacognition, affection, and social. All students used all of the strategies, as can be seen from tables and explanations in the following subsection.

Finding on Memory Strategy

In memory strategy, students used 2 to 7 strategies in their individual learning. Student 1 used 4 strategies to learn English. She learned by finding new English words to enrich her vocabulary, and then using those words into a sentence, an image, and rhymes. Student 2 used two strategies to learn English. Student 2 preferred practicing English everyday and connecting the sound of new English words with images to remember the words easily.

Student 3 used five strategies to learn English. Student 3 preferred practicing English every day, using new English words in sentences, using a mental picture to remember, acting out English words physically, and reviewing English lessons. Student 4 used seven strategies to learn English. She preferred practicing English every day, using the new English words in sentences, connecting new English words with an image or picture, using a mental picture to remember, using poems, acting out English words physically, and remembering new English words or phrases by identifying their location on the page, on the board, or on a street.

Finding on Cognition Strategy

In cognition strategies, students used 7 to 11 strategies in their individual learning. Student 1 used seven strategies to learn English. She preferred speaking like a native speaker, practicing the sounds of English, using different ways to use English, having conversations in English, skimming, and writing reports, letters, and notes in English. Student 2 used seven strategies to learn English. The strategies were speaking like native speakers, practicing the sounds of English, using English in different ways, having a conversation, watching TV shows

spoken in English, trying not to translate word for word, as well as making a summary in English.

Student 3 used eleven strategies to learn English. The strategies were writing English words several times, talking to native speakers, practicing the sounds of English, conversing in English, watching English movies, writing notes, reports, and letters in English, skimming , finding patterns, finding the meaning of the words, trying not to translate word for word, and making summaries in English. Student 4 used ten strategies to learn English. The strategies were saying or writing English words several times, talking like a native speaker, practicing the sounds of English, using English words in different ways, having a conversation in English, watching English movies, writing notes, messages, and reports in English, finding patterns in English, finding the meaning of the words, and trying not to translate word for word.

Finding on Compensation Strategy

In compensation strategy, students used 3 to 5 strategies in individual learning. Student 1 used three strategies to learn English. The strategies were guessing unfamiliar words, using gestures and choosing topics to be discussed. Student 2 used five strategies to learn English. The strategies were guessing unfamiliar words, using gestures, creating new words, guessing what others say next, and using words or phrases when he can not think of an English word.

Student 3 used four strategies to learn English. The strategies were guessing unfamiliar words and what others say next, using gestures, words or phrases when he can not think of a word. Student 4 used four strategies to learn English. The strategies were guessing unfamiliar words, using gestures, making up new words, and using a word or phrase if she can not think of an English words.

Finding on Metacognition Strategy

In metacognition strategies, students used 6 to 9 strategies in their individual learning. Student 1 used eight strategies to learn English. The strategies were finding many ways to use English, learning from the mistakes, paying attention to someone who is speaking English, trying to become a better learner, finding someone who can speak English, reading as much as possible, having a clear goal in improving language skills, and thinking about her progress. Student 2 used nine strategies to learn English. The strategies were finding as many ways as possible to learn English, learning from mistakes, paying attention to someone who is speaking English, becoming a better learner, scheduling his English learning, looking for someone who speaks English, reading as much as possible, and having a clear goal.

Student 3 used six strategies to learn English. The strategies were finding many ways to use English, realizing her mistakes, paying attention when someone is speaking English, trying to become a better learner, reading as much as possible, and having a clear goal. Student 4 used eight strategies to learn English. She found many ways to be able to use the English language, realized her own mistakes, paid attention to someone who is speaking English, tried to become a

better learner, found someone who could speak English, read as much as possible, had a clear goal, and thought of her progress in learning.

Finding on Affection Strategy

In affection strategy, students used five strategies in their individual learning. Student 1 used five strategies to learn English. The strategies were trying to relax when she feels fear in using English, giving reward to herself, feeling nervous when learning English, writing down her feelings into a diary, and telling what she feel when learning English to others. Student 2 used five strategies to learn English. The strategies were trying to relax when he feels afraid in English, encouraging himself to speak, giving a reward to himself, noticing of his nervousness when learning English, as well as talking to others about what his feeling when learning English.

Student 3 used five strategies to learn English. The strategies were trying to relax when she is afraid to use English, encouraging herself to speak English, giving reward to herself, realizing of her nervousness, and writing her feelings into a diary. Student 4 used five strategies to learn English. The strategies were trying to relax when she feel afraid of using English, encouraging herself to speak English, noticing of her nervousness, writing down her feelings into a diary, and talking to someone about what she feel when using English.

Finding on Social Strategy

In social strategy, students used 4 to 6 strategies in their English learning. Student 1 used four strategies to learn English. The strategies were asking someone to slow down when she does not understand something in English, asking for a correction to English speakers, practicing English to other students and asking for help to English speakers. Student 2 used four strategies to learn English. The strategies were asking someone to slow down when speaking English, asking for a correction to the English speakers, practicing English with other students, asking for help to the English speakers, and trying to learn the culture of English speakers.

Student 3 used four strategies to learn English, such as ask peope if she does not understand, practicing English with other students, asking for help from English speakers, and asking questions in English. Student 4 used six strategies to learn English. The strategies were asking someone to slow down when she does not understand, asking for a correction of English speakers, practicing English with other students, asking for help from English speakers, asking questions in English, and learning about the culture of the English speakers.

Analysis on Attitudinal Questions

In attitudinal questions the researcher described students' opinions, attitudes, and beliefs toward their English learning strategies. There were six implementations of students' learning strategies. They were memory, cognition, compensation, metacognition, affection, and social.

The Implementation of Memory Strategy

Memory strategy used by the learners by utilizing the knowledge and experience of previous learning. Each student applied it differently. Student 1 applied her learning strategy by imagining. She said that she learned new words by opening dictionary and to understand the meaning she tried to imagine in what situation she could use the word, and sometimes she made a sentence or some sentence from the word. She also had strategy to pronounce the word while imagining. Another strategy was by representing sounds like listening or reading a rhyme.

Student 3 also learned English by imagining something. she stated that she remembered a new English word by imagining a situation in which she probably would use the word by firstly understanding what the meaning of the words and if the meaning changed in different context or when a word had some different meaning that could be used in different situation she could think of the situation or when she could use it. Besides, she also practiced English by using physical response like acting out. She stated that when she learned verbs like "walk" she started acting out after she knew the meaning and every time she acted that way she talked to herself like "I walk to the bathroom" and if she went to sleep she said, "I have to sleep now".

Listening, watching, and reading were the effective ways to improve student's memory. Student 2 said that he remember what he had learned from novel and newspaper like Jakarta post and through that activity he got a lot of vocabulary, and then he tried to remember by writing it in a notebook. He added that he liked listening to the podcast especially BBC. When he got stuck in listening to the new words, he tried to repeat the podcast and used picture of the new word to help him remember well. He also listened to the English song as well. He tried to listen carefully to singer's pronunciation, and then he attempted to imitate that pronunciation to keep the new words in his mind. Sometimes he also tried to translate the definition of each song.

Student 4 also improved her memory by representing sounds and using imagery/visual, such as listening to music or watching movies. She also liked to read. She stated that when she read a book, listened to music, or watched movies, she found new words and apply those words in a simlar situation with the context that she found in the movie or book. She loved to read a poem entitled "song of the birds". This poem contained about motivation story. Mostly she would use the words that she found to communicate with her friends through texting, so that she could remember it well. Reading, watching, and listening to the radio or song are considered effective to improve student's memory. Through reading they can find lots of new words. By watching and listening to the radio or song. It can increase their listening ability.

The Implementation of Cognition Strategy

Cognition strategy used by the students to improve their language skills. Most of them preferred practicing and repeating what they are learning. Other students also learned English by taking notes, summarizing, translating, and getting the idea quickly. Student 1 said that to do the cognition strategy, she

learned new words and said it in different sentence while practicing the sound so she could sound like a native speaker. Student 2 also stated that he kept listening to the unfamiliar words. For instance, when he watched the movies, if there were many new words that he missed, he tried to repeat to the new vocabularies. The other way to keep the vocabularies is by using synonym of words, for instance the word of underestimate, sometimes he substituted it with disparage and put down or look down.

Student 3 said that the most helpful strategy was when she could practice to speak or write like a native speaker. She added that she did a lot of writing for example writing a facebook status in English. When she was listening to the lectures she wrote her notes in English, and whenever she got to see English student talking each other in English she approached them and talked to them like "nimbrung". Student 4 liked to practice naturalistically, repeating and taking notes, such as practicing the sounds of English by finding the new words first, writing it in her note book, and then saying it several times.

The students also performed another strategies. Student 1 liked copying some good words, and posting it in her BBM status. She also write notes in English like translating them from Indonesian to English or reading English journal and summarizing the journal. It was so difficult, because of the grammar or sentence structure, but she kept reading it while consulting to her dictionary. Student 2 preferred summarizing all the books he had read. He liked to read English novel, newspaper, like Jakarta Post and motivation books like Anthony Robbin's books. After reading them, he always tried to summarize and ask himself what he had learned from those books. That strategy helped him to comprehend them well.

Student 3 did skimming to answer multiple choice questions, and improving her listening ability by watching movies with English subtitle and listening to podcast. Sometimes she felt curious about the structure that she never learned before, so she tried to open grammar book or dictionary. She added that she learned a lot of expression from the podcast and movies. Another strategy was implemented by Student 4. She tried to not translate word for word. She tried to not translate it word for word because it was not correct yet, so she found the pattern like tenses in a sentence. There were about seven tenses that she mastered. They were present tense, future tense, present continuous, past continuous, present perfect tense, past tense, and past future tense. She also liked dividing English words into verb or noun, so she could know the class of words, and she could apply them correctly in her daily communication.

In learning English, students also made mistakes, whether it was speaking, writing, listening, or reading. However, they were trying to fix it for the better, as Student 1 did. She always tried to find the better ways to fix her mistakes. She started a conversation to test herself. Student 2 tried to correct his mistakes when he talked with native speakers. For example, when they frowned, it indicated that they must be confused about what he was talking about, and then he tried to improve by asking again what he meant. He would say, "I'm sorry Sir or Madam, do you get what I mean? I mean like this". Student 2 also liked browsing google to read an article related to how to improve his integrated skills (listening,

speaking, reading, and writing). By reading this article, he learned a lot of theory of English learning, and then he tried to practice them.

The Implementation of Compensation Strategy

To overcome the limited exposure to English, most students used guessing strategies, for instance a synonym, a definition, and body movements. Student 1 stated that she liked to use dictionary, but before she used dictionary she tried to guess what the meaning of the word, and when she was in conversation with someone she used gesture. Student 2 had his own way of guessing. He called it, guessing, relating, and understanding. When he read a book, he always encountered unfamiliar words. The way he guessed the unfamiliar words in a sentence was by relating one sentence with another sentence and by understanding the main idea of the text. When he got stuck during the conversation with his friends or native speakers, he overcame it by using gesture. For instance, when the native speakers asked for the direction, he sometimes used his left hand to indicate "You must turn left" and right hand to indicate "You must turn right".

He also guessed what the interlocutor would say next during the conversation. For instance, when they were talking about soccer, he anticipated himself with information as much as possible, for example about the current football matches. It could be the winner of the match, the goal scorer and matching score. When he could not think of an English word, he replaced it with another word that has the same meaning, for instance "surrender" could be replaced by "give up" and "quit". Student 3 used gestures or expressions to figure out unfamiliar words. She could also guess the unfamiliar words from the sentence. She stated that several days ago she listened to someone. He talked that it was a good spot to chill out while he was sitting in the chair relax and drinking some ice drink. So she guessed that chill out meant enjoying and relaxing.

The use of gestures or body language was also carried by Student 4. She liked practicing a real conversation with her friend who mastered in English or with native speakers. It was really helpful to improve her English ability. She stated when she could not understand the word she would guess the meaning or used body language to show what she meant, and sometimes she tried to find the other word that have similar meaning so her friend or the native speaker can understand it. The use of gesture or body language is very useful in learning English language. Gesture helps students to cope with complexity in speaking and understandings.

The Implementation of Metacognition Strategy

In the process of English learning, a learner usually has a planning and evaluation to monitor the effectiveness of learning. Each student had their own way to organize learning. Some students chose not to schedule their learning as Student 3 did. She stated that she did not schedule it. She just did it when she felt like to speak or write. Like Student 3, Student 1 also said almost the same thing. He said that when he was free from the campus assignment he read something and listened to music or talked to himself even though it was stupid and he made a lot of mistake, but when he knew the mistake he knew what to learn.

Unlike Students 1 and 3, Student 2 would rather set his English learning. He managed well his schedule to learn English and he always learned it every day. He tried to find as many ways as to learn English. When it was Saturday or Sunday, he spent three or four hours to visit Mall like Megamall. In such activities he always tried to look for the native speaker. If he met them, he never hesitated to speak with them even though he still lacked of vocabulary and could not speak English fluently. He really listened carefully to their response, because he really wanted to improve his listening and speaking skills. Student 4 also liked to organize her English learning. She stated that sometimes she felt free or bored with her study she watched English movies or read English novels 2 until 3 times a week, but mostly she spent her weekend to learn English by practicing with her friend or native speakers".

Aside from setting the time, the students also evaluate and think about the progress in learning English. Student 1 said, "I also think about my progress everyday and what I can do to be better". Student 2 also stated that every time he learn English he always thought about his progress. Student 4 corrected her own mistakes by repeating her last sentence, and when her friends noticed her mistakes, they would tell her the correct one. She also liked to look for people she could talk in English like native speakers, or she paid attention to the people who were speaking English. It gave her opportunity to learn English better. Student 3 evaluated her English learning by testing herself. She had an application in her phone where she could do some quizzes of English. She also had TOEFL application in her phone for preparation. She also evaluated her learning by comparing her previous writing with her present writing. She opened her diary or note book to see how the sentences were written, and about other skills, she could not tell whether she was improved or not by comparing what she did in writing but suddenly she could feel her English was better when she could stay longer in conversation with someone in English. To be a better learner, Student 3 had her new ways in learning English. She stated that sometimes she felt bored doing the same thing every day and she tried to find new ways to learn. It is like read a lot of book written in English, listen to as many as English songs, and watch new movies without subtitle.

Every student had their own goals. Student 1 said that her goal was improving her English skills especially speaking and writing. Student 2 said that his goal was to go abroad. Student 3 also stated the same thing, "I want to travel the world or if I have the opportunity I want to continue my study in Malaysia for example". Student 4 learned English because she wanted to be someone who could speak some languages that she interested in such as Korean, Japanese, and English. Timing, evaluation, and goals are really needed by the students who learn English. When they could arrange learning schedule well, evaluate their own learning and have a clear goal, their learning will become more optimally.

The Implementation of Affection Strategy
All students should have a comfortable feeling or happy when learning English, so that what they have learned can be useful for them. All students had their own feelings in learning English. Some of the students also gave reward to

themselves, so that they would become more enthusiastic in English learning. Student 1 stated, "Mostly I feel lazy, but when I read books or watching movies suddenly I have spirit again to learn, and I give myself reward. She added that reward did not mean valuable thing, but it could be expression like "Tami, you can do it, you are smart girl".

Student 2 felt anxiety in learning English. However, he still tried to encourage himself when he spoke to someone. He stated that sometimes he felt anxious to speak English, but he tried to encourage himself. He also enjoyed learning English. Sometimes he wrote down his feelings in his diary. He also talked to his best friend who majoring in English about how he felt when he was learning English. Student 3 was very enthusiastic and comfortable when learning English, because she did not like attending a course and she liked to learn by herself. She said that she learned a little from the course, and they only gave exercise to do, and she did not have a chance to speak too much. In learning English she also felt anxiety, and it was a natural thing for her. She stated that she believed everybody felt the same way when they practiced English. She felt afraid so many times but she did not care. She tried to relax, took a deep breath and spoke slowly.

Student 4 also excited when learning English. Sometimes she felt nervous when she tried to speak with native and felt afraid if she could not respond their statement or they could not understand what she said, but she tried to encourage herself to interact with them as possible as she could. When she felt afraid or nervous she would tell to her friend so that they could help her to calm or give advice to her, but when she thought it was more privacy, she would tell her feeling to a diary, so no one knew what she felt and she could express her feeling freely.

Based on the students' statements, it can be concluded that in English learning, students were not separated from nervousness and restlessness. Nevertheless, it did not make them give up in learning English. They tried to overcome it and they kept learning to get the better results.

The Implementation of Social Strategy

Most of the students needed a partner to learn English. Partner was very helpful in learning. Student 1 said that when she talked to somebody, and she did not understand her. She usually asked her to say it again, and when she spoke she let them to correct her mistakes, and then she said it again in the correct sentence. She asked for help to friends from English study program to make her English better. Student 2 liked to learn natural English such as speaking directly to the native speaker. He said that sometimes he met them at Megamall. He tried to encourage himself to speak with them even though he realized that he was still lacking of vocabularies. He added that he loved to join English community and one of his favourite communities is American Corner. In this community, he could ask freely what their strategies to improve their English and share everything related to English. Besides, he also learned about the culture of native speaker.

Student 3 had a partner who came from social media. She said that her social media friends were good at English. She said that between the Indian and Australian she would say some Indians speak English well but they did not write well, and she felt that their accent was funny. The Australians were good in both speaking and writing but sometimes It was difficult to understand what they said if they spoke too fast, so she often told them to speak more slowly because she was still learning. She talked to them every day, and she sent them voice note. Student 3 also had other partners to help her in learning English. Every time she felt confused about new expression she asked some people who could speak English to help her, but she did not really have a chance to talk to teacher because they were busy.

Student 4 had some friends who master in English. She could practice her English with them and they would help her to correct her grammar or pronunciation. She also would ask them to speak slowly or repeat their sentence when she could not understand it. Student 4 also had friends from another country like London and Chicago. Thet talked simple conversation about daily life and sharing about their study. They also discuss about their culture, for example about celebration events and sharing about nice places to visit". The existence of a partner who knows how to speak English will greatly help the learning process. Partners can help students in correcting their pronunciation, grammar, giving a feedback and tips.

Discussion

Based on the questionnaires and interviews results, it was known that all students implemented six types of strategies in their English learning. They were cognition, metacognition, compensation, affection, memory and social. The students had their own way to implement these strategies in their individual learning. The first strategy was Memory. Memory strategy was used by the learners by utilizing the knowledge and experience of previous learning. Most student practiced what they have learned every day, and then using new English words in a sentence so they could remember them, made a mental picture of a situation in the which the word might be used, and connected the sound of a new English word and an image or picture of the new word to help them remembered the word.

The students also liked to use songs to help them remember any new words. Brown (2000, p. 10) also suggests students to learn through song because it can facilitate a person to remember and understand the vocabulary more effectively. Besides, students also liked to read and watch to enhance their memory. Wyse & Jones (2005, p. 253) state that many people are inspired to read books having seen the film and vice versa. Watching the film version can help them access the book more easily. Instructional media such as computers and the Internet is very helpful in learning because it provides many learning resources. Wyse & Jones (2005, p. 255) suggest students to use the internet, because it is an important source of information.

The second was cognition strategy. This strategy was an important strategy for learning English and one of the most useful strategies. Based on the finding,

most students preferred trying to talk like a native speaker, practicing the sounds of English, correcting their own mistakes, and learning a lot from books and podcast. Oxford (1990, p. 43) states, "Cognitive strategies are typically found to be the most popular strategies with language learners". Cognition strategy helped learners in the learning process, such as the process of thinking, solving the problems and making decisions.

The third strategy was compensation. It was used to overcome some of the limitations in the language by guessing and using gestures. This strategy was very useful in learning English. Oxford (1990, p. 90) states that this strategy is very important in learning, because it helps the learner to make up for missing language in learning the new language. The finding showed that most of the students used guesses to understand unfamiliar English words and when they could not think of a word during a conversation in English, they used gestures.

The fourth was metacognition. It involved planning, monitoring and evaluation of learning. Learning by using strategies such as creating lesson plans, knowing the goal, assessing their own mistakes, and self-monitoring were very helpful in improving English language skills of the students. O'malley cited Brown (2007, p. 136) found that English language learners developed effective language skills, especially listening skills through the use of monitoring and elaboration.

The finding showed that most of the students used the strategies like trying to find as many ways as they can to use their English, noticing their English mistakes and using that information to help them do better, looking for opportunities to read as much as possible in English, trying to find out how to be a better learner of English, and paying attention when someone is speaking English. The fifth was affection strategy. It was related to attitudes, and feelings in dealing with the learning process. In affection strategies, most of the students preferred trying to relax whenever they felt afraid of using English and encouraging themselves to speak English even when they were afraid of making a mistake. Feeling afraid and anxiety are common things in English learning. Nevertheless, the students still kept learning and trying to get better results in English. When students succeed in their English learning they would give reward to themselves. Overall, the affection strategies implemented by students had given positive impact on their learning. Oxford (1990, p. 140) states that positive emotions and attitudes can make language learning become more effective and enjoyable.

The last strategy was social. It was related to the collaboration between the learner and his partner in Achieving learning objectives. A partner is very necessary in a learning process. They can help students correcting their mistakes and give constructive feedback. Oxford (1990, p. 146) states that cooperative learning shows the following significant effects. They are higher self-esteem, increase confidence and enjoyment, greater and more rapid achievement. The finding showed that all students had partners in learning English. The partners helped them to correct their pronunciation, and gave feedback and tips to be a better learner.

The implementation of English learning strategies had influenced students' macro and micro skills. After using these strategies their language skills became

better than before. They could pronounce well, find a lot of new words and master some of tenses. After experiencing a significant improvement the students became more confident and competent. They were aware that they still had a deficiency in learning English. Therefore, they tried harder until their goal is reached.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the research finding, it was known that English learning strategies used by non-English Language Education Study Program students had assisted them in improving their English language skills. The improvement had affected their macro and micro skills. They could pronounce it better, they got a lot of vocabularies, and they used grammar correctly. Most students learned English through watching movies, listening to the radio or songs, pictures, reading novels, newspapers, poetry and journals, because they got a lot of knowledge, new words and they were able to use grammar properly. Besides, the Internet was also used as a medium that provides a lot of learning resources such as English books, English games, podcasts, English videos, songs, and other English applications. With the support of learning media, the implementation of the strategies will be used effectively and efficiently.

In learning English, students did not only need the facilities that support them, but also the positive feelings and good partners in learning. Good feelings greatly affected the results of their study, and good friends helped them with learning problems and provide suggestions that are useful to them. In conclusion, all the learning strategies (memory, social, affection, metacognition, compensation, and cognition) were very beneficial to non-English Language Education Study Program students in enhancing their English abilities. It was also known that good English skills were not only possessed by English Language Education Study Program students, but also the students from non-English Language Education Study Program. They could use their own strategies efficiently, and they made their learning become more convenient and meaningful. They did more practices than learning theory. They also had clear goals in learning English as well as a high motivation to achieve their goals in the future.

Suggestions

Based on the conclusion above, the researcher recommends some suggestion as follows: (a) students who want to learn English are suggested to use all strategies (memory, cognition, metacognition, affection, social, and compensation) which have been applied by non-English Language Education Study Program students. The strategies are very easy to apply, and it can help students to improve their four language skills. (b) to get the better results in English language learning, students should have an interest, diligence and goal in order what they have learned can be useful in the future.

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