AN ANALYSIS ON LEARNING STRATEGIES OF SUCCESSFUL ENGLISH LEARNERS

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Abstract
The research design was case study. To determine students' learning strategies the data was gathered via questionnaire and interview guidelines to get specific records about the learning strategies of the English language utilized by successful students. The outcomes of the analysis confirmed that the strategies carried out by students have advanced their English abilities. Every student has particular techniques and patterns for learning English. There were six learning strategies used by students which include direct and indirect strategies. The direct strategies covered memory, cognitive, compensation, while indirect strategies include metacognitive, affective, and social strategies. The most dominant strategies utilized by students are indirect strategies in preference to direct strategies, shown by the score of 4.25 in direct strategies, and 3.91 in indirect strategies.

Keywords: Case Study, Learning Strategies, Successful English Learners.

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INTRODUCTION
Listening, speaking, reading, and writing are four basic skills of English being taught as a foreign language that are essential to be studied by the learners. English as a foreign language has been taught at school, from junior high school, until senior high school. To achieve suitable fulfillment, the learners ought to have the strategies in learning English. The methods that students use to study a language affect their potential to succeed. The use of effective learning strategies encourages students to take responsibility of their education. When learning a foreign language, a learning strategy is crucial. Language learning strategies can aid students in resolving their language learning difficulties since they play a significant part in their educational activities. There are several approaches and methods used by learners. To make them aware of the existence of their strategies and to teach them how to
use them, learners must unavoidably receive the appropriate strategy teaching and training.

Additionally, as learning methods aid in improving learning, students should be aware of them. Shi (2017, p. 25) quotes Oxford as saying that using techniques may make learning simpler, quicker, more pleasant, self-directed, more successful, and more transferrable to different contexts. By storing, retaining, recalling, and applying knowledge of a language, Cohen in (Shi 2017, p. 24–25) further emphasizes that strategies are those processes that learners actively choose and which may lead to action done to improve the study or use of a second or foreign language. As a result, in order to improve their English proficiency, language learners should be aware of their own learning strategies as well as the kind of language learning strategies that work best for them.

Therefore, the researcher was keen to learn more about the first semester learning strategies used by the SMAN 05 Pontianak 11th grade science 4 students who were effective English learners. According to the findings of the researcher's interview with the English instructor, the science 4 students were engaged and passionate in their question-asking and response-giving. In the course of studying, they also showed their potential. Additionally, scientific students do well in English classes. They actively participate in competitions in taekwondo, math, and scouts. The researcher was thus interested in knowing what types of learning strategies the fourth-grade science students were using to attain greater grades than the social studies students.

Students and teachers can assess the precise language learning strategies used by the students in learning a foreign language using the strategy inventory for language learning (SILL). SILL is meant to examine the method a student goes about approaching understanding a language (Oxford,1990, p. 279). SILL was developed by Oxford (1990) as a method for determining how frequently beginners employ various language learning techniques. One of the most beneficial guides for learner approach evaluation tools now available is SILL. Students and teachers can assess the precise language learning strategies used by the students in learning a foreign language using the strategy inventory for language learning (SILL). SILL is meant to examine the method a student goes about approaching understanding a language (Oxford,1990, p. 279). SILL was developed by Oxford (1990) as a method for determining how frequently beginners employ various language learning techniques. One of the most beneficial guides for learner approach evaluation tools now available is SILL.

There has been some prior study on language learning techniques. A comparable research, "The language learning strategies used by students of Merchant Marine Studies Polytechnics Makassar," was carried out by Rustam (2015). It was conducted to look into the different language learning strategies applied by students at the Merchant Marine Polytechnic to acquire English. To determine which language learning techniques are most frequently
utilized by successful and failed students, as well as to determine if successful students use different techniques than failing students. Another study, "Strategies of successful English language learners among private school students," was also carried out by Stella (2017) in Tunku Putra School. It sought to examine the language acquisition methods used by upper secondary students, ESL (English as a Second Language). Their study's findings demonstrated that employing language learning techniques can assist English learners succeed. Therefore, English learners must know about their strategies in learning English. The researcher conducted similar research, but the researcher carried it out in a different place, and the researcher has conducted a Case Study at SMAN 5 Pontianak because this research has not currently been conducted in this school.

Further, the researcher was interested in conducting research using Case studies as a research method to get detailed information about students' learning strategies in English subjects. However, in this study, the researcher only focused on analyzing each difference in students' perceptual learning strategies used by the eleventh grade of science 4 students. It aimed to provide detailed information to students and become a reference for other students learning English. In short, this study discussed an analysis on the learning strategies of successful English learners, a case study of SMAN 05 Pontianak, Academic Year of 2019/2020.

METHOD
This research method is a case study, because the researcher intends to obtain information about what learning strategies are used by science students at SMAN 05 Pontianak. Yin in Woodside (2010) explains that case studies are empirical studies that look at current phenomena in actual situations, particularly when the distinctions between phenomena and contexts are unclear. A case study, on the other hand, is described by Creswell (2012, p. 465) as an in-depth analysis of a limited system (e.g., activity, event, process, or individual). An empirical study in deep inquiry is, in essence, what a case study is.

Participant of Research
According to Creswell (2005, p. 151) "population is a group of individuals who have the same characteristics". The population of this study were students of class XI IPA 4 SMA Negeri 05 Pontianak in academic year 2019/2020 who had an English score of 80 and above. According to Creswell (2005, p. 152) “a sample is a subgroup of the target population that the researcher plans to study to generalize about the target population.” Therefore, the sample in this study was 31 students, consisting of 11 male and 20 female students from class XI IPA 4 of SMAN 05 Pontianak. Out of 31 students, 10 students (1 male and 9 female students) have scored at least 80 for their English objects.
Technique of Data Collection

Both direct and indirect communication approaches were utilized by the researcher as instruments to collect the data.

The direct communication technique includes a questionnaire

Questionnaire is a list of questions that need to be answered by the participant. A questionnaire is a list of questions that participants need to answer. In the questionnaire, the researcher made question boxes and students can check the answers to the questions they chose in the boxes provided. Questionnaires might be classified as either closed, open, or a combination of the two. The form of the questionnaire in this study was a combination of two. As the first instrument, the questionnaire serves as a tool to obtain basic information.

The indirect communication technique includes interview guidelines

The researcher interviewed the participants to get a detailed picture of student learning strategies. Due to the fact that interviews can be categorized as unstructured, semi-structured, or structured. In this study, interviews were conducted using a semi-structured format, following Dawson (2002, p. 28) that stated, “In this type of interview, the researcher wants to know specific information that can be compared and contrasted with information obtained in other interviews.”

Tools of data collection

SILL questionnaires were utilized to gather data on learning strategies, and interview guidelines were employed to help with interviews so that the students could provide a complete explanation of their experiences utilizing learning strategies while learning English. Participants' experiences with the use of learning techniques were the focus of the questions. Researchers wanted to understand from this interview how effective English language learners employ learning techniques.

SILL additionally consists of a historical past questionnaire in which beginners are requested to become aware of their imply, stage of look at, age, and local language. Similarly, the questionnaire asked students to self-evaluate their ability in English. The remaining question items consciousness on the learner's language gaining knowledge of experiences from their reviews. SILL is a questionnaire proposed by Oxford in 1989. Researchers used a questionnaire in this study to decide student learning strategies. In addition, SILL provides 5 choices for every question with a different numeric level, as shown in the table below.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Description</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Highest</td>
<td>Always Almost Used</td>
<td>5.0</td>
</tr>
<tr>
<td>High</td>
<td>Usually Used</td>
<td>4.0</td>
</tr>
<tr>
<td>Medium</td>
<td>Sometimes Used</td>
<td>3.0</td>
</tr>
<tr>
<td>Low</td>
<td>Generally not Used</td>
<td>2.0</td>
</tr>
<tr>
<td>The Lowest</td>
<td>Never or Almost Never Used</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Table 1. The Average of Learning Strategies
Data Analysis
After doing the research, the researcher went through a number of processes in data analysis:

Analyzing the result of the questionnaire
To analyze the result of the questionnaire, the researcher did the following steps:
1. Checked the result of the questionnaire
   After 10 students collected the questionnaire, the researcher checked the questionnaire one by one, from 35 questions, 6 questions from memory strategy, 8 questions from cognitive strategy, 5 questions from compensation strategy, 7 questions from metacognitive strategy, 4 questions from affective strategy, 5 questions from social strategy. So, the students tick the response in the boxes provided (1, 2, 3, 4 or 5) that tells how true the participant’s statement is.
   1) Never or almost never true of me
   2) Usually not true of me
   3) Somewhat true of me
   4) Usually true of me
   5) Always or almost always true of me

   The students only can choose one answer. For example student 1, in memory strategy there are 6 questions.

   Table 2. Students’ 1 Answer on Memory Strategy
<table>
<thead>
<tr>
<th>No</th>
<th>Respond</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Always or almost always true of me</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Always or almost always true of me</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Always or almost always true of me</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Always or almost always true of me</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>Usually true of me</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>Usually true of me</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>28</td>
</tr>
</tbody>
</table>

   From that the researcher got the sum: 28/6 = Average: 4,66. Memory strategy average from student 1 is 4,66.

2. Found the most dominant learning strategies
   The researcher collected data from memory, cognitive, compensatory, metacognitive, affective, and social domains in order to examine the most prevalent learning strategies. So, the sum was divided to 10 students and got the average.

   Table 3. Student’s Answer on the Questionnaire
<table>
<thead>
<tr>
<th>No</th>
<th>Memory</th>
<th>Cognitive</th>
<th>Comp</th>
<th>Meta</th>
<th>Affective</th>
<th>Social</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>4.66</td>
<td>4.5</td>
<td>3.4</td>
<td>4.71</td>
<td>3.5</td>
<td>4.2</td>
</tr>
<tr>
<td>S2</td>
<td>4.0</td>
<td>4.0</td>
<td>4.6</td>
<td>4.42</td>
<td>4.0</td>
<td>4.4</td>
</tr>
<tr>
<td>S3</td>
<td>4.33</td>
<td>4.12</td>
<td>4.0</td>
<td>4.57</td>
<td>4.75</td>
<td>4.6</td>
</tr>
</tbody>
</table>
From Table 3, it can be seen that the high average was a metacognitive strategy, that means the most dominant learning strategy was used by the science 4 students was a metacognitive strategy.

**Analyzing the result of the interview session**

In the interview session the researcher gives 10 questions that have been selected from the 6 strategies by Oxford (1990). The interview questions are to strengthen the students’ questionnaire answers.

**FINDINGS AND DISCUSSION**

**Findings**

Questionnaires and interview guidelines were given to 10 students of science 4 at SMA Negeri 05 Pontianak. The survey was administered using the SILL format, which consists of 35 statements grouped into 6 categories of learning strategies (memory, cognitive, compensation, metacognitive, affective, and social strategies). To minimize misunderstanding and to make it simpler for respondents to complete the questionnaire, each number of questions was written in Indonesian. After that, students responded to interviews. The researcher gave a questionnaire on November 21, 2019. The data was calculated after being collected through the questionnaire and interview. According to the questionnaire’s results, all students used metacognitive methods the most frequently, with an average score of 4.25; more specifically, students utilized paying attention, organizing their schedules, and learning about language acquisition by talking to others. Then followed by the social strategy average score (4.24), the memory strategy average score (3.91), the compensation strategy average score (3.86), the affective strategy average score (3.77), and the last is cognitive strategy. average score (3.68). The categories of Oxford-based learning strategies used by the students are shown in Table 4.

<table>
<thead>
<tr>
<th>S4</th>
<th>3.5</th>
<th>2.75</th>
<th>4.0</th>
<th>4.0</th>
<th>3.5</th>
<th>4.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>S5</td>
<td>3.83</td>
<td>4.0</td>
<td>3.6</td>
<td>4.0</td>
<td>3.75</td>
<td>4.4</td>
</tr>
<tr>
<td>S6</td>
<td>4.16</td>
<td>3.75</td>
<td>4.4</td>
<td>4.42</td>
<td>4.0</td>
<td>4.2</td>
</tr>
<tr>
<td>S7</td>
<td>3.66</td>
<td>3.75</td>
<td>3.6</td>
<td>4.28</td>
<td>3.75</td>
<td>4.4</td>
</tr>
<tr>
<td>S8</td>
<td>3.66</td>
<td>3.87</td>
<td>3.6</td>
<td>4.0</td>
<td>3.5</td>
<td>4.4</td>
</tr>
<tr>
<td>S9</td>
<td>3.66</td>
<td>3.0</td>
<td>3.8</td>
<td>4.28</td>
<td>3.5</td>
<td>3.8</td>
</tr>
<tr>
<td>S10</td>
<td>3.66</td>
<td>3.12</td>
<td>3.6</td>
<td>3.85</td>
<td>3.5</td>
<td>4.0</td>
</tr>
<tr>
<td>Sum</td>
<td>39.12</td>
<td>36.86</td>
<td>38.6</td>
<td>42.53</td>
<td>37.75</td>
<td>42.4</td>
</tr>
<tr>
<td>Average</td>
<td>3.91</td>
<td>3.68</td>
<td>3.86</td>
<td>4.25</td>
<td>3.77</td>
<td>4.24</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategy Category</th>
<th>Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memory</td>
<td>3.91 (medium)</td>
<td>3</td>
</tr>
<tr>
<td>Cognitive</td>
<td>3.68 (medium)</td>
<td>6</td>
</tr>
<tr>
<td>Compensation</td>
<td>3.86 (medium)</td>
<td>4</td>
</tr>
<tr>
<td>Metacognitive</td>
<td>4.25 (high)</td>
<td>1</td>
</tr>
<tr>
<td>Affective</td>
<td>3.77 (medium)</td>
<td>5</td>
</tr>
</tbody>
</table>
According to the findings, metacognitive strategy was the one that all students used the most frequently, whereas cognitive strategy was the one that was used the least.

**Discussion**

According to the study’s findings, students mostly adopt a metacognitive strategy, which is an indirect method, as evidenced by their average questionnaire score of 4.25 (high). Furthermore, the least dominant learning strategy is the direct strategy, namely the cognitive strategy, this is indicated by the average score of the questionnaire 3.68 (medium). It can be concluded that most students use indirect strategies rather than direct strategies.

The first strategy becomes metacognitive. This involved planning, tracking and evaluating gaining knowledge of. gaining knowledge with the aid of the usage of strategies which include making lesson plans, understanding dreams, assessing their personal errors, and self-monitoring turned into very useful in enhancing college students’ English competencies. The findings showed that most college students use strategies including locating many methods to use English, studying from errors, being attentive to someone who speaks English, finding a person who can talk English, and putting clear desires in improving language abilities; it approaches that student are impartial learner, this strategy is ideal for college students to improve their English abilities.

The second one became a social method. This was related to the collaboration between students and their partners in accomplishing studying targets. An associate becomes integral in a studying system. they could assist students correct their mistakes and provide positive feedback. consistent with Oxford (1990, p. 146) "cooperative gaining knowledge reveals the subsequent huge results". They are higher self-esteem, multiplied self-belief, and greater, quicker leisure of achievement. The findings showed that a maximum of the students have partners in getting to know English. companions helped them improve their pronunciation, and offer feedback and guidelines to become higher newcomers.

The third strategy became memory. reminiscence techniques had been utilized by students by making use of previous know-how and learning reports. maximum of the scholars practiced what they’d discovered each day, for this reason using new English words in their conversations in order that they may not forget them, linking the sounds of latest English phrases and snap shots or photos of new words to assist them in not forgetting the word.

Compensation constituted the fourth strategy. By making assumptions and employing gestures, it was utilized to get around some linguistic constraints. When learning English, this method is highly beneficial. According to Oxford (1990, p. 90), this method is extremely important for learning since it allows the student to make up for lost language while learning a new language. The
research revealed that the majority of students relied on guessing to comprehend unfamiliar English vocabulary, and when they were unable to utilize words to communicate in English, they turned to gestures.

In dealing with the learning procedure, affective strategies are linked to attitudes and feelings. The majority of students in this field preferred to make an effort to relax whenever they felt anxious about speaking in English and to motivate themselves to do so even when they were worried about making mistakes. Fear and tension are common in mastering English. The students persisted in their studies, nevertheless, and sought to improve their English. Students rewarded themselves even though they had success with their English learning. On average, the affective strategies used by the students had a significant effect on their mastery.

The remaining turned into cognitive strategy. This strategy became one of the most effective and crucial methods for learning English. According to the results, the majority of students wished to attempt to talk like a native speaker, practice English sounds, watch English-language television or movies, review the passage fast, and then study it slowly the second time. Students preferred to examine and watch to enhance their memory. Learning media along with computer systems, mobile telephones and the internet has been very beneficial in getting to know because they provide many learning resources.

Students mostly employed a metacognitive method, which is an indirect learning strategy. The metacognitive strategy included 7 question points in the questionnaire, namely:

1. I attempt to locate as many ways as I can apply my English.
2. I notice my English mistakes and use those facts to help me better.
3. I pay attention when someone is talking in English.
4. I plan my agenda so I can have enough time to study English.
5. I search for humans I am able to talk to in English.
6. I look for opportunities to study as much as possible in English.
7. I have clear goals for enhancing my English competencies.

Those seven points from metacognitive strategy were selected because it is easy to implement, and the students often used it in their life.

CONCLUSION AND SUGGESTION

Conclusion

The indirect method was recognized to be more prevalent than the direct strategy based on the study's findings. The types of indirect learning strategies used by successful English learners are metacognitive (4.25), social (4.24), and affective (3.77). The most dominant learning strategy from the indirect strategy used by successful English learners was the metacognitive strategy, this was indicated by the average score of the questionnaire 4.25 (high). Furthermore, the types of direct learning strategies used by successful
English learners are memory (3.91), compensatory (3.89), and cognitive (3.68). The most dominant learning strategy from the direct strategy used by successful English learners is memory strategy, this was indicated by the average score of the questionnaire 3.91 (medium).

The 10 students from science 4 at SMAN 05 Pontianak had great success in improving their English skills by utilizing all of the learning techniques (memory, cognition, compensatory, metacognitive, affective, and social). The 10 students from science 4 could use their personal techniques efficiently, and that they made their gaining knowledge end up extra significant. They did more practice than mastering ideas. They also had clear dreams in gaining knowledge of English in addition to an excessive motivation to obtain their dreams inside the future.

**Suggestion**

According to the aforementioned findings, the researcher suggests the following:
1. For successful learners
   Even though the students have been successful with their metacognitive strategies, they still need to use other strategies, such as repeating, using resources like (watching TV, videocassettes, radio), taking notes, using music (listening to soothing music, such as a classical concert, as a way to relax), writing a language learning diary, asking for correction from someone, cooperating with others, and using resources like (watching TV, videocassettes, radio) (interacting with one or more people to improve language skills).

2. For learners who have not yet been successful
   Students who have not yet been successful in learning English are advised to use metacognitive techniques include paying attention to the teacher, reading English-language books, conversing with others, planning one's schedule, and utilizing the language in casual settings. So, other strategies such as watching TV or Video in English, listening to the music, taking note and cooperating with others.

3. For others
   It is advised for those who wish to learn English to read books written in English, watch TV or videos in English, listen to music, converse with people in English, and have an interest in the language. Since those techniques are fairly simple to implement, they can enhance English language proficiency.

**REFERENCES**


