

## THE STRATEGIES USED BY STUDENTS TO LEARN A LANGUAGE WHEN THEY NO LONGER LEARN ONLINE: A SURVEY STUDY ON GRADE 12 STUDENTS IN ONE SCHOOL IN JAKARTA

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### ABSTRACT

*After the Covid-19 pandemic, lessons have been back to normal and students and teachers conduct the learning and teaching face to face at schools. The change of the three factors, i.e., the fact that the students learn at school, the time they use to commute, and the direct and easy communication with friends and teachers, might reduce their time to use gadgets or devices to access information. This might also result in the change of strategies used to learn English language, especially pronunciation. Therefore, the writer is interested in finding out what language learning strategies the students use in the normal situation and how it has changed from the ones they deployed during the pandemic.*

*In this recent study, just like the previous one, the data was analyzed quantitatively by using a SILL questionnaire developed by Oxford (1990). The respondents of this study were grade 12 students in a senior high school in Jakarta. The respondents were not all the same students as the previous study but they all belonged to the same grade and some of them were actually the same students. The findings in this recent study show the difference in the strategies used by the students in learning English. The most strategies used in this face-to-face learning are compensation strategies, metacognitive strategies, cognitive strategies, social strategies, memory strategies, and affective strategies. The study also found the students used more strategies during the online learning period (2022) than during the onsite learning period (2023).*

*The results of this study might be useful for teachers to give them insight about their students' learning strategies and can help them improve their teaching in class.*

*Keywords: learning speaking, face-to-face learning, language learning strategies, after the pandemic, SILL.*

### INTRODUCTION

Learning a new language, especially English, is often a challenge to the learners, but it does not cease people's motivation to learn the language since it often the key to accessing the educational, technical, and knowledge resources that people depend on (Richards & Burns, 2012). Not only does it function as the source of knowledge, English is also the language used in entertainments. Abundant movies, videos, shorts, and podcasts are in English. Thus, those who want to enjoy the entertainment have to be able to use English. Therefore, learning English is very important and, based on this motivation, people use strategies to help them learn the language.

According to Oxfordlearnersdictionary.com, a strategy is a plan that is intended to achieve a particular purpose. In learning a second language, learners also use strategies to gain the language skills (Tanjung, 2018) (Mohammed, 2021) (Prasetyaningrum, Fikni, & Wati, 2020) (Wael, Asnur, & Ibrahim, 2018). By using strategies in learning a language, learners will be able to obtain their learning potential and become individuals who could use the language flexibly and independently (Goh, 2012). The strategies also help learners plan, monitor, and evaluate what they learn and the ways they learn. Especially during the online learning situation, during the COVID-19 pandemic, learners used strategies to learn English when they hardly had access to their teachers.

During the pandemic, when schools were shut down and learning and teaching had to be conducted from home, students did not have the chance to learn and practice English with the teachers and classmates, as they used to do. At this time, they missed the opportunity of practicing their English-speaking skill, which needs to be used in two-way communication practice. However, because of the needs of knowing English for the sake of entertainment and future studies or job opportunities, students encouraged themselves to learn English without the teachers' help and they used strategies to learn the language. Many researchers studied the use of language learning strategies during the online learning situations. For example, Hutauruk (2022) found that high school students preferred using metacognitive strategies to learn speaking, and Mohammed (2021) concluded that there were five strategies used by the students during the online learning period, i.e. in-class strategies, study-based strategies, listening-based strategies, internet-based strategies, and memory strategies. Among these strategies, he found that memory strategies were the most used strategies.

Nevertheless, since the pandemic has been over and the learning has returned to class again, the ways students learn language have changed, too. They now have the chance to meet their teachers and classmates and, therefore, they have the opportunity to practice speaking English in class. They have the opportunity to use the language as it used in the real communication.

This recent study investigated the strategies used by the students in class, compared to those they used during the online learning period. The participants in this research were students from the same school in Hutauruk's research (2022). The participating students were chosen randomly, so not all the participants were the same students but they all had the same treatment in the school, so they were eligible to represent the whole batch. In the previous study, which was last year, the students were grade 11, in this research they were grade 12. This study investigated only the strategies used by the students to learn speaking based on SILL (Strategy Inventory for Language Learning) by Oxford (1990).

## **Literature Review**

Strategies to learn a language have been discovered to help students figure out the ways or methods to learn a second language. The strategies used by the students are not always the same; some students use certain strategies a lot more often than the others while some others combine the strategies. Tanjung (2018) found that different aged students deployed different strategies to learn a second language. In her study in a university, she found that Metacognitive strategies were the most used strategies by students under 20 to 23 years old, and social strategies were mostly used by 24-25 year-old students. Among the six strategies by Oxford (1990), also investigated by Tanjung (2018), Memory Strategies were the least used strategies.

Comparing male and female participants, Mohammed (2021) found that there was not significant difference between strategies used by men and women. All the male and female learners use five types of learning strategies either individually or in combination. The five strategies used by the students were in-class strategies, study-based strategies, listening-based strategies, internet-based strategies, and memory strategies. Among the five types of learning strategies, memory strategies were the most preferred strategies used by the learners.

Different from Mohammed(2021), Mahmud & Nur (2018) found that female learners deploy different strategies than male learners. She concluded that female students used cognitive, compensation, and affective strategies more often than the others, while male students used memory, metacognitive, and social strategies more often than the others. They concluded that the significance difference was caused by the notion of gender differences in communication.

In their study, Gani, Fajrina, & Hanifa (2015) found that students who deployed all the strategies were more successful in learning English compared to those who did not use strategies in learning the language. The strategies used by the students were the all the six strategies by Oxford (1990). Therefore, they suggested that the high achievers used more learning strategies consciously and appropriately compared to the low performance students. In the study was found that the order of strategies preferred by students was Compensation Strategies (3.60), Social Strategies (3.50), Memory Strategies (3.40), Metacognitive Strategies (3.40), Affective Strategies (3.20), and Cognitive Strategies (3.07).

## **Language Learning Strategies**

Language learning strategies are operations employed by the learner to aid the acquisition, storage, retrieval, and use of information. (Oxford, 1990, p.8). The strategies are classified into direct strategies and indirect strategies. Direct strategies are memory strategies (remembering more effectively), cognitive strategies (using all your mental processes), compensation strategies (compensating for missing knowledge), while indirect strategies include metacognitive strategies (organizing and evaluating your learning), affective strategies (managing your emotions), and social strategies. The strategies are deployed to help learners absorb the lesson easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations. The features of learning strategies are (1) contribute to the main goal, communicative competence, (2) allow learners to become more self-directed, (3) expand the role of teachers, (4) are problem-oriented, (5) are specific actions taken by the learner, (5) are specific actions taken by the learner, (6) involve many aspects of the learner, not just the cognitive, (7) support learning both directly, and indirectly, (8) are not always observable, (9) are often conscious, (10) can be taught, (11) are flexible, (12) are influenced by a variety of factors.

- 1) Memory Strategies involve creating mental linkages, applying images and sounds, reviewing well, and employing action. The strategies include grouping, associating/ elaborating, placing new words into a context, using imagery, semantic mapping, using keywords, representing sounds in memory, structured reviewing, using physical response or sensation, and using mechanical techniques.
- 2) Cognitive Strategies range from repeating to analysing to summarizing. The strategies include practicing, receiving and sending messages, analysing and reasoning, and creating structure for input and output.
- 3) Compensation Strategies help learners use the new language to comprehend or produce language although they have limited knowledge. These strategies include guessing intelligently in listening and reading, and overcoming limitations in speaking and writing.
- 4) Metacognitive Strategies help learners to manage their learning process. These strategies include centering your learning, arranging and planning your learning, and evaluating your learning.
- 5) Affective Strategies deploy the affective side of the learners to be successful in learning a language. These strategies include lowering your anxiety, encouraging yourself, and taking your emotional temperature.
- 6) Social Strategies help learners learn a language through their interactions with other people. These strategies include asking questions, cooperating with others, and empathizing with others. (Oxford, 1990)

### Online Learning Period

Due to the pandemic in 2020-2022, all schools were closed and learning was conducted online. The lucky students and teachers who had internet connections could still meet on ZOOM, GMEET, or other online video platforms. However, not all the lessons could run smoothly because problems often arose when the internet turned low or the devices ran slowly. Other problems were also caused by the fact that the teacher could not interact with the students directly; the virtual meeting often made students reluctant to join the class. This, of course, gave impact to eh learning and teaching in the virtual class and teachers had to find ways to help their students learn. They assigned a topic which the students researched and prepared at home and then gave an online oral presentation, asked the students to create podcast on a topic of their choice and publish them in a Speaking Center on Twitter, combined listening and speaking activities, and use d applications, mostly free, to help students learn (Al-Jarf, 2021). The results of online learning were not always bad (Coman, Tiru, Mesesan-Schmitz, Stanciu, & Bularca, 2020). There were situations when learning a language was effective during the online learning (Al-Jarf, 2021) (Kusumawati, 2020). The right methods and strategies should be helpful for students to learn the language.

### Strategies Used During the Online Learning Period

To make the learning successful, teacher used strategies during the online learning period. Pratiwi, Solihat, & Darshin (2021) found that there seven strategies used by the teacher to make the students learn a language, i.e. (1) Voice Note WhatsApp, (2) Video Conference, (3) Learning Video, (4) Podcast, (5) Video Assignment, (6) Structure Task/ Structure Project, and (7) ELSASpeak. Other problems that were used by the students were role-play, and telling-story, and games. (Prasetyaningrum, Fikni, & Wati, English foreign language students' strategies in overcoming speaking problems, 2020). These last two strategies were used to overcome the problems of anxiety of speaking, unavailability environment, and lack of vocabularies.

Based the study conducted by Hutauruk (2022), grade 11 students also used strategies during the online learning period. The order of the strategies used by the students at that time was as below:

Metacognitive Strategies	3.69	(High) Usually used
Compensation Strategies	3.63	(High) Usually used
Cognitive Strategies	3.59	(High) Usually used
Social Strategies	3.39	(Medium) Sometimes used
Memory Strategies	3.20	(Medium) Sometimes used
Affective Strategies	2.86	(Medium) Sometimes used

## Significance of the Study

The young generation nowadays, who were born after 1981, are also known as strawberry generation. These people have been exposed to gadgets ever since they were born. They are smart, creative, adaptive to technology, and like challenges. Besides that, this generation is easy to give up and trapped in their comfort zone. (Baskoro, 2022) The pandemic was a great challenge for them because they suddenly could not have access to their friends and teachers. On the other hand, since the learning has changed again into face-to-face learning, the students might get confused of how to be successful in learning. Therefore, knowing the strategies they use in learning might give ideas to teachers to find the best techniques to teach the students in class. So, this study is intended to serve the real data to teachers about the strategies used by the students so that they could choose the best learning methods to make the learning successful.

## Objectives of the Study

- 1) To investigate the strategies used by the students in class after the pandemic.
- 2) To find the difference between the strategies used by the students during the pandemic and after the pandemic.

## METHODOLOGY

This research emphasized only on the strategies used by students of grade 12 in learning a language. In this quantitative research, 86 students out of 304 grade 12 students in one private school in Jakarta filled out the questionnaire. The participants were taken randomly. Some of the students had ever filled out the same questionnaire when they experienced the online learning situation last year. The previous data was used in this study to make a comparison between their old and recent strategies. The data was taken through SILL – Strategy Inventory for Language Learning questionnaire (Oxford, 1990). All the students answered the 50 questions in SILL and the responses were analyzed by using IBM SPSS Statistics 22. The questions were distributed to students by using Google Form. This helped the researcher a lot because copies on paper were not needed and students felt comfortable using their devices or gadgets to do their activities and the responses could be obtained in no time when the students clicked the submit button.

Since the objective of this study is also to find out the difference between strategies used by the students in online and onsite periods, the previous data obtained was also used in this study. The data that was found last year was obtained from the students from the same school as this research. However, the participants were not exactly the same because the previous students were spread in different classes in grade 12, while the researcher had the opportunity to reach only 3 classes. Although the data was taken from different students, this research should be considered valid because all of the students in the school had the same materials and treatment at school.

To avoid misunderstanding or slow reading, the questionnaire used English and Bahasa Indonesia. All the 50 SILL questions given in English together with the translation. The other questions used Bahasa Indonesia, and they did not need translation because the students understood the questions very well.

## RESULTS AND DISCUSSION

The questionnaire in this study consisted of SILL questions combined with few other questions that had been added to give more ideas about the participants.

### Students' Level of English

In order to understand the conditions of the learners, the study asked questions about the English level of the students. In this part, the students are to evaluate their own English competence and decide whether their English was good enough to communicate with others. The question was a multiple question, in which students could choose whether they: (1) could communicate in English fluently, (2) Although not fluently, could communicate in English, for example, when they communicate with friends in social media and or online games, (3) when communicating in English, understood, but it was difficult for them to respond in English, (4) could not speak English.

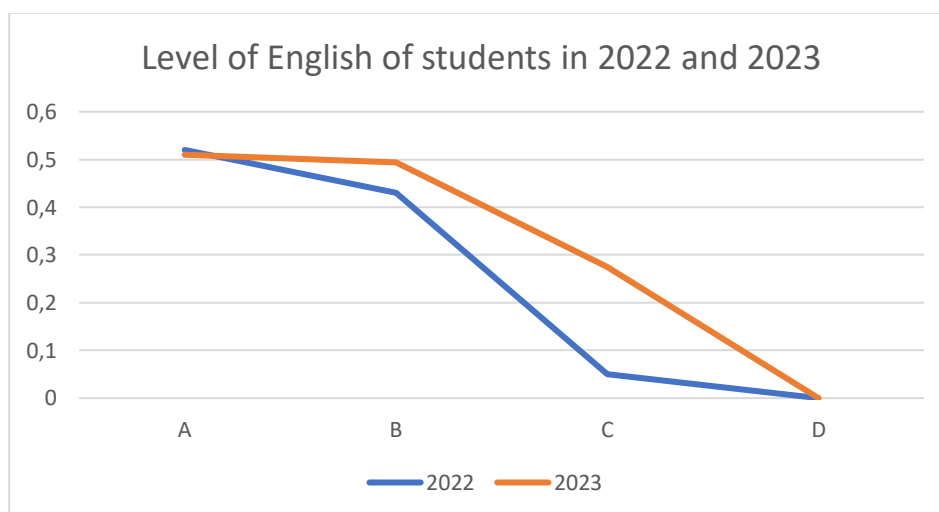
The results found is as follows:

**Students' English Level (2022)**

	N	Minimum	Maximum	Mean	Std. Deviation
I can communicate in English fluently.	88	0	1	.52	.502
Although not fluently, I can communicate in English. For example, when I communicate with my friends in social media and or online games.	88	0	1	.43	.498
When communicating in English, I understand, but it is difficult for me to respond in English.	88	0	1	.05	.209
I can't speak English.	88	0	0	.00	.000
Valid N (listwise)	88				

**Students' English Level (2023)**

	N	Minimum	Maximum	Mean	Std. Deviation
I can communicate in Engl	86	0	1	.51	.503
Although not fluently, I can communicate in English. For example, when I communicate with my friends in social media and or online games.	86	0	1	.41	.494
When communicating in English, I understand, but it is difficult for me to respond in English.	86	0	1	.08	.275
I can't speak English.	86	0	0	.00	.000
Valid N (listwise)	86				



A = I can communicate in English fluently.

B = Although not fluently, I can communicate in English. For example, when I communicate with my friends in social media and or online games.

C = When communicating in English, I understand, but it is difficult for me to respond in English.

D = I can't speak English

From the diagram above we can learn that the students of grade 12 were more confident in using English compared to their position in grade 11. This might mean that there is improvement in their English skills.

### Motivation to Learn English

The students' motivations to learn English varied. The researcher limited the options into six different reasons, i.e. (1) entertainment, like videos or songs, (2) reports scores, which they could use to apply to university or work opportunities, (3) conversations with friends, (4) school activities, when they use English in English class, (5) conversation with family members, and (6) practice for themselves. Among the six motivations, entertainment was the strongest reason why the students learned English. They wanted to learn English because they wanted to understand or enjoy the songs or videos they watched. This motivation was stronger than the motivation of report scores, which they could obtain by doing the tests and assignments administered by the teacher. The third highest motivation was conversation with friends, but it was not higher than the school reports because they did not really need to speak English to their friends, since all of them could understand Indonesian language, too.

Motivation to Learn English (2023)

	N	Minimum	Maximum	Mean	Std. Deviation
Entertainment (Film/Audio)	86	2	5	4.56	.713
Report Scores	86	1	5	4.21	.947
Conversation with friends	86	1	5	3.78	1.067
School's Activities	86	1	5	3.60	1.021
Conversation with family	86	1	5	3.13	1.072
Self Practice	86	1	5	3.00	1.117
Valid N (listwise)	86				

### Memory Strategies – remembering more effectively

In terms of memory strategies, the results show that (1) students related between what they already knew and new things they learned in English ( $M=3,92$ ). They also (4) remembered a new English word by making a mental picture of a situation in which the word might be used. ( $M=3,82$ ). The other high strategy was (2) to use new English words in a sentence so they could remember them ( $M=3,74$ ).

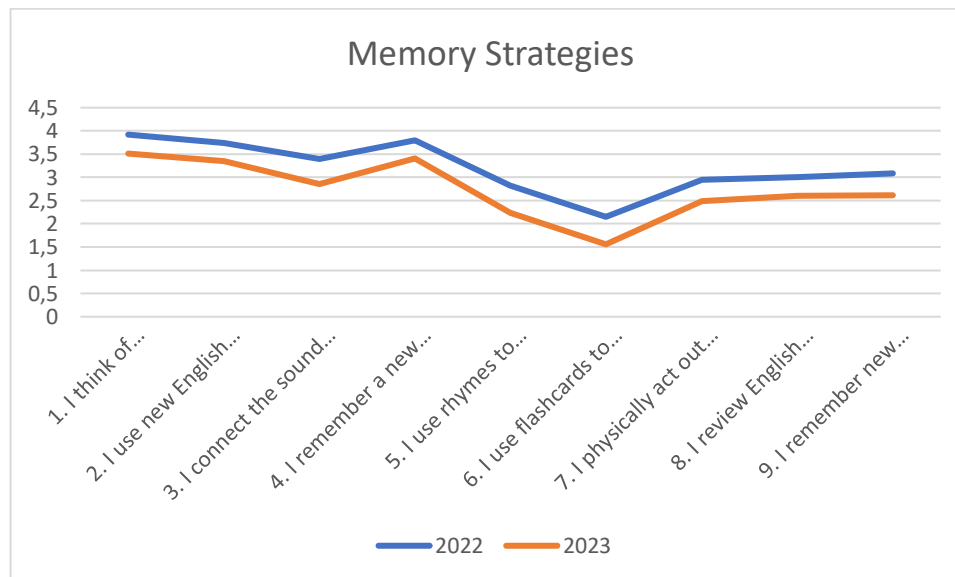
Descriptive Statistics 2022

	N	Minimum	Maximum	Mean	Std. Deviation
1. I think of relationships between what I already know and new things I learn in English.	88	1	5	3.92	.93
4. I remember a new English word by making a mental picture of a situation in which the word might be used.	88	1	5	3.80	1.09
2. I use new English words in a sentence so I can remember them.	88	1	5	3.74	1.02
3. I connect the sound of a new English word and an image or picture of the word to help remember the word.	88	1	5	3.40	1.26
9. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.	88	1	5	3.08	1.25
8. I review English lessons often.	88	1	5	3.00	1.05
7. I physically act out new English words.	88	1	5	2.95	1.29
5. I use rhymes to remember new English words	88	1	5	2.82	1.22
6. I use flashcards to remember new English words.	88	1	5	2.15	1.30
Valid N (listwise)	88				

Descriptive Statistics (MEMORY STRATEGIES) 2023

	N	Minimum	Maximum	Mean	Std. Deviation
1.I think of relationships between what I already know and new things I learn in English.	86	1.00	5.00	3.5116	1.08187
4.I remember a new English word by making a mental picture of the word to help me remember the word.	86	1.00	5.00	3.4070	1.19191
2.I use new English words in a sentence so I can remember them.	86	1.00	5.00	3.3488	1.16586
3. I connect the sound of a new English word and an image or picture of the word to help me remember the word.	86	1.00	5.00	2.8605	1.29399
9. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.	86	1.00	5.00	2.6163	1.26648
8. I review English lessons often.	86	1.00	5.00	2.6047	1.18102
7. I physically act out new English words.	86	1.00	5.00	2.4884	1.29018
5. I use rhymes to remember new English words.	86	1.00	5.00	2.2326	1.23359
6. I use flashcards to remember new English words.	86	1.00	5.00	1.5581	.98941
Valid N (listwise)	86				

When comparing the data found in 2022 and 2023, it was found that students used memory strategies in 2023 less than in 2022. This means that the students did not use memory strategies as often as they did in the previous year.



### Cognitive Strategies – Using All Your Mental Processes

In terms of using mental processes in learning English, the responses show students' different preference in the use of strategies. In both years, the highest strategy was (5)I watch English language TV shows spoken in English or go to movies spoken in English. This is really in line with the motivation that made students learn English, i.e. entertainment. However, the next four strategies were different in both years. In 2022, the order was (12)I practice the sound of English, (13)I use the English words I know in different ways, (16)I read for pleasure in English, and (18)I first skim an English passage (read over the passage quickly) then go back and read carefully. However, in 2023, the order was (13)I use the English words I

know in different ways, (22)I try not to translate word-for-word, (12)I practice the sounds of English, and (18)I first skim an English passage (read over the passage quickly) the go back and read carefully.

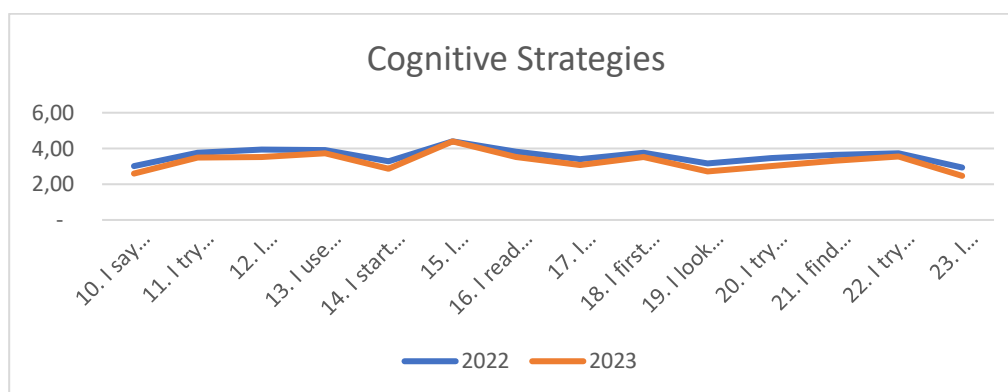
## Cognitive Strategies 2022

	N	Minimum	Maximum	Mean	Std. Deviation
15. I watch English language TV shows spoken in English or go to movies spoken in English.	88	1	5	4.3977	.80999
12. I practice the sounds of English.	88	1	5	3.9318	.96841
13. I use the English words I know in different ways.	88	1	5	3.9205	.98520
16. I read for pleasure in English.	88	1	5	3.8068	1.29418
18. I first skim an English passage (read over the passage quickly) then go back and read carefully	88	1	5	3.7727	1.13185
11. I try to talk like native English speakers.	88	1	5	3.7727	1.09047
22. I try not to translate word-for-word	88	1	5	3.7273	1.19123
21. I find the meaning of an English word by dividing it into parts that I understand.	88	1	5	3.6364	1.06330
20. I try to find patterns in English.	88	1	5	3.4659	1.11364
17. I write notes, messages, letters, or reports in English	88	1	5	3.4091	1.11041
14. I start conversations in English.	88	1	5	3.2727	1.21037
19. I look for words in my own language that are similar to new words in English.	88	1	5	3.1705	1.22448
10. I say or write new English words several times.	88	1	5	3.0114	1.23637
23. I make summaries of information that I hear or read in English.	88	1	5	2.9318	1.18220
Valid N (listwise)	88				

## Cognitive Strategies 2023

	N	Minimum	Maximum	Mean	Std. Deviation
15. I watch English language TV shows spoken in English or go to movies spoken in English.	86	1.00	5.00	4.3953	.81571
13. I use the English words I know in different ways.	86	1.00	5.00	3.7442	1.03112
22. I try not to translate word-for-word.	86	1.00	5.00	3.5465	1.20447
12. I practice the sounds of English.	86	1.00	5.00	3.5349	1.08137
18. I first skim an English passage (read over the passage quickly) then go back and read carefully.	86	1.00	5.00	3.5349	1.16516
16. I read for pleasure in English.	86	1.00	5.00	3.5233	1.36103
11. I try to talk like native English speakers.	86	1.00	5.00	3.4767	1.24359
21. I find the meaning of an English word by dividing it into parts that I understand.	86	1.00	5.00	3.1395	1.18979
17. I write notes, messages, letters, or reports in English.	86	1.00	5.00	3.0581	1.25889
20. I try to find patterns in English.	86	1.00	5.00	3.0116	1.27873
14. I start conversation in English.	86	1.00	5.00	2.8605	1.13928
19. I look for words in my own language that are similar to new words in English.	86	1.00	5.00	2.7209	1.24287
10. I say or write new English words several times.	86	1.00	5.00	2.6047	1.26750
23. I make summaries of information that I hear or read in English.	86	1.00	5.00	2.4651	1.23381
Valid N (listwise)	86				





When all the fourteen strategies that belong to Cognitive strategies in 2022 and 2023 were compared, it can be found that students used cognitive strategies in 2023 less than in 2022. It means that this year the Cognitive strategies were not as popular as last year.

**Compensation Strategies – Compensating for missing knowledge**

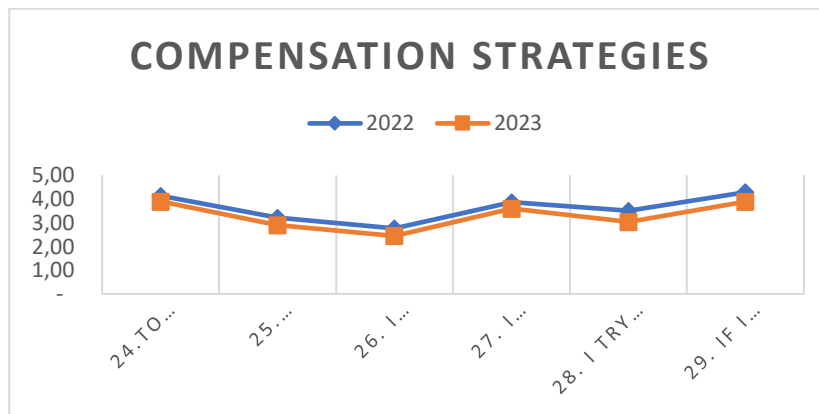
In Compensation strategies, the most used strategies in 2022 was different from in 2023. In 2023, during the online learning period, students mostly did (29)If I can't think of an English word, I use a word or phrase that means the same thing. It was the followed by (24)To understand unfamiliar English words, I make guesses. On the other hand, in 2023, the highest strategies was (24)To understand unfamiliar English words, I make guesses, followed by (29)If I can't think of an English word, I use a word or phrase that means the same thing.

Compensating Strategies (2022)

	N	Minimum	Maximum	Mean	Std. Deviation
29. If I can't think of an English word, I use a word or phrase that means the same thing.	88	3	5	4.2841	.71033
24.To understand unfamiliar English words, I make guesses.	88	2	5	4.1250	.93234
27. I read English without looking up every new word.	88	1	5	3.8636	1.00781
28. I try to guess what the other person will say next in English.	88	1	5	3.5114	1.17438
25. When I can't think of a word during a conversation in English, I use gestures.	88	1	5	3.2045	1.26998
26. I make up new words if I do not know the right ones in English.	88	1	5	2.7614	1.33041
Valid N (listwise)	88				

Compensation Strategies (2023)

	N	Minimum	Maximum	Mean	Std. Deviation
24. To understand unfamiliar English words, I make guesses.	86	1.00	5.00	3.8953	1.00621
29. If I can't think of an English word, I use a word or phrase that means the same thing.	86	1.00	5.00	3.8837	1.09993
27. I read English without looking up every new word.	86	1.00	5.00	3.5930	1.20174
28. I try to guess what the other person will say next in English.	86	1.00	5.00	3.0233	1.19781
25.when I can't think of a word during a conversation in English, I use gestures.	86	1.00	5.00	2.8953	1.33750
26. I make up new words if I do not know the right ones in English.	86	1.00	5.00	2.4419	1.34256
Valid N (listwise)	86				



Again, as the previous strategies, the students used compensation strategies in 2022 less than in 2023.

### Metacognitive Strategies – Organizing and Evaluating Your Learning

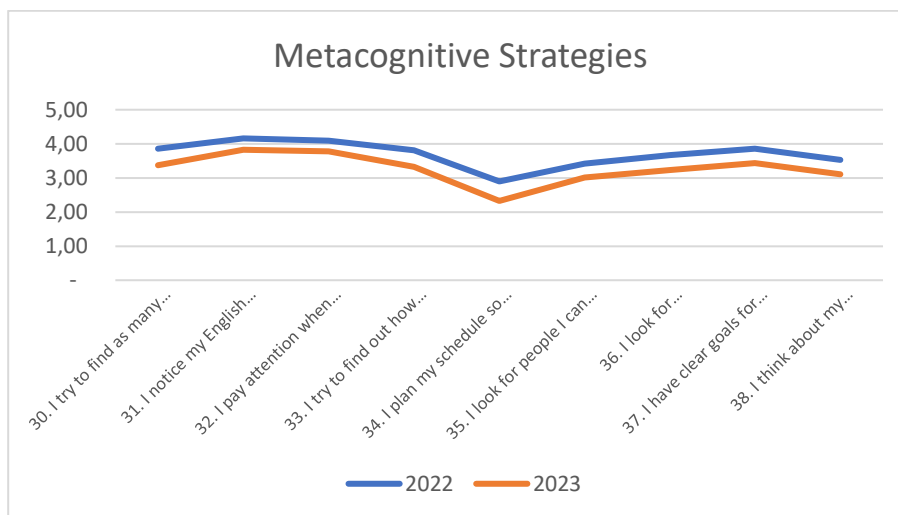
Among eight questions asked in the Metacognitive strategies, the first three highest strategies were the same in both 2022 and 2023. However, the fourth and fifth strategies were different. In 2022, the fourth and fifth strategies were (33)I try to find out how to be a better learner of English, and (30)I try to find as many ways as I can to use my English. On the other hand, in 2023, the order was (30)I try to find as many ways as I can to use my English, followed by (33)I try to find out how to be a better learner of English.

#### Metacognitive Strategies (2022)

	N	Minimum	Maximum	Mean	Std. Deviation
31. I notice my English mistakes and use that information to help me do better.	88	2	5	4.1591	.74102
32. I pay attention when someone is speaking English.	88	1	5	4.0909	.93016
37. I have clear goals for improving my English skills.	88	2	5	3.8523	.94126
33. I try to find out how to be a better learner of English.	88	1	5	3.8068	1.00411
30. I try to find as many ways as I can to use my English.	88	1	5	3.8068	.93290
36. I look for opportunities to read as much as possible in English.	88	1	5	3.6705	1.15193
38. I think about my progress in learning English.	88	1	5	3.5341	1.04989
35. I look for people I can talk to in English.	88	1	5	3.4205	1.19117
34. I plan my schedule so I will have enough time to study English.	88	1	5	2.8977	1.17483
Valid N (listwise)	88				

#### Metacognitive Strategies (2023)

	N	Minimum	Maximum	Mean	Std. Deviation
31. I notice my English mistakes and use that information to help me do better.	86	1.00	5.00	3.8256	.93547
32. I pay attention when someone is speaking English.	86	1.00	5.00	3.7791	.97500
37. I have clear goals for improving my English skills.	86	1.00	5.00	3.4302	1.09050
30. I try to find out how to be a better learner of English.	86	1.00	5.00	3.3721	1.13807
33. I try to find out how to be a better learner of English.	86	1.00	5.00	3.3256	1.11082
36. I look for opportunities to read as much as possible in English.	86	1.00	5.00	3.2326	1.09194
38. I think about my progress in learning English.	86	1.00	5.00	3.1047	1.16850
35. I look for people I can talk to in English.	86	1.00	5.00	3.0116	1.30604
34. I plan my schedule so I will have enough time to study English.	86	1.00	5.00	2.3256	1.12136
Valid N (listwise)	86				



From the diagram above we can learn that students used less strategies in 2023, compared to 2022. In these strategies, it can be found that the lowest was (34)I plan my schedule so I will have enough time. It was not clear why the responses indicate that the strategy was not popular, but the researcher guessed that the problem with this question was the phrase ‘so I will have enough time’. It might indicate that it was impossible for the students to get enough time. It seems that they had understood that their school activities, like tests and assignments, have used up their time every day.

**Affective Strategies – Organizing and evaluating your learning**

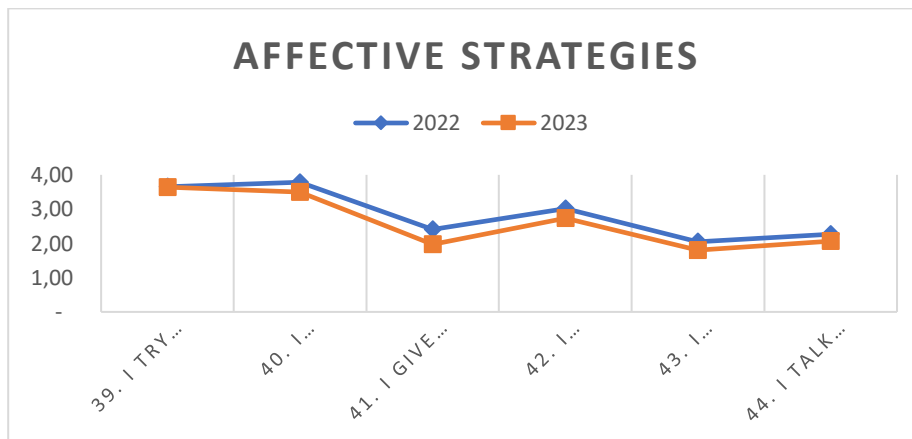
The students’ responses related to Affective strategies show that the order of strategies used in 2022 was very different from the one in 2023. In 2022 the order of the first three highest strategies was (40) I encourage myself to speak English even when I am afraid of making a mistake, (39)I try to relax whenever I feel afraid of using English, (42)I notice if I am tense or nervous when I am studying or using English. On the other hand, the order was (39)I try to relax whenever I feel afraid of using English, (40)I encourage myself to speak English even when I am afraid of making a mistake, and (42) I notice if I am tense or nervous when I am studying or using English.

Affective Strategies (2022)

	N	Minimum	Maximum	Mean	Std. Deviation
40. I encourage myself to speak English even when I am afraid of making a mistake.	88	1	5	3.7841	1.03334
39. I try to relax whenever I feel afraid of using English.	88	1	5	3.6591	1.06011
42. I notice if I am tense or nervous when I am studying or using English.	88	1	5	3.0114	1.23637
41. I give myself a reward or treat when I do well in English.	88	1	5	2.4091	1.29221
44. I talk to someone else about how I feel when I am learning English.	88	1	5	2.2273	1.27511
43. I write down my feelings in a language learning diary.	88	1	5	2.0455	1.38886
Valid N (listwise)	88				

## Affective Strategies (2023)

	N	Minimum	Maximum	Mean	Std. Deviation
39. I try to relax whenever I feel afraid of using English.	86	1.00	5.00	3.6395	1.10520
40. I encourage myself to speak English even when I am afraid of making a mistake.	86	1.00	5.00	3.5000	1.21510
42. I notice if I am tense or nervous when I am studying or using English.	86	1.00	5.00	2.7326	1.30541
44. I talk to someone else about how I feel when I am learning English.	86	1.00	5.00	2.0581	1.29574
41. I give myself a reward or treat when I do well in English.	86	1.00	5.00	1.9767	1.14765
43. I write down my feelings in a language learning diary.	86	1.00	5.00	1.8023	1.20606
Valid N (listwise)	86				



From the diagram above we can learn that students did not use strategies in 2022 as frequently as in 2023. The highest scores in both years were (39)I try to relax whenever they feel afraid of using English, and (40) I encourage myself to speak English even when I am afraid of making a mistake. This means that there were times when students had problems or felt afraid of using English and they forced themselves to keep using the language. Yet, overall, the diagram indicates that students deployed Affective strategies in 2023 less than in 2022.

### Social Strategies – Managing Your Emotions

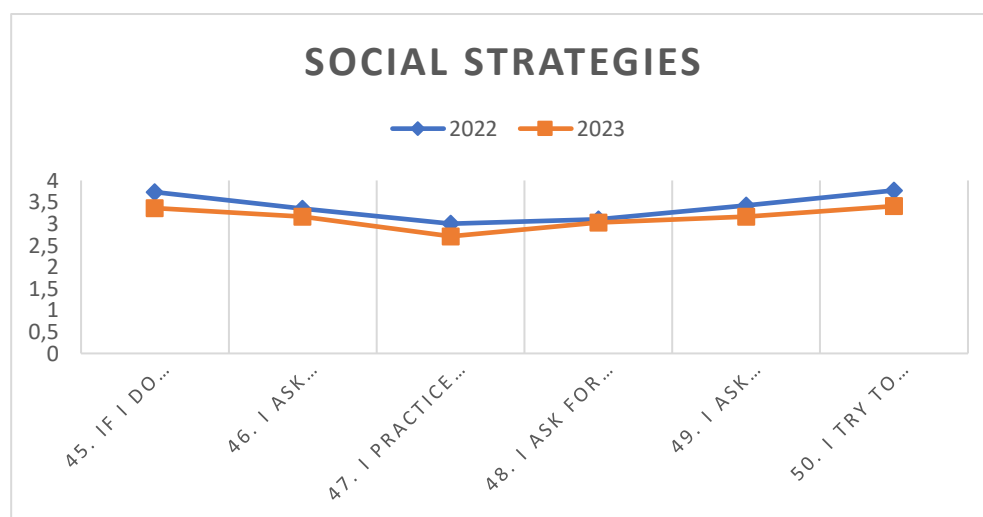
In terms of Social strategies, both years show that the orders of social strategies were the same. The first two highest strategies were (50)I try to learn about the culture of English speakers and (45)If I do not understand something in English, I ask the other person to slow down or say it again. From this data, it can be concluded that the students were willing to learn the culture of English speakers and they did not hesitate to confirm the meaning of a word when needed.

#### Social strategies ( 2022)

	N	Minimum	Maximum	Mean	Std. Deviation
50. I try to learn about the culture of English speakers.	88	1	5	3.77	.98
45. If I do not understand something in English, I ask the other person to slow down or say it again.	88	1	5	3.73	1.00
49. I ask questions in English.	88	1	5	3.42	1.11
46. I ask English speakers to correct me when I talk.	88	1	5	3.35	1.17
48. I ask for help from English speakers.	88	1	5	3.10	1.25
47. I practice English with other students.	88	1	5	3.00	1.30
Valid N (listwise)	88				

Social Strategies (2023)

	N	Minimum	Maximum	Mean	Std. Deviation
50. I try to learn about the culture of English speakers.	86	1.00	5.00	3.4070	1.28684
45. If I do not understand something in English, I ask the other person to slow down or say it again.	86	1.00	5.00	3.3605	1.29172
49. I ask questions in English.	86	1.00	5.00	3.1628	1.15667
46. I ask English speakers to correct me when I talk.	86	1.00	5.00	3.1628	1.22581
48. I ask for help from English speakers.	86	1.00	5.00	3.0233	1.13735
47. I practice English with other students.	86	1.00	5.00	2.7093	1.22586
Valid N (listwise)	86				



From the diagram above, it can also be concluded that the Social strategies in 2023 were less used than in 2022.

**Overall Calculation**

When all the data was combined, among the six strategies in SILL, there is a difference in the order of the strategies used in 2022 and 2023. In 2022, during the online period, mostly students use Metacognitive strategies, while in 2023, mostly they changed into the users of Compensation strategies. The order of the other four strategies was the same in both years, i.e. (3)Cognitive Strategies, (4)Social Strategies, (5)Memory Strategies, and (6)Affective Strategies.

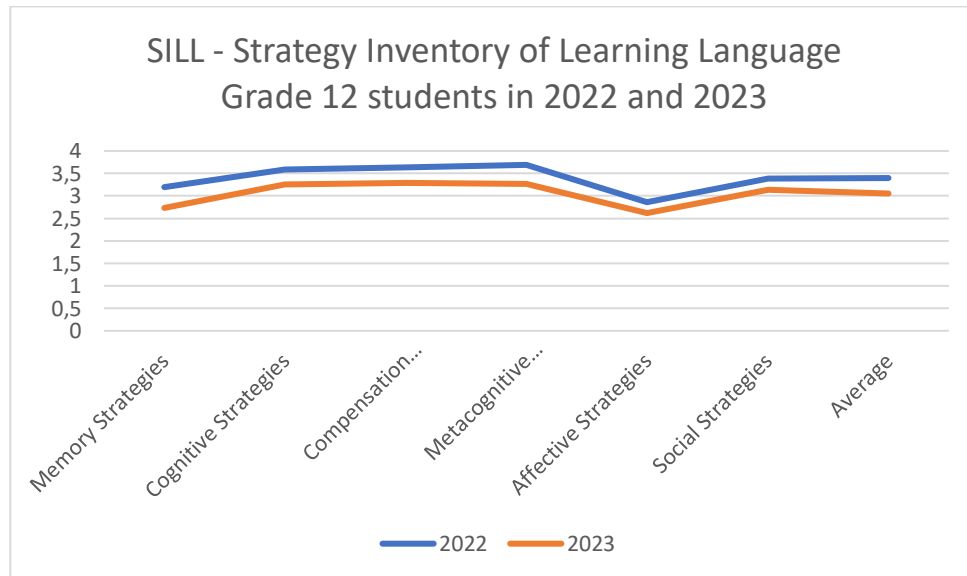
**SILL 2022**

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Metacognitive Strategies	88	1.78	5	3.6932	.67973
Compensation Strategies	88	2.17	5	3.6250	.69170
Cognitive Strategies	88	1.71	5	3.5877	.71909
Social Strategies	88	1.33	5	3.3958	.80043
Memory Strategies	88	1.00	5	3.2071	.84202
Affective Strategies	88	1.00	5	2.8561	.83244
Valid N (listwise)	88				

**SILL 2023**

	N	Minimum	Maximum	Mean	Std. Deviation
Compensation Strategies	86	1.00	5.00	3.2885	.82303
Metacognitive Strategies	86	1.00	5.00	3.2673	.76657
Cognitive Strategies	86	1.00	5.00	3.2584	.69679
Social Strategies	86	1.00	5.00	3.1376	.85193
Memory Strategies	86	1.00	5.00	2.7363	.84071
Affective Strategies	86	1.00	4.30	2.6177	.80781
Valid N (listwise)	86				



Finally, in the diagram above we could learn that in 2022 students used strategies more often than in 2023.

**CONCLUSION**

Using strategies in learning a language is crucial in order to make the learning successful. There many strategies that can be deployed by a learner and, also, there is a chance that a strategy is not suitable for a student (Lelita, 2016). This research studied how students used the strategies to learn English in 2022 and 2023, and the data found explains that the use of strategies is not always the same every year; there are times when the students consider to change or improve their strategies. The reason why they altered the strategies in this school was not very clear. However, if can make an assumption, the change of learning method from online learning without teacher to onsite learning with teacher has changed the students' behavior in learning.

From the data above, especially the diagrams, it can be concluded that, during the online learning period, when students were not able to communicate with their friends and teacher, they made efforts to learn English by using strategies as much as possible. On the other hand, in onsite learning, when they can have access to their teacher and friends easily, students reduce their efforts in using the strategies to learn English. It is possible if they turn to their friends or teacher when they have problems. Having access to friends and teacher must ease their learning so that they do not need to use strategies so much. In this case, it can be concluded that the chance to talk to teachers and other fellow students can help students save their energy and time so that they do not need to figure more strategies. However, there is also a belief that the students who use more strategies tend to be more successful. This can lead to a dangerous conclusion if we do not carefully consider the situation. At the beginning of this study, it was explained that the students' English improved from the previous year, so the fact that the less use strategies does not always harm the success of the learning. Therefore, the conclusion of this study is that teacher and fellow classmates really help learners to learn language, but in order to make sure that they will be successful, teacher needs to be more active to figure out how students use the strategies more often. Class activities should be planned in

such a way so that students will deploy the strategies as much as possible, especially the Compensation strategies and the Metacognitive strategies. Activities that belong to these two strategies should be employed by the teacher to improve the students' development so that they will be more successful in learning the language.

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