Language Learning Strategies Used During Online Learning by English Community Members at Lampung

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Abstract

Reading is a receptive skill that is used to obtain information from any text, whereas language learning strategy refers to the processes that learners take in order to attain their learning objectives. The aim of this research is to reveal what language learning strategy as the most used by EFL Students at English club level in a case of pandemic era language learning strategies for reading activity. This research used quantitative design and it involves 20 subjects of all the members and organization in English club. The questionnaire as the instrument of this research. The findings of the research are as the students end to use cognitive strategy as their language learning strategy in their reading activity also it is followed by two others strategies. The researcher also advices for further researcher to conduct the same research interest with large and deep discussions.

I. Introduction

As vital as the ability to talk, listen, and write, reading is a language skill that should not be overlooked(Al Nazhari et al., 2016). This is because a person's ability to read can affect how well students acquire information from written texts (Hamra & Syatriana, 2010). In the line of this, in Indonesia, reading skill is used to test regarding their language proficiency (Algiovan, 2022). Reading abilities are also highly valuable in everyday life, particularly when looking for information in both books or articles(Akmal & Mulia, 2020). In proportion to statement by Ismail, et al (2017) reading is extremely important for anyone who want to learn anything, and it has become a daily requirement for most people (Ismail et al., 2017). To learn how to read, the students employ their ways in learning. It is called learning strategy.

Language learning strategy is the act of making a plan and putting it into action with a lot of different variables, like goals, materials, methods, and tools, as well as evaluating how well it works. As said by Weinstein and Mayer (1986) in Hsiao, & Oxford (2002) language learning strategies are behaviours or thoughts that a learner absorbs in during learning that are intended to influence the learner's encoding process. Continued by Wenden and Rubin (1987) in Zare (2012) described language strategies as 'any sets of system used by learners to support the obtaining, storage, retrieval and knowledge by learners (Zare, 2012). While, another statement is from Suran and Yunus (2016) said that to enhance learners own learning, Language learning strategies are steps taken by learners. In other words, learning strategies are systems that a learner used in order to acquire successful language learning and to achieve meaningful learning in this process we are supposed to have a set of our own steps to learn (Suran & Yunus, 2016).

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English club is the activity of individuals for the purpose of practicing English (Ngadimun et al., 2019). In other words, an English club is a group of students in a school that is also generally understood and relied upon as a representative of the school in a contest (Zulhermindra, 2018). Moreover, English Club is an effective way in teaching English outside of class(Subekti & Wati, 2020),(Fitriany et al., 2021).

The presence of Covid-19 as a pandemic certainly has an economic, social and psychological impact on society (Saleh and Mujahiddin, 2020). Covid 19 pandemic caused all efforts not to be as maximal as expected (Sihombing and Nasib, 2020). Learning in the pandemic era is something new for students (Villani et al., 2021), whether they are students at the English club level or students all over the world, and it is something new for students everywhere. In the pandemic era, language learning strategies for reading skills will be the based research aim and it will be very interesting to do, especially at the English club(Malu & Smedley, 2016).

Many researchers have reported the results of research on Language Learning Strategies in Indonesia (Mega et al., 2019),(Melvina et al., 2020),(Putra, 2014),(Rianto, 2020),(Tanjung, 2018). They reported at least have same result on it. Nevertheless, regarding in the issue of learning strategies and English Club, there was a study conducted as Mandasari and Oktaviani, (2018) their research presents an exploration of the English in language learning strategies used by management and engineering students at Universitas Teknokrat, there were 70 students who took English for Business (EFB) courses in management and engineering study programs and the result both classes most used affective strategy in learned English (Mandasari & Oktaviani, 2018). Therefore, researcher sees that discussion on the issue Language Learning Strategies at English Club in secondary level is still limited. Thus, the study will focus on the language learning strategies employed by English learners who participate actively in an English club. The aim of the current research is to describe the English Club's members Language Learning Strategies, where researchers put limits on three types of strategies, namely: cognitive, metacognitive and social strategies in reading English texts as activity in English Club.

II. Research Method

This research used quantitative research design. This study involved the learners of SMAN 1 Talang Padang, Tanggamus - Lampung as the participants or the subjects of this research. The sample of this research is all the member of English club of SMAN 1 Talang Padang, there were 20 students as a member of English club who representing for their high school to compete in English competition.

This research used a questionnaire; it consists of 20 close-ended questions that focus on one language skill which is reading. A questionnaire is a series of questions asked to individuals to obtain statistically useful information about a given topic (Roopa & Rani, 2012). The study used a questionnaire as the instrument; the questionnaire was adopted from the *Language Learning Strategy Questionnaire* which was developed by Setiyadi, (2019). The questionnaire was printed and shared to the students. The Questionnaire was in the form of Likert/scoring data, and was translated into Bahasa Indonesia to avoid misinterpretation. The questionnaires were distributed to all selected participants in the school which is all the member of English club that had been put together into one in a classroom. The researcher accompanied the process of filling up the questionnaires, as well as was the guide for students who wanted to propose the questions related to the questionnaires.

III. Results and Discussion

3.1 Results

According to the results of questionnaires provided to the subjects, the data in table 1 below shows that students in the English Club mostly rely on cognitive learning processes when it comes to mastering the language. Next, the data will be revealed in accordance with the learning strategy.

Table 1. The Description of the Data

Strategy	Mean	SD
Cognitive Strategy	3.53	0.53
Metacognitive Strategy	3.4	0.25
Social Strategy	2.3	0.97

a. Cognitive Strategies

Cognitive Strategies include many activities that take place in the brain while language tasks are at hand which is enabling students to create language materials through reasoning, analysis, summarizing, synthesizing, note-taking, outlining, reorganizing information, practicing in a natural setting, reviewing sounds and images. The following table is the data tabulation of cognitive strategies used by students.

Table 2. The Data of Cognitive Strategies

Statements	Mean	SD
To understand unfamiliar English words while I am reading, I guess fromavailable clues.	3.8	1.05
I learn English by reading English books or magazines.	3.35	1.18
I connect the spellings of English words with similar Indonesian words tounderstand the meanings.	3.55	1.31
I try to understand sentence by analyzing their patterns.	3.45	1.27
I try to translate word of word.	4.55	0.99
I try to understand the passage by using my general knowledge and experience.	3.85	1.26
I read the passage aloud.	2.6	1.09
I take notes to remember the ideas.	3.05	1.09
While I read a text, I try to anticipate the story line.	3.3	1.38
I read a text more for ideas than words.	2.8	1.28
In reading, I pick out key words and repeat them to myself.	3.65	1.3
I discuss reading passages with my friends.	3.9	1.07
If I do not understand the content of a reading passage, I ask my friends or myteachers for help.	4.15	1.18
TOTAL	*46*	*15.45*

In table 2 above, it can be seen that cognitive strategy deals with the learners' ability to create language learning, this data describe that the item of translate word of word at the Mean point 4.55 As the common language learning strategy that they used, While for the second common used which refers to Mean point 41.5, when they are in learning reading it follows by the item that said when the learner do understand the content they will ask somebody to help them as for their reading strategy.

b. Metacognitive Strategies

The metacognitive strategy includes selective attention for special aspects a learning task, planning, those all used to manage the overall learning process. This strategy enables students to plan the task, collecting the materials, arranging the planning, supervising the error, and evaluate the task. It is significantly helpful and does affect a cognitive strategy and function as an execution of cognitive strategy.

Table 3. The Data of Metacognitive Strategies

Statements	Mean	SD
I use the key words to understand the whole ideas.	3.65	0.98
I correct my mistakes by rereading the text.	3.75	1.55
I choose a topic or certain materials for my practice.	3.45	1.05
I check and recheck my understanding after reading a passage.	3.15	1.13
If I cannot understand a reading passage, I try to analyze what difficulty I actually have.	3.15	1.34
I try to be aware of which words or grammar rules give me the greatest trouble. In this way I can pay special attention to them while I read and practice.	3.25	1.37

Based on the table 3 above, the use of metacognitive strategy contains selective attention of learning task, planning, which all used to manage the overall learning process. The data revealed that for the category metacognitive strategy the leaners tend to correct their mistakes by rereading the text it can be seen at the mean point 3.75, whereas the less metacognitive strategy used by the learners refers to 2 items which contain check and recheck after reading a passage, and analysing the difficulty that they have when they cannot understand the reading passage. Both of the items have same mean point which was 3.15 point.

c. Social Strategies

The las data is social strategy. It is concerned with the nature of social interaction and how learners come to influence one another's behaviour.

Table 4. The Data of Social Strategies

Social Strategy	Mean	SD
I improve my reading skill by reading letters from my friends	2.3	0.97

The table above reveals that social strategy is concerned with social interaction and how learners come to influence one another's behaviour, based on the data the social strategy can be seen as the less strategy that has the less mean point which is in 2.3, it can be conclude that the learners are not interested to use the social strategy for improving or maintaining their reading skill.

3.2 Discussion

The researcher calculates the data by dividing the score with all the items to know the overall mean point as the result of the research. Hence, it can be interpreted that from the three categories of strategies, the mean of cognitive strategy is the most language learning strategy that is used. Thus, in maintain and improve their reading skill in this pandemic era the learners of English club have a habit of using cognitive strategy which describe at the mean point 3.53 and the metacognitive is the second that they used at the

mean point 3.4 and for the very less strategy used it belongs to social strategy at mean point 2.3 it meant that the learners of English club do not tend to use the social strategy.

Mahilda, et al (2019) mentioned in their research that the result showed that cognitive strategy improves the students' reading comprehension; this statement also could be reflected that why cognitive strategy was able to help learners in learning reading since there was an improvement, the learner could use the cognitive strategy as they language learning strategy (Mahilda et al., 2019). Furthermore, Nazurty, et al (2019), their research aims to analyze the English reading strategies used by Indonesain language education student teachers at Indonesian state universities, in particular the type and frequency of English reading strategies used by teachers (Nazurty et al., 2019).

The participants of this study were student teachers of one language learning program. The participants were mainly categorized as cognitive strategy users. The relation of this research also supported the result of this research, which talk about the most language learning strategy that used by the learners is in cognitive strategy. Moreover, regarding in the use of social strategies that contribution of the social strategies into the language learning process is the emphasis on the importance of social environment and oral communication. But unfortunately, connected with the data this strategy was not the most used as their strategy for learning reading(Mehmet, 2016).

IV. Conclusion

The aim of this study was to reveal common language learning strategies of English reading used by students. Hence, we can assume that the English club students during the COVID-19 pandemic tend to use the language learning strategy at point of Cognitive strategy as a language learning strategy for their reading skills. It was supported to a value which refers to 3.53 score while, the metacognitive score has 3.4 and social strategy 2.3. The researcher realized that this research is still lacking; therefore, it does not rule out the possibility for future researchers to continue research on English clubs at different level and may be even use others questionnaire or instrument. Moreover, having research subjects in an English course or conducting at the student level in other a large area can have different results and also be a challenge as well for next researchers.

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