

ENGLISH LEARNING STRATEGIES USED BY ENGLISH FOR BUSINESS AND PROFESSIONAL COMMUNICATION STUDY PROGRAM STUDENTS

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Abstract: This study aims to investigate the Language Learning Strategies (LLS) used by students of D4 English for Business and Professional Communication Study Program at a public university in Bali. This research applies descriptive design. Data collection in this research used a 5-point Likert scale questionnaire, which was an adapted SILL questionnaire. The questionnaire consists of 50 statements which have six aspects, namely memory, cognitive, compensation, metacognitive, affective, and social. The results showed that the strategy used the most frequently was the meta-cognitive strategy (mean 4.03), and the least frequently used strategy was the social strategy (mean 3.38). The findings of this study underscore the importance of fostering diverse language learning strategies. Emphasizing meta-cognitive strategies and offering targeted support for less frequently used strategies, such as social and compensation strategies, can greatly improve students' language learning experiences.

Keywords: English language learning, Strategy Inventory for Language Learning, English for Business and Professional Communication Study Program

1. INTRODUCTION

English is a language commonly used in various countries as a language of communication between nations or an international language. In addition, the use of English in a business context is increasingly important in the current era of globalization. This will be increasingly seen in the business communication environment. In language learning, students are expected to be more active and independent in learning by implementing language learning strategies (henceforth LLS). The use of language learning strategies aims to support the achievement of language learning goals. Released by the English First (EF) education company, the EPI report revealed Indonesia ranks 13th among Asian countries. The score rose from 466 to 473. Indonesia has not moved from the 'low' category, along with countries such as Nepal, Pakistan, and Colombia, effective and efficient (Ayu, 2019). Through effective and interactive learning, the learning process can be improved, especially in terms of business communication. In the English learning process, language learning strategies are used as student facilitators to help early learning develop English language skills (Hong-Nam & Leavell, 2006).

Rubin (1981) was the first to mention that some specific strategies learned by others are good language learning. Classifying strategies based on processes directly contributes to learning, namely Memory, Cognitive, Compensation, Metacognitive, and Affective strategies. And social strategies and strategies that may contribute indirectly to learning, namely creating practice opportunities, and the use of production tricks.

In the context of English language learning, learning strategies determine specific actions taken by learners to make learning easier, faster, more enjoyable, more independent, and more effective. The application of good language learning strategies has several specific strategies that can be learned by others (Nguyen & Terry, 2017). Learning strategies play an important role, because with language learning strategies, they can actively engage and take independent initiative in their learning process. Several studies on language learning researchers have implemented strategies. First, in a study of management and engineering students, where the data showed

that the English learning strategies used by management and engineering students did not differ significantly (Mandasari & Oktaviani, 2018). Furthermore, research conducted by Hapsari, (2019) on language learning strategies using the Strategy Inventory for Language Learning (SILL) resulted in students majoring in English education at the Islamic University of Indonesia obtaining an average score of 3.43, which also means a medium strategy competency profile. In addition, a language learning strategy (LLS) has also been carried out, namely to determine students' English learning strategies and to determine the strategies most often used by sixth-semester students of the English study program, FKIP Untan Pontianak. Based on the results of the analysis, it was concluded that sixth-semester students used English learning strategies (Kartikasari et al., 2015).

However, until now the implementation of language learning strategies used in English in vocational study programs has not been discussed. Therefore, this study aims to analyze the learning strategies used by students of the English for Business and Professional Communication (henceforth EBPC) study program at a public university in Bali. For this reason, the use of language strategies in English learning aims to fill the knowledge gap by analyzing considerations regarding the success of the English language skills produced by students. The importance of this study lies in its potential to provide insight into the effectiveness of language learning strategies used by students in vocational study programs. Understanding which strategies are utilized and how they correlate with variations can inform educators and curriculum developers on optimizing language teaching tailored to the needs of students in similar programs.

2. METHOD

The research method used in this study is the descriptive method. Descriptive methods are a research approach that focuses on observing, describing, and documenting aspects of a situation as it naturally occurs, without influencing it. This approach aims to provide a detailed account of the characteristics of a particular phenomenon or population. Descriptive research often involves the collection and analysis of quantitative data. In this context, quantitative data is gathered using instruments such as questionnaires, which collect responses numerically. These data points are then analyzed to identify patterns, trends, and relationships among the variables.

This research focuses on the EBPC study program. The study program is part of the Faculty of Languages and Arts of the university, which is the subject of the research to be conducted. In the 2023/2024 academic year, the number of active students in the study program is 76. Through this process, referring to the Slovin data collection technique, the number of participants from students who participate in data collection during the research process is 10 percent; therefore, a minimum sample size of 30 students is needed, so that it can be represented comprehensively.

After all, in this research, a questionnaire with a Likert Scale was used. The questionnaire is an adaptation of the Strategies Inventory for Language Learning (SILL) developed by Oxford in 1990 with 50 questions, but after being adopted in this study, there were 49 questions. The questionnaire was written in Indonesian language to anticipate misunderstandings in filling out the questionnaire. In this study, subjects were asked to respond to each strategy description based on a 5-point Likert scale. Researchers used an online platform (Google Form) to distribute questionnaires. Before being handed over to participants, the amended questionnaire was assessed through expert judgment to test the validity of the instrument. The results of the content validity test from the questionnaire were analyzed by using the Gregory (2000) formula, which showed that the coefficient of the instrument being tested is 0.5. A validity coefficient ≥ 0.30 means the item can be said to be valid. After the necessary information was obtained, the questionnaire response was conducted by calculating the number of questionnaires to determine the tendency of students toward the language learning strategies.

3. RESULT AND DISCUSSION

In this chapter, the author discusses the findings obtained in the research conducted related to LLS used by students from the D4 English for Business and Professional Communication study program. Based on student respondents, as many as 34 active students from the D4 English for Business and Professional Communication study program participated in filling out the questionnaire for this study. The following is attached data regarding student responses to the research questionnaire that shows the tendency of LLS use by students who study English as a foreign language.

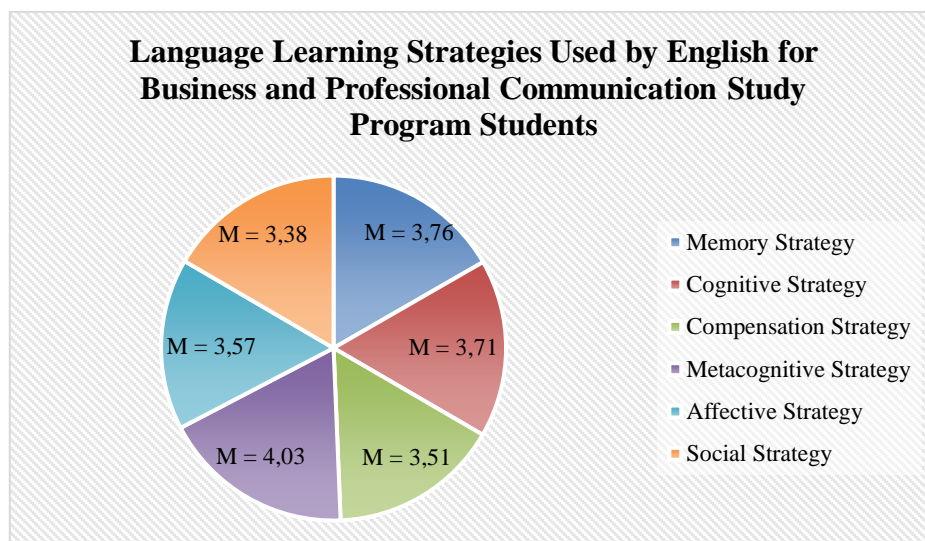


Figure 1. LLS Used by Students of English for Business and Professional Communication Study Program

From the figure above, it can be seen that the learning strategy most chosen by English for Business and Professional Communication Study Program students is the meta-cognitive strategy with a mean of 4.03, and the least chosen is the social strategy with a mean of 3.38.

The next tables show the frequency of each strategy used by the students of English for Business and Professional Communication in learning English. The mean score of each item is categorized into high use (usually used (3.5-4.4) & always or almost always used (4.5-5.0), medium use (sometimes used (2.5-3.4)), and low use (generally not used (1.5-2.4) & never or rarely used (1.0-1.4)).

Table 1. the frequency of each strategy used by the students of English for Business and Professional Communication in learning English

Strategy	Question	Mean	SD	Frequency
	Connection between old and new knowledge	3.76	1.02	High
1.1				
1.2	Use new words in sentences	3.68	1.07	High
1.3	Associate sound with image	3.50	1.11	High
1.4	Imagine situations using new words	3.88	1.15	High
1.5	Use rhyme to remember words	3.35	1.32	Medium
1.6	Use web search/dictionary	3.97	1.17	High
1.7	Make gestures for new words	3.03	1.29	Medium
1.8	Review lessons	3.62	1.16	High
1.9	Remember words' locations on a page	3.47	1.02	Medium
2.1	Say/write new words several times	3.82	0.97	High
2.2	Try to speak like a native	4.03	1.00	High
2.3	Practice pronunciation	3.97	0.90	High
2.4	Use known words in various ways	3.82	1.03	High
2.5	Use English in presentations	3.88	1.07	High
2.6	Watch English shows/films	4.09	0.97	High
2.7	Read English books/articles	3.38	0.85	Medium
2.8	Write notes/messages in English	3.71	0.97	High
2.9	Use scanning technique for reading	3.68	0.98	High
2.10	Find similar Indonesian words	3.32	1.12	Medium
2.11	Find patterns in English	3.56	1.13	High
2.12	Divide words into parts of speech	3.50	1.08	High
2.13	Avoid word-for-word translation	3.74	1.19	High
2.14	Summarize information read/heard	3.38	1.02	Medium
3.1	Guess unknown words	3.47	1.02	Medium

3.2	Use movements in dialogue	3.74	1.02	High
3.3	Create own words if unknown	2.97	1.24	Medium
3.4	Ignore new words when reading	3.09	1.06	Medium
3.5	Guess next statement in conversations	3.85	1.16	High
3.6	Use phrases with similar meanings	3.94	1.13	High
4.1.	Find ways to use English	3.91	1.00	High
4.2.	Recognize and correct mistakes	4.21	0.98	High
4.3.	Pay attention to English speakers	4.29	1.00	High
4.4.	Look for ways to improve English	4.15	0.99	High
4.5.	Schedule time to study English	3.91	0.83	High
4.6.	Seek people to practice with	3.82	1.06	High
4.7.	Look for reading opportunities	3.74	1.02	High
4.8.	Set clear goals to improve skills	4.06	1.01	High
4.9.	Reflect on learning progress	4.15	1.08	High
5.1	Relax when nervous using English	3.79	1.04	High
5.2	Push to speak despite fear	4.15	0.96	High
5.3	Self-praise/rewards for practice	3.65	1.15	High
5.4	Recognize tension/nervousness	3.88	0.95	High
5.5	Write feelings in a diary	2.62	1.37	Medium
5.6	Share feelings about learning	3.32	1.09	Medium
6.1	Ask for slower/repeated speech	4.06	0.89	High
6.2	Ask for corrections	3.56	1.26	High
6.3	Practice with other students	3.91	1.06	High
6.4	Practice with English speakers	3.65	1.07	High
6.5	Ask questions in English	3.88	1.01	High
6.6	Learn culture from native speakers	3.65	1.20	High

The results of the research related to language learning strategies carried out by students from English for Business and Professional Communication programs using quantitative data are as follows. First, students of the EBPC study program are high and medium users of all the language learning strategies by Oxford. Second, the learning strategies most chosen (with high frequency) by students of the English Study Program are meta-cognitive strategies with a mean of 4.03, memory strategies with a mean of 3.76, cognitive strategies with a mean of 3.71, affective strategy with a mean of 3.57, and the compensation strategy with a mean score of 3.51. The least chosen (with medium frequency) is a social strategy with a mean score of 3.38. From the results of the data analysis, it can be seen that students who come from D4 English for Business and Professional Communication programs at Universitas Pendidikan Ganesha tend to use meta-cognitive learning strategies.

The findings of this research are in line with the research conducted by [Oxford \(1990\)](#), which revealed that meta-cognitive strategies are often preferred by learners, as they encompass planning, monitoring, and evaluating their learning processes. In that study, meta-cognitive strategies were identified as crucial for self-regulated learning and were found to significantly enhance academic performance. Oxford's work on language learning strategies supports the importance of these strategies in effective language acquisition.

Moreover, this study supports the findings of [Chamot and O'Malley \(1994\)](#), who observed that cognitive and memory strategies are frequently utilized by language learners to better understand and retain new information. Their research emphasizes how these strategies facilitate the processing and storage of language inputs, thus supporting academic success. Chamot and O'Malley's research provides a detailed examination of these strategies and their impact on language learning.

The preference for meta-cognitive strategies in this study aligns with [Anderson's \(2002\)](#) theoretical perspective on language learning strategies. Anderson posits that meta-cognitive strategies are essential for learners to develop awareness and control over their learning process. These strategies enable students to effectively plan, monitor, and evaluate their learning, making them particularly effective in academic settings. Anderson's work highlights the critical role of meta-cognitive strategies in enhancing self-regulated learning and academic achievement.

4. CONCLUSION

Based on the data analysis and findings above, it can be concluded that students of English for Business and Professional Communication programs used all language learning strategies, including memory, cognitive, compensation, metacognitive, affective, and social strategies. Meta-cognitive strategy is the most used strategy, and social strategy is the least used strategy by the students. However, this study had certain limitations. One

significant limitation was the relatively small sample size, which might not represent the broader student population. Future research could address this by expanding the number of subjects to provide more generalizable results. Additionally, while this study relied on a questionnaire to gather data, incorporating other data collection methods, such as interviews or focus groups, could provide deeper insights into the student's language learning strategies.

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