

## STRATEGIES USED BY AMBONESE INDONESIAN STUDENTS IN LEARNING ENGLISH FOR ACADEMIC PURPOSES

Merian Mainassy, Listyani\*  
[112016119@student.uksw.edu](mailto:112016119@student.uksw.edu), [listyani.listyani@uksw.edu](mailto:listyani.listyani@uksw.edu)

**ELEP, FLA, UKSW**  
\*Corresponding Author

### ABSTRACT

English is not a particularly popular subject for Ambonese students, even since in the high school level, thus the interest of learning and achieving good grades in English are considerably inadequate so far. Although these Ambonese students lacked interest in learning English, there were still some students who passed the EAP course with good grades. This study shows strategies used by Ambonese students in learning EAP. The aim of the study is to find out what strategies they used in order to successfully pass the course. In this study, the participants were 17 students from a group of 2018 cohort of Ambonese students in Nursing Sciences program who had passed EAP class in the Faculty of Health Sciences and Nursing (FKIK), at a private university in Central Java, Indonesia. They were asked to answer questions from the questionnaires and interviews which indicated the strategies they used in learning EAP. The results revealed that all students tended to use all strategies (Cognitive Strategies, Affective Strategies, and Metacognitive). However, the most frequently used strategies were Metacognitive Strategies. This study is hopefully beneficial for student teachers to help their students in learning English for Academic Purposes with the hope that those students will be successful using these learning strategies.

**Keywords:** *Learning Strategies, Ambonese Students, Cognitive Strategies, Affective Strategies, Metacognitive.*

### INTRODUCTION

In 2018, there were around 45 freshmen who took English for Academic Purposes (EAP) course in Semester II in Faculty of Health Sciences and Nursing (Fakultas Kedokteran dan Ilmu Keperawatan or FKIK), at a private university in Central Java, Indonesia. Some of them were from Ambon, Maluku. Meanwhile, the writer wondered that few of Ambonese students succeeded in learning EAP, while the other students failed the course. In other words, not many of Ambonese students can easily learn a language, especially English language. It happens because English is not a particularly popular subject for Ambonese students, even since in the high school level, thus the interest of learning and achieving good grades in English are considerably inadequate despite

their lack of interest in learning English, there were still some students who passed the EAP course with good grades. Therefore, from this problem the writer was intrigued to investigate what strategies that the successful students used in learning EAP. According to Stephen (2015), in EAP course, every student normally is compulsory to produce an essay assignment. There are three task components of the essay assignment including preparing and writing an essay map, presenting the essay map orally, and writing the final draft of the essay assignment. In FKIK, for instance, EAP equips English skills where the students can have the chance to read, write an outline of a medical journal in English and present the journal in front of the class.

EAP is needed not only for the countries where English is the mother tongue, but also in other countries which English is their foreign or second language (Eslami, 2010). In relation to the English field, in Indonesia, English is known as a foreign language which is available from elementary school to high school. Moreover, English is also available in university in order to get higher education level which is called English Language for Academic Purposes program (EAP).

In this private university, EAP is not only available in the Faculty of Language and Arts (FLA) which majors in English language. Other faculties also implement English as a basic subject and a specific field of study for students, for example, FKIK applies the EAP program for nursing students in order to help them to succeed in their academic life. The advantages of EAP is for students being prepared to handle their studying in terms of language, study skills and study competence which develop their self-confidence to adjust a new academic environment (Jordan, 2002). It means that EAP prepare students to control their learning process.

Furthermore, every student who wants to succeed in the EAP class must have learning strategies. There are many strategies that are used by students to be successful in the EAP class. According to Putra (2018), there are three main types of students' learning strategies, namely: Metacognitive Strategies, Cognitive Strategies and Socio-Affective Strategies. Cognitive strategies consist of comprehension (for understanding a text), memory (for transforming information into memory) and retrieval (for remembering information either from current or long-term memory). Metacognitive strategies involve planning (for actions and goal achievement), monitoring (for checking ongoing comprehension or performance) and evaluating (for evaluating performance). Affective strategies involve motivation-control (for persuading oneself to read successfully), volition-control (for investigating oneself efforts to read a text) and anxiety-coping (for dealing with anxiety) (Phakiti, 2006).

There has been a few of studies regarding learning strategies used in EAP course context. However, looking at the importance of research about strategies in learning EAP, the writer intended to do the research, particularly on Ambonese FKIK students. The study was held at Faculty of Health Sciences and Nursing, in Central Java, Indonesia. The participants were a group of 2018 cohort of Nursing Sciences program students of FKIK at a private university in Central Java, Indonesia. The Ambonese students were chosen as the sample because based on my observation English is not a particularly popular subject for Ambonese students, even since in the high school level, thus the interest of learning and achieving good grades in English are considerably lacking so far. Although their lack of interest in learning English, there were still some students who passed the EAP course with good grades. Therefore, the writer was intrigued to find out what strategies they used in order to successfully pass the course.

The previous findings from Afshar & Bayat (2018) in Iran revealed that there were important correlations between learning strategies and L2 achievement. The result showed that learners who used cognitive strategies were more successful in their L2 achievement. Oxford (2003), as cited in Afshar & Bayat (2018), explained that cognitive strategies refer to “mental processes for recalling information and using background knowledge to learn” (p.1041). The other findings from Ang et al (2017) revealed that the study discovered successful language learners were high usage of language learning strategies. The result of the study showed that successful learners at Tunku Putra School in Malaysia frequently used metacognitive strategies in order to learn language skill.

Another linguistic, Embi et al (2017) added that metacognitive strategies can help students think deeply about the content of the language. Furthermore, the other researchers, Cahyono & Syartanti (2017), found that students of 2016/2017 in school year, who achieved JLPT level N1 are proud achievements for Japanese Literature Study Program of Brawijaya University. The result of the study showed that memory, cognitive, metacognitive, learning, and compensation strategies mostly used by of Japanese language students.

The research question for this study is: *what learning strategies do FKIK Ambonese students apply in learning EAP?* This study will hopefully be beneficial for student-teachers to help students in learning EAP with the hope that those students will be successful using these learning strategies.

## **LITERATURE REVIEW**

This chapter will consist of the review of literature related to learning strategies in EAP. It will discuss about the definition of learning strategies, three learning strategies; metacognitive strategies, cognitive strategies, affective strategies, and the definition of ESP, EAP and EAP at FKIK.

### **The Definition of Learning Strategies**

A learning strategy is an organized plan to planning a lesson or identifying the main ideas. Most students who are successful have learning strategies throughout their learning process. According to Chamot (1987), learning strategies are the methods for students in order to help the learning and remember both linguistic and content area information. Hardan (2013) referred to learning strategies as the learners processing in practicing language activates. Meanwhile, Shi (2017) explained that learning strategies are techniques used to learn L2.

After describing the learning strategies of students, Chamot (1987) also provided suggestions for teachers about students' personal learning strategies that could be used to discover some special tricks and shortcuts to make second language learning easier. It means that students have other alternatives to make learning process successfully. Further, Chamot et al (1999) stated that learning strategies are techniques for learners to ease a learning task. There are some strategies such as taking notes, making graphic organizers are observable. However, some strategies are not directly observable therefore teachers should discuss it with students to help students understand themselves better as learners.

In brief, learning strategies are important because it helps students' learning process easily. According to Putra (2018), there are three main types of students learning strategies, namely; Cognitive Strategies, Socio-Affective Strategies and Metacognitive Strategies. Those three strategies relate to students' learning process.

### **Cognitive Strategies**

Cognitive strategies significantly affect students' English language proficiency. Cognitive strategies relate to the way students think such as translating, predicting, identifying the main ideas, and taking notes for getting information. Cognitive strategies are defined as mental activities for processing the language to complete a task such as identifying the main ideas, making conclusion, predicting, elaborating, imaging, translating, summarizing, and note taking (Ngo, 2015).

*Translating*

Nowadays many students who learn foreign language for years are still using translation as a tool in comprehending a target language. It happens because students may find some words or sentences that are confused and difficult to understand its meaning. Therefore, students use translation to translate words and sentences. According to O'Neill, E. M. (2019), there are three online dictionaries that students often use to their language needs are online translators, online dictionaries, and search engines. From three dictionaries, students use online dictionaries more often than the others. In his study the participants mention that online dictionaries are better because they show you how to use the words.

### *Predicting*

Predicting strategies are helping students to think deeply and better comprehend about what they are going to read. It also helps them to figure out what is coming next by making new predictions. Ali & Razali (2019) explained that having capability to read well is important for English language learners. Learners can produce an interaction with the writer of the text through predicting, analyzing, summarizing and using other types of reading strategies. Yet, maintaining such a good connection between the reader and the written information of the text can be difficult for English as a second language or foreign language students to apply different types of reading strategies. Therefore, Ali & Razali (2019) suggested to ESL/EFL teachers to improve the ESL/EFL students' use of reading strategies.

### *Identifying the main ideas*

Finding the main idea can be a challenge for students. However, it is good for students to develop their comprehension skill. Finding the main idea involves the reader to identify the topic and uncover what the writer wants the reader to know about the topic. Umam & Mandasari (2019) stated that reading is one of the skills that must be mastered by students, for instance reading comprehension. Reading comprehension is one way to find out the main idea of the topic so that the students can understand the whole text clearly.

### *Taking notes*

Being able to comprehend the materials from teachers, note taking is an effective strategy for students to write an important point during the lesson. Kim, J. (2019) supported the idea and explained that note-taking strategies in the class is the one of the most essential activities for successful test performance and also effective learning for students.

Mu'min (2013) stated that cognitive development is a stage in human life that occurs for a person to understand, recycle information, solve problems, and know something. Basri (2018) said that cognitive ability is a skill needed to do tasks from simple to complex that can be seen more quickly. For example, children can catch and remember things in real terms. In brief, cognitive strategies help students to complete tasks from simple to complex by predicting, identifying the main ideas, taking notes for getting information and so on.

### **Affective Strategies**

This section presents several researchers' perspectives toward affective strategies. Affective strategies relate to students' feelings or emotions. Gallego & Yaniz (2014) stated that affective strategies connect to emotions or motivation that affecting performance, directly and indirectly. According to Syahputra (2014), affective strategies relate to students' behavior and affection in their learning process. Yaniz (2014) added for controlling motivation such as evoking the desire before starting the process as well as maintaining concentration and interest during execution. Regarding affective strategies, learners can control their motivations, attitudes, and emotions in language learning (Alhaisoni, 2012). Syahputra (2014) also mentioned that this strategy consists of affective strategy positive and affective strategy negative. Affective strategy positive is about students' behavior to show they received and respect their learning process.

However, affective strategy negative is not about students' behavior to show they received and respect their learning process. It means that instead of receiving and respecting, students tend to reject their learning process. Another researcher Sabri (2010) argued that in schools include elementary school, students prefer to play than study. From this case, teacher tends to prioritize cognitive aspect more than other aspects. However, affective aspect also becomes one of the basic foundations for students in their learning to get a better future. In brief, Affective strategies connect to controlling students' motivations, attitudes, and emotions in language learning to get a better future.

### **Metacognitive Strategies**

This section presents the definition of metacognition strategies. Barnhardt et al. (1999) added that the model organizers of Metacognitive learning strategies are planning, monitoring and evaluating.

#### *Planning*

Planning is helping a learner to make goals achievements. A good learner might begin planning such as thinking about what they are going to study. Boghian (2016) stated that students make a plan to establish their goals. Setting goals accurately helps students in measuring their own learning progress better, for example students can be able to complete more difficult tasks in order to answer the comprehension questions at the end of learning unit. Also, Boghian (2016) claimed that supporting students in establishing metacognitive strategies assist to succeed learning. It means that by planning, students can be able to complete the difficult task.

### *Monitoring*

After that, Students monitor their own learning as a strategy to reflect on their own learning styles. It shows that they are aware of how they learn, either they focus on the task with the conditions that help them study better and faster or not. In addition, students with the conscious ability to have control over their own learning are obviously successful, comparing to students who are not aware of their learning processes. The good metacognition that students have can help them to monitor and direct their learning processes easily (Joseph,2019). That means students monitor and assess their performance in order to achieve their goal.

### *Evaluating*

Finally, evaluating is the last process to reflect students' work on how well they learned and to accomplish a learning task. Mekala & Radhakrishnan (2019) reported that besides planning, organizing and monitoring, metacognitive strategies also involve students to observe and evaluate their own thinking. Additionally, it helps the students in their learning progress.

Moreover, it also has the similar research from another researcher, Katala (2012) said that learners who use metacognitive strategy through their learning process tend to be the most successful learners. Katala (2012) further also added that when learners have metacognitive knowledge they know about their own thinking and learning approaches, understanding the task and their own learning strengths. From those three strategies, students who are successful have strong metacognitive skill such as manage, monitor and evaluate their performance, and have confidence in their abilities to perform successfully (Aurah, 2013). In brief, metacognitive strategies facilitate students to equip the difficult task in a systematic process from planning, monitoring and evaluating the performance.

## **ESP and EAP**

English for Academic Purposes (EAP) is known as a branch of English for Specific Purposes (ESP) in the teaching content, as stated by (Gillet, 2000). Talking about ESP, ESP is a course to teach specific or occupational conversations in a few certain occupations (Guan, 2016). However, Januin & Stephen (2015) stated that EAP is important for students to master international academic norms and methodology as well as scientific and creative thinking modes such as logic thinking mode, critical thinking mode, creative thinking mode and comparative thinking mode through the learning of EAP.

### **EAP at FKIK**

In the Faculty of Health Sciences and Nursing at a private university in Central Java, Indonesia, there are four majors of undergraduate program such as Nursing Sciences (S1 Ilmu keperawatan), Nutritions (S1 Gizi), Physical Education, Health and Recreation (S1 Pendidikan Jasmani, Kesehatan, dan Rekreasi (PJKR) and Technology of food (S1 Teknologi Pangan). The oldest major in FKIK is Nursing of Sciences (S1 Ilmu keperawatan). Additionally, EAP is available for each major independently. In the first semester, the students learn about General English (GE) while EAP is taught in the second semester. EAP is compulsory for FKIK students. After the students passed the General English, they will continue to learn EAP course that is more academically. In this course, students are taught about reviewing journals, making outline and presenting the journal.

This study used the three strategies to investigate the successful students' strategies in learning EAP. This study was designed for Faculty of Health Sciences and Nursing students from batch 2018. It used questionnaires and interview as the instrument for data collection and the research question is *What learning strategies do FKIK Ambonese students apply in learning EAP?*

## **RESEARCH METHODOLOGY**

### **Method of the Study**

This study used a qualitative method to investigate successful students' strategies in English for Academic Purposes class. This qualitative method was used to get an in-depth opinion from participants. The data were collected using questionnaires and interviews.

### **Context of the Study**

This research was conducted in Nursing Sciences Study Program (Prodi Ilmu Keperawatan) in the Faculty of Health Sciences and Nursing (FKIK) at a private university in



Central Java, Indonesia The reason was because there were some of Ambonese students who were evidently successful in learning EAP. The data collection was done in the first semester of 2019/2020.

### **Participants**

The participants were a group of 2018 cohort of Ambonese students in Nursing Sciences program who had passed EAP class at a private university in Central Java, Indonesia. The Ambonese students were chosen as the sample because based on the observation English is not a particularly popular subject for Ambonese students, even since in the high school level, thus the interest of learning and achieving good grades in English are considerably lacking so far. Although their lack of interest in learning English, there were still some students who passed the EAP course with good grades. The total participants were 17 students. The reason why the total participants were 17 because from all Ambonese students in FKIK, there were 17 students who were willing to fill the questionnaires and interviews. The ages were range from 18 to 21 years old. This research used a snow ball sampling by selecting the previously selected participants who have access to the next potential participants (Moser & Korstjens, 2018).

### **Data collection instruments**

This study used open-ended questionnaires and semi structured interviews to collect the data in order to ask questions for specific information related to the aims of the study. The data instrument was of self-developed questions that were inspired from the literature review. According to Williams (2003), questionnaires can be used in a variety of settings for collecting information about the participants' opinions and behavior. He also added, open-ended questions can be used by the participants in order to give their own opinion to a question. Afterwards, the interviews were used to assess the depth of students' ideas and answers. Open ended questionnaires and the interviews were in Bahasa Indonesian to make participants more comfortable and honest in giving out their answers. The questionnaires were given on September 6, 2019 to September 18, 2019 while the interviews were given on November 23, 2019 to December 11, 2019.

### **Data collection methods**

Before distributing questionnaires, the writer asked permission to distribute the questionnaires to the participants. Then, the writer explained the topic and the purpose of the study before giving the questionnaires. The writer then informed the participants to fill the

questionnaires. After that, the questionnaires were collected, the writer translated the participants' answers into English and divided it into three big groups of learning strategies.

In addition, the writer used semi structured interviews. Before doing the interview, the writer informed the participants that the participants were given some questions and they needed to answer those questions directly and the answer of the participants were recorded using a smartphone. There was a possibility of following up questions after listening to the answer from the participants. After the interviews were done, the writer transcribed the recorded information and translated it in English.

### **Data analysis procedures**

The data analysis was taken from the questionnaires and interviewees. The data were divided into three big groups, Metacognitive Strategies, Cognitive Strategies, and Affective Strategies. The occurrence of each strategy category was presented in percentage chart. The explanation about the strategies used in learning EAP was presented in interviews excerpts. The excerpts were translated by the writer. The result was analyzed to answer the research question that is *What learning strategies do FKIK Ambonese students apply in learning EAP?*

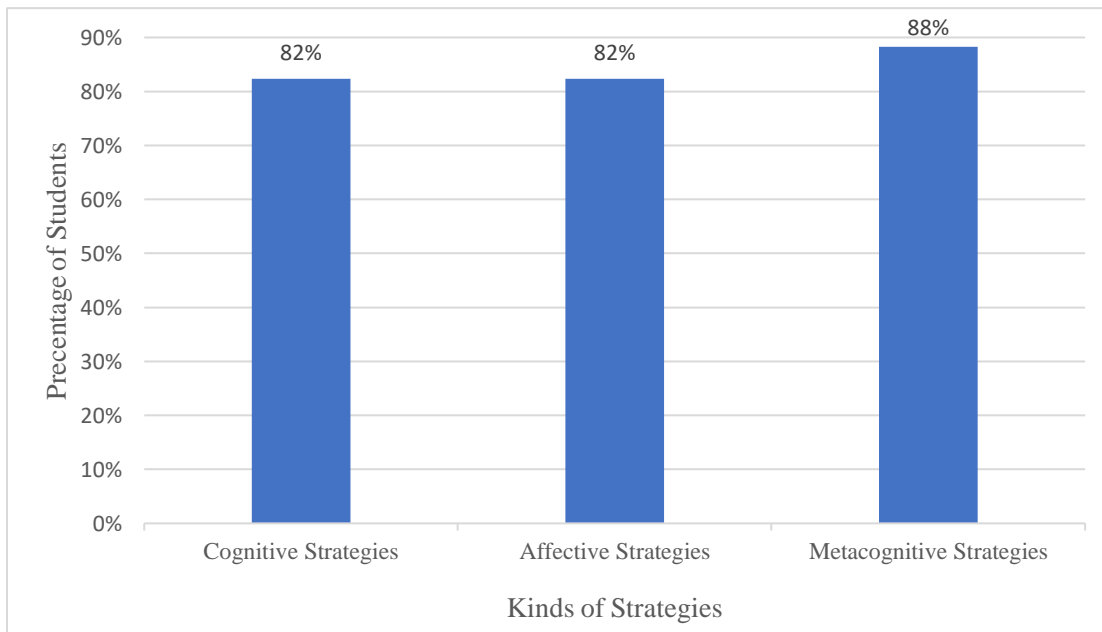
## **FINDINGS AND DISCUSSIONS**

After calculating the data from questionnaires and interviews transcripts, the findings had been presented in four sections. The first section was the most frequently used strategies. It provides the strategies that the participants used in EAP class compared to three strategies (Cognitive Strategies, Affective Strategies, and Metacognitive Strategies). The other sections were Cognitive Strategies, Affective Strategies, and Metacognitive Strategies. These three sections had been presented in percentages with comments from the participants.

### **The Most Frequently Used Strategies**

This section showed the percentage of strategies used by participants in EAP class. The results were taken from the data of questionnaires and interviews, then it was related to three strategies (Cognitive Strategies, Affective Strategies, and Metacognitive Strategies).

Figure 1: The Most Frequently Used Strategies



The figure was calculated based on the participants' statements related to Cognitive Strategies, Affective Strategies, and Metacognitive Strategies. The data collection was divided into Cognitive Strategies, Affective Strategies, and Metacognitive Strategies. Next, the results of each strategy are presented in figures and complemented by the excerpts of participants' comments.

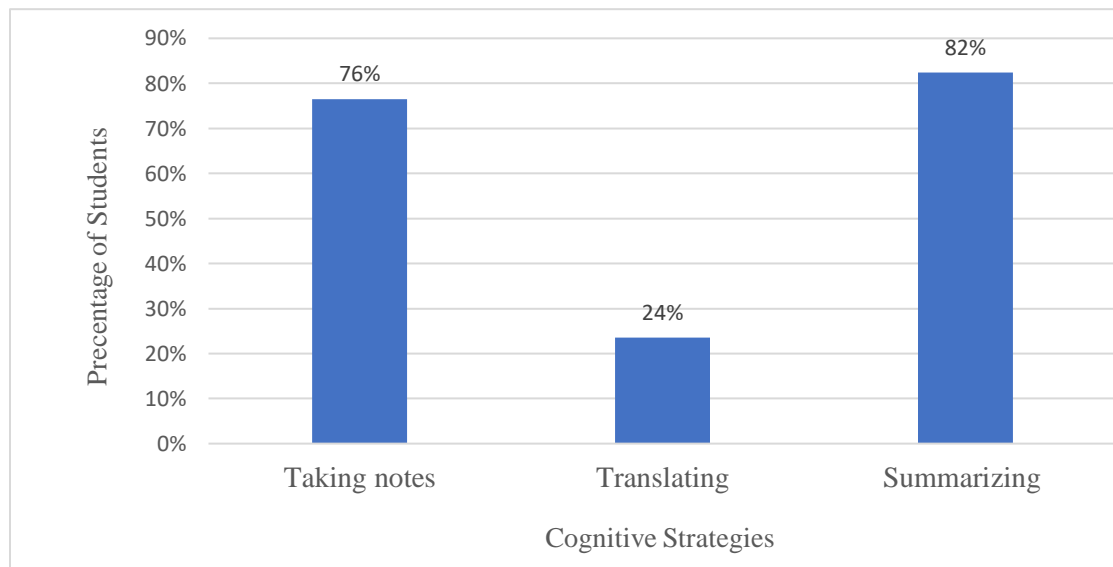
Figure 1 shows that the percentage was taken from the participants' comments of the questionnaires and interviews transcripts. The figure indicates that participants tended to use Metacognitive Strategies rather than the other two strategies. There were 82% or 14 of the participants who used Cognitive Strategies, 82% or 14 of the participants used Affective Strategies, and 88% or 15 of the participants used Metacognitive Strategies. The three strategies, Metacognitive Strategies were the most frequently used strategies in learning EAP. Balci & Ügüten (2018) found participants used Metacognitive strategies such as organizing, planning, and evaluating their learning process. It also shows that Metacognitive Strategies were the most frequently used strategies among other strategies. It is similar to this study because most of the participants used Metacognitive Strategies frequently between Cognitive Strategies and Affective Strategies. This study also shows similarity to Ang et al (2017). The result of Ang's study showed that students in Malaysia frequently used metacognitive strategies in order to learn language skill.

The figure shows that Metacognitive Strategies were used the most compared to Cognitive Strategies and Affective Strategies. Meanwhile, the numbers of participants who used cognitive strategies and affective strategies were similar.

## Cognitive Strategies

Cognitive strategies are the strategies which help participants to think. These strategies include predicting, identifying the main ideas, recycling information, solving problems, taking notes, translating, summarizing and drawing conclusions (Ngo, 2015). From the data collected, it is shown that the participants mostly used taking notes, translating, and summarizing the materials in learning EAP.

Figure 2: Cognitive Strategies



This section presents a figure that shows examples of cognitive strategies mentioned by the participants. The excerpts of participants' comments from the questionnaires and interviews will also be discussed in this section.

Figure 2 shows that summarizing was the most frequently used strategy in Cognitive strategy compared to taking notes and translating. Among these strategies, 82% or 14 of the participants used summarizing in leaning EAP. However, translating strategy was the least frequently used strategy and 76% or 13 of the participants use taking notes.

### ***Taking Notes in Learning EAP***

There were thirteen participants (76%) in this study who tended to take notes and wrote the important points while learning in EAP class. The unfamiliar words were written by four of the participants as expressed in the participants' comments below:

Excerpt 1:

*"I write down unfamiliar word that I think it is confused me.  
For example, if I get a module, I will highlight unfamiliar*

*words*". (Participant 2's opinion from questionnaire, November 29, 2019)

Excerpt 2:

*"Yes, I love writing the name of a disease that is unfamiliar to me"*. (Participant 12's opinion from questionnaire, November 18, 2019)

Excerpt 3:

*"I will write some difficult words and I will translate it"*. (Participant 14's opinion from questionnaire, November 18, 2019)

The excerpts show that participants used to write the important points in EAP class. Actually, in this class, the participants would be asked to make a review journal in English. It means they needed to find another source such as English journals on the internet to support their ideas. Sometimes, the unfamiliar words the participants got from the journals made them confused, therefore they needed to translate the meaning of the words that they did not know.

Besides that, participants also reported that they were taking notes to write the important points from the tasks that the lecturer taught as the participants' answer below:

Excerpt 4:

*"Yes, for instance the important points that I get from my lecturer during the learning process and also the tasks she gives"*. (Participant 10's opinion from questionnaire, September 6, 2019)

Excerpt 5:

*"Yes, I always work on it. I write everything that I hear for example, in the first meeting which is talking about the deadline of the assignments"*. (Participant 13's opinion from questionnaire, November 18, 2019)

The participants tended to write the points in tasks. They thought it was important because they could write everything that the lecturer said. For example, the description of the tasks and the deadline of the assignments. Another statement came from Participant 6. She reported that she was taking notes to write an outline. In this case, the participants paid attention carefully to the steps of making the outline so they could review a journal easily.

### ***Translating Materials***

Besides writing important points in learning EAP, four participants (24%) also tried to know the meaning of the journals and the vocabulary they got in EAP class. Thus, they translated the materials. Even though some participants did not use this strategy, four of the participants thought that they needed translating strategy too, as the following excerpts show:

Excerpt 6:

*“It is difficult to understand the English journals and new vocabulary because my English is not good enough yet. However, I use U-dictionary to translate the journals”.*  
(Participant 8’s opinion from interview, November 28, 2019)

Excerpt 7:

*“I cannot translate the English journals to Indonesian that’s why I use google translate to do it”.* (Participant 9’s opinion from questionnaire, September 6, 2019)

Excerpt 8:

*“If the journals are difficult, I am afraid I cannot translate it by myself. However, if the journals are easy to understand, I would love to translate it by myself”.* (Participant 17’s opinion from questionnaire, November 18, 2019)

The participants’ comments showed that after reading the journals and found some new vocabulary, they preferred to check the meaning from online dictionaries. Additionally, the meaning also added as a knowledge of the vocabulary for the participants. On the other hand,

translating can be an alternative for participants to make them understand the context of the journals easily. In Liang & Xu (2018)'s study revealed that EFL learners use an electronic dictionary in order to translate L1-L2 task. However, the use of dictionary can affect the development of students' ability in translating task. Therefore, Liang & Xu (2018) suggested that the teachers should remind their students to check the lexical information in a dictionary through practice their translation.

### ***Summarizing Materials***

Besides translating the materials in EAP, fourteen participants (82%) preferred to summarize materials in EAP class. They also provided more explanation as why they tended to summarize materials. As the following excerpts show:

Excerpt 9:

*“I summarize the materials because my friends and I am asked to submit it as the additional assignments”.* (Participant 1's opinion from questionnaire, September 6, 2019)

Excerpt 10:

*“I think I should do it (summarizing) because it is so important for me learning the points that I write before the test is coming”.* (Participant 7's opinion from questionnaire, September 6, 2019)

Excerpt 11:

*“Yes. The benefit of summarizing is I do not have to worry for the coming exam because I can learn the important points I get in class and it is so helpful”.* (Participant 16's opinion from questionnaire, November 18, 2019)

The excerpts show that the participants used to summarize the materials in EAP class. The participants did summarize the materials to help them learn the materials to prepare for the tests. It also helped them to understand what the lecturer taught during the lesson stated by Participant 12.

Besides that, a participant also reported that she made a summary depended on her mood as the participant's answer below.

Excerpt 12:

*“Honestly, I rarely do it because it just depends on my mood. If my mood is fine, I will summarize the materials. If my mood is not ok, I will not summarize it”.* (Participant 5's opinion from questionnaire, September 6, 2019)

Sometimes some participants were lazy to write summary but many of participants were diligent. One participant tended to summarize the materials depending on the feelings. If the feeling was good, she would summarize the materials. However, if it was not, she would not summarize the materials. It means that somehow affective factors also contribute in her learning process. Mega et al (2014) argued that students' emotions influence their self-regulated learning and motivation which affect students' academic achievement.

All participants' comments stated that they used these strategies because they needed to and it was their strategies in learning a new language. The results in this study revealed that the participants used Cognitive Strategies such as taking notes, translating and summarizing in learning EAP. This finding is similar to Ngo's (2015) study which showed that taking notes, translating, summarizing, and other strategies in Cognitive Strategies are a mental activity to process a language to complete a task. Among these three strategies in Cognitive Strategies, summarizing was the most frequently used by the participants. Based on the questionnaires and interview data, they used summarizing strategies because they believed that it would help them learn the materials to prepare them for the tests. From the analysis, it can be concluded that taking notes is often used by the participants in learning EAP. Besides the participants used note taking as a strategy to prepare for the tests, the participants also used this strategy to write unfamiliar words from the journals they read.

### **Affective Strategies**

Affective strategies are related to students' feelings, emotions and motivation that influence their performance in language learning. The collected data show that the participants mostly used having self-motivation, having intrinsic motivation to learn English, having positive attitude towards EAP class, performing active participation in the class, and having discussion with friends.



This section shows a figure of Affective Strategies mentioned by the participants and their comments related to the use of Affective Strategies in learning EAP based on the questionnaires and interviews.

Figure 3: Affective Strategies

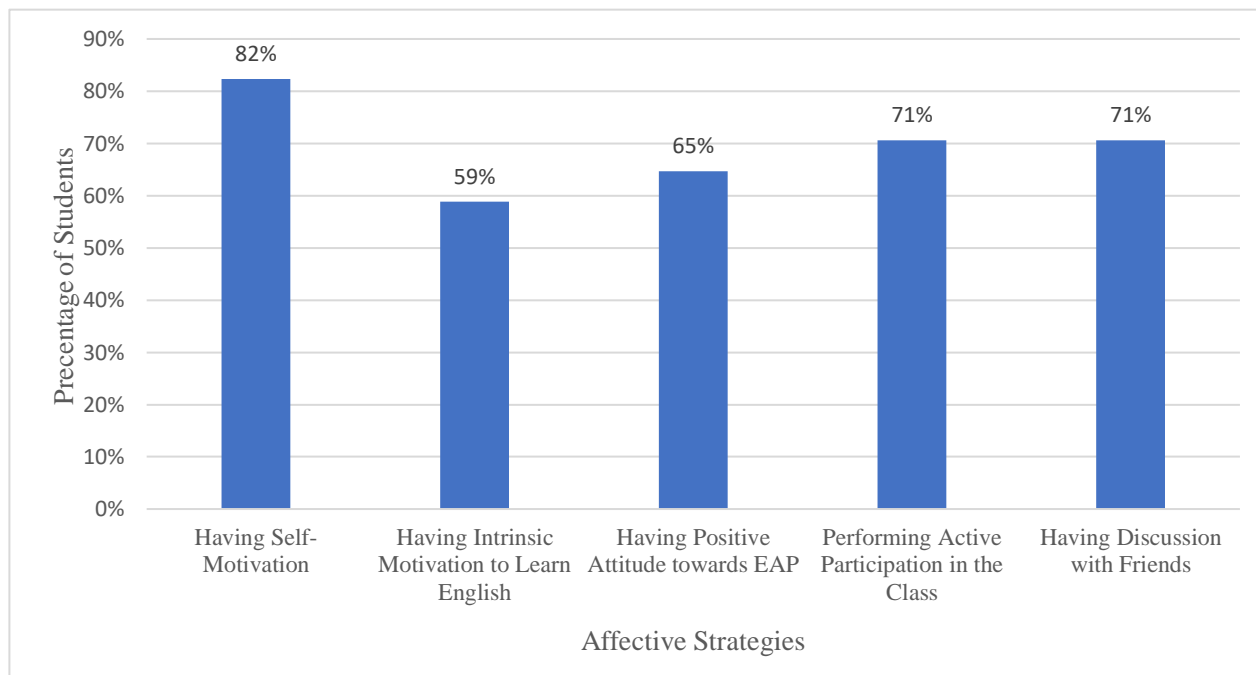


Figure 3 presents Having Self-Motivation as the most frequently used strategy of Affective Strategies compared to the other strategies. Among these strategies, 82% or 14 of the participants used Having Self-Motivation in learning EAP. On the other hand, Performing Active Participation in the Class and Having Discussion with Friends had the same percentages which were 71% or 12 of the participants. In addition, 65% or 11 of the participants was Having Positive Attitude towards EAP. However, Having Intrinsic Motivation to Learn English was the least frequently used strategy.

### ***Having Self-Motivation***

A self- motivation shows a person’s self-encouragement in learning process without feeling discouraged. In this strategy, fourteen participants (82%) tended to motivate themselves. There were some participants who had similar opinions:

Expert 13:

*“I should not never give up because I can do it”*. (Participant 4’s opinion from questionnaire, September 6, 2019)

Excerpt 14:

*“Enjoy the process and never give up”*. (Participant 6’s opinion from questionnaire, September 6, 2019)

Excerpt 15:

*“It is a chance for me to be successful so I will never give up”*. (Participant 9’s opinion from questionnaire, September 6, 2019)

Based on the participants’ comments above, they thought although this course was difficult, they would not give up because they enjoyed the learning process. It means that if the participants believed they had a willingness to reach the goals they have set, they would work hard to achieve it. Shin (2018) stated that students may get motivation from teachers as a fundamental in learning a language, and based on the expectation-value theory, motivation is about students’ needs and goals to success.

Another statement from a participant stated that to motivate herself, she had a mission to be a successful person as the participant’s answer below shows:

Excerpt 16:

*“Before coming to Salatiga, I have a goal to study hard to be a successful person”*. (Participant 15’s opinion from questionnaire, November 18, 2019)

As the excerpt showed that the participant motivated herself because she come to Salatiga for studying, therefore she wanted to prove that her aims would be accomplished. On the other hand, two participants reported that their motivation through learning this course was to go abroad as revealed in participants’ comments below:

Excerpt 17:

*“Since my biggest dream is going abroad, I try to remember some vocabularies every night”*. (Participant 8’s opinion from interview, November 28, 2019)

Excerpt 18:

*“I always tell myself whether I like it or not, I must learn English because I do really want to go abroad for travelling”.*

(Participant 2’s opinion from questionnaire, September 6, 2019)

Since these participants started taking this course. They did not also learn about how to review journals in English but they could learn new vocabulary at the same time. Another reason is they believed that if they could remember vocabulary and learn English more particularly, they could go abroad for travelling. In this case, some participants had motivated themselves to learn English to travel abroad one day. According to Alizadeh (2016), students’ motivation of learning a language to go abroad is named an instrumental motivation. It explains that students who are acquiring a language have an instrumental objective, for instance, furthering a career even travelling abroad.

### ***Having Intrinsic Motivation to Learn English***

Having this strategy is related to know participants’ willingness to learn English because of fascinating the subject. It means that participants should have their own motivation which is called intrinsic motivation. Ten participants (59%) believed that they were motivated in learning English because they liked the subject and they had a chance to learn it in order to talk to foreigners. Below are the participants’ comments:

Excerpt 19:

*“I am happy to learn English even though I lack of vocabulary but I feel confident to talk. Another reason is learning English a compulsory”.*

(Participant 16’s opinion from questionnaire, November 18, 2019)

Excerpt 20:

*“I feel so happy because English helps me to talk to foreigners”.*

(Participant 8’s opinion from questionnaire, September 6, 2019)

Even though they lacked vocabulary, these participants felt confident in speaking English. They thought that learning a new language helped them talk to foreigners. Participant 12 stated

that she started learning English since she watched a Korean drama with English subtitles. Moreover, Participant 11 informed that since English is an International language, she was proud to learn it. In other words, these participations had a variety of strategies to learn a new language.

### ***Having A Positive Attitude towards EAP***

Eleven participants (65%) said that they had a positive attitude towards English for Academic Purposes because of the kind lecturer. The participants' comments below support this:

Excerpt 21:

*“I feel happy in EAP class because the lecturer is kind and the class are enjoyable”.* (Participant 5's opinion from questionnaire, September 6, 2019)

Excerpt 22:

*“In my opinion, the way the lecturer teaches the course is understanding and so friendly that's why I will not be nervous”.* (Participant 9's opinion from questionnaire, September 6, 2019)

Excerpt 23:

*“I don't regret to learn EAP because the lecturer seems friendly and I believe it is very useful for the major I am studying now”.* (Participant 11's opinion from questionnaire, November 18, 2019)

The teaching techniques given by the lecturer were enjoyable and understandable for the participants. The participants were happy because they had a chance to learn EAP in which they were supposed to learn how to review a journal and make outline in English. Besides, the lecturer was friendly while teaching the course. It is proven that students will receive the materials easily. The character of the lecturer gives motivation to the participants that can help them comprehend the materials rapidly. Rahman et al (2017) found that teachers have the highest influence on

students' motivation. It can be seen towards to teachers' teaching strategies to attract students' attention for effecting learning.

One participant reported that she was happy in learning EAP as the participant's answer below:

Excerpt 24:

*"I am happy because I can learn more how to make outline and review journals in English".* (Participant 16's opinion from questionnaire, November 18, 2019)

According to Participant 16's opinion, she was happy to learn EAP because she made an outline and understand journals in English. It means that she was not only learning English in EAP class, but her lecturer also taught her how to make an outline then she would be asked to search an English journal.

### ***Performing Active Participation in the Class***

Twelve participants (71%) reported that performing active participations in EAP class became their strategy in learning as their comments below:

Excerpt 25:

*"I participate in my group work".* (Participant 1's opinion from questionnaire, September 6, 2019)

Excerpt 26:

*"I always give some questions to the other groups presentation".* (Participant 16's opinion from questionnaire, November 18, 2019)

Excerpt 27:

*"Yes, I did it because being participate in class always be graded".* (Participant 17's opinion from questionnaire, November 18, 2019)

The participants were active in the classroom because they knew that they would be graded if only they participated in a group discussion. Besides that, the only way to be part of participating during the lesson was giving some questions during group discussions. On the other hand, participating in the group discussion helps students to cooperate with other groups to increase their speaking skills. In Lourdanathan & Menon (2017)'s study explained about teachers' strategies to improve students' speaking skills in group discussions. It found that cooperative learning and peer support can be used to motivate students' language proficiency to contribute more to another group interaction.

### ***Having Discussion with Friends***

Meanwhile, twelve participants (71%) in EAP class tended to have discussion with other friends during the learning process, as the participants' comments below:

Excerpt 28:

*"Discussing about anything else with friends so I will not get bored"*. (Participant 3's opinion from questionnaire, September 6, 2019)

Excerpt 29:

*"I always talk to my friends"*. (Participant 4' opinion from questionnaire, September 6, 2019)

Excerpt 30:

*"I will find an interesting topic to talk with my friends"*.  
(Participant 6' opinion from questionnaire, September 6, 2019)

Most students either in school or campus considered talking with friends when the topic is not interesting enough. As the participants' excerpts explain that when the participants found the topic of discussions were boring, they would actually talk to their friends rather than listening to the topic explained by the lecturer.

Furthermore, some participants also preferred listening to the materials, as the participants' answers below:

Excerpt 31:

*“I will probably listen to the material and then I will translate the topic discussion into Indonesian so I can understand what the lecturer says”*. (Participant 1’s opinion from questionnaire, September 6, 2019)

Excerpt 32:

*“I just listen to them without saying anything that means I do not understand”*. (Participant 7’s opinion from questionnaire, September 6, 2019)

Excerpt 33:

*“I try to listen but I am too shy to tell my lecturer that her material is boring so I prefer to be silent”*. (Participant 9’s opinion from questionnaire, September 6, 2019)

However, participant 11 said that even though the topic was not attractive enough, she preferred to listen because she thought it was important. As the participants’ comments show that paying attention to the lecturer performance while teaching would help them understand the materials quickly. Perhaps, they were afraid to tell the lecturer to repeat the explanation. Therefore, the issue would make them being silent instead of giving their opinion. According to Warsame (2018), students be silent in the classroom caused by the internal factors or personal factors. For instance, lack of students’ self-confident in the class, lack of interest and boring in the topic, and limited knowledge on discussion point. Meanwhile, another finding from Pratiwi (2019) stated that students be silent because the topic is boring. Therefore, the students tend to play their phone, talk to each other, noisy, and so on. In this case, the lecturer should be able to improve their teaching methods towards students’ need and interest.

The finding of all participants’ comments showed that the most frequently used strategy was self-motivation compared to intrinsic motivation, positive attitude towards EAP, active participation in the class, and discussion with friend strategy. The participants’ reasons to use self-motivation as the strategy was because they believed themselves in learning a language. They kept

motivating themselves to build self-encouragement in the learning process in order to accomplished their goals. The results in this study similar to Dadiz & Baldwin (2016), adult learners enjoy the learning process if only they encourage themselves and to be proud of their success, for instance, asking a few questions is the key to find self-discovery of their learning goals. Based on the data stated, the participants in this study realized that even though the EAP course was not easy, they would not feel discouraged. It means that the participants would not give up rapidly. So, the strategies might help them enjoy the class.

### Metacognitive Strategies

Metacognitive strategies include managing, planning, monitoring, problem solving, evaluating, and having confidence in their abilities to perform successfully (Aurah, 2013). However, the data show that the participants mostly evaluated the teacher on the teaching learning process, made good preparation for EAP class, reflected on and reviewed EAP materials.

This section presents a figure which show about Metacognitive Strategies mentioned by the participants and their comments related to the use of Metacognitive Strategies in learning EAP based on the questionnaires and interview.

Figure 4: Metacognitive Strategies

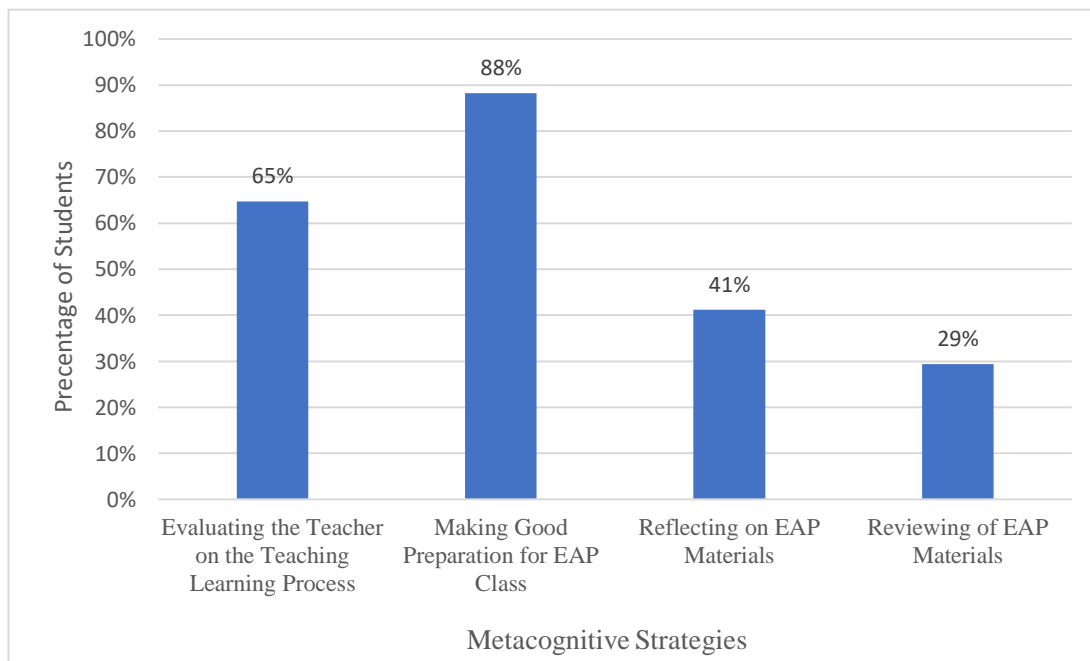




Figure 4 reveals Making Good Preparation for EAP Class was the most frequently used strategies in Metacognitive Strategies compared to Evaluating the teacher on the Teaching Learning Process, Reflecting on EAP Materials, and Reviewing of EAP Materials. Among these strategies, 88% or 15 of the participants used Making Good Preparation for EAP Class in learning EAP. Meanwhile, 65% or 11 of the participants was Evaluating the teacher on the Teaching Learning Process. Furthermore, 41% or 7 participants was Reflecting on EAP Materials. However, the least frequently used strategy was Reviewing of EAP Materials.

### ***Evaluating the Teacher on the Teaching Learning Process***

Regarding this strategy, eleven participants (65%) conducted an evaluation on the teachers in order to rate their teaching method in the learning process. The participants' comments of evaluation on the teaching learning process are stated as the following:

Excerpt 34:

*“Yes, I think I am not smart enough yet and the lecturer should be increasing the learning method in class or perhaps can be giving a chance for Participants to read the materials so that they can understand it”.* (Participant 2's opinion from questionnaire, September 6, 2019)

Excerpt 35:

*“The lecturer's explanation is clear. However, she should provide a slide show and she should use both English and Indonesian during explanation because not all of us can speak English well”.* (Participant 16's opinion from interview, December 11, 2019)

In the learning process students can be a judge to give their opinion about the lecturer's performance through teaching the lesson either the students can receive the materials clearly or not. Based on participant 12 observation in class. She reported that she hoped the lecturer could create some fun activities in order to attract students' attention during the learning process. There is another comment from Participant 8 who hoped that the lecturer could motivate students so they would not feel bored in class by providing power point slides and also the lecturer should speak

Indonesian and English at the same time because none of them could speak English well. Abdullah et al (2019) stated that teacher creates a game to help students have greater interest as well as give fun and enjoyable learning environment. Abdullah et al (2019) also said that teacher can ask students to work in groups to observe the learners progress.

### ***Making Good Preparation for EAP Class***

Meanwhile, this strategy was needed from fifteen participants (88%) who mentioned that they prepared themselves before EAP class began. Most of the participants chose to pray as the participants' comments are reported below:

Excerpt 36:

*"In my opinion, praying is a foundation before learning".*

(Participant 2's opinion from questionnaire, September 6, 2019)

Excerpt 37:

*"My preparation before class are pray and learn materials which will be taught by the lecturer".* (Participant 9's opinion from questionnaire, September 6, 2019)

Excerpt 38:

*What I always do for my preparation before class is praying because it is like my habit.* (Participant 1's opinion from questionnaire, September 6, 2019)

The participants' comments above showed that they had different strategies in making good preparation for EAP class. Most of them preferred to pray because they believed that God would bless their learning process, so everything would be fine and it was like a foundation before doing activities. Participant 5 informed that she prayed before the lesson began because she could not do the lesson without God. The participants' statement is supported by Palada et al (2019) statement. Palada et al (2019) stated that in the bible (Daniel), a person can be successful because of God who bless their learning process, therefore they can improve their learning ability in class.

Besides that, there were two participants who would love to read materials before class as the participants' comments showed below:

Excerpt 39:

*"I would love to learn the materials before class because I know there might be a test or a group discussion so I need to prepare myself well".* (Participant 13's opinion from questionnaire, November 18, 2019)

Excerpt 40:

*"I would like to search the materials on internet and read it. At least, I have a preparation before the lecturer explain the lesson".* (Participant 17's opinion from questionnaire, November 18, 2019)

The participants chose to learn the materials before class began because they wanted to prepare themselves, in case there would be a test or a group discussion. It means that the participants prepared themselves well to be participating during the lesson and as long as they read the materials before test, they could be able to answer the test correctly. Students who prepare themselves well to learn English are more motivated in learning process than others (Poorsoti & Zafarani, 2018).

### ***Reflecting on EAP Materials***

After making good preparation for EAP class, seven participants (41%) also made reflection on EAP materials as the comments below reveal:

Excerpt 41:

*"I note the important point, learn it, and remember it. For me, the advantage of learning this course are I can learn to read journal and review in English".* (Participant 8's opinion from interview, November 28, 2019)

Excerpt 42:

*“My reflection is I can know new vocabulary in the journal”.*  
(Participant 2’s opinion from interview, November 29, 2019)

Excerpt 43:

*“I think after learning this course I am able to make an outline. I can also know a journal about a plant that may be avoiding bacterial”.* (Participant 16’s opinion from interview, December 11, 2019)

Most of participants reported that the advantages of making reflection on EAP materials is that they could have a chance to make an outline in order to review journals in English. Besides that, they learned new vocabulary in the English journals that they found from the internet. It was stated by Participant 11. Participant 11 explains that through reading journals they would find unfamiliar vocabulary that they did not know the meaning. In this case, it helped them to improve their vocabulary rapidly.

### ***Reviewing of EAP Materials***

In this strategy, five participants (29%) used to review EAP materials as the comments below reported:

Excerpt 44:

*“Yes, the reason is because it helps me to remember the materials”.* (Participant 6’s opinion from questionnaire, September 6, 2019)

Excerpt 45:

*“I do review the materials to be able to answer the questions easily when the lecturer gives me and my friends some questions related to the previous materials.”.* (Participant 10’s opinion from questionnaire, September 6, 2019)

Excerpt 46:

*“Yes, I do learn the materials so that it will be useful when the test is coming”*. (Participant 17’s opinion from questionnaire, November 18,2019)

Reviewing the materials is also the strategy to help students memorize the points they got in EAP class. It is proven by the comments from the participants who thought that it was so important because they learned the materials given by the lecturer. Besides that, the participants could also prepare themselves well for the coming test. Another research has shown that Learners review the previous materials in order to memory the target language information rapidly (Adi et al, 2019).

It can be concluded that the participants in this study tended to use evaluating, making good preparation, and reflecting in learning EAP. But, making good preparation was the most frequently strategy used by the participants. In this study, the participants made good preparation before class began. The good preparation mentioned by participants were praying and searching materials. They believed that praying was a foundation before learning, then searching materials in case they had test or group discussions. Jeynes (2020) claimed that students’ prayer might help them get peace and help them in classwork. It means that the effect of prayer is better quality of students’ achievement in the classroom.

## **CONCLUSION**

This study aims to investigate what strategies that the successful students used in learning EAP and to answer this question, “What learning strategies did FKIK Ambonese students apply in learning EAP?”. The strategies were divided into three big groups, Cognitive Strategies, Affective Strategies, and Metacognitive Strategies. The result shows that the participants tended to use Metacognitive Strategies rather than those two strategies. There were 82% or 14 of the participants who used Cognitive Strategies, 82% or 14 of the participants used Affective Strategies, and 88% or 15 of the participants used Metacognitive Strategies. However, the numbers of participants who used cognitive strategies and affective strategies were similar and the most frequently used strategies was Metacognitive Strategies.

This study still had several limitations. It only used three strategies, Cognitive Strategies, Affective Strategies, and Metacognitive Strategies in order to know which strategies were the most

frequently used by FKIK Ambonese students in learning EAP. Whereas, there are still other strategies that may be used by students in learning EAP. The other limitation that the writer felt while during the study was the limited number of participants. With more participants, the data will be richer in options and variables of specific strategies for taking EAP class. Therefore, it will be better if a future study does not only focus on the three learning strategies, Cognitive Strategies, Affective Strategies, and Metacognitive Strategies but also focus on the other learning strategies and number of participants should be taken into account for richer data. The findings in this study hopefully will be useful for further research to investigate students' perceptions of using Cognitive Strategies, Affective Strategies, and Metacognitive Strategies. Lastly, hopefully there will be more participants can be involved in the future study.

As the pedagogical contribution of the study, the results of the study will help student teachers to help their students in learning English for Academic Purposes (EAP) with the hope that those students will be successful using these learning strategies.

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