

LEARNING STRATEGY: IDENTIFYING STRATEGY USED BY LANGUAGE LEARNERS (FOR TOEFL, IELTS, AND GLOBAL ENGLISH LEARNERS)

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Abstract

English proficiency test is the most widely taken for many purposes. Most of people take TOEFL, IELTS, and global English as learning fields to achieve their learning purposes. However the score for these proficiency tests are low. Consequently, they need to find solution to increase the score, for instance using learning strategies. There are several language strategies can be used to help them to achieve it. This study focuses on identifying which strategies used by language learners for learning IELTS, TOEFL, and global English and the frequency of using the strategies. The study proposes two research questions, first, what are strategies mostly used by the language learners in learning IELTS, TOEFL, and global English? Second, how often do the learning strategies used by the learners? The study is conducted in descriptive statistics, collected the data through SILL questionnaires consist of 35 statements, and includes 27 respondents from Bandung, West Java. This study found that learners used the learning strategies to help them in learning language proficiency, however they used it instability and inconsistency. Overall, to achieve the learning purposes, learners are suggested to trigger themselves to use learning strategies in consistent and regularly.

Keywords: *Language learning strategy; English Proficiency.*

Abstrak

Uji kefasihan Bahasa Inggris dilakukan oleh banyak pengguna bahasa dengan berbagai tujuan berbeda. Pada kasus ini, sebagian besar orang menfokuskan uji tersebut di bidang TOEFL, IELTS, dan pembelajaran bahasa Inggris secara keseluruhan untuk mencapai tujuan belajar mereka. Oleh karenanya, studi ini terfokus pada mengidentifikasi dan menjelaskan strategi belajar apa saja yang digunakan oleh peserta TOEFL, IELTS, dan belajar bahasa Inggris secara umum serta menjelaskan tentang frekuensi penggunaan strategi-strategi tersebut dalam proses pembelajaran tersebut. Studi ini mencakup dua pertanyaan, yaitu apakah strategi belajar apa saja yang banyak digunakan oleh para pelajar bahasa dan yang kedua adalah seberapa sering mereka menggunakan strategi pembelajaran tersebut. Data untuk penelitian ini didapat melalui kuisioner dari SILL yang terdiri dari 35 pertanyaan dan melibatkan 27 pelajar bahasa. Studi ini menemukan bahwa para pelajar menggunakan strategi belajar tersebut untuk membantu mereka mencapai target pembelajar namun sayangnya mereka menggunakan strategi tersebut tidak konsisten dan tidak berkelanjutan.

Kata Kunci: *Strategi belajar bahasa; Kemampuan Berbahasa Inggris*

INTRODUCTION

Learning a language takes effort, especially learning English as a foreign language. English language becomes a compulsory subject that should be taught in the classroom in any level of schools. English becomes the International language that is learned most by the people around the world. English proficiency becomes a need for people, in this century.

Mastering the language proficiency is such an obligation in this digital era. Several well-known of English proficiency tests are TOEFL and IELTS. People learn TOEFL, IELTS, and global English has different purposes, for instance, for job requirements, scholarship, immigrant, employment, international registration, and for academic purposes.

According to the data from IIEF (Indonesian International Education Foundation), the average of Indonesian TOEFL score is lower than 500. However, in ASEAN, the capability of Indonesian toward English competency is good (www.okezone.com, 2016 database). Here is a demographic data regarding the IELTS and TOEFL score for Indonesian. The score for Indonesian IELTS test-takers:

First Language	<4	4	4.5	5	5.5	6	6.5	7	7.5	8	8.5	9
Indonesian	0%	1%	2%	6%	14%	24%	23%	17%	10%	4%	1%	0%

Source: www.ielts.org

This data explained about the rank score for Indonesian who had taken IELTS test in 2015 (Demographic 2015). There is a data score for TOEFL iBT test that explains about the average of score gained by Indonesian test-takers:

Native Language	Reading	Listening	Speaking	Writing	Total
Indonesia	21	21	21	21	84

Source: www.ets.org

The main purpose of TOEFL and IELTS is to pass the test and get the target scores. However, the purposes of global English are commonly to understand the language, to communicate, and to use the language appropriately. Therefore, to overcome those needs, learning the language proficiency can be accessed easily, for example in learning institution, named course. We can find there are some English courses are available as additional learning places for developing students' knowledge of language.

In a course, students can learn as much as they want, because in a course, the interaction is more work out between students and teachers or instructors. There are some advantages of studying in courses, one of them is a course consists of a small number of students. Jacques (as cited in Guun, 2007) mentioned that teaching and learning in small group has a valuable part in all-around education, such as allowing students to discuss meaning, express themselves, establish relation to people around and to develop listening

skill, presenting ideas, and encouraging¹. Small group is a learning group that decided to some students, for instance, if a class has 50 students, in this group would be defined 5-10 groups which consist of 5-10 students for each group². Davis (as cited in Postholm, 2010) supported about learning in a small group, because he believed that a small group provides an opportunity for direct interaction that can promote metacognition and students self-regulation³.

Reflected from the data above, to help them in learning TOEFL, IELTS for getting the target scores and to help global English learners, they decided to take courses in order to get easy strategies and simulations regarding the English proficiency. Moreover, each of the learners will choose their own way as the easiest tools to help them to get the learning goals, such as get a target score for TOEFL, IELTS, and English in common. In the other word, they have their own strategy to get their own purposes.

For instance, in TOEFL, according to (ETS, 2016), they distinguished some strategies that are suitable to be used in TOEFL iBT skills. In reading, learners can improve by practicing frequently and reading many types of reading text, such as journals, magazines, etc. Enhancing reading skill, they can use flashcard to increase vocabulary, read carefully and skim some parts of passage, build the ability to skim quickly, guess meaning of unfamiliar words, practice to make inferences, create outline, create orally, and paraphrase individual sentences. For listening skill, they are suggested to focus on the content of materials, notice what speakers say or they can practice by watching English movie in English. In speaking skill, learners do practicing with friends to speak up and practice to give 10 minutes response, hence, learners can talk about an easy issue or topic. And the last is writing skill. Writing skill can be improved by practicing to paraphrase frequently and take notes.

Talking about theoretical of strategy, Griffiths (2003b) has been explained and developed some theories regarding the language learning strategies in his dissertation⁴. Rubin and Stren (as cited in Griffiths, 2003b) had explained about how to become successful language learners⁵. They stated that the key of being successful language learners relates to how students do about the task or exercise. The study aimed to investigate the relationship between the frequency used of language learning strategy and the English proficiency targets or goals, such as in placement test, TOEFL, and IELTS. He used SILL and ELLSI for gaining the data from participants of his study,

¹Guun, V. *Approaches to Small Group Teaching and Learning*, 2007

²Surgenor, P. *Large and Small Group Teaching*. UCD Dublin, 2010.

³Postholm, M. B. *Self-Regulated Pupils in Teaching: Teachers' Experiences. Teachers and Teaching: Theory and Practice*" [Online]. doi: [http://www.tandfonline.com/loi/ctat2016\(4\)](http://www.tandfonline.com/loi/ctat2016(4)), 491-505, 2010

⁴Griffiths, C. *Language learning strategy use and proficiency: The relationship between patterns of reported language learning strategy (LLS) use by speakers of other languages (SOL) and proficiency with implications for the teaching/learning situation*. Doctor of Philosophy University of Auckland , 2003b

⁵ Griffiths, C. *Language learning strategy use and proficiency*, 2003b.

I. Literature Review

In this literature review, researcher mentioned several theories regarding language learning strategy and the English proficiency, such as TOEFL, IELTS, and global English. Those theories would enrich definition, classifications, and as basic foundations of the study conducted.

a. Language Learning Strategy

Wenden and Rubin (as cited in Mattarima, 2011) defined learning strategy as any set of operations, steps, plans, routines, that used by learners to facilitate their knowledge information⁶. Moreover, Cohen (as cited in Dörnyö, 2008) highlighted the definition language learning strategies as specific strategies that are used to analyze materials through several ways, for instance, categorizing word, visualizing the content, memorizing, and doing assignment or practicing⁷.

Learning strategy is one of the most important things used in language learning and teaching process. In teaching, teachers use several teaching strategies to deliver the knowledge. Moreover, students also use a learning strategy to help themselves to achieve learning targets and goals. Furthermore, gaining learning's goals can be accomplished by increasing learners' motivation. It was mentioned in a research regarding learning strategy conducted in Indonesia which supports learners' motivation. The researcher investigated how teachers can influence students' motivation through learning strategy by considering their differences and include the process of designing the learning activity in classroom. In conclusion, it is found that motivation and learning strategy have similar portion in term of influencing students learning strategy, such as giving the similar chance to ask questions, learn, discussion, etc⁸. There are several experts defined the definition of learning strategy term. According to Griffiths (2008), he mentioned that learning strategies are influential and powerful tools that can help and support students' achievement⁹. Rubin mentioned that a learning strategy is a technique uses to acquire the knowledge, and Stren through her article defined a learning strategy as a "personal learning style"¹⁰.

According to Scarella and Oxford (1992, p. 63) "learning strategy is specific actions, behaviors, techniques used by students to enhance their own learning". A strategy will be useful in some conditions, such as the strategy relates to the L2, a strategy fits to the particular students' learning style, and student decides the strategy to have link with another relevant theories. Those conditions can enhance students' willingness to get their learning purposes. Allwright says "learning strategies can also enable students to become more independent,

⁶Mattarima, K. Learners' Motivation and Learning Strategies in English Foreign Language (EFL) in Indonesian Context. *Journal of Edupres*, 1, [Online]100-108: 2011

⁷Dörnyö, Z. *The Psychology of The Language Learners*, J. Susan M.Gass. (Ed.): 2008

⁸Mattarima, K. *Learners' Motivation and.....p.101*

⁹Griffiths, C. *Lessons form Good Language Learners*. United States, New York: Cambridge University Press, 2008

¹⁰Griffiths, C. *Lessons form Good.....p.45*

autonomous, and lifelong learners”¹¹. Students decide their own way to learn language. When a student decides the strategies, then it will help them in their learning achievement. Therefore, the strategies should be used by students frequently and consistently to get the better personal achievement in language competency.

It is stated that language learning strategies refer to the actions taken by learners to improve their process of learning. Also the language strategies are used in order to facilitate different language skills, such as listening, speaking, writing, and reading¹².

Rigney, O’Malley, and his colleagues (1973) mentioned “language learning strategies” as “a set of steps used by the pupils that will help them to get acquisition, understanding, and re-set of information”. Oxford (1990) defined language learning strategy is about a specific action taken by the learners to make learning easier, faster, enjoyable, self-directed, effective, and more transferable into a new situation in order to gain the knowledge by their own way¹³. Language learning strategies are also defined as several activities that have been chosen consciously by learners for the purpose of learners’ self-regulation of their own language learning¹⁴.

Another experience, learning strategy has been promoted and emphasized by the teachers to the students. In this case, researcher promoted “self-regulated” to develop students’ competency in managing their own learning. “Self-regulated” learning includes learning strategies and metacognitive approach, means, students decide their own learning by themselves¹⁵.

Dornyei and Skehan (2003) explained the strategy leads to the activation of learners’ learning ways that involve cognition, metacognition, motivation, behavioral and also environmental aspects used by learners to promote their learning¹⁶. Reflective from this, some other experts classified about the components of the language learning strategy, they are:

- a. Cognitive strategies, examples: repetition, summarizing
- b. Metacognitive strategies, examples: analyzing, monitoring, classifying,
- c. Social strategies, examples: do peer work, interaction with teachers
- d. Affective strategies, examples: sharing knowledge¹⁷

In addition, there were some researches regarding the language learning strategies that influenced different fields, for instance, a research from Anna (2004) who found the relation between the language strategies with the learning variables (age, genders, etc). She found that the strategies are very influential tools in terms of successful or less-successful learners¹⁸. On the other hand, there are several learning strategies used by high-achieving Vietnamese

¹¹Oxford, R. L. Language learning styles and strategies: *An overview learning style and strategies*: Oxford, GALA, 2003

¹²Mahalingam, K. Good Language Learners and Their Strategies: An Insight. [Proceeding]. *Proceeding of ICECRS*, 359-366, 2006 doi: <http://dx.doi.org/10.21070/picecrs.v1i1.504>

¹³Griffiths, C. (Ed.). *Lessons from good language learners*. United States, New York: Cambridge University Press, 2008

¹⁴Griffiths, C. Strategies of Successful Language Learners. *JELS*, 1(3), 1-18, 2010

¹⁵Postholm, M. B. “*Self-Regulated Pupils*.....

¹⁶Griffiths, C. (Ed.). *Lessons from good*.....

¹⁷Dörnyei, Z. *The Psychology of*.....

¹⁸Chamot, A. U. Issue in Language Learning Strategy Research and Teaching *Electronic Journal of Foreign Language Teaching*, 1(1), 14-26, 2004 doi: <http://e-flt.nus.edu.sg/>

students. Those are elaboration, resourcing, repetition, keyword method, transfer, inferencing, translation, questions for clarification, cooperation, and self-monitoring¹⁹. Grenfell and Harris (1999) stated that learning strategy is important in second language learning because of two major aspects: 1). By examining the strategies used, we have insight into metacognitive, social, cognitive, and affective social aspects. Then, 2). If there are unsuccessful learners, teacher can teach and promote new strategies to them and help them to be better language learners²⁰.

The investigation about the effect of using learning strategy for language proficiency is positive. In another research Nunan (1997) said that these strategy instructions can lead to enrich EFL learners motivation, and it was supported by Chamot, et. al (1996) who said that native also uses greater strategy and self-efficacy²¹.

Regarding the language learning strategy, Oxford (1990) has been classified learning strategies into two major terms, they were: direct and indirect strategies. Direct strategies refer to memory, cognitive, compensation strategy, while indirect strategies refer to metacognitive, affective, and social strategy. Direct strategies involve the target language and acquire the process for internalize the language²², on the other hand indirect strategies are strategies that support and manage language learning without involving target language consciously²³

Oxford (Oxford, 1996, 2003) and supported by (Cheng, 2015) had classified the strategies into six broader terms, as follows:

1. **Memory Strategies** relate how students remember the language. This strategy involves how learners gain the information. Such as, it is gained from sound (rhyme), imaging (picture, word, meaning), mechanical means (flashcard), etc.
2. **Cognitive strategies** stimulate students to manipulate the language directly. In the other word, cognitive strategy refers to how learners think about their learning, for instance, reasoning, analyzing, summarizing, note taking, etc.
3. **Compensation strategies** refer to strategies that lead learners to overcome the limited or missing knowledge. The examples are guessing the context in listening and reading, using synonym in writing, etc.
4. **Metacognitive strategies** refer to manage learners' learning process. In a simple word, this metacognitive strategy relates to how students manage their learning, such as evaluating task, planning the materials, doing self-evaluation one's progress, monitoring errors, etc.
5. **Affective strategies** are about learners' feeling and mood (self-reward, nervous when speak up, etc.)

¹⁹Ho, G. A. L. Understanding Good Language Learners of Vietnamese as a Foreign Language. *Electronic Journal for Foreign Language Teaching*, 8(2), 392, 2011

²⁰Chamot, A. U. Language Learning Strategy Instruction: Current Issue and Research. *Annual Review of Applied Linguistics* 25, 112-130, 2005 doi: <https://doi.org/10.1017/S0267190505000061>

²¹Oxford, R. L. Language learning styles.....

²²Oxford, R. L. Employing a Questionnaire to Assess The Use of Language Learning Strategies. *Applied Language Learning*, 7(1), 22-45, 1996

²³Mahalingam, K.. Good Language Learners and Their Strategies: An Insight. [Proceeding]. *Proceeding of ICECRS*, 1, 359-366, 2016 doi: <http://dx.doi.org/10.21070/piccrs.v1i1.504>

6. **Social strategies** lead to the interaction between learners and other learners, moreover, these strategies also lead learner to know the other learners' culture (asking question, pair work, discussing, talking to each other, etc.)

b. IELTS, TOEFL, and Global English

In learning English, students have variety of purposes. As mentioned before, learning English becomes the most powerful and helpful tools to enhance our knowledge. Learning English becomes necessary target for this global-era. Therefore, there are several purposes and reasons why people learn English and decide their own way to learn it. These are several purposes of learning English, such as for IELTS, TOEFL, and English in global, besides some other carrier purposes or even tourism purposes, etc. Therefore, in this study, researcher conducted the study and focused on the strategy used by learners in IELTS, TOEFL, and global English.

a. IELTS

IELTS stand for International English Language Testing System. It is a common test for measuring the English proficiency. IELTS has two types, first: IELTS for Academic and second IELTS for General Training. IELTS for academic is for people who applying for higher education or professional registration in English speaking environmental.

While, IELTS for general training test is for those who are going to English speaking country for continuing studies or work experience (IELTS, 2017). IELTS test consists of four sections and for each section has own characteristics and strategy to answer the questions.

There is a research conducted by Jordan (2005) about an investigation of strategies used by international students in the process of developing skill to pass IELTS examination. The research found that how successful learners used the learning strategy; it represents their successful learning achievement. This research provided some strategies, such as use media, talk to native speakers, use vocabulary to improve reading, etc. Furthermore, this research indicated that the successful learners refer to the learners who use strategies frequently.

Moreover, a preparation course for IELTS is worth in increasing students' score in IELTS test. As happened in Hong Kong, there was a research which focused on the significant implication and influence of having IELTS preparation class and the effectiveness of IELTS performance. In this case, the researcher mentioned that in the preparation class, students are encouraged to learn through some strategies, such as watching English movie without subtitles, talking to native, practicing, using magazines, etc. It is believed that students had opportunity to pass the IELTS exam,

however they have to struggle to engage in self-directed language learning and practice.²⁴

b. TOEFL

TOEFL - stands for Test of English as Foreign Language - is also taken by people for academic purposes or scholarship purposes. In TOEFL, a test taker will test English skill, such as reading, writing, listening, and also speaking. According to www.ets.org, there are several certified places to do a TOEFL test. Following TOEFL test then to pass the target score is the main purposes. We cannot avoid that having a good score in English proficiency test such as TOEFL is valuable. Perhaps, these make us realize in how to pass the TOEFL test. However we will find the difficulty to answer the test. Mostly, the common cases of answering TOEFL test come from the learners. There are several main causes, such as less practice, fewer basic skills, less motivation, and individual difference on age and status. According to Macaro (2001), learners' background, such as age, motivation, learning style, learning strategies, etc, are influential factors. The research conducted in Indonesia shown that students' achievement is influenced through the learning ways and strategies used by the learners, etc. Hence, students' achievement refers to how they manage and organize their leaning strategies²⁵.

For example, Dilyana, et. al (2016) conducted a research of one skill in TOEFL test. She refers in reading section for TOEFL. Metacognitive can be implemented. The awareness of metacognitive can derive English proficiency learners into a successful TOEFL achievement²⁶.

c. Global English

Global English refers to the English learning process which occurs usually. In this global English, students are taught about English language, such as grammar, speaking, basic reading, language function, pronunciation, etc. In this global English, most of them refer to learn English for enhancing their knowledge in understanding English features and elements.

In learning global English, students take their opportunity to increase their ability and understanding regarding English language and its function. There are many ways to learn English in their daily life and activities, such as practicing, memorizing, categorizing, stimulating, and reading a lot. Those strategies come up with the common stages or ways that had been implemented in common.

²⁴ Zhengdong, G. IELTS Preparation Course and Student IELTS Performance: A Case Study in Hong Kong. *RELC*, 4(1), 23-41, 2009, doi: 10.1177/0033688208101449

²⁵ Mahmud, M. The EFL Students' Problems in Answering the Test of English as a Foreign Language (TOEFL): A Study in Indonesian Context. *Theory and Practice in Language Studies*, 4(12), 2581-2587, 2014, doi: 10.4304/tpls.4.12.2581-2587

²⁶ Sungatullina, D. D. Metacognitive Awareness of TOEFL Reading Comprehension Strategies. *EPRA 2015*. doi: 10.1051/shsconf/20162601046 SHS Web of Conferences 26, 2016

Language learning strategy is important to be owned by the language learners, especially for English proficiency learners. They can refer their learning achievement and progress based on their consistency and their self-regulation regarding learning process. Unconsciously, learners implemented their strategies during the learning activities, because they decided their own way of learning as they need. It can be concluded that learning English proficiency, such as TOEFL, IELTS, and global English, unconsciously takes such a big portion of the strategies used to achieve their learning purposes. As mentioned by Griffiths (2008) that learning strategies are important tools for increasing learning achievement. As Stern (1983) highlighted that learning outcomes are much influenced from learning process and the process is affected by the learners' internal characteristics and learning circumstances²⁷. All in all, Presley & Associates (1990) emphasized that learning strategy is strongly related to students' achievement and proficiency²⁸. Therefore, this study aimed to find out which strategies used by the language learners to realize their goals and how often they used them in their learning process.

II. Research Methodology

Obtaining the data to answer the first research question about learning strategy used, researchers used the questionnaire with close-ended question from SILL (The Strategies Inventory for Language Learning). SILL was designed, firstly, for assessing the frequency of language learning strategies by learners in California. SILL has been acknowledged as the only language strategies questionnaire that has been extensively checked the reliability and validity for the last ten and fifteen years²⁹. SILL has been used for several studies to measure and investigate learning strategy.

SILL measured by using five Likert-Scales response (1-5 described as: never or almost never use it, do not usually use it, sometimes use it, usually use it, and always or almost use it), as cited from (Oxford, 1996) and supported by (Hafsa Ruba, 2014), (Ho, 2011), and (Griffiths, 2003b). The questionnaire sheets had been given to the respondents from TOEFL, IELTS, and English global learners in the English courses.

To gather data, researcher decided to conduct the study in an English course which concerns on IELTS, TOEFL, and global English as the curriculum. In the course, there are 9 students for TOEFL, 10 students for IELTS, and 8 students for global English. Totally, the participants consist of 27 English proficiency learners.

After getting the data, it was analyzed statistically into percentage through Mc. Excel and described it descriptively. Therefore, the study used descriptive statistics. Statistics is defined as a science that deals with the collection, classification, analysis, and interpretation of data³⁰.

The statistic data showed the frequency of strategy used into tables based on the categories mentioned previously by Oxford (2003). In addition, the data would be classified

²⁷ Arulselvi, M. E. Learning Strategy Training In English Teaching. *i-manager's Journal on English Language Teaching*, 6(1), 1-7, 2016

²⁸ Oxford, R. L. Language learning styles.....

²⁹ Oxford, R. L. Employing a Questionnaire.....p.22

³⁰ Maalouf, J. P. Introduction to descriptive statistics, 2016

into six broader categories as mentioned, they are: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies.

FINDINGS AND DISCUSSION

a. Finding

The learning strategies, as mentioned in Oxford (1990, 2003), have been classified into six categories. Those six categories were classified in tables. These following tables represented the finding from the data analyses from questionnaire given to the respondents..

To be readable, the researcher distinguished the finding into percentage based on the six categories of strategy, as follow:

Table 4.1: Memory Strategy

Strategy Subscales	Variables	Never Use	Don't Usually Use	Sometime Use	Usually Use	Always Use
Memory Strategy	TOEFL	6.67 %	35.56 %	44.44 %	11.11 %	2.22 %
	IELTS	24.00 %	26.00 %	34.00 %	16.00 %	0.00 %
	Global English	12.50 %	22.50 %	35.00 %	17.50 %	12.50 %

Memory Strategies consist of strategies items, as follows:

1. I think of relationships between what I already know and new things I learn in the English (item 1)
2. I use new English words in a sentence so I can remember them (item 2)
3. I use rhymes to remember new English words (item 5)
4. I use flashcards to remember new English words (item 6)
5. I review English lessons often (item 7)

Based on the table, it was concluded by stated the highest one as representative of using memory strategy in sometime. For instance, TOEFL learners have 44,44 %, then, IELTS learners have 34,00% and the global English learners have 35,00%.

Table 4.2: Cognitive Strategy

Strategy Subscales (%)	Variables	Never Use	Don't Usually Use	Sometime Use	Usually Use	Always Use
Cognitive Strategy	TOEFL	5.56 %	10.19 %	37.96 %	37.96 %	8.33 %
	IELTS	2.50 %	14.17 %	28.33 %	28.33 %	26.67 %
	Global English	2.08 %	9.38 %	28.13 %	40.63 %	19.79 %

Cognitive Strategies consist of several strategies items, as follows:

1. I say or write new English words several times (items 8)
2. I practice the sounds of English (items 9)

3. I use the English words I know in different ways (items 10)
4. I start conversations in the English (items 11)
5. I watch English language TV shows spoken in English or go to movies spoken in English (items 12)
6. I read for pleasure in the English (items 13)
7. I write notes, messages, letters, or reports in the English (items 14)
8. I first skim an English passage (read over the passage quickly) then go back and read carefully (items 15)
9. I try to find patterns in the English (items 16)
10. I look for words in my own language that are similar to new words in the English (items 17)
11. I find the meaning of an English word by dividing it into parts that I understand (items 18)
12. I try not to translate word for word (items 19)

Based on the table, it conclude that 37,96% TOEFL learners used cognitive strategy sometime and often, then 28,33% IELTS learners used cognitive strategy also sometime and often, and the highest percentage, 40,63% global English learners usually used cognitive strategy.

Table 4.3: Compensation Strategy

Strategy Subscales (%)	Variables	Never Use	Don't Usually Use	Sometime Use	Usually Use	Always Use
Compensation Strategy	TOEFL	2.78 %	33.33 %	38.89 %	16.67 %	8.33 %
	IELTS	5.00 %	10.00 %	20.00 %	40.00 %	25.00 %
	Global English	0.00 %	0.00 %	12.50 %	56.25 %	31.25 %

Compensation Strategies consist of several strategies items, as follows:

1. To understand unfamiliar English words, I make guesses (items 20)
2. I make up new words if I do not know the right ones in the English (item 21)
3. I read English without looking up every new word (item 22)
4. I try to guess what the other person will say next in the English (item 23)

Based on the table, it concluded that 38,89% TOEFL learners sometime use compensation strategy, and 40,00% from IELTS learners usually use compensation strategy, and then the highest number is 56,25% from global English learners usually use compensation strategy.

Table 4.4: Metacognitive Strategy

Strategy Subscales (%)	Variables	Never Use	Don't Usually Use	Sometime Use	Usually Use	Always Use
Metacognitive Strategy	TOEFL	5.56 %	14.81 %	24.07 %	48.15 %	7.41 %
	IELTS	10.00 %	10.00 %	28.33 %	31.67 %	20.00 %
	Global English	0.00%	16.67 %	20.83 %	39.58 %	22.92 %

Metacognitive Strategy consist of several strategies items, as follows:

1. I try to find as many ways as I can to use my English (item 24)
2. I pay attention when someone is speaking English (item 25)
3. I plan my schedule so I will have enough time to study English (item 26)
4. I look for people I can talk to in English (item 27)
5. I look for opportunities to read as much as possible in English (item 28)
6. I think about my progress in learning English (item 29)

Based on the table, it concluded that 48,15% TOEFL learners usually use metacognitive strategy, then 31,67% IELTS learners usually use metacognitive strategy also, and the last one, 39,58% global English learners usually use metacognitive strategy.

Table 4.5: Affective Strategy

Strategy Subscales (%)	Variables	Never Use	Don't Usually Use	Sometime Use	Usually Use	Always Use
Affective Strategy	TOEFL	7.41 %	33.33 %	25.93 %	25.93 %	7.41 %
	IELTS	36.67 %	6.67 %	13.33 %	23.33 %	20.00 %
	Global English	16.67%	20.83%	37.50%	25.00 %	0.00 %

Affective Strategy consist of several strategies items, as follows:

1. I notice if I am tense or nervous when I am studying or using English (item 3)
2. I encourage myself to speak English even when I am afraid of making a mistake (item 4)
3. I write down my feelings in a language learning dairy (item 30)

Based on the table, it concluded that 33,33% TOEFL learners do not use affective strategy, also 36,67% from IELTS learners never use affective strategy, however 37,50% global English learners sometime use affective strategy.

Table 4.6: Social Strategy

Strategy Subscales (%)	Variables	Never Use	Don't Usually Use	Sometime Use	Usually Use	Always Use
Social	TOEFL	4.44%	26.67%	42.22%	26.67%	0.00%

Strategy	IELTS	8.00%	10.00%	40.00%	32.00%	10.00%
	Global English	0.00%	22.50%	45.00%	22.50%	10.00%

Social Strategy consist of several strategies items, as follows:

1. I ask English speakers to correct me when I talk (item31)
2. I practice English with other students (item 32)
3. I ask for help from English speakers (item 33)
4. I ask questions in English (item 34)
5. I try to learn about the culture of English speakers(item 35)

Based on the table, it concluded that 42,22% TOEFL learners, sometime, use social strategy, then 40,00% IELTS learners also use the social strategy sometime, and the highest score in 45,00% from global English learners also use social strategy sometime.

b. Discussion

After finding the result through questionnaire, the data have been analyzed through descriptive statistics and represents by percentage. In this section, researcher focused on displaying the analysis result from previous chapter.

Table 4.7: strategies categories and frequency used (%)

Variables	Memory Strategy	Cognitive Strategy	Compensati on Strategy	Metacognitive Strategy	Affective Strategy	Social Strategy
The Most Frequency Used	Sometime use	Sometime and usually use	Sometime and usually use	Usually use	Never, don't usually, sometime	Some time use
TOEFL	44.44 %	37.96 %	38.89 %	48.15 %	33.33 %	42.22%
IELTS	34.00 %	28.33 %	40.00 %	31.67 %	36.67 %	40.00%
Global English	35.00 %	40.63 %	56.25 %	39.58 %	37.50%	45.00%

Note: The Frequency Table tells about the highest frequency used which represents by the percentage. The details of the information above were explored in the tables below.

According to the table, we can conclude that most of strategies used by the language learners in order to help them in learning TOEFL, IELTS, and Global English are various. Learners decided by themselves as their needs. Then, we may look at the frequency of using it. The learners use it inconsistency and unstable.

In data analysis, the researcher put learning strategy statement based on its categories. To be simple, those learning strategies are classified into six categories as mentioned by Oxford (1990) which consisted of memory strategy, cognitive strategy, compensation

strategy, metacognitive strategy, affective strategy, and social strategy. Furthermore, in discussion part, the information is provided in addressing both research questions of the study.

The first research question is “what strategies are mostly used by the language learners for learning, TOEFL, IELTS, and Global English?” Answering the first research question, the researcher found that there were several strategies mostly used by the language learners. For TOEFL learners, the highest number is **48,15%** for **metacognitive strategy**. For IELTS learners, they have similar percentage between **compensation strategy** and **social strategy** in **40.00%**. The third was from global English learners which has **56,25%** for **compensation strategy**.

Answering the second research question, actually the big problem in this phenomenon is about the inconsistency of learners in using the strategy. For example, they use 4th item usually and use item 10th rarely. Therefore, the researcher highlighted that there was different frequency of using learning strategies. From TOEFL learners, the highest percentage came from metacognitive (48,15%) which used “**usually use**”. Meanwhile IELTS learners get the highest percentage (40,00%) of using compensation strategy in “**sometime and usually use**” and (40,00%) of using social strategy in “**sometime use**”, then global English learners got (56,25%) of using compensation strategy by using “**sometime and usually use.**”

In conclusion, the problem found from this data was about learners’ inconsistency and instability. This phenomenon was also identified in Griffiths’ (2008) whom mentioned that the lower language learners come from students who use learning strategy inconsistency or in lower frequent.

On the other hand, we have to consider that students use several learning strategies because they learn language. Sometimes, the topic does not match on such strategy then learners change to other strategies to cover their learning achievement. Moreover, to help their success in learning TOEFL, IELTS, and global English, teacher should take a big part to promote and encourage students to achieve greater autonomy by using several useful learning strategies to achieve students’ learning goals³¹.

CONCLUSION AND RECOMMENDATION

a. Conclusion

At the end of this study, we can conclude that each learner has their own style in learning. English language, as a most widely used in the world as a communication tool, demands the generations to learn it for requirements or academic purposes, for instance, TOEFL, IELTS, and global English. Therefore, to achieve the purposes, the language learners decided to learn language by their own strategies. They decided by themselves.

Teachers cannot force students to use a particular strategy. Based on research findings, those respondents chose various of learning strategies which are helpful to gain their different goals and it triggers them to activate their metacognitive and self-regulation although they used it inconsistency and unstable.

³¹ Georgescu, C. U. C. A. Learners' Strategies in Language Learning *Procedia Social and Behavioral Sciences*(46), 5000-5004., 2012, doi: 10.1016/j.sbspro.2012.06.375

b. Recommendation

There are several recommendations regarding language learning strategies used for language learners, as follows:

1. Learners should be promoted the positive feedback of using those learning strategies
2. Teachers or stakeholders let learners use their own learning strategy based on their needs and then learners should be consistent and stable in employing those strategies.
3. If the learners found difficulties in learning English, teachers should aware and help them by encouraging them to use several learning strategy and convinced them to use it in their further learning process
4. For future research, it recommends to use SILL to identify the learning strategies for the learners in level bachelor, magister, and doctoral.
5. You can use SILL to identify and investigate non-western learners' learning strategy in learning language in their classroom

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Appendices

1. Questionnaires Guidelines

Instructions: *please read the following list of language learning strategies. Please mark each on "range" box once according to whether you:*

- | | |
|---------------------------------|------------------------------------|
| 1) Never or almost never use it | (4) Usually use it |
| (2) Do not usually use it | (5) Always or almost always use it |
| (3) Sometimes use it | |

Name:

Phone:

Sex:

Institution:

Age:

Length of Studying English (years):

RANGE					STATEMENTS
1	2	3	4	5	
					1.I think of relationships between what I already know and new things I learn in the English
					2. I use new English words in a sentence so I can remember them.
					3. I notice if I am tense or nervous when I am studying or using SL.
					4.I encourage myself to speak SL even when I am afraid of making a mistake.
					5. I use rhymes to remember new English words.
					6. I use flashcards to remember new English words.
					7. I review English lessons often.
					8. I say or write new English words several times.
					9. I practice the sounds of English
					10. I use the English words I know in different ways.
					11. I start conversations in the English
					12. I watch English language TV shows spoken in English or go to movies spoken in English.org
					13. I read for pleasure in the English
					14. I write notes, messages, letters, or reports in the English
					15. I first skim an English passage (read over the passage quickly) then go back and read carefully.
					16. I try to find patterns in the English
					17. I look for words in my own language that are similar to new words in the English
					18. I find the meaning of an English word by dividing it into parts

					that I understand.
					19. I try not to translate word for word.
					20. To understand unfamiliar English words, I make guesses.
					21. I make up new words if I do not know the right ones in the English
					22. I read English without looking up every new word.
					23. I try to guess what the other person will say next in the English
					24. I try to find as many ways as I can to use my English
					25. I pay attention when someone is speaking English
					26. I plan my schedule so I will have enough time to study English.
					27. I look for people I can talk to in English
					28. I look for opportunities to read as much as possible in English.
					29. I think about my progress in learning English
					30. I write down my feelings in a language learning diary.
					31. I ask English speakers to correct me when I talk.
					32. I practice English with other students.
					33. I ask for help from English speakers.
					34. I ask questions in English.
					35. I try to learn about the culture of English speakers.

(Source: (Hafsa Ruba, 2014)in Strategy Inventory in Language Learning (SILL)