LANGUAGE LEARNING STRATEGY USED BY NURSING ACADEMY STUDENTS IN LEARNING ENGLISH

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Abstract

The objectives of this research were to describe the language learning strategies used by nursing academy students in learning English and to describe the classification of language learning strategies used by higher and lower score students in learning English. A questionnaire was used as the instrument for this research. The participants of this research were 57 students of the nursing academy (AKPER Bina Insani Sakti Sungai Penuh). The researcher used the Strategy Inventory for Language Learning (SILL) by Oxford (1990) to determine the student's language learning strategy. The result revealed that the students used all strategies (memory, cognitive, compensation, metacognitive, affective, and social), which were categorized as high and medium. The highest mean value was Metacognitive strategies (3.64). The higher scores of nursing academy students also used all six learning strategies, with the highest mean values referring to Metacognitive and Social strategies (4.10). On the other hand, the lower score students sometimes used and generally did not use the learning strategies in their learning activities which is shown with the highest mean value was the memory strategy (3.02). As a result, it is simply categorized as medium strategy employed by students.

Keywords: *Language Learning Strategies, SILL, Higher and Lower Score Students, Nursing Students.*

INTRODUCTION

Learning is a process of changing behavior, knowledge, skills, understanding, attitudes, and others that have been experienced by someone. These changes occur due to new experiments with the material that has been studied. According to Houwer (2013), learning has been defined functionally as behavior changes resulting from experience.

In education, strategy is one of many important things that can support the learning process. The strategy must be owned by students and teachers in the teaching and learning process to achieve learning objectives, especially in learning English, which is a foreign language for Indonesians. In the place where the researcher did the research, students were still unfamiliar with English and preferred to use local languages rather than foreign ones, even at school or university. This showed that students still have a lack of interest in English.

Although Indonesian students have studied English from junior high school to the university level, many still have low scores in learning the language. Student scores can be defined as the result that has been achieved by students as indicated by the results of tests, examinations, or evaluations that have been conducted by teachers or lecturers in schools or universities.

Based on pre-research data that has been conducted by researchers from the Final Examination of 3rd Semester Nursing Academy Students, the academic year 2020/2021, about 43% of students still got a C (enough), about 46% of students got a B (good), and only about 11% of students got an A (very good). It can be seen in the table below:

Table 1 Students' score in Pre-Research Data

Grade	Amount	Percentage	Description
A	8	11%	Very Good
B	33	46%	Good
C	31	43%	Enough

Learning English is certainly not easy for students; they must learn vocabulary, grammar skills, and cultural differences they have never encountered before. Therefore, students need to know their learning strategies used to improve their English knowledge and skills.

Strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence. Appropriate language learning strategies result in improved proficiency and greater self-confidence (Oxford, 1990). Learning strategies are the methods students choose and use during their learning process to help them accept and understand a topic. Hardan (2013) stated that every learning process requires a manner or a strategy to be adapted to achieve the main purpose of learning.

Oxford (1990) has classified learning strategies into direct learning strategies and indirect learning strategies. Direct strategies involve direct language use and directly impact language learning. Memory, cognition, and compensation are

categorized as direct strategies. Indirect strategies help facilitate language development. Metacognitive, affective, and social strategies are categorized as indirect strategies.

Figuring out the language learning strategy utilized by those students hopes to enable us to understand some of the reasons for their academic weaknesses and raise awareness of the weak students about the advantages of using these language learning strategies.

A researcher interested in doing research at the Akademi Keperawatan Bina Insani Sakti (AKPER BIS) in Sungai Penuh, Kerinci. The students are expected to use English well. That is because students are trained to be nurses in the future. As a nurse, they should understand and be proficient in English.

AKPER BIS is a place where students learn about English with a specific purpose, namely English for nursing. English for specific purposes (ESP) can be defined as an approach to learning English that refers to the goals or needs of the learners. According to Luo (2017), ESP refers to teaching and learning English as a second or foreign language where the learners aim to use English in a particular domain.

English is the language of instruction for nursing students at AKPER BIS Sungai Penuh Kerinci. The students learn English from the 3rd semester until the 5th semester. In English 1 through English 3, students learn all of the English skills (reading, speaking, listening, and writing). Thus, the researcher is interested in describing what learning strategies used by the students to make them get higher or lower English scores. Then, the researchers researched the Nursing Academy (AKPER BIS) students in Sungai Penuh, Kerinci, entitled "Language Learning Strategy Used by Nursing Academy Students in Learning English".

REVIEW OF RELATED LITERATURE
Language Learning Strategies
Definition of Language Learning Strategies

In general, strategy is a tool, plan, or method used to complete a task. In the context of learning, strategies relate to approaches to the delivery of material in the learning environment (Nasution, 2020).

According to Nickols (2016), strategy is the bridge between policy or high-order goals on the one hand and tactics or concrete actions on the other. Strategy and tactics together straddle the gap between ends and means. In short, strategy is a term that refers to a complex web of thoughts, ideas, insights, experiences, goals, expertise, memories, perceptions, and expectations that provides general guidance for specific actions in pursuit of particular ends. Strategy is at once the course we chart, the journey we imagine, and, at the same time, it is the course we steer, the trip we make. Even when we are embarking on a voyage of discovery with no particular destination in mind, the voyage has a purpose, an outcome, and an end to be kept in mind.

Oxford (1990) stated learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations. According to Chamot (2005), learning strategies

are procedures that facilitate a learning task. Lee (2010) stated that the learning strategy is learning skills, learning-to-learn skills, thinking skills, problem-solving skills, or, in other words, the methods that learners use to intake, store, and retrieve during the learning process.

A learning strategy is a method that students choose and use during the learning process to make it easier for them to accept and understand the learning material. Briefly, learning strategies are a special method that is used by learners to improve their comprehension, understand new information, and solve their language problems.

Oxford (1990) stated that strategies are important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence. Chamot (2005) divides the importance of learning strategies into two categories. First, by examining the strategies used by second language learners during the language learning process, we gain insights into the metacognitive, cognitive, social, and affective processes involved in language learning. The second reason supporting research into language learning strategies is that less successful language learners can be taught new strategies, thus helping them become better language learners.

Classification of Language Learning Strategies

Language learning strategies, according to Oxford (1990), are divided into two main classifications: direct strategies and indirect strategies. Direct strategies are specific methods that involve the use of language and are subdivided into memory, cognitive, and compensation strategies. Indirect strategies do not directly involve using the language, but they support the language and are further divided into metacognitive, affective, and social strategies (Lee, 2010).

1. Direct Strategies

Memory Strategy

Memory strategies are those used for the storage and retrieval of information. These included: mental linkages, applying images and sounds, reviewing well, and employing the action (Oxford 1990). According to Hardan (2013), memorization strategies are techniques used to remember more effectively and to retrieve and transfer information needed for future language use. When the information is needed for use in the future, these strategies help the students get the information back. For example, remembering new English words or phrases by remembering their location on the page, on the board, or a street sign

Cognitive Strategy

Cognitive strategies are practical for language learning. These include practicing, receiving, and sending messages, analyzing and reasoning, and creating structures for output and input (Oxford, 1990). Hardan (2013) stated that cognitive strategies are used to help students manipulate the target language or task correctly by using all their processes. For example, watching English-language TV shows spoken in English or going to movies spoken in English

Compensation Strategy

Oxford (1990) stated that compensation strategies enable learners to use the new language for either comprehension or production despite limitations in knowledge. Compensation strategies include guessing intelligently in listening and reading and

overcoming limitations in speaking and writing. Hardan (2013) explained that the strategies help allow students to use the language to speak and write in the target language even when their vocabulary is limited.

Compensation strategies are usually ones that are always used by learners in the problem of knowledge, especially in target language communication, thus developing their strategy if an expression is not known or if something is not heard very clearly. One of the examples is by understanding unfamiliar English words by guessing or making up a new word if you do not know the right one in English.

2. Indirect Strategies

Indirect strategies are language learning strategies that support and manage language learning without directly involving the target language (Oxford, 1990).

Metacognitive Strategy

Metacognitive strategies allow learners to control their cognition. That is, to coordinate the learning process by using functions such as cantering, arranging, planning, and evaluating (Oxford, 1990). According to Hardan (2013), metacognitive strategies are employed by students to help them coordinate the learning process by centering, arranging, planning, and evaluating their learning. This strategy helps learners control their learning strategies. For example, noticing their English mistakes and using that information to help them do better in the future or thinking about their progress in learning English

Affective Strategy

Affective strategies help to regulate emotions, motivations, and attitudes. Three main sets of affective strategies exist: lowering your anxiety, encouraging yourself, and taking your emotional temperature (Oxford, 1990). Hardan (2013), furthermore, defined affective strategies as techniques to help students control their emotions, attitudes, motivations, and values. These strategies allow the students to manage their feelings. For example, they might try to relax whenever they feel afraid of using English or encourage themselves to speak English, even when they are afraid of making a mistake.

Social Strategy

Oxford (1990) stated that a language is a form of social behavior; it is communication, and communication occurs between and among people. Social strategies help us learn through interaction with others. These include asking questions, cooperating with others, and empathizing with others. For example, asking questions in English or asking English speakers to correct them when talking.

Strategy Inventory for Language Learning (SILL)

This inventory was considered fit for this study. Oxford (1990) stated that the Strategy Inventory for Language Learning (SILL) is designed to gather information about how a student of a foreign or a second language goes about learning that language. According to Taheri, Sadighi, Bagheri, & Bavali (2020), SILL is the most frequently adopted strategy around the world, whose reliability and validity have been examined in different ways and multiple contexts all over the world.

The SILL is a standardized measure with versions of English as a second language (ESL) for students and students of a variety of other languages and, as such, can be used to collect and analyze information about large numbers of students.

(Chamot, 2005). Oxford & Burry-Stock (1995) stated that there are two versions of the SILL: one for foreign language learners whose native language is English (80 items) and the other for learners of English as a second or foreign language (ESL or EFL, 50 items).

METHOD
Research Design
Some research aims only to describe, in detail, a situation or set of circumstances (McNeill, 2005). To conduct this research, the researcher used a descriptive design. Because this study focused on describing phenomena in the school environment, the researcher used a descriptive quantitative design. In this case, the phenomenon is the activities of teaching and learning English at the nursing academy. This research also did not need to control the object of the research. Then, the researcher only described what had happened as it exists at present. Therefore, the appropriate design used in conducting this research was descriptive quantitative research.

Setting of the Research and Participants
The setting of this research was the field of the research. In this research, the researcher used the location of Akademi Keperawatan Bina Insani Sakti Sungai Penuh, Kerinci (AKPER BIS), which is precisely located at Sungai Penuh, Kerinci, Jambi. In this research, the researcher used total population sampling as the participant because the number of populations she chose was relatively small. The participants in this research were 5th-semester Nursing Academy students from AKPER BIS Sungai Penuh, Kerinci academic year 2022/2023. The number of participants is 57.

Instrument of the Research
The instrument for this research was a questionnaire. The research adopted the SILL questionnaire developed by Oxford (1995) for learners of English as a second or foreign language (ESL/EFL). It contained 50 items for students of the Nursing Academy (Akademi Keperawatan Bina Insani Sakti, Sungai Penuh, Kerinci).

Validity and Reliability
The validity test that has been carried out in this study is shown in the following table:

Table 2 Validity Test Result

Questions	N	R Table	R Count	Cases valid	Description
50	33	0.344	> 0.344	100%	Valid

A validity test was performed by comparing the values of the r count and r table. In this research, the r table is 0.344 because the degree of freedom is 33 and the value of alpha is 0.05. If both the r count and r table are positive, it is possible to conclude that the questionnaire is valid.

In terms of reliability, the result of the reliability test is presented in Table 3.2 below, and the reliability test result is in the Appendix.

Table 3 Reliability Test Result

N of Items	Cronbach's Alpha	Description
50	0.960	Very Reliable

Based on the table above, it is shown that Cronbach's alpha was 0.960. Cronbach's Alpha > 0.80 is considered good, thus all the items were very reliable.

Technique of Data Collection and Analysis

To collect the data for this research, the researcher used a questionnaire. The researcher distributed the questionnaire by using Google Forms to students of the Nursing Academy (Akademi Keperawatan Bina Insani Sakti, Sungai Penuh, Kerinci). The Strategy of Inventory for Language Learning (SILL) questionnaire consists of 50 statements in Bahasa Indonesia.

After the questionnaire about the students' learning strategies at the Nursing Academy (Akademi Keperawatan Bina Insani Sakti Sungai Penuh, Kerinci) was fully collected, the next stage was describing the data about their learning strategies that were obtained from the Google Form. The researcher categorized their learning strategy based on students' higher and lower scores. Students' scores are obtained from their English lecturer, which is from their final examination in the 4th semester. The questionnaires were analyzed descriptively. To determine the use of learning strategies by students, the researcher used Oxford's (1990) rating scheme for strategy use.

Table 4 Rating Scheme for Strategy Use

Categories	Details	Ranges of Mean
High	Always or almost used	4.5 to 5.0
	Usually used	3.5 to 4.4
Medium	Sometimes used	2.5 to 3.4
	Generally, not used	1.5 to 2.4
Low	Never or almost never used	1.0 to 1.4

FINDINGS

Language Learning Strategies Used by Nursing Academy Students in Learning English

This research was conducted to describe language learning strategies used by nursing academy students. There are six categories of language learning strategies explored in this research. They are memory strategies, cognitive strategies, metacognitive strategies, compensation strategies, effective strategies, and social strategies. The findings showed that students equally use those six strategies.

Table 5 Language Learning Strategy Used by Students.

Strategies	Mean	Rank	Category	Detail
Memory	3,56	5	High	Usually used
Cognitive	3.45	6	Medium	Sometime used
Compensation	3.57	4	High	Usually used
Metacognitive	3.64	1	High	Usually used
Affective	3.58	3	High	Usually used
Social	3.60	2	High	Usually used

Table 5 shows that nursing academy students used all of the learning strategies in learning English, with metacognitive strategies being the most common, while

cognitive strategies were the least common. However, the students usually also used other strategies.

Language Learning Strategies Used by Higher and Lower Score Students in Learning English

Language learning strategies used by higher score students in learning English

Based on the student score analysis, it was found that 35 students got high scores. In this research, the higher score students refer to the students whose English scores were an A and a B. The range of their scores is between 70 and 100. The frequency of language learning strategies used by higher scorers is tabulated in Table 6 below:

Table 6 Language Learning Strategy Used by Higher Score Students in Learning English.

Strategies	Mean	Rank	Category	Detail
Memory	3,92	5	High	Usually used
Cognitive	3.94	4	High	Usually used
Compensation	3.95	3	High	Usually used
Metacognitive	4.10	1	High	Usually used
Affective	4.02	2	High	Usually used
Social	4.10	1	High	Usually used

Table 6 shows that higher score students of nursing academy used all of the learning strategies in learning English, with metacognitive strategies and social strategies as the highest and getting the same score, while the least strategies used by the students are memory strategies. However, the students usually also used other strategies with all categories that were high

Language Learning Strategies Used by Lower Score Students in Learning English

Based on the student score analysis, it was found that 22 students got low scores. In this research, the "lower score students" refer to the students whose English scores were C, D, E. The range of their scores is between 0 and 60. The frequency of language learning strategies used by lower-scoring students is tabulated in Table 7 below.

Table 7 Language Learning Strategy Used by lower score Students in learning English.

Strategies	Mean	Rank	Category	Detail
Memory	3.02	1	Medium	Sometimes used
Cognitive	2.73	6	Medium	Sometimes used
Compensation	3.01	2	Medium	Sometimes used
Metacognitive	2.97	3	Medium	Sometimes used
Affective	2.93	4	Medium	Sometimes used
Social	2.86	5	Medium	Sometimes used

Table 7 shows that lower score students of nursing academy used all of the learning strategies in learning English, with memory strategies scoring the highest and cognitive strategies scoring the lowest. However, the students usually also used other strategies when all categories were medium.

DISCUSSIONS
Language Learning Strategies Used by Nursing Academy Students in Learning English

The result of the student's language learning strategy toward the SILL questionnaire shows that the students of the nursing academy of AKPER Bina Insani Sakti Sungai Penuh used memory, cognitive, compensation, metacognitive, affective, and social strategies in learning English. The highest mean value is referred to Metacognitive strategies (3.64), which means that students usually used metacognitive strategies in learning English. Oxford (1990) stated that metacognitive strategies allow learners to control their own cognition. That is, to coordinate the learning process. According to Hardan (2013), metacognitive strategies are employed by students to help them coordinate the learning process by centering, arranging, planning, and evaluating their learning.

However, the students of the nursing academy (AKPER Bina Insani Sakti Sungai Penuh) usually also used other learning strategies that were determined by the mean values. The LLS with the lowest mean value (3.45) is the least preferred. Cognitive strategies are practical for language learning. These include practicing, receiving, and sending messages, analyzing and reasoning, and creating structures for output and input (Oxford, 1990). Hardan (2013) stated that cognitive strategies are used to help students manipulate the target language or task correctly by using all their processes. It means that, in learning, students of the nursing academy are not fond of practicing, receiving and sending messages and creating structure when they learn English. In addition, The strategies were also classified as high and medium. Hence, language learning strategies used by nursing academy students of AKPER Bina Insani Sakti Sungai Penuh reported high use of memory, compensation, metacognitive, affective, and social strategies and medium use of cognitive strategies.

This study's findings are consistent with those of previous studies by Adan and Hashim (2021), Marto (2021), Vimalakshan and Aziz (2021), Ali, Zaman, and Khan (2018), and Fernandez (2021), which discovered that the metacognitive strategy was the most commonly used language learning strategy by students. From these findings, we can see that students are interested in managing their language learning. It means that when learning, students will try to find as many opportunities to use their English as possible, notice their own mistakes and use this information to help them improve, pay attention to someone speaking English, look for someone with whom they can converse in English, and set clear goals for improving their language skills.

Language Learning Strategies Used by Higher and Lower Score Students in Learning English
Language learning strategies used by higher score students in learning English

The result of the language learning strategy used by higher score students of the nursing academy (AKPER Bina Insani Sakti Sungai Penuh) toward the SILL questionnaire shows that the students used memory, cognitive, compensation, metacognitive, affective, and social strategies in learning English. The highest mean values are metacognitive strategies (4.10) and social strategies (4.10), which means that students usually used metacognitive and social strategies in learning English.

Oxford (1990) stated that metacognitive strategies allow learners to control their cognition: organizing and evaluating learning; overviewing and linking with material that they already know; deciding to pay attention; finding out how language learning works; arranging to learn (schedule, environment, notebook); setting goals and objectives; identifying the purpose of a language task; planning for a language task; finding practice opportunities; noticing and learning from errors; evaluating the progress. in the use of metacognitive strategies.

The highest mean value for higher score students is also a social strategy (4.10). nursing academy students of AKPER Bina Insani Sakti Sungai Penuh. Oxford (1990) stated that language is a form of social behavior; it is communication, and communication occurs between and among people. Social strategies help us learn through interaction with others. learning with others; asking questions for clarification or verification; asking for correction; cooperating with peers; cooperating with proficient users of the new language; developing cultural awareness; becoming aware of others' thoughts and feelings.

However, the higher score students of the nursing academy usually used other learning strategies that were determined by the mean values. The mean value for memory (3.92), cognitive (3.94), compensation (3.95), and affective (4.02) Those strategies are also categorized as a high category.

The least preferred LLS has the lowest mean value (3.92). Oxford (1990) stated that memory strategies are those used for storage and retrieval of information, remembering more effectively, grouping, making associations, placing new words into a context to remember them, using imagery, sounds, sound-and-image combinations, actions, etc. to remember new expressions, reviewing in a structured way, and going back to review earlier material.

The six strategies used by Higher score students were also determined to be in the "high category". Hence, the language learning strategies used by higher score students of the nursing academy (AKPER Bina Insani Sakti Sungai Penuh) reported high use of memory, cognitive, compensation, metacognitive, affective, and social strategies.

The result of this research is in line with the result of a previous study by Dhendup (2020) investigating language learning strategies used by Bhutanese students. According to the findings, Bhutanese students preferred social strategy (M = 3.30). It means that the students of the nursing academy, AKPER Bina Insani Sakti Sungai Penuh, are interested in managing their language learning and interacting with others. It means that when learning, students will try to find as many ways as possible to use their English, notice their own mistakes and use the information to help them be better, pay attention to someone speaking English, look for someone to talk English to, have clear goals for improving their language skills, ask English speakers to correct them when

they talk, ask questions and seek help in English, and practice English with other people.

Language learning strategies used by lower score students in learning English

The result of the lower score students' responses to the SILL questionnaire shows that the lower score students used all of the learning strategies in learning English. It is shown by the mean use of the strategies, with the memory strategies showing the highest mean value (3.02). However, it is referred to as "medium strategies," which means that lower score students sometimes use cognitive strategies in learning English.

According to Oxford (1990), memory strategies are those used for storage and retrieval of information, remembering more effectively, grouping, making associations, placing new words into a context to remember them, using imagery, sounds, sound-and-image combinations, actions, etc. to remember new expressions, reviewing in a structured way, and going back to review earlier material.

The lowest frequency is shown by cognitive strategies (2.73); it is also categorized as medium use, which means that the lower-scoring students of the nursing academy sometimes use cognitive strategies in learning English. Oxford (1990) stated that cognitive strategies are practical for language learning. Using mental processes; repeating; practicing with sounds and writing systems; recombining familiar items in new ways; practicing the new language in a variety of authentic situations involving the four skills (listening, reading, speaking, and writing); skimming and scanning to get the idea quickly; using reference resources; taking notes; summarizing; reasoning; deductively (applying general rules); analyzing expression; analyzing contrast.

The result of this research is in line with the results of a previous study by Irgatoglu (2021), which analyzed the language learning strategies used by 184 high school students studying at a state university in Turkey. The findings showed that cognitive strategies are the least frequently employed ones. It means that in learning English, students are not fond of saying or writing new English words several times, trying to talk like native English speakers, practicing the sounds of English, using the English words that they know in different ways, starting conversations in English, watching English-language TV shows spoken in English or going to movies spoken in English, reading for pleasure in English, writing notes, messages, letters, or reports in English, looking for words in their language that are similar to new English words, trying to find patterns in English, finding the meaning of an English word by dividing it into parts, not translating word-for-word.

This result proved the theory of Oxford (1990) that language learning strategies are tools for active, self-directed involvement, which is essential for developing students' competence. Appropriate language learning strategies result in improved students' language proficiency. That study admitted that language learning strategies are one of the main factors that help determine how well students learn a second or foreign language. Thus, language learning strategies play a very important role in learning English.

Based on the results of an interview with a student, students did not know about the learning strategies. Learning strategies were not taught in English lessons. Students also never find out for themselves about the strategies used in learning English. This is

why many students sometimes used and generally do not use learning strategies when learning English.

According to Lee (2010), many factors influence students' use of language learning strategies: age, sex, attitude, motivation, aptitude, learning stage, task requirements, teacher expectations, learning styles, individual differences, cultural differences, beliefs about language learning, and language proficiency.

The results of the higher score students' responses to the SILL questionnaire in this study demonstrated that they employ all learning strategies. It means they have some factors that influence their use of language learning strategies to improve their English learning scores.

On the other hand, the results of the lower scores students' responses to the SILL questionnaire in this study demonstrated that lower-score students use learning strategies in English only occasionally and not consistently. It means that their low scores in the English final examination are caused by their learning strategies, in which they sometimes and generally do not use any learning strategies.

It is implied that nursing students are suggested in this case; it is suggested to explain to the students the importance of using all LLSs as much as possible without focusing on one particular strategy and neglecting the others. It can be a solution for lecturers to improve students' learning quality so that the students achieve better scores in learning. Thus, English lecturers should design an interesting teaching and learning process that applies learning strategies.

Oxford (1990) stated how to apply language learning strategies. such as in applying metacognitive strategies (strategies most used by high English score students). *Finding out about language learning;* this strategy means uncovering what is involved in language learning. Allowing students to discuss their difficulties learning a language ask questions, and exchange views about the ways they have tried will help them. The students will benefit from using class time to discuss how to learn.

CONCLUSION

The result of the student's language learning strategy toward the SILL questionnaire proved that the students of the nursing academy, AKPER Bina Insani Sakti Sungai Penuh, used memory, cognitive, compensation, metacognitive, affective, and social strategies in learning English. The highest mean value referred to metacognitive strategies, which means that the students usually used metacognitive strategies in learning English.

The higher score students of the nursing academy, AKPER Bina Insani Sakti Sungai Penuh, on the SILL questionnaire, show that the students used all strategies in learning English. The highest mean values referred to the metacognitive and social strategies. On the other hand, the lower score students sometimes used and generally did not use the learning strategies in their learning activities. It is demonstrated by their questionnaire responses, which is shown with the highest mean value was memory strategies. As a result, it is just classified as medium strategy used by students.

The results of the higher scorers' responses to the SILL questionnaire in this study demonstrated that the higher score students employed all learning strategies.

While the lower score students sometimes used and generally did not use the learning strategies in learning English.

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