

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. FINDINGS

In this section, the writer explains the findings based on questionnaire and interview. The questionnaire and interview answers the statement of problems which consist of: 1) what are strategies in learning English at ICN Muhammadiyah University, and 2) what is the most used strategy of the ICN Muhammadiyah University. Then, the third finding is based on the interview with ICN students in which seeking information about factors that affect language learning strategies preference.

1. The description of students' strategies in learning English at International class of diploma program of nursing Muhammadiyah university

12 ICN students are given questionnaire which consists of six main categories such as: 1) memory strategies, 2) cognitive strategies, 3) compensation strategies, 4) metacognitive strategies, 5) affective strategies, and 6) social strategies. Then, the writer also interviewed the lecturer of ICN class to compare questionnaire's result and the fact in the class, whether students really applying the strategies they have already chosen or not.

1) Memory Strategies

The result of questionnaire on memory strategies can be seen on the following table.

Table. 4.1. Percentage of Memory Strategies used by International Class of Nursing of Diploma Program in Academic Year 2015/2016

No.	Statements	Percentage	Interpretation
1.	Using new words in a sentence	65%	Often
2.	Remembering words by their location	68.3%	Often
3.	Thinking about relationship past and while knowledge	68.3%	Often
4.	Connecting sounds to pictures	66.7%	Often
5.	Using rhymes	68.3%	Often
6.	Physically acting out	53.3%	Sometimes
7.	Review lessons	56.7%	Sometimes
8.	Making mental picture	71.7%	Often
9.	Using flashcards	40%	Rarely

The table 4.1. above give description about the usage of memory strategies. They ranged between percentage of 40% to 71.7% which the students use them in various categories such as rarely, sometimes, and often. Six statements are often used, two are sometimes used, and the rest is rarely used by ICN students.

Six strategies who are often used by students ranged from 65% to 71.7%. The strategy of “making mental pictures” is often used which has the highest percentage of 71.7%. The second is “thinking about past and while knowledge” strategy which has percentage of 68.3%. Then, strategy of “remembering words by their location” has percentage of 68.3%. Those

strategies are included in medium category which is that strategy usually used by 12 ICN students in learning language. Strategy of “using rhymes” has percentage of 68.3% which is often used by students. “Connecting sounds and picture” strategy has percentage of 66.7% which is also often used. The strategy of “using new words in a sentence” has percentage of 65%.

Then, two strategies is interpreted as often used and a strategy is rarely used. They are ranged from percentage of 40% to 56.7%. The strategy of “reviewing lessons” has percentage of 56.7% while strategy of “physically acting out” has percentage of 53.3%. The last strategy which has the lowest category which has percentage of 40% is “using flashcards” strategy.

The highest strategy which is used by ICN students in this category is “making mental picture”. Based on lecturer’s observation, ICN students have to think fast, so they prefer to use electronic dictionary, translating word by word, guessing are more dominant than making mental picture. Therefore, the result of questionnaire and lecturer’s opinion are not same. Strategy of “using flashcard” is rarely used. Based on the lecturer’s opinion, students are rarely using flashcard due to some reason. So, the questionnaire result and the teachers’ opinion is similar.

2) Cognitive Strategies

The result of the SILL related to cognitive strategies can be seen on the following table.

Table. 4.2 Percentage of Cognitive Strategies used by International Class of Nursing of Diploma Program in Academic Year 2015/2016

No.	Statements	Percentage	Interpretation
1.	Using words in different ways	80%	Always
2.	Not to translate word for word	63.3%	Often
3.	Reading for pleasure in the SL	58.3%	Sometimes
4.	Practicing the sounds of SL	75%	Often
5.	Talking like native SL speakers	63.3%	Often
6.	Looking for similar words in own language and new SL words	61.7%	Often
7.	Dividing words into parts	68.3%	Often
8.	Saying or writing new SL words several times	55%	Sometimes
9.	Starting conversations in the SL	63.3%	Often
10.	Watching TV shows or go to movies spoken in SL.	78.3%	Often
11.	Finding patterns in the SL	70%	Often
12.	Skimming then go back to read carefully	70%	Often
13.	Making summaries	51.7%	Sometimes
14.	Writing notes, messages, letters, or reports	50%	Sometimes

The table above show the usage of cognitive strategies by ICN class. There are 14 statements in various range from percentage 50% to 80% which is often and sometimes used. A strategy is always used, 9 strategies are often used while the others is sometimes used by ICN students.

The highest percentage is 80% on the strategy “using the SL words in different ways” which is always used by ICN students. Then, the 9 strategies which is often used by students are ranged from 78.3% to 61.7%. The strategy of “watching TV shows or go to movies spoken in SL” which has percentage of 78.3%. Then, the strategy of “practicing the sounds of SL” has percentage of

75%. The next is “finding patterns” and “skimming and go back to read carefully” strategies which got the percentage of 70%. The strategy of “dividing word into parts” relies on percentage of 68.3%. Then, three strategies are in same percentage of 63.3%, they are “not to translate word for word” strategy, “talking like native speakers” strategy, and “starting conversations in the SL” strategy. The strategy “looking for similar words in own language and new SL words” has percentage of 61.7%.

Next, reading for pleasure as in the statement “reading for pleasure” has the percentage of 58.3%. Strategy of “saying or writing new SL words several times” has percentage of 55%. “Making summaries” has percentage of 51.7%. Finally, strategy of “writing notes, messages, letters, or reports” is on the lowest percentage of 50%. Those strategies are ranged from 58.3% to 50% which is sometimes used by students.

The highest percentage among these strategies is “using words in different way”. Lecturer said that in the classroom and in dormitory (English classes) students are asked to making sentences from several words. That might be make this strategies are often used by ICN students. While, the lowest percentage is writing notes, messages, letters, or reports in English. This is related to students’ cultural and educational background.

3) Compensation Strategies

Based on the questionnaire, it is collected the data for compensation strategies such below.

Table. 4.3 Percentage of Compensation Strategies.used by International Class of Nursing of Diploma Program in Academic Year 2015/2016

No.	Statements	Percentage	Interpretation
1.	Making up new words	56.7%	Sometimes
2.	Using a word or phrase	73.3%	Often
3.	Using gestures	70%	Often
4.	Making guesses	68.3%	Often
5.	Reading SL without looking up every new word.	75%	Often
6.	Guessing what the other person will say next	76.7%	Often

The table 4.3. gives description about how 12 ICN students use compensation strategies. The compensation strategies usage ranged between percentage of 56.7% to 76.7% which the students usage in both often and sometimes used. A strategy indicated in sometimes used, five others are often used by the students.

The strategy “guessing what the other person will say next” become the highest used since the percentage is 76.7%. Strategy of “reading SL without looking up every new word” has percentage of 75%. “Using a word or phrase” to express feeling has percentage of 73.3%. Then, the strategy of “using gestures” has percentage of 70%. “Making guesses” strategy has percentage of 68.3%. Therefore, those strategies is often used by students.

Strategy of “making up new words” when do not know certain words has percentage of 56.7%. This is the lowest percentage of compensation strategies. This indicates that ICN students sometimes used this strategy and sometimes not.

The highest percentage of compensation strategies relies on “guessing what other person will say next” (76.7%). Based on the interview, students are using guessing strategies more than others strategies. While the lowest percentage of strategy is “making up new words”. ICN students prefer to look up dictionary or making guessing when they do not know or even forget about certain vocabulary.

4) Metacognitive Strategies

The result of the questionnaire related to metacognitive strategies can be seen on table 4.4 below.

Table. 4.4 Percentage of Metacognitive Strategies used by International Class of Nursing of Diploma Program in Academic Year 2015/2016

No.	Statements	Percentage	Interpretation
1.	Paying attention to speaker	80%	Often
2.	Looking for people whom I can talk to	76.7%	Often
3.	Planning schedule	51.7%	Sometimes
4.	Reading as much as possible	76.7%	Often
5.	Noticing SL mistakes	80%	Often
6.	Have clear goals	75%	Often
7.	Thinking about progress in learning SL.	75%	Often
8.	Finding many ways to use language	58.3%	Sometimes
9.	Being a better learner	71.7%	Often

The table 4.4. above give description about how 12 ICN students use metacognitive strategies. The metacognitive strategies usage ranged between percentage of 51.7% to 80% which s the students use them in both often and sometimes. Seven strategies interprete in often usage, while two others are sometimes usage.

The strategy of “paying attention to speaker” and “noticing mistakes” has the highest percentage of 80%. Strategy of “reading as much as possible in SL” and “looking for people whom I can talk to” have percentage of 76.7%. The next statement of “have clear goals” in learning English and “thinking about progress” while learning English have same percentage of 75%. The strategy of “being a better learner” show percentage of 71.7%. Those strategies are often used by ICN students.

The strategy of ”finding many ways to use language” with percentage of 58.3% and “planning schedule” strategies as the lowest percentage of 51.7%. Those percentages indicate that ICN students sometimes use this strategies.

The highest percentage among metacognitive strategies is “noticing SL mistakes”. Lecturer said only students who have higher proficiency level will notice mistakes and repair it for next lesson while students who have lower proficiency level tend to let the mistakes. While the lowest percentage of the strategies is “planning schedule”. It is also related to educational and cultural background.

5) Affective Strategies

The result of the questionnaire related to affective strategies can be seen on the following table.

Table. 4.5 Percentage of Affective Strategies. used by International Class of Nursing of Diploma Program in Academic Year 2015/2016

No.	Statements	Percentage	Interpretation
1.	Relax whenever afraid.	75%	Often
2.	Writing down feelings in a dairy.	48.3%	Sometimes
3.	Talking to someone else about how I feel	53.3%	Sometimes
4.	Encouraging self to speak SL	83.3%	Always
5.	Giving myself a reward or treat	73.3%	Often
6.	Noticing nervousness	81.7%	Always

The table 4.5. above give description about how 12 ICN students use affective strategies. The strategies usage ranged between percentage of 48.3% to 81.7% which the students use them in both often and sometimes. Four strategies interpreted as often usage, while two others are sometimes usage.

The highest strategy relies on statement “encouraging self to speak SL” which has percentage of 83.3%. “Noticing nervousness” strategy has percentage of 81.7%. The strategy of “relax whenever afraid” has percentage of 75%. Then, strategy of “giving self a reward or treat” has percentage of 73.3%. Those strategies are often used by ICN students.

The strategy of “talking to someone else about feeling when learning SL” has percentage of 53.3%. It is reported that ICN students sometimes used both strategies in learning English. Strategy of “writing down feelings in a

dairy” has the lowest percentage of 48.3%. It is indicates that ICN students generally not used this strategy.

The highest percentage among affective strategies is encouraging self to speak English. Lecturer said students have high motivation in learning English so that they always motivated themselves to speak English.

6) Social Strategies

The result of the questionnaire related to social strategies can be seen on the following table.

Table. 4.6 Percentage of Social Strategies.used by International Class of Nursing of Diploma Program in Academic Year 2015/2016

No.	Statements	Percentage	Category
1.	Asking for help from SL speakers.	71.7%	Often
2.	Learning about the culture of SL speakers.	53.3%	Sometimes
3.	Asking other person to slow down or say conversation again.	70%	Often
4.	Asking questions in SL.	75%	Often
5.	Practicing SL with other students.	63.3%	Often
6.	Asking SL speakers to correct me when I talk.	76.7%	Sometimes

The table 4.6. above give description about how 12 ICN students use social strategies. The strategies usage ranged between percentage of 53.3% to percentage of 76.7% which the students use them in both often and sometimes usage. Five statements indicated often usage, a statement in the sometimes usage.

The strategy that has highest percentage rely on statement “asking SL speakers to correct me when I talk” which has percentage of 76.7%. The strategy of “asking questions in SL” has percentage of 75%. Then, strategy of “asking for help from SL speakers” has percentage of 71.7% on the third place in this category. The strategy of “asking the other person to slow down or say conversation again” has percentage of 70%. The strategy of “practicing SL with other students” has percentage of 63.3%. Then, the strategy of “learning about the culture of SL speakers” has the lowest percentage of 53.3%. Those strategies are sometimes used by ICN students.

The highest percentage among social strategies is asking SL speaker to correct me when I talk. It is same as previos section, only students who have higher proficiency level do that while students who have lower proficiency level sometimes do that. While the lowest percentage is strategy of learning about the culture of SL speakers. In the clasroom, students are full curiosity about culture of SL speakers. It seems that in this strategies the result of questionnaire and the fact in the classroom are different.

In conclusion, ICN students batch 2014 in academic year 2015/2016 use all learning strategies in different frequency. Only one strategy rarely used by students which has percentage of 40% on a sub-part of memory strategies. The highest percentage is on sub-part of affective strategies which has percentage of 83.3%. While the rest is on sometimes and often usage strategies. Therefore, ICN students use language learning strategy in various frequency.

2. The description of the most-common used strategy in learning English at International class of diploma program of nursing Muhammadiyah university

In this section, the writer still used the SILL questionnaire to find the most used strategies by ICN students. Table 4.1 to 4.6 showed about the usage of language learning strategies among ICN students. Below is provided conclusion percentage of the six strategies.

Table 4.7. The Ranking of Most-Common Used Strategies by International Class of Diploma Program of Nursing Academic Year 2015/2016

Ranking	Language Learning Strategies	Percentage	Interpretation
1.	Metacognitive	71.7%	Often
2.	Compensation	70%	Often
3.	Affective	69.2%	Often
4.	Social	68.3%	Often
5.	Cognitive	64.1%	Often
6.	Memory	62%	Often
Total		405.3%	
Overall Average		67.55%	Often

The table 4.7. showed that language learning strategies used by ICN class are ranged from 62% to 71.7%. All strategies are often used by students. The rank of learning strategies are: (1) metacognitive with percentage of 71.7%, (2) compensation strategies with percentage of 70%, (3) affective with percentage of 69.2%, (4) social strategies with percentage of 68.3%, (5)

cognitive strategies with percentage of 64.1%, and (6) memory strategies with percentage of 62%. The average of the six learning strategies usage is 67.7% which can be interpreted that ICN students often used strategies in learning English.

3. The description about factors that affect language learning strategies preference

In the third finding, interview was used to collect data. The interview held to seek information about factors predominantly affect strategies preference. The writer found data such below.

a. Gender

In this study the differences of gender in strategies preference are not significantly seen due to unbalanced amount of subjects. The ICN students consist of 12 students which can be specified as 2 males and 10 females.

b. Age Groups

The differences of age of ICN batch 2014 are ranged between 18 to 22 years old. It is reported that one student is 18 years old, five students are 19 years old, five students are 20 years old, while the other is 21 years old.

c. Cultural Background

Based on the interview, it can be classified that ICN students come from two provinces which are Kalimantan Tengah and Kalimantan Selatan. Five students from Kalimantan Tengah which consists of several town such as Muara Teweh, Puruk Cahu, and Kuala Kapuas. While the rest is from Kalimantan Selatan which are divided into several town such as Banjarmasin, Barabai, Banjarbaru, Batulicin, and Hulu Sungai Utara.

d. The Duration of Language Learning

The duration of learning English are vary from 2 to 11 years. One student has learnt English for 2, 3 and 4 years, two students have been for 6 years, one student has been for 7 years, three students have been 8 years, and three students are reported to learn English for 11 years.

e. Experiences in Learning English

Students experinces in learning English are seen from course or learning English experiences, and frequency of use language to communicate. Students experience in learning English are seen from course that they have been enrolling, some students taking course at English Course such LBIP LIA, Primagama, and Yobis. One student is reported to enrolled bilingual boarding school in which use Arabic and English as language for everyday conversation. The others are not taking any courses, but they learn English at English Club, English as prerequisite subject, or in the dormitory of Muhammadiyah University.

The second is frequency of use language to communicate. Five students use English everyday to communicate. Four students use English to communicate for two to three times a week. Three students use English to communicate for once a week.

f. Motivation

Extrinsic and Intrinsic motivation are used in this study, with preference “I am learning English because: 1) interesting in language and culture, 2) prerequisite subject, 3) for future career/job, 4) for travelling, 5) for speaking with foreigners, 6) for understanding English movie, radio, or novel. Seven students are reported to learn English because they are interesting in the language and culture. Four students are learning English because it is prerequisite subject. Six students are learning English for future career/job. Four students state for travelling as their reason for learning English. Seven students learning English for speaking with foreigners and three students state that for understanding movie, radio, or novel written in English as their reason for learning English. Then, lecturer who always speak English in classroom also affect language learning strategies preference.

g. Personality Type

Personality type in this study is divided into extroversion, introversion, inhibition, self-esteem, anxiety, and risk-taking. Most students are

reported to be extroversion, four students are introversion, one student is inhibition, one student is self esteem, one student is anxiety.

h. Learning style

Learning style is divided into three include: auditory, kinesthetic, read and write, and visual learner. Five students are reported to use auditory, one student uses kinesthetic and visual, three students use both auditory-kinesthetic, and the rest is auditory-visual.

B. DISCUSSION

After all the obtained data are presented, then they also need to be analyzed based on the order of issues that have introduced earlier in this study. In this section, the discussion will be also divided in three parts based on statement of problems in previous chapter: 1) kinds of strategies that used by ICN students, 2) the most-common used strategy used by ICN students, and 3) factors that affect strategies preference.

1. The Strategies used in learning English by International class of diploma program of nursing Muhammadiyah university

As being seen on the table 4.1 to 4.6 about general percentage of the learning strategies usage by ICN students, there is a conclusion that ICN students use all learning strategies in different frequency start from rarely, sometimes, and often used. Below is provided the analysis of data and issues related to language learning strategies usage. For information, the writer

merely highlights two major points: the highest percentage and the lowest percentage of the strategies.

a. Memories Strategies

Memory strategies related to how to remember detail and general things, and to maintain them in learning English. Memory strategies has four sub-parts include: 1) creating mental linkages, 2) applying images and sounds, 3) reviewing well, and 4) employing action (Oxford, 1991, p. 38). In the SILL questionnaire, 9 items are representative of memory strategies. They are ranged from rarely (40%) to often used (71.7%).

The highest percentage (71.7%) of memory strategies are “making mental pictures” of a situation in which the word might be used. The Indonesian translatory is “*Saya mengingat kata baru bahasa Inggris dengan membayangkan situasi di mana kata tersebut digunakan*”. Making mental picture or using imagery is sub-part of “applying images and sounds” strategy. Oxford (1991, p. 61) states that this strategy is good way to remember what has been heard or read in the new language.

Stanford Encyclopedia (2014, np) states that mental image often called “visualizing,” “seeing in the mind’s eye,” “hearing in the head,” “imagining the feel of,” etc. Imagery experiences are understood by their subjects as echoes, copies, or reconstructions of actual perceptual experiences from the past. Making mental picture is believed playing important role at all thought processes and provides semantic grounding for language.

From the definition above, it can be seen that making mental picture is quite common used by people since it is formed by people's representation on their experiences. Sometimes people imagining the appearance of actors' faces, feeling hurt, and smelling odor. Thus, based on result of questionnaire ICN students use "making mental picture" higher than other sub-part of memory strategies might be due to that reason. It seems that they often use their imagination in memorizing or remember new words. For example, remembering new English word "injured" by imagining the blood and accident.

The lecturers said, if making mental picture of situation in which the words might be used is the most preferred strategy in this category, it might be related to students' nursing logic and intuition to think what happened, imagine what is happening, and predict what will happen. Ozkahraman and Yildirim (2011, p. 190) state that health care today has many unpredictable case so that nurses, as part of health care, have to become more autonomous, requiring critical thinking skills for decision making, therapeutic judgement, diagnostic reasoning, and problem solving. Lecturer add that based on his observation during teaching in ICN class, students are obligated to think fast (relate to decision making), so in the classroom they prefer look up words in dictionary and making guessing, while "making mental picture" is taking more time than looking up to dictionary and get exact meaning. The second,

students might not understand what “mental picture” is. It seems that the questionnaire result and lecturer’ view is contrast.

The lowest percentage (40%) is “using flashcard” to remember new words. In Indonesian translatory is “ *Saya memakai/membuat kartu /flashcard untuk mengingat kosa kata baru bahasa Inggris*”. Using flashcard is sub-part of “creating mental linkages” strategies by grouping and labelling new words that have been heard or read (Oxford, 1991, p. 58). Flashcard is a set of cards contains information – in this case is new English words – on either or both sides, used in classroom drills, private study, or own learning. Flashcard has been widely used as a tools for repetition and drill for learning English (wikipedia, ny, np). It provides set of colorful cards that may keep students eyes during the English lesson.

Flashcards are good for remembering new English words since students can always do repetition on flashcard. Yet, making flashcards is time consuming. For simple way, students can buy the flashcards, but for the more specific words such as vocabulary for nursing, it is quiet difficult to buy flashcards in the bookstore. For that reason, using flashcard is rarely used by students since it is not very effective and efficient to do by ICN students who have full schedules. This is similar to what lecturer view, students are not use flashcards in the classroom since they are not interested in that strategy. Then, culture may also affect why this strategy is rarely used by students. “Banjarese” culture which tend to be “lazy” so that to make flashcard is a

troublesome eventhough using flashcard is fast way to memorize vocabularies.

b. Cognitive Strategies

Cognitive strategies relate to problem solving method. There are four sets of cognitive strategies including: 1) practicing, 2) receiving and sending messages, 3) analyzing and reasoning, and 4) creating structure for input and output. In the SILL questionnaire, there are 14 statements representation of cognitive strategies. They ranged from 50% to 80% which means the use of these strategies are sometimes, often, and always used by ICN students.

The highest percentage (80%) of strategy is “using words I know in different ways”. In Indonesian translatory is “*Saya menggunakan kata yang saya pelajari dengan berbagai cara (misalnya, menggabungkan beberapa kata dalam satu kalimat)*”. It is representation of “recombining” strategy under sub-part of “practicing” strategies (Oxford, 1991, p. 74).

Recombining is strategy for constructing meaningful sentence or longer expression by putting together known elements in new ways. Using words I know in different ways might look silly since students combine words they know whether they are related or not, but it is provide meaningful practice for students (Oxford, 1991, p. 75). In this strategy, not only words, but also phrase and expression can be combine in a sentence or in a context. Recombining strategy work well if students apply this into speaking and writing skills.

Recombining is indirectly practice of writing and speaking. ICN students are reported to use this strategy in the highest percentage compared to others strategies under cognitive strategies. Recombining strategy is simple and can be done everywhere they want because no specific tools to apply this strategy. Students only have to remember several words and try to combine them in orally or writtenly. It is also interesting because sometimes students produce funny sentence.

The lecturer tries to make clear “using words in different way” as the most preferred strategies in this category is related to teaching-learning English in dormitory. Students usually are given some words, then they have to make sentences based on the words. This may be what students think when they answered the questionnaire. He add that students seems lack of initiative in using words in different way. Therefore, the high percentage of this strategy is related to lecturers’ technique in teaching English which using technique such as “making sentences based on words”.

The lowest percentage (50%) is on strategy of “writing notes, messages, letters, or reports” in English. In Indonesian translatory is “*saya menulis buku harian, pesan, surat, atau laporan berbahasa Inggris*”. The statement is representation of “practicing naturalistically” strategy sub-part of “practicing” strategy (Oxford, 1991, p. 77). Practicing naturalistically is important to develop writing skill since it provide different kind activities that

may improve students writing skill such as writing notes, messages, letters, or reports in English as target language.

Writing notes, messages, letters, or reports in English is important strategy to develop writing ability. But, this strategy is sometimes used by students. It is related on educational background that is not make writing as habit so that students are not motivated to write. Then, students also lack of grammar ability and vocabularies, so that they only write if there is occasion or task, eventough lecturers always encourage students to write, only some students really do this.

c. Compensation Strategies

Compensation strategies are strategies for producing language without complete knowledge. Table 4.3. showed that six statements as representation of compensation strategies. Those statements are representative of compensation strategies include: 1) guessing intelligently in listening and reading, and 2) overcoming limitation in speaking and writing. The strategies ranged from 56.7% to 76.7% which means that ICN students often and sometimes use the strategies.

The highest percentage (76.7%) relies on statement of “guessing what the other person will say next”. In Indonesian translatory is “*saya berusaha menebak apa yang akan dikatakan orang setelah dia mengatakan sesuatu*”. This strategy is sub-part of guessing intelligently in both using lingusitic and non-linguistic clues. Prefixes and suffixes are useful linguistic clues for

guessing meaning. It is also relates on students' knowledge of own language may be provide other clues to understanding material heard in the new language. Then, using non-linguistic clues are related to language but go beyond and other come from a variety of other sources which are not related to language such as forms of address and nicknames, speaker's tone of voice, facial expression, situation, text structure, and general background of knowledge (Oxford, 1991, p. 92).

Since the ICN students in this study are in fourth semester and in intermediate level (said by lecturer), they face difficulties in understanding what others speakers said, so they usually make guesses about what the other person will say next based on the topic have discussed or situation in which the conversation took place. Usually students guess by the context.

The lowest percentage (56.7%) relies on strategy of "making up new words". In Indonesian translatory is "*saya membuat kata baru apabila saya tidak tahu kata yang tepat dalam bahasa Inggris*". Making up new words if do not know the exact words in the target language or coining words is sub-part of overcoming limitation strategy. This is simple strategy that is used by learners when they do not know or forget about certain vocabulary. For example, instead of saying "dentist", students who are forgot or even do not know that words, prefer to say "tooth doctor" to deliver the meaning. But the finding revealed that making up new words only used sometimes they do and sometimes do not do. The ICN students tend to look up dictionary if they do

not know or forget about words so that making up new words only sometimes used in some occasion.

d. Metacognitive Strategies

Generally, metacognitive strategies are strategies for managing and evaluating learning. Based on table 4.4, the strategies have percentage of 51.7% to 80% which is indicated that students sometimes and often apply those strategies in learning English. Metacognitive strategies are divided into three sub-parts: 1) centering your learning, 2) arranging and planning your learning, 3) evaluating your learning. Those strategies rely on 9 items on SILL questionnaire.

The highest percentage of 80% is “noticing mistakes” and “paying attention to SL speaker” strategies. Paying attention strategy is under “centering learning” category which are divided into two modes, directed attention and selective attention. Directed attention is concentrating on the task and avoiding mistakes, while selective attention is concentrating on particular details. The ICN students have several English classes such as Evening-English Club, English-Subject Class, and Dormitory-English Course which are focused on improving communication skill. Since the communication skill is the main goal of the English classes so that most paying attention strategy can be done by selective attention in which ICN students focus on particular elements of the speech act, such as pronunciation,

register, style, physical distance from other speakers, grammar, and vocabulary. This strategy helps students to understand what SL speakers speak about.

Since ICN students in small class which consists only 12 students, so the teaching learning can be more effective. Students always focus to the lecturer as English speaker because if they do not focus on what lecturer said, they will not get the meaning or do not understand what lecturer said. Then, ICN learning's tradition is good in which they are always focus on learning.

The second high category is about noticing and correcting mistakes. It is called "self-monitoring" strategy under "evaluating learning" category. Since ICN students cannot avoid to make mistakes while learning English in any skills, based on result of questionnaire, they are reported to usually monitor their ability. A lot of practice make them always learn from some mistakes they did. But based on interview with the lecturer, only some students who have high proficiency level are asking for correction in the classroom while for students who have lower proficiency level tend to let the mistakes without asking for correction.

The lowest percentage (51.7%) is strategy for planning schedule. ICN students are reported to sometimes use this strategy. The usage of this strategy is fifty-fifty, which is sometimes use and sometimes not. It needs extra time for planning schedule and effort to stick on the exact schedule.. Students have

full schedule for subjects matter and their extracurricular activities so that planning schedule or not is due to the type of task, goals, and time they have.

e. Affective strategies

Affective strategies refers to strategies in managing emotions, motivations, and values. In the SILL questionnaire, there is six statements representation of affective strategies. They are ranged from 48.3% to 83.3%. These strategies have three sub-parts: 1) lowering anxiety, 2) encouraging yourself, and 3) taking emotional temperature.

The highest percentage (83.3%) relies on self-encouragement strategy in maintaining learners spirit in learning English. Making positive statements are form of self-encouragement to calm down students' feeling when they feel pessimistic about learning speaking. The ICN students are usually motivate themselves to speak English. It is proved that this strategy has the highest percentage over the 49 other statements. They are making positive feeling during learning. They also go beyond limitation of speaking by always push themselves to practice speaking.

Based on interview, the lecturer use English in classroom is about 85%. This condition make students being motivated to speak English to. Even for questioning, they use English. Eventhough for transcultural nursing and KTI (*Karya Tulis Ilmiah*) which should not taught in English, lecturer and students also speak English. Therefore, in the classroom only if lecturer

speaks English, then students will directly being motivated to speak English too. That is related to extrinsic motivation.

The lowest percentage (48.3%) is taking emotional temperature strategies. These strategies involves writing diary. Write down feeling, attitudes, and perception in learning english is sometimes used by ICN students. Writing down diary is quite being troublesome for students. This is related to the culture and educational background. Banjarese culture which tend to be “lazy” is affect why writing diary is on lowest score in affective strategies although writing diary is very effective not only for improving writing skill but also record their track of their thoughts, attitudes, and language learning strategies that they used in learning English. Then, culture also affect education. Educational background of Indonesia does not emphasize on writing culture. Students are not taught to write much so that when they enter university level in which they have to write and read much, it is being troublesome.

f. Social Strategies

Social strategies refers to learning with other people. In the SILL questionnaire, there are six statements representation of social strategies. These strategies are divided into three parts: 1) asking questions, 2) cooperating with others, and 3) emphatizing with others. They are ranged from 53.3% to 76.7%.

Asking for correction relies on the highest percentage (76.7%). This is sub-part strategies of asking for clarification or verification, and asking for correction. This strategy is usually used by students in speaking class or in practice situation. For speaking fluently and accurately, students need a lot of practice in class or outside of class. In one example is in English club, students practicing speaking ability and given correction by the teachers.

Based on the interview, lecturer is always correcting students when they have mistakes in speaking English. But, the correction is not directly but rather to correct in group after speaking activities. But for item students asking for correction when they talked, lecturer said that students with higher proficiency level will ask for correction and for students who are in lower proficiency are not asking for correction in the classroom.

The lowest percentage (53.3%) is emphasizing with others which consists of developing cultural understanding and becoming aware of others' thought and feelings. The example of these strategies rely on learning culture of English speakers. The strategy has lowest percentage which means that ICN students sometimes learn culture and sometimes not.

The fact in classroom is students show enthusiasm in learning American and British culture. Lecturer said that students are full of curiosity about culture of English speaker. It can be concluded that in social strategies between the highest and lowest percentage used are differ from the fact in classroom.

2. The most-common used strategy used by international class of diploma program of nursing students

Based on table 4.7., the participants in this study reported using metacognitive strategies more frequently than any other type of strategies. This strategy has percentage of 71.7% usage of 12 ICN students. Compensation strategies are the second most frequently used (p=70%), followed by affective (p=69.2%), social (p=68.3%), cognitive (p=64.1%), and memory (p=62%) strategies.

Metacognitive strategies are about coordinating learning process which indirectly affects the cognition. Oxford (1991, p. 137) states that these strategies allow learners to control the cognition through: 1) centering learning 2) arranging and planning learning, 3) and evaluating learning. Metacognitive strategies are essential for successful language learning since the use of these strategies may overcome the difficulty and confuseness while learning English by consciousness of using pay attention and overviewing strategy.

Metacognitive strategies are popular strategies among English learners. Many studies have been conducted, the findings show that metacognitive mostly is always in the most frequently used among learners. The study conducted by Shmais (2003, np) showed that metacognitive are the most frequently used by An Najah University students. The study conducted by Chang (2007, p. 244-245) also showed that metacognitive is the common strategies among Taiwanese learners. Metacognitive, in addition to that, the

high use of affective strategies among ICN students of Muhammadiyah University, Banjarmasin, Indonesia., is similar to the major studies such as study conducted in Palestine (Shmais, 2003, np), Azerbaijan (Salahsour 2012, p. 638), Serbia (Miladinovic, 2014, p. 182), and Taiwan (Chang, 2007, p. 244-245) which state that metacognitive is the highest strategies.

Nursing students are best on plan. They have to know what they are going to do. This is similar with Anderson (2002, as cited in Chiejina and Ebenebe, 2013, p. 125) argument that learners who are metacognitively aware know what to do when they do not know what to do, that is, they have strategies for finding out or figuring out what they need to do. Nursing service setting also expect nurses to be proficient in the reflective thinking required to support clinical decisions and judgements about client care. In addition, reflective thinking is one of the key ingredients in a commitment to lifelong learning that characterizes professional growth and development (Brasford, 2002, as cited in Chiejina and Ebenebe, 2013, p. 126). Therefore, ICN students use metacognitive strategies more frequent among other strategies.

Then, compensation strategies are in the second rank of overall strategies. Compensation strategies that enable students to make up for missing knowledge in the process of comprehending or producing the target language (Oxford, 1991, p. 47). Students are reported to often use each items of these strategies. The finding is different with Khamkhien (2010, p. 75)

which states that compensation strategies are in the highest rank among Thai and Vietnamese students.

According to the lecture, the level of English proficiency of ICN students is in intermediate. They still face difficulties in understanding and comprehending what they listen and read. They also still have problem in producing English in both orally and writtenly. The problem might be come from lack of vocabularies and grammar knowledge. Compensation strategies are strategies to understand language without having complete knowledge. The result that state that students often use compensation strategies might be related to the students' English level of proficiency.

Then, the social strategies on the next rank. Some studies have established that social strategies are unpopular strategies among Asian students (Noguchi, 1991; Politzer & McGroarty, 1985 as cited on Aljuaid, 2010, p. 16). The strategies such as asking for correction and verification are common strategies chosen by students.

In comparison with the other strategy categories, cognitive and memory strategies were the least frequently used strategies among the participants. For cognitive strategies, it is contrast with Ahaisoni (2012, p. 119-120) who stated that cognitive strategies were the highest strategies used by students at University of Ha'il, Saudi Arabia. Yet, this is similar with study by Khamkhien (2010, p.75) who reported that cognitive strategies were in fifth place as this study. Cognitive strategies are strategies that learners use to

perform academic tasks or to improve social skills. Then, memory strategies are seen as unpopular strategies since in this study memory strategies are in the last place. In some studies (Hu, 2009, p. 233; Khamkhien, 2010, p. 75; Tam, 2003, p. 17) showed that memory strategies are also in the last place. Students do not like memorization, but they tend to write notes to remember things.

3. The factors that affect strategies preference

Eight factors that affect language learning strategies preference have been examined such below:

1. Gender

In this study the differences of gender in strategies preference are not significantly seen due to unbalanced amount of subjects. The ICN students consist of 12 students which can be specified as 2 males and 10 females. Male students used metacognitive (both male students showed the same percentage) and affective strategies while the least frequently used are social and memory. Based on psychology of male, they do not like memorize but female like memorize. While 6 female students use metacognitive, compensation, and affective as the most-commonly used strategies. Female students tend to be more efficient in managing their emotional and things.

2. Age Groups

The differences of age of ICN batch 2014 are ranged between 18 to 22 years old. They can be classified as adult learners. Generally, adult learners are differ from children in acquiring language. If children learn language is called “language acquisition” while adult learn language is called “language learning”. Adult learners have differences on cognitive, affective, and biological differences to children (Anderson, 2007, p 2). Some studies report that language learners with different ages used different strategies. In other words, older learners and high proficient learners used more strategies than younger and less proficient learners. Devlin (1996, as cited in Sepasdar, 2014, p. 27) study revealed that mature age students used metacognitive strategies more than younger students. In contrast to Sepasdar’s (2014, p. 28) study result which compared language learning strategies used among primary, guidance, high school, and university level revealed that primary school students use memory strategies as the most frequent strategy, then guidance school students use compensation as the most frequently used. High school and university students tend to use compensation strategy as the most frequently used strategy in learning English. While for ICN students, they tend to use metacognitive as the most frequent strategy in learning English. In this study, students who the age is 20 are use metacognitive as the most-common strategies.

3. Cultural Background

The subjects of research in this study are homogen in which they come from Kalimantan. Eventhough they are from Kalimantan Tengah and Selatan, but the custom of both regions are quiet similar, they are can be called “urang Banjar”. Banjarese ethnicsis divided into Banjar Hulu and Banjar Kuala. Most Banjar Hulu ethnic has high motivation in learning, it is proved that many functionary of Kalimantan Selatan is from Banjar Hulu, while Banjar Kuala ethnic is less of motivation. Since the subjects are homogen, it cannot be seen the significant effects on language learning preference.

4. The Duration of Language Learning

The longer they have studied English, the more they can use different strategies in learning English. Three students are reported to learn English for 11 years. Those students showed the high percentage of learning strategies usage than other students. The three students often and always use language learning strategy. Since they have been learning English for long time, they also have been applying different learning strategies so that the longer they have studied English, the more ability to combine learning strategies. It is contrast to student who has learned English for 2 years. She demonstrated the learning strategies in medium and lower usage in which she sometimes uses learning strategies and

sometimes no do not use, or she is rarely used language learning strategies.

5. Experiences in Studying Language

This point is almost same as duration of learning language. They both are about time so that it also can be concluded that the more experienced students the more they can combine different language learning strategies. Experiences here mean course experienced, bilingual school background, or English community. Students who have bilingual school background tend to apply learning strategies in often and always usage because they faced many language problems during speaking English. It might affect language learning strategies preference by students. Then, for students who have not experienced enough in learning English tend to use language learning strategies in sometimes and rarely usage. It is because they still in beginner level who try to recognize pattern or formulas in English.

6. Motivation

In this point, intrinsic and extrinsic motivation will affect language learning strategies preference. For intrinsic motivation which come from students itself such as learning English because: 1) interested in learning English, 2) for future career, 3) for traveling, 4) for speaking with foreigners, and 5) to understand movie, radio, or novel written in English. Students who have high motivated in all items of intrinsic motivation

tend to often and always use learning strategies. Then, for extrinsic motivation such as learning English because: 1) prerequisite subjects, 2) watching lecturer speaking English can be factor of language learning strategy preference. The lecturer said intrinsic motivation play important roles in language learning so that it can affect language learnign strategies they use to reach their goals.

7. Personality Types

There are two major personality types: extrovert and introvert. In this research introvert students tend to use metacognitive strategies more frequent than other strategies. While extrovert students tend to use metacognitive, affective, compensation, and social strategies more frequent than other strategies. Introvert students think best by themselves by processing ideas in their own minds. Extroverts are usually energized by being with people and interacting with them, and can think bes if they can talk over the ideas with other people (chinesemadeeasier.com). Some studies revealed extroverts use social strategies more, but in this strategy the extrovert students tend to combine the strategies such as metacognitive, compensation, affective and social strategies. It might be due to nursing students are best planner so that both extrovert and introvert students use metacognitive strategies more than others.

8. Learning Style

According to VARK model of learning style, it can be divided into: 1) auditory, 2) visual, 3) kinesthetic, and 4) read and write learners. Auditory learning style is the most learning style used by ICN students, then followed by auditory-kinesthetic, kinesthetic, visual, and audio-visual. No students choose read and write learner. It might be due to the educational and cultural background which do not make read and write habit from primary school. Then, based on the finding, certain learning style such as auditory learners can use a wide variety of learning strategies. Kinesthetic learners who are focus on movement also use a wide variety of learning strategies. The using wide variety of learning strategies might be because of the little number of respondents which is only 12 participants. It is also due to the writer only analyze students' learning style based on interview, not measuring by VARK model questionnaire.