LANGUAGE LEARNING STRATEGIES APPLIED BY IELTS OVERALL BAND SCORE-7 ACHIEVERS: A CASE STUDY AT ENGLISH SCHOOL OF YAYASAN INSANCITA BANGSA

SRI HARDIYANTI

GRADUATE PROGRAM

UNIVERSITAS HASANUDDIN

MAKASSAR

2022

LANGUAGE LEARNING STRATEGIES APPLIED BY IELTS OVERALL BAND SCORE-7 ACHIEVERS: A CASE STUDY AT ENGLISH SCHOOL OF YAYASAN INSANCITA BANGSA

Thesis

As one of the requirements for achieving Master degree

English Language Studies Program

Written and submitted by

SRI HARDIYANTI

F022201016

To

GRADUATE PROGRAM

UNIVERSITAS HASANUDDIN

MAKASSAR, INDONESIA

2022

THESIS

LANGUAGE LEARNING STRATEGIES APPLIED BY IELTS OVERALL BAND SCORE-7 ACHIEVERS: A CASE STUDY AT ENGLISH SCHOOL OF YAYASAN INSANCITA BANGSA
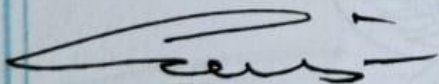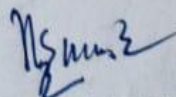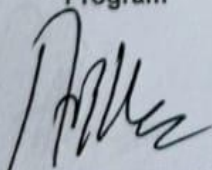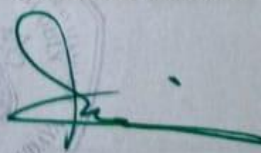
Written and Submitted by

SRI HARDIYANTI

Register Number: F022201016

Has been defended in front of the thesis examination committee

On May 23rd, 2022

Approved by:

Head of The Supervisory Committee	Member of The Supervisory Committee
Dr. Abidin Pammu, Dipl.TESOL., M.A.	Dra. Nasmilah, M.Hum., Ph.D.

The Head of English Language Studies Program	The Dean of Faculty of Cultural Sciences
Dr. Harlinah Sahib, M.Hum.	Prof. Dr. Akin Duli, M.A.

A STATEMENT OF THESIS AUTHENTICITY

With this letter, I state that this thesis under the title "Language Learning Strategies Applied by IELTS Band Score-7 Achievers: A Case Study at English School of Yayasan Insancita Bangsa" is truthfully the result of my own work supervised by Dr. Abidin Pammu, M.A.Dipl. TESOL. and Dra.Nasmilah, M. Hum., Ph.D. This thesis is never submitted and is not being submitted to other universities. The source of information derived from published or unpublished work by other researchers has been written in the Reference List of this thesis. Part of the contents of this thesis has been published in the Jurnal of Positive School Psychology (JPSP) Vol. 6, No.3, 5280-5290. ISSN: 27177564 in April 2022 regular issue as an article titled "Language Learning Strategies Applied by IELTS Band Score-7 Achievers: A Case Study at English School of Yayasan Insancita Bangsa".

I hereby delegate the copyright of this thesis to Hasanuddin University.

Makassar,17 April 2022

The researcher

DB59AJX346072943

Sri Hardiyanti
F022201016

ACKNOWLEDGMENT

In the name of Allah, the most gracious and most merciful. All praises and thanks to Allah SWT, the lord of the universe, who has given us blessing, guidance, and love. The writer is so grateful for the presence while extending praise to Allah for completing this thesis which is one of the academic requirements for attaining a Postgraduate Program in English Language Studies, Faculty of Cultural Sciences, Hasanussin University, Makassar. The writer realizes that the process of completing this thesis has involved various parties, both directly and indirectly, that have contributed to the completion of this thesis.

This thesis can not be completed without the guidance, supervision, and dedication of Dr. Abidin Pammu, Dipl. TESOL., M.A. and Dra.Nasmilah, M. Hum, Ph.D. as the writer's first and second supervisor. The writer would like to say her sincere thanks to both supervisors. Thank you very much for their patience, feedback, and encouragement for this thesis. The writer also expresses her deep gratitude to Prof. Dr. Fathu Rahman, M. Hum, and Dr. Harlinah Sahib. M. Hum. and Dr. Sukmawaty, M. Hum, have dedicated their valuable time and knowledge to examining the thesis.

The writer thanks Beasiswa Unggulan, that has awarded the writer financial support to pursue this Postgraduate program. The writer conveys big thanks to Dr. Harlinah Sahib, M. Hum as the Head of English Language Studies Postgraduate program and all English Language Studies lecturers that have given their insights and helped the writer in the preparation of completing this thesis. Likewise, administrative staff in the postgraduate program who always provided convenient service from the writer entered the postgraduate program until finishing this thesis.

This study would not happen without the help of the Insancita Bangsa Foundation. The writer express deep gratitude to the managing director of YIB, Ir. Ismet Djafar, MM, who always supported the writer to achieve academic syccess and allowed the writer to conduct this research in YIB. The writer also would like to say big thanks to IELTS learners of YIB English school, especially Novia Sari, Abid Arham, Diyono Harun, and Abdul Haris Ibrahim, who participated as the research participants. Regardless their busy schedule in studying abroad, they still spent

valuable time talking and discussing their experiences in IELTS learning. They were very cooperative during the data collection. I thank them and hopefully they will achieve their academic success.

The writer would like to convey her gratitude to her English Language Studies department friends, especially in an education class, Febriani, Olive, Ulfah, Indah, and Arman. They always give motivation, support, advice, and help in the progress of finishing the thesis. The writer really appreciates it.

From the deepest of the heart, the writer would like to express special thanks and great appreciation to her beloved husband, Serpian, the one who wants to see his wife complete this thesis at its due time, who always cared, supported, and motivated her during the process of writing this thesis. Thank you very much for your sacrifice and patience behind his wife's success. The writer sends her love and prays to her son, Dinan Al Biruni, the writer's mood boosster, who waited for his mother at home and understood the lack of attention and time consumed by completing this thesis. Her husband and her son are everything to her.

For her beloved parents, H. Mahyuddin Musa and Hj. Suryawati and the writer's sisters, Nurlis Sepriani, Arisa Anggraini, and Marisa Apridona, always pray for the writer's success. Thank you very much for the support and love. The writer can not even express her thanks.

Finally, this thesis is presented to English Language Studies of Hasanuddin University. Hopefully, this thesis can provide benefits to practitioners of education, especially in English education, and can be utilized as a reference for further research.

Makassar, 17 April 2022

Sri Hardiyanti

ABSTRACT

SRI HARDIYANTI**. Language learning strategies applied by IELTS band score-7 achievers: A case study at English school of yayasan insancita Bangsa**. (Supervised by Abidin Pammu and Nasmilah).

This research aims at investigating the successful IELTS learners' experiences regarding what challenges they encountered and what learning strategies they applied in IELTS learning. The research used descriptive qualitative approach. The participants comprised 4 IELTS learners at English School of Insancita Bangsa Foundation who achieved an overall band score of 7. The research data were collected by using a guided interview and narrative frame. The data were analyzed by using Miles and Huberman's data analysis model, involving data collection, data reduction, data presentation (display) and conclusion drawing and verifying. The research result indicates that the participants facedchallenges from internal and external factors during IELTS learning. In internal challenges include anxiety, lack of motivation, lack of accent, lack of vocabulary mastery, lack of confidence, lack of ideas, lack of grammar, and lack of time management, on the other hand in external challenges include the level of question difficulty, lack of material and noise from learning circumstance. In terms of language learning strategies use, participants employe cognitive and metacognitive strategies more frequently to cope with the challenges in IELTS listening, reading and writing. Moreover, all participants tent to employ affective and social strategies as the most effective strategy to improve their speaking performance. This research generates pedagogical implications for both IELTS learners and teaching practitioners in the process of IELTS learning.

Keywords: Language learning strategy, language learning challenges, IELTS learning, overall band-7 achievers

ABSTRAK

SRI HARDIYANTI. **Strategi pembelajaran bahasa oleh peraih IELTS skor band 7: studi kasus di sekolah bahasa Inggris Yayasan Insan Citabangsa**. (Dibimbing oleh Abidin Pammu and Nasmilah).

Penelitian ini bertujuan untuk mengetahui pengalaman dari pelajar IELTS yang sukses tentang hambatan yang telah mereka temui dan strategi pembelajaran apa saja yang mereka gunakan selama belajar IELTS. Penelitian ini menggunakan pendekatan deskriptif kualitatif. Partisipan dalam penelitian ini berjumlah 4 pelajar IELTS di YIB (Yayasan Insancita Bangsa) English School peraih skor band 7. Data idikumpulkan melalui dua instrumen yaitu wawancara terarah dan narasi berbingkai. Data dianalisis menggunakan model data analisis Miles and Huberman yang membagi tahap penelitian atas pengumpulan data, reduksi data, penyajian data dan penarikan kesimpulan/verifikasi. Hasil penelitian ini menunjukan pelajar IELTS peraih skor band 7 menemui berbagai tantangan yang datang dari faktor internal dan eksternal selama belajar IELTS. Dalam hambatan internal terdiri dari kecemasan, kurangnya motivasi, aksen, kurangnya penguasaan kosakata, tidak percaya diri, kurangnya ide, tata bahasa, dan manajemen waktu. Sedangkan pada hambatan external, terdiri dari tingkat kesulitan pertanyaan, ketersediaan materi dan kebisingan disekitar lingkungan belajar. Dalam hal penggunaan strategi belajar bahasa, partisipan lebih banyak menggunakan strategi kognitif dan strategi metakognitif untuk mengatasi hambatan dalam belajar pada aspek mendengarkan, membaca dan menulis IELTS. Menariknya semua partisipan cenderung menggunakan strategi afektif dan sosial sebagai strategi yang efektif dalam meningkatkan kemampuan berbicara. Penelitian ini memiliki implikasi terhadap pelajar IELTS dan praktisi pengajar dalam proses belajar IELTS.

Keywords: Strategi belajar bahasa, tantangan belajar bahasa, pembelajaran IELTS, peraih IELTS band skor 7

TABLE OF CONTENT

CHAPTER I INTRODUCTION

1.1 Background of Study

Learning English as a foreign language can be challenging for Indonesian learners. Although English is the most prevalent language to learn yet, this does not necessarily imply that English can always be mastered rapidly. In spite of the learners' ardent interest, the learners encounter a range of challenges while studying English; as a result, they only make a little progress over time.

The challenges in learning English might be attributed to a variety of factors involving internal and external factors (Westwood, 2008). Internal factors are such as motivation, self-confidence, self-esteem, and attitudes. On the other hand, external factors include sociocultural components such as instructors, learning aids, and classroom culture. Futhermore, Hamalik (2004) noted that internal factors included lack of learning goals, lack of interest, health factors, ability to follow lessons, learning habits, and lack of language mastery, and external factors, such as the teaching-learning process, standardized testing, and standardized test and classroom culture.

One of the keys to overcoming English learning challenges is using effective Language Learning Strategies (LLS). Oxford (2017) noted that language learning strategy is a significant factor in improving active learning in the classroom and self-directed movement is crucial to improving communicative competence. Thus, learning strategies are potentially assisting English learners to improve their English proficiency (Hardan, 2013).

Researchers and practitioners have already been interested in studies on learning strategies because they affect students' language performance, which can be quantified via proficiency tests, self-rating tests, and a course mark (Oxford & Burry, 1993), as cited in (Oxford & Ehrman, 1995). Additionally, much research on Language Learning Strategies (LLS) reveals that effective learners use various strategies in concert with their learning style and personality (Oxford & Amerstorfer, 2019). It was also found that the learners who achieved success in learning employed certain Language Learning Strategies more frequent in learning.

Oxford (2017) defined that Language Learning Strategies (LLS) are constructed of complex, dynamic ideas and actions, selected and employed by the learners in a certain level of awareness in particular settings in order to govern several aspects of themselves (such as cognitive, emotional, and social) with the goal of (a) completing language tasks; (b) improving language performance or usage; and (c) enhancing long-term competency.

In similar views, this study's operational definition for Language Learning Strategies (LLS) that are specific actions employed by students to support their learning success. These actions effectively serve as strategies to facilitate students to improve their learning performance. Thus, by appling the strategies, students are expected to acquire better English mastery.

Furthermore, Oxford (1990) presented the most inclusive taxonomy of Language Learning Strategies (LLS). The Language Learning Strategies are classified into two main categories: direct and indirect. Both the categories are subdivided into six classes. The first category is direct strategy, which includes the new language directly and is classified into memory, cognitive and compensation strategies. On the other hand, the second category was indirect strategies which consist of metacognitive, affective, and social strategies. Indirect strategies involve indirect support for language learning by using various strategies such as focusing, arranging, evaluating, seeking opportunities, and lowering anxiety.

Rubin (1981) classified the learning strategies employed by good learners involving inductive inferencing, practice, memorization, or indirectly creating practice opportunities and using production tricks. Such strategies are selected and applied to help learners direct their learning in such a way as to achieve learning goals. A good learner may use effective Language Learning Strategies to improve English.

The learning strategy is also a vital factor for taking an English proficiency assessment. One of the latest well-known English proficiency tests is IELTS (International English Language Test System). It is a strong predictor of academic success and is widely accepted as a reliable test (Hu, & Trenkic, 2019). It is commonly a top requirement used for various purposes such as professional bodies, immigration authorities, and government agencies (IELTS-exam.org/IELTS). Furthermore, the IELTS certificate is recognized and accepted by various organizations globally.

IELTS is considered a difficult test as it emphasizes both theoretical and practical knowledge. IELTS directly focuses on the test-takers analytical knowledge and assesses four language skills: speaking, listening, reading, and writing. Along with this, the test takers must manage their time effectively to answer the questions. In order to obtain a target score, test takers are supposed to maximize their performance and prepare their English skills before taking the official English test. Thus, the learners are suggested to practice well before the assessment.

Yayasan Insancita Bangsa (YIB) is a foundation that conducts YIB English School to provide IELTS scholarships to students in Indonesia who intend to pursue higher education abroad. It aims to improve the awardees' English language ability by learning IELTS and facilitating them in applying for scholarships abroad. The awardees will join YIB (Yayasan Insancita Bangsa) English School to take the IELTS program for four months of full-time study. They will stay in an English dormitory with a teaching team that always provides them with personalized feedback throughout the course to improve the awardees' IELTS test scores.

Although the YIB learners had studied IELTS for four months, not all students could be successful test-takers. Based on researchers' direct observation of IELTS learners in YIB English school, many unsuccessful IELTS learners found it difficult to gain the target score due to the learning challenges for example such as vocabulary mastery, lack of grammar ability, poor pronunciation, the difficulty in developing ideas, lack of listening and speaking skill. They did trial and error to use which learning strategies were suited to solve the challenges. The inappropriate strategies used lead to their inefficient learning. As a result, they took more time to study IELTS.

On the other hand, the successful learners in the YIB English School are more capable of selecting and applying specific strategies in such a way to achieve their target score. However, the IELTS tutors mainly teach the students with more exciting teaching strategies; the particular learners seem to be successful regardless of methods or teaching techniques. They seem to optimize their strategy in learning more efficiently.

Successful learners have criteria as good learners. Good learners can learn more efficiently by employing better learning strategies than poor learners. Rubin

(1987) defined a good learner into some criteria. A good learner is a willing and accurate guesser; has a strong, persevering drive to communicate; is often uninhibited and willing to make mistakes to learn or communicate; focuses on the form by looking for patterns; takes advantage of all practice opportunities; monitors their speech as well as that of others; and pays attention to meaning".

A considerable body of research has been looking at Language Learning Strategies (LLS). One of the findings of the previous studies was in Vietnam that was under the title entitled "Language Learning Strategies (LLS) among Vietnamese EFL students and staff in Vietnam." Language Learning Strategies contributed a great lot to the learning process, notably by boosting the effectiveness and quality of learning. The result revealed the recommended and unrecommended strategies in Language learning. In the same way, Sari & Suranto (2020) found out the difficulties and strategies in learning English applied by students from the English and Non-English Education Department in Indonesia. It revealed the variety of LLS applied by different groups.

On the other hand, Ranjan and Philominraj (2019) conducted research specifically on learning strategy and motivation concerning gender. The study found that the use of language learning strategies, namely metacognitive and social strategies was the most applied strategy by the participant. Besides, the research by Wolf and Phung (2019) was concerned with language learning challenges and the language learning strategies and support services for Chinese nurses in English class. The study revealed the students' difficulties with academic writing, speaking, and the frequencies of learning strategy and support services facilitated.

Even though the previous studies had concerned the use of Language Learning Strategies, the research on the learning challenges and strategies applied by successful IELTS learners is still lacking. Moreover, most learning strategies studies explored the frequencies of the use of learning strategies by employing the quantitative method; on the other hand, this current study used the qualitative method and deeply narrated the participants' experiences. The data was rich with a deep exploration of the participant's IELTS learning experiences. Therefore, there is still room to investigate how successful IELTS learners handled the challenges and used the Language Learning Strategies (LLS).

Having the gap mentioned above, this study explored what challenges successful IELTS learners conforted with during the IELTS learning process and what language learning strategies they employed to resolve the challenges. In this study, the successful IELTS learners were the IELTS learners who gained an overall band score of 7.

In taking IELTS official test, the test takers are assigned scores on a scale of 0-9 for all skills, speaking, reading, writing, and listening. Although a 6.5 band score certificate may be used to qualify for both scholarship and university abroad, many excellent universities overseas consider the overall band-7 score the minimum English proficiency requirement. The rationale is that overall band score-7 achievers mean a good user and are likely acceptable in a linguistically demanding environment (Schoepp, 2018). Besides, those who reach an overall band score of 7 are more capable of dealing with the complex language well and doing reasoning details. Thus, overall, band 7 achievers were considered to be the participants of the study.

This research is a modest attempt to explore how successful IELTS learners at YIB English School applied effective learning strategies and dealt with the barriers during the learning process. Nevertheless, aside from the benefits of language learning strategies, it is significant to explore the language learning strategies applied by successful learners. Learning strategies applied by good learners could be the model as a good learning quality which can be helpful for insights for unsuccessful learners. The practical learning strategies applied by good learners need to find out in detail what strategies successful language learners use.

Finally, this paper will show recommended language learning strategies that will benefit both IELTS learners and trainers. Being aware of effective learning strategies can facilitate unsuccessful IELTS learners to improve their learning quality and boost their language performance. Furthermore, IELTS trainers can already pay attention to the learners' strategies. Finally, it benefits as the key to reaching the target score more efficiently

1.2 Research Questions

Based on the background above, some research questions have been formulated as follow:

1. What are the challenges faced by IELTS band score-7 achievers in IELTS learning?
2. How do these IELTS band score-7 achievers solve the challenges in terms of Language Learning Strategies use?

1.3 Research Objectives

1. To find out the challenges faced by IELTS band-7 achievers in IELTS learning
2. To reveal the learning strategies used by IELTS band score-7 achievers to solve the language learning challenges.

1.4 Significances of the Research

The research provided meaningful insights for both IELTS learners and IELTS trainers to improve their English performance, especially in upgrading their band score in the IELTS test. The information on what strategies was helpful must be included in the learning process. It encouraged IELTS learners to realize how to learn and the most suitable learning strategy to apply. Therefore, the learning process could be more effective and efficient.

Besides, this research assisted English trainers to incorporate language learning strategies into their teaching methods. Since the English trainers were a front liner in teaching the English, studying the kind of learning strategies perhaps influence their teaching in the future. They could support the students to use the learning strategies as frequently as possible to help their English mastery. As a result, the goal of the study would be gained.

Academically, the results of this research were expected to contribute to the science in English language teaching and learning, especially for IELTS learning due to the difficulties of gaining a high band score. This research also could be utilized as an additional reference for the following analysis in the future.

Therefore, the learning strategies research would provide solutions to improve the learning quality.

1.5 Scope of the Research

In this research, the researcher focused on the learning challenges and learning strategies applied by IELTS learners at YIB English School. The IELTS learners must have a valid IELTS certificate of no more than two years and got an overall band score of 7.

.

CHAPTER II LITERATURE REVIEW

2.1 Previous Studies

There are many kinds of research that have been documented concerning language learning strategies. Most research revolves around exaggerating the effectiveness of strategies in language learning that have been exposed in EFL contexts. Numerous studies focus on Language Learning Strategies (LLS) due to their importance in language learning (Melvina et al., 2020). The following studies are previous studies that are closely related to the current research.

Nguyen and Terry (2017) conducted a study that examined Language Learning Strategies among Vietnamese EFL students and staff in Vietnam using a narrative approach based on individual differences and environmental and contextual factors. This research collected the data by using semi-structured interviews. The participants were EFL students and EFL staff at a college in Vietnam. This article discussed the qualitative results from larger-scale research on English Language Learning Strategies among Vietnamese tertiary students. The result of the study revealed that success in English learning was attributed to a variety of factors, which was a favorable view. This dispels the myth of anyone factor's absolute influence in language acquisition. It had significant implications for the teaching profession in that the development of LLS must occur concurrently with other critical activities, such as stimulating students' learning interests, increasing their learning resolve, and encouraging students' learning attempts.

Related to the topic of language learning strategies, the research finding above has similarities to a study by Sari & Suranto (2020) under the title "Difficulties and Strategies in Learning English: An Analysis of Students from English and Non-English Education Department in Indonesia." The study employed a qualitative approach and was interviewed to gather data. The participants of the study were 3 the English Language Education Department (ELED) students and 3 non-English Language Education Department (non-LED) in a private Islamic university.

The result of Sari and Surantos' (2020) findings were that both sides of students had comparable problems in learning English, including a lack of vocabulary, grammar issues, pronunciation difficulties, and insufficient speaking

and listening ability. A considerable difference was seen in the difficulties encountered by LED students in formulating ideas vs. the difficulty encountered by non-LED students in all elements of writing abilities.

Both previous studies above were not much different. They explored the language learning strategies and took two groups as the sample of data. They used a qualitative approach and narrated the findings deeply. The Language Learning Strategies classifications were adopted from Rebbeca Oxford (1990). The differences between both previous studies and the current study were in where the study took place, and how the current study examined the challenges and the participants of the study. The previous studies were only concerned with the English lesson in classes in universities; on the other hand, the current research focused on English lessons in IELTS classes. Meanwhile, the challenges were explored based on internal and external factors. Successful learners became the only participants in this study. The similarity between the previous study above with the current study was in the research design which was the qualitative approach.

The use of language Learning Strategies could be influenced by motivation and gender. Ranjan and Philominraj (2019) conducted a study regarding Language Learning Strategies in motivation and gender and focused on the learning strategies used by Indian Students in learning Spanish as a foreign language. The study was a quantitative cross-sectional study that adhered to the descriptive correlational framework's criteria. This was a non-experimental study in which statistical and interpretative analyses were used to assess self-reported learning processes. The participants were 65 participants (undergraduate students of Spanish Degree course) chosen from different colleges, namely Jawaharlal Nehru University (JNU) in New Delhi and English and Foreign Languages University (EFLU) in Hyderabad.

The findings highlighted that in Language Learning Strategies, the participants used social and metacognitive strategies the most and the memory strategies the least. In addition, participants with an academic career interest decided to learn Spanish, and students with extrinsic motivation reported using learning strategies more frequently. There were no significant differences in learning strategies related to gender.

Unlike the previous study above, a study by Wolf & Phung (2019) focused on the language learning strategies and the support devices used by Chinese nurses studying in the US. The study was a case study and employed quantitative and qualitative analysis. The study gathered quantitative and qualitative data to triangulate the findings and obtained a deeper understanding of the students' experiences. The participants were Chinese bachelor's-prepared nurses studying in the United States for over one year. This study found that the participants experienced difficulties in writing, speaking performance, the frequencies of strategy use, and how they utilized the support services. The result of the study provided implications for the learning improvement in international students.

Both studies by Ranjan and Philominraj (2019) and the study by Wolf & Phung (2019) have similarities in terms of research methods. They used the quantitative method and utilized SILL (Strategy Inventory in Language Learning) to collect the data. The sample was taken at the university. Even though the finding of both studies remained the same to find out frequencies of the use of learning strategies in English, the differences of both studies were in the specificity; Ranjan and Philominraj (2019) focused on motivation and gender while the study by Wolf & Phung (2019) concerned on support devices in language learning. Furthermore, the differences between both previous studies with the current study were how to reveal the challenges and strategies. The current study revealed the English learning challenges based on internal and external factors and utilized a deep interview to reveal the dominance of Language Learning Strategies applied by successful learners.

The majority of the previous studies were concerned with investigating Language Learning Strategies (LLS) applied by university students and high school students. However, the current study focused on Language Learning Strategies (LLS) applied by successful IELTS learners. Additionally, most of the research investigated the tendency of Language Learning Strategies (LLS) implementation by using the Strategy Inventory for Language Learning (SILL), developed by Oxford (1990). In contrast, the current research is concerned with the profound answers obtained through guided interviews and narrative frames.

The researcher found that a study concerning the learning strategies and challenges experienced by successful IELTS learners is still sparse. This part

became the gap in this research. The topic of successful IELTS was an exciting topic to discuss. Therefore, this study can be a new insight that digs deeper into the key success of successful IELTS in terms of Language Learning Strategies (LLS) use and how they cope with the challenges. For that reason, the current research explored Language Learning Strategies used by successful IELTS learners in qualitative design research. Thus, the data were gathered more comprehensively.

2.2 Theoretical Discussions

2.2.1 The status of English in Indonesia

English's current status as an international or global language is based on its widespread use in a variety of fields, including politics, diplomacy, international trade and industry, commerce, science and technology, education, the media, information technology, and popular culture (Crystal, 2003). For instance, it indicates that English is significant in particular due to the breadth of its influence in the key areas:

a) Economics and business

The United States' status as the world's largest economy has an influence on worldwide commerce. Without English, organizations seeking to access the worldwide market are unlikely to succeed. While the tourism sector is particularly reliant on English, every multinational corporation with foreign operations must have employees who can communicate in the language.

b) International relations

United Nations and other significant international organizations possess English as an official language. The other diplomats in various countries may acquire a variety of languages during their careers, but if learning the native tongue of a nation proves impractical, English may be used as a lingua franca.

c) The media – the world of current events and modern culture:

The countries where English is given a special status produced significant numbers of the world's newspapers. The bulk of big advertising firms is headquartered in the United States. English is the most widely used language

on television and radio worldwide. Moreover, in cinema, many movies are dominated by English, and popular music mainly uses English lyrics.

d) Education

The majority of scientific articles published in all fields are written in English. English is also being more widely utilized as a medium of teaching in schools and colleges, emphasizing management, information technology, and the humanities. English is also extensively taught as a foreign language to students wishing to continue their education in an English-speaking nation or as a prerequisite for employment.

e) Communication

Although English is not the world's most spoken language, it is the official language in 53 countries and the first language of approximately 400 million people worldwide. However, it is also the most widely spoken second language globally. According to the British Council (2020), around two billion people worldwide will be learning English.

f) Safety and international travel

English is the maritime and air traffic control language. Huda (2000:) cites five reasons that have contributed to English's worldwide status:

1. Its linguistic characteristics on the inside.
2. The sizable population of English speakers.
3. The widespread geographical distribution of its usage.
4. Its significance in a variety of sectors, including politics, international diplomacy, economics and business, science and technology, and culture.
5. The use of English by nations today exercises economic, political, and cultural dominance in the world.

The status and function of English in Indonesia have been shaped by historical, political, socio-cultural, geographical, and linguistic factors. Its use has developed from postcolonial education competency building to a more recent need for human empowerment. From independence to the present, English in Indonesia has played a significant role in Indonesian society, such as in business, politics, media, and education.

In Indonesia, language policy must compete with a highly multicultural and multilingual society. In the education field, English's position and role or

purposes must be viewed in light of its position in the third of three major categories: Bahasa Indonesia, regional vernaculars, and foreign languages.

English is one of a variety of foreign languages that have been taught or are about to be taught for some time. The other foreign languages recently taught in Indonesia are Dutch, Arabic, English, German, French, Japanese, and, more recently, Chinese. A language may be used for a variety of purposes, including regular social contact, teaching in school, and political or media communication. English is unique among foreign languages. It was selected as the language of broader communication in the early post-independence era and is now the sole foreign language taught in schools as a required subject. Other foreign languages, such as French, Chinese, or Japanese, are electives if they are offered.

2.2.2 Language Learning Strategies

According to Gage & Berliner (1992), learning can be described as a process in which an organism changes its behavior due to experience. How human life gets the experiences through doing something or taking actions premised is, is a result of the learning process. In line with Gage & Berliner, Lachmnan (1997) highlighted the changes in behavior as the result of experiences. It seems that the definition of learning was viewed as a function that maps experience onto behavior.

Gagne (1976, as cited in Wiyono, 2008) gives two definitions of learning; (a) Learning is a process of gaining motivation in my knowledge, mastery, habits, and attitude. (b) Learning is the mastery of knowledge or skills acquired from teaching. Brown had a similar point of view to Gagne. Brown (2000) stated that learning is obtaining and retaining knowledge, skill, experiences. Brown (2000) classified the definition of learning more clearly as follows:

1. Learning is the acquisition of information or skill
2. Learning is the retention of information or skill
3. Retention implies storage systems, memory and cognitive organization
4. Learning involves active, conscious focus on and act upon events outside or inside the organism
5. Learning is relatively permanent but subject to forgetting
6. Learning involves some forms of practice, perhaps reinforced practice

7. Learning is a change in behavior

The researcher puts forward a detailed functional definition of learning in this paper. Learnincg can be defined as the process of behavioral changes resulting from experiences and gaining new information. The experiences can be taken from interactions with the environment. Mainly all the definitions of learning consist of the concept of change, experience and behavior.

On the other hand, the word strategy is derived from the Greek word that means "army" and "leading/moving." A strategy is an action to attain one or more goals. In Cambridge Dictionary, strategy is defined as a detailed plan for gaining successful situations in many fields of life involving business, politics, war or sports. It is also interpreted as the skill of planning for numerous situations.

The definition of strategy in this study is integrating organizational activities utilized to obtain the target goals. It can be said that strategy is a planning and leading skill to achieve certain objectives. Strategy is a significant part of getting perfect foresight. Thus, individuals are able to deal with unpredictable barriers and solve the barriers by themselves as well as maximize their strengths.

A strategy is helpful if the following criteria are met: (a) the strategy is relevant to the second language task at hand, (b) the strategy conforms to the specific student's preferred learning style to some extent, and (c) the student utilizes the strategy effectively and integrates it with other important and relevant strategies. Strategies that meet these criteria "enhance learning by making it simpler, quicker, more pleasant, more self-directed, more successful, and more adaptable to other contexts" (Oxford, 1990 as cited in Oxford, R. L. 2003). Additionally, learning strategies may help students develop into more self-sufficient, autonomous, and lifelong learners (Allwright, 1990; Little, 1991 as cited in Oxford, R. L. 2003).

In order to gain the learning goals, students should use a certain learning strategy. Learning strategies are the operations and actions that learners employ for optimal learning of processing new information and course concepts. Additionally, learning strategies can be defined as the set of skills employed by students to finish different kinds of tasks. Thus, those who use learning strategies can improve memory and perform better studying or test-taking strategies.

Aaron Carton published the first research on LLS in 1966 under the title "The Strategy of Inference in Foreign Language Study", followed by Rubin in 1971 with an emphasis on effective learner strategies. He categorized strategies into

processes that contribute directly or indirectly to language acquisition (1975). This was continued by Wong-Fillmore (1976), Tarone (1977), Naiman (1978), Bialystok (1979), Cohen and Aphek (1981), Wenden (1982), Politzer and McGroarty (1985), and Conti and Kolsody (1997), who examined language learners' strategies throughout the process of foreign language acquisition.

The meaning of Language Learning Strategies (LLSs) is crucial in learning English. It can assist the students in comprehending the material better. The word of the strategy was from Greek. The meaning is a high-level plan to obtain one or more aims. According to Brown, strategy is a specific method in approaching a problem or manipulating information to get the goals. In the field of education, the concept of strategy becomes the broader influence on it.

Every language learner will apply a manner or a strategy to reach the target score. The most influential factor in learning is "how" to learn or the ways to learn it. However, the language learner employs various methods while they are practicing the language, some of the strategies are efficient, yet the others are inefficient. Therefore, learners must adopt the most appropriate one.

Language Learning Strategies (LLS) are defined in many ways by scholars. The earliest definition of language learning strategies is attributed to Gagne (1974), who defined language learning strategies as self-management skills. He stated that the skills of self-management that the learner acquires, presumably over a period of years, to govern his processes of attending, learning, and thinking".

Next, Rigeney (1978), as cited in (Hardan, 2013), wrote language learning strategies as the often-conscious actions applied by language learners to improve the acquisition, storage, retention, recall, and use of new information. In line with Rigeney, O'Malley and Chamot (1990) also defined learning strategies as the specific steps or actions which as "the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information and special ways of processing information that enhance comprehension, learning, or retention of the information."
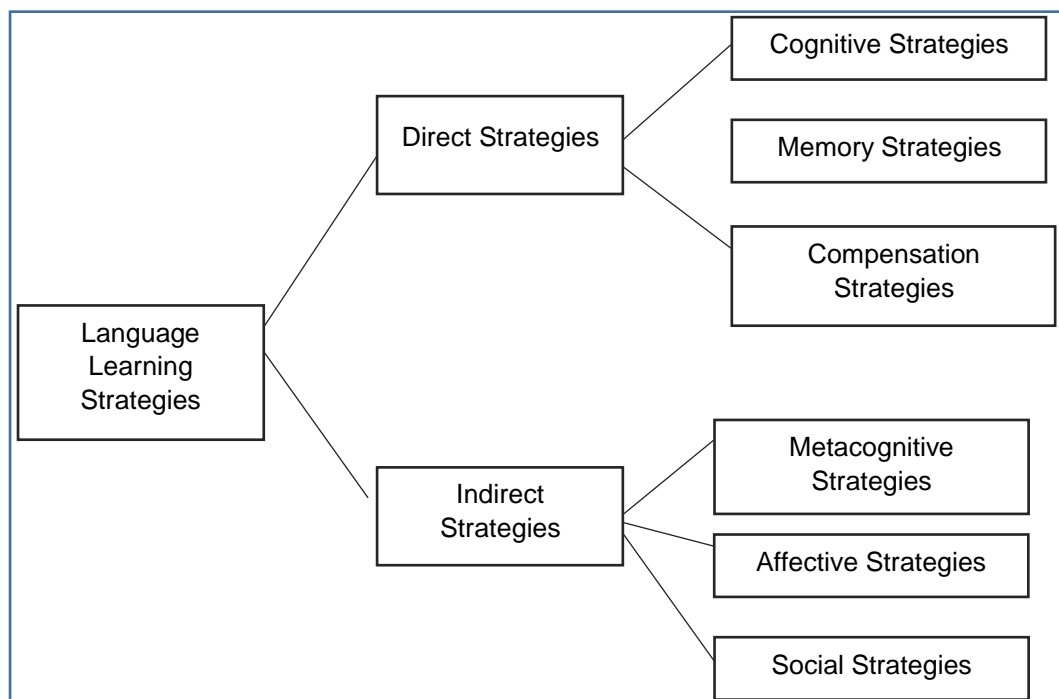
However, Oxford (1990) stated that learning strategies are steps employed by learners to set learning activities to become more efficient; therefore, the learners can comprehend the lesson faster in an enjoyable learning environment. While Cohen (2011) and Rubin (1987) also had the same idea as Oxford (1990),

who viewed learning strategies as applicable to assist learners in learning to get the most advanced levels of target-language performance.

Language Learning Strategies (LLSs), then, can be defined as certain actions, manners, methods, or techniques employed by language learners to assist them in language learning to comprehend the learning faster and efficiently retain new information. The success of the English learning process is not only determined by the teachers but also by the students.

However, many researchers classified the language learning strategy. One of the researchers was Oxford (1990). According to Oxford (1990), Language Learning Strategies are divided into direct and indirect strategies. Direct strategies consist of cognitive strategies, memory strategies and compensation strategies. On the other hand, indirect strategies consist of metacognitive strategies, affective strategies and social strategies. The taxonomy of Language Learning Strategies by Oxford was presented below.

Figure 1. oxford's taxonomy for language learning strategies (1990)

Oxford (1990) defined direct strategies as a strategy which directly involve the target language. This strategy is a part of mental processing of language. The

direct strategies involve memory strategy, cognitive strategy, and compensation strategy.

1. Direct Strategies

   a) *Memory strategy*

   This strategy is used is utilized for storing and retrieving new information. The steps taken by learners in relation to memory methods must be personally significant to the students in order for them to use the strategies in the section of work. Memorization helps learners to gather the information and store the information in memory. For instance, the sematic map of a set of nouns or verbs that demonstrates the link between the words. There are some subsets of memory strategy namely having mental linkages, employing images and sound, reviewing well, and using actions. Each subset has different approaches / specific strategies which assist the language learners improve their learning performance. Mostly, learners utilize memory strategies frequently in the beginning process of language learning.

   b) *Cognitive strategies*

   Cognitive strategies serve a variety of purposes, one of which is to manipulate or modify the target language. As an example of cognitive techniques, the utilization of drills to practice the language and finding unknown vocabularies in dictionary. The four subcategories of cognitive strategies include practicing, receiving and transmitting messages, analyzing and reasoning, and structuring input and output. Each set has a distinct strategy. Adult learners often use analytical and reasoning skills. These are utilized to comprehend the target language's meaning and expression.

   c) *Compensation strategies*

   This strategy is used to aid learners in using the new language for understanding and production despite their poor mastery of the new language. Compensation strategy is intended to compensate for an insufficient repertoire of grammar, and particularly vocabulary. A compensating approach would be "To understand unfamiliar English word, I make guesses" (Oxford ,1990). For the example is the use of linguistic clues to predict the meanings. The two subgroups of compensatory strategies are

intelligently guessing in listening and reading and overcoming constraints in speaking and writing. There are 10 approaches/specific strategies within the two groupings.

In contrast, indirect strategies support for language learning through focusing, planning, evaluating, seeking opportunities, controlling anxiety, increasing cooperation and empathy, and other means (Oxford ,1990). It consists of metacognitive, affective, and social strategies.

2. Indirect Strategies

    According to Oxford (1990), the indirect strategies are metacognitive, affective, social strategies.

    a) Metacognitive strategies

    Metacognitive strategies are "activities that transcend solely cognitive devices and enable learners to organize their own learning processes" (Oxford, 1990, p.137). "I pay attention when someone speaks English," is an example of a metacognitive strategy. Within metacognitive methods, there are four subcategories of strategies: The purpose of centring learning is to direct the learner's attention toward specific language activities or skills. For instance, is overviewing using previously known information and determining in advance what to focus on.

    b) Affective strategies

    This strategy is concerned with the emotional, behavioral, motivational, and value development of students. Oxford (1990) suggested that language learners may obtain control over the aforementioned aspects via emotional methods. Additionally, she indicated that effective language learners are often those who are able to manage their emotions and attitudes toward learning. "I urge myself to speak English even when I am terrified of making a mistake" (Oxford, 1990, p.296) is an example of an emotive technique. Subsets include reducing one's worry, encouraging oneself, and regulating one's emotional state.

c) Social strategies.

The last category is social strategies, which include the learner's interaction with speakers of the target language. "I make an effort to learn about the cultures of English speakers," is an example of a social strategy (Oxford, 1990, p 296). There are many subsets of social strategies, each of which has two distinct strategies. The three subsets of strategies are as follows: inquiring, collaborating, and empathizing. Among the three, asking questions is the most beneficial and brings the greatest clarity to the message. Additionally, it facilitates discussion by eliciting a response from the partner and demonstrating attention and participation.

A learning technique cannot be classified as either excellent or poor a priori. What makes a plan beneficial to an individual. A strategy is useful if the following conditions are met: (1) the strategy is relevant to the L2 task at hand; (2) the student effectively employs the strategy and links it to other pertinent strategies for completing the task; and (3) the strategy coordinates to some extent with the student's general learning style preferences. Strategies that address these variables "enhance learning by making it simpler, quicker, more pleasant, more self-directed, more successful, and more transferrable to other settings" (Oxford 1990).

2.2.3 Good Learners

Based on Rubin (1975), there are three variables in good language learning: aptitude, motivation, and opportunity. The first variable, aptitude, refers to an individual's character, which is uneasy about changing by learning. Furthermore, Li (2020) said that "Language aptitude is cognitive abilities predictive of learning rate and ultimate attainment in a second language". There are some elements of traditional aptitude, namely phonetic coding, language analytic ability, and rote memory. Although aptitude is regarded as the best predictor of language learning improvement, language aptitude can be improved by learning and training.

The second variable is motivation. Numerous studies discuss how essential is motivation aspect of good language learning. According to Gumartifa & Sirajuddin (2021), students' motivation to learn English involves intrinsic factors in which students with high and deep motivations can obtain their learning objective

well. Based on the research finding by Rahmat et al. (2021), learners who possess high integrative motivations in learning English can speak English more naturally with their friends or family. With proper motivation, the learners may become active communicators.

The third variable is opportunity. All learning activities in and out of the classroom can offer the chance to practice. One of the characteristics of a good learner is always to take and create opportunities to practice the lesson. A good learner may utilize all facilities that support the learning activity, such as improving listening skills by watching movies, television and even invites their speaking partner to practice in our classroom.

All these variables, aptitude, motivation and opportunity, are related to each other. Learners with high motivation but a little opportunity to practice will get a little improved. On the other side, a learner with many options and less motivation is unable to improve their skills. Thus, what must own the three variables equally. Therefore, the learners will gain learning success faster.

Furthermore, Rubin (1975) cited some characteristics of a good language learner. These characteristics were based on Rubin's observations to assess individuals become good language learners.

a) A good language learner is a willing and accurate guesser.

According to Rubin (1975), a good learner is both comfortable with ambiguity (indeed, he may like it) and eager to test his predictions. He will efficiently retain fresh knowledge and take necessary action. The good guesser makes use of all the cues provided by the situation and so narrows down what the communication's meaning and goal may be. In this way, he is extending his first language conduct into his second language encounters, which is something that we all do. He never fully grasps what the speaker intends and are always relying on the cues provided by the surroundings and the dialogue. Guessing is based on his knowledge of the speakers' social relationships, the context, the event, the mood, the channel, and all of the other criteria identified by Hymes (1972 as cited in Rubin 1975) in his ethnography of communication. . It is founded on his knowledge of the rules of speech, for some examples of the importance of knowing these). It is based on empirical probability. Additionally, but not entirely, it is founded on his knowledge of

grammar and vocabulary. While the value of guessing and inferring has been acknowledged for a long period of time in second language acquisition, the specifics of how this should be taught are far from apparent.

b) A good language learner has a strong drive to communicate or to learn from communication.

A good learner is willing to do many things to get his message across. He may use paraphrase to explain the different meanings of a thing. He will communicate with gestures or by spelling a word if his pronunciation is unclear. He will attempt to explain his meaning using a cognate from whatever language he is familiar with. He will not confine himself to a single sentence structure but will make the most use of the ones he does have. For instance, he may use the phrase "going to go" if he is unsure of the future in English; the main element is to convey the meaning. He may attempt to create new words by nominalizing or verbalizing a verb and then testing the answer. With this strong incentive to communicate, the effective learner will use whatever information he has to convey his message. This method has a significant by-product in that if he communicates well, his drive to engage and learn the essential tools will be increased.

c) A good language learner is often not inhibited.

He is prepared to seem ignorant in exchange for rational discussion. He is willing to make errors in order to improve his ability to learn and communicate. He is prepared to live with a degree of ambiguity.

d) In addition to focusing on communication, the good language learner is prepared to attend to form.

A good language learner is continually on the lookout for linguistic patterns. He pays great attention to form, continually studying, classifying, and synthesizing. He is continually on the lookout for new classification systems. He is attempting to discriminate between pertinent and irrelevant information. He is searching for the interaction or relationship between items (using information from his native language or others he has learnt as a foundation for this analysis). Naturally, the more practice a someone gets with

this kind of exercise, the more effective he will be. It has often been noticed that a person learns a second or third foreign language more quickly than his or her first simply because he or she has had experience adhering to a language's critical formal aspects.

e) The good language learner practices

He might practice speaking words or constructing phrases. He will seek chances to practice the language by seeking out native speakers, seeing movies, and attending cultural activities. He begins talks in the target language with the instructor or his classmates. He is prepared to repeat. He typically takes advantage of every chance to speak in class; fact, some students seem to stand out and are called on more often in any given session.

f) The good language learner monitors his own and the speech of others.

That is, he is continually monitoring the reception of his speech and ensuring that his performance adheres to the criteria he has acquired. A portion of his monitoring is based on his active involvement in the learning process. He is always processing data regardless of whether he is called upon to perform. He is capable of learning from his own errors.

g) The good language learner attends to meaning.

He knows that to understand the message, it is not sufficient to pay attention to the grammar of the language or the surface form of speech.

Teachers perhaps recognize these characteristics applied by students in their teaching experiences. However, most probably not all the features will be performed by all good language learners.

A good language learner may attempt to identify those aspects that provide him with the greatest degree of intelligibility. He may gain an intuitive sense for the phono-logical signals that most effectively promote intelligibility. In English, this may suggest that he prioritizes the proper creation of intonation patterns above individual sounds, owing to the patterns' tight association with syntax. In English, a certain amount of mispronunciation of individual sounds is acceptable as long as the intonation patterns are precise.

There are other more activities that a successful language learner engages in that are worth studying. Additional suggestions for memorize-tion strategies might be found in the literature. Carroll (1966) says that "the more significant the content to be learnt, the easier it is to learn and retain." As could be anticipated of a competent language student, he or she will look for methods to make the material they must remember more relevant. He also says that "the more associations created to a thing, the greater the likelihood of learning and retention." Once again, it must be examine what an effective language learner does to strengthen connections.

2.2.4 YIB (Yayasan Insancita Bangsa) English school

Yayasan Insancita Bangsa (YIB) is a foundation that offers IELTS scholarships for the Islamic Association of University Students in Indonesia. This program supports the alumni to have eligibility to apply for scholarships abroad. The program had started in 2013 to present.

The IELTS scholarship is offered every year with a different quota and different requirements for each batch. Awardees are facilitated with various facilities needed by scholarship hunters involving scholarship seminars, awardee sharing sessions, and IELTS discussion. It is expected that those events will motivate IELTS students to apply for their scholarships.

Besides, Yayasan Insancita Bangsa (YIB) provides many facilities to support IELTS learning. All awardees will stay in the English dormitory with tutors for four months. The tutors will design the syllabus, material, learning schedules for the learners. Additionally, Insan Cita Foundation also implemented many scholarship seminars and the sharing discussion with awardees that must be participated by the awardees to add their knowledge about applying for scholarships abroad.

Yayasan Insancita Bangsa (YIB) strictly selects the applicants because Yayasan Insancita Bangsa (YIB) is only concerned with those who have a strict plan to apply for a scholarship. Therefore, they will seriously learn IELTS and apply for a scholarship as their goal after learning IELTS.

During the learning process, the tutors will divide them into classes based on their English level. The English tutor will do a scoring that depicts the learner

progress. An evaluation is also a mandatory activity each month to encourage learners to keep motivated and progress in learning.

2.2.5   IELTS (International English Language Testing System)

In the beginning 1960s, the language testing tradition in Britain began to change toward a concept that language could be separated from measuring literary or cultural knowledge (Weir, 2003). It is feasible to pinpoint the beginning of a English language test to one that concerns on language rather than a mix of language, literature, and culture during this time period. The goal of linguists to achieve academic credibility and acknowledgment for language degree programs in eairlier higher education by adding a significant quantity of literature and culture into their courses and tests has impeded the argument for a language-based test up to this point.

As with other forms of educational evaluation, language testing is a complicated-social phenomena. It has developed to serve a variety of purposes in the classroom and across society. Language testing is now widespread in a variety of situations, including education, employment, international mobility, language planning, and economic policymaking. Due to its broad usage, language testing is contentious. For others, language examinations serve as gatekeeping instruments that further the powerful's goals. For others, they serve as the instrument whereby the society might achieve opportunity equality or learner empowerment (Fulcher, 2013)

Tests are very effective instructional instruments that fulfill at least four purposes. The purpose of well-designed examinations is to inspire and assist students in organizing their academic efforts. The language tester can empirically investigate what language skills operationalize following the test event by statistically analyzing the data generated to identify underlying patterns and by conducting criterion-related studies to compare the information generated by this test to that produced by others with known properties.

There are several types of tests; each test serves a distinct goal and measures distinct criterias. There are several types of tests; each test serves a distinct goal and measures specific criterias. These tests include a proficiency test, diagnostic test, placement test, achievement test, language aptitude test.

English Proficiency Tests (EPT) is a comprehensive test that assesses all parts of English Proficiency, with an emphasis on academic English proficiency.

Language abilities such as listening, speaking, reading, and writing are assessed. Vocabulary, grammar, and pronunciation, including intonation and emphasis, are all assessed. The goal of a proficiency test is to determine a language's worldwide competency. It assesses general aptitude independent of prior language instruction (Brown, & Abeywickrama, 2004)

Historically, proficiency tests included standardized multiple-choice questions on grammar, vocabulary, reading comprehension, and listening comprehension. TOEFL is one of many standardized proficiency tests. A proficiency exam is used to determine a learner's linguistic competency. It is comparable to an accomplishment test, which assesses a learner's comprehension of particular subject, a diagnostic test, which identifies areas for improvement, and a prognosis test, which attempts to forecast a learner's capacity to successfully finish a course or take an exam. Proficiency exams are rare in the classroom but are quite popular as the final goal (and motivator) of language acquisition. Proficiency examinations such as IELTS and TOEFL are examples.

International English Language Testing System (IELTS) alternatively referred to as the IELTS, the IELTS is organized by the University of Cambridge ESOL Examinations, the British Council, and IDP Education. IELTS is available in two basic formats: academic and general training. The academic edition is primarily intended for students applying to universities and other institutions of higher education, as well as to work or study in an English-speaking country. The general training version is intended for persons seeking job experience or for those seeking to immigrate only for immigration purposes. TOEFL and IELTS scores are also valid for two years. While the academic and general versions vary in substance, their structure is same, with the exam divided into three sections: listening (40 minutes), reading (60 minutes), and writing (60 minutes) (60 minutes). A brand is assigned a score out of 21, ranging from the highest for a "expert user" to the lowest for a "non-user."

China, India, and Pakistan are the top three nations where the exam is given. The advantages of IELTS include the following: For a large number of students hoping to get admission to top colleges in nations such as the United States of America, Canada, New Zealand, and Australia, IELTS may pave the way. With the highest IELTS band scores, anyone will have the opportunity to associate with top intellectual institutes or colleges. Additionally, the exam may assist a large number
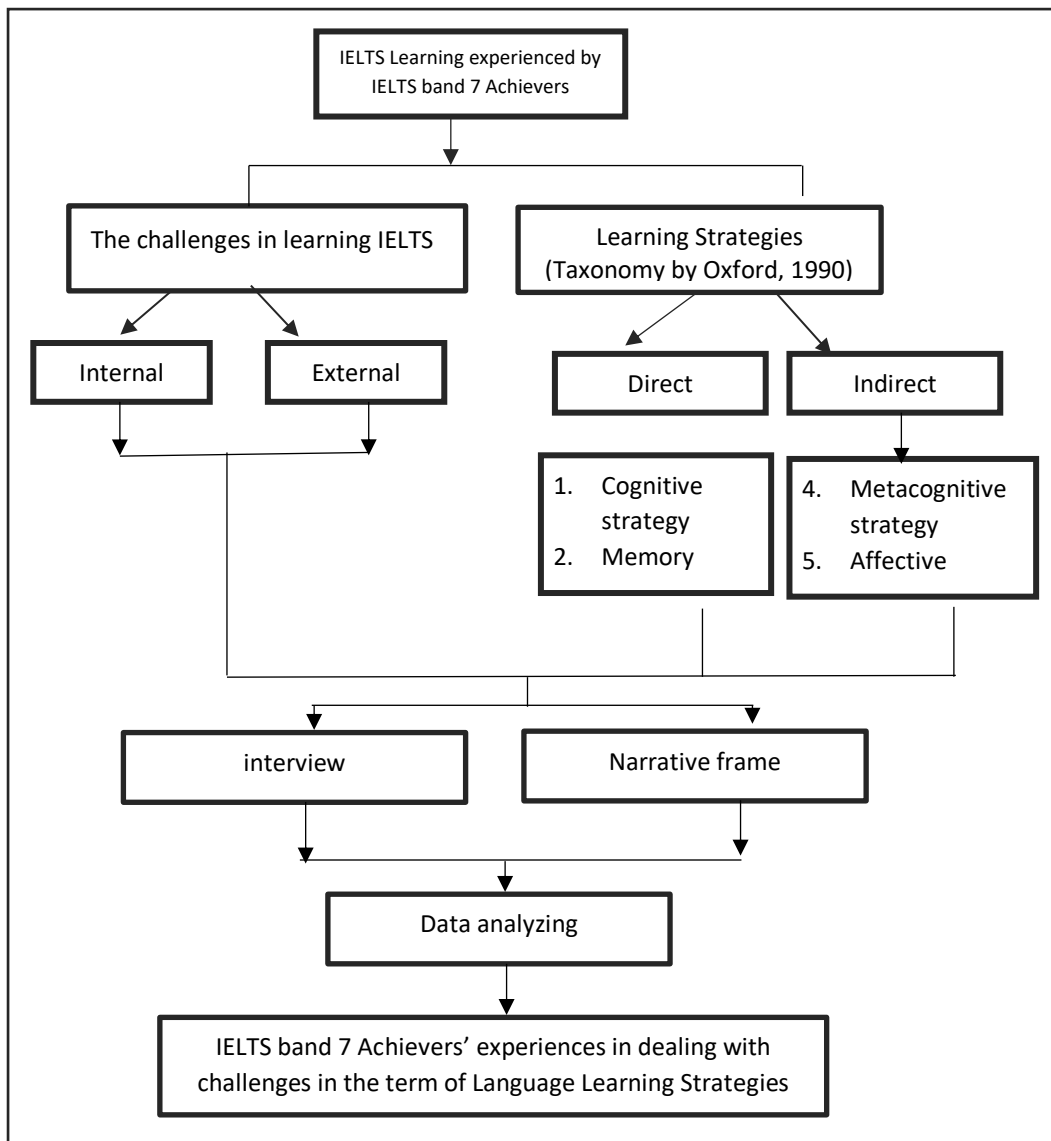
of persons in obtaining professional registration. IELTS employment prospects are just astonishing. The majority of job seekers must be willing to work overseas and earn good salaries. IELTS may open doors to professional chances in other countries.

Not only in foreign countries, but a high IELTS band score can also change individual's life. Job seekers can get the opportunity to work with top firms with good communication skills. Furthermore, the ones who are willing to migrate to the other countries, IELTS benefits are enjoyable. IELTS test can help people get visa approval easily by the government agencies. As people will be having the certification which is globally acceptable. Most importantly, IELTS can give the IELTS test takers the chance to get proficient in English and posses better communication skills. The avaluable assessment of English proficiency level helps test takers figure out the area of improvement.

2.3 Conceptual Framework

The conceptual framework is depicted by diagram below:

Figure 2. conceptual framework

This research was administered in order to find out how the succesful IELTS learners solved the language learning challenges in the term of Language Learning Strategies (LLSs) in YIB (Yayasan Insancita Bangsa) English School. This study employed qualitative approach. The IELTS band score-7 achievers filled the narrative frame to reflect their experiences. The participants were interviewed by using guided interview. Then, the results were coded and analyzed in a narrative way.