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APPENDICES

APPENDICES

Appendix 1: Instrument of the Research

A. Interview Questions

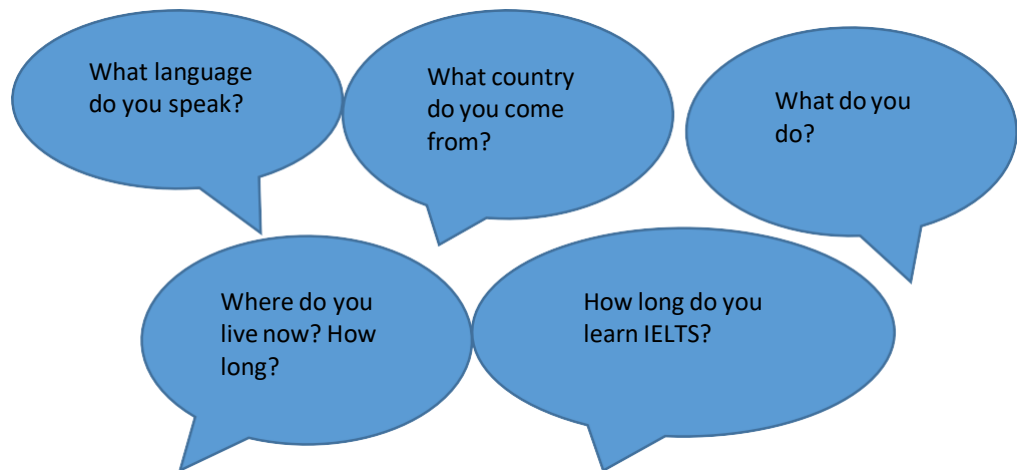
1. What is your perception about the strategies in IELTS learning?
2. Whenever you successfully completed a task for goal in learning English, what factors did you think are most likely to determine your achievements?
3. **Listening skill**
 - a. What were challenges that you face in the process of Listening IELTS? (Internal and external problem)
 - b. How did you solve the challenges in the term of learning strategies?
 - c. what learning strategies did you use dominantly to face the problems and improve your listening IELTS score?
4. **Reading skill**
 - a. What were challenges that you face in the process of reading IELTS? (Internal and external problem)
 - b. How did you solve the challenges in the term of learning strategies?
 - c. what learning strategies did you use dominantly to face the problems and improve your reading IELTS score?
5. **Speaking skill**
 - a. What were challenges that you face in the process of speaking IELTS? (Internal and external problem)
 - b. How did you solve the challenges in the term of learning strategies?
 - c. what learning strategies did you use dominantly to face the problems and improve your speaking IELTS score?
6. **Writing skill**
 - a. What were challenges that you face in the process of writing IELTS? (Internal and external problem)
 - b. How did you solve the challenges in the term of learning strategies?
 - c. what learning strategies did you use dominantly to face the problems and improve your writing IELTS score?
7. Please indicate some strategies, if any, that you have stopped using because they are not effective.
8. Do you use the same strategies or different strategies since you strated learning IELTS?

B. Narrative Frame Format

MY ENGLISH LEARNING STORY

Please choose a name that I can use in your story:

Please tell me a little about your self!



Your story part 1

IN THE PAST (my experience when I began my study in YIB English School)

When I first come to YIB English School, my English

.....

..... **Soon after I arrived, problems I experienced with learning IELTS**

.....

Another I had with my IELTS learning was

.....

.....

My efforts to overcome my problems in learning IELTS was

.....

.....

.....

.....

.....

.....

.....

.....

.....

Your story part 2

NOW (Learning Strategies that I used during YIB English School)

Now, my English has

.....
.....

The most suitable learning strategies for me was

.....
..... **In the listening**

.....
..... **In reading**

.....
..... **My writing skill**

.....
..... **In speaking,**

.....
..... **Also, I remember**

the skill that was significantly improved were

.....
.....

The learning strategies affected my language performance for some reasons, namely

However, currently when I use English, I'm still having problems with

.....
.....

Your story Part 3

IN THE FUTURE (my suggestion for IELTS learners)

In the future, I would like to use English for

.....
.....

I recommend some learning strategies for IELTS learners involving:

In the listening_.....

..... **In reading**

..... **My writing skill**

In speaking,

.....

I do not recommend the IELTS learners to apply learning strategies such as

.....
.....

Appendix 2 : Transcript of Interview

The questions of this interview were adapted from Nguyen with total 5 questions.

1. Participants' perceptions about strategies in IELTS learning. Question: what is your perception about the use of strategy in learning IELTS?

Participant 1 : Saya memiliki persepsi positive terhadap penggunaan strategi dalam IELTS. Saya membuat IELTS sebagai habit dalam segala kegiatan saya. Saya merubah berbagai hal menjadi bahasa inggris seperti menonton film, fitur hp, semua saya ubah ke bahasa inggris. Saya menggunakan strategi khusus dalam IELTS karena ketika kita menggunakan hoby kita, kita pakai bahasa inggris, kemampuan bahasa inggris jadi bertambah. Belajar bahasa inggris jadi menyenangkan dan tidak terbebani karena kita melaksanakan hobi kita sambil belajar. Setiap orang punya strategi yang berbeda dalam belajar karena berbeda gaya belajarnya

I have a positive perception of the use of strategy in IELTS. I made English my habit in my daily activity. I changed many activities to be English, such as watching the movie in English, features in handphone in English, I changed all the language in English. I applied a specific strategy in IELTS because when we make our hobby to use English, our English ability will be improved. Learning English will be fun and without pressure, because we do our hobby. "Every learners have different strategies in learning because each learners has different learning style.

Participant 2 :Strategi dalam belajar IELTS sangat penting. Saya selalu menggunakan strategi ketika belajar dalam mencapai target score saya. Menurut saya, stategi dalam belajar itu berbeda-beda tergantung orangnya. Kadang ada yang cocok dengan

strategi tertentu ada juga yang nggak cocok. Karena based on experiences, setiap orang punya comfort zone nya masing-masing dalam belajar begitu. Jadi kita gak bisa force our style to other. Kalo misalnya ingin menakhlukan each skill di IELTS. Kita harus tahu apa yang paling cocok untuk kita, jadi menurutku itu tidak bisa dipaksakan. Kita harus mencari tahu sendiri, begitu.

Strategy in learning IELTS is so essential. I am used to utilizing a specific strategy in learning to achieve my target score. In my opinion, the use of strategy in learning IELTS depends on the learners. Sometimes, there was a suitable strategy and sometimes not. Because, based on my experiences, every people had their comfort zone in learning. So, we could not force our learning style onto another. If we want to be more proficient in each skill in IELTS. We must know what the most appropriate strategy for us is. So, for me, it can not be forced. We must find it out by ourselves.

Participant 3 : Penting berlaku untuk individu ya karena kitakan beda-beda. Ada yang auditory, ada yang visual learning stylenya berbeda-beda. Waktu belajar itu juga berbeda untuk pekerja begitu berapa jam bisa belajar alokasikan waktunya. Namun dengan berbeda tersebut bisa juga mencapai target. jadi masing-masing orang punya strategi masing-masing biar bisa optimal. Bagaimana mengevaluasi butuh strategi.

It is important for each individual because every learner has a different learning style. There is a learner with auditory, visual, and many others. The study schedule was also different, especially for workers, how long they allocated their time to practice. Although the learners have differences, they still can reach the target. Therefore, Every learner might

take a different strategy to optimize their learning. How to evaluate the test also needs a strategy.

Participant 4 : Penggunaan strategy dalam belajar IELTS itu bagus sih. Itu kan cocok-cocokkan. Jadi berlaku buat saya tapi belum tentu berlaku untuk orang lain. Kalau misalnya listening, saya belajar listening itu, latihan soal aja. Tapi kalau untuk sehari-hari saya sukanya dengar musik begitu. Jadi strategi itu penting. Ada orang yang sukanya dengan podcast ada yang suka nonton video yang penting fun aja yang disukai.

The use of strategy in IELTS is good. It is about how to match it with ourself. One strategy may suit with me, but may not for others. For instance, in improving my listening skill, the way I learn listening IELTS was I did exercise, but in my daily activity, I just listened to the music. Therefore, the strategy is significant. Someone may likes to listen podcast, the other one likes to watch the video, so the most important is the fun in learning.

2. Factors of success in IELTS test

Question A : Whenever you successfully completed a task for goal in learning English, what factors did you think are most likely to determine your achievements?

Participant 1 : Karena saya selalu bahagia, ketika mengerjakan sesuatu saya tidak setengah-setengah. Saya harus bisa keluar negeri, untuk itu saya harus punya IELTS. Makanya, IELTS harus didapatkan. Strategi sangat membantu sekali dalam mencapai skor.

It could be said that because I was always happy and serious. I must study abroad. Therefore, IELTS must be

gotten. The strategies were highly helpful to increase my score. (P1)

Participant 2 :Yang paling berpengaruh dalam mencapai test IELTS itu adalah faktor psikologi. Terkadang, banyak hal yang mempengaruhi kita dari orang sekitar. Rasa gugup, cemas ketika test bisa menjadi kendala dalam berkonsentrasi ketika tes. Iya psikologi paling berpengaruh, karena orang yang nervousan apa lagi Listening, Reading dan Writing. Kalau misalkan di listeningnya kita over nervous, terus ada kayak missing beberapa number di listening, maka itu berpengaruh ke reading dan writing juga. Jadi di IELTS bukan Cuma skill tapi bagaimana kita bisa mengontrol emosi kita. Itu benar-benar penting.

The most influential factor in achieving IELTS test was psychology factor. Sometimes, many things from around can impact on us. Nervousness, anxiety during the IELTS test can be an obstacle in concentrating during the test, Psychology is the most influential, because the individual who was nervous specially when taking listening, reading and writing IELTS test. For instance, when in listening test, we are over nervous and some numbers are missing, so it will affect the reading and writing as well. Thus, in IELTS is not only about the skills, but also how can we control our emotions. That is the point.

Participant 3 :Faktor yang mendukung: skill, mental dan keberuntungan. Untuk skill kita sudah latihan terus menerus ya tapi ketika mental kita belum siap menghadapi ujian seperti nervous, grogi atau yang lainnya jadi kita tidak bisa mendengar dengan baik di listening dan tidak fokus membaca sehingga waktunya habis untuk membaca di reading. Di speaking berbicara dengan orang asing mentalnya harus siap. Keberuntungan itu contohnya ketemu topic atau soal

tidak sesuai dengan keilmuan kita bisa saja vocab kita terbatas. Faktor keberuntungan ini bisa diperkecil asal kita rajin baca semua topik.

The most influential factors are skills, mental and luckiness. Firstly, we must practice regularly. But, if our mental are not ready to take the test, we will have such anxiety, nervousness, etc that make us unable to concentrate to listen the recording and can not focus to read, so the time is running out in the reading section. In speaking to foreigners, our mental also must be ready. In luckiness, for instance, when we get unfamiliar topics or questions that are not suited to our background study. Our vocabularies are probably limited. The lucky factor could be anticipated by always reading various topics more often.”(P3)

Participant 4: Doa, motivasi dan yakin. Yang paling penting itu yakin. Jadi sebelum test dimulai kita harus tahu sudah dapat berapa. Motivasinya dijalani aja sih gak ada kayak tuntutan atau apa gitu ya pergi ke luar negeri kuliah. Motivasi untuk belajar ke luar negeri sangat berpengaruh, karena tujuannya ngapain belajar begitu.

There is motivation, pray and believe. The most important thing is believe. Before we are taking test, we must definitely know our ability and measure how much score we could achieve. Besides, we must keep motivated and something like that, for studying abroad. The motivation to study abroad has a big effect because it is why we must study IELTS.

3. Listening skill

Question A: What were challenges that you face in the process of Listening IELTS? (Internal and external problem)!

Participant 1: Internal: kurangnya vocabularies, pronunciation yang berbeda-beda yang cukup bervariasi. Ini membuat saya

kewalahan karena baru pertama itu mendengar kosakata itu. Tidak familiar dengan apa yang didengarkan. Saya suka menonton film karena di film saya bisa melihat gesture tubuh si aktor . jadi, saya bisa menerka-nerka apa yang dimaksud dengan orang itu dengan apa yang dia lakukan. Jadi begitu cara saya mencerna vocabulary baru. Saya lebih suka mengobservasi. Eksternal: noise di sekitar saya, recording itu yang kadang-kadang jelek sekali, ngomongnya loncat kemana-mana. Aksennya juga misalkan orang china yang bicara atau orang edinbrugh ngomongny susah sekali dicerna. Untuk meningkatkan listeningnya dicepatin untuk membiasakan kita menangkap apa yang dibicarakan. Dicepatin kedua kali lipat.

An internal challenge, Limited vocabulary and an unknown accent became the most challenging because I was not familiar with the accent. I found it difficult to understand the speakers' saying on the recording because it was my first time listening. Unfamiliar with what I listened. I liked watching the movie as I could see the actors' gestures in the movie. Therefore, I could predict what they said by observing the gesture. That was the way I understood the meaning. I preferred to observe. In the external challenge, noise around me, the recording was sometimes bad, and the voice was unclear. The accent, for instance, a Chinese or Edinburgh accent speakers, it was so difficult to catch what they were saying on the recording. To improve my listening skill, I speed up the recording to make me more habit to catch the faster recording. I speed it up twofold. (P1)

Participant 2 :Internal: kadang menemui vocab yang sulit yang dimengerti. Eksternal: aksen yang berbeda-beda sangat sulit untuk dipahami, audio yang jelek. Terus, orang disekitar juga

berpengaruh, contohnya ada orang lain yang berpengaruh seperti penghapus, batuk-batuk itu sudah harusnya perhatian ke audio, eh beralih 50 persennya ke peserta lain. Jangan berpengaruh. aksen yang paling berpengaruh. Contohnya saat kita mengikuti aksennya edinburgh nih, aksen paling sulit di pelajari. Ketika kita move ke aksen yang lainnya itu akan lebih susah, lebih dari british asli begitu.

For the internal challenge, sometimes, I faced an unknown vocabulary that was difficult to understand. On the other hand, in the external challenge, different accents made it difficult to catch the meaning and the unclear recording. Besides, the people around me also had a big impact. For example, when someone made a noise by erasing the answer, someone got coughing. These conditions suddenly break my concentration. 50 % of my concentration shifted to the noise. So, don't be distracted. Additionally, unfamiliar accent such as the Edinburgh accent was very difficult to listen to. When I moved to another accent, it was more difficult than the true British accent.

Participant 3 :Eksternal: dalam mendengarkan listening IELTS saya harus mencari tempat yang lebih tenang karena lingkunga sangat mempengaruhi konsentrasi saya. Contohnya ada orang yang jalan di sekitar saya, kemudian soal Cambridge IELTS yang kurang. Saya tidak menggunakan sumber dari internet saya menggunakan sumber dari cambridge. Di cambridge itu hanya mengeluarkan 1 kali dan ada 4 listening. Saya pernah kehabisan karena terlalu sering latihan soal.

External: In listening to the IELTS recording, I must find a quieter place because the environment impacts my concentration. For example, when I listened to the IELTS recording, there was someone who was walking around me

and the lack of IELTS Cambridge test questions. In addition, I did not take the IELTS test questions from the internet. I only studied from Cambridge test questions books. Cambridge only published the IELTS test book once a year. Therefore, the material was often running out, and I must repeat the same IELTS test questions sessions to practice..

Responden 4 :Listening itu gampang jadi bagaimana kuping kita bisa menerima sound yang kedengaran tuh apa. Terus pertanyaannya dinyambung-nyambungin dengan apa yang kita dengar. Waktu pertama kali belajar itu hambatannya itu waktu dan waktu pertama dulu kan tidak ada materi IELTS dan practice test, itu bagaimana akhirnya tanya teman bagaimana belajar IELTS. Kata teman, kerjain aja itu cambridge IELTS, yaudah akhirnya download buku cambridge IELTS di print semua nah setiap pulang kerja malam itu dikerjain 2 paket tiap malem. Habis itu di koreksi lembar jawaban. Untuk eksternalnya: saya tidak terlalu ada challenge di eksternal. Kita kan sudah tahu kalo aksen bahasa inggris tuh beda-beda. Jadi kita tidak bisa nyalahin aksen yang tidak mengerti, kurang jelas. Yang bisa kita atur itu kan internal kita, kita terbiasa gak mendengarkan dengan logat scotish atau logat australia begitu.

Listening was easy, so how our ears received the voices that we listened to. Then we connected the IELTS questions with the recording we listened to. The first time I studied IELTS, the obstacle was the learning schedule and because it was the first time I had studied IELTS, I had no idea about the IELTS test. Finally, I asked my friend how to learn IELTS, and he said to practice the Cambridge IELTS test, so I downloaded the Cambridge IELTS book and printed it all out. After I got home from work, I finished 2 tests every night. After that, I evaluated the answers. For external challenges, I did not have too many challenges externally. I already knew

that English accents were different. Therefore, we could not blame the accent when we did not understand the dialogue. It was not clear. What we could control was our internals; we must habitually listen to Scottish or Australian accents.

Question B: How did you solve the challenges in the term of learning strategies?

Participant1 :Saya menggunakan cognitive dan metacognitive strategy. Cognitive strategy digunakan ketika hanya beberapa kata yang tidak diketahui. Nah tapi saya juga menggabungkan dengan compensation strategy. Saya menganalisa sebuah kalimat itu dengan mencoba menguessing maksud dari kalimat itu tapi idak merubah makna dari yang disampaikan. Ada beberapa kalimat yang kita tidak perlu betul-betul mengetahui itu. Untuk mengatasi aksen: banyak mendengarkan aksen tersebut, contohnya dengan menonton sharelock holmes sangat meningkatkan sekali karena kecenderungan mirip dengan listening IELTS. Karena kalau kita mampu menangkap apa yang sharelock holmes katakan itu akan berkolerasi dengan di IELTS. Karena kecepatan berbicara orang bisa melebihi pada listening IELTS. Belajar itu menyenangkan dan bisa happy. Saya gunakan metacognitive, cognitive dan compensation strategy.

I employed both cognitive and metacognitive strategy. The cognitive strategy was utilized when I found the unknown vocabulary. Then I combined it with a compensation strategy. I analyzed a sentence and tried to guess what it meant but not to change the true meaning. There were some sentences that I did not need to know. For overcoming the unknown accent, I listened to the accent more frequent, for

example, by watching Sherlock Holmes. It highly improved my listening skill because the accent in Sherlock Holmes movie tends to be similar to the IELTS recording. Because if we are able to catch what Sherlock Holmes said, it will correlate with IELTS. Because Native speakers speak with a faster tempo than the speaker in IELTS recording. Learning can be fun and happy.

Participant 2 :Saya menggunakan kognitif strategi dan kompensasi strategi. Solusi saya adalah mencatat beberapa kosakata yang tidak dimengerti di buku catatan khusus, perbanyak mendengarkan dengan lebih teratur, dan guessing jika sudah melewati pertanyaannya. perbanyak latihan dan mendengarkan audio yang menggunakan vocab yang sama begitu. Jadi lebih familiar dengan kosakata tersebut. Gangguan dari sekitar pasti ada ya, ketika saya test karena sekitar yang crowded. Kan task taker ujiannya di satu ruangan. Nah, kalau mau lebih fokus ya ambil computer based. Aku tuh lebih suka sendiri kondusif dibandingkan yang rame-rame. Karena aku gampang terpengaruh. Jadi sesuaikan dengan kelemahan kita. Selain itu, kalau mau belajar, yang paling distract itu handphone. Karena handphone paling berpengaruh ngedistract.

I utilized a cognitive strategy and compensation strategy. My solution was to write down some vocabularies that were unfamiliar for me in a special notebook, practice listening regularly, and guess if I missed the questions. I practised and listened to the audio, which contains the unfamiliar vocabulary, more often. So, I became more familiar with the vocabulary. There were many distractions when I took the IELTS test because the participants were too crowded. The participants were put in the same room. Therefore, if we want to be more focused, just take Computer- Based IELTS

test. I was likely to be alone in the IELTS test rather than with other people, a Paper-Based IELTS test. Because I easily got distracted. So, we must suit our weaknesses. Besides, the most distracting was the handphone because the handphone gave the most influential distraction.

Participant 3 :Saya gunakan kombinasi cognitive dan metacognitive. Setelah latihan, saya langsung evaluasi kenapa salah. Ada soalnya yang mengecoh atau kita tidak dengar jadi cari apa yang salah. Jadi nanti tidak lagi mengulangi kesalahan yang sama. saya juga harus mengumpulkan materi IELTS. Solusi menghindari lingkungan yang berisik, saya mencoba mencari tempat yang lebih kondusif dan tenang, untuk materi yang kurang, saya akan menunggu beberapa minggu setelah kita lupa baru kita ulang kerjakan. Kalau ada vocab yang tidak familiar digunakan di writing dan speaking

I employed both cognitive and metacognitive strategies. After practising listening by listening to the IELTS recording regularly, I constantly evaluated the wrong answers. If there were tricky questions or we did not hear, we answered them wrong. So, I would not repeat my mistake. I also must collect the IELTS material I tried to find a more conducive place and a quieter physical setting for learning. If I found unfamiliar vocabulary, I would use it in writing and speaking. For the limited material, I will wait for some weeks to forget the test questions and then reuse the listening test sessions.

Participant 4 : Saya menggunakan strategy kognitif dan metacognitive. Dipaksakan kayak sejam dua jam gitu. Biasanya nongkrong sekarang waktu mau test itu ya habis kerja langsung pulang habis magrib belajar sampai jam 9 ya dua jaman lah ngerjain listening, reading, cari kunci jawabannya. Kalo di listening tuh kalo salah jawabannya ya recordingnya

diulang lagi. Dulu yang paling salah itu spelling Saya paling banyak salah di spelling, jadi dibiasakan. Kayak misalnya sesuatu yang bike sama bikes itu kan mirip-mirip jadi saya harus dengar lagi bagaimana pronunciation yang pake s dan yang tidak.

I used cognitive strategy and metacognitive strategy. I forced myself to practice the test for around one until two hours each day. I usually hang out after work, but when I want to take a test, I go straight home to study until 9 o'clock, so it was two hours for listening and reading tests. After that, I evaluated my answers based on the answer key. In listening, if my answer was wrong, I repeated the recording again. In the past, the most wrong answers were spelling. For example, were "bike" and "bikes", the sound was really similar, so I must replay the recording more often to familiarize the suffix with "s" and without "s".

Question D: What learning strategies did you use dominantly to face the problems and improve your listening IELTS score?

Participant1 :Saya dominannya menggunakan strategi kompensasi. Saya mencoba menebak makna dari kata yang saya tidak tahu artinya

I dominantly used compensation strategy. I tried to guess the meaning of unknown words.

Participant 2 :Saya cenderung lebih banyak menggunakan kognitif strategy.

I was likely to dominantly use cognitive strategy

Participant 3: Saya lebih suka mengkombinasikan cognitive dan metacognitive strategy.

I preferred to combine both cognitive dan metacognitive strategy.

Participant 4: Saya biasanya menggunakan strategi metakognitif untuk mengatasi hambatan dalam listening

I usually employed metacognitive strategy to solve the challenges in listening.

4. Reading skill

Question A :What were challenges that you face in the process of reading IELTS? (Internal and external problem)

Responden 1 :Internalnya: dalam hal reading, challengenya lebih kepada asumsi, suka mengasumsikan apa yang saya baca dan menyimpulkan sesuatu terlalu cepat. Saya cenderung suka tergesa-gesa dalam membaca. Selain itu, ketika lingkungan di sekeliling saya ribut, Gampang terdistract tiba-tiba lupa apa yang dibaca. Saya balik lagi baca dari awal. Challenge lainnya tentang temanya misalkan planet, lapisan di planet itu sulit bagi saya karena itu tema baru.

In internal. In reading practice, my problem was likely about assuming and concluding the text's meaning too faster. I tended to be in a hurry to read the text. Besides, when I heard noise from my surrounding, I was easily distracted and forgot what I had read previously. So, I was back to the first page and reread the text. The other challenge was unfamiliar topics of the text. For example, it was about the planet. The layer of the planet was difficult to me because it was a new topic I had never read about before.” (P1)

Participant 2 : Challenge internal: terutama vocabnya, karena beda topik beda juga vocab nya. Jadi harus memahami persentence

bukan lagi perkata even ada vocab yang tidak diketahui artinya kita bisa predict kira-kira secara keseluruhan sentence ini artinya apa. External: kadang ke distraction sangat berpengaruh, sama aktivitas orang disekitar jadi itu mengganggu sekali. Karena ketika kita reading itu, kalo ada suara di sekeliling, fokus terganggu, kita tidak bisa kembali ke semula.

In internal challenge was an unfamiliar topic because each topic presented different vocabularies. So, I need to comprehend the meaning of a sentence, not a byword, for predicting the whole sentence meaning. Besides, the external challenge was a distraction from the people around me also could be the challenges. This condition truly distracted my concentration. Because, in reading, if there were any noise around me, my focus was distracted, and it was difficult to keep the focus.

Participant 3 :Dalam hambatan internal itu seperti kurangnya vocabulary. hambatan eksternal: hambatannya sama kayak listening, kurang materi jadi harus istirahat dulu beberapa hari. Di prosesnya itu diaplikasikan apa yang dipahami, pascanya evaluasi. Jadi fokus yang salah itu kita harus cari apa kesalahannya. Misalkan ketemu vocab baru, jadi saya harus segera gunakan itu untuk speaking atau writing. Biar ingat dan kita bisa menggunakannya. Hambatan lainnya adalah suara bising.

An internal challenge was the lack of vocabulary. For the external challenge, the challenge was the same as the listening challenge, it was the lack of material, so I must stop using the tests for some days. In the process of learning, we must apply what we comprehend and after that was about the evaluation. So, we found out the mistakes. For example, if we got new vocabulary, we must immediately use it in

speaking or writing. So, we can remember it and use it. The other challenge was the noise.

Participant 4 : Dalam internal reading, challenge dalam reading dan listening itu sama. Dalam memahami teks, itu kendalanya di vocabulary. Selain itu juga mungkin salahnya itu kurang memahami konteks karena konteksnya mirip-mirip. Selain itu, saya juga kurang materi pada awal belajar IELTS

In reading, the internal challenge was the same as the listening challenge. In reading comprehension, the biggest challenge was the vocabulary. Besides, it may be the lack of ability to comprehend the context because the context was similar to each other. In addition, at the beginning of learning IELTS, I had a lack of IELTS material.

Question B : How did you solve the challenges in the term of learning strategies?

Participant 1 : Solusinya cognitive strategy. saya selalu membaca utuh paragraf tersebut karena untuk mencari jawabannya saya harus membaca satu paragraf dimana jawabannya ada disana. Saya lihat pertanyaannya sambil baca, saya pahami teksnya tentang apa dulu jadi saya harus baca cepat. Tidak ada waktu tertentu saya baca di hp, jika saya ada waktu saya langsung baca aja. Minimal satu article per hari wajib sebelum test dengan tema yang berbeda. Saya suka news dan essay.

I tended to use a cognitive strategy. I always read the whole passage because to find out the answers, I must look for where passage the answers put more carefully. I read the question and comprehended the text simultaneously to get the answer faster. I did not have a certain schedule to read. I just read the text on my handphone when I had spare time. It must be one article for one day with different topics, and it became

an obligation activity before taking the IELTS test. I preferred to read news and essay. (P1)

Participant 2 :Saya menggunakan cognitive strategy. internal: terutama vocabnya, karena beda topik beda juga vocab nya. Jadi harus memahami persentence bukan lagi perkata even ada vocab yang tidak diketahui meaningnya kita bisa predict kira-kira secara keseluruhan sentence ini artinya apa. External: kadang ke distraction sangat berpengaruh, sama aktivitas orang disekitar jadi itu mengganggu sekali. Karena ketika kita reading itu, kalo ada suara di sekeliling, fokus terganggu, kita tidak bisa kembali ke semula

I employed cognitive strategy. In internal, these were certain topics for certain text. I need to read unfamiliar topic text more frequently. Especially the text with science and biology topic. The most difficult topic was about worm anatomy which I never read it previously. As a result, I started to list vocabulary about worm and learn it. So, I revealed which topic was my weakness and collect the material about the topic to learn it.

Participant 3 : Saya mengkombinasikan cognitive dan metacognitive strategy ketika ketemu vocab baru, saya langsung menggunakannya di speaking dan writing. Biar ingat dan kita bisa menggunakannya. Kalau saya dari proses dan pasca ituimbang. Kita menyiapkan soal, menyiapkan kondisi belajar dengan lingkungan. Di proses penting juga bagaimana kita mengaplikasikan itu penting dan evaluasi juga penting terhadap peningkatan skill. ketika kita tidak evaluasi ya itu kemampuan kita hanya akan bekutat disana saja tidak meningkat.

I combined both cognitive and metacognitive strategy. If I found a new vocabulary, I would immediately use it for speaking and writing. So, I easily remembered it. We prepared the test questions prepared the physical setting for learning.

In the process and after learning must be balanced. The process of learning was the important part. How I applied and evaluated for improving my reading comprehension skill. If we did not evaluate our skill, then our skill would not improve (P3)

Participant 4 : Saya menggunakan strategi memori dan kognitif. Solusinya kalo gak tahu banget ya cari di kamus supaya tahu artinya apa. Kalo teksnya bahasa inggris, ya gak mesti di translate. Contohnya “ a book” kita gak mesti tahu bahasa indonesianya. Karena gak penting tahu itu hanya perlu dipahami. Banyak latihan strategy. Kumpulkan bahan-bahan dari internet.

I employed memory strategy and cognitive strategy The solution, if I did not really know the meaning of a vocabulary, I would find out what it means in a dictionary. If the text was in English, it did not have to be translated. For example, “a book” we should not know what “a book” is in Bahasa. Because it was not important to understand, what we needed was just to know the thing. Practice the strategy more. I collected the IELTS materials and practice from the Internet.

Question C: What learning strategies did you use dominantly to face the problems and improve your reading IELTS score?

Participant 1 : Saya lebih dominant menggunakan cognitive strategy.
I dominantly employed cognitive strategy.

Participant 2 : Saya lebih sering menggunakan cognitive strategy dalam strategy membaca.
I preferred to use cognitive strategy more often in reading strategy.

Participant 3: saya mengkombinasikan cognitive strategy dan metacognitive (kombinasi). Strategy ini cukup efektif dalam mengatasi reading challenge.

I combined both strategy and metacognitive strategy. Both strategies was effective to solve the reading challenge.

Participant 4 : Saya menggunakan 3 strategy dalam reading, yaitu metacognitive, memory strategy and cognitive strategy. Yang paling dominant itu metacognitive strategy

I employed 3 strategies in reading, namely metacognitive, memory strategy and cognitive strategy. The most dominant was the metacognitive strategy.

5. Speaking skill

Question A: What were challenges that you face in the process of speaking IELTS? (Internal and external problem)

Participant 1 :Internalnya pronunciation saya jelek dan gak percaya ngomong. kalo eksternalnya ada idiom tertentu yang betul-betul saya tidak tahu apa artinya. Karena tidak bisa di artikan perkata karena gak nyambung.

The bad pronunciation and unconfidence were the internal challenges; otherwise, the external challenge was when the native speaker mentioned the unfamiliar idiom which I really did not know the meaning of.. Because if we translated the idiom, we still did not know the meaning.

Participant 2 :Challenge internal: gak confident karena comentor orang., biasanya pertama kali waktu ngomong beda-beda ada yang ngomongnya cepat. Dari comentor teman-teman jadi tersugesti begitu jadi gak pede.

The internal challenge was about the unconfidence, which was caused by external factors. It was the other IELTS

students' negative comments on my performance. They commented that my speaking was too fast. From the bad comments, I was suggested and not confident.

Participant 3 :Dalam hal internal, saya itu enggan berbicara dengan native speaker. Kaerna mungkin aksennya saya tidak bisa british banget. Jadi kayak orang indonesia harus ngomong british. Kadang berfikir seperti itu juga menghalangi kita untuk speaking. Maksudnya tentang motivasi, nervous dan tidak pede. Dari hambatan eksternal itu kurangnya materi, jadi saya hanya menggunakan test dari cambridge.

In internal challenge, I did not want to talk with a native speaker. Because maybe it was about my accent, which could not imitate the British accent. So, it was likely about how Indonesian could speak British accent. Sometimes, thinking about this challenge could be an obstacle to speaking English. I meant it was about motivation, nervous and unconfidence. The external challenge was the lack of an IELTS practice test because I only used the practice test from Cambridge.

Participant 4 :Speaking kendalanya itu kita bicara orang gak paham, strukture bicaranya masih kacau. Karena kurang terbiasa. Kalau eksternal misalkan pertanyaan examiner gak kedengaran jadi kita gak bisa nyalahin itu.

The challenge in speaking was when the speaking partner did not get my point, my speaking structure was disorganized. Because I did not usually speak English. An external challenge was when I did not catch the examiner's voice and did not know what it meant.

Question B: How did you solve the challenges in the term of learning strategies?

Participant 1 : Saya menggunakan social strategi untuk external challenge and affective strategy untuk internal challenge. Solution: saya tanyakan kembali dengan orangnya, lebih sering ngobrol sama orang. Gak ada upaya khusus yang diupayakan. Lebih praktek langsung. Kalau saya dibenerkan sama dosennya atau teman-teman. Jika saya gak percaya diri, Saya paksakan diri untuk bicara.

I utilized social strategy for external challenge and affective strategy for internal challenge. My solution was to ask the speaking partner about the idiom and speak with the other people more often. I did not do a special method to overcome this challenge. I just directly practice it. If I got wrong, my lecturers and my friends told me and fixed it. When I felt unconfident, I forced myself to speak.

Participant 2 :saya menggunakan afektif strategi dan sosial strategy. Saya coba lebih percaya diri. Solusinya: lebih fokus ke diri kita sendiri dan jangan memikirkan orang lain. Dan membuat kita gak nyaman langsung di hindari saja. Untuk latihan speaking, saya lebih suka latihan sendiri dengan ngerecord dan ngereview. Saya lebih improve sendiri, kalau misalkan face to face dengan tutor lebih ngimprove sih. Praktek dengan tutor itu efektif bagi saya. Gaya belajar berkelompok IELTS comment itu tidak cocok dengan saya.

I used both affective and social strategy. I tried to be more confident. The solution was that I must focus only on myself and do not think about the bad comments. Something that made us uncomfortable must be avoided. For speaking practise, I preferred to practice by myself, just recording and reviewing. My speaking was improved when I learned by self-study and practicing with a tutor. Practicing with tutor worked for me. The speaking IELTS group method, which gave comments to each member, was an inappropriate method for me.

Participant 3 : Cara saya mengatasi hambatan ini dengan menggunakan afektif dan sosial strategi. Untuk soal sama seperti yang sudah-sudah. saya berhenti dulu kayak sehari-hari atau berminggu-minggu. Untuk mengatasi ketidakpercayaan diri saya membangun komunikasi dengan orang yang lebih qualified tentang IELTS untuk memberikan comment. Contohnya dengan tutor dan teman saya native speaker untuk minta feedback.

For solving my internal challenge, I used affective and social strategy. The way I overcame this challenge was by reusing the same IELTS practice test. I stopped using it for some weeks or days. For solving my unconfidence challenge was by getting connected with a person who was more qualified in IELTS to give some comments about my work. For example, with the tutor and my native speaker friend to ask the feedback.

Participant 4 : Solusi dengan menggunakan sosial strategy. Solusi: banyak latihan, jadi setiap hari belajar speaking sama teman, simulasi untuk ujian sama cari vocabulary yang uncommon. Kayak *catastrophic* saya kan gak tahu itu kalo dipakai mantap. Advanced vocabularies di rekomendasikan untuk digunakan. Kalau masalah eksternal, kupingnya di pekain lagi. Kalo gak tahu ya harus tanya kembali apa yang dimaksudkan oleh examiner.

I used social strategy. My solution was doing much more practice, so I practised speaking with my friend every day. We did a simulation before the real test and collected the uncommon vocabulary. For example, catastrophic. I did not know catastrophic. If I used this vocabulary, my speaking would be more advanced. Advanced vocabularies were recommended to use. For the internal challenge, we must improve our listening ability. If we did not know what the examiner meant, just asked it to the examiner.

Question C: What learning strategies did you use dominantly to face the problems and improve your speaking IELTS score?

Participant 1 : saya cenderung menggunakan affective dan social strategy,

I tended to utilize affective and social strategies.

Participant 2 : Saya menggunakan affective strategy dan social strategy. Tapi paling banyak menggunakan affective strategy.

I utilized both affective dan social strategies. However, I used a much more effective strategy.

Participant 3 : saya dominannya menggunakan strategi afektif dan social

I dominantly utilized affective dan social strategy.

Participant 4 : Saya gunakan memory strategy disini tapi bukan translate, jadi gak mesti tahu bahasa indonesia. Biasanya lebih ke moment kayak kalau kita ngomong otomatis kita ingat ya, kalau kita butuh bisa gak pakai kata itu, jadi mesti banyak latihan. Saya menggunakan social strategy dan memory stratgy, metacognitive dan cognitive strategy. Sebagiaan mengumpulakan pertanyaa, evaluasi bersama teman dan tutor saling kasih feedback jadi sangat ngimprove.

I employed a memory strategy. But I did not use translate, so I should not know it in Bahasa. I memorized the vocabulary by remembering a moment. Therefore, when I spoke, the vocabulary automatically came up. If we need we could use the vocabulary, so we must do many practices. I also used social strategy, memory strategy, metacognitive strategy and cognitive strategy. But the most dominant strategy was social strategy because I always practised speaking with my friend

and tutors, so I got feedback which really improved my speaking.

6. Writing skill

Question A: What were challenges that you face in the process of writing IELTS? (Internal and external problem)

Participant 1 : Kalau secara internal, kendalanya lebih ke ide sebenarnya. Ide itu sebenarnya simple, tapi kadang-kadang menemukan ide yang sesuai dengan apa yang diinginkan oleh soal. Secara eksternal, tipe-tipe data dan tipe soal.

In internal challenge, the challenge was about the lack of ideas. The idea was actually simple, but sometimes, it was difficult to find the idea based on the question request. In external factors, the challenge was the types of data and types of questions.

Participant 2 : secara internal itu hambatannya lack of idea apa lagi untuk topic yang gak familiar. Eksternalnya gak ada karena gak terpengaruh

The internal challenge was the lack of ideas, especially for the unfamiliar topic. For the external challenge, I did not have it because it was not affected by an external factor.

Participant 3: Secara Internal, tantangannya itu tipe-tipe datanya. Bagaimana mengatur data itu tantangannya. Selain itu, hampir sama tentang motivasi kemudian solusinya harus terus latihan.

In internal, the challenge was was the types of data. How I managed the data was challenge for me. The other challenge

was about motivation, the solution was I must practice regularly.

Participant 4 :Ini sama kayak speaking, saya gunakan memory, metacognitive dan social. Challenge nya itu kurangnya pengetahuan tentang grammar. Saya sering salah grammarnya. Jadi harus banyak latihan grammar karena itu kelemahan saya. Saya juga kurang ide dalam writing. Eksternal challengenya itu tipe soal, kita mengidentifikasi data, karena datanya banyak banget jadi bingung mau presentasikan yang mana. Jadi gitu. Jadi, awal ngerjain writing itu, kumpulkan ide dulu misalkan soalnya kan pasti sama, soal contohnya. Setelah kumpulin idenya, rangkai aja. Tinggal masukin vocab ngatur format tensenya bagaimana. Vocabulary dan salah tenses dan grammar paling menghambat.

It was grammar, the most challenge in writing. I still often did mistake to write the sentence. I need more practice about grammar because it was my weakness. I also ever lack of ideas in writing. The challenge in writing was how the types of questions. I identified the data because there were many data, so I got confused about which data to present first. Therefore, in writing, I collected the ideas first; for instance, the question was the same. After collecting the ideas, I arranged them. Then, I put the vocabulary based on the tenses format. Vocabularies, incorrect sentences and the wrong grammar were the biggest challenges.

Question B : How did you solve the challenges in the term of learning strategies?

Participant 1 : Saya menggunakan metacognitive dan kognitif strategy. memperbanyak ide itu dengan artikel yang baca khususnya

ke writing task 2. Kalau task 1 lebih ke jurnal. Itulah kenapa saya gunakan lebih ke cognitive. Untuk mengatasi hambatan eksternal, type-type data itu, ya saya banyak latihan dan meminta feedback dari tutor.

I enriched my ideas by reading the article, especially for writing task 2. While for task 1, I read the journals. That was why I preferred to use the cognitive strategy. For solving the external challenge in types of questions, I practiced writing more and asked the feedback from tutor.

Participant 2: saya menggunakan kognitif strategy dan metacognitif strategi. Solusinya lebih banyak belajar dari sample answer yang *relate* dengan topic itu dan menulis ulang sama persis. Kemudian di analisa, di arrange main ideanya yang mana, supporting sentence, vocab yang baru apa saja, kemudian di compare dimana kelebihan dan kekurangannya. Kemudian ditulis lagi dengan gaya bahasa sendiri. Feedback membantu tapi kalau feedbacknya kalau tidak ada solusinya jadi gak terlalu membantu. Tapi kalau ditulis detail kesalahannya disini yang harus dilakukan ya itu memang membantu. Tapi kalau grammar ya gak membantu. Harus disiplin, ketika harus belajar ya belajar. Jadi 3 bulan sebelum tes itu, saya betul-betul belajar dengan giat.

I employed cognitive strategy and metacognitive strategy. The solution was learning more from sample answers that relate to the topic and rewriting them in the exact same way. Then, I analyzed the writing, arranged the main ideas, which were the supporting sentences new vocab, then compared the writings' plus and minus. Then I rewrote it in my own style. Feedback was helpful, but if the feedback did not give a solution, it would not help anymore. If only the tutor had signed the details of the error of my writing and the solutions, yes, it really helped. The grammar correction did not help. I must be more

disciplined when it is the time for study, then I must focus on studying. Therefore, 3 months before that official IELTS test, I strictly study hard.

Participant 3: Saya gunakan affective and social strategy. Untuk memotivasi saya dalam belajar, saya mencoba belajar dari sample writing. Kalau dibuku itu di halaman belakang ada contoh writing IELTS. Dari sample itu kita bisa pelajari dan juga kita memahami rating score text 6 bagaimana begitu. Jadi saya coba pelajari untuk meningkatkan kemampuan writing saya. Harus dikoment sama orang yang capable kalau dikoment orang yang sembarang saja nanti takutnya salah. Untuk feedback: kalau saya misalkan tutor saya saya nilai capable tutor. Jadi dia tahu tentang band descriptor IELTS. Karena tidak pakai insiting kan. Jadi saya agak strict tentang ini. Saya menggunakan ulang pertanyaan writing yang ada dengan gaya menjawab yang berbeda.

I used affective and metacognitive strategy. To increase my motivation in writing, I tried to learn writing from the sample writing for improving my writing skill. In the last chapter of the Cambridge practice test book, there were many IELTS writing samples. From the sample, we can learn and comprehend how to write the IELTS essays for score 6 etc. Thus, I tried to learn it for improving my writing skill. A capable person must evaluate on my writing. If I had just asked it from less qualified tutors, I was afraid the comments were wrong. I just asked the IELTS tutor, whom I regarded as capable, for Feedback. So, he knew about the IETLS descriptor. Because the way assessed the IELTS writing did not use instinct. I was highly strict about this aspect I was highly strict about this aspect. I

reused the Cambridge writing questions by writing with different answers.

Participant 4 : saya gunakan strategi kognitif dan metacognitive. Solusi untuk grammar kayak dibiasakan ya, kalau dilihat soal bentuknya future berarti harus diingat harus future tense. Saya latihan menulis essay dengan menjawab tipe soal dan data berbeda. Saya mendapatkan feedback dari tutor.

I used cognitive and metacognitive strategy. The solution for grammar was that we must use it habitually, looking out the types of questions. If it was the future, we must remember to use the future. I practiced writing the IELTS essay by writing with various types of questions and data. I also get feedback from tutors.

Question C: what learning strategies did you use dominantly to face the problems and improve your writing IELTS score?

Participant 1 : Saya secara dominan menggunakan metakognitif strategy karena saya mendapatkan feedback dari tutor.

I dominantly employed metacognitive strategy because I got feedback from the tutor.

Participant 2 : Saya dominant nya menggunakan cognitive strategy.

I dominantly employed cognitive strategy.

Participant 3 : saya cenderung metacognitive

I tended to metacognitive strategy.

Participant 4 : untuk mengimprove writing skill saya, saya biasanya meminta feedback dari tutor. Jadi lebih ke metakognitif strategy.

For improving my writing skill, I usually asked my tutors' feedback. Therefore, I was likely to dominantly utilize metacognitif strategy.

7. Please indicate some strategies, if any, that you have stopped using because they are not effective.

Participant 1 : Saya pernah mencoba mengatur jadwal belajar tapi menurut saya gak cocok dan tidak cocok karena saya orangnya flexible bukan strict yang diatur secara detail begitu. Selain itu, saya tidak menggunakan memory strategy, tidak membantu.

I ever tried to arrange my learning schedule, but this strategy was unsuited with my learning style because I preferred to be a flexible learner, not strict with much detailed learning schedule. Besides, memory strateg was not useful for me.

Participant 2 : Stop use a strategy: in reading, saya mendapat saran dari tutor untuk membaca semua teks terlebih dahulu, namun ketika saya mengaplikasikan hal tersebut, saya selalu saja kehabisan waktu disana. Jadi menurut saya itu tidak efektif. Saya kemudian merubah strategy tersebut dengan membaca teks yang fokus terdapat jawaban soal disana. Untuk mendengarkan lagu, film itu gak meningkatkan skor karena tidak fokus seperti recording IELTS. Saya pernah mendengarkan TED tapi itu tidak terlalu membantu karena kan cara penyampaiannya beda polanya dengan IELTS gitu, jadi harus memang berbahan IELTS.

Stop using strategies: in reading, I got advice from tutors to read all the texts first, but when I applied it, I always ran out of time. So, I did not think it was effective. Then, I

changed the strategy by reading the text that focused on the answers to the questions there. Feedback from the tutor was not useful if only the feedback did not have a solution. Building listening skills, listening to the songs, watching the movies did not improve my score because the content did not change focus on the IELTS recording. I had never listened to TED before, but it did not really help because it was different from IELTS, so it had to be the IELTS recording.

Participant 3 : Strategy yang tidak digunakan karena tidak efektif, saya tidak menggunakan strategy social bertanya dengan teman strategy yang tepat karena saya ingin menimbang dulu itu kira-kira efektif atau tidak. Jadi saya selektif.

A learning strategy that was unsuited for me was the social strategy. Because it was ineffective. If I want to ask my friend about IELTS learning, I must determine first whether it would be effective or not. So, I was so selective.

Participant 4 : Pernah coba dengarin podcast saya gak cocok. Jadi saya gak lanjut. Saya lebih suka hobi saya seperti mendengarkan musik. Karena podcast durasinya sedikit. Jadi mending dengar lagu atau kerjain soal.

Initially, I ever listened to a podcast, but it did not work for me. So I did not continue to listen to a podcast. I preferred my favourite activities such as listening to music. Podcast has a shorter duration. Therefore, I tended to listen to the song or practice IELTS listening.

8. Do you use the same strategies or different strategies since you started learning IELTS?

Participant 1 : Saya menggunakan strategy berbeda di awal, kemudian tidak banyak berubah. Cuma mungkin karena intensitas belajarnya yang semakin banyak dan sudah familiar dengan testnya.

I used different strategies in the beginning only. After that, my strategy still remained. The significant difference was only the learning intensity, and I have familiarized myself with the test.

Respondent 2 :Saya selalu menggunakan strategi yang berbeda-beda dari awal belajar sampai sekarang tergantung dengan kecocokan saya dengan strategi tersebut. Ketika saya tidak cocok dengan strategy tersebut, saya mencoba strategy lain.

I employed different learning strategies from the beginning of learning until now, depending on my suitability for the strategy. When I did not fit the strategy, I tried another strategy.

Participant 3 : Saya menggunakan strategi yang berbeda.
I used different strategies from the beginning until taking the IELTS test.

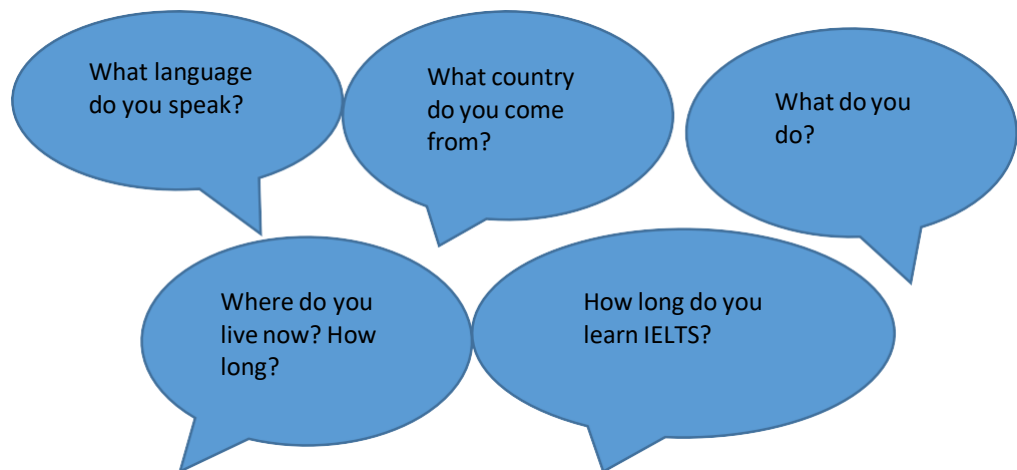
Participant 4 :Saya menggunakan strategy berbeda terutama untuk writing dan speaking. Di awal, saya hanya self study kemudian saya belajarnya dengan teman.

I used different strategies, especially for writing and speaking. In the beginning, I was likely to self-study, then I practised with my friends.

Appendix 3: Narrative Frame Text**MY ENGLISH LEARNING STORY**

Please choose a name that I can use in your story: Participant 1 (AHI)

Please tell me a little about your self!



*My name is AHI (participant 1). I speak Buginese, Bahasa and English.
I am from Indonesia. I am currently pursuing a Masters' degree at
University of Michigan, USA. I had been learning IELTS for around 3
years.*

Your story part 1

IN THE PAST (my experience when I began my study in YIB English School)

When I first come to YIB English School, my English was in the intermediate level. I never learned IELTS previously, so I had no ideas and no strategies to answers the IELTS practice tests. Soon after I arrived, problems I experienced with learning IELTS were limited vocabularies, accent, unfamiliar topic, and unconfidence. The most difficult skill to improve was IELTS speaking. I did not confident with my speaking. Sometimes, I found it difficult to catch what's the examiner's saying.

Another I had with my IELTS learning was about my writing skill.

My efforts to overcome my problems in learning IELTS was I tried to find out the best way to improve my English skills. I set how to make the process of IELTS learning more fun and enjoyable. So, I won't get bored to study IELTS. To improve my score, I applied the strategies to answers the IELTS question. I realized that not all strategies work for me because I must match it with my learning styles. In my daily activity changed mu habits in English, such as in my handphone, movies and my reading. I practiced more by myself.

Your story part 2

NOW (Learning Strategies that I used during YIB English School)

Now, my English has increased dramatically. I had tried various learning strategies such as, cognitive strategies, compensation strategies, social strategy and affectives strategy. The most suitable learning strategies for me was compensation strategy. In the listening, I improved my listening ability by watching movie more. I guess what the actors saying. I matched with compensation strategy in listening and most frequently use the strategy. In reading, my vocabularies were improved. I can compherend the text faster. because, I read many topics in reading, I familiarized the types of questions in the reading text My writing skill became better, since I asked the feedback from the tutor. I practiced writing by familiarizing the types of questions. In speaking, I was more confident because I forced myself to habitually perform my speaking. Also, I remember the skill that was significantly improved were Speaking. Because my biggest challenge was how to speak confidently with foreigner. The learning strategies affected my language performance for some reasons, namely it supported my learning process to be more qualified and efficient. However, currently when I use English, I'm still having problems with my confidence in speaking because I am studying in America right now, I must always preform my English.

Your story Part 3

IN THE FUTURE (my suggestion for IELTS learners)

In the future, I would like to use English for academic purposes

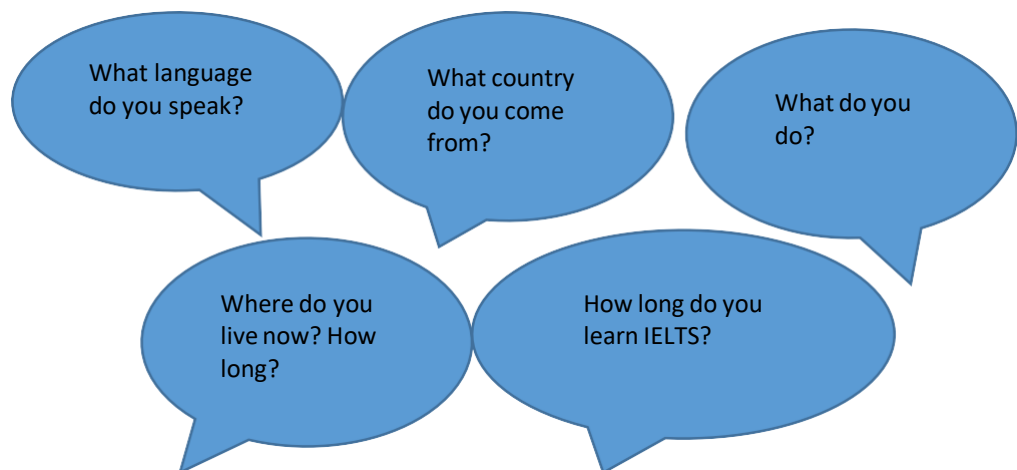
I recommend some learning strategies for IELTS learners involving: In listening: compensation strategy, in reading: cognitive strategy, in writing: social strategies (feedback from tutors), in speaking: affective and social strategy.

I do not recommend the IELTS learners to apply learning strategies such as memory strategy because it is useless to memorize it, so just practice the vocabulary. Besides, I did not arrange my learning schedule strictly because it only make us under the pressure. Learning must be happy. I started to learn strictly only when I want to take the IELTS test.

MY ENGLISH LEARNING STORY

Please choose a name that I can use in your story: Participant 2 (NS)

Please tell me a little about your self!



My name is NS (participant 2). I speak minangnese, Bahasa and English. I am from Indonesia. I am a Masters' degree student at Nottingham University. I had been learning IELTS for around 3 years.

Your story part 1

IN THE PAST (my experience when I began my study in YIB English School)

When I first come to YIB English School, my English was average. I can follow the general idea of what people saying. It was my first time to study IELTS. Soon after I arrived, problems I experienced with learning IELTS were limited vocabularies, unfamiliar accent, and unfamiliar topic. The difficult situations that I faced in the IELTS learning process were when I did not have any ideas about what to write in my essay and get many bad comments from my colleagues about my speaking

Another I had with my IELTS learning was unconfidence. My efforts to overcome my problems in learning IELTS was I arranged my learning schedules more strictly. I made sure that I must be dicipline in practice and learning because practice was the most essential key to improve my English skill. That was why I dominantly used cognitive strategy.

Your story part 2

NOW (Learning Strategies that I used during YIB English School)

Now, my English has a significant improve. I applied many learning strategies such as, cognitive strategy, metacognitive strategy, memory strategy, compensation strategies, social strategy and affectives strategy. The most suitable learning strategies for me was cognitive strategy. In the listening, my listening ability improved. I practiced listening to the same recording more intense to familiarize the vocabularies. In reading, I could compherend the reading text better since I read so many texts with different topics and memorize unfamiliar vocabularies. My writing skill was far better. I had learned how to construct the ideas and interpreted the data. In speaking, I tried to only focus on my speaking performance therefore, I become more confident to answer the examiner's questions. **Also, I remember the skill that was significantly improved were writing. Because writing is the most challenge for me. The learning strategies affected my language performance because it facilitated me to improve my English skill. However, currently when I use English, I'm still having problems with my speaking.**

Your story Part 3

IN THE FUTURE (my suggestion for IELTS learners)

In the future, I would like to use English for academic purposes because I am currently studying abroad.

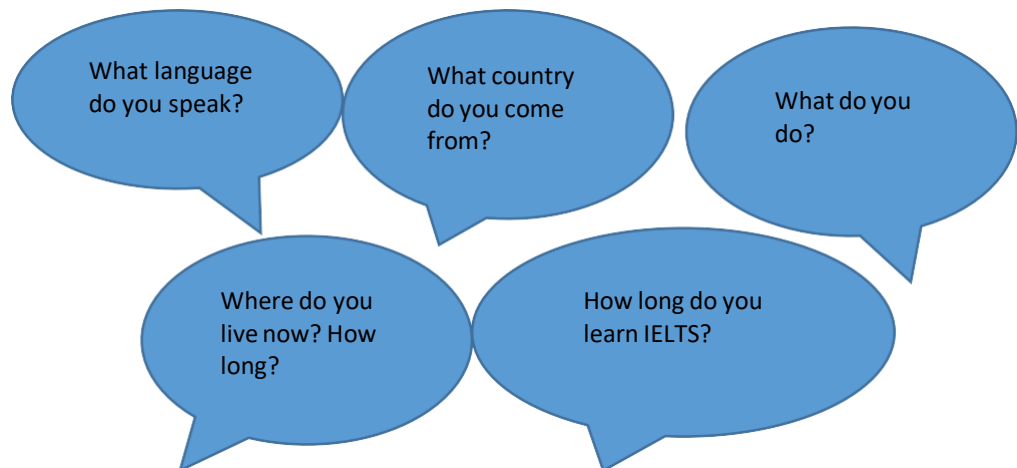
I recommend some learning strategies for IELTS learners involving: In listening: cognitive strategy, in reading: cognitive strategy, in writing: cognitive strategy in speaking: affective and social strategy.

I do not recommend the IELTS learners to apply learning strategies such as social strategy for writing IELTS because I did not get more useful solutions on the essay feedback. Practice listening by using TED Talks, podcast was also not helpful for me. Besides, time management in reading must be arranged efficiently based on our ability.

MY ENGLISH LEARNING STORY

Please choose a name that I can use in your story: Participant 3 DH

Please tell me a little about your self!



I am participant 3 (DH). I am Indonesian native speaker. I am from Indonesia. I am majoring at Mathematical and Statistical Method in Weningen University. I had studied IELTS for years.

Your story part 1

IN THE PAST (my experience when I began my study in YIB English School)

When I first come to YIB English School, my English was pretty good. I had learned English previously. I did not have experience in learning IELTS. **Soon after I arrived, problems I experienced with learning IELTS were limited practice test, lack of vocabularies, and lack of motivations.**

Another I had with my IELTS learning was noise from surroundings.

My effort to overcome my problems in learning IELTS was I tended to combine more than one strategy to improve my English skills.

Your story part 2

NOW (Learning Strategies that I used during YIB English School)

Now, my English is more proficient. I used different strategies since the first time I learned IELTS until now. I ever applied learning strategies such as, cognitive strategy, metacognitive strategy, social strategy and affectives strategy. The most suitable learning strategies for me was cognitive strategy and metacognitive strategy. In the listening, my listening ability more improved. I could understand what the speakers' say clearer due to I practice listening more intense. In reading, my vocabulary mastery increased significantly. When I found new vocabulary, I immediately practiced it in writing and speaking. Therefore, I compherend the text faster and more familiar with various topics. My writing skill is much better. I asked my foreigner friends to give feedback on my writing In speaking, I practiced the IELTS speaking with my native speaker friend. He was so familiar with IELTS band description. That was why he proffesionally commented on my speaking performance. Also, I remember the skill that was significantly improved were speaking. The learning strategies affected my language performance because learning strategy is essential to increase my learning quality.

Your story Part 3

IN THE FUTURE (my suggestion for IELTS learners)

In the future, I would like to use English for academic purposes such as pursuing doctoral study and writing research.

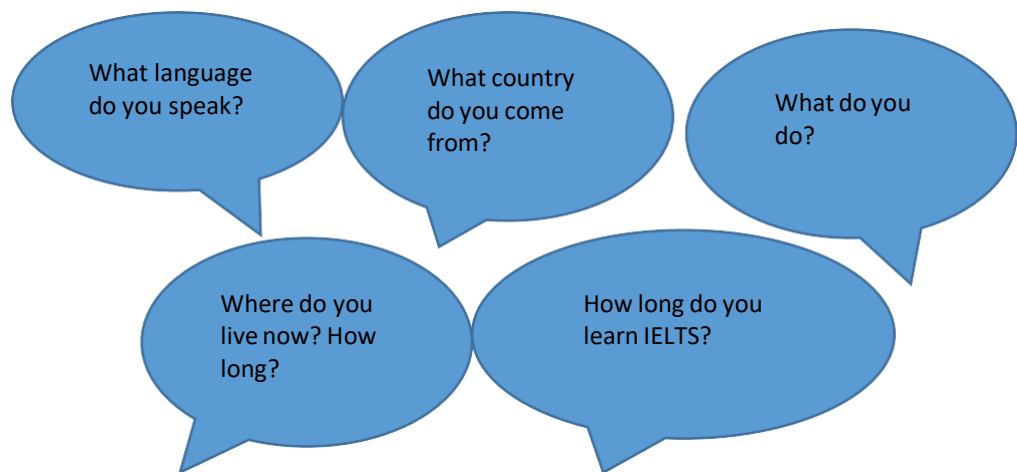
I recommend some learning strategies for IELTS learners involving: In listening: cognitive strategy and metacognitive strategy, in reading: cognitive strategy and metacognitive strategy, in writing: affective strategy and social strategy in speaking: affective strategy and metacognitive strategy.

I do not recommend the IELTS learners to apply learning strategy namely, social strategy. I preferd to selfstudy. Social strategy can be useful if only the feedback was given by more professional IELTS tutor.

MY ENGLISH LEARNING STORY

Please choose a name that I can use in your story: Participant 4 AA

Please tell me a little about your self!



My name is AA (participant 4). I am Indonesian. I am from Jakarta, Indonesia. I had practiced English since I was in Senior High School. I studied IELTS for more than one year. Currently, I am pursuing a Master's degree majoring in Subsea and Pipeline Engineering at Newcastle University.

Your story part 1

IN THE PAST (my experience when I began my study in YIB English School)

When I first came to YIB English School, my English ability was pretty advanced. I had always practiced English since in Senior High School. Before joining YIB English school, I familiarized the IELTS test by doing the Cambridge IELTS test. I took the official IELTS test for the first time, but the score did not reach the target. For that reason, I joined YIB English school to improve my IELTS score. Soon after I arrived, the problems I experienced with learning IELTS were my speaking. I found it challenging to organize my speaking, which this problem made my speaking partner not understand what I was saying.

Another I had with my IELTS learning was grammar errors that I made in my essay. My effort to overcome my problems in learning IELTS was by applying social strategy in improving both speaking and writing skill.

Your story part 2

NOW (Learning Strategies that I used during learning IELTS at YIB English School)

Now, my IELTS score has achieved the target score. My strategies involved metacognitive strategy, cognitive strategy, and social strategy. The most suitable learning strategies for me were metacognitive strategy and social strategy. In listening, I practiced listening strictly; thus, my listening skill improved. In reading, I continuously evaluated my score after the scoring session. I tried to find out the wrong answers and considered the mistakes. Thus, my reading comprehension was also improved significantly. In writing, I could arrange the ideas better. I learned from the sample writing and got feedback from a tutor. In speaking, I always practiced the tricks of IELTS speaking with my friend and tutor. My speaking performance was improved. Also, I remember the skill that was significantly improved was speaking. The learning strategies affected my language performance because the learning strategy is suitable for IELTS learners. It supported my learning tremendously.

Your story Part 3

IN THE FUTURE (my suggestion for IELTS learners)

In the future, I would like to use English for my study, my work and my research.

I recommend some learning strategies for IELTS learners involving: In listening: metacognitive strategy, in reading: metacognitive strategy, in writing: social strategy in speaking: metacognitive strategy.

I do not recommend the IELTS learners to apply learning strategy namely, improving listening IELTS score by using podcast. It was inefficient for me because podcast was merely a short recording. It would be preferable for me to only listen to the IELTS recording.