

**INVESTIGATING LEARNING STRATEGIES IN OVERCOMING
THE EFL LEARNING OBSTACLES FACED BY CADETS AT PIP
MAKASSAR**

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**POST GRADUATE PROGRAM OF ENGLISH LANGUAGE STUDIES
FACULTY OF CULTURAL SCIENCES
UNIVERSITAS HASANUDDIN
MAKASSAR
2024**

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THESIS

As one of the requirements for achieving

Master degree

English Language Study Program

Written and Submitted by

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To

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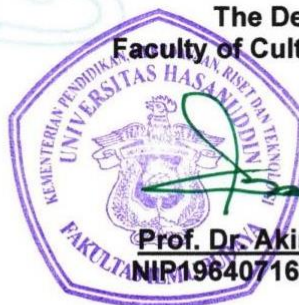
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Makassar, July 17th, 2024



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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillahirobbil'alamin. Praise be to Allah, the one who always permits the good things, because his blessing and guidance so that the author can through all the process to finish the Master Degree in English Language Studies, Faculty of Cultural Sciences, at Hasanuddin University, Makassar.

The writing process of this thesis was fraught with challenges and difficulties without support and contribution of many individuals and institutions. I would like to take this opportunity to acknowledge and thank all them who helped in the successful completion of this work.

First and foremost, I would like to express my gratitude to my supervisors, **Prof. Dra. Nasmilah, Dipl. TESOL., M. Hum., Ph.D.** and **Dr. Abidin Pammu, Dipl. TESOL., M.A.** Their advices, insightful feedback, thoughtful guidance, encouragements, corrections and suggestions, I admires their invaluable guidance, extensive expertise, and his patient to help me to complete this thesis successfully, I am truly fortunate to have had the opportunity to work under their supervision.

I am also profoundly grateful to my examiners, **Dra. Ria Jubhari, M.A., Ph.D., Prof. Dr. Harlinah Sahib, M.Hum.,** and **Dr. Sukmawaty, M.Hum.** Their critical insights and meaningful feedback, which have been essential in identifying key areas for improvement and ensuring the academic rigor of this

thesis. Their detailed assessment, helpful recommendations, and constructive criticism, which have been crucial in strengthening the arguments and findings presented in this thesis.

A sincere thank you goes to **Prof. Dr. Harlinah Sahib, M.Hum.**, the Head of English Language Studies, for her exceptional leadership, constant encouragement, and unwavering support, which have been pivotal in fostering an environment conducive to academic excellence.

The administrative staff of the Postgraduate Program at the Faculty of Cultural Sciences, Hasanuddin University, specifically **Mr. Mullar, S.S, Mr. Satria. S.S, and Mrs. Wini, S.S**, for their kindness, tireless assistance, and dedication in helping the author navigate and manage the numerous administrative matters.

A heartfelt thank you goes to my parents, **Bapak. Harianto** and **Ibu Farida**, who always pour out their love, guidance, support and prayers. Thank you to them who always believe in their daughter's dreams and convince her to achieve all these dreams as a form of their care and love. I ultimately consider them both as the main fuel to complete this thesis, so she dedicate this thesis to both of them. My brothers; **Mahar Saputra**, and **Muh. Fitrah, S. Tr.Pel**, always at the forefront for their younger siblings. Nurturing and supporting physically and financially, and **Lulu Dian, S.E**, the best sister ever. She is the main heartfelt field for me when discovering complicated phenomena during the process of this thesis. she is proof of goodness, always reminding how healthy sibling relationships are based on trust and faith in Allah. So grateful to have them all. They are all the best support system.

I would like to extend my heartfelt thanks to my colleagues in ELS 2022.1 and friends: **Faisal Amir, S.Pd., M.Hum., Muh. Riswan Reza, S.Pd., Mirdad, S.Pd., M.Hum., Indah Maharani, S.Pd., M.Hum., Orlen C. Pondaag, S.S., M.Hum., Ananda Rahmadana S.Pd., M.Hum., Farida Ariyani, S.Pd., M.Hum., Wahyuningsi Fahrah, S.S., M.Hum., Sita Larasati, S.Pd., M.Hum., Dian Masri, S.Pd., Maghfiratul Jannah, S.Pd., Mudrika Rahman, S.Pd, and Asdia Amir, S.Pd.** Your camaraderie,

mutual support, and shared experiences, which have made this academic journey a collaborative and enriching experience.

Lastly, I am deeply grateful to PIP Makassar for giving me opportunity to teach since 2022 and conducted the research there. I thank the nautica and engineering cadets for their enthusiasm, curiosity, and dedication, which have made teaching an inspiring and fulfilling experience, and have significantly contributed to the completion of this work.

The author fully acknowledges that, given the limitations of their abilities, this thesis is far from perfect. Therefore, the author sincerely apologizes for any shortcomings found in this work.

Constructive criticism and suggestions are highly encouraged with the aim of refining and further developing this study. In conclusion, the author hopes that this thesis will provide valuable insights, and knowledge, and serve as a reference for the advancement of linguistic studies.

Makassar, July 17th , 2024

Sitti Nasrah

ABSTRAK

SITTI NASRAH. Investigasi Strategi Pembelajaran Dalam Mengatasi Hambatan Pembelajaran EFL yang Dihadapi Taruna di PIP Makassar. (dibimbing oleh Nasmilah dan Abidin Pammu)

Penelitian ini bertujuan untuk mengetahui strategi pembelajaran dalam mengatasi hambatan belajar EFL yang dihadapi taruna di PIP Makassar. Untuk mendalami penelitian ini lebih dalam, digunakan metodologi deskriptif kualitatif untuk menganalisis fenomena hambatan belajar yang dihadapi dan strategi pembelajaran yang digunakan untuk mengatasi hambatan tersebut dalam pembelajaran bahasa Inggris di PIP Makassar. Informan yang digunakan adalah taruna PIP Makassar sebanyak 30 orang yang dipilih secara purposive. Hasil penelitian menunjukkan bahwa taruna menghadapi tiga hambatan belajar primer yaitu hambatan kognitif yang mengacu pada hambatan pemahaman, hambatan emosional yang berorientasi pada hambatan mental, dan hambatan kelembagaan yang mengacu pada hambatan budaya dan sistemik. Selain itu, taruna menggunakan tiga strategi pembelajaran yaitu hambatan kognitif yang mengacu pada teknik pemahaman dalam mempertahankan keterampilan bahasa Inggris, strategi metakognitif yang berorientasi pada pembelajaran yang diatur sendiri, dan pembelajaran sosioafektif yang menggunakan lingkungan sebagai media dalam pembelajaran bahasa Inggris atau disebut dengan kegiatan pembelajaran bermediasi sosial. Penelitian ini berkontribusi pada konteks pendidikan untuk menawarkan perspektif baru dalam merancang metode pengajaran berdasarkan hambatan siswa dan strategi apa yang mereka butuhkan.

Kata Kunci: Taruna, Belajar Bahasa Inggris, Kendala Belajar, Strategi Pembelajaran, dan PIP Makassar.



ABSTRACT

SITTI NASRAH. Investigating Learning Strategies in Overcoming the EFL Learning Obstacles Faced by Cadets at PIP Makassar. (supervised by Nasmilah and Abidin Pammu)

This study aimed to Investigate learning strategies in overcoming the EFL learning obstacles faced by cadets at PIP Makassar. To venture into this study more deeply, a descriptive qualitative methodology was employed to analyze the phenomena of the learning obstacles faced and learning strategy used in learning English at PIP Makassar. The informants comprised 30 cadets at PIP Makassar that were chosen purposively. The results revealed that the cadets have faced three primary learning obstacles such as cognitive obstacles that referred to the barrier of comprehension, emotional obstacles that oriented to the mental barrier, and institutional obstacles that referred to the cultural and systemic barrier. Besides, the cadets used three learning strategies which are cognitive obstacles that referred to the comprehension techniques in retaining English skills, metacognitive strategies that oriented to the self-regulated learning, and socioaffective learning that used environment as the media in learning English or called social-mediated learning activity. This study contributed to the educational context to offer new perspective in order to design teaching method based on the obstacles of the students and what strategies they need.

Keywords: Cadets, Learning English, Learning Obstacles, Learning Strategies, and PIP Makassar



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LIST OF ABBREVIATIONS

EFL	English as Foreign Language
PIP	Politeknik Ilmu Pelayaran
SILL	Strategy Inventory of Language Learning
P1	Participant one
Q1	Question one

CHAPTER I

INTRODUCTION

1.1. Background of the Study

English has been utilized as an international tool for communication and as a vital instrument for international negotiation for political and social as well as economic diplomacy used around the world. This language plays an important role in bridging people to converse in international level such as international relation, politics, economics, and education as well (Salomone, 2022; Buzan, 2014; Grin, 2015; Zein, Sukyadi, Hamied, & Lengkanawati, 2020). In particular context such as education become one of the most popular teaching subject that oriented in students and teachers as the main perpetrators. In learning English, the students frequently attain the issues and barriers either in the classroom or outside the classroom. Several considerable issues in teaching and learning English are the learning obstacles and learning strategies of the students are obscure.

The issues of learning English are not merely concerning in the field of English in general, but for specific purpose. The English for specific purpose (ESP) refers to the special English such as Maritime English that is learned for working or to prepare them to get a bright future on their job, to be an expert in their fields and many more (Anthony, 2018). Rahman (2015) supported that ESP is focused-English learning and teaching situation in which teaching methods and learning environment are different from general English. People aware that English the most essential one that they should be learned and also realize that the way to communicate or how to understand each other without understanding language especially English that is used as a unity-language in a global scale.

Current development of pedagogical sector in la nguage teaching

shows that maritime is one of the main contents in English for Specific purpose. This subject brings the notion about how people learn and use the special or technical terms of Maritime English context such as the various jobs, functions, and working areas. The people that learn English to get a profession or job in the field of Maritime English is cadets. They are designed and provided to learn English for working either domestic or international scope (Franceschi, 2014). Consequently, the cadets must learn English in the institutions or schools that provide their needs to master Maritime English. Still and all, the cadets of the current institution have high demand of English for specific purposes especially Maritime English. The demanding teaching thing is those knowing cadets' learning preferences and learning strategies.

In line with that, the institution that serves the cadets to learn Maritime English is a Merchant Marine School (PIP). This school or institution is providing the English specific things that the cadets need; this institution is like a maritime industry. As it is known that the maritime industry is a global industry that relies on effective communication between seafarers from all over the world. All people in the world, English as the international language of the maritime industry, and proficiency in Maritime English is essential for seafarers to work safely and effectively (Pritchard, 2003). To be exact, the growth of the Maritime English has created a need for deck department cadets to master English for occupational purposes.

Moreover, the Maritime English nowadays is valued as one of the subjects that most of people need to learn and master. It is realized that English is a language that can open several vacancies either in the current circumstances or in the future scope (Franceschi, 2014). Another reasonable idea that the people learn and utilize Maritime English is they can be able to overseas to work. However, English will not merely need for working overseas, but also for working in their country. In the future, they

need to interact with their peers and their partner at work that could be come from all of the side of the country. A navigator or in this case, a deck department cadets must continually enhance their English as part of the maritime industry (Zhang & Cole, 2018).

In particular area, this study will be conducted in PIP (Merchant Marine Polytechnic) Makassar as one of the provided Maritime Industry in Indonesia in general. This PIP or named as Merchant Marine Polytechnic possesses a thousands of cadets that enroll and learn English for getting work when they are ready to be (Widarbowo, 2023). PIP Makassar is the acronym of Merchant Marine Polytechnic that moves in the sector of maritime training (Mustamin, Ahmad, Jasruddin, Syam, & Fitriani, 2019). As a higher education establishment offering vocational training in the shipping industry, Makassar Merchant Marine Polytechnic (PIP) aims to produce graduates who are competent and dependable in the industry, who satisfy national and international standards, and who can compete in the global market.

The preliminary study at PIP Makassar has conducted particularly in nautica and engineering classes. During the preliminary study, the researcher discovered that the cadets have struggles in learning and using English such as lack of vocabulary, lack of mastering pronunciation and speaking performance, lack of motivation, and anxiety in using English. The struggles appeared during their learning English process as an instance when they face the situation in group discussion or conveying ideas in English. The researcher as their teacher easily maps the main points of the cadets' learning English obstacles. Then, the researcher hypothesizes that there should be solution to overcome this issue that is named as learning strategies. The researcher concerns deeply that the learning English obstacles and strategies in overcoming obstacles will be the main domain in this study.

Therefore, based on the phenomena and hypothesis that have revealed earlier, the researcher is curious to excavate the case regarding the learning obstacles of the cadets and how they overcome the obstacles in learning English especially maritime English. The researcher definitely affirms that the learning obstacles and learning strategies in learning English as the main case in this study. Hence, the researcher formulates the topic and focusing on Investigation of learning obstacles and learning strategies by cadets majoring nautica and engineering at PIP Makassar.

1.2. Research Questions

Based on the concept elucidation in the background of the study phase above, the researcher formulates the research question below:

1. What are the obstacles faced by cadets majoring in nautica and engineering at PIP Makassar in learning English?
2. What are the learning strategies used by cadets in overcoming those obstacles?

1.3. Objectives of the Study

Relying on the research questions above, the researcher set the objectives of the research as follows:

1. To identify the learning obstacles faced by the cadets majoring nautica and engineering at PIP Makassar in learning English.
2. To reveal the learning strategies used by cadets in overcoming those obstacles.

1.4. Significance of the Study

The research is expected to give a valuable contribution into two main parties as in the following:

1. Theoretical Benefits

The results of this study can be used as library material for teachers, educators, and researchers that are focusing on English learning obstacles and strategies especially such maritime English. This study is

also expected that the readers have understanding the obstacles and strategies in learning English in PIP context. This study also is expected to be benefit for the readers as the inspiration to do collaborative research in maritime English context and general English field to seek the different learning obstacles and learning strategies.

2. Practical Benefits

Practically, this study is expected to be a reference gained from learning obstacles and learning strategies that will be served as the basis for a syllabus that will represents the cadets' needs and hopefully it can be useful for the teachers of Makassar Merchant Marine Polytechnic (PIP Makassar) as well in designing lesson plan or teaching better English in the class. By knowing cadets' learning obstacles and strategies, the teacher will be flexible to teach cadets based on what the cadets' needs in learning English, minimize the teaching mistake, and streamline the teaching techniques design.

1.5. Scope of the Study

This study is centralizing on the topic of cadets learning English process at PIP Makassar as one of the institutions that trains students or cadets to be professional in maritime industry sector. In particular, this study limits on the discussion about cadets' learning obstacles and learning strategies in learning English at PIP Makassar. The cadets are in the 8th semester that have been learning English for years, and then currently they can be able to use English either in the English class or in working or training. The study will take two majors in this case such as nautica and engineering classes as the object. In nautical major consists of 3 classes, and also engineering comprises of three classes. Then, the total numbers of classes that will be studied are 6 classes.

CHAPTER II

LITERATURE REVIEW

2.1. Previous Studies

There are various relevant studies that have been undergone related to this study, the first one is coming from Nian-nian (2012) who studied regarding the *'The Relationship between English Learning Strategies and Learning Style Preferences: An Empirical Study'*. This study aimed to investigate the role of language learning strategies and learning styles on English learning among Chinese EFL university students in the specific setting of USST in Shanghai, and to examine the relationship between learning strategies and learning styles, and whether or not differences exist between females and male in language learning strategies use and learning style preferences. This study employed a quantitative method by utilizing two self-report questionnaires (SILL and PLSP survey) to measure learning strategies use and learning style preferences among 111 EFL college students in China. The results showed that firstly, there are no significant differences among the six learning style preference groups in learning strategies use. The subjects in this study prefer kinesthetic/tactile, individual, and visual learning styles, while they demonstrate less preference for auditory and group learning styles. Nonetheless, the mean scores show that the group learning style subjects use the fewest strategies ($M = 2.676$), whereas the kinesthetic learning style subjects use the most ($M = 2.834$). Secondly, there is statistically significant difference among students' learning style preferences based on gender. The statistical results indicate that there is significant difference between males and females in their tactile learning style preference ($p = 0.040$, $p < 0.05$). Third, there are no significant differences among Chinese EFL college students' learning strategies use based on gender. Students' gender does not have a significant effect on their strategy use.

Another considerable study is coming from Rustam, Hamra, and Weda (2015) who have been undertaken the study about *'The Language Learning Strategies Used by Students of Merchant Marine Studies Polytechnics Makassar'*. This study aims to investigate the kinds of language learning strategies the merchant marine polytechnics students use in learning English, and to investigate the most dominant language learning strategies used successful students and unsuccessful students. The study employed descriptive quantitative method. The population of this research was the students of merchant marine polytechnics of Makassar in academic year 2014/2015. The sample was the fourth semester students of nautical study program; class C which consisted of 30 students. This study used the cluster random sampling technique. The research data was collected by using English skill tests and SILL questionnaire which were analyzed by descriptive and inferential statistic through SPSS 20.0 for windows program. The result of the descriptive quantitative data showed that the nautical students of merchant marine polytechnics used six kinds of language learning strategies namely metacognitive, compensation, social, memory, cognitive, and affective strategy, and the most dominantly used language learning strategies among the successful students is metacognitive strategy and the most frequently used language learning strategies among unsuccessful students is social strategy. The six language learning strategies were employed by the students in learning English.

In line with the study above, Kaprawi (2017) studied about this field that entitled *'Obstacles Facing Learners in Speaking English: Non-English Teacher's Perspective, Putera Batam School'*. The purpose of this research was to explore the obstacles to speaking English among these teachers in Sekolah Putera Batam, Kepri. This study used a naturalistic qualitative method research, used one on one interview as the technique of collecting data. In analyzing the data, this research used the descriptive

qualitative method to capture the obstacles. The results showed that there are two obstacles that the students faced, firstly is the internal obstacles that consisted of cognitive, affective, and psychomotor domains, poor English mastery, fear, and limited English speaking skills, the second one is the external obstacles that comprised former English teachers, materials, time, and facilities.

On top of that, Rochmawati, Wijanarko, and Fatmawati (2018) were also researching about *'English learning strategy as foreign language relating to demographic factors on first grade cadets of Poltekbang'*. This study aimed to determine of language learning strategies that are often used by cadets in the Surabaya aviation polytechnic, and knowing the correlation between the age, gender, major and educational background of each cadets. This study used a Chi-Square test and Pearson Product Moment correlations test to determine whether or not common effect of age, gender, major and educational background of each cadet displayed significant differences on Language Learning Strategy of students. The results showed that the most frequently-used strategies were metacognitive strategies, and the least frequently-used ones were affective strategies. In addition, the results of Pearson product moment correlations revealed that gender were the only demographic factors that were significantly correlated with the learners' learning strategy.

Besides all the studies revealed above, Okolie, Oluka, Oluwayemisi, Achilike, and Marcel Ezemoyih (2022) also have studied about *'Overcoming obstacles to Collaborative Learning Practices: A Study of Student Learning in Higher Education-based Vocational Education and Training'*. This study aimed to investigate the practices and strategies that teachers adopt to overcome the obstacles to effective student collaboration and measures the VET teachers implement to enhance through social interaction during collaborative learning. This study adopts exploratory qualitative research to explore the experiences of a vocational

education and training (VET) teacher and 36 first-year VET undergraduate students in a Nigerian public university as they engaged in collaborative learning (CL) tasks for a period of 14 weeks academic semester. A thematic analysis of observations and interactions, field notes and semi-structured interviews revealed four main CL practices adopted by the VET teacher to overcome obstacles to effective student collaboration. Linked to Vygotsky's sociocultural theory, these strategies include VET teacher's responsibility in facilitating students' learning, making tasks more challenging and participatory, learning to accept all ideas and co-work, and resistance to friendship groups. The findings of the present study have theoretical and practical implications for VET teachers, administrators and policymakers who may be working towards improving the CL practices in VET.

After investigating narratively a number of previous studies above, the researcher determined that previous researches and current research are considered to be distinguished in the case of objective, context or setting, and methodology or approach. In particular, the objective of this study is to excavate the two pivotal areas in learning English; English language learning obstacles and English language learning strategies, meanwhile the previous relevant studies merely focused on one aspect, nonetheless there was a study that placed on a par between those two areas. Then, the setting or context of this current study will be in PIP Makassar focusing on cadets learning obstacles and learning strategies in learning English, the difference of two. Besides, the approach that this study will use is a qualitative methodology to seek more in depth regarding the phenomena of language learning obstacles and language learning strategies of cadets in learning English at PIP Makassar, meanwhile some earlier studies most of them employed a quantitative one to grasp the types of either learning obstacles or learning strategies.

2.2. Theoretical Background

2.2.1 Learning English

According to Mahu (2012), learning English is a process of widening understanding of English such as the acquisition of the English language process, encompassing its grammar, vocabulary, pronunciation, and usage. Learning English can take various forms, including formal education in schools, language courses, self-study, immersion programs, and language exchange. Learning English as a foreign language is good. Irdani, Fatimah & Triyoga (2022) determined that learning English grammar is one of the foundations of language proficiency that is necessary for writing, speaking, and comprehension. Learning English grammar helps people to look like native speakers as well as write faster and more efficiently.

Still and all, Yurko and Vorobel (2020) elaborated more that learning grammar basically learning regularities in the ways they shape and organize words for various reasons. In other words, grammar is a set of rules used to form sentences in any language, especially English. According to Bilotserkovets and Fomenko (2022), learning grammar is one of the most important aspects of learning a foreign language, especially English language; a full-fledged communication cannot be efficient without observing grammatical rules of a certain language.

Another perspective came from Yunita, Emzir, and Mayuni (2018) that grammar knowledge or learning grammar is important and needed in language learning and supports the language skill. The basic knowledge to learn English grammar covers the parts of speech or word classes that consisted of nouns, verb, adjective, adverb, article and preposition, conjunction and interjection (De Capua, 2008; Dykes, 2007). Once learners master these parts of speech, they will have enough knowledge to communicate well in written and spoken due to that all texts in English mostly consist of those word classes.

Moreover, Joyce, Weil and Calhoun (2009) suggested that a model of learning grammar should have four components such as syntax, a social system, principle of reaction, and a support system. In particular, the syntax is a general description of a model or how the structure of a model of learning. Then social system is the condition or the atmosphere of a classroom learning that related to the roles of the teacher and the learners. Meanwhile, the principles of reaction are responses shown by the teacher in responding the learners' actions and learners in responding their teacher in a classroom learning process. Last, the support system is materials or tools used by teachers in the teaching and learning process which can be in the form of a syllabus, lesson plans, and learning material.

Another fundamental thing in learning English is learning vocabulary as indispensable in improving learners' language abilities which are reading, writing, speaking and listening (Ilmuddinovich, 2021). He continued emphasizing that learning English is needed to have great vocabulary size in their munitions stockpile due to vocabulary is the establishment of English and its job is crucial. To put it another way, without knowing the parts of vocabulary a language learner will discover trouble to convey, read, and write or fathom a foreign language (Schmitt, 2010). Easterbrook (2013) also claimed that vocabulary is the language thing that is identified with phonological, morphological and grammatical structure. Nation (2015) also determined that knowing vocabulary is known as various highlights of a term or phrasing that ought to be considered in term of having the thing and framework structures. To ensure that learning interaction of vocabulary can happen easily, even though there appears to be a separation which gives off an impression of being of two unique methods of learning; generally and exceptional vocabulary learning procedures, learners are more encouraged to give up the customary techniques and start to apply the various vocabulary learning methodologies.

2.2.2 Learning Obstacles

According to Baigal (2021), learning obstacles are challenges or barriers that people are prone to running into when trying to study up new abilities or knowledge. These barriers can be very different from one another and can be caused by institutional, cognitive, emotional, or environmental variables. Likewise, Piaget as a founder of cognitive development theory determined that learning obstacles can arise when individuals are not developmentally ready to understand certain concept, as an instance a child may struggle with abstract reasoning until they reach a certain stage of cognitive development (Waite-Stupiansky, 2022). On the other side, Vygotsky in his social development theory highlighted that learning obstacles may stem from a lack of social support or opportunities for collaboration, he emphasized the importance of the social context in facilitating learning (Taber, 2020).

On top of that, bloom also propounded about learning obstacles in his educational psychologist theory that learning obstacles can include emotional barriers such as fear of failure or lack of motivation; these factors significantly impact the cognitive domain (Akpan, 2020). Besides, Gardner in his multiple intelligence theory has a distinguished perspective on this issue that learning obstacles can arise when educational approaches do not cater to a diverse range of intelligences (Cavas & Cavas 2020). Gardner proposed the theory of multiple intelligences, suggesting that individuals may have different strengths and weaknesses in various intelligences. Meanwhile, in Dewey's view of educational philosophy that learning philosophy may occur when there is disconnect between educational experiences and real-world contexts that is such practical and hands-on learning experiences are crucial for overcoming these obstacles (Sikandar, 2015).

Moreover, Yusuf, Muslem, and Sipahutar (2017) determined that one of the obstacles in learning is a cognitive obstacle that involves difficulties in understanding, processing, or retaining information. In other words, the learning disabilities, lack of prior knowledge, or cognitive biases can hinder the learning process. Meanwhile, Guzmán (2013) relieved that there is another obstacle in learning that is emotional obstacle that refers to the emotional factors, such as fear, anxiety, or lack of motivation, can impede learning. The negative emotions can create a mental block, making it difficult for individuals to engage with and absorb new information. Besides, Rakhmyta and Handayani (2022) added that inadequate sources also became a pivotal obstacle that refers to a lack of access to relevant materials, technology, or educational support can be significant obstacles. It means that limited resources may prevent students from fully engaging in the learning process.

On top of that, Rakhmyta and Handayani (2022) continue elaborating that a poor learning strategy is also an obstacle in learning that deals with the ineffective study habits or a lack of awareness about how to approach learning can impede progress or learning how to learn and adopting effective study techniques. Guzmán (2013) similarly revealed that lack of support is also classifying as an obstacle in learning, which refers to a lack of encouragement or support from teachers, peers, or family members can hinder the learning process. It is such a positive reinforcement and a supportive learning environment can contribute to overcoming this obstacle. Institutional obstacles; this obstacle refers to the structural issues within educational institutions, such as outdated curricula, inadequate teaching methods, or a lack of resources, can pose obstacles to effective learning (Khan & Khan, 2016).

2.2.3 Learning Strategies

According to Schmeck (2013), learning strategies is a sequence of procedures for accomplishing learning. Learning strategies also refer to the processes that may contribute directly to learning. On the other hand, learning strategies are processes, techniques, approaches, and actions that students take to facilitate the learning and recall of both linguistic and content areas of information. Wenden (1987) had also theorized that learning strategies are the various operations that learners use in order to make sense of their learning. In practical, William and Burden (1997) indicated that when students are involved in a learning task, they have several resources which they use in different ways to finish or solve task, so this can be termed process of learning strategy. Learning strategy is learning skills, learning-to-learn skills, thinking skills, problem skills, or the methods which learners use to intake, store, and retrieve during the learning process. On top of that, Oxford (1990) defined learning strategies as specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situation.

Still and all, Chamot (2014) defined that learning strategies are techniques and devices used by second language learners for remembering and organizing samples of the language. one of the ways learners become actively involved in controlling their own learning is by using strategies due to strategies are the thoughts and behaviors that learners use to help them comprehend, learn, or retain information. The expert continue explaining that learning strategies may include focusing on selected aspects of new information, analyzing and monitoring information during acquisition, and organizing or elaborating on new information during the encoding process, and evaluating the learning when it is completed or assuring oneself, that the learning will be successful as a way to allay anxiety. In essence, a learning strategy is a term for gaining

importance that refers to the techniques and tactics, it basically refers to the process that learner employs in practicing activities. Ellis (2008) also determined that the study of learning strategies holds considerable promise, both for language pedagogy and for explaining individual differences in second language learning. Meanwhile, Ghani (2003) served a new dimension to the definition of the learning strategies as a facilitator in successful learning process. In other words, learning strategies are procedures employed by the learners in order to make their own language learning as successful as possible.

2.2.4. Language Learning Strategies

Hardan (2013) propounded that language learning strategies are the often-conscious steps or behaviors used by language learners to enhance the acquisition, storage, retention, recall, and use of new information. In other words, language learning strategies are actions, behaviors, steps, or techniques such as seeking out target language conversation partners, or giving oneself encouragement to tackle a difficult language task used by learners to enhance learning. Besides, Wenden (2002) supported that language learning strategies can be defined from the aspect of language behavior such as learning and regulating the meaning of a second or foreign language, cognitive theory, such as learners' strategic knowledge of language learning, and the effective view, such as learners' motivation, attitude, etc.

Moreover, Rubin (2013) also determined that language learning strategies are behaviors, steps, or techniques that language learners apply to facilitate language learning. Meanwhile, Oxford (1990) included cognitive, emotional, and social aspects of language learning strategy that enhance learners' language learning proficiency and self-confidence. Ghani (2003) language learning strategies are specific actions, behaviors, steps, or techniques that students intentionally use to improve in their

progress in developing second language skills. These strategies can facilitate the internalization, storage, retrieval, or use of the new language.

Huang (2018) learners' strategy use as the interplay of both learners' cognitive choices and the mediation of their situated environments, researchers started to use a contextual approach to conduct their investigations into language learner strategies in the 2000s. The role of LLS is seen as a means of speeding up and facilitating the learning processes and contributing to a more learner-centered language instruction. Chamot (2014) divided language learning strategies into three pivotal categories such as metacognitive strategies, cognitive strategies, and socioaffective strategies.

1. Metacognitive strategies is a term to express executive function, which require planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed.
2. Cognitive strategies are more limited to specific learning task and they involve more direct manipulation of the learning material itself such as repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, key word, contextualization, elaboration, transfer, inference are among the most important cognitive strategies.
3. Socioaffective strategies can be stated that they are related with social-mediating activity and transacting with others; cooperation and question for clarification are the main socioaffective strategies.

Meanwhile, Rubin (1987) who is pioneered in the field of strategies makes the distinction between strategies contributing directly to learning and those contributing indirectly to learning. There are three types of strategies used by learners that contribute directly or indirectly to language learning as follows:

1. Learning strategies
2. Communication strategies
3. Social strategies

On the other hand, Oxford (1990) had distinguished strategies inventory for language learning (SILL) that can be classified under six types such as memorization, cognitive, compensation, metacognitive, affective, and social strategies as in the following:

1. Memorization strategies are techniques used to remember more effectively to retrieve and transfer information needed for future language use. Memorization assisted students to store in memory important information gathered from their learning.
2. Cognitive strategies are used to help the students to manipulate the target language or task correctly by using all their process. it includes reasoning, analysis, and drawing conclusions.
3. Compensation strategies are employed by the students to compensate the missing knowledge in the target language due to lack of vocabulary. The strategies help to allow the students to use the language to speak and write in the target language even when their vocabulary is limited.
4. Metacognitive strategies are employed by the students to help them coordinate the learning process by entering, arranging, planning, and evaluating their learning it helps learners to control their own learning. Students will be able to plan what their learning strategies should be and change them if they are not suitable.
5. Affective strategies are techniques to help the students control their emotions, attitudes, motivations, and values. These strategies have a powerful influence on language learning because they allow the students to manage their feelings.
6. Social strategies are activities that students engage in to seek opportunities to be exposed to an environment where practice is

possible. These strategies are important because language learning always involves other people; it is a form of social behavior

2. 2.5 Cadets

According to Sulistiani, Suminar, and Hendriani (2019) that cadets are term to refer to the students who studied in polytechnic school. The cadets are taught knowledge and skills to be a reliable and ready-for-work cadet in merchant marine sector. Education such they got in the institution program demands a lot of high quality academic and non-academic requirements. Many activities, both in campus and dormitories are not only about the learning materials. The cadets are expected to strictly follow the regulations; the norms of conduct for cadets of merchant marine education significantly contain mental and moral development, rights and obligations, cadets' organization, regular daily orders, manner, prohibition, and norm violation (Sulistiani, Suminar, & Hendriani, 2019). There are some types of cadets according to Wrzesniewski, Schwartz, Cong, Kane, Omar, and Kolditz (2014), they are:

1. Military cadets, cadets are trainee in a military program, often associated with military academies or officer training program,
2. Aviation cadets, cadets that can refer to trainee pilot, often enrolled in a flight training program to become a licensed pilot.
3. Police cadets, cadets that refer to individuals undergoing training program to become police officers.
4. Marine cadets, cadets that refer to individuals training to become officers in the merchant navy. This involves learning navigation, seamanship, and other skills relevant to operating and managing a ship for commercial purposes.
5. Youth Organization Cadets, cadets that refer to their members, who undergo training in leadership, teamwork, and various skills.

2.2.6 PIP Makassar

Widarbowo (2023) determined that PIP Makassar is a higher education institution in the field of merchant marine. In simple term, PIP Makassar is the acronym of *Politeknik Ilmu Pelayaran Makassar* or Makassar Merchant Marine Polytechnic, which is located in Makassar city, South Sulawesi, Indonesia. Based on Academic Administration of Makassar Merchant Marine Polytechnic (2017) on their profile stated that this institute is the oldest educational institution in the shipping or maritime sector in Makassar, South Sulawesi, and also has known as the biggest Marine institution in Makassar, and Easter Indonesian today. In accordance with Minister of Transportation Regulation number PM.87 of 2015 concerning the Statutes of the Makassar Merchant Marine Polytechnic (PIP). Makassar Merchant Marine Polytechnic (PIP) as a higher education institution that provides vocational education in the field of shipping is directed at producing graduates who are professional and reliable in the field of shipping, who meet national and international standards and are able to compete in the global market. PIP Makassar is established based on Minister of Transportation Regulation Number PM.42 of 2014 dated 12 September 2014 concerning the organization and work procedures of the Makassar Merchant Marine Polytechnic.

Makassar Merchant Marine Polytechnic (PIP) has three study programs such as Nautical, Engineering, Port and Shipping management. From the results of the accreditation application in 2021, it has achieved superior status. It used STCW (Standard of Training Certification and Watch keeping for Seafarer) Manila 2010. The language proficiency levels of the students are intermediate to excellent because this campus use English of all the activity based on the seafarer needs. In particular PIP initiated many programs to increase the level of suitability of cadets by improving quality management such as collaborating with language institutions to hold exclusive English language activities. Apart from that,

PIP also collaborates with several foreign companies so that they often send their teachers to partner companies to improve the performance and work character of cadets.

Moreover, Makassar Merchant Marine Polytechnic (PIP) is an educational institution under the Ministry of Transportation which provides education and training services in the shipping industry (Pelayaran, 2019). PIP Makassar is implementing seafarer competency development to form young cadres of maritime transportation professionals. PIP Makassar is also known as a Vocational College in the shipping sector which organizes the Diploma IV Program. The Diploma IV in Shipping Program is one of the education and training services organized by the Makassar Maritime Science Polytechnic to form young people who have graduated from High School/Vocational High School/Madrasah Aliyah or equivalent to become prospective Commercial Shipping Officers and professionals in the shipping industry. This program is also usually called Formation Training.

2.2.7 Education Model of PIP Makassar

Education uses a boarding school or boarding school system. As long as they are cadets and are on campus, cadets are required to comply with and carry out PHST (Permanent Daily Orders) under the management of the unit/section tasked with carrying out Cadet Character Development (PKT) which is called the Cadet Character Development Center. At the beginning of education or in the first 3 months is the initial formation period for cadets, this formation model includes mental and moral formation as well as discipline under the direct care of the TNI for 1 (one) month. During this 3 month period, Tunas Taruna, abbreviated as Tutar, is not allowed to leave campus except with permission from the head of the Cadet Character Development Center (PPKT).

After this formation period has passed and is marked by an Inauguration process, Tutar is appointed as a Beginner Cadet. This change in level marks a quarantine period of 3 (three) months and after that they can cruise every Saturday and Sunday. The Diploma IV program can be selected from the 3 (three) study programs provided, namely Nautical, Engineering and KALK (Sea Transport and Port Management). Graduates of this training program will obtain a Diploma IV diploma with a bachelor's degree in Applied Sailing Science (S.Tr.Pel).

2.3 Conceptual Framework

INVESTIGATING LEARNING STRATEGIES IN OVERCOMING THE EFL LEARNING OBSTACLES FACED BY CADETS AT PIP MAKASSAR

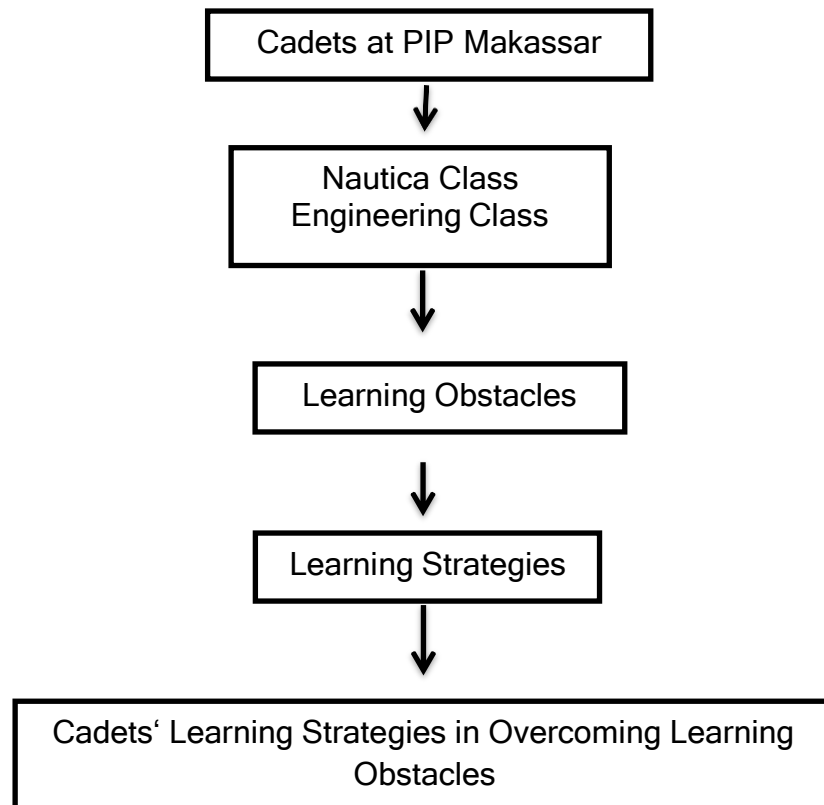


Figure .2.1. Conceptual Framework

This conceptual framework attempts to explore some theories and others related variables structurally to this current study. The domain of this study will start from the discussion of language learning, and then specifically will be discussed about learning English. In learning English, there are two essential parts in this case to be discussed more in the whole unit such as learning obstacles and learning strategies. Those two pivotal themes are distinguished based on the hypothesis and become

variables to be studied in this study's section. The target or the object of this study will be cadets of Nautica and Engineering classes at PIP Makassar due to the fact that they were found to have problem in determining the learning obstacles and learning strategies they used in learning English. Hence, after the investigation every variable will be elicited the outcome of the study such cadets' learning strategies in overcoming learning obstacles.