

LEARNING STRATEGY USED BY STUDENTS OF ENGLISH DEPARTMENT IN SATURDAY ENGLISH GATHERING PROGRAM (SEGA)

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DOI: 10.23917/jph.v26i1.9138

Received: March 13th, 2025. Revised: March 16th, 2025. Accepted: March 27th, 2025

Available Online: March 27th, 2025. Published Regularly: February, 2025

Keywords	Abstract
Learning Strategy SEGA, SILL Oxford	This study aimed to find out the learning strategy used by students of the English department in the Saturday English Gathering Program (SEGA). The study used an analysis of descriptive statistic research. The participants of this study were 50 students third semester of SEGA student. The instruments to collect data used questionnaires and an observation checklist. The data were analyzed quantitatively. The data from questionnaires and observation checklists were analyzed quantitatively. The results of this study concluded that the learning strategies used by English Department Students in the Saturday English Gathering Program (SEGA) were memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, affective strategy, and social strategy. The highest dominant strategy was the cognitive strategy.
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INTRODUCTION

English as an international language is needed in various aspects of life. Good English skills will certainly be a competitive capital, both in education and work, especially when entering this modern era (Oliveri & Tannenbaum, 2019; Talaue & Kim, 2020; Tretyakova et al., 2023). However, Indonesian people's awareness of the importance of English is still not very well developed in every individual. In addition, many Indonesian workers now require their employees to be able to speak a variety of languages at least English (O'Rourke & Brennan, 2023; Ritonga et al., 2021; Tamtomo, 2018). Therefore, there needs to be support from various parties to foster or increase interest in learning English in each individual (Lestari & Wahyudin, 2020).

Therefore, an easy and practical program or activity is needed as an alternative to learning English. Universitas Muhammadiyah Surakarta has provided many programs to succeed its students in the language. Such as the Saturday English Gathering (SEGA). That has been held since 2004, it is an organization that consists of students of the English department at UMS. There are several aims of SEGA, they are: producing professional personnel that is competent in English and producing professional personnel that can develop and apply their knowledge. Saturday English Gathering (SEGA) is not only conducted on campus but also in outing class to another place or destination.

In learning strategy, the student can focus on individual learners and the choices they make as well as their responsibilities. With the application of strategies, students can improve their skills and understand the way they must go through to master them properly (Arifani et al., 2020; Hidayat et al., 2023). As learners become more independent in their language learning (Sukmawati, 2022), learners are required to have good English aspect because of an important role in forming students who are fluent in English, the learners must know and be able to understand the meaning (Arifani et al., 2021; Susanto et al., 2020).

In the current situation, English is certainly a difficult thing to practice and the student must master it. This is a challenge to try the implement learning strategies for English department students who have a minimal background in mastering the language. This study is conducted to explore the learning strategies used by English Department Students and the most dominant learning strategies used by English students. Many researchers have conducted studies investigating learning strategies used by students in SEGA such as a study done by Lestari & Wahyudin, (2020) investigated the strategies used by the English Literature study programs students in English as a foreign language (EFL) setting. The researcher used a descriptive quantitative analysis. This study involves 76 participants. To collect the data, the researcher used a questionnaire. The result of this research showed that metacognitive has been the most frequently used strategy followed by social and compensation strategies while affective strategies become the least strategy used by the students.

Jibreel et al., (2022) investigated the Students' Language Learning Strategy Use and student achievement in Libyan University. This research used a descriptive cross-sectional survey. The subject of the study included 571 students from the Department of English at the Faculty of Arts and the Faculty of Education. To collect the data, this research used a questionnaire that included five Likert-type scale questions and fifty multiple-choice questions. The findings revealed that memory strategy and cognitive strategy both have significant impacts on the foreign language achievement of the learners, while the use of compensation, metacognitive, affective, and social strategies do not significantly impact the achievement of EFL learners.

All of the above studies show that the application of effective learning strategies that are used by teachers in English classrooms can improve students' English achievement. However, only a few studies examine language communities taught by students to students, so research is important to do while, it is essential to provide a new insight that can support the students in improving their English.

METHOD

The participants were 50 third-semester students at Muhammadiyah University of Surakarta. The data collection instrument used an online questionnaire and observation checklist. This questionnaire is not anonymous; the student must write his name and student ID on each questionnaire. All data obtained from questionnaires and observations were analyzed quantitatively. The original version of the questionnaire was in English, but in this study, the questionnaire was translated into the Indonesian language. The questionnaire has been translated into Indonesian which has been validated by experts. In the original version questionnaire by SILL Theory consisted of 50 items.

FINDING AND DISCUSSION

1. The Learning strategies used by English department students in the Saturday English Gathering (SEGA) Program.

Based on the questionnaires, it was found that the questionnaire covered six aspects: (1) memory, (2) cognitive, (3) compensation, (4) metacognitive, (5) affective, and (6) social. Based on the survey results, it was found that cognitive is the strategy most used by students.

1.1 Memory Strategy

Table 1. Memory strategies used by the students

Strategy	Mean	Std. Deviation
I review English lessons often	3.66	1.095
I physically act out new English words	3.48	1.161
I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign	3.48	1.080
I use rhymes to remember new English words	3.28	1.113
I connect the sound of a new English word and an image or picture of the word to help me remember the word	3.28	1.089
I use new English words in a sentence so I can remember them	3.20	1.131
I think of relationships between what I already know and the new things I learn in English.	3.16	.995
I remember a new English word by making a mental picture of a situation in which the word might be used	3.16	.798
I use flashcards to remember new English words	3.16	.995

Based on Table 1 it was found that students often review the English lessons (mean 3.66), and the students prefer to review what they learned before to understand the lesson infrequently. They also physically act out new English words and remember new English words anywhere (mean 3.48). The students used rhymes to remember new English words (mean 3.28). The students also connect the sound of a new English word and an image or picture to help them remember the word (mean 3.24). Then, students use new English words in a sentence to make it easy to remember (mean 3.20). Then few of the learners remember a new English word by making a mental picture and using flashcards to remember their new English words (3.16). The result of the questionnaire analysis related to Cognitive strategies used by the students is shown in Table 2:

1.2 Cognitive Strategy

Table 2. Cognitive strategies used by the students

Strategy	Mean	Std. Deviation
I practice the sounds of English	3.90	1.090
I use the English words I know in different ways	3.64	.953
I write notes, messages, letters, or reports in English.	3.64	.735
I start conversations in English	3.60	.851

I try to talk like native English speakers	3.48	.948
I say or write new English words several times	3.42	.883
I watch English language TV shows or go to movies spoken in English	3.42	.992
I read for pleasure in English.	3.42	.942
I look for words in my language that are similar to new words in English	3.38	1.070
I first skim an English passage (read it quickly) then go back and read carefully.	3.28	.987
I try not to translate word-for-word	3.24	1.023
I make summaries of information that I hear or read in English	3.14	1.122
I try to find patterns in English	3.12	1.080
I find the meaning of an English word by dividing it into parts that I understand	3.08	.926

Based on Table 2, the students frequently practice the sound of English (3.90). They practice to understand the right pronunciation and word spelling. The students also use their English words in different ways instead of adding new English words (mean 3.64). They wrote notes, messages, letters, or reports in English to smooth vocabulary (mean 3.64). Then, they try to start conversations in English with their friends at any time (mean 3.60). They try to explore with talk like native English speakers (mean 3.48). Learners also write or pronounce English words several times while watching English-language TV shows or going to movies (mean 3.42). The students read in English for pleasure (mean 3.42). When they have trouble speaking, they will look for words in their language that are similar to new words in English (mean 3.38). Then, skim an English passage (read it quickly) then go back and read carefully (mean 3.28). They also try not to translate words (mean 3.24) and they make conclusions after reading or hearing something (mean 3.14). That way, they try to find patterns in English (mean 3.12). Unfortunately, learners are lacking in finding the meaning of an English word (mean 3.08).

1.2 Compensation Strategy

Table 3. Compensation strategies used by the students

Strategy	Mean	Std. Deviation
To understand unfamiliar English words, I make guesses	3.66	.872
When I can't think of a word during a conversation in English, I use gestures.	3.58	.883
I read English without looking up every new word.	3.40	.945
I make up new words if I do not know the right ones in English.	3.38	.948
I try to guess what the other person will say next in English.	3.26	1.026
If I can't think of an English word, I use a word or phrase that means the same thing.	3.20	1.069

Based on table 3 shows the strategies the students try to understand unfamiliar English words (mean 3.66). Sometimes, when students have difficulty speaking, they use gestures (mean 3.58). The students also read English without looking up every new word (mean 3.40). They also come up with new words when they don't know which one is correct (mean 3.38). The students try to guess what the other person will say next in English (mean 3.26) and they use a word or phrase that means the same thing (mean 3.20).

1.3 Metacognitive Strategy

Table 4. Metacognitive strategies used by the students

Strategy	Mean	Std. Deviation
I pay attention when someone is speaking English	3.80	1.016
I notice my English mistakes and use that information to help me do better	3.76	.960
I try to find out how to be a better learner of English	3.58	.881
I look for opportunities to read as much as possible in English.	3.56	.859
I plan my schedule so I will have enough time to study English	3.50	.814
I look for people I can talk to in English	3.46	.862
I think about my progress in learning English	3.46	.787
I have clear goals for improving my English skills	3.40	.969
I try to find as many ways as I can to use my English	3.22	.885

Based on Table 4, the students frequently pay attention when someone is speaking English (mean 3.80) where's it means that they are more motivated to learn English learning. The students notice their mistakes and also find information to help them to be better (mean 3.76). The students also try to find out how to be better learners of English (mean 3.58). Look for opportunities to read as much as possible in English (mean 3.56) and plan their schedule so I will have enough time to study English (mean 3.50). Then, they look for people whom they can talk to in English and think about their progress in learning English (mean 3.46). The students have clear goals for improving their English skills (mean 3.40). The last strategy used by the students is that try to find as many ways as they can to use my English (mean 3.22). This is because they feel that learning English needs to master various techniques to easily master.

1.4 Affective

Table 5. Affective strategies used by the students

Strategy	Mean	Std. Deviation
I try to relax whenever I feel afraid of using English	3.54	.862
I notice if I am tense or nervous when I am studying or using English	3.52	.839
I encourage myself to speak English even when I am afraid of making a mistake	3.48	.863
I reward myself or treat when I do well in English	3.48	.839
I talk to someone else about how I feel when I am learning English	3.26	1.093

I write down my feelings in a language-learning diary	3.22	1.084
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Based on table 5 shows that the students often relax whenever they feel afraid of using English (mean 3.54). And also, students feel nervous while studying or using English (mean 3.52). The learners try to encourage their afraid of making a mistake to speak English and reward themselves or treat them when do well in English (mean 3.48). Then, the learners talk to someone when they feel something in learning English (mean 3.26). After that, the students write down their feelings in a language learning diary (mean 2.22).

1.5 Social Strategy

Table 6. Social strategies used by the students

Strategy	Mean	Std. Deviation
I practice English with other students.	3.68	.904
I ask for help from English speakers.	3.48	.971
I ask questions in English	3.48	.819
I ask English speakers to correct me when I talk	3.42	1.015
If I do not understand something in English, I ask the other person to slow down or to say it again	3.40	1.092
I try to learn about the culture of English speakers.	3.32	.913

Based on table 6 highlights the most frequent social strategies used by the students is, they practice English with other students (mean 3.68). The students also ask for help from English speakers or their teacher and ask questions in English (mean 3.48). The students try to ask their English speaker or their teacher to correct their speech (mean 3.42). Students ask someone to speak quietly when students do not understand clearly (mean 3.40). The last one, the students try to learn about the culture of English speakers (mean 3.32) this may be reasonable since all students are non-native English speakers and they are not used to hearing a normal speed rate of native speakers. Slowing down the rate is very helpful for them to understand the information delivered by other speakers.

2. The Most Dominant Learning Strategy used SILL Oxford theory by English Department Students Strategy in Saturday English Gathering (SEGA) Program

Based on the six learning strategies by SILL, most students tend to use cognitive strategies. This is evidenced by observations that have been made by the researcher by carrying out abilities and skills for three meetings. The questionnaire results that cognitive strategy results are higher than other strategies. Another reason they tend to apply cognitive strategy is that based on observations, many students often practice repeating; practicing with sounds. As English language education students they are required to master four skills, namely; speaking, listening, reading, and also writing.

	N	MIN	MAX	SUM	Mean	Std. Deviation
Cognitive	50	31	69	2388	47.76	8.719
Metacognitive	50	23	42	1587	31.74	5.038
Memory	50	15	45	1491	29.82	5.727
Social	50	11	28	1039	20.78	3.604
Affective	50	14	28	1025	20.50	3.501

Compensation	50	12	30	1024	20.48	3.955
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Based on the results of the statistical data above, it shows that cognitive is the dominant learning strategy used by students than other strategies (mean 47.76) result. Then continued with metacognitive as a strategy that is often used by students (mean 31.74) result. Then, in third place is memory as a strategy that is often used by students with the acquisition (mean 29.82) result. Fourth, there is a social strategy was used by the student (mean 20.78) results. Fifth, the strategy used shows that the affective learning strategy (mean 20.50) results. The last strategy used by the students is the compensation strategy (mean 20.48) result.

DISCUSSION

The findings of this research are supported by (Lestari & Wahyudin, 2020), who found six learning strategies by SILL. This previous study also used 50 questionnaires. Then, the questionnaire used the Indonesian version of the questionnaire was discussed and checked by professional Indonesian teachers to avoid any ambiguity in the wording of the questionnaire and to ensure content validity. Alfarisy, (2022) also found the six learning strategies by SILL theory were used by the student. On the other hand, Syafryadin, (2020) also found the same results, where the research stated that students used all learning strategies by SILL Oxford. (Jibreel et al., 2022) This study also used the theory by SILL adopted from Oxford (1989), and all 309 subjects answered using six strategies from the SILL. The findings of the study showed that the strategy used in this research is the cognitive strategy (mean 47.76) result. This is shown by the intensity of students in practicing the sounds in English, using the English words I know in different ways, and many more. The findings of this study are in line with the research done by (Yunus et al., 2022) found the cognitive categories as the average frequency is the highest strategy used by the Japanese language learners at USIM. This study found that the students most frequently practiced the sounds of Japanese (Chang et al., 2019) were found to the male and female learners using cognitive strategies. Shows that both male and female students choose to practice their English. (Qadir et al., 2023) found the dominant learning strategy showed that cognitive strategy and metacognitive strategy with (mean 3.87). Based on the explanation, exhibiting the highest mean value is the cognitive strategy ranked first.

CONCLUSION

In conclusion, based on the findings, the researcher concludes first that the learning strategy used by English Department Students in the Saturday English Gathering Program (SEGA) is memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, affective, and social. The highest dominant is cognitive strategy, they practice the sound of English which they practice to understand the right pronunciation and word spelling.

AUTHOR CONTRIBUTIONS

In this paper, the first author supervised, concepting, and designing this paper. The second author was assembling a literature review, analyzing and interpreting the data of this paper.

ACKNOWLEDGMENTS

I would like to show my gratitude and my warmest thanks to all participants who have already participated in producing this paper.

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