Language Learning Strategies:
A Case of Indonesian Students Studying in the United Kingdom

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Abstract

This study aimed to find out the language learning strategies used by Indonesian students during their studies at the University of Leeds in the United Kingdom, the obstacles faced in implementing the learning strategy, and how to overcome the obstacles in implementing the learning strategy. Data obtained by providing a questionnaire and interview. The questionnaire was adopted from the Oxford theory, which consists of 50 statements with five answer choices in the form of Google form to 30 Indonesian students who studied at the University of Leeds. Then, the writer conducted the interview via zoom meeting that focused on the participants' reasons and experiences with the language learning strategies they used. The result showed that: (1) the Indonesian students studying at the University of Leeds dominantly used cognitive, metacognitive, and social strategies. (2) The Indonesian students faced some obstacles in implementing the learning strategy, and they came from two factors: internal (study habits and study concentration) and external (teacher teaching style and the social environment). (3) The Indonesian students overcome those obstacles by applying different kinds of learning strategies. These findings relate to the importance and the use of language learning strategies for students who want to continue their studies overseas.

Keywords: Language Learning Strategies; Indonesian Student; United Kingdom.

Introduction

A 2021 worldwide ranking of EFL proficiency undertaken by Education First (EF) placed Indonesia at 80 out of 112 countries in the world, 14 out of 24 countries in Asia, and 5 out of 8 countries in Southeast Asia. The data shows that Indonesian English proficiency is in the low category. The English proficiency is about comprehending a language's grammatical structures and being able to use that knowledge in verbal exchanges (Tyas, 2015) and it's the way to determine whether

the students have already mastered the language (Maruf, et.al. 2020). The low English proficiency could challenge the Indonesian students who will study overseas in a country that uses full English in daily communication, such as in the United Kingdom (UK), where the standard English language spoken and written is British English or UK English. Nowadays, taking the TOEFL (Test of English as a Foreign Language) is the most popular approach to determining a student's level of English proficiency because it covers three of the four major English skills (listening, reading, and writing). That's why students who want to continue their studies overseas should have a higher score on the Test of English as a Foreign Language (TOEFL).

The fact that the Indonesian students who have managed to get the higher score on their English test certificates still face difficulties when they have to (1) discuss all day in English. (2) Dealing with or putting up with ambiguity (3) Defending one's own point of view while acknowledging the legitimacy of others. (4) Facing more current overseas curricula and discussing state-of-the-art. (5) Should study deeper and more concretely using full English. (6) Cultural and accepting differences. According to several research (Karanja, 2007; Mehkar 2018; Smyth et al., 2009), learning how to behave in a way that is appropriate for the new school setting is a difficult process for newcomers. Those difficulties make the students should have and choose their own learning strategy to catch the materials and achieve their goals to finish their study and avoid the failure. Chamot (2005) stated that strategy is procedures that help a learning task, learning strategies are frequently conscious, and they are one of the factors that contribute to learner's success in learning.

The English learning strategies are the means of student effort to make their English subject easier to comprehend also more entertaining and applicable (Mubarak, 2019). The learning strategy helps students in comprehending specific information from the subject they are studying, besides it can focusing the learners attention on the goal they want to achieve and also by using a strategy can help learners understand something better. It refers to how a person thinks and acts when planning, executing, and evaluating a task's results (Nadya, 2021). The learning strategies are kind of techniques for approaching issues or tasks, modes of operation for achieving a certain goal, and deliberate design for regulating and manipulating specific information (Hattie & Donoghue, 2016).

A variety of learning strategies are used by good language learners. Based on (Lavasani & Faryadres, 2011) it is includes; (1) Memory Strategies for memorizing and arranging things in making associations and reviewing; (2) Cognitive strategies, internal mental models are formed and revised using cognitive techniques for linking new knowledge with old information in long-term memory; and (3) Compensation strategies to compensate for linguistic limitations, student utilize tactics like assuming unknown meanings when listening and reading, or to avoid using circumlocution in speaking and writing.; (4) Metacognitive strategies used for manage the learner learning process by identifying, planning, organizing, monitoring, and evaluating one's own learning style; (5) Affective strategies assist students in coping with their emotions, motivations, and attitudes when learning English, and (6) Social strategies is the strategy for interact with others in the context of learning the target language and understand the target culture. From those explanations, it can be concluded that language learning strategies are components of broader systems that are involved in the process of learning a second or foreign language. It can be a tool for assisting students in mastering the subjects they are studying.

Several studies about language learning strategies have been conducted by some scholars in different concentrations. For example, the key learning styles and strategies employed by a four-year college student in the English Education Study Program (Salam, et al.2020), in this study the participants performed two major learning styles proposed by Reid (1984), i.e. visual and the individual. Subsequently, the subject uses two major learning strategy, these are *Cognitive* and *Compensation* strategies. A study about the level of the used of LLS and identified the most and least preferred strategy employed by EFL teachers at English Language Education Program was conducted by Lestari and Fatimah (2020). In this study, the most frequently used is *Metacognitive* strategy and the least frequently used is *Affective* strategy. Tanjung (2018) investigated students' language learning strategies related to their ages a case of Indonesian students studying in Borneo Island's state institutions. The findings show that participants mostly used *Metacognitive, Cognitive,* and *Compensation* strategies. Another study discussed about Language Learning Strategies (LLS) Used by Malaysian, Pakistani, and Italian ESL Learners: Comparing to Indonesian EFL Learners (Fathiyah et al, 2020). The goal

of this research is to look at Indonesia's language learning strategy as well as other ESL countries' language learning strategies.

Most of the studies in the field of language learning strategies above only focused on what strategies participants used in language learning itself. There is no further information about the obstacles and solution in implementing the learning strategy. Therefore, in this paper the writer will uncover these three aspects: (1) The strategies used by the participants; (2) The obstacles faced in implementing the strategy; and (3) the solution given to overcome the obstacles in implementing the strategy. To address the issue the research question of this study are; "What are the learning strategies that Indonesian students' use during studies in the United Kingdom?", "What are the obstacles faced by Indonesian students during study in the United Kingdom in implementing the strategy?", and "What are the solutions given by Indonesian students to overcome the obstacles?"

Research Methodology,

This study employed a mixed-method research design. Mixed method research is a research methodology that entails gathering, analyzing, and combining quantitative and qualitative data in a single study or a series of investigations (Creswell, 2012).

The participants in this study were 30 Indonesian students studying at the University of Leeds, who were chosen by using the purposive sampling technique. The criteria for the participants are chosen: (1) willingness to participate in the research; (2) studying at the University of Leeds in the United Kingdom; and (3) having experienced learning in Leeds for at least one semester. According to Baley in Mahmud (2011, p. 159), the minimal sample size for statistical data analysis research is 30 people.

A questionnaire and an interview were the instruments to collect the data. The questionnaire items are adopted from existing theories related to this study that is developed by oxford and it is the most comprehensive classification (Ellis cited in Duong 2021). There are two versions of the Strategy Inventory for Language Learning (SILL) by Oxford; version 5.1 is for native English speakers learning a second language, whereas version 7.0 is for speakers learning English but whose native language is not English (the EFL/ESL version).

The writer used version 7.0 for describing language learning strategies used by Indonesian students as EFL students, which are related to the use of SILL version 7.0. This questionnaire has six parts. Each part's total score was divided by the number of items on the questionnaire. The questionnaire was designed online via Google Forms, and the link was delivered to the participants via WhatsApp group. Then, the interview used to get the secondary data that developed based on the results of the questionnaires. The interview questions focus on the participants' reasons and experiences with the learning strategies they used by zoom meeting.

The quantitative data from the questionnaire were analysed using descriptive statistics by calculating the average value of all answers from all question items. Finally, the data were organized to go through data interpretation where the result were interpreted to become findings by categorizing the answers into High (3.5-5.0), Average (2.5-3.49), and Low (1.0-2.49) category. The qualitative data is analyzed by data reduction, data display, and data conclusion/verification (Miles & Huberman, 2014). The procedures were done through the following processes: The first is data reduction, which focuses on selecting and simplifying the data to be analyzed. In line with this, the data was selected and categorized based on the results of questionnaires and continued to the semi-structured interview. Second is Data Display, which refers to the organization and compression of data that gathers all the information. Therefore, the data was analysed and presented in paragraphs, narratively. The last is Drawing Conclusion/Verification**.** Drawing a conclusion was done after analyzing the data. Therefore, after reducing and presenting the data, the conclusion from the overall data was drawn, which explains the previous discussion based on the research questionnaires and interview.

Findings and Discussion,

Findings

1. The Learning Strategy used by Indonesian students at the University of Leeds, the United Kingdom.

Table 4.3 the Mean Score of Language Learning Strategies Used by
Indonesian Students in the University of Leeds

	Memory Strategy	Cognitive Strategy	Compensation Strategy	Metacognitive Strategy	Affective Strategy	Social Strategy

Mean	3.38	3.99	3.68	3.98	3.36	3.91
Level of Frequency use	Average Use	High use	High Use	High Use	Average Use	High Use

Based on the table 4.3 above, it can be seen that Cognitive Strategy that was used mostly by the students at university of Leeds gained the mean score of 3.99. It was followed by Metacognitive Strategy with 3.98. The third was Social Strategy with 3.91. and the fourth was Compensation strategy with 3.68. The four learning strategies were in a high category. Meanwhile, the last two learning strategies were in average category in which Memory Strategy gained the mean score of 3.38 and Affective Strategy with 3.36.

2. The obstacles faced by Indonesian students in implementing the learning strategy.

In general, the obstacles faced by Indonesian students based on the interview were; the first is difficulties in understanding the English language due to the differences in accents. Indonesian students' familiars with American accent, while accents in the United Kingdom uses British accent with a lot of new language idioms and in Leeds it has another accent, namely the *Yorkshire* accent that Indonesian student never learn before. Then, the Indonesian students discover that they still have a lot to learn English language. It is because English in the United Kingdom is utilized in everyday conversation and in all settings, which might make it difficult for students to deal with new situations they have experienced. Despite the high TOEFL and IELTS scores they got before studying overseas. Last, the eastern culture's shyness is also an impediment when Indonesian students want to begin interacting and socializing with the local community.

Specifically, the Indonesian students also have obstacles in implementing their language learning strategy. The first is in implementing the Direct Strategies, which are Cognitive, Compensation, and Memory Strategies. In the Cognitive strategy for receiving and delivering messages, the native speaker has a low voice and employs a variety of accents. The students cannot open Google Translate directly during the translating and transferring activities or during live conversations. Those aspects

cause the Indonesian students to get nervous and confused about using the correct vocabulary in the conversation. As expressed by following statements:

"…receiving and sending messages.. karena kadang suara orang disini pelan dan aksennya beda-beda.. kita juga kadang kagok pas ngomong, atau belibet, atau lupa vocab apa yang mau dipake"

["….*Maybe it's receiving and sending messages. Because sometimes people's voices here are low and the accents are different. We also sometimes get clumsy when we speak, or are confused, or forget what vocab we want to use"*]. (Respondent, MF)

"… misal, translating and transferring. kadang gak bisa langsung buka google translate... saat live conversation misalnya"

["…*For example in translating and transferring, sometimes I can't open google translate directly during a live conversation.*] (Respondent, MF)

Then, in the compensation strategy, while guessing, sometimes respondents felt disconnected because even though they guessed, they still had limited vocabulary and understanding, which made some messages not delivered. As expressed by following statements:

"…Kadang-kadang ga nyambung. Karena walaupun *guessing* kan tetep ada keterbatasan *vocab* dan *understanding*. Apalagi kalo udh pake aksen lokal ada idiom". (Respondent, HW)

["…*Sometimes it doesn't connect. Because even though it's guessing, there are still limitations in vocabulary and understanding.Especially if they use a local accent with idioms".*] (Respondent, HW)

"Ada beberapa pesan yg hilang. Terutama kalau menginterpretasikan omongan yg saya ga harus bales. Jadi iya iya aja tp pas ditanya cuma paham *in general*". (Respondent, HW)

["…*Sometimes there are some messages missing. Especially when interpreting what I don't have to reply to. Like I just replied with yes, but when they asked, I only understand in general.*] (Respondent, HW)

"Beberapa kali harus *confirming* lagi maksud omongannya atau minta tolong ulangin lagi. Jadi sering ngomong *"pardon"*, *"is that what u mean?"*, *"you know what i'm saying"*, dll." (Respondent, HW)

[*"…Several times, I have to confirm what they mean or I ask for repeat the words again. So often I say "pardon", "is that what you mean?", "you know what i'm saying?", etc*] (Respondent, HW)

Last, in the memory strategy, the memory strategy is the least frequently strategy used by Indonesian students. There are no significant obstacles in implementing this strategy because memorizing language is not a respondent priority and almost never implemented by them. As expressed by following statements:

"Saya lebih banyak belajar dari konteks dari komunikasi sama orang, jadi untuk *memorizing* memang saya engga terlalu fokus disitu, jadi belajar bahasa inggris yang engga pernah menghafal gitu, tapi lebih ke *practice in daily life*". (Respondent, KW)

[*"I learn more from the context of communicating with people, so for memorizing I don't really focus too much on it, so I learn English, which I never memorize but rather practice in daily life"*.] (Respondent, KW)

"…Jadi kenapa yang kemarin yang *memorize* itu dipaling akhir yang paling sedikit, karena menurutku apa budaya yang kita bawa dari Indonesia Budaya *Memorizing* itu efek jangka panjangnya kurang banget gitu jadi dari sekarang Aku berusaha *not to memorize something* gitu ya walaupun masih kadang kalau kita hafalan sebelum kita kelas itu masih ada *memorize* sedikit tapi coba aku put konteks gitu atau coba aku bikin perencanaan yang lebih detail gitu". (Respondent, NDP)

[*"…So why did those who memorized it last the least? Because I think the culture that we brought from Indonesia, namely the memorizing culture, has very little long-term effect, so from now on I try not to memorize something like that, although sometimes if there was still a little bit of memorization before our class, I tried to put the context in that or try to make a more detailed plan.*"] (Respondent, NDP)

"…udah banyak pelajaran yang perlu aku *memorize* jadi kayak untuk *language* kayak nya ga begitu Jadi prioritas kalo aku, maksudnya kamu lebih mudah inget dari bersosialisasi yang dimana temen-temen kamu ngomong hal-hal itu terus, dibanding kayak kamu *memorizing* satu kata terus kata itu ternyata mereka ga pake juga" (Respondent, EE)

["...*there are a lot of lessons that I need to memorize, so it's like memorizing language isn't a priority for me, meaning that it's easier for you to remember from socializing where your friends keep saying those things, compared to like you memorizing one word and then saying it. Apparently, they don't use it.*"] (Respondent, EE)

The second is obstacles in implementing in-direct strategies, which are Metacognitive, Social, and Affective strategies. In the Metacognitive strategy, due to students' busy schedules, planning and arranging learning sometimes leaves students with no time and makes them lazy about self-evaluation. Likewise, in the first semester, there are so many new settings to deal with, such as: feeling unsure of what form of communication (formal or informal) to use in the English language presentation; understanding the character of the lecturer, who has a different teaching style; and managing the limited study time in class. As expressed by following:

"....Males evaluasi mungkin ya sekali waktu karena sibuk atau apa". (Respondent, KW)

["....*sometimes feel lazy to evaluate maybe once in a while because we are busy or something*".] (Respondent, KW)

"....Kalo di UK konteksnya kan singkat banget ya, jadi menurutku hambatannya adalah diwaktu, pertama banyak materi sama ini waktunya singkat. Jadi gimana kita bisa ngebagi waktu, itu yang pertama sama yang kedua apa ya karakter dari dosen atau mungkin cara mengajarnya ya bisa dibilang *planning*-nya itu harus sangat *Flexible* berubah menurut *style* dosen kita gitu, karena kalau dosennya *native* sini ya dia ngomongnya cepet apalagi dosen yang udah sepuh gitu ya, ini pinter bangetlah pokoknya, itu bakal beda sama dosen yang baru yang masih jiwa muda gitu yang konteksnya tuh konteks kekinian banget itu kan pasti kita lebih santai dan bisa lebih rileks gitu". (Respondent, NDP)

["...*In the UK, the context is very short, so I think the problem is time, first there is a lot of materials, then the time is short. So how can we divide that time become a problem, and the second is the character of the lecturer or the way of their teaching, we could say that the planning must be very flexible and change according to the style of our lecturer, Because if*

the lecturer is native here, he talks fast, especially the old lecturer; he's really smart. Anyway, now it will be different from the new lecturer, who is still young at heart. The context is very contemporary, right. We are definitely more relaxed and can be more relaxed".] (Respondent, NDP)

Then, in Social strategy, which involves interacting and socializing with other people when interacting with the local community. They are terrified of using the wrong phrases, feel embarrassed to ask locals what the words they have just heard mean, and sometimes the local people only respond with short answers, making it difficult for students to explore how they construct sentences. As expressed by following statements:

"..I feel like I often do the asking question one, when doing that I often feel ashamed to ask people what were the meaning of some verbs or nouns that are mentioned or maybe when I ask the person what is the meaning of a word, that person often doesn't know how to describe that word. So maybe those two would be the obstacle that I encountered". (Respondent, EE)

"..Sometimes, indeed, there are people we have talked to but they are not interested in having conversation with us, such as their responses are short, only answering "yes, no, yes,no" with short things, so we can't explore how they build sentences". (Respondent, KW)

The last is the affective strategy. There are no challenges or obstacles in implementing this strategy because the Indonesian students can control their emotions well. As expressed by following statements:

"Biasa aja haha yaa kalo *mood* belajar. Kalo ga *mood* main" (Respondent,MF)

[*"As usual, when I'm in the mood, I'll study. If I'm not in the mood, I'll play".*] (Respondent,MF)

3. The solutions given by Indonesian students to overcome the obstacles they faced when implementing learning strategy.

The solutions given by Indonesian students to overcome the obstacles were by applied the learning strategy. The following are details of solutions given by Indonesian students to overcome the obstacles; both in Direct and In-direct strategies.

The first is the solution in the Direct Strategies, which are Cognitive, Compensation, and Memory Strategies. In the cognitive strategy, to avoid misunderstanding in receiving and sending messages and translating or transferring words, the respondents chose to use their familiar vocabulary, using words that were easy to apply and repeating the intended speech to ensure that the other person understands what they have said. As expressed by following statements:

"*….as much as possible. Maybe by using standard vocabulary that is easy to understand*" (Respondent, MF)

"*…Sometimes repeating words to make it clearer*". (Respondent, MF)

Then, in compensation strategy, they were by practicing more, having more conversations with others, googling and familiarizing themselves with idioms to enrich their vocabulary and to overcome the limitations while guessing, the respondents try to understand the meaning using context by using linguistic clues. As expressed by following statements:

"*…, saya coba menjelaskan dengan bahasa yang lebih mudah walaupun it turns longer than usual jadi panjang, tapi ya yang penting dia ngerti gitu, kann goal utama dalam komunikasi itu kan sama-sama ngerti yaa jadi yaa begitu, tapi lama-lama udah jadi familiar sih apalgi idiom-idom gitu, ya kalau kalau emang udah mentok banget yaa nanya-nanya atau could you repeat again please or what do you mean with some words jadi ya gitu, using linguistic clues, and try to understand the meaning in context*". (Respondent HW)

[*I will try to explain in a language, which is easier, as long the main goal in communication is achieved, it doesn't matter. But as time goes by, I gradually become familiar with those idioms, and if I really get stuck, I'll ask you questions like "Could you repeat that please?" or "What do you mean with some words?" so yes, using linguistic clues and try to understand the meaning in context*".] (Respondent HW)

The last is the Memory Strategy, which was almost never implemented, meaning that there were no problems or obstacles that needed solutions.

The second is the solution in the Indirect Strategies, which are Metacognitive, Social, and Affective Strategies. In the Metacognitive strategy, in case of self-evaluation, to motivate themselves to conduct a self-evaluation, is by finding the

ideal time, such as when receiving comments or feedback from professors, tutors, or anybody else. Furthermore, respondents set the objective of self-evaluation to achieve a goal such as wanting to pass and receive a good score on a test and to overcome unexpected learning situations. They do this by arranging before learning. To deal with the lecturers' various personalities and teaching styles, they set a plan before learning. That is, they ask their seniors about the character of the lecturers who will teach them; they divide their time by giving more time to study before entering certain classes; and for limited study time in class, they do a recording on the teaching-learning process so that the material presented by the lecturer can be repeated when the learning is completed, so that there is no misunderstanding in understanding the learning materials that have been delivered by the lecturer. As expressed by following:

"…Belum ada satu formula ajaib atau formula khusus yang ampuh untuk akhirnya ketika saya males Enggak males lagi itu Enggak ada sih, Cuma emang kadang kondisi yang kondisi yang memaksa saya untuk akhirnya melakukan hal itu kalau misalnya ketika kerja kan itu tugas gitu ya mau nggak mau nanti akhirnya saya mengevaluasikan penggunaan bahasa inggris saya dalam bekerja itu seperti apa, kemudian juga ketika mendapat feedback dari dosen gitu misalnya, nah hal sepeti itu yang akhirnya memaksa untuk evaluasi jadi kalau saya sih, coba Saya coba mencari momen-momen di mana memaksimalkan lah memaksimalkan momen-momen dimana saya dapat feedback bukan hanya dari diri saya sendiri tapi juga dari orang lain, ntah itu dosen misalnya atau misalnya dulu jaman jaman kalau masih persiapan IELTS saya paksa diri saya untuk les terus apa namanya ada guru les yang kasih semangat kasih feedback, support. jadi gitu ya caranya, kalau saya lebih mencari momen sih ya cari momen untuk memaksa diri saya mau nggak mau nih saya harus evaluasi gitu". (Respondent, KW)

[*"So, for that, I'm still fighting, sis, which means there isn't a magic formula or a special formula that works for me when I'm lazy. But, Sometimes conditions force me to finally do a self-evaluation, for example when working on writing an article, which becomes a task whether I like it or not. Finally, I evaluate the use of my English in writing looks like, or when I get*

feedback from the lecturer, things like that finally force me to evaluate. So, I'm trying to find moments where I can maximize the moment where I get feedback not only from myself but also from others, whether it's a lecturer or anybody else, for example, in the past, when I was still preparing for IELS, I forced myself to take lessons and the tutor gave encouragement, gave feedback, and gave support. So that's the way. I'm looking for a moment to force myself, whether I like it or not, I have to evaluate it".] (Respondent KW)

"...I start to *involving myself in many situation* gitu misalkan ketika aku datang Aku datang ke acara *social* yang informal aku jadi belajar kira-kira penggunaan bahasa tuh kayak gimana sih gitu terus aku refleksiin kemudian aku datang lagi misalkan ke acara eemm seminar yang lebih formal kira-kira *speaker* nya ngomong bahasa Inggrisnya tuh formalnya sih gimana sih Gitu gimana cara dia berkomunikasi ke *audience*-nya dia yang formal, terus aku refleksiin lagi perbedaannya, jadinya ketika aku ada di acara acara selanjutnya aku udah lebih siap udah lebih *prepared* gitu untuk berkomunikasi atau gaya komunikasi yang perlu aku pakai dengan gerakan bahasa Inggris yang tepatnya tuh kayak gimana gitu sih". (Respondent AR)

["...*I start to involve myself in many situations. For example, when I go to an informal social event, I learn what the correct use of informal language is, and then I reflect. Then I come again, for example, to a more formal seminar. I will pay attention to what kind of formal English the speaker is talking about; then the way he communicates to his audience is what formal language he looks like; then I reflect again on the difference, so when I'm at the next event I'm more prepared and more prepared to communicate and know what style of communication I need to use with proper English gestures".*] (Respondent AR)

"Kalau untuk dosen-dosen yang Super Jenius yang apa ya disiplin banget yaa, kalau untuk yang *killer* itu disiplin banget, ya *I spent more time* sih, mungkin kalau untuk dosen Yang muda yang masih apaya so so gitu misalnya spent 4 *to* 5 *hours* gitu ya untuk siapin materinya, kalau dosennya yang agak susah bisa sehari, jadi *spent* berapa kali lipat, tergantung materinya juga, kalo emang sulit banget Susah banget,

kemaren kan ada language *aquisiation* kan susah banget, itu kaya sehari sebelumnya, beberapa jam sebelumnya persiapan atau belajarnya gitu *spent more time* sama ini, Tanya orang sih, jadi tanya senior yang udah pernah kuliah disini kebetulan ada setiap tahunnya ada satu orang dari Indonesia yang ambil apa TESOL walaupun Kita jurusannya beda-beda tapi kan lingkupnya masih sama jadi Tanya senior kemudian….intinya bertanyalah, jadi jalin komunikasi sama senior atau *just simply* sama *classmate*". (Respondent NDP)

["…*For lecturers who are super geniuses and are very disciplined, I spend more time preparing the material, and for young lecturers, for example, 4 to 5 hours is spent preparing the material. If the lecturer is a bit difficult, it can take a day, so how many times is spent depends on the material. For example, language acquisition is really difficult. It's like the day before, a few hours before preparing or studying. Then I also often ask other people, such as seniors who have studied here, and coincidentally, every year there is one person from Indonesia who takes TESOL, although our majors are different, the scope is still the same. So ask seniors, establish communication with seniors, or just simply with classmates.*"] (Respondent, NDP).

Then, in social strategy, when asking questions, if they want to ask for clarification or verification, they simply talk simply, not using difficult or complex vocabulary, asking for synonyms of the word or sentence so they can better understand the person they are speaking to, and joining communities to have more opportunities to interact with others.

"…Kayak yang aku bilang sebenarnya orang indo, bahasa Inggrisnya oke oke kok, maksudnya dibanding kayak yang disini yang biasanya agak *shy* itu chinese kadang suka *shy*. kadang mereka kayak yang suka ngomong dengan bahasa mereka sendiri juga, tapi sebenarnya mereka akan ngerti kayak kamu ngomong apa sama dia, kamu yang bisa ke UK itu berarti bahasa inggris kamu udah bagus dong, dan kamu tinggal berani ngomong aja, dan lagi lagi yang aku bilang *grammar* disini kalo lagi ngomong tu ga terlalu penting, kamu ga perlu mikir kosa kata harus bagus, tidak perlu pakai kosa kata yang susah atau kompleks, cukup dengan bicara *simple* aja gitu". (Respondent EE)

["*..Like what I said, Indonesian people, their English is good. I mean, compared to the ones here, they are a bit shy. They are Chinese, sometimes they like to be shy. As I previously stated, grammar is not as important here, and there is no need to use difficult or complex vocabulary; simply use simple talk; the important thing is to understand the person to whom you are speaking*".] (Respondent EE)

"*…So, I think the key is to make more chance to interact with others, for instance joining communities, talking to lecturers or international friends, etc*".
(Respondent KW)

Last is the affective strategy. There are no problems or obstacles that need solutions.

Discussion

In this discussion, there are three main parts that writers would like to discuss here. The first one is the Learning Strategy used by Indonesian students at the University of Leeds in the United Kingdom. The second is about the obstacles faced by Indonesian students in implementing the learning strategy. Then, the third is about the solutions given by Indonesian students to overcome the obstacles they faced in implementing the learning strategy.

The Learning Strategy used by Indonesian students at the University of Leeds, the United Kingdom.

Based on the overall findings of this study, the Indonesian students at the University of Leeds in the United Kingdom reported using cognitive, metacognitive, and social strategies as the most preferred and frequently used, followed by compensation, memory, and affective strategies as the least preferred or least frequently used. The cognitive strategies are reportedly the most well-liked by language students. It could be caused by the Indonesian students' familiarity with setting up the learning process by analyzing, reasoning, note-taking, and drawing conclusions for completing a task about the language. Such as, Indonesian students record the teaching-learning process to repeat and analyze the lectures then draw a conclusion from it. Those activities are relate with the statement of Dole, J. A. et.al (2014) Cognitive strategies are mental routines or procedures for accomplishing cognitive goals like solving a problem, studying for a test, or understanding what is

being read. Some of these strategies include trial and error in which an individual randomly tries various ways of solving a problem, means-end analysis in which an individual examines the end and looks at the sequential steps to get to that end, and working backward to solve a problem.

The metacognitive strategy in second place indicated that the Indonesian students have an awareness of their own learning process by arranging, planning, organizing, monitoring, and evaluating their own learning patterns. For example, Indonesian students Plan and arrange their learning before entering the class, and do self-evaluation after learning. As stated by Zhang & Goh (2006), learners who are equipped with metacognitive strategies are aware of their learning; they know how and when to employ the most relevant strategies to accomplish a given task; they know how to accomplish a particular task in the most effective way. They plan their learning in advance, monitor their learning during task performance, and evaluate their learning after task accomplishment.

The social strategy in third place indicates that the respondents enjoy learning through interactions; they interact with others in the context of learning the target language and understanding the target culture. For example, Indonesian students interact or discuss a topic with their local friends in order to improve their language skills. Hardan (2013) revealed social strategy as one of the best strategies in language learning. Students can practise speaking with their peers. Some of the students have a lack of confidence in speaking in other languages than their native language. By practising speaking with their friends, students will be able to enhance their speaking skills as they are at the same level and age.

For the least favored strategies by the respondents were Affective and Memory strategies. In terms of Affective strategy, The respondents rarely used this strategy could because Indonesian students good in controlling themselves, the affective strategy help the students control their emotions, attitudes, motivation and values related to the language learning. That relate with the writer interview which in learning English Indonesian students need to enjoy and do not force themselves. So, if they feel bored while learning they just leave it and find something fun and continue their learning if they feel better with their emotions. Besides, for the Memory strategy, memorization strategies are techniques used to remember more

effectively, but in learning a language the Indonesian students more prefer to learn with people directly and doing something rather than memorizing or remembering.

The obstacles faced by Indonesian students in implementing the learning strategy.

The learning obstacles come from two factors, namely: internal and external factors. Internal includes learning attitudes, learning motivation, study concentration, and study habits that are driven by the intrinsic motivation of learners (Roinah, 2019). Then, external, includes the social environment such as the teacher or lecturer, friends, the school curriculum, learning tools or infrastructure, and all the things come from the outside that affect person's learning (Anzar & Mardhatillah, 2017).

The Indonesian students faced some obstacles that interrelated between both factors, such as study habits and study concentration because of the culture, social environment, the lecturer's teaching style and characters, time or school management differences between Indonesia and the United Kingdom, the Indonesian students need to deal with those new learning settings or situations. The study habits and study concentration was related to speech focus on listening, influenced by native speaker action, and the students' learning before, that rarely had contact with a native speaker

Based on the explanation above, it can be concluded that the Indonesian students faced obstacles both in internal and external factors. The solution given by Indonesian students to overcome those obstacles will be discussed below.

The solutions given by Indonesian students to overcome the obstacles they faced in implementing learning strategy.

Despite numerous obstacles in implementing the learning strategy faced by the Indonesian students in university of Leeds, the data analysis from the interview revealed that they had done various solutions to solve their obstacles in internal and external factors. This corresponds to the notion that every problem has a solution (Broughton et al cited in Sachu, 2013).

The first is solutions in study habits. A study habit is a pattern of behavior adopted by students in the pursuit of their studies that serves as the vehicle of learning. It is the degree to which the student engages in the routines (e.g., reviews of materials, frequency of studying sessions, etc.) occurring in an environment that is

conducive to studying (Atsuwe & Moses, 2017). The respondents sometimes experience a sense of laziness in studying because of their busy schedules, causing them to have no time and be lazy about self-evaluation. To overcome this problem, Indonesian students set a goal for themselves where they learn to achieve something. For example, they get satisfactory test scores and are able to finish studies on time.

Then, about the study concentration that related to the difference in English accents that are often heard by Indonesian students which is *American* English with those they face in Leeds which are *British* and *Yorkshire* English, makes them have to pay extra attention when their lecturers speak. To overcome this problem, Indonesian students record the teaching and learning process using a media; recording device. Then, after learning is complete, they can re-listen to the material that has been delivered by the lecturer and analyze if there is a lag in understanding the material that has been delivered. The good thing is that students nowadays are getting used to using the media because in this era, everything depends on technology (Santika, 2021). One of the influences of technology in education (Li, Sun, and Jee 2019), likely media technology, is a tool to assist students in the learning process (Li et al. 2019).

In addition, a lecturer is a character educator in college. Character education aims to develop good character. Good character is a statement to live righteously in a person's relationship with God, his fellow human beings, his environment, his nation and his country, and with himself (Puspitasari, et. al. 2018). To deal with lecturer's character the Indonesian students overcome it by asking seniors about the character of the lecturer who will teach them, so that before entering class they can prepare how to manage their learning. The Indonesian students also improve their English skills by socializing with local people, in order to establish good communication with local people, the Indonesian students look for those who have the same goals or backgrounds, such as local student friends who study at the same university, so that the topic of the conversation will be more focused and purposeful.

Conclusion and Suggestion

This paper has analyzed the language learning strategies used by Indonesian students at the University of Leeds in the United Kingdom; the obstacles faced in implementing the learning strategy; and the way to overcome the obstacles in implementing the learning strategy. Based on the results of the analysis, it can be concluded that the learning strategies that are mostly used by Indonesian students at the University of Leeds in the United Kingdom are cognitive, metacognitive, and social strategies. Then, the Indonesian students faced some obstacles in implementing the learning strategy. The obstacles came from two factors: internal and external factors. Internal factors include study habits and study concentration, while external factors include teacher factors and the social environment. Third, the solutions given by Indonesian students to overcome their obstacles both in internal and external factors, which are study habits and study concentration, were overcome by setting a goal for themselves where they learn to achieve something and recording the teaching-learning process to examine the material's gaps and prevent misunderstanding of the lecturer's material delivery. Then, the Indonesian students deal with the lecturer's character by asking seniors about the character of the lecturer who will teach them and preparing how to manage their learning. Last, in order to establish good communication with local people, the Indonesian student should find people who have similar goals or backgrounds, such as local student friends who study at the same university, so the topic of conversation will be more focused and purposeful.

It is recommended for students who want to continue their studies overseas to first study the culture, find out the accents that exist in the study destination country, and then seek as much information as possible by asking, reading, or watching media related to the country of study destination. It is hoped that students can adjust well in the country they are aiming for to continue their studies. Then, the English teachers are expected to present various learning strategies and inform about all aspects of learning strategies on teaching process and the future researchers suggested conducting another study at more universities in the United Kingdom in order to broaden the scope of the findings to have a more representative study sample.

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