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# An Analysis of Language Learning Strategies at Eight Graders of Mts Plus Roudhotul Muhibbin Bekasi

**Herni Suminar[1], Leroy Holman Siahaan[2], Franscy[3]**
**[1,2,3] Fakulttas Keguruan dan Ilmu Pendidikan, Universitas Panca Sakti Bekasi**
Corresponding Author: Herni Suminar, e-mail: hernisuminar37@gmail.com

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## ABSTRACT
This study explores the dominant types of language learning strategies and their relationship to English learning outcomes among eighth-grade EFL (English as a Foreign Language) students at MTS Plus Roudhotul Muhibbin Bekasi. Language is a fundamental tool for communication, allowing humans to express their ideas and emotions. With the increasing importance of English in the global context, it is widely taught at various levels, from elementary school to university, and in informal educational settings. However, effective language learning requires the use of appropriate strategies. The study employs both qualitative and quantitative approaches using a descriptive case study method, involving 30 eighth-grade students at a private junior high school in Cibitung Bekasi. The research instruments include a set of questionnaires adapted from Oxford (1990), along with interviews, observations, and documentation. The findings reveal that students are not very aware of or proactive in using language learning strategies, as they rarely implement them in their studies.The analysis indicates that the most commonly used strategies among students are Cognitive (49%), Memory (18%), and Compensation (14%) strategies, followed by Metacognitive (12%), Affective (4%), and Social (3%) strategies. Additionally, methods such as translation and independent vocabulary learning are frequently used, reflecting the adaptation to the limited exposure to the target language in Indonesia. This study emphasizes the critical role of learning strategies in fostering students' independence and motivation in mastering English.

**Key Words:** Language Learning Strategies, Cognitive Strategies, Vocabulary Learning.

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## INTRODUCTION
English is a crucial subject in today's education. As an international language, English is widely used in technology, education, communication, and the workplace. Therefore, mastering English in secondary school provides students with the necessary foundation to face global developments. At the junior high school level, English instruction is aimed at ensuring students not only understand vocabulary and grammar but also utilize them in listening, speaking, reading, and writing.

However, the reality on the ground shows that English language learning still faces various obstacles. Not all students are able to understand the lessons well, their motivation to learn varies, and their language skills are not evenly distributed. Learning success is influenced not only by student abilities but also by the learning strategies implemented by teachers. Appropriate strategies will help students become more active, motivated, and confident, while monotonous strategies can dampen their enthusiasm for learning.

The researcher's interest in researching English language learning strategies began while conducting Field Experience Practice (PPL) at MTS Plus Roudhotul Muhibbin Bekasi. During the PPL, the researcher was directly involved in teaching and learning activities, observing how the English teacher delivered the material and how students responded to the learning. From this experience, the researcher discovered several interesting phenomena and issues that formed the basis for selecting this research topic.

Initial observations during the internship showed that English learning was progressing according to the teacher's schedule and plan. However, in practice, several issues remained. First, student participation in learning activities was uneven. Of the 30 students in the class, only about 12–14 (about 45 %) actively answered questions or provided responses when the teacher asked them, while the majority of the other students tended to be passive. This resulted in a less interactive classroom atmosphere.

Second, students' abilities to understand the material also vary widely. Some students can quickly grasp the vocabulary or grammar taught, while others require repeated explanations. For example, when a teacher gives exercises on the simple present tense, only about 10 students can answer the questions correctly within the allotted time, while the rest still make numerous errors.

Third, researchers observed challenges in speaking skill. When teachers asked students to introduce themselves or answer simple questions in English, only about 20% dared to speak. The majority appeared hesitant, shy, or afraid of making mistakes. This situation indicates that students' confidence in using English orally is still low.

Furthermore, brief interviews with English teachers revealed that the variety of learning strategies used was limited. Teachers often used lectures, question-and-answer sessions, and written exercises. Learning media such as images, audio, or language games were only used occasionally. As a result, learning felt monotonous for some students, leading to decreased motivation. This was further confirmed by daily test results: out of 30 students, only about 11 scored above the minimum competency standard (KKM) of 75, while the rest fell below the standard.

The firsthand experience during the internship program led the researcher to realize that English language learning strategies play a crucial role in student success. The right strategies can help students become more active, motivated, and confident in their learning, while less varied strategies can quickly lead to boredom and hinder student progress. Therefore, a more in-depth analysis of the English language learning strategies used in the eighth grade at MTS Plus Roudhotul Muhibbin Bekasi is necessary.

The findings from these initial observations indicate that the teaching strategies used by teachers still require further analysis. Appropriate strategies are expected to overcome obstacles such as low student participation, lack of self-confidence, and poor learning outcomes. The analysis will reveal which strategies are effective and which strategies need improvement or development.

Drawing from the experiences gained during the PPL and observations made, the researcher became intrigued by the idea of conducting a study titled "An Analysis of Language Learning Strategies at the Eighth Grade of MTS Plus Roudhotul Muhibbin Bekasi." This research holds significance as it offers a clear perspective on how language learning strategies are applied, the challenges encountered, and the effects they have on students.

The findings of this study are expected to bring tangible benefits for teachers, schools, and students. For teachers, the research can provide evaluation tools and insights into selecting and enhancing more diverse and effective strategies for teaching English. For schools, the outcomes can form the foundation for supporting policies that aim to elevate the quality of education. For students, it is hoped that this study will help boost their motivation, confidence, and proficiency in using English.

Thus, the issue addressed in this research arises from the disparity between the ideal goals of English language learning and the actual situation on the ground. Analyzing the learning strategies used in the eighth-grade classrooms at MTS Plus Roudhotul Muhibbin Bekasi is an essential step toward finding solutions to enhance learning quality and student performance.

In light of the above, this study seeks to analyze the English language learning strategies used by eighth-grade students at MTS Plus Roudhotul Muhibbin Bekasi, drawing insights from this phenomenon. This analysis is vital for identifying common patterns, differences, and emerging trends in the implementation of learning strategies. Therefore, the research is expected to contribute both theoretically and practically to the advancement of English language teaching methodologies in Indonesia.

## LITERATURE REVIEW

A. Understanding Strategy and Learning

1. Understanding Strategy

The term "strategy" originates from the Greek word stratēgos, referring to a military commander. Historically, this term has been applied to achieving success through planned actions, and its definition has since expanded beyond military uses to encompass various fields, including education. In the context of education, strategy is defined as a method or plan designed to reach specific educational objectives (Wibisono, 2006). Lynch (quoted by Wibisono, 2006) described corporate strategy as a coherent plan integrating a company's objectives with actionable steps. Similarly, Morrisey (1995) sees strategy as the process that guides a company towards achieving its mission.

In education, strategies are aimed at fostering reflective thinking, research skills, and the ability to make positive changes in students' health, safety, and overall well-being. For students, strategies help develop various social skills, such as teamwork and communication (Shi, 2017). Language learning strategies (LLS) are an essential part of second language acquisition, and the use of a variety of strategies leads to greater success in mastering a second language (Rohayati, 2014). According to Ellis (1994), effective learning strategies help students acquire languages while enhancing their overall knowledge of the language. Furthermore, the selection and application of strategies depend on various learner-related factors, including age, aptitude, motivation, and attitudes (Ellis, 1996).

2. Language Learning Strategies (LLS)

Language learning strategies are techniques or actions used by learners to enhance their language acquisition process. Oxford (1990) classified these strategies into two categories: direct strategies (memory, cognitive, and compensatory strategies) and indirect strategies (metacognitive, affective, and social strategies). Memory strategies aid in storing and retrieving information; cognitive strategies help in controlling and processing language, while compensatory strategies enable learners to navigate communication challenges effectively. Indirect strategies, on the other hand, help students regulate their learning through planning (metacognitive), managing emotions (affective), and engaging socially (social) with others (Oxford, 1990).

Research has shown that effective language learning depends not only on the strategies employed but also on their application in different contexts. High-achieving students tend to use metacognitive strategies to organize and evaluate their learning (Nurulloh & Alifian Agus, 2024), while students with high motivation and positive attitudes toward language learning are more inclined to experiment with different strategies, leading to better language acquisition (Rohayati, 2014).

3. Learning and Its Theoretical Background

Learning is a dynamic process involving interaction between students, educators, and learning resources in an educational environment. According to Gagne and Briggs (1979), learning can be defined as a system designed to influence and support students' internal learning processes through a structured series of events. Furthermore, government regulations emphasize the importance of interactive, inspiring, and motivating learning environments that foster creativity and independence among students (PP No. 19 of 2005). In this context, learning is not only about acquiring knowledge but also involves the development of skills, attitudes, and behaviors.

The interaction between the teacher and students plays a pivotal role in learning. Teachers facilitate the learning process by managing resources, materials, and the overall learning environment. Learning objectives in the classroom can be categorized into three domains: cognitive (intellectual), affective (attitudinal), and psychomotor (physical skills), each of which contributes to students' holistic development (Bloom, 1998).

4. The Role of Learning Strategies in Achieving Educational Goals

Learning strategies help students achieve their educational goals by providing structured methods for acquiring knowledge and developing skills. According to Kemp (1995), learning strategies include activities that ensure effective and efficient achievement of learning objectives. Strategies can be classified into several categories, including direct and indirect approaches, as well as specific methods that help students understand, process, and apply information (Gerlach & Ely,

1980). These strategies guide students toward the achievement of cognitive, emotional, and behavioral goals, which are central to the learning process.

Effective learning strategies can be implemented using various methods, such as lectures, group work, discussions, and experiential learning, all of which contribute to different types of learning experiences. Strategies that encourage critical thinking and problem-solving are particularly beneficial in enhancing students' language proficiency and cognitive skills (Seaman & Fellnz, 1989).

5. Language Learning and Motivation

Motivation plays a crucial role in the selection and application of language learning strategies. Studies have shown that motivated learners are more likely to engage in diverse language learning strategies, which in turn enhances their language acquisition process. Khansa Maharani (2021) found that students who combined affective and cognitive-social strategies, such as self-motivation, peer discussions, and practicing English in daily life, significantly improved their language proficiency. Additionally, motivation influences students' persistence in learning, as they are more likely to continue learning when they are intrinsically motivated (Renandya, 2016).

The interplay between motivation and learning strategies is particularly relevant for language learners. Researchers have identified several types of motivation that influence language learning, including integrative and instrumental motivation, which relate to a learner's desire to integrate into a language community or to gain tangible benefits, such as career opportunities (Dümlürnyei & Kubanyiova, 2014). Motivated learners are more likely to embrace varied strategies, which increases their chances of mastering the language.

6. Types of Learning Strategies: Direct and Indirect

Oxford's (1990) framework categorizes language learning strategies into two broad types: direct and indirect strategies. Direct strategies include memory, cognitive, and compensatory techniques, while indirect strategies encompass metacognitive, affective, and social strategies. Direct strategies focus on the learner's active involvement in language acquisition, while indirect strategies support the learner in organizing, managing, and reflecting on the learning process (Oxford, 1990).

Research by Yesi Nilasari (2025) and others has shown that high-achieving students tend to use a combination of both direct and indirect strategies. These strategies, particularly cognitive and metacognitive strategies, are associated with better speaking performance and enhanced language proficiency. This finding underscores the importance of employing a variety of strategies to ensure success in language learning.

7. Teacher Influence on Language Learning Strategies

Teachers play a critical role in guiding students in the selection and application of language learning strategies. Effective teachers create an environment that encourages experimentation with different strategies and provides explicit instruction on their use. This helps students develop a toolkit of strategies that they can use to enhance their learning. According to Dedeh Rohayati (2017), students often require guidance in recognizing and utilizing effective strategies. Teachers can also support students by providing feedback on their strategy use and encouraging reflective practices that help students assess their progress.

Teachers should foster an environment that allows students to engage in collaborative activities, such as discussions and group projects, which facilitate the use of social and metacognitive strategies. Furthermore, teachers can support students by offering resources and opportunities for self-directed learning, which promotes autonomy and long-term language learning success (Gerlach & Ely, 1980).

8. Technology and Language Learning Strategies

The integration of technology into language learning has opened up new avenues for using innovative strategies. Tools like language learning apps, online forums, and multimedia resources can enhance language learning by providing students with interactive and engaging platforms for practice. According to recent research by Zyzik (2009), technology supports the development of language skills by offering immediate feedback, opportunities for independent practice, and exposure to authentic language use in real-life contexts.

Incorporating technology into the classroom also supports the use of metacognitive and affective strategies. Students can monitor their own progress, reflect on their learning, and engage in collaborative activities with peers. The use of technology in language learning helps create an immersive and dynamic learning environment that complements traditional learning strategies (Simpson, 2011).

9. Cognitive and Affective Strategies in Language Learning

Cognitive and affective strategies are particularly important in language learning. Cognitive strategies, such as memory techniques, comprehension, and practice, are essential for mastering language structures and functions. Affective strategies, which involve managing emotions, motivation, and attitudes, are equally important in fostering a positive learning environment. Students who use a combination of cognitive and affective strategies are more likely to succeed in acquiring a second language, as these strategies enhance both the intellectual and emotional aspects of learning (Dümlürnyei & Kubanyiova, 2014).

By integrating both cognitive and affective strategies, students develop a more comprehensive approach to language learning that addresses both the cognitive and emotional dimensions of the process. This combination allows learners to maintain motivation, overcome challenges, and effectively process language input.

10. Conclusion and Implications for Future Research

The review of literature reveals the importance of language learning strategies in acquiring a second language. Direct and indirect strategies play complementary roles, and their effective use is influenced by learner characteristics, motivation, and external factors such as teacher guidance and technology. Further research is needed to explore how different types of strategies are applied in diverse educational contexts and to investigate the long-term impact of strategy use on language proficiency. Future studies should also examine how teachers can effectively integrate strategy training into their teaching practices to enhance student outcomes.

## METHOD

Research Design

This study employs a mixed-methods research design as it combines both quantitative and qualitative approaches to gain a comprehensive understanding of language learning strategies. The research design follows a sequential explanatory strategy where quantitative data is collected first, followed by qualitative data to explain or deepen the initial findings (Creswell, 2015). The mixed-methods approach is particularly effective for understanding complex phenomena such as learning strategies, as it allows for a detailed analysis of patterns while providing depth through qualitative insights (Johnson & Christensen, 2014).

Research Location and Time

The research was conducted at MTS Plus Roudhotul Muhibbin Bekasi, chosen for its active English language program. The study took place during the odd semester of the 2025/2026 academic year, specifically from August to November 2025. This period was selected as it coincided with the regular learning activities, providing an accurate representation of the strategies students typically employ in their learning environment.

Study Population and Sampling

The population for this study comprised 30 eighth-grade students from MTS Plus Roudhotul Muhibbin Bekasi. These students were selected purposively, ensuring that they represented a diverse set of learning experiences and were available and willing to participate in the study. The purposive sampling technique was used to ensure that the sample was relevant to the study's focus on English language learning strategies.

Data Collection Instruments

The primary data for this study were gathered using a questionnaire based on Oxford's Strategy Inventory for Language Learning (SILL, 1990). This instrument categorizes language learning strategies into six types: memory, cognitive, metacognitive, compensatory, affective, and social strategies. The questionnaire used a Likert scale, where students rated their frequency of strategy use from 1 (never) to 5 (very often). Additionally, qualitative data were collected through interviews and observations to provide deeper insights into the context and reasons behind the strategy choices.

Quantitative Data Collection and Analysis

The quantitative phase involved administering the SILL-based questionnaire to the 30 students. The data were analyzed using descriptive statistics to determine the frequency of use for each learning strategy. This data was processed using Microsoft Excel to calculate the percentage of responses for each strategy, as described in the formula:

$$P = \left(\frac{F}{N}\right) \times 100$$

where P is the percentage, F is the frequency of answers, and N is the sample size (Ridwan, 2009). The results were then classified into categories based on the frequency of responses.

Qualitative Data Collection

The qualitative data were collected through semi-structured interviews with the English teacher, principal, and students. The interviews provided deeper understanding of the reasons behind the students' choice of learning strategies. The interviews were conducted face-to-face, with a set of pre-defined questions aimed at exploring the teaching methods and students' self-regulated learning strategies. Observational data were also collected to supplement the interview data, focusing on classroom interactions and student engagement.

Data Validity and Reliability

To ensure the validity of the data, the study employed source triangulation by comparing data from multiple sources, including students, teachers, and school documentation. Additionally, member checking was conducted by revisiting the findings with the respondents to confirm the accuracy of the data (Creswell, 2015). The reliability of the data collection instruments was assessed using Cronbach's Alpha formula, which ensured that the questionnaire consistently measured the intended constructs. The threshold for reliability was set at 0.7, as recommended by Sekaran (2010).

Data Analysis Procedures

The data analysis followed a two-step process. In the quantitative phase, data from the questionnaires were analyzed descriptively to determine the most commonly used strategies. In the qualitative phase, the collected interview and observational data were analyzed using thematic analysis. The analysis process included data reduction, where irrelevant data were discarded, and data presentation, where the findings were organized into themes for easier interpretation (Miles, Huberman, & Saldana, 2014).

Ethical Considerations

The research adhered to ethical standards throughout the study. All participants were informed of the study's purpose, and their consent was obtained prior to data collection. Confidentiality was maintained by anonymizing the responses, and the study ensured that no personal information was disclosed in the findings.

Interpretation and Discussion

After analyzing both the quantitative and qualitative data, the findings were interpreted to understand the dominant strategies used by the students and how these strategies correlated with their learning outcomes. The mixed-methods approach allowed for a rich, multi-dimensional analysis of

the data, which provides a clearer picture of the language learning strategies employed by the students at MTS Plus Roudhotul Muhibbin Bekasi.

In conclusion, this study employed a mixed-methods approach combining quantitative and qualitative data to provide a comprehensive analysis of the English language learning strategies used by eighth-grade students. The results offer valuable insights into the dominant strategies, the factors influencing their choices, and the relationship between strategy use and learning outcomes. These findings can inform future teaching practices and contribute to the development of more effective language learning strategies in the context of Indonesian secondary education.

## RESULT AND DISCUSSION

Instrument Testing

1. Instrument Validity Test

The instrument validity test was carried out to determine whether the questionnaire items used in this research were valid. The test was conducted on 30 students in class VIII at MTS Plus Roudhotul Muhibbin Bekasi. The validity of the items was measured using the Pearson correlation coefficient (R). According to Ghozali (2009), a correlation coefficient greater than 0.361 (R table at a 0.05 significance level) indicates that the item is valid. The results from the validity test show that all statement items across the six variables—Memory, Cognitive, Metacognitive, Compensation, Affective, and Social—had correlation coefficients (R values) higher than the R table, indicating that the items are valid and can be used for data collection.

2. Instrument Reliability Test

Reliability testing was performed to assess whether the questionnaire provided consistent results when used in different instances. Cronbach's Alpha was employed to check the internal consistency of the items. A Cronbach's Alpha value above 0.60 indicates a reliable instrument (Ghozali, 2009). The reliability test revealed a Cronbach's Alpha value of 0.853 for the 25 questionnaire items, suggesting that the instrument is highly reliable and suitable for use in this study.

B. Quantitative Research Results

1. Quantitative Descriptive Analysis

The descriptive analysis of the questionnaire data provides an overview of the language learning strategies used by the students at MTS Plus Roudhotul Muhibbin Bekasi.

**Tabel 1.**
**Category Percentage**

| No | Category | Classification |
|---|---|---|
| 1 | Memory | 18% |
| 2 | Cognitive | 49% |
| 3 | Compensation | 14% |
| 4 | Metacognitive | 12% |
| 5 | Affective | 3% |
| 6 | Social | 4% |

The analysis revealed that the most commonly used strategy was cognitive (49%), followed by memory (18%), compensation (14%), metacognitive (12%), affective (3%), and social (4%). This distribution suggests that students primarily rely on cognitive and memory strategies, which are more directly related to language tasks such as vocabulary learning, repetition, and practice. These results align with previous studies, which found that students tend to favor strategies that are directly related to the language learning process (Oxford, 1990).

2. Qualitative Research Results

In addition to the quantitative data, interviews with students, English teachers, classroom observations, and documentation provided further insight into the types of strategies used. The findings from the qualitative data confirmed that six categories of strategies were employed, but cognitive strategies were the most dominant. This reflects the students' preference for strategies that involve direct manipulation of language material, such as note-taking, translating, and repeating practice questions. The dominance of cognitive strategies is consistent with findings from studies conducted by Chamot (2004) and Oxford (1990), who emphasized the importance of these strategies in effective language acquisition.

3. Cognitive Strategy: Dominant Strategy

Cognitive strategies, such as taking notes, translating, repeating practice questions, and rereading material, were most frequently employed by students. These strategies are instrumental in helping students understand and process the language they are learning. According to Oxford (1990), cognitive strategies facilitate the processing and internalization of language, making them essential for language learners. The use of these strategies demonstrates that students are primarily focused on acquiring new vocabulary and reinforcing their understanding of language concepts through repetitive practice.

4. Memory and Compensation Strategies

Memory strategies, such as writing new vocabulary and practicing memorization, were observed in some students' learning habits. Teachers reported that they encouraged students to write down new words weekly and use creative vocabulary games to reinforce learning. Compensation strategies were also evident, as students often inferred the meaning of unfamiliar words through context or substituted simpler words for more complex ones. This aligns with Oxford's (1990) definition of compensation strategies, which help learners overcome gaps in their language knowledge by using available resources.

5. Low Use of Metacognitive Strategy

Metacognitive strategies, which involve setting goals, planning, and self-assessment, were used minimally by students. Most students still relied heavily on teacher guidance, indicating limited self-regulated learning abilities. According to Chamot (2004), metacognitive strategies are essential for students to monitor their learning progress and adapt their strategies accordingly. The limited use of these strategies suggests that students are not yet fully independent in their language learning and may benefit from explicit instruction on how to plan, monitor, and evaluate their learning.

6. Minimal Affective Strategy

Affective strategies, which involve managing emotions, attitudes, and motivation, were seldom employed. Few students engaged in activities such as calming themselves when anxious or using music and films to enhance motivation. Oxford (1990) emphasized the importance of affective strategies in helping students manage their emotional responses to learning challenges. The minimal use of affective strategies in this study may reflect the students' lack of awareness of the role emotions play in language learning or a classroom culture that does not prioritize emotional engagement in learning.

7. Limited Social Strategy

Social strategies, which involve interaction with others to enhance language learning, were also used infrequently. Many students hesitated to ask questions or engage in conversations, often preferring to wait for the teacher's explanation. This suggests a passive learning culture where students are reluctant to take risks in speaking or seeking help. This finding is consistent with studies that highlight the importance of a supportive classroom environment in encouraging active student participation (Chamot, 2004). The limited use of social strategies may be due to a fear of making mistakes or a lack of confidence in speaking English in front of peers.

8. Teaching Methods and Classroom Culture

The predominance of direct strategies, particularly cognitive and memory strategies, is closely related to the teaching methods employed in the classroom. Teachers reported using traditional methods such as written exercises, translation, and vocabulary memorization. These methods, while effective for reinforcing knowledge, may limit opportunities for students to engage in more interactive and communicative forms of learning. According to Celce-Murcia et al. (1995), communication strategies are crucial for developing fluency and accuracy in language use, yet these strategies were less emphasized in the classroom observations of this study.

9. Impact of Teacher Instruction on Strategy Use

The teachers' instructional approach significantly influenced the types of strategies used by students. As noted by Miss Desty Rahmasari L, S.Pd, the focus on vocabulary building and translation practices led students to rely on cognitive and memory strategies. While these strategies are effective for mastering vocabulary, they may not be sufficient for developing the full range of language skills required for communicative competence. According to Oxford (1990), a more balanced approach that incorporates both direct and indirect strategies can help students achieve greater language proficiency.

10. Student Motivation and Learning Strategy Use

Student motivation played a key role in the use of language learning strategies. The more motivated students were to learn English, the more likely they were to experiment with a variety of strategies. However, students with lower motivation tended to rely more on teacher-directed strategies and showed less initiative in their learning. This finding aligns with the work of Dörnyei (2001), who emphasized that motivation is a crucial factor in language learning success. Motivated students are more likely to use a wide range of strategies and take an active role in their learning process.

11. Social and Affective Strategies in the Context of Learning Environment

The low use of social and affective strategies can be attributed to the classroom's passive learning culture. In a classroom where teacher-centered methods dominate, students may feel less comfortable engaging in interactive activities or expressing their emotions. According to Vygotsky's (1978) social interaction theory, learning is enhanced through social interaction and collaboration. Encouraging students to work in pairs or groups and fostering a supportive learning environment can help students overcome their fears and use social and affective strategies more effectively.

12. Importance of Strategy Instruction in Language Learning

The findings of this study highlight the need for explicit instruction on language learning strategies. Many students were unaware of the variety of strategies available to them and tended to rely heavily on teacher input. According to Chamot (2004), teaching students how to use metacognitive, affective, and social strategies can promote independent learning and improve language outcomes. Teachers should be trained to incorporate strategy instruction into their lessons, helping students understand how to select, apply, and evaluate strategies that align with their learning goals.

## CONCLUSION

This study contributes to the growing body of research on language learning strategies in EFL contexts. However, there is a need for further research that explores the factors influencing strategy use in different educational settings. Future studies could investigate how individual learner characteristics, such as motivation, aptitude, and learning style, affect the use of language learning strategies. Additionally, research could explore the effectiveness of specific strategies in improving language proficiency, particularly in areas such as speaking and listening.

The findings of this research indicate that cognitive and memory strategies dominate the language learning practices of students at MTS Plus Roudhotul Muhibbin Bekasi. While these

strategies are important for acquiring vocabulary and understanding language structures, there is a need to promote the use of metacognitive, affective, and social strategies to enhance students' overall language proficiency. Teachers should be encouraged to adopt more interactive and student-centered approaches that foster the use of a wide range of strategies, ultimately helping students become more independent and confident language learners.

Thus, the findings of this study, it is recommended that educators at MTS Plus Roudhotul Muhibbin Bekasi integrate a variety of language learning strategies into their teaching practices. This could include incorporating more collaborative activities that encourage the use of social strategies, as well as providing explicit instruction on how to use metacognitive and affective strategies to manage learning. Additionally, teachers should foster a positive classroom environment that motivates students to engage actively in their learning and use a variety of strategies to improve their language skills.

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