



Modern Journal of Language Teaching Methods

ISSN: 2251-6204

Modern Journal of Language Teaching Methods

ISSN: 2251-6204

Modern Journal of Language Teaching Methods (MJLTM)

ISSN: 2251 - 6204

www.mjltm.com

info@mjltm.org

Editor - in - Chief

Cristina UNGUREANU, Associate Professor in University of Pitesti

Editorial Board:

1. Hamed Ghaemi, Assistant Professor in TEFL, Islamic Azad University (IAU), Iran
2. Domingo Docampo Amoedo, Full Professor, Department: Signal Theory and Communications, Vigo University, Spain
3. Barbara Sicherl Kafol, Full Professor of Music Education University of Ljubljana, Slovenia
4. Agüero-Calvo Evelyn, Professor of Mathematics, Technological Institute of Costa Rica
5. Tito Anamuro John Albert, Assistant professor Universidad del Norte, Colombia
6. Dlayedwa Ntombizodwa, Lecturer, University of the Western Cape, South Africa
7. Doro Katalin, PhD in Applied Linguistics, Department of English Language Teacher Education and Applied Linguistics, University of Szeged, Hungary
8. Dutta Hemanga, Assistant Professor of Linguistics, The English and Foreign Languages University (EFLU), India
9. Fernández Miguel, PhD, Chicago State University, USA
10. Grim Frédérique M. A., Associate Professor of French, Colorado State University, USA

11. Izadi Dariush, PhD in Applied Linguistics, Macquarie University, Sydney, Australia
12. Kaviani Amir, Assistant Professor at Zayed University, UAE
13. Kirkpatrick Robert, Assistant Professor of Applied Linguistics, Shinawatra International University, Thailand
14. Mouton Nelda, PhD in Education Management, North-West University (NWU), South Africa
15. Naicker Suren, Department of Linguistics and Translation, University of South Africa
16. Ndhlovu Finex, PhD, Linguistics Programme, University of New England, Australia
17. Raddaoui Ali Hechemi, PhD, Associate Professor of Applied Linguistics, University of Wyoming in Laramie, USA
18. Rolstad Kellie, PhD, Associate Professor of Education, University of Maryland, USA
19. Shahbazirad Mohammad, PhD candidate in English language and Literature, Yerevan State University, Armenia
20. Stobart Simon, PhD, Dean of Computing, Teesside University, UK
21. Suszczynska Malgorzata, Senior Assistant Professor, University of Szeged, Hungary
22. Weir George R. S., PhD in Philosophy of Psychology, University of Strathclyde, Glasgow, UK
23. Zegarac Vladimir, PhD, University of Bedfordshire, UK

Abstracting/Indexing



THOMSON REUTERS



CiteFactor

Academic Scientific Journals

Index Copernicus 2011



I N T E R N A T I O N A L

Linguistics Abstract

Linguistics
Abstracts **Online**

EBSCO Publication



Lulu Publication



Directory of Open Access Journals



ProQuest



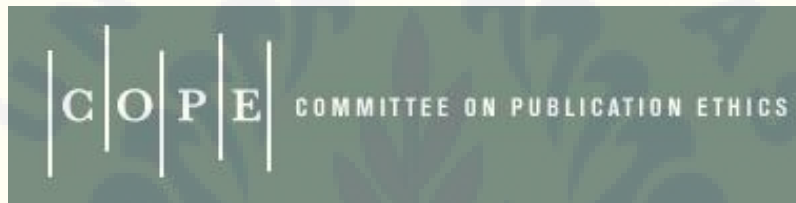
Modern Language Association



Cabell's Directories



COPE



Directory of Research Journal Indexing (DRJI)



Indian Citation Index



Indian Citation Index

International Society of Universal Research in Sciences



**International
Society of Universal
Research in Sciences**

Ulrich's



ULRICH'SWEB™
GLOBAL SERIALS DIRECTORY

Table of Contents

Psychological characteristics of students' self-organization: Personal and group levels

Natalia G. Bazhenova¹, Ruslan I. Bazhenov²

Negrophobia in Faulkner's Light in August: A Reading through Fanon

Mojgan Abshavi (corresponding author) ,Tayyebah Gitiforouz

The Role of Multicultural Education in Shaping a Democratic-pluralistic Society

Rashid Ahmadrash^a, Saeid Raofi^b, Esmail Mostafazadeh^c

Students' Perceptions of the Foundation Program English Language at an Arab University: Implications for Bridging the Policy-Practice Gap

Ali Al-Issa (Ph.D.) , Rahma Al-Mahrooqi (Ph.D.)

Ubiquitous learning to enhance lab practice

Cárdenas-Robledo, Leonor Adriana^a, Peña-Ayala, Alejandro^b

The interconnection between future engineers' professional mobility in higher school social and cultural environment

Balikaeva Marina Bembaevna

The Higher Achiever Students' Strategies in English Learning

Hairus Salikin^a, Saidna Zulfiqar Bin-Tahir^b, Christine Emelia^{a,b}

Discursive acts embedded in English RPs' introductions of a non-Anglophone academic discourse

Merve Geçikli^a, Savaş Yeşilyurt^b

Impacts of anxiety, risk-taking, self-confidence, and motivation on Learners' oral achievement: Case of Bilinguals Learning a Third Language

Hossein Ali Manzouri , Roya Movahed

The Perception of the English Teachers and Students on Fulbright English Teaching Assistant Program (ETA) and the Implementation of the ETA Program in Malaysian Secondary Schools

Mazura Mastura Muhammad^a, Chan Siang Jack^b, Mohd Sahandri Gani Hamzah^c, Saifuddin Kumar^d

Book Review: Language And Power: An Introduction To Institutional Discourse

Mehdi Dastpak , Mahboobeh Azadikhah,Roya Azadikhah, Ali Taghinezhad

Value Formation Process Of Language Learners Through Lingvo-Cultural Dictionaries

Albina Ravilevna Zabolotskaya ¹, Olga Aleksandrovna Danilova ¹

Analysis Of Postmodern Text When Teaching Russian As A Second Native Language

Ruzalina I. Shaikhutdinova, Yulia K. Lukoyanova, Natallia Savitskaya

Teaching Productive Philological Reading On The Basis Of Problem Search Tasks

Shkilev Roman E.

Emotional And Expressive Sentences In Tatar And French: Representation As A Semantic Component Of Expressivity

Alisa O. Tarasova, Albina K. Gizatullina, Raushania R. Mingazova, Gerard Brussoix

Ways Of Transfer Of American-English Paremiological Units Into The Russian Language

Maryam A. Bashirova, Natalya V. Konopleva, Irina F. Berezhnaya

Cultural and historical features of Kazakh anthroponyms

Zhanna Orynbasarkyzy Tektigul¹, Kulzat Kanievna Sadirova¹, Bibigul Hakimovna Kussanova¹, Aizhanna Bulekbayevna Zhuminova¹, Assel Tlevleevna Shetiyeva¹ and Munir Idelovich Karabaev²

Using modern cartoons in Russian language classes as foreign one

Aliya Nailevna Miftakhova, Zhang Huiqin

Regional studies text in the system of professional training of a future teacher

Ivygina Alyona Alexandrovna, Pupysheva Evgeniya Leonidovna

Universal Simulation Of A Class In Biology With The Use Of The Critical Thinking Development Techniques

Rina Samatovna Kamahina¹, Ehlmira Shamilevna Shamsuvaleeva², Raniya Khalilovna Abdullina¹

The Work Organization In Elementary Schools Of Kazan In Days Of The Great Patriotic War

Rimma Gabdarxakovna Shamsutdinova¹, Elena Mikhailovna Shuvalova¹, Albina Marselevna Imamutdinova¹

University Pedagogical System And Its Focus On Destructive Student Behavior Overcoming

Aida V. Kiryakova^{1*}, Alla V. Samigulina², Elmira R. Khairullina³, Alevtina Ya. Melnikova⁴, Ruteniya R. Denisova⁵, Alfiya M. Ishmuradova⁶

Didactic Model For Information Cycle's Disciplines (For Bachelors Of Economic)

Ruslan A. Kutuev¹, Olga V. Popova², Izida I. Ishmuradova³, Asiya M. Belyalova⁴, Rashad A. Kurbanov⁵, Alla N. Stolyarova⁶

Methodological Grounds Of Network Interaction In Training Pedagogues And Managers For Application Of ICT In Professional Activities

Victoria A. Polyakova¹, Oleg A. Kozlov²

The Image of a Russian Person in the Northern Worldview: Based on a Study of Russian Dialects Used by The Old Timers of Yakutia

Berdnikova, Tatyana Alexandrovna*, Gorbunova, Yana Yakovlevna, Zhondorova, Galina Egorovna, Pavlova, Irina Petrovna

Kuterma Ot Kondratiev (Kondratiis' Mess) By G. R. Derzhavin As The First Example Of Lesson Comedy In The Russian Literature

N. E. Erofeeva

Common fixed point theorems for mappings in Hilbert Space

Feisal Hassani, Ali Jabbari, Mohammad Shirazipour

The Higher Achiever Students' Strategies in English Learning

Hairus Salikin^a, Saidna Zulfiqar Bin-Tahir^b, Christine Emelia^{a,b}

^aEnglish Department, Faculty of Humanities, Universitas Jember, Jawa Timur, 68121, Indonesia

^bEnglish Education Department, University of Iqra Buru, Maluku, 97571, Indonesia

Abstract

Learning strategies are one of the factors that are of importance in learning a foreign language. They could affect the learners' achievement in the learning process which could be divided into the high achiever and low achiever. The aims of this study are to know the learning strategies and its role in high achiever students' achievement and what we can take advantages of their strategies. This study meets mixed method research which is a combination between the quantitative method that refers to the statistical analysis and qualitative method which refers to the descriptive analysis. The results of this study show that high achiever students used all six categories of learning strategies style by Oxford (1990). The frequency scale is in medium to the high category; this means that they used it sometimes or always. Based on the frequency and popularity, metacognitive strategies are placed as most frequently used (M=3.99), while memory strategies placed at the last with medium scale (M=3.10). It is also found that learning strategies take a role in high achiever students' achievement by affecting their way of thinking and motivation.

Keywords: Learning strategies, high achiever students

Introduction

Learning English cannot be avoided due to the fact that there are more people learning English either as a second language or as a foreign language. In Indonesia, there are so many education agencies put English as their mandatory lesson from elementary school until high school. The importance of English also put English as one of the requirements in the workplace. Learning English means that learner must mastered four skills in English before, such as listening, writing, speaking, and reading. This statement also in line with Oxford (1990: 5) whose point out that learning English necessarily involves developing four modalities in varying degrees and combinations: listening, reading, speaking, and writing. These modalities are known as the four language skills. If we look into the dictionary, the term skill can be simply explained as the ability, coming from one's knowledge, practice, aptitude to do something well.

In the learning process, not all learners are able to develop their skill. Some learners face difficulties in a learning process to develop their skill while other learners learn a new language more quickly and easily than others although they studied and are guided by the same teacher. Based on their achievement, learners are divided into high achiever and low achiever. Travers (1970: 447) stated that achievement is the result of what an individual has learned from some educational experiences. A high achiever learner is a person who knows what it takes to be successful in school and is willing to put in the time and effort. They are also known as a good language learner. From the explanation, it can be assumed that learner who is successful in school is likely to be a learner who gets a high score or passes the standard which is determined by the school. Rubin (1975) claimed in her pioneer work that the "good language learner" has a strong desire to communicate, is not afraid of making mistakes in order to learn and communicate, is an accurate guesser, is looking for language patterns, creates opportunities for speaking, and monitors his/her own learning.

To be successful in understanding four major skills in learning language, learners need to take more responsibilities for their own language learning and personal development. Learning strategy is one of the factors that help determine how well the learner in learning a language. Oxford (1990: 1) considers language learning strategies as the “steps taken by learners to enhance their own learning”, and later she elaborates on the term by referring to “specific actions, behaviors, steps, or techniques, such as seeking out conversation partners, or giving oneself encouragements tackle a difficult language task used by students to enhance their own learning.” (Scarcella & Oxford, 1992: 63). The learning strategies will guide the implementing of the methods and approaches (Bin-Tahir, 2012; Fatahuddin, et al, 2017). It is also to determine the appropriate techniques and tactics to be used by the teachers in managing classroom activities that consequently affect the success of the language teaching and increasing learners’ achievement (Tahir & Hanapi, 2017; Salikin, et al., 2017)

Based on the writer's observation to some students of English Department, Faculty of Humanities, Universitas Jember, there are the high achiever and low achiever students and to study the strategies that are used by high achiever students is quite interesting. In this case, the study involves high achiever students of English Department Faculty of Humanities, Universitas Jember of the academic year 2014-2015 who have already taken the reading, speaking, listening, and writing class.

This study is aiming at: a) Measuring what learning strategies that high achiever students apply when learning English as foreign language, and; b) Exploring the way how learning strategies play roles in high achiever students' four language skill achievement.

Nomenclature

- A Abstract
- B Keywords
- C Introduction
- D Literature Review
- E Method
- F Results and Discussion
- G Conclusion

Review of Literature

Learning strategies concept is important in learning a language because they are tools for active, self-directed involvement, which is essential for developing communicative competence (Oxford, 1990:1). The basic term of strategy comes from the ancient Greek word *strategia* which means generalship or action taken for the purpose of winning a war implies characteristics of planning, competition manipulation, and movement toward a goal. Similarly, the strategy concept also can be interpreted as a plan, step, and a conscious action toward the achievement of a goal in non-military context. While in education, the warlike meaning of *strategia* has fortunately fallen away, but the control and goal

directedness remain in the new world. This concept has taken on a new meaning and it has been transformed into learning strategies (Oxford, 1990).

Around the 1970s, there are so many definitions of learning strategies, so that there is no single technical definition of them. Griffiths (2008: 83), points out that “the concept of language learning strategy has been difficult to define”. Although it is difficult to define, Rubin (1975:43) initiated language learning strategies by defining it as “techniques or devices that a learner may use to acquire knowledge”. Furthermore, Cohen (1998) points out that language learning strategies are “processes which are consciously selected by learners and which may result in actions taken to enhance the learning or use of a second or foreign language” (1998: 4). While according to Chamot (2005: 112), “strategies are most often conscious and the goal has driven especially in the beginning stages of tackling an unfamiliar language task. Bin-Tahir (2017: 74) defined the strategy as an internal cognitive or affective action taken by the learner or teacher to learn both simple and complex material. Once a learning strategy becomes familiar through repeated use, it may be used with some automaticity.” If we look closely to the definition of learning strategies concept, we may find the general consistent feature like conscious, action, and goal. In summary, language learning strategies can be assumed as conscious action towards the achievement of a goal.

Some experts classified learning strategies into some classification. Stern (1992) classifies language learning strategies into five categories. There are management and planning, cognitive, communicative-experiential, interpersonal, and affective strategy. In addition, O’Malley and Chamot (1990) combines three components in a language learning strategies model like metacognitive, cognitive, and socio-affective. While this study uses Oxford's learning strategies types. Oxford’s (1990) model, as regarded by Brown (1994), is one of the most useful manuals of learner strategy training that currently available because her taxonomy which distinguishes between direct and indirect strategies is both comprehensive and practical. Oxford’s (1990) model consist of two main strategies, they are direct and indirect strategies. Direct strategies are the strategies that directly involve the target language. Direct strategies are further divided into three categories which consist of memory related strategies, cognitive strategies, and compensation strategies. While indirect strategies are those that support and manage language learning without directly involving the target language which is also categorized into three categories that are metacognitive strategies, affective strategies, and social strategies. There are six strategies which are derived from these two strategies:

2.1. Memory strategies

Memory strategies, as suggested by Oxford (1990) reflects principles such as arranging things in order, making associations, and reviewing, which all involve meaning, Memory strategies help learners establish their mental by linking all the information through images, sound, words or numbers. Memory strategies have a highly specific function like helping learners to store and retrieve new information.

The examples of memory strategies: Grouping, associating, placing new words into a context, using imaginary, semantic mapping, using keywords, representing sounds in memory, structured reviewing, using physical response or sensation, using mechanical techniques.

2.2. Cognitive strategies

Cognitive strategies refer to the learner's mental process to accomplish a certain goal for performing specific tasks such as summarizing or reasoning deductively. It enables learners to understand and produce new language by many different means.

The examples of cognitive strategies: repeating, formally practicing with sound and writing system, recognizing and using formulas and patterns, recombining, practicing naturally, getting the idea quickly, using resources for receiving and sending messages, reasoning deductively, analyzing expressions, translating, transferring, taking notes, summarizing, and highlighting.

2.3. Compensation strategies

Compensation strategies indicate that learners know what they already knew and utilize their acquired knowledge to fill in the gap of unknown information by guessing the clues from the context. The examples of compensation strategies: using linguistic clues, using other clues, switching to the mother tongue, getting help, using mime or gesture, avoiding communication partially or totally, selecting the topic, adjusting and approximating the message, coining words, using a circumlocution or synonym.

2.4. Metacognitive strategies

Metacognitive strategies are actions which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process (Oxford, 1990). Metacognitive strategies allow learners to coordinate the learning process by using functions such as centering, arranging, planning, and evaluating. It allows language learners to control their own cognition.

The examples of metacognitive strategies: over-viewing and linking with already known material, paying attention, delaying speech production to focus on listening, finding out about language learning, organizing, setting goals and objectives, identifying the purpose of a language task, planning for a language task, seeking practice opportunities, self-monitoring, and self-evaluating.

2.5. Affective strategies

Affective strategies help learners to manage their emotions, motivations, and attitudes during the stages of learning. Brown (1994) reveals that the affective refers to emotion or feelings both about oneself and about others with whom they usually contact and communicate. The examples of affective strategies: Lowering anxiety, encouraging yourself (such as making positive statements, taking risks wisely, and rewarding yourself), using a checklist, writing a language learning diary, and discussing the feeling with someone else.

2.6. Social strategies

Social strategies help learners to learn through interaction with others. Social strategies include the actions which learners choose to take in order to interact or cooperate with other people and they are important in language acquisition because language involves other people and is so heavily involved in cooperation and asking questions for clarification (Oxford, 1990). The examples of social strategies: asking for clarification or verification and correction, cooperating with proficient users of the new language, developing cultural understanding, and becoming aware of others' thoughts and feelings.

Language Learning Strategies are used by high achiever students to get a high achievement. Language learning achievement or proficiency has been consistently linked to strategy use, and the general pattern is that increased success is linked to greater strategy use. It has been observed that some language

learners are more successful than others in terms of language proficiency. Some individuals appear to be more endowed with abilities to success while the others seem to lack those abilities (Dreyer and Oxford, 1996). Successful learners make use of learning strategies to learn and that the learning strategies they use are different from less successful ones. Rubin (1975) asserts that good language learners are willing and accurate guessers who have a strong desire to communicate, and will attempt to do so even at the risk of appearing foolish. Good language learners are highly motivated to communicate and attend to form and meaning. She distinguishes successful learners from the rest, stating while all learners use learning strategies, successful learners learn how to use them effectively and are able to plan their learning approach, monitor their success, and modify their approach as needed and that they recognize whether their learning strategies are effective or not.

Learning process can't be separated from students and their achievement. Evan, et al (1992) defines achievement as "how well you have done". Kaura & Sharma (2015: 504) also adds the explanation of achievement as the students grasp of somebody of knowledge or proficiency in the certain skill. It means that achievement can be interpreted as the result of the study. In Universitas Jember, the result of the study is represented in the alphabet to classify how well they have done as it is presented in Table 1.

Table 1. The standardization of the assessment with the score (0-100)

Alphabet	Value	Score scale	Category
A	4	≥ 80	Excellent
AB	3.5	$75 \leq AB < 80$	Very good
B	3	$70 \leq B < 75$	Good
BC	2.5	$65 \leq BC < 70$	Good enough
C	2	$60 \leq C < 65$	Enough
CD	1.5	$55 \leq CD < 60$	Poor
D	1	$50 \leq D < 55$	
DE	0.5	$45 \leq DE < 50$	Very Poor
E	0	< 45	

(Source: Buku Pedoman Akademik Fakultas Ilmu Budaya, Universitas Jember, 2016)

Method

This research uses a mixed method as it deals with quantitative and qualitative methods. Qualitative research is the research that is based on descriptive data that does not make (regular) use of statistical

procedures (Mackey and Gass, 2005:162), while quantitative is a type of research that uses quantification data and some sort of numerical analysis (Mackey and Gass, 2005:2). For quantitative data, the questionnaire is used in this study. The questionnaire is adopted from Oxford (1990) that is Strategy Inventory for Language Learning (SILL) version 7.0 for EFL/ESL without any modification. Furthermore, the qualitative data in this study is derived from the interview. SILL questionnaire is the most extensive questionnaire for obtaining information on the language learning strategies of subjects and is frequently used in studies worldwide (Ellis, 1994). SILL questionnaire consists of 6 parts which have 50 close-ended statements eliciting the participant's frequencies of strategy use in learning English. The first part includes 9 statements related to memory strategies. The second part includes 14 statements about cognitive strategies. The third part consists of 6 statements about compensation strategies. The fourth part has 9 statements about metacognitive strategies. The fifth part involves 6 statements of affective strategies, and at the last, sixth part consists of 6 statements on social strategies. The questionnaire applies a Likert type 5-choice response format: 1 (never or almost never true for me), 2 (usually not true for me), 3 (somewhat true for me), 4 (usually true for me), and 5 (always or almost always true for me).

All high achiever students from academic year 2014/2015 who have already completed Reading Comprehension 04, Speaking 04, Listening Comprehension 04, and Writing 04 at English Department, Faculty of Humanities, Universitas Jember participated in this research. High achiever students are the students who have excellent scores or pass the standard with the highest value according to the school's standard. According to *Buku Pedoman Akademik* (2016) the Faculty of Humanities, Universitas Jember, there are nine scores in the alphabet (A, AB, B, BC, C, CD, D, DE, E) which represent learner's quality or achievement in the learning process. The highest score in Universitas Jember is represented in alphabet A or >80 in scale number and the highest Grade Point Average (GPA) in Universitas Jember is about 3.51-4.00. Among 78 students, there are 9 students who fulfill the criteria to be the participant in this research: 7 females and 2 males.

First, data analysis was meant to answer the first question of the research about the kind of learning strategies that high achievers apply when learning English. The data was derived from SILL version 7.0 questionnaire designed by Oxford (1990) which was distributed to all participants. The questionnaire was collected after the participants had completed answering the questionnaire. The answer to the questionnaire was analyzed using SPSS version 17 to find the mean score. The mean score which is indicated above or equal to 2.50 were identified as the learning strategies that frequently used by high achiever students.

After calculating and obtaining the result of the questionnaire, the next step is giving an interview for the participants to get more information of their language learning strategy use in the learning process. Semi-structured interview uses a list of questions to limit the conversation with the interviewee but some questions can be added and these additional questions should maintain on the right track. Although the interview seems formal because it needs the list of questions but the interviewer still can develop the answer freely as stated by Dornyei (2009) that "the format of semi-structured is open-ended and the interviewee is encouraged to elaborate the issue". With this type of interview, the interviewer needs to prepare the list of questions, while the interviewer is still possible to ask the question out of the list in the process of the interview later. The advantage of the semi-structured interview is that the answers are open-ended. By giving the interviewee a chance to speak more deeply could be very possible. The interview is recorded in order to get the qualitative data, and then the record of the interview is transcribed. The transcription of interviews analyzed and compared with the result of quantitative data

to know whether the qualitative data support the quantitative data. This step helps to prove the existence of learning strategies' role in high achievers' achievement. The last step is interpreting the whole data to answer the research questions and representing the result of the analysis.

Results

The frequency of learning strategy can be directly determined through the total score of SILL from all high achiever students who participated in this study. Oxford (1990) provides a score scale to measure the frequency of strategy use from high frequency until low frequency, as presented in Table 2.

Table 2. Oxford's Scale Showing the Frequencies of Strategy Use

Frequency		Scale
High	Always	4.5 to 5.0
	Often	3.5 to 4.4
Medium	Sometimes	2.5 to 3.4
Low	Seldom	1.5 to 2.4
	Never	1.0 to 1.4

Some examples of how your references should be listed are given at the end of this template in the 'References' section, which will allow you to assemble your reference list according to the correct format and font size.

High usage is defined as a mean item score from 3.50 to 5.0, medium usage is defined as a mean item score of 2.5 to 3.4, and low usage is defined as a mean item score of 2.4 and below.

The findings of this study show that high achiever students tend to use language learning strategies in the learning process. Their frequency use of learning strategies is medium and high. The mean score of each learning strategies are above or equal 2.50. The frequency used for high achiever students' learning strategies used is shown in Table below:

Table 3. Mean of Overall Strategy Use across All Participants Ranked by Mean Usage

Learning Strategies	Mean
Metacognitive	3.99

Compensation	3.97
Cognitive	3.69
Social	3.47
Affective	3.18
Memory	3.1
Overall use of learning strategies	3.56

Data from the current research participants (n = 9) have been statistically analyzed using SPSS software version 14. The mean overall strategy use for all participants was 3.56. Metacognitive strategies had the highest overall subscale mean usage (M=3.99), followed with compensation strategies (M = 3.97), and cognitive strategies (M = 3.69). While, in medium frequency use there are social strategies (M=3.47), affective strategies (M=3.18), and memory strategies with the lowest subscale mean (M=3.10) among six learning strategies. Based on these result of the questionnaire, it is found that high achiever students use all learning strategies proposed by Oxford (1990), at least medium frequency.

Discussion

The first discussion relates the learning strategies applied by high achiever students in learning process. The discussion for each language learning strategies arranged in descending order.

5.1. Metacognitive strategies

The most frequently used strategy by high achiever is metacognitive strategies. Metacognitive strategies are the actions which provide a way for the learner to coordinate their own learning process, as told by Oxford (1990). The utilization of metacognitive shows in Table below.

Table 4. Frequency Distributions of Metacognitive Strategies

Item number	LLS descriptor	Mean
32	I pay attention when someone is speaking English	4.56
31	I notice my English mistakes and use that information to help me do better	4.44
38	I think about my progress in learning English	4.33

36	I look for opportunities to read as much as possible in English	4.11
30	I try to find as many ways as I can to use my English	4.00
33	I try to find out how to be a better learner of English	3.89
35	I look for people I can talk to in English	3.78
37	I have clear goals for improving my English skills	3.78
34	I plan my schedule so I will have enough time to study English	3.11

Based on the mean of each strategy in metacognitive strategies, high achiever students admit that paying attention is the strategy that they use regularly in the learning process. Most of the participants choose to sit in the front seat to pay attention more than their friends. Sitting in the front seat gives students many of advantages, like getting more information, motivating them to keep concentrate in the class, and can be acknowledged by the lecture.

Followed in the second place, "I notice my English mistakes and use that information to help me do better" is also frequently used. The result with mean 4.44 suggests that high achiever students learn from their mistakes and make sure they do not redo the same mistake in the future. High achiever students are willing to monitor and take note of any mistakes made in their learning process. While another very popular metacognitive strategy is "I try to find as many ways as I can to use my English". It actually proves the definition of high achiever students proposed by Rubin (1975). High achiever students have a strong desire to communicate and make a progress of their own learning. Based on the interview, some of the participants recognized that it is hard to use their English. Despite they are studied in English Department, they still regularly use Javanese to communicate with each other. For high achiever students, doing a practice is really important to increase their skill so they try to find a lot of ways to practice, like a monologue or taking a famous line from a movie or TV shows spoken in English. Another way to practice is from reading which is also a popular strategy that chosen by high achiever students.

To be successful in understanding four skills in L2, learners need to take more responsibilities of their own language learning and personal achievement. High achiever students take responsibilities of their own personal achievement and find out how to be a better learner of English and look for the opportunities to make use of their English.

High achiever students also point out that motivation is really needed in the learning process. It makes them motivated to reach the goal of the learning process. When learners keep the goal of their learning, they also keep an eye on the progress. For the learners, especially high achiever student, progress can be an important thing to improve their skill. While planning a schedule placed as the strategy of

metacognitive strategies is not too popular among high achiever students. Some of the participants point out that making a schedule do not certify that they will follow the instruction in the schedule.

5.2. Compensation strategies

Compensation strategies take a place as the second frequently used strategy among high achiever students in this study. Compensation strategies itself enable learners to use the new language for either comprehension or production despite limitations in knowledge, which are intended to make up for an inadequate repertoire of grammar, and especially of vocabulary (Oxford, 1990). The table below shows the utilization of compensation strategies in this study.

Table 5. Frequency Distributions of Compensation Strategies

Item number	LLS Descriptor	Mean
20	If I can't think of an English word, I use a word or phrase that means the same thing	4.78
24	To understand unfamiliar English words, I make guesses	4.56
25	When I can't think of a word during a conversation in English, I use gestures	4.44
27	I read English without looking up every new word	3.78
28	I try to guess what the other person will say next in English	3.44
26	I make up new words if I do not know the right ones in English	3

Based on the table above, high achiever chooses to use circumlocution or synonym if they cannot think of an English word. This substituting strategy is really useful even in the first language communication. Using circumlocution or synonym means that learners must have a lot of English vocabulary. Although this was a good substituting, not all learners can use it. Placed below this strategy is guessing strategy. Here, high achiever students may pretend that they understand what is being said by another person in English, while at the same time learner will guess from the overall context. It is also a quite useful strategy because at the same time learners will achieve new words indirectly. Besides the use of circumlocution and guesses, another very popular strategy in compensation strategies is "When I can't think of a word during a conversation in English, I use gestures". This statement suggests that using a

gesture or body language is a one of very useful strategy, especially in communication (speaking skill). Learners usually use gestures to freely express themselves in speaking English when they do not have a choice to express the forgotten word. For high achiever students, this strategy is the third option to express the unfamiliar word or forgotten word.

At the last rank of the compensation strategies are to making up the new words if they do not know the right ones in English. At this point of view, high achiever learners are afraid about the consequence of making up new words. They admit that making up a new word is not really a good strategy since it can trigger misunderstanding in communication. The other reason, making up a new word can make them shy if another person knows that they are making up a word because of the lack of knowledge.

5.3. Cognitive strategies

Cognitive strategies are one of the strategies that highly frequently used by high achiever in this study. The utilization of cognitive strategies can be seen in Table below.

Table 6. Frequency Distributions of Cognitive Strategies

Item number	LLS Descriptor	Mean
15	I watch English language TV shows spoken in English or go to movie spoken in English	4.78
12	I practice the sound of English	4.33
17	I write notes, messages, letters, or reports in English	4.22
18	I first skim an English passage (read over the passage quickly) then go back and read carefully	4
22	I try not to translate word-for-word	4
11	I try to talk like native English speakers	3.78
16	I read for pleasure in English	3.78
10	I say or write new English words several times	3.56
13	I use the English words I know in different ways	3.44
21	I find the meaning of an English word by dividing it into parts that I understand	3.44

14	I start conversations in English	3.33
19	I look for words in my own language that are similar to new words in English	3.11
20	I try to find patterns in English	3.11
23	I make summaries of information that I hear or read in English	2.89

Following the table above, the most popular cognitive strategy was watching English language TV shows or going to the movie in which the dialogues are in English. This is not only popular among cognitive strategy but also popular among all six types of strategies. All the participants in this study agreed that it was the best strategy to learn English for all learners. Learning from the audio visual is fun and doesn't need much time to do it. This does not only improve their listening skill but also practice the speaking skill and add new vocabularies. They also add that listening English song also the way to practice their listening and speaking skill like the movie. In the second position, high achiever students do practice the sound of English. They admit if high achievement does not come instantly, it needs a lot of practice. Taking notes, messages, letters, or reports in English also categorized as one of many ways to practice their English. Indirectly, learning English makes they initially have a desire to write or speak English. The last ranked strategy from cognitive strategy was making a summary. High achiever students do not regularly make a summary of information that they hear or read in English, they usually are repeated by themselves in memory. Making summaries is not really an effective strategy because it wastes the time.

5.4. Social strategies

As a social creature, the writer already expects that social strategies would be frequently used not only by high achiever students but also by all learners. In this study, high achiever used social strategies at medium scale and they do not always use it. High achiever students' utilization of social strategies can be seen in Table below

Table 7. Frequency Distributions of Social Strategies

Item number	LLS Descriptor	Mean
50	I try to learn about the culture of English speakers	4.33
45	If I do not understand something in English, I ask the other person to slow down or say it again	4.11

47	I practice English with other students	3.56
49	I ask questions in English	3.56
48	I ask for help from English speakers	2.78
46	I ask English speaker to correct me when I talk	2.67

The highest ranked strategy chosen by high achiever students was “I try to learn about the culture of English speakers”. High achiever students assume that student who chooses English Department has an interest in English. When someone is interested in something, they will learn about it. This situation also happens when someone is interested in English; they will also learn the culture the language. This strategy relates to the reason why watching movie spoken in English chosen as the best strategy so far. The other strategy that regularly used by high achiever students was “If I do not understand something in English, I ask the other person to slow down or say it again”. This strategy has a close relation with compensation strategies such as guessing, particularly in regards to speaking and writing which as stated earlier that guessing took the highest rank in compensation strategies. When high achiever students do not understand something in English, they have two options to choose. In one hand, some of the participants choose to guess the context, while the rest choose to ask. On another hand, some of the high achiever students made use of both these guessing or asking strategies when they did not understand something in a conversation. The answer was different depending on the situation and the person who was speaking to them. Sometimes, it might be more appropriate to guess so that the conversation could flow without interruption, while at other times it was better to ask in order not to have any misunderstanding in conversation.

In the opposite, the strategy to ask helping and the correction from English speaker is not really popular with mean 2.78 and 2.67. The reason is that high achiever students rarely meet the native speaker of English in Jember, especially in the Faculty of Humanities, Universitas Jember. It seems impossible to ask the help and correction from the native speaker. The other reason is, high achiever students do not have this strategy as their option when communicating with the native speaker of English.

5.5. Affective strategies

In this study, high achiever students use affective strategies to manage their emotions, motivations, and attitudes during the stages of learning. Affective strategies usually used to reduce any negative effects caused by stress and anxiety. The frequency used for this strategies are in medium scale ($M=3.18$). The frequency distributions of students’ utilization of affective strategies can be shown in Table below.

Table 8. Frequency Distributions of Affective Strategies

Item number	LLS descriptor	Mean

40	I encourage myself to speak English even when I am afraid of making mistake	4.11
39	I try to relax whenever I feel afraid of using English	4
42	I notice if I am tense or nervous when I am studying or using English	3.11
41	I give myself a reward to treat when I do well in English.	2.78
44	I talk to someone else about how I feel when I am learning English	2.67
43	I write down my feeling in a language learning diary	2.44

High achiever students have a mindset that it is okay to do a mistake. Motivation is really needed if they want to improve their skill. But, as a learner who learns English, high achiever students admit that they feel anxious and stress when using English although they got a good achievement in the learning process. So, encouraging is really needed if learners want to make a progress on their learning process. That is why the top three strategies are encouraging themselves, relaxing, and noticing whether they are nervous or not.

Giving a reward and talking to someone else about the feeling is a strategy with medium scale out of affective strategy. High achiever assumed that they are not always rewarding themselves when they do better than the expected. High achiever students do proud of themselves in several situations. They also point out that they only talking about their feeling to someone else when they feel anxious.

The last ranked strategy among affective strategies is writing down the feeling in language learning diary. High achiever students admit that they do not usually write a diary even in the first language. Using diary is too old fashioned in this era of technology. People nowadays prefer to write down their feeling or activities through social media rather than write it in the diary. In the interview section, only one out of the total participants write the feeling in language learning diary. With language learning diary, the learner can monitor the improvement or the progress in the learning process and this strategy actually is very useful.

5.6. Memory strategies

In this study, high achiever students use memory strategies on the lowest scale. Even though memory strategies placed last, the frequency of use is still medium with mean 3.10. High achiever students used memory strategies to store new information in memory and retrieve it later, as can be shown in Table below.

Table 9. Frequency Distributions of Memory Strategies

Item number	LLS descriptor	Mean
1	I think of relationship between what I already know and new things I learn in English	4.33
2	I use new English words in a sentence so I can remember them	3.56
8	I review English lessons often	3.44
9	I remember new English words or phrases by remembering their location on the age, on the board, or on a street sign	3.44
3	I connect the sound of a new English word and an image or picture of the word to	3.22
4	I remember a new English word by making a mental picture of a situation in which the word might be used	3.22
5	I use rhymes to remember new English words	3.22
7	I physically act out new English words	3.11
6	I use flashcards to remember new English words	1.22

The table above shows the frequency of distributions of the memory strategies used by high achiever students. In term of the popularity of each LLS descriptor, the results show that the most frequently used memory strategies are those related to associating and creating mental linkages, like "I think of the relationship between what I already know and new things I learn in English". High achiever students try to associating what they have with what they get in the learning process. While strategy "I use new English words in a sentence so I can remember them" shows that high achiever use their knowledge whenever they have a chance.

As mentioned before that progress is an important thing for high achiever students, reviewing can be one of the ways to monitor the progress in the learning process. While to make a progress, high achievers do connect the sound of a new English word and an image or the picture of the word to or try to remember a new English word by making a mental picture of a situation in which the word might be used.

Another memory strategy deemed unpopular is the use of flashcard. "I use flashcards to remember new English words" strategy is not only being the lowest frequency used strategy among memory strategies but also among all strategies. Refer to the answers in the interview section; it can be assumed that the reason behind this less popular strategy is the lack of functionality for learners. High achiever students do not find flashcards is useful for intermediate students.

To answer the second questions in this study, the researchers did an interview. In the interview section, the writer also asked about learning strategies role in their high achievement. It is found that some of the high achiever students admit that learning strategies take a big role in the learning process. When they are asked further, they say that without learning strategies they might not get a high score. Learning English in the environment where there were only a small number of people who speak English makes learner does not have much chance to develop their skill. Therefore, to make and create a chance itself, high achiever students need a strategy. Not only for high achiever students, it is possible for learners who are not listening to the teacher in the class or do not taking a lot of notes in the learning process to get a high score. There are many strategies to increase skill in English. With learning strategies, high achiever students assumed that they can easily manage their achievement. Besides learning strategies, high achiever students also point out that motivation is needed to make learners know and remember the goal of their learning process.

Conclusion

Based on the data used (questionnaire and interview), this study is able to answer the two of research questions in this study.

The first question is to know the learning strategies that high achiever students apply in the learning process. The data are from the transcription of SILL questionnaire. Based on the result, high achiever students use all learning strategies in medium scale until high scale which means that the frequency is sometimes to always. The order of learning strategies' frequency used in descending order are metacognitive strategies (M=3.99), compensation strategies (M=3.97), cognitive strategies (M=3.69), social strategies (M=3.47), affective strategies (M=3.18), and memory strategies (M=3.10). Based on the micro-strategy for each category, the strategy that involves audio visual like movie, song, or news is the best strategy to increase their four skills in English. In the opposite, strategy with using flash cards placed last. High achievers admitted that flash cards are not really effective. Generally, flash cards only use one vocabulary for one card, and it seems to be effective for children who start learning English, not for intermediate students.

The second question relates to the first question, in which to know the role of learning strategies in four English skills achievement. The data are from the transcription of the interview. Learning strategies (memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies) play a big role in the learning process. First, learning strategies are used to manage the progress of goal achievement. Second, learning strategies are used to decrease the difficulties in the learning process. At the last, learning strategies can increase the confidence of high achiever students.

References

Bin Tahir, S. Z. (2012). *Teaching English as World Language: Pengajaran Bahasa Inggris*. Media Pustaka Qalam.

- Bin-Tahir, S. Z. (2017). Multilingual teaching and learning at Pesantren Schools in Indonesia. *Asian EFL Journal, Professional Teaching Articles*, 89, 74-94.
- Brown, D. H. (1994). *Principles of Language Learning and Teaching*. Englewood Cliff, N.J : Prentice Hall Regents.
- Chamot, A. U. (2005). *Language Learning Strategy Instruction: Current Issues and Research*. Annual Review of Applied Linguistics. 25,112-130.
- Cohen, A. D. (1998). *Strategies in Learning and Using a Second Language*. London, New York : Longman.
- Denscombe, M. (2007). *The Good Research Guide for Small-Scale Social Research Project*. (3rd ed.). New York: Open University Press.
- Dreyer, C., & Oxford, R. (1996). *Prediction of ESL Proficiency among Afrikaans-speakers in South Africa*. In R. Oxford (Ed.), *Language Learning Strategies Around the World: Cross-cultural Perspective*. Honolulu: Second Language Teaching and Curriculum Center, University of Hawaii.
- Dörnyei, Z. (2009). The L2 motivational self system. *Motivation, language identity and the L2 self*, 36(3), 9-11.
- Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford: Oxford University Press.
- Evans, C. J., Keith, D. E., Morrison, H., Magendzo, K., & Edwards, R. H. (1992). Cloning of a delta opioid receptor by functional expression. *Science-New York Then Washington-*, 258, 1952-1952.
- Griffiths, C. (2008). *Lessons from Good Language Learners*. Cambridge: Cambridge University Press.
- Kaura, N., & Sharma, R. (2015). The effect of gender on achievement motivation. *Indian Journal of Health and Wellbeing*, 6(5), 504.
- Mackey, A. & Gass, S. M. (2005). *Second Language Research: Methodology and Design*. United States: Lawrence Erlbaum Associates, Inc.
- O'Malley, J.M. & Chamot, A.U. (1990). *Learning Strategies in Second Language Acquisition*. Cambridge: Cambridge University Press.
- Oxford, R. L. (1989). *Use of Language Learning Strategies: A Synthesis of Studies with Implications for Strategy Training*. System, 17/, 235-247.
- Oxford, R. L. (1990). *Language Learning Strategies: What Every Teacher Should Know*. New York: Newbury House Harper & Row.
- Patahuddin, P., Syawal, S., & Bin-Tahir, S. Z. (2017). Investigating Indonesian EFL Learners' Learning and Acquiring English Vocabulary. *International Journal of English Linguistics*, 7(4), 128.
- Pedomon, P. (2016). *Pedomon Akademik Fakultas Ilmu Budaya, Universitas Jember*. Jember: Penerbit Universitas Jember.
- Rubin, J. (1975). *What The "Good Language Learner" can reach us*. TESOL Quarterly. 41-51.
- Salikin, H., Bin-Tahir, S. Z., Kusumaningputri, R., & Yuliandari, D. P. (2017). The Indonesian EFL Learners' Motivation in Reading. *English Language Teaching*, 10(5), 81.
- Scarcella R. & Oxford, R. (1992). *The Tapestry of Language Learning: The Individual in the Communicative Classroom*. Boston: Heinle & Heinle.
- Stern, H. H. (1992). *Issues and Options in Language Teaching*. Oxford: Oxford University Press.
- Tahir, S. Z. B., & Hanapi, H. (2017). Lecturers' Method in Teaching Speaking at the University of Iqra Buru. *International Journal of English Linguistics*, 7(2), 73.
- Travers, J. P. (1970). *Fundamentals of Educational Psychology*. Scrantoms Pennsylvania: International Textbook Company.