

STUDENTS' STRATEGIES IN ENGLISH LEARNING AT HOME DURING THE COVID-19 PANDEMIC

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Abstract

English is an international language, and there are many people or students in the world learning English. All the students have different abilities or strategies for learning English. Without a plan and the students cannot improve their English skills well. So when the students want to learn English should have a strategy because it is will helpful. This research is to determine the method and obstacles English students face in learning English at home during the COVID-19 pandemic at students' universities. This is descriptive, using a qualitative approach with data collection techniques using interviews. The sample in this study was 5 participants from the English Department in the 7th semester of the academic year 2020./2021. The researcher found that of the five participants, the most widely used strategy by students was the first social strategy; most of them practiced English with their parents, family, or friends at home during the pandemic. The second is a compensation strategy; in this strategy, students learn English by listening to songs or reading books to improve their vocabulary. The third is a memory strategy; in this strategy, students learn by listening to songs, radio, or watching on youtube instead of taking vocabulary notes, and they memorize them during the pandemic. Constraints faced by students when learning English at home during the pandemic. Many obstacles faced by students, namely lack of money, not being able to buy internet quota, laziness to move because of the pandemic, unable to accept and laziness to take all the courses given by lecturers, and not having learning tools such as laptops, English dictionaries to help them learn English at University.

Keywords— Students' Strategies, English Learning, Covid-19, Student University, Online Learning

Introduction

All students should have a learning strategy when they are learning English. The learning strategy guides the learners to accelerate their knowledge to master what content they will learn. The learning strategy also helps the learners understand the specific information from the subject they know. Besides, it can focus their attention on the target they want to achieve as students have different strategies for learning English. There are some experts said in the research previews. (Rebecca, 2003), "Learning strategies are specific actions the learner takes to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations ."The researcher thought that the strategy is essential when someone or students learn English and is vital to help them improve their English skills.

The Pandemic of Covid-19 is shocking worldwide, including in Indonesia. This pandemic affects all elements, including the economy, culture, and tourism, including education. (Almanar, 2020)

Students who want to learn English well should realize that the learning strategy is a part of their needs. Reiss (2005) says all students need to use learning strategies because the learning strategies overcome the challenge of learning a new language while trying to use the language to understand the context. (Efriana, 2021); several studies have found that the Covid-19 pandemic has also had a major impact on the education sector (Rahardjo, 2020). In the education sector, the government, through the Ministry of Education and Culture in all countries, has implemented a learning policy, namely learning from home. The learning-from-learning approach allows the teaching and learning process to continue even though teachers and students do not meet directly at school. Teachers can still deliver the teaching material, and students can still receive the lesson without leaving their homes.

The researchers that researchable to benefit education, especially for the student learning English. The second is the researcher wants this research can help the next researcher. The researcher focuses on students' strategies and obstacles in learning English at home during the pandemic of covid-19, which is one of the strategies they use and face during the pandemic covid-19. The researchers were researching the students in the English department in the seventh semester. (Sinaga, 2021), the favorable or unfavorable (positive or negative) of students' attitudes can be changed due to the characteristics of students' thoughts (cognitive), feeling (affective), and behaviors (conative). However, to reduce the students' negative attitude is to change the students' focus and the student's acceptance. Students possessed sufficient knowledge and high-risk perceptions. Non-medical prevention measures were perceived as highly effective. Students were satisfied with the government's actions to mitigate problems. However, an unwillingness to use the online-blended learning approach was observed. Students utilized various ways to cope with mental health challenges. It is necessary to address students' mental health during this COVID-19 pandemic (Baloran, 2020).

Literature Review

Strategy (from Greek) is a high-level plan to achieve one or more goals under conditions of uncertainty. In the sense of the 'art of the general', which included several subsets of skills, including tactics, siegecraft, logistics, etc., the term came into use in the 6th century in East Roman terminology. (Barad, 2018)

Strategy is an action that managers take to attain one or more of the organization's goals. Strategy can also be defined as "A general direction set for the company and its various components to achieve a desired state in the future. Strategy results from the detailed strategic planning process".

A strategy is about integrating organizational activities and utilizing and allocating scarce resources within the corporate environment to meet the present objectives. While planning a strategy, it is essential to consider that decisions are not taken in a vacuum and that any action taken by a firm is likely to be met by a reaction from those affected, competitors, customers, employees, or suppliers. Strategy can also be defined as knowledge of the goals, the uncertainty of events, and the need to take into consideration the likely or actual behavior of others. Strategy is the blueprint of decisions in an organization that shows its objectives and goals, reduces the key policies and plans for achieving these goals, and defines the business the company is to carry on, the type of economic and human organization it wants to be, and the contribution it plans to make to its shareholders, customers, and society at large.

Types of Strategies

The invalid source specified. Michae and Harris (1999) offer strategy descriptions that are categorized into six strategy types. And (Efriana, 2021), faced online learning problems during the Covid-19 pandemic. The types of strategy; (1) Memory strategy enables students to learn and gain information in an orderly string through sounds, images, a combination of sound and images, body movement, mechanical means, and location. It helps learners to memorize the target language better. (2) The cognitive strategy enables students to create language materials through reasoning, analysis, summarizing, synthesizing, note-taking, outlining, reorganizing information, practicing in a natural setting, and reviewing sounds and images. It significantly affects the students' English language proficiency. (3) The compensation strategy enables

students to guess from the context of listening and reading using a synonym to complete speaking and writing skills. Gestures and pause words help learners to complete the missing knowledge. A compensation strategy helps learners by providing learning that might characterize how they learn a language.

(4) The metacognitive strategy manages the overall learning process. This strategy enables students to plan the task, collect the materials, arrange the planning, supervise the error, and evaluate the task. It is significantly helpful and does affect a cognitive strategy and function as the execution of cognitive strategy. (5) The effective strategy enables students to identify mood and anxiety levels. It helps students determine their feelings, give rewards for their excellent performance, and employ positive self-talk to relieve their feelings. This strategy is helpful for students to be motivated learners. (6) Social strategy enables students to ask a question to get confirmation and clarification, ask for help in completing language tasks, make an effort to talk to native speakers, and explore cultural and social norms. It is significantly helpful to understand the target language and target culture.

The Function of Strategies

(Kraaijenbrink, 2019), There are six functions. (1) strategy helps prepare an organization for the future. This does not necessarily imply long-term plans or planning in general. Strategy is forward-looking and should help organizations focus on things other than short-term and day-to-day activities. (2) A strategy helps distinguish an organization from others. The strategy helps an organization focus on its unique assets and features and exploit those in a meaningful way. This does not imply a quest for complete uniqueness. Without some distinction from its competitors, though, customers have no reason to choose a particular organization. (3) strategy provides an organization with some stability. An organization in constant flux or reorientation will drift and not realize its full potential. Strategy is not meant as a rigid straightjacket. Organizations need some guidance and stability, though – especially in turbulent times – and that is what strategy provides. (4) strategy serves as a typical frame of reference. Even though circumstances will change, the strategy offers an organization a common reference point. This means that if there is a change, the people in and around the organization can collectively know what assumptions, ideas, or plans they will deviate from. (5) strategy supports internal and external alignment. As an overarching managerial discipline, strategy provides an integrative overview of the most critical internal and external factors to be considered by an organization. Such an overview helps to align the organization internally and with its external environment. (6) strategy guides organizational action. Strategy isn't made for the sake of strategy. It is meant to give direction to the things that an organization does. Without such direction, organizations would engage in uncoordinated, fragmented, and possibly counterproductive actions.

The Obstacles Students Faced in Learning English

Facts among the public show that this online distribution system creates several difficulties and problems. A study conducted (Ahmad, 2016) found that EFL learning, which requires a lot of practice, also experiences obstacles when applying the learning system. In the listening session, for instance, the ICT equipment used by teachers to train students who are in separate and distant places is often effective. Teachers also cannot maximally supervise students when giving listening exams. In speaking course with the distance or online learning, students also find problems in imitating the way of speaking exemplified by their teacher, and the teacher also cannot optimally train the students to speak.

Another problem is that some students' parents and students do not have computer or android device, as found in a research conducted by Ahab and Iskandar (2020). Such condition makes them difficult in facing the reality. On the one hand, there is a demand for the fulfillment of educational services for students, as mandated in the constitution. On the other hand, they are faced with a lack of supporting facilities. The problem is not only in the lack of learning equipment or facilities, but also in the absence of the internet quota. Providing internet quota requires a high cost. This difficulty is felt by students and parents from middle to lower class economies. They do not have an adequate budget to provide the internet network.

Research Method

This research employed a qualitative descriptive design that aims to determine the student's strategies in learning English and the obstacles that students face when they learn English at home during the pandemic of Covid-19. The research was conducted at one of the universities in West Papua, Indonesia. It was because the research was focused on a particular phenomenon of the Student University at English department. Qualitative research is a sociological and anthropological tradition of inquiry. Most critically, qualitative research involves sustained interaction with the people studied in their language and on their turf. To see qualitative research as strictly disengaged from any form of counting is to miss the point that its basic strategy depends on the reconciliation of diverse research tactics. We believe that qualitative research can be performed as a social science.

In this research, the researcher uses the interview to collect the data at the University during the seven semesters. An interview is a method of collecting data through one-sided questions and answers carried out systematically and based on research objectives (Lerbin, 1992 in Hadi, 2007). Wrong question and answer mean that data collectors are actively asking questions while the party being asked is actively providing answers or responses. From that definition, we can also know that the question and answer are carried out systematically, have been planned, and refers to the purpose of the research conducted (Fitriana, 2009). The researcher would complete some steps. The first is the researcher makes the interview questions then; the second is the researcher interviews students, and the students will answer all the questions related to the problems.

Researchers collect data as much as possible through interviews. The data collected through interviews relate to students' strategies and the obstacles they faced in learning English at home during the pandemic of covid-19. There are quite a lot of data obtained from the field. Therefore it is necessary to record it carefully and in detail. Reducing data means summarizing, choosing the main things, focusing on the essential items, and looking for themes and patterns. Thus the information that has been reduced will provide a clearer picture and make it easier for researchers to carry out further data collection and search for it if necessary. After the data is reduced, the next step is to display the data. Qualitative research data is presented in brief descriptions, charts, and relationships between categories. Verification The final step is drawing conclusions and verification. In this step, the initial findings are still provisional and will change if no substantial evidence supports them at the following data collection stage. But the conclusions are supported early by valid and consistent evidence when the researcher returns to collecting data. In that case, the findings put forward are credible.

This research uses the qualitative method to pronounce long and short vowels in English vocabulary and descriptive qualitative as a design. As stated by Robert and Richard (2008), descriptive qualitative is used to look at what happened, whether the description is words or numbers. The pronunciation test is used to study students' ability to speak long and short vowels in English vocabulary. According to Brown (2004: 3) states, the trial, in simple terms, is a method for measuring a person's ability, knowledge, or performance in a given domain. According to Puta (2014: 37), the technique of calling data is a way for researchers to collect data from samples, informants, and objects. Hence, documentation is used in the data. Researchers took data from respondents with pronunciation test results. This technique is used to collect data. The process of arranging data sequences, organizing them into patterns, categories, and fundamental units of description to analyze the data.

Results and Discussion

Strategy

This session describes of strategy and obstacles results. There are 5 students the researcher collected the data to them, and the researcher would show the data the researcher collected by interview.

Extract 1.



"Yes, sometimes I used to use English with my nephew to practice speaking English".

Student 1 said that, the strategy in learning English at home during the pandemic was that he sometimes used to use English with his nephew to practice speaking English. So student 1 used social strategy because when the student is at home, the student has learned by talking with family or nephew. The student was practice English with the student's nephew by talking as directly or face to face. So when during the pandemic of covid-19 the student has spent the time practicing English by talking with family.

Extract 2.

"Youtube is one of the learning media that I use through watching movies and listening to songs, almost 50% of I learn to use youtube".

Student 2 said that the strategy in learning English at home during the pandemic was YouTube as one of the learning media that he used through watching films and listening to songs, he almost 50% learned English using YouTube. Student 2 has used a memory strategy because when the student learned English at home, the student has used youtube as one thing to help the student in learning English, the student has learned by watching films and listened to songs, the student has spent the time almost 50% to learning using youtube.

Extract 3.

"I used to listen to songs to find new vocabulary and hear the pronunciation"

Student 3 said that the strategy in learning English at home during the pandemic was that he used to listen to songs to find new vocabulary and hear how it was pronounced. Student 3 has used the memory strategy because when the student is at home, the student has learned through listening songs and finding a new vocabulary, after that the student tries to find the meaning of the word that the student has found.

Extract 4.

"I used to study English in college and memorized the vocabulary".

Student 4 said that the strategy in learning English at home during the pandemic was that he used to learn English using an English dictionary and memorize vocabulary. Student 4 has used the memory strategy because when the student learns English at home, the student used an English dictionary to find the words then the student tries to memorize them.

Extract 5.

"I used to use youtube to learn English and I used to hear native people speaking English."

Student 5 said that the strategy in learning English at home during the pandemic is that he usually uses YouTube to learn English and he usually listens to native people who speak English. Student 5 has used a memory strategy when the student learned English at home during the pandemic, the student learned by Youtube as advice to help the student learn English at home.

Obstacle

In this obstacle, the researchers would show the students' obstacles that they faced they learn English at home during the pandemic of covid-19, as follows.

Extract 1.

"Yes, because I think there are many obstacles because lecturers rarely come in during the pandemic".

Student 1 said that the obstacle in learning English at home during the pandemic was that lecturers rarely entered during the pandemic.

Extract 2

"Yes, I lack the cost of studying during the pandemic"



Student 2 stated that the obstacle to learning English at home during the pandemic was the lack of learning costs during the pandemic.

Extract 3.

"Yes, because the pandemic factor makes me lazy to move".

Student 3 said that the obstacle in learning English at home during the pandemic was the pandemic factor making me lazy to move.

Extract 4.

"I lack a laptop and dictionary book".

Student 4 said that the obstacle in learning English at home during the pandemic was the lack of laptops and dictionary books.

Extract 5.

"I sometimes get confused when the lecturer gives material so I have to ask again, so the pandemic becomes an obstacle for me".

Student 5 said that the obstacle in learning English at home during the pandemic was that he was sometimes confused when the lecturer gave material so he had to ask again, so the pandemic became an obstacle for him.

There are three strategies that the researcher put in this research based on the findings, the first is Memory strategy enables students to learn and gain information in an orderly string through sounds, images, a combination of sound and images, body movement, mechanical means, location. It helps learners to memorize the target language better. The second is compensation strategy enables students to guess from the context in listening and reading by using a synonym to complete speaking and writing skills. Gestures and pause words help learners to complete the missing knowledge. A compensation strategy helps learners. The third is social strategy enables students to ask a question to get confirmation and clarification, ask for help in completing language tasks, make an effort to talk to native speakers, an explore the culture and social norms. It is significantly helpful to understand the target language and target culture.

The obstacles that students faced in this research are pandemic of covid-19, as we know that this pandemic has made all education activities changed by this pandemic. This pandemic made the students face many challenges even though they did not learn effectively. According to Ahab and Iskandar (2020), The problem is not only in the lack of learning equipment or facilities but also in the absence of the internet quota. Providing internet quota requires a high cost. This difficulty is felt by students and parents from middle to lower class economies. They do not have an adequate budget to provide the internet network.

According to **Invalid source specified**. Exploring students' attitudes toward English online learning using moodle during covid-19 pandemic at Smk Yadika Bandar Lampung. Theoretically, the researcher organized the framework by examining students' attitudes and analyzing how students overcome difficulties in learning English during online learning through moodle. The researcher used self-analysis and student opinions to determine the degree of consensus based on how students felt or acted in response to the current situation. While, the favorable or unfavorable (positive or negative) of students' attitudes can be changed due to the characteristics of students' thoughts (cognitive), feeling (affective), and behavioral (conative). However, to reduce the students' negative attitude is to change the focus of students and the students' acceptance. In this research, the researcher used qualitative research that focused on words descriptively. The questionnaire was given to 30 students and 6 students participated in an interview session. The questionnaire statements and questions of the interview were adapted from the research of (Brown, 1994) about components of students' attitudes. The result of this research shows a positive attitude to implement Moodle as a learning platform. They have also demonstrated a positive attitude toward the importance of learning English in vocational high

school. However, the students also find some self-problem in learning English during the implementation of Learning from Home (LFH), where students sometimes lack self-management to follow the learning activities.

Based on the finding from 5 students, and based on research questions what are students' strategies and obstacles in learning English at home during the pandemic of covid-19. The researcher found that among five students the most strategies that students used were the first social strategy, most of them they practice English with their parents, family, or friends at home during a pandemic. The second is the compensation strategy, in this strategy, the students were learned English by listening to songs or reading a book to improve their vocabulary. The third is memory strategy, in this strategy the students learned by listening to songs, radio, or watching on youtube than made vocabulary note and they memorize it during the pandemic.

The obstacle that students faced when they learned English at home during the pandemic. The students were faced many obstacles there are less money, they could not buy the internet quota, they were be lazy to move because of the pandemic, they could not accept and be lazy all subject that their lecturer give and they have not learned tools like a laptop, English dictionary to help them in learn learning English at home during a pandemic.

Conclusion

The strategies that students used when they learned English at home during the pandemic of covid-19, from six strategies the most strategy that students used were first social strategy, most of them they practice their English with their parents, family, or friends at home during a pandemic. The second is the compensation strategy, in this strategy, the students were learned English by listening to songs or reading a book to improve their vocabulary. The third is memory strategy, in this strategy the students learned by listening to songs, radio, or watch on youtube then making vocabulary notes and they memorize them during a pandemic.

Definitely, in the pandemic of covid-19, there are many obstacles that students faced. The obstacle that students faced when they learned English at home during the pandemic. The students were faced many obstacles there are less money, they could not buy the internet quota, they was lazy to move because of the pandemic, they could not accept and be lazy all subject that their lecturer give and they have not learned tools like a laptop, English dictionary to help them in learning English at home during a pandemic.

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