

## ENGLISH STUDENTS' LEARNING STRATEGIES DURING PANDEMIC COVID- 19

Ida Royani<sup>1</sup>, Nesy Cahyani<sup>2</sup>, Wilda Ariannur<sup>3</sup>

Email: idaroyani@iain-padangsidimpuan.ac.id, nessycahyani@gmail.com,  
wildaariannur@gmail.com

### ABSTRACT

The spread of Covid 19 has changed the educational learning system and learning strategies. The use of unlimited charge of internet and easiness of access should fit to the learning strategies. By using qualitative research design, this study deliberately investigated students learning strategies during learning online in Pandemic Covid 19. Not only indicating types of learning strategies, this study also clarifies how students performs their learning strategies they experienced.

Key word: *Learning Strategies, Pandemic Covid 19, Online Learning.*

## INTRODUCTION

The COVID-19 pandemic has interfered the learning process. Since 2019 Corona virus has existed in this world, this universal has been starting to mess up especially education institutions. The COVID-19 pandemic seems to have reshaped the learning process. The enactment of the pandemic makes students stay at home and learn online from home. Thus, learning strategies (LS) must be added again to be able to synchronize with different learning situations because it does not rule out the possibility of doing learning from home. Learning is a process of reaching all the knowledge, attitudes, habits and preferences. Learning is available in a formal education institution in which can be gotten through teachers. Nevertheless; learning not only can be acquired through teachers but also it can be done by smartphones, computers and many electronic equipment which are available for us.

Learning strategies can be classified into six groups: cognitive, metacognitive, memory-related, compensatory, affective, and social. Related to learning strategies, the Junior High School students who are categorized as teenagers are starting to have a progress to learn enhancing their cognition. A small portion of teenagers have a strategic way in their learning process. It is not prominent because it is a phase diversion of children's phase to adulthood. Differently, students at Senior High School level are more improved than Junior High School. The strategy is not only pertaining to main purpose but it will be added to making schedule for learning. In the manner of a regular study schedule, students will be more manageable to set up their learning time table appropriately. Moreover, university students, who are recognized as adults, have mature in the way they are thinking. It is none can force them to learn harder than previously. They will be motivated by themselves and it bears a meaning that higher education students at university must have typical learning strategy to require their ideal.

Paying attention to learners' strategies, adult students have a variety of learning strategies as a result of their mature level of thinking and ability to control their emotions. In adulthood, they only do what they want and highly respect to take risks. In learning, they also have several strategies where some of students implicate situation while learning. They would dig out a new milieu where it can make them pleasurable. Most of students prefer to apply concept of comprehension to memorization. They have stayed up late at night which can be one of the option to be focus for learning. They can select their rest on time that will produce fresher body and brain.

By forming many strategies, it will make it easier for students to deal with learning difficulties during this pandemic. As it is known that learning strategies while learning offline will also be worth making in the pandemic situation where learning by making use of the new platforms. Online learning media may also have been acted previously before pandemic even if it is not a core media to manage learning. However, applying online learning system during pandemic should remain a typical learning strategies by students to absorb learning experiences during the past two years of the COVID 19 learning.

The present study is coming to capture and investigate the students' online learning strategies (LS) performed by students in Indonesian higher education context. Regarding the purposes of online learning strategies mentioned previously, the research questions addressed as the following.

1. What are students' learning strategies during pandemic COVID 19?
2. How do students use their learning strategies during pandemic COVID 19?

Hence, this research practically benefits lecturers of higher education institution to spot their students' learning strategies (LS) and specify a variety of tasks for their students and vigour, sort and adjust convenient teaching method to apply in class at University students.

## LITERATURE REVIEW

Previously, there are some definition and explanation related to learning strategies (LS). Regardless, to be specific, the operational definition of the learning strategies (LS) in this study refers to the conscious methods, techniques, activities, or devices that students utilize from preparation, process, and evaluation of their learning so they can acquire knowledge and achieve the learning goals altogether. The students' learning strategies covers cognitive, metacognitive, memory-related, compensatory, affective, and social. Specific actions, behaviors, steps, or techniques such as seeking out conversation partners, or giving oneself encouragement to challenge a difficult language task used by students to enhance their own learning. The operational definitions are used continuously in the later discussion.

Metacognitive strategy is described as a person's awareness, belief and knowledge about process and way of thinking about the thing they do on their own so as to improve the learning process and memory. Differently, cognitive strategy is a specific mental process that people use to acquire or manipulation information. In addition, motivational strategy is an encouragement that arises from within students (intrinsic) and from outside the students (extrinsic) to do something.

Unhesitatingly, every student has their own learning strategies (LS). Somehow, they will get difficult to be independent on their learning if they do not recognize, plan, manage and evaluate their learning process. Pertained to the effort recognizing students learning strategies (LS), there are four fundamental classification gain ground established by, Davis (2018), Yeh (2019), Ariffin (2021).

In the pandemic situation (Aboagye et al., 2020) states that there is an improvement in the total use of distance learning and participants who learn online. It seems to be predictable since learning activity has been actively online during the spread of Covid 19 in Indonesia. Students are obligated to stay at home learning with lecturer by using several types of learning

platform using global network. As a result, a number of online media accounts and users has become increased besides traditional learning classroom has been left for last two years.

Hence, internet has been invested more than that of what educators assumed during Covid 19. The impact of the health security and sustainable learning has evolved institutions in Indonesia to select online learning as the best choice to decide (Mukhtar et al., 2020) and (Maatuk et al., 2021)

Web system, distance learning, various media, and strategies creates learning habits to be changeable. Learners are required to adequately set themselves to be ready for learning with this style, includes their equipment, new digital advances and literacy and perception towards it to construct their own learning (Payne et al., 2009). Therefore, struggle to survive learning on this case should be emerged.

It is also recognized that learning with this electronic stuffs has significant role to the students learning motivation as (Harandi, 2015) stated. Learning online using internet platform has effect to the affective dimension of students in learning. It serves learner autonomy, self-control, problem solving, and

According to Davis (2018), there is mastery learning which is frequently found to be an effective teaching strategy in terms of student achievement, it often comes at the cost of time. In addition, questioning is characterized by the posing of thoughtful questions that elicits critical thought, introspection, and new ways of thinking. Another, spaced vs. massed practice as Hatti (2008) describes the difference between spaced learning (sometimes referred to as distributed practice) and massed practice as “the frequency of different opportunities rather than merely spending more time on task.”

Moreover, Yeh (2019) students learning strategies are the ability of learners to effectively engage in their own learning processes—

metacognitively, motivationally, and behaviorally—typically resulting in higher levels of achievement (Zimmerman & Schunk, 1989).

In addition, Ariffin (2021) defines students learning strategies as follows.

1. Cognitive strategies: Relate to the behaviours in acquiring language in the learning process which include the selection, acquisition, construction and integration of information.
2. Metacognitive strategies: Involve the monitoring of the cognitive processes by the learners. This includes preparing and planning to learn, as well as regulating and evaluating their learning process.
3. Resource Management Strategies: The way learners deal with the learning resources which include their study environment, learning time and learning support from peers and instructors.
4. Affective Strategies : The strategies employed are closely related to establishing 1) positive attitude to use the Internet for learning; 2) motivation to learn based on their learning goals and objectives; and 3) anxiety reduction in the use of Internet for learning and the online learning environment itself.

In brief, cognitive strategy is the way that students used to drive their lesson, their ways of thinking, acting, or feeling something. Metacognitive is the awareness which someone does to learn something without anyone compulsion. Affective is related to interests and attitudes that can be in the form of responsibility, cooperation, discipline, commitment, confidence, honesty, respect for the opinions of the others and the ability to control oneself. Motivational is making students are interested and want to learn more deeply.

## METHOD

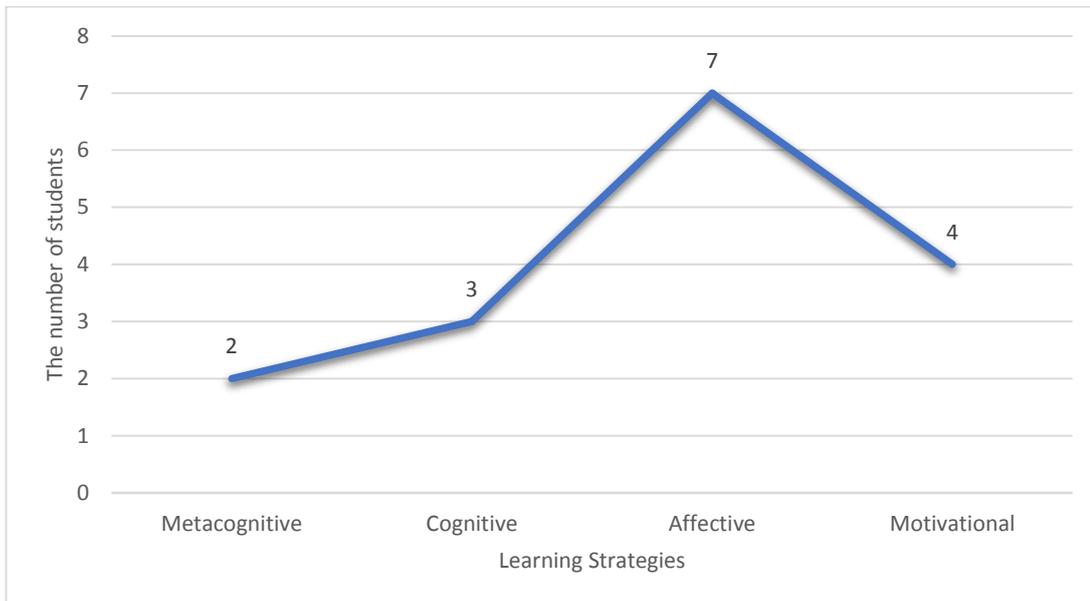
The present study used qualitative design based on Gay, L.R and Airasian (1996) to answer the research problems which is useful for describing and answering questions about particular, localized occurrence or context, and the perspectives of participant group towards event, beliefs, or practices. In other words, the study has understood, interpreted, and described the student learning strategies during learning in the Pandemic situation. The researchers used structured interview as a key of instrument the research which pay attention to the 5W + 1H as elements without adding other questions beyond that. In this research, students are asked their nature strategies of studying during pandemic Covid 19. Research participants were 10 random students of English department at IAIN Padangsidimpuan who were studying at home using online learning media during Pandemic Covid 19. The study designed the list of questions to be asked to the students as interviewees. While it was established, researcher recorded the responses by using recorder to be transcribed which is used for analysis. The data were analyzed by using data reduction, data display, and drawing conclusion and verification.

## RESULT AND DISCUSSION

### 1. Students' learning strategies during pandemic

Line chart below shows the total participants and the strategies that consist of four strategies learning during pandemic.

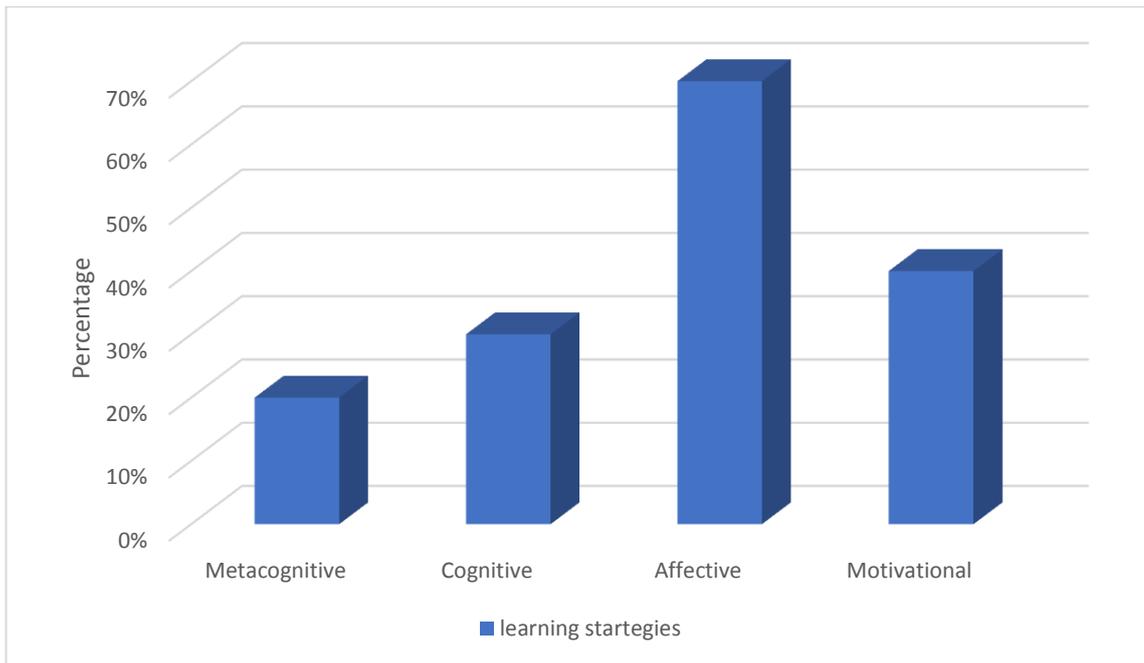
**Figure 1** : learning strategies during pandemic



From the line chart above, it can be seen that the highest strategy is Affective. Most of learners use the affective strategy, the percentage of 7 people out of 10 people can be withdrawn result 70%. The second strategy used is Motivational, those are 4 people of 10 people. Slightly distinct with previous strategy, the percentage specifically in 40%. The third strategy used is Cognitive strategies in which are 3 people of 10 people. It was almost close within the motivational strategy. Nevertheless, it is simply dissimilar one number in the manner of motivational strategy. Unfortunately, the percentage draws the distinct much in 30% within motivational strategy. The last strategy was used is Metacognitive in which there are 2 people of 10 people who used this strategy. This is the lowest strategies which occasionally used by learners. The percentage of this strategy pulled by standpoint 20% from inside of result.

Sufficiently, figuring percentage deserves on this diagram below out of all the variety of strategies.

**Figure 2** : The percentage of result interview on various strategies.



## 2. The performance of learning strategies

Based on the outcome from the participants' contribution to share their daily learning strategies to get through by interview, it can be identified a various responses within those strategies. Every participant answers have variety of views which possibly having similar strategies in distinct ways. The performance was attracted from the participants' arguments, subsequently the researcher classified them within appropriate learning strategies. It served in tabel for distinguishing the diversity strategies below.

**Tabel 1** : The learning strategies and performance

Strategies	Performance
Metacognitive	<ul style="list-style-type: none"> <li>• Finding interesting things</li> <li>• Making schedule</li> <li>• Concetration in certain situation</li> </ul>
Cognitive	<ul style="list-style-type: none"> <li>• Repetitive in learning</li> <li>• Asking questions</li> </ul>
Affective	<ul style="list-style-type: none"> <li>• Feeling easier to understand discussion with friends</li> </ul>

	<ul style="list-style-type: none"> <li>• Listening and understanding the lesson</li> </ul>
Motivational	<ul style="list-style-type: none"> <li>• Waking up in early morning</li> <li>• Push self for staying all night</li> </ul>

According to the performance above, it can be seen that the metacognitive strategies evident some performance. Metacognitive strategy is applied by many ways to seeing that metacognitive strategy which used by someone based on his/her awareness without anyone's forced, so that the participants' explication is finding interesting thing. It is used as learning strategy caused when someone desires to learn, the learners will find many techniques for driving their lesson into comfortable zone. It can be seen not only finding the interesting thing, it is followed below namely by making schedule. By this way, the learner will organize their time management when the best time for learning. In addition, the learner makes shift for looking the best situation to get concentration. Metacognitive has no doubt a core component in various forms of higher-order thinking (Ku & Ho, 2010). In summary, students in the university level have awareness and have an answer why they should study hard.

Another strategy, cognitive is used because this strategy has beneficial for improving their forgetness. While using this strategy they are not prone to lose the lesson. Applying this method, students can get a quite unbiased insight into the learning process and consider the learning strategies, in case the strategies mentioned above were inaccurate or incompleted to categorize the different forms of learning techniques used by the students (Lewalter, 2003). In consequent, students use a cognitive strategies to keep in their mind in protectedly period the lesson. It was realized that for taking or making a great interaction in classroom, the students is forced to be active participants not be passive participants. Asking a question to teacher is a good technique to be easier for understanding caused students' have option for asking problematic issues.

Implicate the feeling about lesson is not convenient for a half people.

Some people involve their feeling to get through the lesson. In affective strategy learners can be easier to understand the lesson by discussing the lesson together with their friends or the teacher by feeling the situation and the environment around them. Working with someone or more peers to obtain feedback, full information, or model a language activity (Mehrgan, 2013). Especially to listening is skill which categorized as a receptive skill, therefore students whose use affective will be convenient to saturate the lesson. For this reason, they preferred employing affective strategies which helped to increase motivation and lower their anxiety towards learning (Köksal & Dündar, 2017).

The motivational strategy is used due to this strategy involves their passion for learning. It can be motivated by success people or their friends that have a great knowledge. The motivation level in student at university was affected by the sudden implementation of online learning due to the Covid-19 pandemic (Avila et al., 2020). Therefore, students at university must be known what is their motivation for learning, so that they do not necessary deal with variety complication during Covid-19 pandemic. At the same time when a student has his/her motivation in learning, a student will do several techniques for reaching his/her own vision. A student is purposing of waking up in the early morning and starting his/her self for studying hard, pushing his/her self into a positive vibe.

Based on the participants' answers on the interview to response to their learning strategy performances, the answer is briefly argued and factual occurrence. Every participant has their own strategies in learning and styles for learning in pandemic. In this research, the outcome got from the genuine answer which were analysed through the descriptive analysis. In explication of interview based on the reserach question, the framework of the results made within a specific result which is contain of 10 names of participants, sub dimension and responses into a table. Responses given by initial each name of participants and distinguished according to sub dimension and responses.

**Table 2.** Students Learning Strategies Performance

Question : <i>How do you do your learning strategies during pandemic?</i>
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<b>Participants</b>	<b>Sub Dimension</b>	<b>Responses</b>
S.A.S	<ul style="list-style-type: none"> <li>• Making schedule</li> <li>• Repeating lesson in the evening</li> </ul>	<p><i>” Cara saya menerapkan strategi tersebut dengan menerapkan pola belajar seperti menetapkan waktu nya. Seperti kalau belajar lebih mudah di pagi hari, subuh dan untuk mengulang pelajaran...”</i></p>
K.H	<ul style="list-style-type: none"> <li>• Push myself for staying all night</li> <li>• Finding good time in rainy day</li> <li>• Waking up in early morning</li> </ul>	<p><i>“Jadi, lebih baik saya bangun di pagi hari kemudian belajar, itu lebih masuk di otak saya daripada begadang...”</i></p>
D.E.L	<ul style="list-style-type: none"> <li>• Applying repetitive learning</li> </ul>	<p><i>“Cara saya melakukan strategi tersebut yaitu dengan cara misalkan saya belajar pada hari Senin tentang tenses,lalu pada malam harinya ,yaitu malam.”</i></p>
M.I.S	<ul style="list-style-type: none"> <li>• Listening and understanding the lesson</li> <li>• Asking questions</li> <li>• Discussing with friends</li> </ul>	<p><i>“Saya melakukan strategi tersebut dengan cara mendengarkan dan memahami materi dari dosen terlebih dahulu,...”</i></p>
H.S	<ul style="list-style-type: none"> <li>• Finding interesting thing</li> </ul>	<p><i>“Saya akan mencari atau menonton orang – orang indonesia yang berada di luar negeri...”</i></p>
E.F.P	<ul style="list-style-type: none"> <li>• Waking up in early</li> </ul>	<p><i>“Sejak dari kecil belajar setelah</i></p>

	morning	<i>shalat subuh...”</i>
D.S.D	<ul style="list-style-type: none"> <li>• Discussing with friends</li> </ul>	<i>“Cara saya menerapkan strategi tersebut yaitu dengan berdiskusi dengan teman...”</i>
I.M.N.S	<ul style="list-style-type: none"> <li>• Being concentrate in certain situation</li> </ul>	<i>“Cara saya menerapkan strategi tersebut adalah dengan benar benar memerhatikan pada situasi tiruan...”</i>
J.N	<ul style="list-style-type: none"> <li>• Discussing with friends</li> </ul>	<i>“Disitu saya akan mengumpulkan teman-teman satu kelas lalu di diskusikan....”</i>
S.I	<ul style="list-style-type: none"> <li>• Discussing with friend</li> </ul>	<i>“Yaitu dengan memberikan pemahaman yang dapat saya pahami dan yang teman saya pahami....”</i>

In the use of online learning strategies, the result indicated that there are significant differences. The most strategy used by students is affective. It has much different with metacognitive strategy. It can not be denied why the affective got the highest out of three other strategies. It is argued with the research by (Ariffin : 2021) that mentioned metacognitive is the frequent strategy employed. In contrary with this study was not found the same outcomes exactly. Consequently, having only an awareness for the need to apply metacognitive strategy is not enough for good performance; one must also know when, how and which strategy to use at different contexts (Ku & Ho, 2010). In this respect, motivation was previously largely ignored by those researchers who are interested in learning, and motivational explanations were seen as alternative to cognitive ones (Heikkilä & Lonka, 2006). While the pandemic, everyone goes easy on their time and place to learn. They can learn virtually by using an android or their phones. However, it is now widely

recognized that the most successful intervention programs combine a number of characteristics which address the cognitive, motivational and contextual issues involved in learning (Volet, 1991).

In this case, they utilize this opportunity to learn without spend much time and place. They can discuss on group chat or do meeting virtual. The result of this research is in agreement with the research (Köksal & Dündar, 2017) that indicates the learners most employed affective strategy. However, it does not rule out the possibility that students constant applied all those strategies. In further, (Avila et al., 2020) claimed that it was observed that there are gaps and challenges in the alternative learning mode and technologies to support online education, hence recommending a policy implication supported to the sensitive call of the times like pandemic and community lock-down. Solving the problematica during Covid-19 pandemic students prepared themselves by various techniques in learning.

## CONCLUSION

This study has indicated that students get the new manner after the pandemic. Before the pandemic students occasionally do learning by themselves caused some reasons such as not have time, obstacles to determine the spot and spend much money. Inversery propotional in pandemic, students have much longer time to study caused students do not require to spend the time and save the money. Students only require to have the access well to reach the good meeting by online learning. It is suggested that students too have to adapt themselves to new learning mode because it has now become the tren to embrace (Ariffin et al., 2021). The result of study indicates that the metacognitive strategies is the highest of all the startegies. In metacognitive strategies is convinient way to do learning for getting the new knowledge by discussing lesson.

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