Freshmen Strategy in Managing Their English Learning

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Abstract. System makes English learning turns out to be more successful both simultaneously and target accomplishment also. Understudies are supposed to think up their own procedure that could function admirably for them. This study plans to portray first year recruits' backhanded systems to be great at English. This was an enlightening exploration. There were 30 new understudies of English Department took part in this exploration. They were approached to compose a week after week timetable of learning English freely close to their standard example in the study hall. The information were examined utilizing distinct measurement (Walpole 1995; Sugiyono 2017). The consequence of the review uncovered a few systems that were partitioned into three: using time effectively, exercises, and objectives. Practically all understudies planned learning English ordinary. Some of them even set four times each day, the vast majority of them advanced no less than two times every day and just couple of understudies advanced once in a day. Morning and night were for the most part picked opportunity to learn English. The exercises to help understudies to be great at tuning in, talking, perusing and composing were: paying attention to English melodies; watching English motion pictures or shows in Youtube, Podcast; perusing English books, magazines, brief tales; composing journal, brief tale; joining English gatherings in online entertainment; setting up the versatile with English language; naming encompassing articles in English; considering with companions; messing around; rehearsing through applications or stages; singing English melodies; having video call utilizing English; and rehearsing English with companions or family. The understudies' using time productively and exercises were applicable to the objectives in learning. They concerned a great deal on getting more jargon, having great elocution, and having great listening expertise. It very well may be presumed that rookies of English training division have goal in advancing by planning strong exercises consistently.

Keywords: Freshmen · Learning Strategy · Management in language learning

1 Introduction

English learning needs a serious and aimed effort. Eventhough English is not something new for them, freshmen of English Education Department should support and manage

their learning in order to be successful learners who can achieve their learning target. Being able to speak in English fluently with good pronunciation, understanding English text well, composing a good story in good structured sentences, recognizing well the news in English are some students' targets in English learning. It seems that those students should have appropriate ways or procedures as the strategy to succeed.

Strategy cannot be separated from English language learning. Basically, each learner has set strategy whenever their begin learning. Eventhough some of them even do not realize that the activities they do actually are called strategy. Strategy is a plan, way, procedure, action, or direction to achieve goals more effectively and differently. In learning, it is a kind of tool for active, self-directed involvement to improve learners' competence [2–4]. Having appropriate strategy is helpful for a better learning process and result.

Based on the definition of strategy in general above, particularly, English language learning strategy can be defined as students' plan, choice of action, way, procedure, decision making, or direction to learn English well. Fitting language learning techniques bring about superior capability and more noteworthy fearlessness. Moreover, fitting language learning methodologies can further develop students' language abilities in a superior manner and add to understudies' open skill [2, 5]. It seems that setting goals or purposes in learning lead students to choose several activities to make their learning process run smoothly, effectively, and efficiently. Without purposes, any activities cannot be considered strategic [10]. Because of that, it is important for every learner to understand what they do and why they do te activities.

In general, there are two main strategies that every English language learner should have in their learning process, namely direct strategy and indirect strategy. Direct strategy means any activities or actions that involved the target language directly (can be called the performer/actor of a show), whereas, indirect strategy is any plans or actions that support and manage the learning process (can be called the director of a show). Direct has three sorts exercises, they are memory, mental, and pay system. Backhanded is partitioned into three likewise to be specific metacognitive, full of feeling, and social procedure [2, 6]. A few investigations have been finished managing immediate and roundabout system too. A learn about "The Learning Strategies Used by EFL Students in Learning English". They found that effective understudies could design objectives, control, and assess their learning than ineffective understudies who center around remember and rehash the learning [8]. Previously, another researcher also did a research entitled "An investigation of undergraduates' language learning strategies" to 120 undergraduates from different department and attending English preparation class [1]. The results described that there was significant difference in compensation strategy chosen by female and male students, while for other strategies significant difference was not found.

Theories and findings of research prove how important strategy is in language learning. Managing the learning as a part of indirect learning strategy, in fact, became on of the most importance strategy for successful English learners. Based on unstructured interview done to some of new students of an English department, it was found that they like watching and listening English programs for getting new vocabulary, practicing pronunciation or just getting new information about English. Freshmen are in appropriate timing to plan their learning because they are at the beginning point of the process. A good start could lead to more powerful process to achieve the target, whether short-term

or long-term target. Because of the reason, indirect learning strategy which is dealing with general management of language learning should be chosen seriously to be applied independently. Adjacent to learning in the homeroom, students ought to be capable to control their own way of learning that could prompt free language learning region. This thought has been an inescapable impact on language learning and instructing for over thirty years [7].

2   Method

This is a descriptive research. It was done to describe and analyze indirect learning strategies chosen by freshmen of English department to support and manage their learning independently. The object of the research was 30 first semester students of English education department at IAIN Batusangkar. To gather the information, the members were approached to compose a week after week timetable of learning English during semester excursion in a specific graph. The data were analyzed qualitatively and quantitatively. To get qualitative data, the researcher used codification and followed the steps suggested by Miles and Huberman [11], and quantitative data was obtained using descriptive statistic [12–15]. Both qualitative and quantitative data were needed to find out the students' preference in managing the time, choosing appropriate activities, and setting goals.

3   Result and Discussion

The new students' indirect learning strategies were divided into three categories, they are 1) time management, 2) choices of activities, and 3) goals/targets. Time management means how many days a week and how many times a day they do activities that can support their English learning. Choices of activities are all actions that the students do to help them understanding well what they read and listen and practicing speaking and writing in English. While, goals/targets mean what skills or components in English that they want to improve. In detail, the strategies under the tree groups can be seen below:

1. Time Management
Time management is included in metacognitive strategy. In learning a new language, controlling, managing, and organizing condition and situation related to optimal learning [2]. The data were collected by asking students to write the strategy they chose to learn English in four alternative times (in the morning, noon, afternoon, and evening) in a week which will last for about at least a month during semester holiday. The manner in which the understudies plan themselves should be visible in the accompanying Table 1.

   In light of Table 1, it tends to be seen that aside from Thursday, the most noteworthy level of concentrating on time is at night. On Sunday, the percentage is 70 and on Saturday evening, the percentage is 66.7. It means that most of the students chose studying English independently in the evening. Another students' favorite time to study is in the morning. There were about 60% students decided to study on Sunday morning and 56.7% studied on Thursday morning. On Monday and Friday, it seemed that the students scheduled themselves to study in the afternoon. The percentage were 53.3 and 43.3. The lowest

**Table 1.** Students' Choice of Days and Times

Days	Times	Percentage
Sunday	In the morning	66.7
	Noon	30
	Afternoon	33.3
	Evening	**70**
Monday	In the morning	46.7
	Noon	43.3
	Afternoon	**53.3**
	Evening	**53.3**
Tuesday	In the morning	46.7
	Noon	36.7
	Afternoon	43.3
	Evening	**60**
Wednesday	In the morning	40
	Noon	56.7
	Afternoon	40
	Evening	**60**
Thursday	**In the morning**	**56.7**
	Noon	40
	Afternoon	46.7
	Evening	46.7
Friday	In the morning	36.7
	Noon	33.3
	Afternoon	**43.3**
	Evening	**43.3**
Saturday	In the morning	50
	Noon	40
	Afternoon	33.3
	Evening	**66.7**

percentage was 30% on Sunday noon. Except on Wednesday, only few students chose studying at noon.

Beside the data above, it was also found that the students have various frequency of studying. If the students decided to study everyday and there are four times available eventhough with different duration for each, they study English to improve their ability,

Table 2. Frequency of Study

No.	Number of times	Frequency	Percentage
1	28	4	13.3
2	23	1	3.3
3	17	1	3.3
4	15	1	3.3
5	14	3	10
6	13	2	6.7
7	11	4	13.3
8	10	3	10
9	9	5	16.7
10	8	1	3.3
11	7	4	13.3
12	5	1	3.3
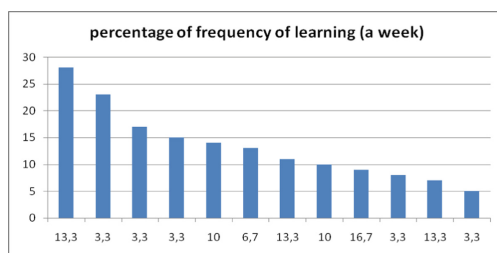
Fig. 1. Percentage of frequency of learning in a week

skills and proficiency for about 28 times a week. In fact, only a few students set such schedule. More detail data can be seen in Table 2.

Table 2 described that about 13.3% students studied four times a day every week (28 times). They studied in the morning, at noon, in the afternoon, and in the evening from Sunday to Saturday. It means that they have full week for learning. There was about 16.7% students learned everyday but only once or two times a day (9 times a week). There was 13.3% students learned exactly once a day (7 times a week). There was even one student (3.3%) did not study everyday because he only set 5 times of studying English in a week.

The data above can also be seen in Fig. 1.

2. Learning Activities

Indirect learning strategy is dealing with how students make planning to learn, control the time, choose the supportive activities, control their emotion and motivation, and cooperate and collaborate with others. The result of the study indicated that there are

Table 3. Students' Choice of Activities and the Category

No.	Activities	Percentage	Strategy Category
1.	Listening to English songs	96.7	Metacognitif strategy
2.	Watching English movies	86.7	Metacognitif strategy
3.	Watching video about English in Youtube, Telegram, etc.	53.3	Metacognitif strategy
4.	Writing diary/short story	46.7	Affective strategy
5.	Reading books or articles about English	36.7	Metacognitif strategy
6.	Reading short stories/novels	36.7	Metacognitif strategy
7.	Playing English games	33.3	Metacognitif strategy
8.	Speaking English with friends/family	33.3	Social strategy
9.	Singing English songs	26.7	Metacognitif strategy
10.	Practicing English using application	13.3	Metacognitif strategy
11.	Talk to her/himself/in front of the mirror	10	Metacognitif strategy
12.	Finding information about English in Social media	6.7	Metacognitif strategy
13.	Naming surrounding things in English	6.7	Metacognitif strategy
14.	Pray to God	6.7	Affective strategy
15.	Studying with others	6.7	Social strategy
16.	Learning English using application	3.3	Metacognitif strategy
17.	Reading grammar book	3.3	Metacognitif strategy
18.	Using English when having video call with friends/family	3.3	Metacognitif strategy
19.	Joining online English group	3.3	Metacognitif strategy
20.	Write status or information in sosmed in English	3.3	Metacognitif strategy

20 activities that freshmen tend to do to support their learning. The activities were categorized into three indirect learning strategy namely metacognitive, affective and social strategy. The students' choice of learning activities are described in Table 3.

From Table 3, it was found that metacognitive strategy is the most dominant strategy chosen by students. Among 20 activities, 16 are included to metacognitive strategy, only 2 activities of affective strategy and another 2 for social strategies.

Activity that is mostly chosen by students to support their learning in English and improve their proficiency in English skills is listening to English songs (96.7%). Almost all of students put this as their weekly activity. Next is watching English movie with the percentage about 86.7%. It also indicates that most of students set this activity in their schedule. Both activities are parts of metacognitive strategy.
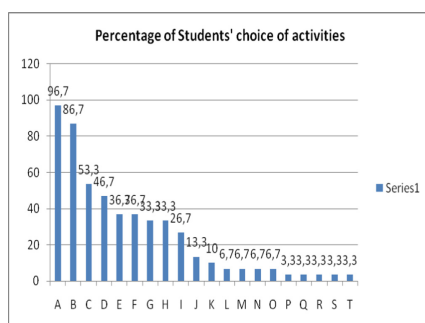
Fig. 2. Percentage of students' activities

Table 4. Students' Goals in Choosing Supportive Activities for Better English Learning

No.	Goals	Percentage
1.	Getting more vocabulary	47.8%
2.	Improving speaking skill	39.1%
3.	Improving listening skill	21.7%
4.	Improving pronunciation	21.7%
5.	Having more knowledge	17.4%
6.	Improving writing skill	8.7%
7.	Improving reading skill	4.3%
8.	Studying well	4.3%
9.	Improving grammar	4.3%

Another activity with high percentage that is chosen by students is writing diary or short story (46.7%). It is written by students to tell their daily activity and the unforgettable moments they had during learning. Another affective strategy is pray to God. But, the percentage is low, only about 6.7%. The researcher assumed that pray to God is already a part of our activity everyday. That's why most of students do not set it in their schedule eventhough, actually, it is very important.

There are two social strategy chosen by students to help them learn more, they are speaking in English with friends or family and studying with others. The percentage for each is 33.3% and 6.7%.

Figure 2 shows the students' tendency in choosing the activities.

3. Goals/Target of Learning

As new students, it is possible that freshmen have particular goals or target in learning that is quite different from the target of those in higher grades or semesters. The data in Table 4 described the students' target/goals.

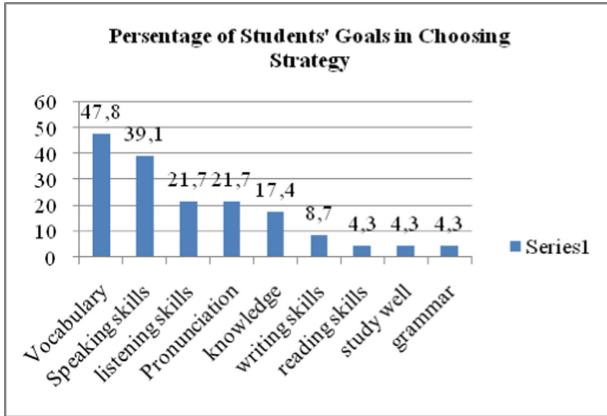Figure 3 also show the percentage of the students' goals.

Fig. 3. Percentage of Students' Goals

In Table 4 and in the Fig. 3, it can be seen that the students' goal with the highest percentage is getting more vocabulary. From 20 various activities, about 47.8% goal is to get more vocabulary. Many students mentioned that they watch movie, listen to English songs, play games, read English books in order to know and to have many English words. Another goal that has high percentage is improving speaking skill (39.1%). The target of some activities such as playing games, speaking with friends, joining international English club, learning via application is to improve their ability and proficiency in speaking or communicating using English.

Close to that, the information above likewise uncovered that perusing and composing expertise are two English abilities that the understudies are not worried a ton contrasting with another two abilities, talking and tuning in. The percentage for both is only 8.7% for improving writing skill and 4.3% for improving reading skill. Actually, it is an interesting finding because freshmen, in fact, concern a lot on how they can speak and listen well in English than how to understand what they read or how to write a composition.

Having indirect strategy in learning English is as important as direct strategy. Managing oneself learning well will make the learning process itself becomes much easier and directed to reach the expected goals. The problem is many students do not understand and do not care much to do some activities beside their regular learning in the classroom, such as attending international seminar, having and reading more referenced books, discuss with others for better understanding and practice, and even cheering up him/herself by creating positive statement when they feel tired or bored. All of these such activities can support their successfulness in studying.

4   Conclusions

Successful English learners have strategies in learning that help them much study with different circumstance or atmosphere that they enjoy so much and lead them to achieve the expected goals. Indirect learning strategy that is divided into three; metacognitive strategy, affective strategy and social strategy is basically a general management of

a language learning including English. This research describes that there are several strategies that freshmen of English department chose to support their learning process, they are strategy in managing the time to study independently, various activities that can be done for different purposes, and the last one is their target to improve their ability and skills in English.

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