THE LEARNING STRATEGIES IN ENGLISH SUBJECT OF ISLAMIC STUDY PROGRAM AT IAIN CURUP

by Sri Meilinda Et. Al

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Abstract:
This research was focused on the PAI students" strategies in learning English at IAIN Curup. These research objectives were to find out the PAI students" strategies in learning English. The design of the research was presented in quantitative descriptive. The subject of this research was 2nd semester of PAI department students. To know what strategies used, the researcher used Stern theory about Language learning strategies which are divided into five categories are divided into management and planning, cognitive, communication, interpretational and affective. In collecting the data, the researcher used close-ended questionnaire. In analysis of data, the steps were: The first steps for analysis the data is scoring. The second steps were the researcher accounted the score of the total frequency that was divided with the total questions. The third steps were the researcher accounted the percentage of each items of questionnaire based on the students answer in questionnaire. The result show that PAI students who got A score used 4 strategies in learning English they are management and planning strategies, cognitive strategies communicative strategies and affective strategies. But affective strategy is more dominant 83.7% as a strategy in learning English. PAI students who got B scores used 3 strategies in learning English they are management and planning strategies, cognitive strategies and affective strategies. Management and planning strategy is more dominant 74.4% as a strategy in learning English. PAI student who got C score 3 strategies in learning English they are cognitive strategies communicative strategies and affective strategies. But cognitive is more

dominant 76% as a strategy in learning English.

However, the reason why students who got C score is that these students did not take one of exam (UTS and UAS) that were held. And PAI student who got E score used 2 strategies in learning English they are interpretational strategies and affective strategies. But affective strategy is more dominant 90% as a strategy in learning English. Although, the strategies used by student who got A score and E score are alike, however students who got E score do not attend the class, the UTS and UAS properly.

INTRODUCTION

Learning is considered one of the greatest means of education. Learning and education is a board perspective in a lifelong, never-ending process, which must be seen to include almost all aspects of life. Kingsey and R. Garry (2015) said that Learning is the mechanism from which action (in the wider sense) originates or improves though practice. Learning is a change in individual itself as a new pattern of skill reactivity attitude, behavior, intelligence or an understanding. Because of that, every individual who wants to know more about the learning process should face the learning process itself.

According to Mazur and Rockin (2014), Learning is generally characterised as an individual's shift due to experience based on the constructivist philosophy of language learning, and foreign language learners develop their own learning through engagement and reflection in their constant contact with new learning circumstances. Himalik states that learning is as a process of changing the whole students" behavior, as the product or outputs from the interaction with the environment. From those statements, we may conclude that by learning every individual has opportunity to change the way of

people build their educational to interact by experience that they get from their environment, especially in learning English.

The main task of students is to complete the tertiary education that is being pursued. In completing these assignments, students are confronted with a variety of academic demands in each course taken. In the end, the ability of students to settle these demands can be seen in the learning achievements seen from the final value accumulated by an academic achievement index (IPK).

The high and low of a student's learning achievement show how in his role as a student in college. This has a close relationship with the learning process undertaken by the student. If the student's learning achievement is good, then he certainly goes through a supportive learning process as well. Zollar and Ben- Chain argue that "the era in which we live is a time of awareness of the trials in which the lives of many people are not only greatly influenced, but also determined by their test performance". Measuring student learning outcomes is increasingly recognized as necessary, not only to monitor the success of the school system but also to improve the quality of education.

High and low academic achievement can be influenced by several factors, namely: motivation, mood, learning strategies, environment, social support, and several other factors such as intelligence, physical condition, lecturer teaching methods and so on. From these factors, researchers are interested in studying student learning strategies. Researchers choose learning strategies because learning strategies have properties that can still be changed or developed.

The learning strategies focus Applying learning techniques to the acquisition of second-language learning by students in English. Schumker & Deshler in Fauziati (2015) claimed that the language learning technique clearly refers to an individual's approach to completing an assignment. This is "an individual's way of organizing and using a particular set of skills to learn content or complete other tasks more effectively and efficiently at school as well as in non-academic settings". Learning Student techniques are really relevant and they all have different ways of interpreting the topic. Himalik notes that learning is a method of learning changing the whole students" behavior, as the product or outputs from the interaction with the environment. From that statement, we can conclude that by learning each individual has the opportunity to change the way people build

their education to interact with the experiences they get from their environment, especially in learning English.

Scarcella and Oxford (2003) state that learning strategies are defined as "specific actions, behaviors, steps, or techniques such as seeking out conversation partners, or giving one- self encouragement to tackle a difficult language task used students to enhance their own learning". When the learner actively selects techniques that suit his or her cognitive style and the L2 challenge at hand, these strategies become a valuable toolkit for successful, deliberate and purposeful self-regulation of learning. The performance of this strategy might be observable. Although English is not first subject, this will become challenge for them. According to Martyn (2017), not secret that English is one of the more challenging languages to learn where there are three difficulties that usually face by non- native in learning English. Those are pronunciation, vocabulary, and conversation. This also faced by non-English student at several universities. Strategies may be tested in a number of areas, such as diaries, hard thinking methods, insights and polls. Study both outside the field of language and research with language learners also shows that the most active learners prefer to use learning techniques that are relevant to the material, the mission, and their own objectives, desires, and level of learning. More proficient learners appear to use a wider range of strategies In a variety of cases greater than those that are less successful at learning, but the relationship between the use of technique and skills is complicated. Data reveals that language learners at all stages use strategies, but some or most students are not completely conscious of, or do not know, the strategies they use or tactics that may be most useful for jobs, particularly in English classes.

It is important for students to identify their own learning limitations and strengths, particularly language learning. Each student can have different strategies. The ability to select and use suitable techniques to learn to speak English will help them develop their ability to speak English easier and faster (Noviyenti, 2018). The progress of student in learning process is decided by the teaching strategy which conducted by the instructor. Rukmana and Suryana notes that the teachers are expected to understand the fundamental components in applying the learning process in the classroom, because teaching is not only transmitting the experience, but also as a role mode for the student. The student can mimic the instructor to handle the lesson, how the teacher will make the classroom condition efficient

and conducive, and how the teacher will accomplish the goals of the learning and teaching method (Apriani, 2017).

Although English is not first subject, this will become challenge for them. According to Martyn (2017), not secret that English is one of the more challenging languages to learn where there are three difficulties that usually face by non- native in learning English. Those are pronunciation, vocabulary, and conversation. This is also faced by PAI student at several universities. But there are still many students who succeed in learning English, for example, at IAIN Curup.

Learning strategies are very important for everyone to learn, not only for English student programs, It is also the case with students at non English Study Program, especially they learn about religion. It is also case with students at Islamic

Education Study Program at IAIN Curup, where the PAI study program is one of the long-standing and well-accredited study programs, namely A. Accreditation is an assessment activity to determine the feasibility of Study Programs and Universities High. In addition to the eligibility of the quality of a study program (study program) and higher education (PT), an important reason for accreditation of study programs and other tertiary institutions is that accreditation is one of the requirements for applying for jobs in both public and private institutions. So accreditation is indispensable for a standard measure of the quality of education in a higher education institution. Accredited A college graduates are certainly considered students who have high competence; therefore researchers believe that PAI students have a good way of learning.

Based on the explanation above, the researcher interest in know "The Students Learning Strategies in English Subject of Islamic Study Program at IAIN Curup".

THEORETICAL FRAMEWORK
Learning Strategies

Learning is a process of acquire knowledge, develop skills, improve the behavior and strengthen the personality. In short, learning is a process to acquire knowledge, develop skills, improve the behavior and strengthen the personality which is done by the student. According to Stern, Rubin (1975) developed her theory of learning strategies as she "observed language classes directly or on videotape, listened to tapes of students discussing their own strategies, observed themselves

in language learning situation, and elicited observations from second language teachers. Gerlach & Ely as cite in Gardner (2001) states that learning strategies are the methods chosen to convey subject matter in a particular learning environment, which includes the nature, scope, and sequence of activities that can provide learning experiences to students12. The learning strategy consists of all components of the subject matter and procedures that will be used to help students achieve certain learning goals.

Learning strategies can also be interpreted as a pattern of learning activities that are contextually selected and used by teachers, according to the characteristics of students, school conditions, the environment and specific learning objectives formulated. Garlach & Ely as cite in Gardner also It said that there needs to be a connection between learning methods and learning goals in order to accomplish successful and productive learning practices. Learning plans consist of processes and approaches (procedures) that can ensure that students meet their learning goals.

In the teaching and learning process, strategies can be interpreted as certain behaviors used by learners to achieve learning goals. A general definition of learning strategies is „specific actions taken by the learner to make learning easier, faster, more enjoyable, more self- directed, more effective and more transferable to new situations" (Oxford, 2003). Learning techniques play an important part in the training of a second language (SLA) and this has been illustrated by several scholars and research. Although there is little doubt as to the role of learning strategies in SLA, the efficacy of teaching unique strategies has been questioned, especially as to whether learners will follow new strategies.

However, the Chamot et al analysis as cited by Dadour and Robbins, Leaver and Oxford (2014) have shown that a technique instruction adapted to particular contexts and individual learners' needs can be an efficient way to speed up the process of learning a second language. This research would use the Stern categorization of five sets of learning strategies: management and organizing strategies, cognitive strategies, communicative strategies, interpretive strategies and affective strategies.

Type of strategies

There are several linguists who differentiate on the categorization of learning techniques. They have a common

perspective of classifying it. The following discussion addresses the various views of the grouping of learning techniques. Language Learning Strategies amongst EFL/ESL Learners: A Literature Study, language learning strategies have been categorized into five categories. by Stern (2015), which are:

Management and planning strategy

These techniques are linked to the purpose of the learner to direct his own learning. The learner will take care of the creation of his own curriculum if he is assisted by an instructor whose position is that of a consultant and a resource person. In other terms, learners must: (1) decide on their contribution to language learning; (2) set themselves realistic targets; (3) decide on the required methodology; choose appropriate resources; and track progress; and assess success in the context of previously defined objectives and goals.

Cognitive strategies

There are learning or problem-solving steps or operations that involve direct analysis, transformation or synthesis of learning materials. Any cognitive techniques are presented as follows: (1) Clarification/Verification, (2) Guessing/Inductive Inference, (3) Deductive Reasoning, (4) Practice, (5) Memorization, (6) Tracking.

Communicative strategies

It includes the use of verbal or non-verbal devices for the useful transmission of information, such as circumlocution, gesturing, paraphrase or calling for repetition and explanation, strategies used by learners to keep a dialogue running. The purpose of using these methods is to avoid interrupting the flow of conversation.

Interpretational strategies

It tracks the progress of the learners and evaluates their performance. They should track their own progress and measure their own results. Learners should communicate and collaborate with native speakers. The learners ought to get familiar with the target community.

Affective strategies

It makes learners aware of emotions such as unfamiliarity or frustration, and helps to develop constructive feelings towards the target language in learning activities. It is obvious that successful

language learners use separate, affective techniques. Language learning can in some situations be stressful. In certain situations, a sense of strangeness may be evoked by a foreign language. In certain other situations, L2 learners may have bad feelings towards L2 native speakers. Good language learners are more or less mindful of these emotional issues. Strong language learners are seeking to establish connections that have a beneficial impact on the international language and its speakers as well as on the language the learning experiences were included. Learning instruction will help students deal with social challenges and resolve them by calling attention to possible frustrations or pointing to them as they do arise15. Based on that, there is relation to good and bad scores. Positive affective divide into four behaviors: laughing to show the happiness and satisfaction, smiling to show the happiness and satisfaction because something funny. Negative affective is divided into: show the confusion, bellyached, not attention to teacher's talk with classmate when learning is doing, and not care with learning process.

Student's Academic Achievement and Learning Strategies

Many of the challenges faced by students when they get to the pre-college level, such as a bachelor's degree, and their low academic success are often attributed to lack or inadequate learning abilities. Works such as Loret, Barca-Lozano, Peralbo, Almeida, Brenlla, Vicente, Porto and Moran, Tejedor, González y García (2015), Show how there is a direct connection between learning strategies and academic performance: it is also important to consider what learning strategies entail. This word has been defined by various scholars in different ways.

Brown (2004) states that achievement is The method of learning skills or knowledge and the most common form of success is standardised success in developing observable skills and information learners at grade level, usually by scheduled instructions, such as preparation or classroom instruction. Travers (1970) It says that accomplishment is the product of what a person has learnt from any learning experience. In the meantime, Beltran knows learning methods as "internal mental operations that students do in the teaching-learning situation. They have intentional and purposeful character". From the opinion above it can be concluded that and student learning achievement is the result of a learning process that shows the ability of

students in educational learning, so it can be said that student achievement has a close relationship with student learning strategies.

RESEARCH METHODOLOGY

The researcher uses descriptive quantitative method to analyze the data. This method helps the writer to investigate the Islamic study program strategies in learning English. Gay as cited by Budiman (2019) states that descriptive quantitative research involves collecting data in order to answer the question concerning to the current subject's status of the study.

The population in this study is the 2nd semester student of Islamic study program. There are seven classes of 2nd semester students. Each class consists of around 32 students. So, the total amount the population is around 220 students. The researcher take 21% of the population as a sample because the numbers of population are more than 200 persons there are 220, so the researcher will take 173 students from class randomly. However, the material was collected to find out what strategies the students used in learning English of PAI students at IAIN Curup.

The researcher distributed questionnaire to subject of the research whose had been determined in this research, in order to see the correlation between students' strategy toward their English achievement in Islamic study program, the researcher tried to use questionnaire to get respond from the students what are their strategy in learning English.

RESULT
Learning Strategies Used by Student PAI

The data analysis had been accepted and calculated by researcher in explanation above based on each Study program that learn English in IAIN Curup. It had been known from the analysis every Study Programs have their own strategy in learning English. But to know what the most strategy that used by whole students from all strategies, it would explain below.

Table 1: Learning Strategies Used by PAI Student Who Got A Score

No.	Percentages (%)	Strategies

	78 %	Management and Planning
1	78 %	Management and Planning
2	74,8 %	Cognitive
3	74,85 %	Communication
4	55,56 %	Interpretational
5	83,7 %	Affective

Table 2: Learning Strategies Used by PAI Student Who Got B Score

No.	Percentages (%)	Strategies
1	74,44 %	Management and Planning
2	71,43 %	Cognitive
3	65,32 %	Communication
4	55,69 %	Interpretational
5	72,74 %	Affective

Table 3: Learning Strategies Used by PAI Student Who Got C Score

No	Percentages (%)	Strategies
1	60 %	Management and Planning
2	76 %	Cognitive
3	72,5 %	Communication
4	20 %	Interpretational
5	70 %	Affective

Table 4: Learning Strategies Used by PAI Student Who Got E Score

No.	Percentages (%)	Strategies
1	65,71 %	Management and Planning
2	64 %	Cognitive

3	47,5 %	Communication
4	80 %	Interpretational
5	90 %	Affective

The Implementation of PAI Student in Learning English

Table 5: The Implementation of PAI Student in Learning English

No	Strategies	Implementation
1	**Management and Planning**	Student do some plans, such as make a list, making schedule, setting a time study the material to be studied, studying it at night, repeat the material that has been studied, use the right method, student determine their own learning goals and methods, appropriately according to the material being studied for example when learning vocabulary students will use memorizing methods, training methods to improve abilities, choose the right sources of learning in accordance with the material being studied by utilizing
		available resources such as dictionaries, google, boks from library, google scholar, google telusuran and pdf files with trusted libraries and evaluate learning plan, student will evaluate their learning plan, if they feel faild in the previous lesson then students will improve the previous plan so as not ro make the same mistake or replace it with a new learning plan.

2	Cognitive	Student improve learning skills by prsctice, recite and practice the material that has been learned, looking for example os similar problems and working on, practice speaking in front of others, memorizing vocabulary, and working together.
		Students solve the problems dealing with any specific classroom tasks will try to do it and solve it by themselves on time or ask questions and do it together with their friens who understand the assignments about.
3	Communication	Student direct and indirect communication such as using gesture example, nodding or shaking their hands when not understanding the lesson and
		raising their hand to aks questions or answer questions on the board, use eye contact or pay attention when the lecturer explains, uses facial expressions and uses via chat when you can"t take part in learning activities. using body movements, eye contact and facial expressions.

4	**Interpretational**	Student monitor the development of English learning by making a list and checking what has been achieved or not and seeing the scores obtained thn comparing the results whether they have improved or not. Students score will evaluate their learning by checking the resuts of learning, if it is not satisfactory, students will correct where the error lies then study again and fix it. Students learning English from native by following social media from people abroad, watching Hollywood movies or American got talent. Students understand the culture they are learning by searching for info on the internet and you tube, understanding sentences and accept used and deepen the language being studied.
5	**Affective**	Student reduce anxiety and worry by clam down with clearing their mind, relaxing and thinking positively, regulate breathing and building courage with confident motivating themselves building courage with confidence.

Management and Planning
Table 6: Students' Learning Strategies in English Subject of Islamic Study Program

Categories	Statements	AL	OF	SE	RE	NE	Total	
		F	F	F	F	F	Score	%
Management and planning	1	40	26	28	4	2	398	79,6 %
	2	26	36	36	2	0	386	77,2%
	3	54	22	22	2	0	428	85,6%
	4	36	40	22	0	2	408	81,6%
	5	22	38	26	10	4	364	72,8%

6	18	34	40	4	4	358	71,6%
7	30	30	38	2	0	388	77,6%
Total						2730	78%

From the data above, **Question 1** (Do you plan your learning activities), showed that there were 40 students choose Always, 26 Students always pick, so 28 students choose Often, 4 students choose Rarely and 2 students choose Never.

The total score is 398 and has percentage 79,6%. **Question 2** (Do you implement the learning plan you made?), showed that there were 26 students choose Always, 36 students choose Often, 36 students select often, and two students choose Rarely. This is the total score is 386 and has percentage 77,2%. **Question 3** (Do you set your own goal in learning?), showed that there were 54 students choose Always, 22 students choose Often, then 22 students choose Sometimes and 2 students choose Rarely. The total score is 428 and has percentage 85,6%. **Question 4** (Do you decide on an appropriate methodology in learning?), showed that there were 36 students choose Always, 40 students choose Often, then 22 students choose Sometimes, and 2 students choose Never. The total score is 408 and has percentage 81,6%. **Question 5** (Do you select certain resources in your learning plan?), showed that there were 22 students choose Always, 38 students choose Often, then 26 students choose Sometimes, 10 students choose Rarely and 4 students choose Never. The total score is 364 and has percentage 72,8%. **Question 6** (Do you re-evaluate every learning plan that you implement?) showed that there were 18 students choose Always, 34 students choose Often, then 40 students choose Sometimes, 4 students choose Rarely and 4 students choose Never. The total score is 358 and has percentage 71,6%. **Question 7** (Do you plan the learning process based on your wants?) showed that there were 30 students choose Always, 30 students choose Often, then 38 students choose Sometimes, and 2 students choose Rarely. The total score is 388 and has percentage 77,6%.

Based on statement above indicated that Often PAI students used Management and Planning Strategy in learning English with the entire percentage 78%.

Cognitive

Table 7: Students' Learning Strategies in English Subject of Islamic Study Program

Categories	Statements	AL	OF	SE	RE	NE	Total	
		F	F	F	F	F	Score	%
Cognitive	1	22	36	32	10	0	372	74,4%
	2	10	50	24	8	8	346	69,2%
	3	26	36	20	4	2	392	78,4%
	4	16	52	32	0	0	384	76,8%
	5	24	36	32	8	0	376	75,2%
	Total						1870	74,8%

From the data above, **Question 1** (Do you practice the lesson to increase your abilities?), showed that there were 22 students choose Always, 36 students choose Often, then 32 students choose Sometimes, and 10 students choose Rarely. The total score is 372 and has percentage 74,4%. **Question 2** (Do you take or give the message as your learning media?), showed that there were 10 students choose Always, 50 students choose Often, then 24 students choose Sometimes, 8 students choose Rarely and 8 students choose Never. The total score is 346 and has percentage 69,2%. **Question 3** (Do you explain and think the material that you have learned?), showed that there were 26 students choose Always, 36 students choose Often, then 20 students choose Sometimes, 4 students choose Rarely and 2 students choose Never.

The total score is 392 and has percentage 78,3%. **Question 4** (Do you recall the input of the lesson that you have learned?), showed that there were 16 students choose Always, 52 students choose Often, and 32 students choose Sometimes. The total score is 384 and has percentage 76,8%. **Question 5** (Do you solve the problems dealing with any specific classroom tasks?), showed that there were 24 students choose Always, 36 students choose Often, then 32 students choose Sometimes, and 8 students choose Rarely. The total score is 376 and has percentage 75,2%.

From statement above indicated that Sometimes PAI students used Cognitive Strategy in learning English with the entire percentage 74,8%.

Communication

Table 8: Students' Learning Strategies in English Subject of Islamic Study Program

Categories	Statements	AL F	OF F	SE F	RE F	NE F	Total Score	%
Communication	1	46	24	18	6	6	398	79,6%
	2	32	20	36	12	0	372	74,4%
	3	10	22	52	12	4	326	65,2%
	4	18	16	42	16	8	320	64%
	5	36	28	34	0	2	396	79,2%
	6	38	28	34	0	0	404	80,8%
	7	34	26	36	2	0	392	78,4%
	8	30	34	32	2	2	386	77,2%
Total							2994	74,85%

From the data above, **Question 1** (Do you use verbal communication in learning English?), showed that there were 48 students choose Always, 24 students chose Often, then 18 students choose Sometimes, 6 students choose Rarely and 6 students choose Never. The total score is 398 and has percentage 79,6%. **Question 2** (Do you ask for clarification from the lecturer when you do not understand the material presented?), showed that there were 32 students choose Always, 20 students choose Often, then 36 students choose Sometimes, and 12 students choose Rarely. The total score is 372 and has percentage 74,4%. **Question 3** (Do you restate the lecturer's explanation to confirm your understanding?), showed that there were 10 students choose Always, 22 students choose Often, then 52 students choose Sometimes, 12 students choose Rarely and 4 students choose Never. The total score is 326 and has percentage 65,2%. **Question 4** (Do you use non-verbal communication in learning English?), showed that there were 18 students choose Always, 16 students choose Often, then 42 students choose Sometimes, 16 students choose Rarely and 8 students choose Never. The total score is 320 and has percentage 64%. **Question 5** (Do you use gesture in communication?), showed that there were 36 students choose Always, 28 students choose Often, then 34 students choose Sometimes, and 2 students choose Never. The total score is 396 and has percentage 79,2%. **Question 6** (Do you use smile and appropriate facial expression in communication?) showed that there were 38 students choose Always, 28 students choose Often, and 34 students choose Sometimes The total score is 404 and has percentage 80,8%. **Question**

7 (Do you use eye contact in communication?) showed that there were 34 students choose Always, 26 students choose Often, 34 students choose Sometimes and 2 students choose Rarely. The total score is 392 and has percentage 78,4%. **Question 8** (Do you use body language or movement in communication?) showed that there were 30 students choose Always, 34 students choose Often, then 32 students choose Sometimes, 2 students choose Rarely and 2 students choose Never. The total score is 386 and has percentage 77,2%.

Based on statement above indicated that Often PAI students used Management and Planning Strategy in learning English with the entire percentage 74,85%.

Interpretational

Table 9: Students' Learning Strategies in English Subject of Islamic Study Program

Categories	Statements	AL	OF	SE	RE	NE	Total	
		F	F	F	F	F	Score	%
Interpretational	1	22	28	36	6	8	350	70%
	2	14	38	44	0	4	358	71,6%
	3	2	8	4	10	76	150	30%
	4	20	28	30	8	14	332	66,4%
Total							1190	59,56%

From the data above, **Question 1** (Do you monitor the progress of your English learning?), showed that there were 22 students choose Always, 28 students choose Often, then 36 students choose Sometimes, 6 students choose Rarely and 8 students choose Never. The total score is 350 and has percentage 70%. **Question 2** (Do you evaluate your learning results?), showed that there were 14 students choose Always, 38 students choose Often, then 44 students choose Sometimes and 4 students choose Never. The total score is 358 and has percentage 71,6%. **Question 3** (Do you learn English with native speakers?), showed that there were 2 students choose Always, 8 students choose Often, then 4 students choose Sometimes, 10 students choose Rarely and 76 students choose Never. The total score is 150 and has percentage 23,18%. **Question 4** (Do you try to understand the culture of the language you are learning?), showed that there were 20 students choose Always, 28 students choose Often, then 30 students choose

Sometimes, 8 students choose Rarely and 14 students choose Never. The total score is 332 and has percentage 66,4%.

From statement above indicated that Rarely PAI students used Interpretational Strategy in learning English with the entire percentage 59,56%.

Affective

Table 10: Students' Learning Strategies in English Subject of Islamic Study Program

Categories	Statements	AL	OF	SE	RE	NE	Total	
		F	F	F	F	F	Score	%
Affective	1	28	46	10	4	2	394	78,8%
	2	66	24	4	4	2	450	90%
	3	46	42	10	2	0	432	86,4%
	4	40	30	16	12	0	398	79,6%
	Total						1694	83,7%

From the data above, **Question 1** (Do you detract your worried and anxiety in learning process?), showed that there were 28 students choose Always, 46 students choose Often, then 10 students choose Sometimes, 4 students choose Rarely and 2 students choose Never. The total score is 394 and has percentage 78,8%. **Question 2** (Do you build up your will and braveness?), showed that there were 66 students choose Always, 24 students choose Often, then 4 students choose Sometimes, 4 students choose Rarely and 2 students choose Never. The total score is 450 and has percentage 90%. **Question 3** (Do you control your feeling and temperament in learning process?), showed that there were 46 students choose Always, 42 students choose Often, then 10 students choose Sometimes and 2 students choose Rarely. The total score is 432 and has percentage 86,4%. **Question 4** (Do you try to build positive feelings towards the target language in the learning activities?), showed that there were 40 students choose Always, 30 students choose Often, then 16 students choose Sometimes, and 12 students choose Rarely. The total score is 398 and has percentage 79,6%.

From statement above indicated that Always PAI students used Affective Strategy in learning English with the entire percentage 83,7%.

Table 11: The percentages of PAI students' strategy

No	Score	Strategies (%)				
		Management and Planning	Cognitive	Communication	Interpretational	Affective
1	A	78	74,8	74,85	59,56	83,7
2	B	74,44	71,43	65,32	55,69	72,74
3	C	60	76	72,5	20	70
4	E	65,71	64	47,5	80	90
TOTAL		69,53	71,5	65,04	53,81	79,11

DISCUSSION

From the data above we know that the strategy most used by PAI students in learning English is the Affective Strategy, where based on data analysis, researchers know that students are related to student feelings in achieving learning goals, such as learning process students try to alleviate a sense of worry and anxiety, desire and courage as well as controlling feelings and temperament and building positive feelings in learning. The second strategy used by students is the Cognitive strategy, this strategy is related to their thoughts in shaping their learning activities such as using the media to give and receive messages, improve abilities and more. The third strategy used by students is the Management strategy. From the analyzing the results, the researcher conclude that there are more students decide to pay attention to plan and organize learning activities, implement and evaluate the learning process. The fourth strategy is Communication. Based on data analysis, researchers know that students are related to direct or indirect communication in shaping their learning activities such as asking for clarification from lecturers directly, using gesture marks, facial expressions, using eye contact and more. And The last strategy used is the Interpretation strategy. In this strategy, students can be analyzed from data that involves students monitoring learning progress and evaluating it by learning through native speakers and understanding their culture.

Learning Strategy of PAI Student Who Got A Score

The results of the Likert scale questionnaire analysis in Table above describe the order of the types of strategies used by students starting

from management and planning strategies (78%), cognitive (74.8%), communication (74.85%), interpretation (55.56%), and affective (83.7%). Label 4 above shows the use of various strategies applied by students so that these findings are related to what is claimed by Oxford and O'Malley & Chamot (2003) which states[10] that the use of learning techniques is one of the reasons that leads to the learning of a second language or a foreign language. In addition, it was observed that the majority of students engaged in management and planning techniques, perceptual, communication and affective, but also affective strategies. are more dominant than the 4 strategies used which are in line with the findings of Ling (2015). These findings indicate that students managed to control their emotions and attitudes towards learning[21] foreign languages. This is also related to what was said by white as cited in Oxford "Affective strategies are very important especially to those learners who do not have a support or a motiv[21]tion to learn from their teacher or class". Dornyei (2010) said that Affective strategies, also called self-motivational strategies. This shows that students still need an emotional approach, motivation, and sufficient assistance to develop positive attitudes and values towards learning English.

Learning Strategy of PAI Student Who Got B Score
The results of the Likert scale questionnaire analysis in Table above describe the order of the types of strategies used by students starting from management and planning strategies (74.4%), cognitive (71.43%), communication (65.32%), interpretational (55,68%), and affective (72.74%). Table above shows that most students like management and planning techniques, perceptual and social, also management and planning strategies are more dominant than the 3 strategies used. This strategy helps students to organize, plan and evaluate learning to enable them to set learning goals, monitor and evaluate progress. This shows that before learning English, they think first to plan the learning process; and during the learning process, they will monitor understanding and knowledge can. This allows learners to make self-evaluations. In connection with this finding, according to stern which Say that the learner must: decide on the contribution to language learning, set realistic targets, decide on the appropriate approach, choose appropriate tools and track development, measure its success in the context of previously defined objectives and goals (Zare, 2012).

Learning Strategy of PAI Student Who Got C Score

The results of the Likert scale questionnaire analysis in Table above illustrate the order of the types of strategies used by students starting from management and planning strategies (60%), cognitive (76%), communication (72.5%), interpretation (20%), and affective (70%). Table 24 above shows that most students like strategy, cognitive, communication and affective, but cognitive strategy is more dominant than the 3 strategies used. The cognitive strategies applied by students so that these findings are related to what is claimed by Oxford and O'Malley & Chamot (2012) who say that the use of learning techniques is one of the factors that leads to good learning a second language or a foreign language. Winkel notes that cognitive strategies, which are one type of learning strategy, are tools that learners use to manage and track their own cognitive processes.. In addition, this is also related to what was said by Ellis (2013), "Cognitive strategies are those that are involved in the analysis, synthesis, or transformation of learning materials". However, the reason why students who get a C grade is that these students did not take one of the exams (UTS and UAS) that were held.

Learning Strategy of PAI Student Who Got E Score

Based on the data analysis above, the results of research show that the most widely used strategy by PAI students who got E score is Affective strategy, where this strategy is related to learning strategies categorize by Stern (2012) which say emotional interventions that make learners aware of emotions such as unfamiliarity or confusion, and aim to develop positive feelings towards the target language in learning activities.. Although, the strategies used by students who got A score and E score are alike, however students who got E score do not attend the class, the UTS and UAS properly.

CONCLUSION

After compiling the results of the study findings and the discussion in the previous chapter, the researcher will identify the groups that are categorized into five strategies. This strategy is an item used by students who score A, B, C, and E in 7 classes or study programs in learning English. And in the discussion above the researcher knows that:

There are 100 PAI students who got A score and 78% of them use Management and Planning, 74,8% use Cognitive, 74,85% use Communicative, 59,56% use Interpretational and 83,7% use Affective as their strategy in learning English. It was found that students PAI who got A score used 4 strategies in learning English they are management and planning strategies, cognitive strategies communicative strategies and affective strategies.

There are 71 PAI students who got B scores, 74,44% of them use the Management and Planning strategy, 71,43% use cognitive, 65,32% use Communicative, 55,69% use Interpretational, 72,74% use Affective in learning English. It was found that students PAI who got B score used 3 strategies in learning english they are management and planning strategies, cognitive strategies and affective strategies.

There is 1 PAI student who got C score, 60% uses a Management and Planning strategy, 76% uses Cognitive, 72.5% uses Communicative, 20% uses Interpretational and 70% uses affective in learning English. It was found that students PAI who got C score used 3 strategies in learning english they are cognitive strategies communicative strategies and affective strategies. However, the reason why students who got C score is that these students did not take one of exam (UTS and UAS) that were held

There is 1 PAI student who got E and 65.71% use Management and planning, 64% use Cognitive, 47.5% use Communicative, 80% use Interpretational and 90% use Affective as a strategy in learning English. It was found that students PAI who got E score used 2 strategies in learning english they are interpretational strategies and affective strategies. Although, the strategies used by student who got A score and E score are alike, however students who got E score do not attend the class, the UTS and UAS properly.

SUGESSTIONS
The research objectives have answered. Finally, the suggestion comes for a better future. The suggestion is specifically proposed as below:

The researcher suggests to the other researcher to carry out more researches with the same topic and problem in various variables in order to compare the result of the strategies each other. Various research will lead the research become valid, specific and it owning is guaranteed.

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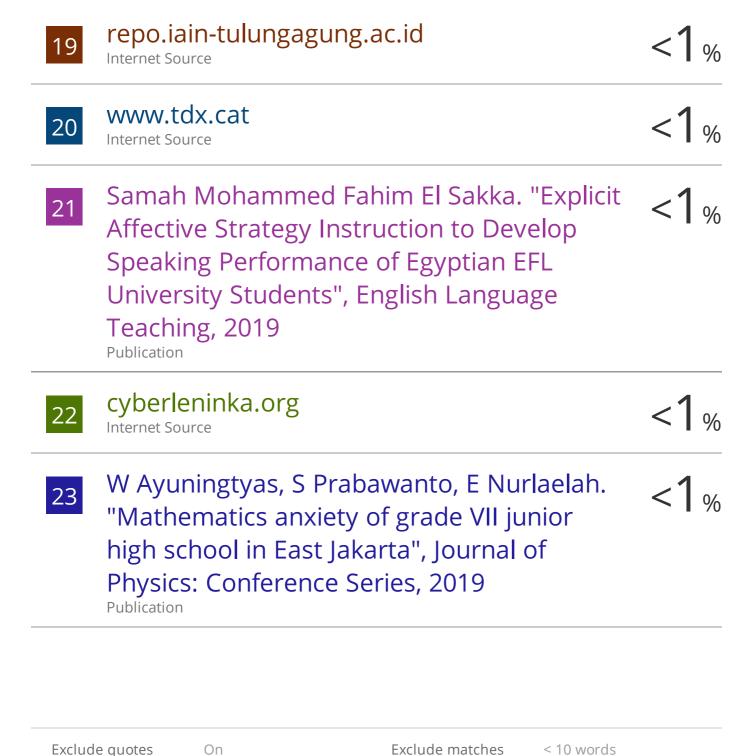H.D, Brown. (2004). Language Assessment: Principle and Classroom Practices. NewYork: Longman, Pearson Education, p. 47

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