
9-4-2023

“I Love Talking to Myself”: Language Learning Strategies Employed by Indonesian Faculty Members

Noprival Noprival

Universitas Jambi, Indonesia, noprival@unja.ac.id

Alfian Alfian

Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi, Indonesia, alfian@uinjambi.ac.id

Robi Soma

Universitas Jambi, Indonesia, robisoma858@gmail.com

Follow this and additional works at: <https://nsuworks.nova.edu/tqr>



Part of the [Higher Education Commons](#), [Language and Literacy Education Commons](#), [Quantitative, Qualitative, Comparative, and Historical Methodologies Commons](#), and the [Social Statistics Commons](#)

Recommended APA Citation

Noprival, N., Alfian, A., & Soma, R. (2023). “I Love Talking to Myself”: Language Learning Strategies Employed by Indonesian Faculty Members. *The Qualitative Report*, 28(9), 2607-2619. <https://doi.org/10.46743/2160-3715/2023.6122>

This Article is brought to you for free and open access by the The Qualitative Report at NSUWorks. It has been accepted for inclusion in The Qualitative Report by an authorized administrator of NSUWorks. For more information, please contact nsuworks@nova.edu.



“I Love Talking to Myself”: Language Learning Strategies Employed by Indonesian Faculty Members

Abstract

Despite the existence of many studies on language learning strategies (LLS), little scholarly work reports the LLS used by faculty members in learning English, with most participants of previous studies being students. Further, most of those previous studies have been conducted using exclusively quantitative methods. In response to these empirical and methodological gaps, the current qualitative descriptive case study investigates how Indonesian lecturers employed their strategies over their path of enhancing their English proficiency. We collected data through semi-structured interviews obtained from eight Indonesian faculty members. In this study, we found five overarching themes, including practicing in academic fields, learning by enjoying, engaging with academic resources, using online platforms, and employing the personal convenience of language engagement strategies. Findings showed that most language learning strategies employed by our participants were concerned with autonomous learning.

Keywords

descriptive case study, English, individual semi-structured interviews, Indonesian faculty members, language learning strategies (LLS)

Creative Commons License



This work is licensed under a [Creative Commons Attribution-Noncommercial-Share Alike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).

“I Love Talking to Myself”: Language Learning Strategies Employed by Indonesian Faculty Members

Noprival¹, Alfian², and Robi Soma¹

¹Universita Jambi, Indonesia

²Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi, Indonesia

Despite the existence of many studies on language learning strategies (LLS), little scholarly work reports the LLS used by faculty members in learning English, with most participants of previous studies being students. Further, most of those previous studies have been conducted using exclusively quantitative methods. In response to these empirical and methodological gaps, the current qualitative descriptive case study investigates how Indonesian lecturers employed their strategies over their path of enhancing their English proficiency. We collected data through semi-structured interviews obtained from eight Indonesian faculty members. In this study, we found five overarching themes, including practicing in academic fields, learning by enjoying, engaging with academic resources, using online platforms, and employing the personal convenience of language engagement strategies. Findings showed that most language learning strategies employed by our participants were concerned with autonomous learning.

Keywords: descriptive case study, English, individual semi-structured interviews, Indonesian faculty members, language learning strategies (LLS)

Introduction

Studies on the acquisition of second languages have revealed that individual efforts in learning and use of the language are necessary for language learning to be successful (Lamb, 2004; Marwan, 2016; Rubin et al., 1982). This emphasizes the need for language learners to find the optimal methods of learning. According to Alfian (2018), one of the most crucial individual ways of learning a language is to create and use beneficial language learning strategies (LLS). LLS plays a significant part in the success of learning a new language because they enable learners to choose and use the most practical strategies for achieving their learning goals (Oxford, 1990; Qingquan et al., 2008; Rusnadi, 2014). Additionally, effective LLS inspires learners to become more independent (Benson, 2001; Dickson, 1995; Hsiao & Oxford, 2002). These factors make it essential for language learners to comprehend and adopt the language learning strategies used by other accomplished students (Griffiths, 2003; Qingquan et al., 2008; Rubin, 1987).

The importance of LLS has been illustrated by previous studies in all levels of education, including in higher education contexts (see Alfian, 2018, 2021; Al-Buainain, 2010; Alhaysony, 2017; Annurahman et al., 2013; Aziz, 2005; Chuin & Kaur, 2015; Hayati, 2015; Javid et al., 2013; Kazamia, 2003; Khalil, 2005; Mistar, 2001; Paredes, 2008; Prakongchati, 2007; Qingquan et al., 2008; Radwan, 2011; Rusnadi, 2014; Wahyuni, 2013; Yang, 2007; Yilmaz, 2010; Zhou & Intaraprasert, 2015). However, these studies have largely focused on exploring LLS employed by students. In fact, English is not only useful for students but also for faculty members. For example, in non-English-speaking countries like Indonesia, faculty

members are required to keep enhancing their English for academic purposes. Guided by Oxford's (1990) LLS theory, this study aims to explore English learning strategies employed by faculty members at a health sciences college in Indonesia.

Literature Review

The various proponents of this theory, including Ellis (1994), Chamot and O'Malley (1994), Oxford (1990), and Rubin (1987), demonstrate the significance of LLS. Even though each of these experts has their own models of LLS, they all agree that LLS are actions made by students to enhance their learning of a foreign language. The Oxford (1990) taxonomy is one of the many LLS classifications developed by experts, and among the most frequently cited. Her strategy inventory for language learning (SILL) has been used internationally and translated into more than twenty languages, including Arabic, Chinese, French, German, Japanese, Korean, among others. According to Oxford (1990), there are two broad categories of language learning strategies: those that support language learning directly and those that support it indirectly. Oxford (1990) further divided the indirect strategies into metacognitive, affective, and social strategies and the direct strategies into memory, cognitive, and compensation strategies. Her work is viewed as a comprehensive, systematic model of LLS (e.g., Cohen & Macaro, 2007; Ellis, 1994; Radwan, 2011).

Scholars from across the world have provided evidence of the value and significance of LLS in all levels of education, including in tertiary education contexts (see Al-Buainain, 2010; Alhaysony, 2017; Aziz, 2005; Chuin & Kaur, 2015; Javid et al., 2013; Kazamia, 2003; Khalil, 2005; Mistar, 2001; Paredes, 2010; Prakongchati, 2007; Qingquan et al., 2008; Radwan, 2011; Rusnadi, 2014; Yang, 2007, Yilmaz, 2010; Zhou & Intaraprasert, 2015). For example, Javid et al. (2013) who conducted a quantitative study at a university in Saudi Arabia showed that metacognitive strategies were the most employed by students. In addition, Alhaysony (2017), who quantitatively investigated LLS used by Saudi EFL students, indicated that cognitive strategies were used at a high frequency. Furthermore, Yang (2007) explored language learning strategies employed by junior college students in Taiwan. Using a quantitative design, this study found that the most preferred category was compensation. Previous studies reveal inconsistent results in the LLS used by students outside the Indonesian context.

Within the Indonesian context, the studies on LLS have also been highlighted by scholars (e.g., Alfian, 2018, 2021; Annurahman et al., 2013; Daflizar et al., 2022; Hayati, 2015; Noprival et al., 2023; Setiyadi, 2004; Wahyuni, 2013). For instance, Annurahman et al. (2013) examined the LLS employed by college students. Grounded in a quantitative design, they found that the uses of metacognitive strategies were at a high frequency among other LLS categories in learning English. Additionally, Alfian (2018) conducted a study at a university on the use of LLS. In this quantitative study, he found that successful learners employed metacognitive strategies while unsuccessful learners were more likely to use affective strategies. Using the same research design as Alfian (2018), Daflizar et al. (2022) explored the LLS used by Indonesian EFL university students. They found that metacognitive strategies were ranked as the most frequent. These studies indicated that Indonesian students at tertiary levels tended to use metacognitive strategies the most.

Although there have been multiple studies on language learning strategies, as illustrated by the preceding literature review, there is no scholarly work reporting the LLS of faculty members learning English for academic purposes, as most of the participants included in previous studies were students. Further, most of the existing research was conducted using quantitative methods exclusively. In response to these empirical and methodological gaps, the current study adopts a qualitative case study involving Indonesian lecturers in a college of

health sciences in Indonesia. This study is an attempt to fill a gap in the literature concerning LLS in the Indonesian higher education context.

The Role of the Researchers

The first author for this study obtained his doctoral degree from the Department of Language Education in a public university in Jakarta, Indonesia. One of his research interests is in language learning. For current research, he and two other researchers specifically explore how Indonesian lecturers used their strategies over their path of enhancing their English proficiency. He has experience with research methods, especially qualitative research methods. In this research, he contributed data collection and analysis. He also helped in the creation of the original draft. The first author collaborated with the other two authors who share the same interest in the area of language learning. The second author holds a Doctor of Education (Ed.D.), with a concentration in Curriculum Studies, from one of the public universities in Australia. He has experience in teaching research methods including qualitative research methods. His area of specialization in the EFL curriculum and instruction enabled him to conduct research on teaching and learning English, language assessment, etc. He has published numerous research articles on LLS in international journals. In this work, he assisted on the crafting discussion section. He also contributed to the proofreading of the manuscript. The third author for this study is a male Indonesian graduate student who is pursuing a doctoral degree in Education in one university in Indonesia. he is also a faculty member in one public university in Jambi, Indonesia. In this research, he helped the second author report the discussion section.

Method of Research

Research Design

We sought a thorough knowledge of social processes in a natural context using a qualitative method (Creswell, 2007; Gay et al., 2012; Nunan, 2010). This study sought detailed information on the language learning strategies used by Indonesian lecturers. Furthermore, we used a case study as the methodology for the qualitative approach. According to Percy et al. (2015), the criteria for a case study includes the presence of distinct boundaries that set it apart from other collections of occurrences. Participants in this instance are lecturers from Indonesia. A case study was the most suitable way of all qualitative methods since such participants are easily distinguished from other common studies using students for data collections. Specifically, we utilized a descriptive case study, meaning that this type of case study is used to describe an intervention or phenomenon and the real-life context in which it occurred (Yin, 2003).

Participants

We invited the lecturers at a college of health and sciences in Indonesia to participate in this study. They were selected based on purposive sampling. All participants have demonstrable experiences of learning English after they were appointed as lecturers in higher education, either through independent learning or private language tutoring. They have various reasons to learn English; however, learning English to prepare for pursuing a doctoral program is notably the prime motivation.

Table 1
Participants' Background Information

No	Code	Sex	Age (year)	Degree Level	Educational Background
1	P1	Female	31	Master's degree	Public health
2	P2	Female	47	Master's degree	Public health
3	P3	Female	35	Master's degree	Nursing
4	P4	Male	35	Master's degree	Pharmacy
5	P5	Female	47	Master's degree	Nursing
6	P6	Male	33	Master's degree	Public health
7	P7	Male	35	Master's degree	Public health
8	P8	Female	38	Master's degree	Public health

There were eight participants who voluntarily participated during the process of collecting data. They were categorized as adults, with ages ranging from thirty-one to forty-seven years old. They are all Indonesian lecturers who have different academic backgrounds in the health sciences, including nursing, pharmacy, and public health. Even though an Institutional Review Board (IRB) process is not common in Indonesia, we guaranteed our participants confidentiality. We protected the rights of our participants by concealing the names of people, places, and the research site using pseudonyms. Also, we kept all data confidential and private, that is, we were the only people with access to the data during and after the research study.

Data Collection, Data Analysis, and Trustworthiness

An in-depth interview was used to gather data for this study. First, we put together a semi-structured interview procedure. A protocol was developed to guide data collection for the case study, as suggested by Yin (2018). In this study, we adapted an interview instrument from a previous study conducted by Wu (2008). Individual semi-structured interviews with the informants took place at their preferred locations to gather the interview data. Indonesian was the language utilized to collect the data. We assured our participants that their participation was completely voluntary and that their statements would be kept private. They also had the option to discontinue their involvement in our study at any moment or not respond to specific interview questions. Fortunately, all the invited interviewees showed their sincere cooperation when asked to provide information.

We engaged with the data after conducting interviews with the participants. We analyzed the individual interviews line-by-line to examine the Indonesian faculty members' strategies in learning English. According to Yin (2018), there are five analytic techniques: pattern matching, explanation building, time-series analysis, logic models, and cross-case synthesis. In this study, we used pattern matching by comparing or matching patterns in the collected data with a pattern defined prior to data collection. We predicted patterns, stated as propositions, as our first data analysis strategy for case study research, meaning that we

provided tentative language learning strategies used by Indonesian faculty members. After that, we confirmed the data interviews by starting with coding categories. For example:

Table 2
Initial Proposition: Practicing in Academic Fields

Coding category	Verbatim
Practicing in Academic Fields	<p>I write a research article and [at the same time, it strengthens my English] ...it is one of the obligations of lecturers. (P3)</p> <p>I used English to present my research in the international conference...if I was stuck, I mixed with Indonesian. (P8)</p> <p>I also try to use English when teaching my students [but I more often speak Indonesian in the classroom]. (P5)</p>

Afterwards, we found the coding categories that emerged from words and phrases which represented the regularities, patterns, and topics our data covered. Then, we compared each coding category with the initial proposition, finding that the coding category supported the proposition. So, we decided the initial proposition also reflected the final proposition.

In this study, we analyzed the individual interview line-by-line. As Saldaña (2009) suggested, to get proper qualitative research findings data should be analyzed multiple times. Going through all the tentative LLS, we finally identified overarching language learning strategies used by Indonesian faculty members, including practicing in academic fields, learning by enjoying, engaging with academic resources, using online platforms, and employing language engagement strategies. Based on those themes, we constructed the headings in this paper's findings section.

We used trustworthiness to verify the accuracy of our data, as well as our findings and interpretations (Lincoln & Guba, 1985). We returned the transcription of interviews to the participants (member checking) to check what we have recorded and transcribed was matched with their standpoints (Koelsch, 2013). By doing member checking, we also opened the possibility of getting new information that the participant may not have given us during the initial data collection (Yin, 2018). Also, our research conducted prolonged engagement and repeated interviews (Creswell, 2007). We had a good relationship and maintained close communication with the participants during data collection so that the participants were cooperative in being interviewed many times to get in-depth information.

Findings

The purpose of this study was to explore the LLS used by Indonesian lecturers in learning English. Based on data analysis, we found five overarching themes, including practicing in academic fields, learning by enjoying, engaging with academic resources, using online platforms, and employing the personal convenience of language engagement strategies.

Practicing in Academic Fields

In this study, the participants shared with us their opinions on practicing in academic fields as one of their key strategies for learning English. For the lecturers, writing a research

article is one such way they can foster their English proficiency. For example, P3 stated, “I write a research article and [at the same time, it strengthens my English] ...it is one of the obligations of lecturers.” The representation of the excerpt informed us that the participants took advantage of English while writing an academic article. Additionally, they practiced English by joining international scientific meetings. P8 remarked, for instance, “I used English to present my research in the international conference...if I was stuck, I mixed English with Indonesian.” This example of the statement told us that the faculty members practice their English when presenting their paper at an international conference. They also sometimes used English during teaching. “I also try to use English when teaching my students [but I speak Indonesian more often in the classroom],” P5 reported.

Learning by Enjoying

Enjoying the process of learning is challenging. For some people, learning is a burden. The participants in this study have their own strategies to enjoy learning English. The participants stated that entertainment can be a medium of learning English. One type of entertainment media is movies. For example, P2 said, “Watching movies is one of my ways to learn English.” The example of the quote indicated that the participants liked watching films; at the same time, they improved their English skills. In addition, participants employed listening to music as a strategy of learning. For instance, P5 stated, “Listening to music makes it easy for me to understand English and [I enjoy it] ...I read the lyrics, then I try to translate into Indonesian [from English].” This representation of the statement showed that the faculty members listened to songs with English lyrics as one of their language learning strategies.

Engaging with Academic Resources

The participants of this study said that they also engaged with academic resources as one of their strategies in learning English, meaning that they simultaneously foster knowledge of their area of expertise and enhance their English proficiency. Watching lectures, for instance, is one of the strategies they used to learn English. For example, P1 informed us, “Since public health is my field of study, I frequently watch lectures on YouTube regarding occupational safety and health. I improved my English and gained knowledge through this method.” This example statement indicated that the participants enriched their English and knowledge about health by watching lectures on YouTube. Then she added, “to enrich my knowledge about public health, I read books written in English [not the translation].” The representative quote showed one of the strategies the participants employed to learn English through reading books of public health from English-language literature. Additionally, P7 stated, concerning learning English through engaging with academic resources, “To enhance my English proficiency, I read a research article [which is related to public health].” This representation of voice revealed that the lecturers learn English by reading research articles written in English. At the same time, this activity can increase their knowledge about the content of their disciplines as well.

Using Online Platforms

Due to the abundance of online resources now available, independent language study is more feasible than it once was. The participants in this study confirmed that they were able to take advantage of this online learning environment. Social media is one of the online platforms that can be used as an interactive learning tool; however, it is not designed with language learning in mind. But given that social media platforms can be tailored for this kind of use, several social media sites hold immense promise for learning English. For instance, P4

stated, “I add friends on Facebook who are from abroad. I invite them to discuss something so I can try to practice English with them.” The representation of the excerpt revealed that the lecturers used Facebook to practice their English, especially with their online friends from abroad. They also employed online learning platforms, including Web-Based Language Learning (WBLL), to learn English. For instance, P5 informed us, “To enhance my English, I use the BBC learning website...To evaluate my English, I employ cake the name of a Web-Based Language Learning tool].” This representative statement indicated that the participants used WBLL, such as the BBC Learning website, to learn English independently. Then, concerning the use of online platforms, P7 added “... For example when reading a research article, I use Google Translate as well.” The example quote informed us that the faculty members utilized Google Translate when he found a difficult word as their learning strategy.

Employing Personal Convenience of Language Engagement Strategies

The participants had their own language engagement strategies to learn English. In this study, they shared how they memorized vocabulary. For example, P8 informed us, “To memorize vocabulary, I read the word that I search [from an online dictionary], then I rewind the audio of the vocabulary.” This statement shows how the faculty members memorized vocabulary through reading and listening to the audio of vocabulary. In addition, they designed learning activities to study English. For instance, P5 reported, “I make a list of my learning plan... from Monday to Friday, I have my own topic to learn...I spend at least around an hour [per day].” This example indicates that the participants designed their own lesson plan of learning English. P5 then elaborated that speaking with herself is one of the ways to practice English, “...I am nervous to speak with people... I love talking to myself [in English] ...I speak English to tell my daily activities.” Surprisingly, this example shows a creative way that faculty members learn English, in that they even talk to themselves as one of the language learning strategies they employ. Additionally, P6 said, “Frankly speaking, I prefer to practice my English with acquaintances rather than my close friends...it makes me feel free.” This excerpt shows how the lecturers were sometimes nervous speaking with their close friends; they instead practiced English with acquaintances.

Discussion

Based on these findings, the researchers identified that the faculty members use LLS that can be categorized into several themes, namely practicing in academic fields, learning by enjoying, engaging with academic resources, using online platforms, and employing personally convenient language engagement strategies. These findings have shown that the faculty members are actively seeking strategies that can improve their English. Although different faculty members preferred different learning strategies, these strategies are leading them to become more proficient language learners. Referring to these findings, several important points are worth further discussed.

The faculty members in this study improve their English by employing various strategies, such as, for instance, practicing English in the academic field. This indicates that they are aware of the essence of practicing, which is taking the action of putting language into practice to improve their language skills (Atmowardoyo & Sakkir, 2021). Practicing, as it is found in this study, has been proven to be one of the favored strategies found in several studies (Alfian, 2021; Tanjung, 2018; Widharyanto & Binawan, 2020). For example, Alfian (2021) found that their Islamic university student participants are in favor of practicing strategies related to the use of English skills, such as speaking, listening, reading, and writing. However, the notion of practicing English is using the language while communicating or interacting with

other people. Using English in an academic setting, as found in this study, could also improve their speaking fluency and may be a good learning habit for the betterment of their overall language skills. Abrar et al. (2018) documented Indonesian EFL learners' experience in speaking English and found that they engaged in self-practice, practiced with tutors and peers, and practiced with media and technology. Thus, practicing the language was the best solution to cope with language learning and speaking challenges.

The second interesting strategy applied by the faculty member in this study is by enjoying the process of their English learning. Thus, in learning English by enjoying performance, the faculty members clearly understood the concept of foreign language enjoyment (FLE), which was introduced by MacIntyre and Gregersen (2012). Enjoyment is a key element of positive psychology in language learning. Enjoyment stimulates sustainment in action, which leads to flourishing and development in life (Wang et al., 2021). The participants in this current study often use their own creative power to experience more dynamic activities in their learning, such as through listening to songs and watching movies. This is in accordance with Lorenzutti's (2014) descriptions on how to make use of songs so that they become enjoyable learning activities by modifying them into some different activities such as: song picture, re-order it, matching meanings, changing the text, and song strip connections. The findings of this study pointed out that the EFL students were entertaining, amused and engaged emotionally. Learning English using movies and songs had a positive effect on the second as well as foreign language acquisition, especially in terms of vocabulary mastery, as indicated by research carried out by Haghverdi and Abdpur (2013) in which an experimental group taught using songs and movies had better performance compared to the control group which was taught using conventional teaching methods. Thus, learning by enjoyment was found to enhance the achievement of learning.

In attempts to increase their English proficiency, the lecturers at a college of health and sciences also act as EFL learners and improve their English using academic sources, such as watching lectures on YouTube, reading English literature/artifacts, and reading international scientific journals. The findings of the present research are also in line with a study conducted by Yaacob and Saad (2020), who found that students used YouTube as a type of learning resource, which is related to the perceived ease of use, perceived usefulness, and social influence of language. Related to the academic resources in YouTube, according to Yaacob and Saad (2020), the content of the videos may enhance cognitive ability by helping learners obtain a skill, learn a new language, or seek information on solving a problem, such as a mathematical problem. Additionally, using YouTube requires users to have social skills, such as responding to other users' comments and giving constructive feedback to content creators. By employing several functions that must be managed by the users, such as downloading the video, sharing the video, or avoiding the advertisement, YouTube usage also develops users' psychomotor skills.

Even though some online platforms, such as Facebook, WhatsApp, Twitter, are not designed for learning purposes, the faculty members in this study were able to utilize these social media platforms to facilitate their English learning. This finding indicates that the faculty members in this study can take advantage of media and technology for language learning. Media and technology, such as social media platforms, have also been found in previous studies (Al Arif, 2019; Ariantini et al., 2021; Slim & Hafedh, 2019; Ying et al., 2021). For example, Ariantini et al. (2021) explored social media as a teaching and learning tool, its use, and its benefit for EFL students. Their study revealed that YouTube, WhatsApp, Facebook, Instagram, and Twitter have been frequently applied as English learning tools through various activities that matched the features provided by the respective social media to a learning outcome. Their implementations in English learning have been argued to positively impact the students' language skills, vocabulary, grammar, pronunciation, spelling, motivation, as well as their

creative and critical thinking. These results reflect a positive attitude toward social media as an inseparable part of students' 21st century learning contexts (Ariantini et al., 2021).

The other key finding in this study is that the faculty members employ personal convenience ways in learning. Personal convenience ways in learning mean that the learners use strategies which are specifically convenient for them, such as memorizing vocabulary through listening to English audio or reading. In addition, the faculty members also put English into practice by practicing a one-way communication known as a monologue. This learning strategy can be effective in letting learners engage themselves with the language and can be used prior to a speaking event to help get rid of the nervousness of speaking in front of many people. The convenient ways of learning English are like adapting the English learning process to our lifestyle (Alijonovich, 2021). These convenient ways of learning are related to the cognitive strategy category consisting of having clear goals and trying to find out how to be a better learner (Oxford, 1990). Trying out how to be better language learners in cognitive strategies can be done by looking for convenient ways and resources for learning, using social media, watching movies, reading magazines, and using YouTube videos (Oxford, 1990). Previous studies suggest that language learners conveniently use YouTube videos to improve their listening skills (Listiani et al., 2021; Pham, 2021) and to improve their speaking skills (Saed et al., 2021; Sari & Margana, 2019; Syafiq et al., 2021). For example, Sari and Margana (2019) argued that maximum use of instructional media, especially YouTube which is regarded as essential in fostering pupils' development of speaking skills. Similarly, Syafiq et al. (2021) argued that using YouTube videos is one of the ways to improve the speaking skills of students, especially, students' speaking abilities, including fluency, vocabulary, pronunciation, grammar, and more. Pleasure during learning is concerned with the language learners' emotional needs, and thus it is categorized as affective strategies (Oxford, 1990).

The findings showed various learning strategies employed by the faculty members of a medical college in Indonesia. This study suggested that language learners cannot only depend on one strategy in learning since there are many other aspects that need to be considered to be a good user of the language. Therefore, it is very important for language learners to be aware that there are many appropriate strategies that can be used in learning English as employed by the participants in this study. The findings of this study could also provide insight to other language learners and encourage them to use these strategies in learning another language.

This study was conducted in one of the medical colleges with a limited number of participants. Thus, the language learning strategies that they employed should be strictly interpreted and generalized for faculty members of similar colleges. To generalize the findings further, a more holistic study on English language learning strategies covering other faculty members is recommended. Thus, future studies on LLS that involve other faculty members and accommodate a larger number of participants are required to generalize the language learning strategies used by the Indonesian faculty members who are learning English as a foreign language. The more research conducted on LLS, the more insight provided for language learners that can help them either adopt or adapt their specific ways of learning a language.

References

- Abrar, M., Mukminin, A., Habibi, A., Asyraf, F., & Marzulina, L. (2018). "If our English isn't a language, what is it?" Indonesian EFL student teachers' challenges speaking English. *The Qualitative Report*, 23(1), 129–145.
- Al Arif, T. Z. Z. (2019). The use of social media for English language learning: An exploratory study of EFL university students. *Metathesis: Journal of English Language, Literature, and Teaching*, 3(2), 224-233.

- Al-Buainain, H. (2010). Language learning strategies employed by English majors at Qatar University: Questions and queries. *Journal of English Language and Literature*, 4(2), 92-120.
- Alfian, A. (2018). Proficiency level and language learning strategy choice of Islamic University learners in Indonesia. *TEFLIN Journal*, 29(1), 1-18.
- Alfian, A. (2021). The favored language learning strategies of Islamic university EFL learners. *Studies in English Language and Education*, 8(1), 47-64.
- Alhaysony, M. (2017). Language learning strategies use by Saudi EFL students: The effect of duration of English language study and gender. *Theory and Practice in Language Studies*, 7(1), 18-28.
- Alijonovich, A. R. (2021). Easy ways to learn English language. *Journal of Pedagogical Inventions and Practices*, 3, 98-100.
- Annurrahman, Kurniawati, T., & Ramadhiyanti, Y. (2013). Exploring Indonesian college students' strategies in learning English language. *Arab World English Journal*, 4(3), 317 -330.
- Ariantini, K. P., Suwastini, N. K. A., Adnyani, N. L. P. S., Dantes, G. R., & Jayantini, I. G. A. S. R. (2021). Integrating social media into English language learning: How and to what benefits according to recent studies. *NOBEL: Journal of Literature and Language Teaching*, 12(1), 91-111.
- Atmowardoyo, H., & Sakkir, G. (2021). Effects of best-practice based materials in receptive language learning behaviours in improving receptive language skills. *Linguistics and Culture Review*, 5(S1), 1313-1334.
- Aziz, K. (2005). Assessment of language learning strategies used by Palestinian EFL learners. *Foreign Language Annals*, 38(1), 108-119.
- Benson, P. (2011). *Teaching and researching autonomy* (2nd ed.). Routledge.
- Chamot, A. U., & O'Malley, J. M. (1994). *The CALLA handbook: Implementing the cognitive academic language learning approach*. Addison-Wesley Publishing Company.
- Chuin, T. K., & Kaur, S. (2015). Types of language learning strategies used by tertiary English majors. *TEFLIN Journal*, 26(1), 17-35.
- Cohen, A. D., & Macaro, E. (2007). *Language learner strategies: Thirty years of research and practice*. Oxford University Press.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five traditions*. Sage Publications.
- Daflizar, Sulistiyo, U., & Kamil, D. (2022). Language learning strategies and learner autonomy: The case of Indonesian tertiary EFL students. *LEARN Journal: Language Education and Acquisition Research Network*, 15(1), 257-281.
- Dickinson, L. (1995). Autonomy and motivation: A literature review. *System*, 23(2), 165-174.
- Ellis, R. (1994). *The study of second language acquisition*. Oxford University Press.
- Gay, L. R., Mills, G. E., & Airasian, P. W. (2012). *Educational research: Competencies for analysis and applications*. Pearson Education, inc.
- Griffiths, C. (2003). Patterns of language learning strategy use. *System*, 31(3), 367-383.
- Haghverdi, H. R., & Abdpur, S. (2013). The effect of songs and movies on high school students' language achievement. *Journal of Language, Culture, and Translation*, 2(1), 27-38.
- Hayati, N. (2015). A study of English language learning beliefs, strategies, and English academic achievement of the ESP students of STIENAS Samarinda. *Dinamika Ilmu*, 15(2), 297-323.
- Hsiao, T., & Oxford, R. (2002). Comparing theories of language learning strategies: A confirmatory factor analysis. *The Modern Language Journal*, 86(3), 368-383.

- Javid, C. Z., Al-Thubaiti, T. S., & Uthman, A. (2013). Effects of English language proficiency on the choice of language learning strategies by Saudi English-major undergraduates. *English Language Teaching, 6*(1), 35-47.
- Kazamia, V. (2003). *Language learning strategies of Greek adult learners of English* [Doctoral dissertation, University of Leeds]
- Khalil, A. (2005). Assessment of English language learning strategies used by Palestinian EFL learners. *Foreign Language Annals, 38*(1), 108-117.
- Koelsch, L. E. (2013). Reconceptualizing the member check interview. *International Journal of Qualitative Methods, 12*(1), 168–179.
- Lamb, M. (2004). It depends on the students themselves: Independent language learning at an Indonesian state school. *Language, Culture and Curriculum, 17*(3), 229-245.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Sage Publications.
- Listiani, N. K. M., Suwastini, N. K. A., Dantes, G. R., Adnyani, N. L. P. S., & Jayantin, I. G. A. S. R. (2021, April). YouTube as digital learning resources for teaching bilingual young learners. In the *2nd International Conference on Technology and Educational Science (ICTES 2020)*. Atlantis Press.
- Lorenzutti, N. (2014). Beyond the gap fill: Dynamic activities for song in the EFL classroom. *English Teaching Forum, 52*(1), 14-21.
- MacIntyre, P. D., & Gregersen, T. (2012). Emotions that facilitate language learning: The positive-broadening power of the imagination. *Studies in Second Language Learning and Teaching, 2*(2), 193–213.
- Marwan, A. (2016). Investigating students' foreign language anxiety. *Malaysian Journal of ELT Research, 3*(1), 38-55.
- Mistar, J. (2001). English learning strategies of Indonesian university students across individual differences. *Asian Journal of English Language Teaching, 11*(1), 19-44.
- Noprival, N., Alfian, A., Soma, R., Rozelin, D., & Muttaqin, W. M. (2023). Language learning strategies used by Indonesian pharmacy students beyond the classroom. *SALEE: Study of Applied Linguistics and English Education, 4*(1), 201-212.
- Nunan, D. (2010). *Research methods in language learning*. Cambridge University Press India Pvt. Ltd.
- Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. Newbury House Publisher.
- Paredes, E. E. (2010). *Language learning strategy use by Colombian adult English language learners: A phenomenological study* [Doctoral dissertation, Florida International University].
- Percy, W. H., Kostere, K., & Kostere, S. (2015). Generic qualitative research in psychology. *The Qualitative Report, 20*(2), 76–85. <https://doi.org/10.46743/2160-3715/2015.2097>
- Pham, D. T. T. (2021). The effects of audiovisual media on students' listening skills. *International Journal of TESOL & Education, 1*(1), 13-21.
- Prakongchati, N. (2007). *Factors related to the use of language learning strategies by Thai public university freshmen* [Doctoral dissertation, Suranaree University of Technology].
- Qingquan, N., Chatupote, M., & Teo, A. (2008). A deep look into learning strategy use by successful and unsuccessful students in the Chinese EFL learning context. *RELC Journal, 39*(3), 338-358.
- Radwan, A. A. (2011). Effects of L2 proficiency and gender on choice of language learning strategies by university students majoring in English. *Asian EFL Journal, 13*(1), 114-162.
- Rubin, J., Thompson, I., & Sun, H. (1982). *How to be a more successful language learner*. Heinle & Heinle.

- Rubin, J. (1987). Learner strategies: Theoretical assumptions, research history and typology. In A. Wenden & J. Rubin (Eds.), *Learner strategies in language learning* (pp. 15-30). Prentice-Hall International.
- Rusnadi. (2014). Language learning strategies of ESL learners at Murray State University in improving their English language skills. *Linguistics, Literature and English Teaching Journal*, 4(1), 1-19.
- Saed, H. A., Haider, A. S., Al-Salman, S., & Hussein, R. F. (2021). The use of YouTube in developing the speaking skills of Jordanian EFL university students. *Heliyon*, 7(7), 1-6.
- Saldaña, J. (2009). *The coding manual for qualitative researchers*. Sage Publications.
- Sari, Y. N., & Margana, M. (2019). YouTube as a learning media to improve the student's speaking ability in the 21st century. *Journal of English Language Teaching and Linguistics*, 4(2), 263.
- Setiyadi, A. B. (2004). Redesigning language learning strategy classifications. *TEFLIN Journal*, 2(15), 230-245.
- Slim, H., & Hafedh, M. (2019). Social media impact on language learning for specific purposes: A study in English for business administration. *Teaching English with Technology*, 19(1), 56-71.
- Syafiq, A. N., Rahmawati, A., Anwari, A., & Oktaviana, T. (2021). Increasing speaking skill through YouTube video as English learning material during online learning in pandemic covid-19. *Elsya: Journal of English Language Studies*, 3(1), 50-55.
- Tanjung, F. Z. (2018). Language learning strategies in English as a foreign language classroom in Indonesian higher education context. *LLT Journal: A Journal on Language and Language Teaching*, 21(Suppl), 50-68.
- Wahyuni, S. (2013). *L2 speaking strategies employed by Indonesian EFL tertiary students across proficiency and gender* [Doctoral dissertation, University of Canberra].
- Wang, Y., Derakhshan, A., & Zhang, L. J. (2021). Researching and practicing positive psychology in second/foreign language learning and teaching: the past, current status and future directions. *Frontiers in Psychology*, 12, 1-10.
- Widharyanto, B., & Binawan, H. (2020). Learning style and language learning strategies of students from various ethnics in Indonesia. *Cakrawala Pendidikan*, 39(2), 480-492.
- Wu, M. M. F. (2008). Language learning strategy use of Chinese ESL learners of Hong Kong- findings from a qualitative study. *Electronic Journal of Foreign Language Teaching*, 5(1), 68-83.
- Yaacob, Z., & Saad, N. H. M. (2020). Acceptance of YouTube as a learning platform during the Covid-19 pandemic: The moderating effect of subscription status. *Tem Journal*, 9(4), 1732.
- Yang, M. N. (2007). Language learning strategies for junior college students in Taiwan: Investigating ethnicity and proficiency. *Asian EFL Journal*, 9(2), 35-57.
- Yilmaz, C. (2010). The relationship between language learning strategies, gender, proficiency and self-efficacy beliefs: a study of ELT learners in Turkey. *Procedia-Social and Behavioral Sciences*, 2(2), 682-687.
- Yin, R. K. (2003). *Case study research and applications: Design and methods* (3th ed.). Sage Publications.
- Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). Sage Publications.
- Ying, Y. H., Siang, W. E. W., & Mohamad, M. (2021). The challenges of learning English skills and the integration of social media and video conferencing tools to help ESL learners coping with the challenges during COVID-19 pandemic: A literature review. *Creative Education*, 12(7), 1503-1516.

Zhou, C., & Intaraprasert, C. (2015). Language learning strategies employed by English-major pre-service teachers with different levels of language proficiency. *Theory and Practice in Language Studies*, 5(5), 919-926.

Author Note

Noprival is an associate professor at Faculty of Teacher Training and Education, Universitas Jambi, Indonesia. He holds a doctoral degree in Language Education from Universitas Negeri Jakarta, Indonesia. His research interests are in the area of multilingualism in education, English language education, and education. In this research paper, he is as a corresponding author. Correspondence regarding this article can be addressed directly to: noprival@gmail.com.

Alfian obtained his Doctor of Education (Ed.D.) from Flinders University of South Australia on majoring in Curriculum Studies. Before getting his Ed.D., he earned his Master of Education (M.Ed.) majoring in curriculum studies from University of Hawai`I, USA. He is currently a lecturer at Post graduate program and the deputy dean of administration, planning, and finance at the faculty of Adab and Humanities of Islamic University STS Jambi, Indonesia. Alfian`s research interest is in the field of Education in general, Curriculum and material development, English teaching and learning, language learning strategies and education and culture.

Robi Soma is a male Indonesian graduate student who is pursuing a doctoral degree in Education in one university in Indonesia. He is also a faculty member in one public university in Jambi, Indonesia. His main interests are speaking, grammar, vocabulary, and English education in general.

Copyright 2023: Noprival, Alfian, Robi Soma, and Nova Southeastern University.

Article Citation

Noprival, Alfian, & Soma, R. (2023). "I love talking to myself": Language learning strategies employed by Indonesian faculty members. *The Qualitative Report*, 28(9), 2607-2619. <https://doi.org/10.46743/2160-3715/2023.6122>
