
Learning Strategies in English for Academic Purposes Programs: A Case Study

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Abstract

Learning strategies cannot be separated from language learning programs. This study aimed to reveal language learning strategies (LLSs) used by Indonesian students enrolled in an international management and accounting program (ICMAP) class. It is a case study of ICMAP 23 learners and five EAP lecturers with extensive EAP backgrounds. Data were gathered through questionnaires and interviews. The findings showed that the participants had various LLSs, and several strategies varied according to individual learning styles and learning needs. All the ICMAP students in this study, except for student six, had more than one strategy, but every learner in the sample chose strategies that could be different from other students. They tend to use direct and indirect strategies in their learning, with compensation strategies being the most commonly used. In addition, they employed cognitive, metacognitive, social, and memory strategies, respectively. The significance of employing diverse learning strategies was strongly emphasized by lecturers who were interviewed and recommended many strategies to address language learning challenges. The findings inspire researchers in the SLA field, particularly regarding second language learners' strategies.

Keywords: English for Academic Purposes, language learners, learning strategies, SLA

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Introduction

Although second language (L2) learning strategies have been explored over the last century in the worldwide context, profiles of learning strategies keep on changing over time under the ever-changing learning modes, styles, and technological advances (Al-Kadi & Hamdi, 2022; Bin-Hadi et al., 2020; Hezam et al., 2022). It is readily clear that “continued advancements in digital technologies have forever changed what it means to be both a language teacher and a language learner” (Kessler, 2022, p. 554). According to Ortega (2013), the field of second language acquisition (SLA) explains how humans learn languages other than their first language at any given time in their lives. Saville-Troike (2006) explains further that the study may emerge from linguistics and psychology and their subfields, such as applied linguistics, psycholinguistics, sociolinguistics, and social psychology.

Currently, SLA is studied from the perspective of applied linguistics that deals, in part, with second language learning and acquisition and education. Many aspects, like motivation, personality types, learning styles, input, interactions, and output, are discussed in SLA studies (Ortega, 2013). Learning L2 imposes different effects and roles on learners (Ortega, 2013). With all of that, L2 learners' learning strategies enhance learning and make it more enjoyable and effective. Ratna (2017) argued that effective LLS make Learners more independent. Learners are different, and so are their language learning styles and strategies (Al-Kadi & Hamdi, 2022). As one learner has his/her strategy for learning, learning strategies cannot be generalized (Al-Kadi & Hamdi, 2022; Iksan & Duriani, 2015). However, strategies may be adjusted in learners' contexts and conditions to work maximally. In other words, it is an individual's way of organizing and using a particular set of skills.

In an international program where English is the medium of instruction, English proficiency is essential to students' academic success in English for Academic Purposes (EAP) (Ghenghesh, 2015). The participants in an international economics program put more burdens on their shoulders. The extra burden of non-native English speaker students is indicated by the fact that they spend longer reading in English than native-speaker learners (Fitzgerald, 1995). Russell, Barron, Kim, and Jang (2022) also identify the double challenge of non-native English speaker students enrolling in an international program. They point out that international students in Canada generally get lower classes of degrees than domestic students because of the lack of academic language competence preventing them from performing academically. It means that before non-native English speaker students can master the content, they must excel in their English ability. It is because all the materials and communication mediums are in English. Therefore, improving their English competence is crucial for their learning. To improve their English competence, they need to develop appropriate learning strategies (Al-Kadi, 2016, 2022; Margareta et al., 2016).

By investigating learning strategies in an EAP context in Indonesia, this research study offers insights for students and English lecturers on learning strategies that contribute to the students' language performance and success in an international program called *the International Class of Management and Accounting Program* (ICMAP). The identified learning strategies are expected to assist lecturers in guiding students to use suitable strategies. In addition, students may adopt the indicated learning strategies to improve their language performance in the EAP context. These two main research questions then guide this study:

- What are the ICMAP students' learning strategies?
- How do these strategies contribute to their success in the ICMAP?

Literature Review

Every language learner has his or her learning problems and corresponding strategies (Al-Kadi, 2016; Hezam et al., 2022). Here is a review of learning strategies regarding history and classification with a critical account of which the present study stands. Mariani (2002) mentioned that strategies have a cognitive role in learning. Strategies can facilitate and make processes optimal. Strategies help learners when they do new tasks requiring conscious thinking and accuracy. Also, strategies are useful when a learner faces problems or experiences difficulties. Besides that, strategies can play an affective-motivational role in learning. It means that strategies are like tools in the learners' hands. They can use the tools to solve their problems without anyone else's help to solve their problems. With these strategies in hand, learners will not blame bad luck or poor ability for their failure in learning. Jang and Jimenez (2011) supported Mariani's statement about strategies. They claimed that a strategy is understood as a set of actions that second language learners perform to facilitate their language learning (Oxford, 1990). This may lead to a further question: *Why do some learners use different strategies in different contexts rather than the same ones in all situations?* As cited in Donato and McCormick (1994), Jang and Jimenez (2011) explained that the basic assumption is that the use of language learning strategies depends exclusively on cognitive predispositions or personality traits of the individual learners.

Classification of Learning Strategies

According to Jing (2010), there are several classifications of learning strategies. There are several typologies of Language Learning Strategies (LLs). Oxford's (1990) taxonomy is one of the earliest classifications used as a baseline for learning strategies. Oxford classified LLS into direct and indirect strategies consisting of six strategy groups that support each other, and each strategy group under them connects and assists the others. Direct strategies consisting of memory, cognitive, and compensation directly involve the target language, while indirect strategies (metacognitive, affective, and social) contribute powerfully but indirectly to language learning (Oxford, 1990). The memory strategies, such as imagery and a structured review, help the learners to store and retrieve information (Oxford, 1990). Moreover, it is involved in semantic mapping, grouping, and representing sounds and images. The next strategy, the cognitive strategy, is a mental process inside the learner's mind. During learning, it helps in the selection of relevant information. It also aids in the rejection of irrelevant material. It is related to recognizing, comprehending, organizing materials, summarizing, repeating, translating, using formulas and patterns, problem-solving, and interacting in the target language (Jing, 2010). Oxford (1990) explains that memory involves meaning and can contribute to grammatical accuracy and vocabulary learning. Learning sentence structure, for example, requires learners to make it personally meaningful for them. In vocabulary learning, working memory can help students store information and uncover the meaning of unknown words (AL-Hammadi, 2012; Almaktary, 2018).

Some studies investigated memory in learning a new language. Kartikasari's research (2015) suggested using memory strategy among students with high GPAs. In the study, the memory strategies ranked fifth compared to the other strategies proposed by Oxford. The participants indicated that while memory helped them link concepts, it did not involve deep understanding. Meanwhile, the English Education Department Teacher Training and Education of Universitas Muria Kudus' students preferred indirect to direct strategies, with memory at the lowest rank (Chilmy et al., 2020). Similarly, Alrashidi (2022) indicated that the memory strategy is the least commonly used among 256 English major students in three universities in Saudi Arabia. Interestingly, female students tend to use memory strategies more than male students. In another study, Iksan and Duriani (2015) proposed that the least LLS used by public high school students in Palopo related to

memory. Rustan et al. (2015) pointed out that memory is used only by unsuccessful students of Merchant Marine Studies Polytechnics Makassar. Habók and Magyar (2018) found that the use of memory varies among younger learners in Hungary. For students in grade 5, memory was a strategy that primarily influenced good foreign language attitudes and scores. In grade 8, however, memory strategies have a low impact.

Cognitive strategies are techniques a learner uses to manipulate the reception of language and the production of meaning, such as summarizing, scanning, and analyzing (Alrashidi, 2022). This strategy helps understand and recall new information (Oxford, 1990). Alrashidi (2022) and Sani and Ismail (2021) proposed in their research that the cognitive strategy is rare among students but tends to be used by more female than male learners. According to Alrashidi (2022), female English major students enrolled in three universities in Saudi Arabia tend to use the cognitive strategy more than male students. Likewise, Sani and Ismail (2021) also suggested that young female Malaysian ESL learners use cognitive strategies more than young male ESL learners. Anam (2011) reported that the cognitive strategy is one of the strategies with medium use among 58 proficient and less proficient undergraduate students majoring in the English Department of Universitas Negeri Surabaya. He further explained that ethnic and synoptic students employ the cognitive strategy at a medium level. Similarly, 70 students in the third semester of the English Education Department Teacher Training and the Education Faculty of Muria Kudus University indicate a medium use of the cognitive strategy (Chilmy, Kusmaryati, & Utari, 2020).

Some studies investigated LLS used by successful and less successful students and indicated that both use cognitive strategies. Rustan et al. (2015) highlighted that only unsuccessful merchant marine polytechnics students learning English use cognitive strategies. Meanwhile, Kartikasari et al. (2015) suggested that the cognitive strategy is common among students of the sixth semester of the English Education Study Program of FKIP UNTAN Pontianak with high GPAs. Regarding attitude, Habók and Magyar (2018) pointed out that among year-five students in Hungary, the cognitive strategy positively influences attitude, although not as high as metacognitive. However, it loses its influence among 8th graders. Erinta and Listyani (2022) studied LLS in an English Language Education Program in Central Java, and their findings showed that in the online listening class, the 34 student participants used six strategies. They are metacognitive, cognitive, memory, compensatory, social, and affective strategies. The findings also revealed metacognitive and cognitive strategies that the students mostly used.

The compensation strategies are employed when learners need to continue communication, despite a gap in their linguistic knowledge. This strategy helps them to make up the missing knowledge. This is done by adjusting the message, combining words, or switching to the mother tongue. These three strategies are categorized as direct strategies (Jing, 2010). Compensation strategies, which include guessing intelligently, help learners to predict logically in communication and maintain genuine interactions with others (Sani & Ismail, 2021). Oxford (1990) further explained that these strategies develop communicative competence. Compensation strategies may be used differently in different contexts. Among the "Net-Generation" ESL learners, compensation strategies are modified to compensate for the knowledge gap. "Net generation" are learners who live in a wired world, a world of the internet (Shakarami et al., 2017). The Net-Generation commonly uses the guessing strategy in online interactions and networking, while pictorial and visual modes convey their messages expressively.

Among young Malaysian ESL learners, compensation strategies are most commonly used (Sani & Ismail, 2021). It is because teachers and peers fill the gap in communication and limited vocabulary. Compensation strategies are also dominant among students in the sixth semester in the English Education Study Program of FKIP UNTAN Pontianak with high GPAs (Kartikasari et al., 2015). Similarly, Anam (2011) stated that the compensation strategy is among the two most frequently used strategies among proficient

undergraduate students majoring in the English Department of Universitas Negeri Surabaya. Confirming this, Rustan et al. (2015) suggested that the compensation strategy is one of the two strategies predominantly used by successful merchant marine polytechnic students learning English.

The next three strategies are classified as indirect strategies. They are as follows. First, the meta-cognitive strategy involves thinking about the mental process involved in the learning process. In addition, it controls and regulates learning, plans and decides how to learn effectively, and monitors and evaluates it. The second indirect strategy is the affective strategy. By using the affective strategy, learners can control their level of anxiety, increase their motivation and positive thinking, and improve their self-esteem. The effective strategy is related to the learners' emotional, motivational, attitudinal, and personal characteristics aspects (Jing, 2010). The last strategy is the social strategy. It is crucial because languages are social phenomena and are learned to communicate with others. It is involved in interacting with the target language speakers to improve the language, cooperating with peers, and developing a cultural understanding. Moreover, those who do pair work and group work in a classroom use the social strategy. These three items are classified as indirect strategies (Jing, 2010).

In a different classification, Lestari (2015) divided LSs into five types: management and planning, cognitive, communicative, interpersonal, and affective. Three more strategies were added to Oxford's classification. That is, management and planning, communicative, and interpersonal strategies. Management and planning strategies allow learners to connect with the learner's purpose and his/her own learning. Cognitive strategies refer to the procedures and activities that learners apply to learn or remember the materials and solve problems. Communicative strategies involve verbal and non-verbal instruments for transferring knowledge. Interpersonal strategies are used to monitor learners' development and evaluate their performance. The last one is affective strategies, which make the learners aware of emotions, e.g., unfamiliarity or confusion and build positive feelings in learning activities. Table 1 below summarizes the direct and indirect strategies to get an overview of LLSs that lay the foundation of the present study.

Table 1. Learning Strategies and their Descriptions

Memory strategy	It helps the learners to store and retrieve information.
Cognitive Strategies	It helps in the selection of relevant information. It also helps the rejection of irrelevant details. It is further related to recognizing, comprehending, organizing materials, summarizing, repeating, translating, using formulas and patterns, problem-solving, and interacting in the target language.
Compensation Strategies	It is employed when learners need to continue the communication, even though there is a gap in their linguistic knowledge. This strategy helps them to make up the missing knowledge.
Meta-cognitive Strategies	It deals with the mental process that is involved in the learning process. In addition, it controls and regulates the learning, plans and decides how to learn effectively, monitors, and then evaluates it.
Affective strategy	It is related to the emotional, motivational, attitudinal, and personal characteristic aspects of the learners.
Social strategy	It is involved in interacting with the speakers of the target language to improve the language, cooperating with peers, and developing a cultural understanding. Moreover, those who do pair-work and group-work in a classroom make use of the social strategy. It classifies these three as indirect strategies.
Management & planning	It allows the learner to connect with the learner's purpose and his/her own learning.
Communicative	It involves the use of verbal and non-verbal instruments for the useful

Strategies	transfer of knowledge.
Interpersonal	It is used to monitor the learner's development and evaluate his/her performance.

This review is important for this study as a starting point to explore learning strategies that learners use in an EAP situation in Indonesia. The previous LLS profiles are important to compare the results this study comes up with in the Discussion section.

Method

This study was conducted in a private university in Central Java, Indonesia. The data was collected in Semester II of the 2021-2022 academic year. *It is* qualitative. There are five approaches to qualitative research. They are a narrative, phenomenology, ethnography, case study, and grounded theory. This study was qualitative; data was obtained through open-ended questions and in-depth interviews (Cresswell, 2008). Cresswell and Cresswell (2018) stated that qualitative research happens in a natural setting. Research occurs at the site where the respondents do their activities in their settings. The qualitative researcher gathers the information directly. Data is gathered by talking to the participants and seeing them behave and act naturally. Qualitative researchers often have face-to-face interactions over a period of time. Al-Kadi (2016) contends that a single approach to research learners' styles, needs, or strategies is hard to follow because every context and researcher has different circumstances that influence the choice of method of investigation. Therefore, researchers choose the research paradigm and method that best serves their research objectives and circumstances.

ICMAP Program

The English courses in the ICMAP program are enrichment or improvement programs. In all enrichment classes, except Academic Writing, students must get a minimum C (60) score to pass. Otherwise, they will fail. They can take the following enrichment classes even if they do not pass the former one. For example, a student can take an Advanced English class even though he/she does not pass the Intermediate English course. Before taking the undergraduate-level thesis, they have to ensure they have passed all enrichment classes. As for the materials, the faculty has set the handbooks and the course objectives, so the lecturers only develop the syllabi based on the predetermined books and set course objectives. Lecturers have the freedom to add materials from different sources.

Participants

There were 23 Intermediate and Advanced English students in ICMAP and five EAP lecturers at a private university in Central Java, Indonesia. Those taking the Intermediate classes had taken Basic English, English for Academic Purposes (EAP), and Pre-Intermediate classes. After finishing the Intermediate English class, the students took an Advanced English class. Therefore, all the participants had taken several English classes starting from the Basic level. Data were also collected from a sample of EAP lecturers (n=5) through interviews. These lecturers teach English for Academic Purposes (EAP) at the Faculty of Economics, Theology, and Health Sciences. Their perspectives on the benefits of learning strategies used by EAP students in their English language learning were essential for this investigation. The lecturers' data are summarized in Table 2.

Data Collection

Data collected from 38 learners through a questionnaire and teacher interviews provided perceptions of ICMAP students' LLSs. The questionnaire, in a Google Form, consisted of questions about the ICMAP students' usual uses of English through specific strategies covering six learning strategies identified by Oxford (1990). The respondents were asked several questions on problems and solutions, strategies, and their motivations for learning English. The first topic, problems and solutions, have previously been published (Listyani & Setyaningrahayu, 2022). The students could choose more than one option and even add possible strategies they use that were not listed in the options. The options were provided to give students hints about the expected answers. Data were also collected from EAP Lecturers, derived from online interviews. The interview questions, on the other hand, developed relevant findings in the literature review. Before the study, approval from the course coordinator was requested at the beginning of Semester II in the 2021-2022 academic year. Approval was given soon after the request was sent through an email. The ICMAP students were then asked to be the research participants, and they all agreed.

Table 2. Teacher Respondents' Background

Teacher's Name/ initial	Educational Background	M	age	Experiences of teaching English
AG/ Teacher A	B.A.in English Education Master's Degree in Instructional Technology	F	49	English teacher for various audiences at a language course in Jakarta Part-time lecturer at a private university in Salatiga
AP/ Teacher B	B.A. in English Education MA in Educational Management	F	34	Teaching English at two private junior schools Teaching Bahasa Indonesia to foreign speakers at the Faculty of Theology
CT/ Teacher C	B.A. in English Education MA in Educational Management	F	34	Teaching English at a private language course in Salatiga Teaching English at the Faculty of Language and Arts
RZ/ Teacher D	B.A in English Education Master's Degree in English Education	F	46	Teaching English in a private JHS and a private primary school Teaching English at Faculty of Health Sciences and at a private language course in Salatiga
WP/ Teacher E	B.A in English Education, MA in English Education	M	33	Teaching English at a private Senior High School Teaching English at a private language course in Salatiga and Faculty of Economics and Business

Results and Discussion

In this part, the findings of the case of LLS at the ICMAP are displayed and discussed. Both data types (from learners and teachers) are presented in such a way as to strengthen the analysis and reach conclusions that can be drawn upon for even further studies in the given context or other similar learning settings. In presenting and discussing

the data collected from the students, there is always a reference to the tabulated data in the appendix. Because it is lengthy and has many details, it has been appended rather than covering the entire pages in this section. The questionnaire results were analyzed, categorized and classified according to the similar answers from the respondents. Emerging themes were then drawn. The percentages used in this study were less than 100% since one student might have more than one answer.

ICMAP Students' LLSs

From the questionnaires, it was found that the respondents used various strategies in their learning. The strategies can be seen in Table 2 (Appendix A). From the findings as shown in Table 2 (Appendix A) it was found that one student may have more than one learning strategy. Student 1, for example, used 4 strategies; Student 7 and Student 8 used 5 strategies. Only one student, Student 6, used one strategy. It cannot be generalized that all students will have the same kind of strategy, like the cognitive strategy, for example. Learning strategies are individually unique and every language learner learns differently (Al-Kadi, 2016).

Strategies influence students' habits in learning because they allow students to be independent and learn responsibly (Lestari, 2015). In applying those strategies, Lestari (2015) further explained that there is no guarantee to follow the steps for every situation. It depends on the students' flexibility in their learning activities. Language learning strategies are influenced by many factors both inside and outside the learners. One of the factors is, for example, motivation.

As seen from the data summarized in Table 2 (appendix A), it can be seen that the most frequently used strategy is the compensatory strategy. It was used 44 times by the students. The cognitive strategy ranks second after the compensatory strategy. It was used 36 times by the respondents. Next is the metacognitive strategy, which was used 34 times. It is followed by the social strategy, which was used 19 times by the learners. The last strategy is the memory strategy, which was used 15 times by the participants.

The various strategies employed by the respondents, as seen in Table 2, confirm Oxford (1990), Cohen (1987), O'Malley (1995), and Chamot's (2004), suggesting that effective learners use different strategies to solve the problems they face in producing the language (as cited in Lestari, 2015). In addition, the findings revealed that cognitive and metacognitive strategies were among the three strategies most commonly used by respondents, which is in line with Mainassy and Listyani's (2020). While another study revealed that among 34 Academic Listening course students in tertiary level, the most frequently used strategies were cognitive and metacognitive strategies. Using the right learning strategies will help language learners improve their language skills. Thus, these learners will be more successful in their language-learning journey.

Mariani (2002) strengthens the idea of learning strategies by stating that learning strategies are crucial components of a curriculum. They act as a bridge between competence and process. In her paper, Mariani argued that an approach to educational strategies should include 4E principles: explicit, experiential, embedded, and evaluative. This kind of approach is promising because it offers task-based value, skills-based value, cross-curricular value, and lifelong learning values.

Task-based value offered by the strategies is based on the opinion that strategies are applied to language tasks. Skills-based value is based on the perspective that strategies are can be developed in all language skills as well as communicative activities. Strategies also have cross-curricular value because strategies can be made to overflow through school subjects. Strategies have lifelong learning value because strategies are crucial, and they can be a part of teachers' efforts to equip students with learning tools. Hopefully, these tools can be useful for the rest of their life.

Teachers' View on Students' LLs

In an attempt to strengthen the questionnaire data, the interview data were analyzed and integrated into this section for elaboration on the topic of the present case study. The interview questions are analyzed and discussed one by one. The first interview question explored EAP teachers' perceptions of successful learners' strategies that make them more successful than other learners. Teacher A mentioned that in her perspective as a teacher, she saw the use of strategies as learners' autonomy. She really appreciated students who had successfully developed their own strategies. Similar to Teacher A, Teacher B mentioned that in her experience, most students used more than one strategy in learning. They seemed to be more successful with the multiple strategies. *"For example, when they use one strategy and then it doesn't work, they will be compelled to look for another strategy until they succeed. Even if they are not at the point of maximum success, at least they are more successful when using more than one different strategy,"* Teacher B asserted. Teacher B added that some of these strategies brought the learner to success. There were also students who only used one strategy. For example, when a learner thinks that he/she is sure of the answer without checking the dictionary even though the word is new, the learner may get wrong translation for the new word.

Teacher C thought that these students had utilized the strategies properly. It shows that they really knew their learning style and incorporated the strategies to make them successful in learning English. In line with Teacher C, Teacher D mentioned that based on her observation, those who used different kinds of strategies got involved in the lessons more actively, comprehended the materials more quickly, and got better grades. The last teacher, Teacher E, noticed that most successful learners in his class used different kind of strategies. They were aware of the situations or other factors that made them choose what strategy was best to be used in that particular situation. Teacher E added that he personally considered these kinds of students have learned English to some extent, so they have learned some strategies and know when to use it.

The second interview question explores EAP lecturers' suggestions on English learners' strategies. All interviewed teachers suggested students to explore different strategies. Teachers A, B, C, and E further explained that it is crucial for students to explore the strategies themselves and discover which are effective for them in particular situations. According to Teacher A, this will help the students throughout their learning journey as they can adapt appropriate strategies for different challenges they face. Teacher C added that each student's learning style might influence the effective strategies appropriate for them, so exploring different learning strategies gives them more exposure to different strategies. It is in line with Jang and Jimenez's (2011, as cited in Donato and McCormick, 1994) explanation that some learners use different strategies in different contexts because language-learning strategies depend on cognitive predispositions or personality traits of the individual learners. In addition, Teacher B suggested students to combine different strategies rather than using a particular strategy in a given situation.

Teachers C and E mentioned specific strategies they believe their students need to adapt. Most of the eight strategies Teachers C and E listed are direct strategies. The five strategies mentioned are direct ones (read, listen, speak, write, and use the internet to understand the academic discourse), while the other three are indirect (be independent, develop critical thinking skills, practice). The two teachers' tendencies to suggest direct strategies are similar to the research finding that the most commonly used strategies by ICMAP students were direct learning strategies.

The third question collected information about EAP lecturers' opinions on using multiple learning strategies. Should EAP students have more than one strategy in learning English? As explained in their answers to question 2 above, all teacher respondents agreed that students should adopt more than one strategy in learning English. However, they had some different reasons. Teacher B suggested that one strategy might not be enough to deal with a particular situation. Similarly, Teacher C stated that a different

situation might require different strategies. In addition, Teacher E believed that no perfect strategy could be applied to all situations. Meanwhile, Teacher D did not give any reason. Teacher A further explained that learning should be adventurous, in a way that students need to explore any possible learning strategies as they venture on their learning journey.

Generally, the interview findings suggest that all the teachers acknowledge the importance of all the different strategies in language learning. Learners can use different strategies to address their specific and varied learning situations, styles, and needs. Also, the teachers viewed various strategies as contributable factors of success in learning English as a foreign language and a medium of instruction in the ICMAP.

Implications

Given the results and discussion on this study, other EAP learners and lecturers can benefit in their own learning and teaching settings. Learning is learning, and learners are learners; both imply study and strategies. Identifying LLSs is important in all contexts. Exploring such strategies helps lecturers appreciate their learners' LLSs and build on their strategic learning techniques in their learning journey. This study helps EAP learners improve their English, which ultimately helps them succeed academically. The educational institution and students need to identify appropriate language support for the students (Russell, Barron, Kim, and Jang, 2022). In the ICMAP context, this can be done by identifying the ICMAP students' learning strategies as a roadmap for the English lecturers to develop an appropriate methodology to allow learners to explore and use appropriate learning strategies. Information about the learning strategies also helps the lecturers map the students' needs, a crucial aspect of EAP (Anthony, 2018). Students may indeed have subconsciously implemented learning strategies. However, with the information in the research, students will be aware of the importance of learning strategies for their English learning, and they will be able to evaluate and improve their learning strategies. As the lecturers and students know the possible learning strategies that will enhance students' English competence, they can work together to find the most beneficial strategies for their specific context.

Conclusion

The study highlights some significant points regarding students' learning strategies. First, every language learner has his or her strategies, which differ from one learner to another. The learners' choices of their strategies are unique and idiosyncratic. It means that every learner learns differently and has their own strategies for dealing with or overcoming problems. Effective language learners will use appropriate strategies compatible with their needs and abilities. Second, learners employ different strategies. They use different strategies to deal with the various problems they face to produce the language. Third, the respondents used direct and indirect strategies, with compensation strategies as the most frequently used and memory as the least frequently used strategies.

There are some areas for improvement in this study. First, the study only had twenty-three respondents from one EAP class named ICMAP. Future researchers are recommended to have more respondents from various EAP classes. The other area for improvement is that there was only one method used in this research: questionnaires. Future research can use various methods in the data collection.

Disclosure Statement:

We (the authors of this paper) hereby declare that research ethics and citing principles have been considered in all the stages of this paper. Thus, we take full responsibility for the content of the paper in case of dispute.

Ethics Statement

We confirm that the manuscript has been created by the authors and not an AI tool/Large Language Model (LLM). We are fully responsible for the content of the manuscript and are thus liable for any breach of publication ethics.

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Appendices
A. ICMAP Students' Strategies & GPA

Student 1 (4 strategies) – GPA 3.72	
Guessing words or meanings of a text by feelings	Compensatory strategy
Learn the sentence patterns/ formulas to help	Cognitive strategy
Memorize sentence patterns and word meanings	Memory strategy
Practice independently	Metacognitive strategy
Practice with friends	Social strategy
Use certain clues to understand words or meanings of a text	Compensatory strategy
Use context (surrounding words/ sentences) to understand words or meanings of a text	Cognitive strategy
Student 2 (3 strategies) – GPA: 3.72	
Guess words or meanings of a text by feelings	Compensatory strategy
Learn the sentence patterns/ formulas to help	Cognitive strategy
Take notes	Cognitive strategy
Translate to Bahasa Indonesia/ mother tongue	Metacognitive strategy
Use context (surrounding words/ sentences) to understand words or meanings of a text	Cognitive strategy
Use synonyms	Compensatory strategy
Student 3 (3 strategies) – GPA: 3.72	
Guess words or meanings of a text by feelings	Compensatory strategy
Memorize sentence patterns and word meanings	Memory strategy
Practice independently	Metacognitive strategy
Use certain clues to understand words or meanings of a text	Compensatory strategy
Use context (surrounding words/ sentences) to understand words or meanings of a text	Cognitive strategy
Student 4 (4 strategies) – GPA: 2.71	
Consult the dictionary	Cognitive strategy
Guess words or meanings of a text by feelings	Compensatory strategy
Memorize sentence patterns and word meanings	Memory strategy
Practice independently	Metacognitive strategy
Translate to Bahasa Indonesia/ mother tongue	Metacognitive strategy
Use certain clues to understand words or meanings of a text	Compensatory strategy
Use context (surrounding words/ sentences) to understand words or meanings of a text	Cognitive strategy
Use synonyms	Compensatory strategy
Student 5 (4 strategies) – GPA: 2.76	
Ask the teacher	Social strategy
Consult the dictionary	Cognitive strategy
Find new words, use synonyms	Compensatory strategy
Guess words or meanings of a text by feelings	Compensatory strategy
Memorize sentence patterns and word meanings	Memory strategy

Take notes	Cognitive strategy
Use certain clues to understand words or meanings of a text	Compensatory strategy
Student 6 (1 strategy) -- GPA: 2.76	
Use context (surrounding words/ sentences) to understand words or meanings of a text	Cognitive strategy
Student 7 (5 strategies) – GPA: 3.6	
Ask the teacher	Social strategy
Find new words	Metacognitive strategy
Guess words or meanings of a text by feelings	Compensatory strategy
Memorize sentence patterns and word meanings	Memory strategy
Practice independently	Metacognitive strategy
Practice with friends	Social strategy
Translate to Bahasa Indonesia/ mother tongue	Metacognitive strategy
Use certain clues to understand words or meanings of a text	Compensatory strategy
Use synonyms	Compensatory strategy
Student 8 (5 strategies) – 3.44	
Ask the teacher	Social strategy
Consult the dictionary	Cognitive strategy
Guess words or meanings of a text by feelings	Compensatory strategy
Memorize sentence patterns and word meanings	Memory strategy
Practice independently	Metacognitive strategy
Practice with friends	Social strategy
Review the materials after class	Memory strategy
Use certain clues to understand words or meanings of a text, find new words	Compensatory strategy
Use context (surrounding words/ sentences) to understand words or meanings of a text	Cognitive strategy
Use synonyms	Compensatory strategy
Student 9 (4 strategies) – GPA: 2.09	
Memorize sentence patterns and word meanings	Memory strategy
Practice independently	Metacognitive strategy
Practice with friends	Social strategy
Translate to Bahasa Indonesia/ mother tongue	Metacognitive strategy
Use synonyms	Compensatory strategy
Student 10 (5 strategies) – GPA: 3.76	
Find new words	Metacognitive strategy
Guess words or meanings of a text by feelings	Compensatory strategy
Memorize sentence patterns and word meanings	Memory strategy
Practice independently	Metacognitive strategy
Practice with friends	Social strategy
Take notes	Cognitive strategy

Use context (surrounding words/ sentences) to understand words or meaning of a text, translate to Bahasa Indonesia/ mother tongue	Cognitive strategy
Use synonyms	Compensatory strategy
Student 11 (3 strategies)	
Consult the dictionary	Cognitive strategy
Guess words or meanings of a text by feelings	Compensatory strategy
Practice independently	Metacognitive strategy
Take notes	Cognitive strategy
Use context (surrounding words/ sentences) to understand words or meanings of a text	Cognitive strategy
Student 12 (3 strategies) – GPA: 3.28	
Ask the teacher	Social strategy
Find new words	Metacognitive strategy
Guess words or meanings of a text by feelings	Compensatory strategy
Practice with friends	Social strategy
Use certain clues to understand words or meanings of a text	Compensatory strategy
Use synonyms	Compensatory strategy
Student 13 (5 strategies) – GPA: 3.9	
Guess words or meanings of a text by feelings	Compensatory strategy
Memorize sentence patterns and word meanings	Memory strategy
Practice independently	Metacognitive strategy
Practice with friends	Social strategy
Take notes	Cognitive strategy
Use certain clues to understand words or meanings of a text	Compensatory strategy
Use context (surrounding words/sentences) to understand words or meanings of a text	Cognitive strategy
Student 14 (3 strategies) – GPA: 3.8	
Consult the dictionary	Cognitive strategy
Guess words or meanings of a text by feelings	Compensatory strategy
Practice independently	Metacognitive strategy
Translate to Bahasa Indonesia/ mother tongue	Metacognitive strategy
Student 15 (4 strategies) – GPA: 3.89	
Consult the dictionary	Cognitive strategy
Guess words or meanings of a text by feelings	Compensatory strategy
Learn the sentence patterns/ formulas to help	Cognitive strategy
Take notes	Cognitive strategy
Translate to Bahasa Indonesia/ mother tongue	Metacognitive strategy
Use synonyms	Compensatory strategy
Student 16 (4 strategies) – GPA: 3.71	

Guess words or meanings of a text by feelings	Compensatory strategy
Practice independently	Metacognitive strategy
Practice with friends	Social strategy
Translate to Bahasa Indonesia/ mother tongue	Metacognitive strategy
Use context (surrounding words/ sentences) to understand words or meanings of a text	Cognitive strategy
Student 17 (4 strategies) – GPA: 3.77	
Ask the teacher	Social strategy
Guess words or meanings of a text by feelings	Compensatory strategy
Memorize sentence patterns and word meanings	Memory strategy
Practice independently	Metacognitive strategy
Practice with friends	Social strategy
Use context (surrounding words/ sentences) to understand words or meanings of a text	Cognitive strategy
Student 18 (4 strategies) – GPA: 3.77	
Ask the teacher	Social strategy
Guess words or meanings of a text by feelings	Compensatory strategy
Memorize sentence patterns and word meanings	Memory strategy
Practice independently	Metacognitive strategy
Practice with friends	Social strategy
Use certain clues to understand words or meanings of a text	Compensatory strategy
Use context (surrounding words/sentences) to understand words or meaning of a text	Cognitive strategy
Student 19 (5 strategies) – GPA: 3.78	
Learn the sentence patterns/ formulas to help	Cognitive strategy
Memorize sentence patterns and word meanings	Memory strategy
Practice independently	Metacognitive strategy
Practice with friends	Social strategy
Take notes	Cognitive strategy
Translate to Bahasa Indonesia/mother tongue	Metacognitive strategy
Use certain clues to understand words or meanings of a text	Compensatory strategy
Use context (surrounding words/ sentences) to understand words or meanings of a text	Cognitive strategy
Student 20 (4 strategies) – GPA: unknown; anonym	
Ask the teacher	Social strategy
Find new words	Metacognitive strategy
Guess words or meanings of a text by feelings	Compensatory strategy
Learn the sentence patterns/ formulas to help	Cognitive strategy
Practice independently	Metacognitive strategy
Practice with friends	Social strategy
Translate to Bahasa Indonesia/ mother tongue	Metacognitive strategy
Use certain clues to understand words or meaning of a text	Compensatory strategy

Use context (surrounding words/ sentences) to understand words or meanings of a text	Cognitive strategy
Use synonyms	Compensatory strategy
Student 21 (2 strategies) GPA: unknown; anonym	
Find new words, use synonyms	Compensatory strategy
Guess words or meanings of a text by feelings	Compensatory strategy
Use certain clues to understand words or meaning of a text	Compensatory strategy
Use context (surrounding words/ sentences) to understand words or meaning of a text	Cognitive strategy
Student 22 (4 strategies) GPA: unknown; anonym	
Consult the dictionary	Cognitive strategy
Guess words or meanings of a text by feelings	Compensatory strategy
Memorize sentence patterns and word meanings	Memory strategy
Practice independently	Metacognitive strategy
Take notes	Cognitive strategy
Translate to Bahasa Indonesia/ mother tongue	Metacognitive strategy
Use certain clues to understand words or meanings of a text	Compensatory strategy
Use context (surrounding words/sentences) to understand words or meanings of a text	Cognitive strategy
Use synonyms	Compensatory strategy
Student 23 (5 strategies) GPA: unknown; anonym	
Find new words	Metacognitive strategy
Memorize sentence patterns and word meanings	Memory strategy
Practice with friends	Social strategy
Prepare the materials before the class	Metacognitive strategy
Take notes	Cognitive strategy
Translate to Bahasa Indonesia/ mother tongue	Metacognitive strategy