

Language learning strategies in EFL used by athlete students in sport language centre

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Abstract

The aim of this research is to identify the type of English learning strategies as foreign language used by athlete students and to analyse on how to use language learning strategies in learning English as foreign language to their achievement in English speaking skill. This research was conducted on six athlete students in Sport Language Center of Surabaya who are able to speak English in International Competition. The data for this research were taken from observation and filling up questionnaire analysis. It can be concluded that language learning strategies in learning English as foreign language for the students were very useful and helpful. The learning strategies are believed to be responsible for successful language acquisition and significant in language learning. Thus, in learning English as a foreign language, appropriate language learning strategies were significant. Athlete students who are swimmers in Sport Language Center needed to know how to learn, and swimmer coach needed to know how to facilitate his process in teaching English. Hopefully this research can also inspire other researcher who are interested in conducting research on other aspects of language learning strategies.

Keywords: Language Learning Strategy; Athlete; English as foreign language

INTRODUCTION

Education refers to the knowingly and responsibly provided direction or assistance to children by adults, both in terms of physical and spiritual factors that lead to the child's maturity level. Since humans first arrived on this planet, education has taken the form of parents passing on their knowledge, skills, and values to their children as a means of preparing them for life and the future. Education is more focused on attempts to build and be willing to maintain a harmonious relationship with the environment than it is on preparing individuals to adapt to the environment. One of the purposes of education is to mold students' attitudes and learning orientations, to inculcate a positive attitude and a hunger for information, and to efficiently develop learning skills (Cristea & Schulz, 2016).

In the English as a foreign language (EFL) classroom, English as an international tool or as a lingua franca (ELF) for communication requires reconsideration (Mansfield & Poppi, 2012). This not only necessitates that teacher assist their students in developing the linguistic skills required to understand various types of accents and, in turn, to be understood by others, but it also paves the way for a greater awareness of the non-native speakers who use English as a means of communication all over the world. The worldwide spread of English is just one of the many different developments subsumed under the general phenomenon of globalization. It is furthermore associated with boundless mobilities and, as such, is the language of globalization (Florida et al., 2012).

If, on the one hand it is true that language is a vital commodity in the globalized world, it is on the other also true that globalization raises issues for second language learning and teaching. As a result, the function of English as an international tool or as a lingua franca (ELF) for communication needs rethinking in the English as a foreign language (EFL) classroom. This does not only require that teachers help their students develop the linguistic skills needed to understand various kinds of accents and in turn be understood by others, but it also paves the way for an enhanced awareness of the existence of non-native speakers all over the world who use English as a means of communication. With this in mind, it is essential that teachers respond appropriately (and pragmatically) to equipping their students with the skills needed in the face of cultural and linguistic differences emerging between interactants in an international context, as, for example, Smokotin et al (2014) has highlighted in her study of misunderstanding and repair strategies in ELF communication.

Thus, the researcher showed that the main aim of this paper to know how to use English as Foreign Language. From a contextual point of view, the paper can first provide some background information on athlete students learning context that applied some language learning strategies. The Language learning strategies, as previously stated, are specific behaviors or cognitive processes that students employ in order to improve their own L2 learning (Oxford, 2003). The word strategy is derived from the ancient Greek word strategy,

which meant procedures or activities conducted in order to win a war. The warlike connotation of strategy has thankfully faded, but control and goal-directedness persist in the current sense. Moreover, the students who learn English as a foreign Language needs the specific strategy. There are some procedures in the teaching learning process in different strategy that is used by different student. Therefore, the strategy can be used to achieve the goal especially in speaking English.

The significance of communication as a fundamental language skill for the learning process. Parts of English language learning should include not just information, but also communication and speaking abilities. Reading, speaking, grammar, listening, and writing are among the core abilities covered by communication in English languages(NASTAS, 2017). It means the integrated skills in learning English that is the most important things for the students to be able to communicate in English. The athlete students should speak English in the International competition.

It is based on the ability to comprehend and express various ideas in the form of a text or speech in a variety of situations. Understanding various cultures and social circumstances is also part of communication. Furthermore, the athlete students as the subject in this research not only be able to speak English but also understand the various cultures too.

Speaking skill is an important aspect of learning English because students use it to communicate with others. In language classes, we have to know how to understand what people say. In addition, it is also related to how we express our ideas when want to convey ideas to our friends with good and easy language so that they can get the point. Besides that, it is one of the big roles in the communication process, it also one of the basic human needs and cannot be separated from their lives. As social beings, people need to talk to communicate and interact with others to meet their needs. Through talking, people can give their ideas, share information, and express feelings directly or indirectly.

For most students can master speaking skills is the single most important aspect of learning a foreign language, because speaking has five components namely: grammar, vocabulary, comprehension, fluency, and pronunciation. Students have to be aware of these components. Before they speak, they should know what they will say; therefore, they need to have many ideas in their minds about what they will say. However, speaking a foreign language is not an easy skill to be mastered by learners. They consider speaking as the most difficult skill since it needs great courage as well as preparation to speak well in the new language. Speaking also becomes a primary factor, because people judge ones' English competency through his speaking. If a student can speak English well, it indicates that he masters English.

Speaking skill is very needed by many people especially students who are majoring English, because it has been needed for them in that major. (Hoffman et al. 1996) defines in

his book, language and language learning, “speaking is the ability to interact successfully in that language”. It is also needed by non-English students who have a preference to learn English because by mastering speaking skills they will have added value. In addition, job seekers also need speaking skill if they want to apply for a job in the foreign company because it has been a particular requirement for the company since a foreign company has significant relation as especially with other foreign companies in which the people there are from various countries. Students need to have a good learning strategy to have good speaking, because it can overcome problems when speaking. Before they practice speaking, they can prepare what is the right strategy to solve the problem when speaking by memorizing or taking notes. Every student has various difficulties, and the difficulties faced by the students are not the same. Some students who speak fluently, because they have good grammar, sufficient vocabulary, and proper pronunciation but others cannot speak English, there are do not have enough vocabulary, poor grammar, nervous, lack of self-confidence. Individual learning is defined as the capacity to build knowledge through individual reflection and have different capacities that differ in their knowledge, experience, and knowledge that are built from external stimuli and sources. It is a fundamental requirement of existence

The ability in speaking English is a very important aspect for any athlete career. As a result, the learning strategies that are proposed to be used at the high education level of athlete students primarily achieve the goal in communication skill, since the aspect that can be mostly used in real-life situations of any sports professional. In this research, the researcher analyzed the used of learning strategies for athlete students in non-academic fields.

Therefore, to overcome the problem that is owned by students the right learning strategy. One of the ways become actively involved in controlling their learning is by using strategy. The athlete students use different language learning strategies in performing the task and processing the input they face. Language learning strategy is a right way for how students can overcome their problems and can complete their tasks because it influences the successful level of learning. According to Liu (2010) good learners are aware of the learning process and themselves as learners, and seek to control their own learning through the use of appropriate learning strategy.

Language learning strategies are good indicators of how learners approach tasks or problems encountered during the process of language learning, especially in speaking. In other words, language learning strategies give teachers clues about how their students assess the situation, plan, select appropriate skills to understand, learn, or remember new input presented in the language classroom. Learning Strategies are supposed to be used to attain goals or to solve a problem. In another way, it can be said that learning strategies can be used to solve students' problems in speaking.

The first previous study is a thesis written by *Dinda Hartina Mega Sartika, Asih Santihastuti, Eka Wahjuningsih* the title is *The Learning Strategies Used By Efl Students In Learning English*. The goal of this research was to assess the most commonly utilized method by successful and failed senior high school students, as well as the differences in their strategies. A questionnaire was used as the instrument in this survey. The participants were 40 tenth-grade students from SMAN 2 Jember, 20 of whom were successful and 20 of whom were not. Based on Oxford (1990), the writer distributed SILL questionnaires to observe their Language Learning Strategy (LLS), which is divided into six categories: cognitive, metacognitive, memory-related, compensatory, affective, and social. According to the statistical research, successful students utilized metacognitive as their most commonly employed learning strategy on a scale of high use, while failing students used cognitive strategy in a medium way. It also showed that successful students used all six categories of tactics at a higher rate than failing students. This assumes that successful students can set clear goals, regulate, review, and evaluate their learning, as opposed to failing students who are more concerned with how they think, memorize, summarize, and repeat it (Learning et al., 2019).

The second previous study is an article by *Haryanto Atmowardoyo, Sukardi Weda, and Geminastiti Sakkir* the title is *Learning Strategies in English Skills used by Good Language Learners in Millennial Era: A Positive Case Study in Universitas Negeri Makassar*. This article is part of a larger set of study findings aimed at building a theory of learning English as a foreign language. The other portion was published in *Solid State Technology* Vol 3 Issue 5 in an essay titled *Information Technology Used by Good Language Learners in the Millennial Era*. The use of best practice as a data source is used to construct theories. "What English learning methodologies are used by high achievers in the millennial era?" is the study question. The primary questions are divided into four sections, each of which has four questions based on four different types of language skills: listening, speaking, reading, and writing. Academic achievement was used to choose research subjects. Subjects were students in the fourth semester of the English Department who scored in the top 20% of their class. 40 students from the English Education Study Program and the English Literature Study Program were chosen as subjects. In Universitas Negeri Makassar, they were described as excellent language learners. A list of open questions with a total of 12 questions was utilized to collect data. The list of questions was sent out using Google Form to the research subjects' WhatsApp account numbers between March and May 2020. Coding was used to examine the verbal data gathered. The study's findings include explanations of the tactics employed by research participants to improve their English hearing, speaking, reading, and writing skills. The duration of time spent improving the four categories of English skills is also included in this description. The millennial good language learners employ a variety of language learning strategies to increase their four categories of language skills: listening, speaking, reading, and

writing, according to the findings. This information will aid ELT teachers, students, and researchers in developing post-pandemic language pedagogy (Atmowardoyo et al., 2021).

The third previous study is an article by *Hoang Nguyen, Daniel R. Terry* the title is *English Learning Strategies among EFL Learners: A Narrative Approach*. Individual characteristics, as well as environmental and contextual factors, are thought to impact language learning strategies (LLSs). As a result, several factors, including both learning and learner variables, influence the effective usage of LLSs. Because of the dynamic and complicated character of LLSs, qualitative research is the best way to investigate this issue. The qualitative findings from a larger-scale study on English LLSs among tertiary students in Vietnam are presented in this publication. Semi-structured interviews with ten English as a foreign language (EFL) teaching professionals and ten EFL students at a university in Vietnam provided the data. Interviews lasted 30 to 40 minutes in Vietnamese and were audio recorded with permission. Students' interview questions focused on their general sentiments toward LLSs and their lived experiences with them. Similarly, EFL employees had their interview questions designed around their overall attitudes. The interview transcripts were translated into English, double-checked, and analyzed thematically. The findings are textual and interpretive in nature, with emergent themes and issues concerning target learners' attitudes about and actual usage of LLSs. The findings have ramifications for both practitioners and scholars, as well as educational policymakers (Nguyen & Terry, 2017).

The differences are the subjects in this research who are the athlete students are swimmer. They learn English as non-academic achievement. Therefore, the athlete can be able to speak English when they are in the International Competition. However, the similarity of the previous studies with this research, is the same field is using Language Learning Studies to increase the athlete student's ability in speaking English.

Researching about language learning strategies in speaking in Sport Language Center for the athlete students have common things, so that why the researcher chooses Non-academic field. The researcher chooses the research subjects at Sport Language Centre, because the researcher wanted to investigate how the athlete students used their learning strategy. The researchers integrates sports and EFL by involving swimming athletes in Indonesia, where many athlete students, particularly in speaking skills, do not understand English. Based on the researcher's observations in Sport Language Centre, the researcher found several phenomena that appropriate for doing research.

This research aimend is to describe language learning speaking strategies in the non-English department. Besides. The researcher is also encouraged to show what kind of Language Learning Strategies in EFL for athlete students in Sport Language Centre. Moreover, the researcher can analysis how the athlete students use the Language Learning Strategies in EFL. Hopefully, the language learning strategies in learning English as foreign language for

the students can be very useful and helpful because appropriate language learning strategies were significant. By using these strategies, they can improve their speaking English as the foreign language.

METHOD

The researcher demonstrates how this research was conducted utilizing the research design in this chapter. It comprises of the research design, the research setting, research instrument, data collection technique and the data analysis technique. To complete this research, the researcher presented all terms.

Research Design

The qualitative method is applied in this research. To find the data that has been collected, a qualitative method is applied. According to Chavez et al., n.d (2007) Qualitative research is a situated activity in which the observer is placed in relation to the rest of the world. It is made up of a combination of interpretive and material behaviors that allow us to see the world.

According to Chavez et al., n.d (2007) The study of research problems looking into the meaning people or groups give to a social or human situation begins with assumptions, a worldview, the possible employment of a theoretical lens, and the examination of research problems.. The characteristic in question is an understanding of the complexities of data meaning and its role in qualitative research.

The collecting of data in a natural setting sensitive to the people and places under investigation, as well as inductive data analysis that establishes patterns or themes, are all used by qualitative researchers (Chavez et al., n.d, 2007). Asking questions, establishing procedures, and collecting particular data from informants or participants are all part of the qualitative research process. Inductively analyzing data, reducing, verifying, and interpreting or capturing the meaning of the problem under study's context.

Research Setting

The research setting in the Sport Language Center, which produces a lot of athlete seeds. The subjects in this research are the swimmer as the athlete students. There are 6 (six) athlete students who are the men. They are in the seventh grade of junior high school. This research was conducted at the Language Sport Center of UNESA in Surabaya.

Research Instruments

An instrument is a tool or a set of three facilities used by researcher to collect data in order to make their job easier and their results better so that they can be processed more

easily (Arikunto, 2013). The researchers use instruments in this research: interview, observation and questionnaires.

1. Interview

Interview is a process of interaction, dialogue, question and answer between two or more people to get first-hand information. In this study, interviews were used to collect information from participants. Researchers conducted interviews with coach and athlete students at the Sports Language Center.

2. Observation

Observation was used to collect data. Observation is made during the teaching learning process and is only focused on that process. When the coach is conducting technical learning activities, the observer can use observation sheet that was made to observe teaching learning process. (see on appendix 1.)

3. Questionnaire

A questionnaire is a data collection tool in which respondents are given a set of questions or written statements to answer (Sugiono, 2012). The questionnaire utilized in this study consisted of 17 factual statements. The athletes can fill out a questionnaire that has been already provided to them by researcher who can be accompanied by coaches.

Based on Oxford (2003), the researcher distributed the questionnaire to monitor the athlete students' Language Learning Strategy (LLS), which is divided into six categories: cognitive, metacognitive, memory-related, compensatory, affective, and social. (See on appendix 2.)

Data Analysis

Data analysis techniques is a process of putting facts and numbers together to answer a research question. Finding the answers to the research question is important. According to Verdecchia (1995) the interpretation of the data, which is derived from the data reduction, creates data displays, and draws conclusions, is another important aspect of the research. Data analysis techniques used by researcher in this research are:

Data Reduction

In data reduction, the researcher summarizes, chooses the main things, focuses on important things, focuses on themes and patterns and discards unnecessary ones, so that later it is easy to draw conclusions. Reduced data is data from the results of student response questionnaires. The steps for analyzing student response data are as follows:

- A. Make a score for each answer choice using a Likert scale the respondent's answer can be a statement that strongly agree the score is 4, agree the score is 3, disagrees with the score is 2, disagrees the score is 1. (See on appendix 3.)
- B. Calculating the frequency of respondents who chose Strongly Agree, Agree, Disagree, and Strongly Agree on each statement item.
- C. Calculate the total score of each item and calculate the percentage of the total score per item.

Respondent's questionnaire is calculated using the following formula:

$$P = \frac{F}{N} \times 100$$

Information:

P = Percentage of assessment (%)

F= Respondent's Frequency

N = Maximum Score

- D. Interpret the percentage of student responses to each question item using the following categories: (see on appendix 4.)
- E. The opinion given by students on each statement can be analyzed descriptively.

Data Display

Data display is a collection of structured information that allows drawing conclusions and taking action. Display data can be presented in the form of tables, graphs, pie charts. After the researcher present the data, the researchers conduct an analysis of the data. In this step, the researcher describes the results of the problem formulation. Researcher describe all results from questionnaires, observations, interviews and documentation in detail, so by presenting data arranged the data will be easier to understand.

Drawing Conclusion

In qualitative research, the final step in data analysis is to make conclusions based on the data taken. At this stage the researcher draws conclusions to directly answer the research question of this study. The researcher draws conclusions to answer the research question of how to implement language learning strategy and how to respond the athlete students. At this stage the researchers obtain the results of the research conducted. In this research, the researchers take several steps to analyze the data:

1. Researcher collect the data through questionnaires, and observation. Then the researcher makes a selection.
2. After collecting and reducing the data, the researcher displays the transcript data and then change it into a narrative form.
3. The final step is the researcher can draw conclusions and get the results from the research in the form of descriptions.

RESEARCH FINDINGS AND DISCUSSION

Research findings

Based on the questionnaire sheet, the research found that all six Language Learning Strategies classified by Oxford (1990) had been used by the athlete students. It is shown in the appendix 5.

The researcher discovered that students' strategies in cognitive strategy are indeed 83 %, metacognitive strategy is 75 %, memory-related strategy is 33 %, compensatory strategy is 83 %, affective strategy is 66,6 %, and social strategy is 100 % based on data analysis. The 100 % social strategy is the most commonly employed English learning strategy for athlete students. The Language Learning Strategies that were employed by athlete students were suitable in learning speaking. It is because as Oxford (2003) points out that these strategies allow the athlete students to use the language despite athletes' limitation in knowledge like in adequacy of grammar and vocabularies. These strategies can help the athlete students to improve the speaking skill. Therefore, they are able to speak English in international competition when they join in other country.

Discussion

In the subsection, the researcher comes to the main part of the article. This subsection serves the answers of questions stated in the introduction section. To support the answer, the researcher explains by showing the relevance of findings described earlier in this section. The researcher is also encouraged to show what kind of Language Learning Strategies in EFL for athlete students in Sport Language Centre. Moreover, the researcher can analyze how the athlete students use the Language Learning Strategies in EFL. Therefore, language learning strategies in learning English as a foreign language for the students were very useful and helpful because appropriate language learning strategies were significant. By using these strategies, they can improve their speaking English as the foreign language.

Foreign language proficiency is expected of athletes. This talent allows them to not only communicate with coaches, mechanics, and opponents, but it also allows them to obtain knowledge from a wider range of sources. According to Shofi (2021) the appointment of Australian Michael Piper as the national team's coach instills hope in the athletes' ability to achieve more success in the future and assist them qualify for the 2020 Tokyo Olympics. However, it appears that the connection between Michael Piper and the swimming athletes did not proceed as planned.

The first used strategy by the athlete students was social strategy that was the most commonly employed English learning strategy for athlete students. The strategy was optimally used. Since the strategy was very helpful for the athlete students with difficulties in speaking English.

The second most frequently used strategies employed by the athlete students were cognitive strategy and compensatory strategy that were 83 %. It supports Rachmawati (2013) which showed that in improving athlete students' speaking skills. The language learning strategies were mostly used.

The third most frequently used strategies employed by the athlete students were metacognitive strategy was 75 % and affective strategy was 66, 6 %. In terms of the usage among the six categories of strategies, these both types of strategy were in the middle of strategy usage, not to be the most frequently used strategies or the least used ones.

At last, the least frequently used strategies employed by the athlete students was memory-related strategy is 33 %. It showed that in learning speaking, the athlete students who in a fact have experienced learning speaking for some years and go beyond memorizing in their learning. Out of six levels of learning proposed by Bloom et al (1956), memorizing is the first level of learning. Thus, these athlete students investigated were not in the first level of learning. They had been able to move beyond the basic level of memorization of vocabulary and grammar (Rachmawati, 2013). Meanwhile, Oxford, 2003 states that less frequently used memory strategies might be due to the fact that they simply do not use these strategies or are unaware of how often they employ the strategies.

The differences in Language Learning Strategies that were employed by athlete students can influence their achievement in English speaking skill. This research was conducted on six athlete students in Sport Language Center of Surabaya who are able to speak English in International Competition. The data for this research were taken from in the observation and filling up questionnaire analysis.

The result of this research that 1) Azzam used social strategy and cognitive strategy in learning English. These learning strategies were employed by the athlete student that gained

good score in speaking English test. 2) Galang used social strategy only. By using this learning strategy, Galang could improve speaking skill and get good score in speaking test, 3) Gaston used cognitive strategy and affective strategy. Learning strategies that Gaston used was very useful in improving English speaking skill and getting good score in English speaking test. 4) Jordan used memory-related strategy and social strategies in learning English. By applying those learning strategies, he always got good score in English lesson. 5) Kenneth used cognitive strategy, compensatory strategy, and social strategy in learning English. These learning strategies that were applied by Kenneth gained good score in English speaking skill and got good score in English lesson. 6) Dirgayanggra used cognitive strategy, affective strategy, and social strategy. Learning strategies that were used by Dirgayanggra was very beneficial in English speaking skill and getting good score in English test.

It can be concluded that language learning strategies in learning English as foreign language for the students were very useful and helpful. The learning strategies are believed to be responsible for successful language acquisition and significant in language learning. Thus, in learning English as a foreign language, appropriate language learning strategies were significant. Athlete students who are swimmers in Sport Language Center needed to know how to learn, and swimmer coach needed to know how to facilitate his process in teaching English. Hopefully this research can also inspire other researcher who are interested in conducting research on other aspects of language learning strategies. The pictures below that showed the athlete students learnt English with swimmer coach in Sport Language Center of Surabaya. The researcher as the observer that observed the teaching and learning process from beginning to closing while filling out the observation sheet. Finally, the researcher gave the Language Learning Strategies to the athlete students. The pictures on the process teaching and learning as followed: (see on appendix 6.)

CONCLUSION

The result of the research showed that based on data presentation and data analysis in discussion, this research was carried out to identify and describe the types of athlete students' kinds of learning strategies in learning English as foreign language. The collected was classified based on Oxford theory. The researcher concluded the types of choose athlete students' kinds of learning strategies in learning English at athlete students in Sport Language Center of Surabaya. In their questionnaire, from the highest percentage to lowest the choose athlete students Language Learning Strategy in learning English. Found are from the frequency of each strategy types, it can be concluded that total number of social strategies 100%, cognitive strategies 83%, compensatory strategies 83%. Metacognitive strategies 75%, effective strategies 66.6%, and memory-related strategies 33%. From the results of the research found that, Language Learning Strategies used by athlete students in learning English as foreign language are social strategies by athlete students in Sport Language Center

of Surabaya with 100% choose. Therefore, language learning strategies in learning English as foreign language for the students were very useful and helpful because appropriate language learning strategies were significant.

FIGURE AND APPENDIX

Appendix 1. Sheet of observation

No.	Coach Activities	Yes*	No*	Information
PRELIMINARY				
1.	Greeting	√		
2.	Coach conveys apperception by linking swimming technique material in speaking skill for daily activities for swimming athletes. Materials are presented by using flash cards.	√		
3.	Coach explains the learning objectives to achieve learning outcomes in speaking skill and the facilities/media needed. Couch asks the athletes to be involved in learning activities.	√		
MAIN ACTIVITIES				
1.	The coach reviews the previously presented material, conducts questions and answers about the material that has been delivered.	√		
2.	The coach delivered material on vocabulary and grammar related to the topics in the swimming technique material.	√		
4.	The coach directs athletes by providing tips to improve speaking skills and monitors athletes speaks with the others by using English in discussing	√		
5.	Coach asks athletes to perform role play and conducts an authentic assessment.	√		
6.	The other athletes were given the opportunity to ask questions and give their opinions to the group that performed role play (providing feedback).	√		
7.	Presenters are given the opportunity to respond.	√		
CLOSING				
1.	Coach asks all athletes to conclude the material that has been studied and delivered in English individually.	√		
2.	Coach provides feedback on the learning process and asks athletes to join the language community.	√		
Percentage (%) of offline learning implementation				

Appendix 2. Sheet of questionnaire

No.	Indicator	Strongly Agree	Agree	Disagree	Strongly Disagree
Cognitive Strategy					
1.	I like learning English both outside and inside school.				

2.	I am one of those people who understand things by memorizing.				
3.	I feel that my memory is very strong in learning English.				
Metacognitive Strategy					
4.	I am a person who likes to plan how to complete assignments in English.				
5.	I am one of those people who like to choose the easiest way to learn English.				
6.	I am part of the people who like to evaluate every English lesson.				
Memory-related Strategy					
7.	I often find it difficult to complete tasks, often stop and lose patience.				
8.	I often have trouble paying attention and like to forget.				
9.	I always depend on other people to solve problems.				
Compensatory Strategy					
10.	In interpreting new vocabulary, I relate the topic to something I know either reading or listening.				
11.	I like to learn English from the vocabulary of synonyms that I have.				
Affective Strategy					
12.	I am very self-motivated in learning English.				
13.	I am one of those people who is very brave to use the new English vocabulary that has been acquired without fear of being wrong.				
14.	In learning English, I am one of those people who like to compose vocabulary lists.				
Social Strategy					
15.	In learning English, I am one of those people who like to ask questions to teachers, coaches, or people around me.				
16.	I am a person who likes to learn English with friends or people around me in a group way.				

17.	I'm trying to get a chance to speak with native speakers.				
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Appendix 3. Sheet of score

No	Students' Answers	Score
1.	Strongly Agree	4
2.	Agree	3
3.	Disagree	2
4.	Strongly Disagree	1

Appendix 4. Category percentage of response

No	Percentage (%)	Interpretation
1.	76 - 100	Very Positive
2.	51 - 75	Positive
3.	26 - 50	Negative
4.	0 - 25	Very Negative

Appendix 5. Showed the language learning strategies used by athlete students

Learning Strategy	Formula ($P = \frac{F}{N} \times 100$)	Percentage (%)
Cognitive Strategy	$P = \frac{20}{24} \times 100$	83%
Metacognitive Strategy	$P = \frac{18}{24} \times 100$	75%
Memory-related Strategy	$P = \frac{8}{24} \times 100$	33%
Compensatory Strategy	$P = \frac{20}{24} \times 100$	83%
Affective Strategy	$P = \frac{16}{24} \times 100$	66,6%

Social Strategy	$P = \frac{24}{24} \times 100$	100%
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Picture 1. Observing teaching and learning process.



Picture 2. Giving material in English.



Picture 3. Doing role play.



Picture 4. Giving questionnaire of language learning strategy.

Appendix 6. Pictures

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