



## Mapping the Application of Language Learning Strategies to the Language Skills: A Content Analysis Based on Oxford's Book

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### Abstract

This study aims to map the application of language learning strategies based on Rebecca L. Oxford's theory in her book *Language Learning Strategies: What Every Teacher Should Know* for four primary skills: listening, speaking, reading, and writing. Using a qualitative approach with content analysis, this study analyzed direct (memory, cognitive, compensatory) and indirect (metacognitive, affective, social) strategies. Data were collected through a literature review and analyzed using the content analysis method based on Klaus Krippendorff's framework. The results showed that memory strategies significantly affected listening and reading skills, cognitive strategies were applied evenly across all skills, while compensatory strategies focused more on speaking skills. Metacognitive and affective strategies are important for learning management, and social strategies support all language skills. The findings guide educators in designing effective teaching methods, particularly in Arabic language learning.

**Keywords:** *mapping application, language learning strategies, language skills, content analysis*

### Introduction

Language learning is an important aspect of individual and societal development in this era of globalization (Hidayat, Hasanah, et al., 2024). Good language skills enable individuals to communicate effectively (Shiddiq et al., 2022), understand other cultures (Hidayat, Rahman, et al., 2024), and access a broader range of information (Nukman & Hidayat, 2024). One significant contribution to the field of language learning strategies is the work of Rebecca L. Oxford (1990), whose book has become a significant reference in the study of language learning strategies (Stoyhoff, 1993; Reed, 2012b).

Rebecca L. Oxford, a professor specializing in educational psychology (Rahmat, 2018; Griffiths, 2024) and language learning (Panahi et al., 2024; Reed, 2012a), currently serves at the Air Force Culture and Language Center, Air University, Maxwell Air Force Base, Alabama. She has a strong educational background, with a Ph.D. from the University of North Carolina and master's degrees from Boston University, Yale University, and Vanderbilt University (Jelita, 2022). At Air University, Dr. Oxford is recognized for her outstanding contributions to teaching and research mentorship, with many of her students winning awards for their research. Her teaching focuses on improving critical thinking skills, language learning strategies, and writing skills for both local and international students. In addition to teaching, Dr. Oxford has a rich track record of research and publications in language learning and multicultural education. Her works include widely recognized books and articles, such as *The Tapestry of Language Learning* (Scarcella & Oxford, 1992), *Simulation, Gaming, and Language Learning* (Crookall, 1990), *Research on second language learning strategies* (Oxford, 1992), and *Second language research on individual differences* (Oxford & Ehrman, 1992). She is also active in various research projects focusing on language learning strategies and peace education. Recognition of her expertise and contributions is reflected in her numerous awards, including the Distinguished Scholar-Teacher Award from the University of Maryland. As a leading expert, Dr. Oxford continues to make a significant impact in the fields of education and language learning (Oxford, 2012).

Rebecca L. Oxford's book, entitled "Language Learning Strategies: What Every Teacher Should Know," provides a comprehensive guide to language learning strategies (Wu & Chen, 2019) that language learners can use (Lin & Hong, n.d.) to improve their language skills (Li, 2023). Oxford classifies language learning strategies into two broad categories, direct and indirect language learning strategies (Dawood, 2021). Then each has three strategies, direct strategies include memory, cognitive, and compensatory strategies, then indirect strategies include metacognitive, affective, and social strategies (Lim et al., 2021); Hai-Tao, n.d.). Each category includes a variety of techniques that can assist learners in mastering the language more effectively (Bessai, 2018). This study aims to conduct a mapping of language learning strategies in Maryland.

This research aims to map the application of language learning strategies to four language skills: listening, speaking, reading, and writing. A content analysis based on Rebecca L. Oxford's book will identify how these strategies are applied in each language skill. Conducting this mapping is expected to provide a deeper understanding of the mapping of language learning strategies on language skills in Rebecca L. Oxford's book and assist educators in designing more effective teaching methods.

A content analysis approach was used in this study to explore and identify key themes related to language learning strategies. By analyzing the content of Rebecca L. Oxford's book, this study will provide insight into specific strategies that effectively develop each language skill. In addition, this study also aims to highlight the differences in strategy use between language skills and the implications for language teaching.

Thus, this study contributes to the theoretical understanding of language learning strategies and has significant practical implications for language teaching. The results of this study are expected to guide educators in designing curricula and teaching methods that better suit the needs of learners, as well as improving the effectiveness of language learning in various educational contexts.

## **Method**

This research is a literature review that discusses the mapping of language learning strategies based on language skills. This research is qualitative and is conducted through a literature study. The research steps include collecting primary and secondary literature sources, collecting data, evaluating data quality, analyzing data, interpreting data, and concluding findings. This research classified the data based on the research formula used (Darmalaksana, 2020). The researcher used data collection techniques, namely documentation and literature review. In analyzing qualitative data, researchers use content analysis, using a description according to Krippendorff, where the content analysis research scheme is divided into six stages: Unitizing, Sampling, Recording/Coding, Reducing, Inferring, and Narrating (Krippendorff, 2009).

The content analysis process based on Klaus Krippendorff's framework involves six main stages. First is unitizing, which systematically identifies text segments relevant to the analysis. Second is sampling, limiting observations to a manageable subset of units, ensuring a representative sample of the text population. Third, coding classifies the text into predetermined categories using a consistent coding guide. Fourth, reducing, simplifying, and summarizing the coded data to make it more manageable. Fifth, inferring bridges the gap between the descriptive text and its meaning or reference through in-depth analysis. Finally, the researcher will narrate, organize, and present research findings in the form of a coherent and straightforward narrative, ensuring interpretative results and achieving research objectives (Krippendorff, 2018).

## **Result and Discussion**

This study aims to conduct a content analysis on a book by Rebecca L. Oxford entitled "Language Learning Strategies: What Every Teacher Should Know." The main focus of this study is on Chapter 3 and Chapter 5, which discuss the application of direct and indirect strategies to the four language skills, respectively. Through content analysis, the researcher sought to understand and explain the strategies proposed by Oxford.

Chapter 3, entitled "Applying Direct Strategies to the Four Language Skills," will be explored in depth to identify various direct strategies, such as memory, cognitive, and compensatory strategies, used in improving listening, speaking, reading, and writing skills. The researcher will analyze how these strategies are outlined in the book and to what extent they can be implemented in learning practices.

Chapter 5, entitled "Applying Indirect Strategies to the Four Language Skills," will be analyzed to understand the application of indirect strategies in supporting

language skill development. The research will explore Oxford's various metacognitive, affective, and social strategies and analyze how these strategies can be integrated with listening, speaking, reading, and writing skills.

### *Applying Direct Strategies to the Four Language Skills*

The first part of Chapter 3 begins with “Introduction to Applying the Direct Strategies.” This section explains how three groups of direct strategies (memory, cognitive, and compensatory) are used to develop the four language skills: listening, speaking, reading, and writing. These direct strategies are most effective when supported by indirect strategies, which are explained in more detail in the next chapter. In this discussion, there are two fundamental assumptions. First, all four language skills are important and require special attention and action. Second, learning strategies assist students in developing each of these skills. In this chapter, the language skills associated with each strategy are marked with the following symbols: L for listening, R for reading, S for speaking, W for writing, and A for all skills.

### **Memory Strategies**

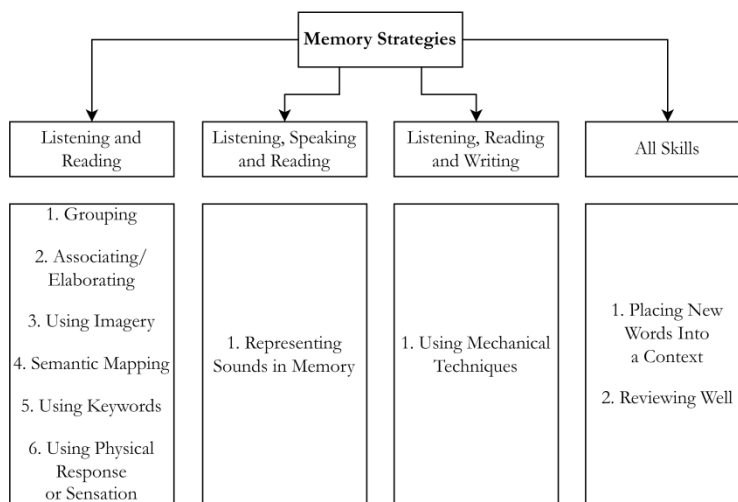
This section explains that storage and retrieval of new information are the two main functions of memory strategies. These strategies help learners store in memory the important things they hear or read in the new language, thus enlarging their knowledge base. Moreover, they enable learners to retrieve information from memory when they need to use it to understand or produce language. There are four sub-types of memory strategies described by Oxford, including:

1. **Creating mental linkages** involves three basic strategies: First, **Grouping** refers to organizing information into categories or groups, which helps with better retention and recall, and Oxford uses it in listening and reading skills. Second, **Associating/Elaborating** involves connecting new information with existing knowledge, thus deepening comprehension and facilitating memory; this strategy is also used in listening and reading skills. Third, **Placing New Words into a Context** means putting the words in meaningful sentences or scenarios, which improves comprehension and recall. This strategy is used in Oxford's four language skills. These basic memory techniques are essential for developing more complex memory strategies, providing a strong framework for effective learning and retention of information.
2. **Applying Images and Sounds** involves four valuable strategies for remembering new phrases that have been heard or read. These strategies include: First, using imagery helps strengthen recall by associating information with vivid images. Second, **semantic mapping** involves connecting different concepts and facilitating understanding and recall. Third, **Using Keywords** allows the recall of information through association with specific keywords. Fourth, **Representing Sounds** in Memory helps to strengthen memories by associating certain sounds or rhythms. One of these strategies, semantic mapping, is particularly helpful in immediate comprehension. The first three

strategies are used by Oxford in listening and reading skills, in contrast to Representing Sounds in Memory, which is also used in speaking skills.

3. **Reviewing Well**, the only strategy described is structured reviewing. This strategy is beneficial for remembering new material in the target language by repeating it at different time intervals. For example, Misha learned English vocabulary by repeating it immediately after learning, then 15 minutes later, an hour later, three hours later, a day later, two days later, four days later, a week later, two weeks later, and so on. This technique is used for all language skills.
4. **Employing action includes two memory strategies.** The first is **physical response or sensation**, which involves physical or manipulative actions to reinforce memories. By incorporating physical Action or sensation, students can recall and retrieve learned information more easily. A physical response or sensation is a physical action that responds to a new expression heard. The teaching technique, Total Physical Response (TPR), is based on this strategy, where students listen to commands and perform them physically. This strategy is used for listening and reading skills. Second, **Using Mechanical Techniques** is one of the memory strategies to remember what has been heard or read. This technique involves using mechanical tools that can help recall information. One example mentioned is flashcards, where a new word is written on one side and its definition on the other. Flashcards are very familiar and helpful in learning contexts, and this strategy is used to improve listening, reading, and writing skills.

The mapping of memory strategies on the four language skills is as follows:



**Figure 1. Memory Strategies Mapping Diagram**

From the mapping, it can be seen that Oxford provides a close connection between memory strategies and the four language skills, especially in listening and reading skills, where all the techniques mentioned can be used to support these two skills, only three techniques can be used in speaking and writing skills.

## Cognitive Strategies

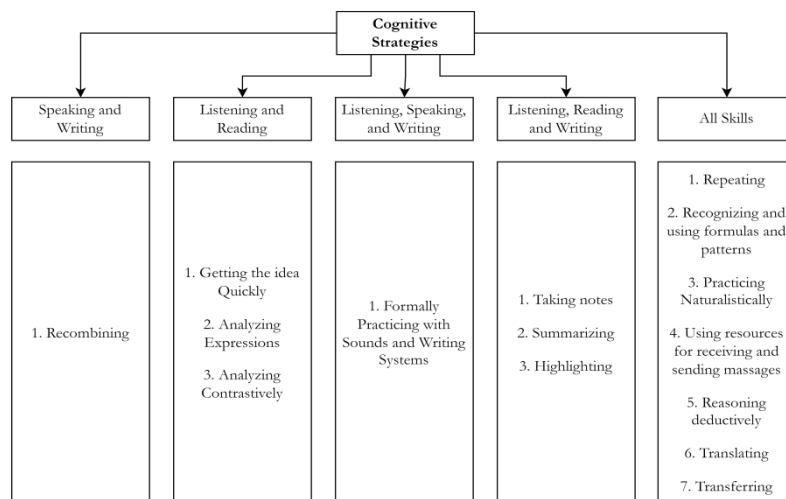
In this section, Oxford explains that four cognitive strategies can be applied to improve the four language skills (listening, speaking, reading, and writing). The four strategies include:

1. **Practising** Oxford explains that practice is one of the most important sets of cognitive strategies, consisting of five main strategies. First is **Repeating**; although the repetition strategy may not sound creative, important, or meaningful at first, it is essential for all language skills and almost always involves some level of meaningful comprehension. Repetition can be used in very innovative ways. Second, **Formally Practising With Sounds And Writing Systems** is a learning method focusing on formal practice with sounds (pronunciation and intonation) and writing systems in the language learning process. This strategy aims to improve students' ability to understand and produce language sounds and recognize and use the writing system correctly; this strategy is used in listening, speaking and writing skills. Third, **Recognizing and Using Formulas and Patterns** is a learning method that focuses on recognizing and using routine formulas and patterns in the target language. This strategy aims to improve students' understanding and language production ability, and it is used for all language skills. Fourth, **Recombining** is a learning method that combines familiar elements into meaningful sentences or expressions in new ways. The aim is to provide helpful practice in profound and silly contexts; this strategy is used in speaking and writing skills. Fifth, **Practising Naturally** is a language learning method that focuses on using language in honest communication. This strategy involves using one or a combination of the four language skills. These five strategies highlight the importance of various practice methods in learning and cognitive development.
2. **Receiving and Sending Messages:** This set consists of two strategies: **Getting the Idea Quickly**, which is used for listening and reading skills; It helps learners focus on what they need or want to understand and allows them to ignore the rest or use it only as background information. The two techniques that make up this strategy are skimming and scanning. Skimming involves looking for the main idea that the speaker wants to convey, while scanning means looking for specific details that are of interest to the learner. Second, **Using Resources for Receiving and Sending Messages** involves using resources to understand the meaning of what is heard or read in the new language or to produce messages in the new language. Print resources such as dictionaries, word lists, grammar books, and phrasebooks may be invaluable to understand better what is heard or read. Encyclopedias, travel guides, magazines, and general books on culture and history can provide valuable background information so learners can better understand spoken or written language; this strategy supports the four language skills.
3. **Analyzing and Reasoning**, this set includes five strategies that help learners use logical thinking to understand and use grammar rules and vocabulary in a

new language. These strategies are valuable because they allow learners to systematically and critically process language information, which can improve their understanding and application of the language being learned. First, **Reasoning Deductively**, this strategy involves using hypotheses about the meaning of what is heard using general rules already known to the learner. Deductive Reasoning is a common and beneficial type of logical thinking. Here are some examples of successful use of this strategy in four language skills: listening, reading, speaking, and writing. Second, **Analyzing Expressions** is a strategy for understanding a new word, phrase, sentence, or paragraph in a foreign language by breaking it down into smaller, comprehensible parts. This strategy is beneficial for learners who encounter long words or complicated expressions and is used in listening and reading skills. Third, **Analyzing Contrastively** is a relatively straightforward strategy most learners use naturally. This strategy involves analyzing the new language's elements (sounds, words, syntax) to determine similarities and differences compared to the learner's native language. It is commonly used in the early stages of language learning to understand the meaning of what is heard or read; this strategy is also used for listening and reading skills. Fourth, if used carefully, **Translating** can be a helpful strategy in the early stages of language learning. This strategy allows learners to use their language to understand what they hear or read in the new language, which is used for all language skills. Fifth, the final strategy in analyzing and Reasoning is **Transferring**, which means applying prior knowledge directly to facilitate a new understanding of the target language. This strategy applies to all four language skills. Transfer can involve applying linguistic knowledge from the learner's native language to the new language, linguistic knowledge from one aspect of the new language to another, or conceptual knowledge from one field to another.

4. **Creating Structure for Input and Output** is another set of strategies that help all four skills. Three strategies are in this group. First, **Taking Notes** is an essential strategy for listening, reading and writing, but generally, learners are not taught to use it well, if taught at all. The focus of note-taking should be on comprehension, not writing. Note-taking is often considered an advanced tool used at high proficiency levels - such as when listening to lectures. However, note-taking skills can begin to be developed at a very early stage of learning. Second **Summarizing**, another strategy that helps learners organize new input and show that they understand is summarizing, which is creating a short, condensed version of the original text. Third, **Highlighting**, Learners sometimes benefit from supplementing their notes and summaries with another strategy, highlighting. This strategy emphasizes key points strikingly, using colour, underlining, CAPITAL LETTERS, Initial Capital Letters, LARGE WRITING, “**bold writing**”, \* stars\*, boxes, circles, etc. These three strategies can be used in developing listening, reading, and writing skills.

The mapping of cognitive strategies on the four language skills is as follows:



**Figure 2. Cognitive Strategies Mapping Diagram**

From the mapping above, Oxford provides many techniques that can be used in all language skills, and the distribution is evenly distributed from one skill to another. This means that each skill has its techniques based on mapping.

### Compensation Strategies

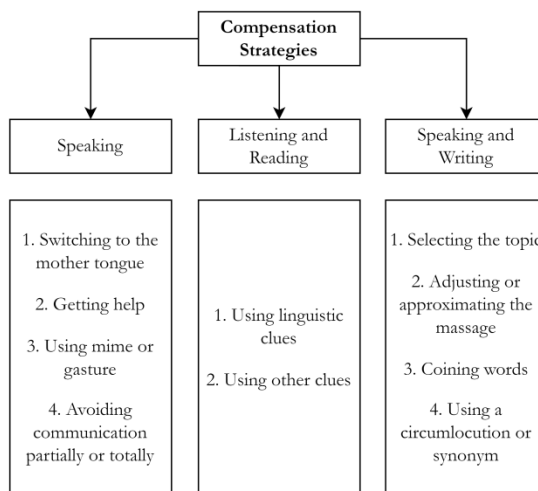
In the context of language learning, compensation strategies refer to techniques or means used by learners to overcome knowledge limitations in the four language skills: listening, speaking, reading and writing. These strategies are essential for beginner or intermediate learners but also benefit more advanced language users.

1. **Guessing Intelligently in Listening and Reading**, In listening and reading learning, guessing intelligently is essential. It helps learners let go of the belief that they must recognize and understand each word separately before grasping its meaning. By guessing systematically, learners can understand many languages without understanding every detail. Two compensatory strategies are relevant in listening and reading. First, **Using Linguistic Clues** involves utilizing prior knowledge of the target language, the learner's native language, or another language to help understand the meaning of what is heard or read. Some linguistic elements often used to guess meaning include suffixes, prefixes, and word order. Second, **Using Other Clues**, the use of other clues outside of language, such as forms of mention like titles or nicknames, as well as the observation of nonverbal behaviours like intonation, facial expressions, and body language, play an important role in helping language learners to guess the meaning of what they hear or read.
2. **Overcoming Limitations in Speaking and Writing**, Compensatory strategies for speaking and writing help learners overcome their limitations in these two skills. Several strategies can be used. First, **Switching To The Mother Tongue**; the strategy of using the mother tongue, sometimes called “code switching,” is used in speaking and involves using the mother tongue to express something without translating it, for example, replacing some



unknown words in the target language with the mother tongue. Second, **Getting Help** involves asking for help from others in conversation by hesitating or explicitly asking for the missing expression. This strategy is similar to asking for clarification or verification; the difference is that in getting help, the learner wants the other person to provide what the learner does not know, not to explain or clarify. Third, **using mime or gesture**, the learner uses physical movements such as mime or gesture instead of verbal expressions in conversation to show their meaning. Fourth, **Avoid communication partially or totally; avoid communication partially or** when any difficulties are anticipated or encountered. This includes total avoidance in some situations, for example, when persuasive skills are required or when competing with others for a turn to speak. This strategy also includes avoiding specific topics the learner has not yet mastered regarding words, concepts or grammatical structures in the new language. While this strategy goes against the goal of speaking as much and as often as possible, it has the advantage of keeping the learner from any emotional impact that may arise and allowing them to be better prepared to talk about other things later in the conversation. These four strategies are focused on speaking skills. Fifth, **Selecting The Topic**. The selection of the topic strategy in language learning involves the learners choosing the topic of the conversation. The main reason for using this strategy is apparent: learners want to make sure that the topic is something they are interested in and for which they have the necessary vocabulary and grammatical structures. Sixth, **Adjusting or Approximating The Message**, the “Adjusting or Approximating the Message” strategy changes the message by omitting some information, making ideas more straightforward or less precise, or saying something slightly different but similar. Seventh, **Coining Words**; this strategy means making up new words to communicate concepts unknown to the learner. Eighth, **Using Circumlocution or Synonym**, the learner uses this strategy to convey the intended meaning by using a circumlocution or synonym. The last four strategies are used in listening and writing skills.

The mapping of compensation strategies on the four language skills is as follows:



**Figure 3. Compensation Strategies Mapping Diagram**

From the mapping above, Oxford pays much attention to speaking skills, which is the goal of language learning itself, with eight techniques to support speaking skills.

This chapter focuses on using direct strategies, such as memory, cognitive and compensatory strategies, to improve performance in the four language skills. The chapter shows how specific direct strategies, such as note-taking, can be applied in all four skills, while other direct strategies, such as taking the gist of information quickly, are more useful for some of the skills. There are many applications of the direct strategies discussed in this chapter. However, for these strategies to be used effectively, they require assistance from indirect strategies, which are discussed in detail in what follows.

### *Applying Indirect Strategies to the Four Language Skills*

Oxford explains how learners can apply indirect strategies (metacognitive, affective, and social) to each language skill in this section. Although this section focuses on applying indirect strategies, it is important to remember that indirect strategies work best when used with direct strategies. By definition, direct strategies engage new language directly, whereas indirect strategies provide indirect support for language learning.

### **Metacognitive Strategies**

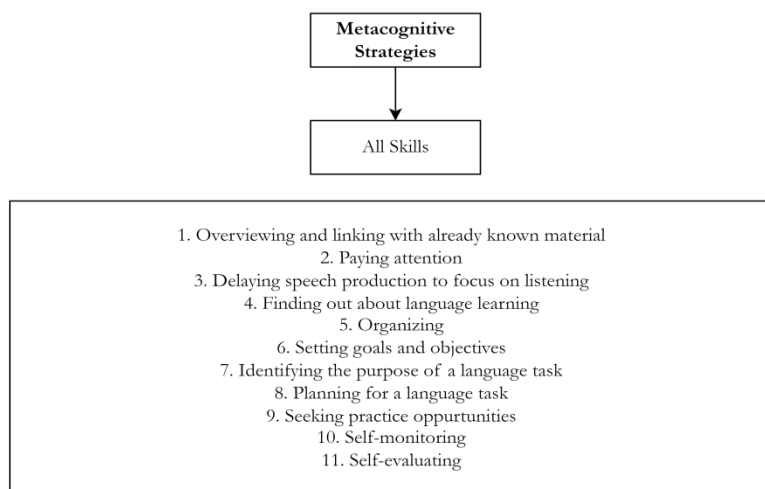
There are three types of strategies used in metacognitive strategies for all language skills;

1. **Centering Your Learning**, Finding a focus or center for learning is important no matter what language skill is being learned. Language learners will face confusion and sheer distraction without the right strategies to direct attention. There are several strategies to use: First, **overview and link with already known material**. This strategy involves previewing the basic principles and/or material (including new vocabulary) for the upcoming language activity

and linking it to what the learner already knows. Second, **Paying Attention**: Paying attention is indispensable for all language skills. This strategy involves two modes, namely, directed attention and selective attention. Third, **delay speech production by Focusing on listening**; this strategy is concerned with listening and speaking rather than reading and writing. You do not need to teach or encourage this strategy, as many learners do it automatically by delaying speaking in the target language for hours, days, weeks, or even months. This phenomenon is often thought of as a way to focus on listening comprehension before students feel comfortable speaking.

2. **Arranging and Planning Your Learning**: This category has six main strategies. First, **Finding Out About Language Learning**; this strategy involves exploring what is involved in language learning. Often, learners do not know much about the mechanics of language learning, even though such knowledge can make them more effective. Books on language learning are a good source of information. Second, **Organizing**; this strategy includes various tools, such as creating an optimal physical environment, scheduling well, and keeping a language learning logbook. Third, **Setting Goals and Objectives**; goals are generally regarded as long-term goals that refer to results to be achieved in a few months or even years. Meanwhile, objectives are short-term goals for a few hours, days, or weeks. Fourth, **Identifying The Purpose of a Language Task** strategy involves determining the purpose of a language task, and it is a valuable action for all language skills. Knowing the purpose of a task allows learners to direct their energy in the right direction. Fifth, **Planning For Language Task**: Planning for a language task is a strategy that involves identifying the general nature of the task, the specific requirements, the resources available to the learner, and the need for further assistance. Sixth, **Seeking Practice Opportunities** to find or create opportunities to practice all four language skills (listening, speaking, reading, and writing). Classroom time is usually insufficient to achieve moderate to high proficiency levels, so learners must seek additional opportunities to practice the language. They must realize that this responsibility lies with them.
3. **In evaluating Your Learning**, two strategies are discussed. **First, self-monitoring** involves observing and correcting one's errors in various language skills such as speaking, writing, listening, and reading. It is not just about noticing errors but also understanding why they occur. Second **Self-Evaluation** focuses on assessing language progress as a whole or in a particular skill.

The mapping of metacognitive strategies on the four language skills is as follows:



**Figure 4. Metacognitive Strategies Mapping Diagram**

From the mapping above, Oxford sees metacognitive strategies as practical support for learning Arabic, which can be used in all language skills.

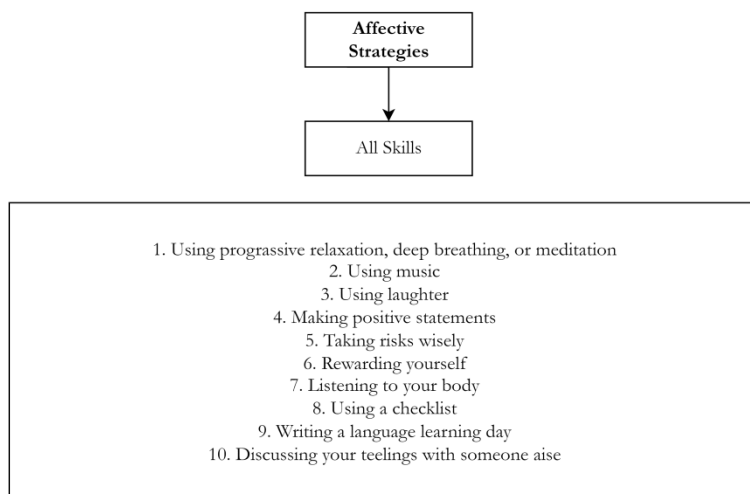
### **Affective Strategies**

There are three types of strategies used in affective strategies for all language skills;

1. **Lowering Your Anxiety:** anxiety reduction in language learning is important as anxiety can hinder the learning process. There are three types of strategies. First, **Using Progressive Relaxation, Deep Breathing, or Meditation**, these techniques is effective in reducing anxiety, according to scientific biofeedback research. Second, **Using Music**, listening to calming music for five or ten minutes before a stressful language task can calm learners down and promote a positive mood for learning. Third, **Using Laughter** can reduce anxiety and bring fun into the classroom.
2. **Encouraging Yourself** to encourage yourself in language learning is essential to help learners stay enthusiastic and persevere in facing challenges. There are three types of strategies. The first is **Making Positive Statements**, which involves making positive statements, especially before undertaking language activities that may be challenging. Second, **Taking Risks Wisely** involves taking reasonable risks without fear of making mistakes or facing difficulties. Third, **Rewarding Yourself**, learners need to find ways to reward themselves for good work in language learning.
3. **Taking Your Emotional Temperature**, language learners need to recognize this emotional aspect to start controlling their feelings. There are four strategies. First, **Listen to Your Body**; one simple but often overlooked strategy is paying attention to what the body says. The learner's physical condition affects performance in all four language skills. Second, **Using a Checklist** helps learners in a more structured way to ask themselves about their emotional state, both in general and about specific language tasks and

skills. Third, **Writing a Language Learning Diary**, a language learning journal, is a narrative that describes learners' feelings, attitudes, and perceptions of the language learning process. Fourth, **Discussing Your Learnings With Someone Else**, language learning is often tricky, and learners often need to discuss this process with others.

The mapping of affective strategies on the four language skills is as follows:



**Figure 5. Affective Strategies Mapping Diagram**

From the mapping above, Oxford sees affective strategies as practical and supportive of learning Arabic, which can be used in all language skills.

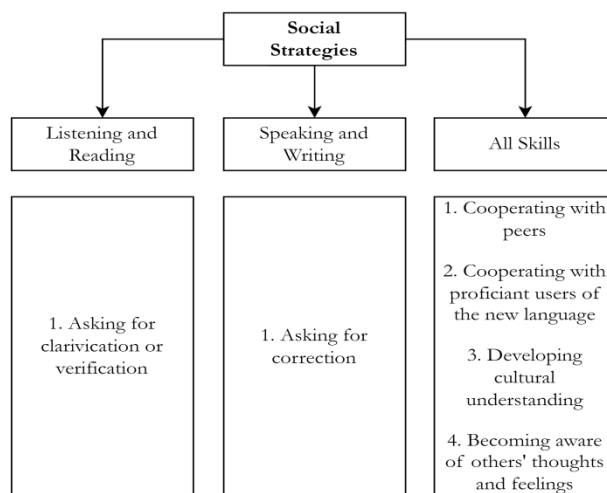
### **Social Strategies**

1. **Asking**, two strategies are used differently in the four language skill areas. In listening and reading, asking for clarification or verification is used more often than asking for correction. While in speaking and writing, asking for correction is more dominant. First, **Asking For Clarification or Verification** in listening involves asking a more proficient speaker to slow down, summarize, repeat, explain, or clarify what has been said. Asking for verification in listening means ensuring that something has been understood correctly. Learners who are reading in a new language can also use the strategy of asking for clarification or verification. Usually, they ask someone more proficient in the target language for help, although fellow learners of the same proficiency level can also often provide clarifying or verifying information. Second, **Asking For Correction** strategy is generally used in speaking and writing, as the most obvious errors to others occur when producing a new language. It relates to the self-monitoring strategy, where learners notice and correct their difficulties.
2. **Cooperating With Others**, cooperating with others in language learning is very important because language is a social act in all its aspects. There are two strategies. The first is **Cooperating With Peers**, which involves working with other learners on an activity with a common goal or reward. Second, **Cooperating With Proficient Users of The New Language** strategy

involves specific steps to improve communication with more proficient language users.

3. **Emphasizing With Others**, in the context of language learning, is an important key to understanding and producing the new language, especially with individuals from the target culture. There are two strategies. First, **Developing Cultural Understanding**, and background knowledge about the new culture often helps learners better understand what is heard or read in the new language. This kind of knowledge also helps them to know what is culturally appropriate to say orally or in writing. Secondly, **Becoming Aware of Others' Thoughts and Feelings**, learners can intentionally become aware of fluctuations in the thoughts and feelings of individuals using the new language. This kind of awareness brings learners closer to the people they meet, helps them understand more clearly what is being said, and provides clues about what should be said and done.

The mapping of social strategies on the four language skills is as follows:



**Figure 6. Social Strategies Mapping Diagram**

From the mapping above, Oxford, in quantity, divides the techniques evenly across language skills, with five techniques in each skill that can support learners' language learning activities.

Based on the data obtained from the mapping of language learning strategies proposed by Oxford, the division of direct and indirect strategy significantly supports Arabic language learning, especially in improving language skills. This was also stated by Ikhsan (Ikhsan, 2015) and Saks and Leijen (Saks & Leijen, 2014). In the direct strategy section, memory strategies are highly influential in language acquisition, as seen in studies where students often use memorization techniques to improve their learning of a foreign language (Arellano, 2008). memory strategies strongly influence listening and reading skills, which are usually the basic skills in the language-learning process. However, the limited number of relevant techniques for speaking and writing skills signals the need for more specific customization of memory techniques for these two skills.

The cognitive strategies described by Oxford are essential in improving mastery of all language skills because each skill has a structured and specific technique; this is in line with some research that focuses on each of these skills, such as research by Durán et al. (2022), Tahmina (2023) and Ramadhan et al. (2024). This mapping shows appropriate cognitive strategies can improve information processing and language learning.

On the other hand, compensatory strategies focus more on speaking skills; this is also conveyed by Karbalaei and Negin Tajji (2014) and Taheri and Davoudi (2016) that Compensatory strategies are techniques used by language learners to communicate intended meaning when they do not have access to the appropriate linguistic form required, with eight techniques provided to improve verbal skills. This shows that speaking skills, the main goal in language learning, are getting more attention to enrich the process of oral interaction.

Oxford's application of indirect strategies, especially in language learning contexts, involves using methods that are not directly related to the task but facilitate learning through other means. These strategies are designed to make learning more efficient and enjoyable by focusing on the metacognitive, social and affective aspects. This approach differs from direct strategy, which involves explicit learning techniques. Indirect strategies are particularly relevant in educational settings, where they can improve students' ability to learn a second language, as noted by Wu and Chen (2019) and Yunus (2014).

In the indirect strategies section, metacognitive strategies are crucial in helping learners manage their learning process more independently and improving their reflective ability towards language learning. This mapping shows that metacognitive strategies can be applied to all language skills, making them a versatile strategy. Affective strategies, which focus on motivating and managing learners' emotions, are also used in all language skills, thus positively impacting a supportive learning atmosphere. Lastly, the social strategy with an equal distribution of techniques in each language skill shows the importance of social interaction in language learning in formal and informal contexts.

Overall, the results of this analysis show that Oxford's strategy mapping is very relevant and effective in supporting Arabic language learning. The structured division of techniques based on language skills, both direct and indirect, provides a clear picture of how learners can utilize various strategies to improve their language acquisition holistically. This research underlines the importance of a balanced approach between different strategies to make language learning more effective and holistic.

## **Conclusion**

Based on the strategy mapping conducted, various direct and indirect strategies can support the development of language skills, especially in Arabic language learning. Memory techniques significantly contribute to listening and reading skills for direct strategies, although only three techniques are relevant for speaking and writing

skills. As for cognitive strategies, Oxford provides a range of techniques that can be applied equally to all language skills, each with a specific technique. More attention is given to speaking skills for compensatory strategies, with eight techniques that can enrich mastery of this skill. As for indirect strategies, metacognitive strategies are essential in managing the language learning process and can be applied to all language skills. Affective strategies also play a role in supporting Arabic language learning by influencing learners' motivation and emotions. In contrast, social strategies are equally distributed across all language skills, providing a wide range of support in the learning context. Overall, Oxford divides these techniques in a balanced and thorough manner, which can strengthen the effectiveness of Arabic language learning, with each strategy category playing an important role in improving language proficiency holistically.

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