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## Language Learning Strategies Of The Eleventh Grade Students At SMAN 1 Kotabaru

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### Abstract

Learning has been characterized as changes in behaviour caused by encounters. Language learning strategies are characterized as activities, behaviours, steps, or methods that are regularly utilized by understudies to make strides in their capacities in creating L2 abilities (Ghani, 2003). This inquiry about is additionally required to discover the dialect learning procedures of the eleventh review understudies in learning English at SMAN 1 Kotabaru. Language learning strategies are contemplations carried out by cognizant behaviour that contain cognitive, metacognitive, emotional and social techniques for understudies to progress their dialect aptitudes (Chamot, 1987 and Oxford, 1990). The investigation utilized a descriptive method and quantitative approach. The comes about of answers to the surveys from understudies at SMAN 1 showed that understudies utilized compensation strategy and social strategy. Within the findings, the understudies keep their issues in English learning and attempt to discover the reply to their issue by themselves. Based on the meet over, it appeared that the answers to the questions of these understudies led to things within the strategies that were more prevailing in this ponder, such as things compensation strategies and social strategies. The finding appeared that two procedures were more prevailing utilized by understudies, specifically compensation strategy and social strategy.

**Keywords:** Learning, Learning Strategy, Language Learning Strategies

### INTRODUCTION

Learning has been characterized as changes in conduct brought about by experience. Nonetheless, Hower et al (2013) characterized learning as an ontogenetic variation, which is an adjustment of conduct that is brought about by the climate. Other than taking care of the issue of different meanings of learning, this definition is additionally significant for research contemplates. Given Nisbet and Shucksmith (2017), the main learning will be figuring out how to learn. It is because, in such a case we would prefer not to learn, we won't have the foggiest idea about our potential or what is the correct route for us to dominate or get something. The main information is self-information. Same as the thing over, the primary information is self-information so it can change things that will be identified with oneself and afterwards can attempt to other information so it is right to accomplish something. Dominating the substance of information is significant for figuring out how to learn' and 'self-information' is are vacuous expressions if they are not set immovably in a setting of involvement. Figuring out how to learn includes systems like getting ready for the future, checking execution to distinguish, inspect and gauge the wellspring of the trouble at that point reconsidering and testing without help from anyone else. Such procedures are undoubtedly once in a while educated at school and understudies seldom apply existing methodologies to do simple assignments. Having the option to decide on techniques and adjust or apply them when required is the most significant of the meanings of good learning.

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As per Ghani (2003), language learning strategies are characterized as activities, practices, steps, or strategies that are regularly utilized by understudies to improve their capacities in creating L2 abilities. This can work with disguise, stockpiling, recovery, or utilization of new dialects.

To acquire the objectives in learning a language, every understudy has various systems dependent on their capacity to accomplish a decent outcome. Besides, in learning a language the understudies should have suitable technique so they can achieve certain positions, including learning English. Picking fitting methodologies by understudies can assist them with monitoring methods of discovering that are more, agreeable for themselves and from the procedure the understudies can build their capacities in learning English and it isn't incomprehensible for them to get great outcomes.

From the statement above, we can conclude that student learning strategies have a role in obtaining good language learning outcomes. In addition, the researcher chose the students of SMAN 1 Kotabaru because based on the researcher's experience and information from the teachers, the learning concept in that school only uses LKS and answer the questions inside after giving the explanation from the teacher. From this situation, the students in that school still cannot find appropriate strategy for themselves because they learn English use books only and not many practices, so they still have less interest in English and make it difficult to get a good score in English. This research is also needed to study how eleventh grade students at SMAN 1 Kotabaru find and process the knowledge received and what kind of strategies they use to understand language learning.

## **Review of Literature**

### ***Definition of Language Learning Strategies***

Language learning strategies are contemplations completed by cognizant conduct that contain intellectual, metacognitive, full of feeling and social methodologies for understudies to improve their language abilities (Hungyo, 2015). It very well may be considered as an everyday practice, steps, plans and tasks utilized by understudies to work with the procurement, stockpiling, recovery and utilization of data.

In view of Cohen (2014:31) second language students use language learning strategies and create to carry it to the relationship to the following stage and picked intentionally by understudies to improve their language abilities and information.

To summarize the definitions, it very well may be inferred that Language Learning Strategies are an individual's cognizant conduct in expanding second language information which contains a few procedures that are regularly used to measure and secure their language information abilities.

### ***Classification of Language Learning Strategies***

Oxford (1990: 84) expressed that the groupings isolated into two classes, direct strategies and indirect strategies. Language learning procedures that straightforwardly include objective language are called direct techniques and all immediate strategies require mental handling of the language, yet the three gatherings of strategies (memory, cognitive and compensation) do this preparing any other way and for various purposes. Indirect strategies support and figure out how to learn without straightforwardly including the objective language. Indirect strategies are helpful in all language learning circumstances and apply to every one of the four language abilities: tuning in, perusing, talking, and composing. In the meantime, circuitous procedures are metacognitive strategies, affective and social strategies.

These procedures can be determined as follows: 1) Memory Strategies for making mental linkages, applying pictures and sounds, auditing great and utilizing activity. At the end of the day, memory procedure is for recollecting and recovering new data. 2) Cognitive Strategies for working on, getting and sending

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messages, investigation and thinking, and making structure for info and yield. At the end of the day, psychological technique is for comprehension and creating the language. 3) Compensation Strategies for speculating wisely and defeating constraints in talking and composing. At the end of the day, pay technique is for utilizing the language regardless of absence of information. 4) Metacognitive Strategies for focusing our picking up, orchestrating and arranging our learning and assessing our learning. All in all, metacognitive system is for planning the learning cycle. 5) Affective Strategies for bringing down our nervousness, empowering ourselves and taking our enthusiastic temperature. At the end of the day, full of feeling system is for controlling feeling. 6) Social Strategies for posing inquiries, helping out others and relating to other people. All in all, social methodology is for learning with others.

## **METHOD**

### **Research Approach and Design**

In light of the target of this examination, language learning strategies of 11th grade at SMAN 1 Kotabaru, the analyst tracked down a suitable technique for this investigation that was illustrative quantitative exploration. In light of (Kowalczyk, 2016), Quantitative exploration strategies are those techniques where numbers are utilized to clarify discoveries. The benefits of quantitative exploration strategies are that it makes inferences for enormous quantities of individuals, it utilizes proficient information examination, it looks at reasonable justification and impact, inclination is controlled, and individuals for the most part like numbers. Its restrictions are that it is unoriginal, the expressions of the members are not heard, there is restricted comprehension of the setting of members, and it is to a great extent research driven (Creswell, 2013).

### **Subject of the Research**

In this research, the subjects were 36 of the eleventh grade students at SMAN 1 Kotabaru.

### **Instrument**

#### ***Questionnaire***

In this research, this survey expected to discover the sort of language learning strategies that they utilized when they attempted to gain proficiency with a language. The substance of this poll was around a few things that understudies do during learning. Each assertion could be remembered for perusing, composing, talking or listening expertise. There were 74 statements in the survey. The step to answer the questionnaire was rating the statement by 1 to 5 based on the way students are learning English.

#### ***Interview***

Another instrument utilized in this examination is a interview for certain understudies to ensure their outcome in utilizing suitable system. The meeting will be done between two individuals in discussion to gather pertinent or supporting outcomes. In conversation, the question will be given and the respondent will answer the question.

### **Data Collection**

In this research, the survey was held by online. The researcher made the survey in Google Form and gave the connect to the English teacher and afterward, the teacher shared it to the students. The understudies filled the poll with additional time. The specialist gave 5 days for the understudies to gather the poll. The reports of surveys naturally gathered to researcher's email. After the understudies filled the surveys, the analyst gathered the appropriate responses from the understudies and afterward broke down the response to decide the kind of learning strategies understudy utilized. The second or last advance was the meeting.

The researcher picked five understudies haphazardly as the example of the meeting. After they have met, the last strategy was to endeavor to record everything about the meeting following the meeting.

**Data Analysis**

After the information from the poll had been gathered, the information was analyzed through the accompanying advances. In examining the information, the researcher reverified the exploration question, at that point classified the appropriate responses dependent on the methodology dependent on the quantity of understudies who addressed the rating in every one of the systems. Subsequent to classifying, the outcomes acquired were portrayed spellbindingly and afterward closed.

**FINDINGS AND DISCUSSION**

As stated in the previous chapter, the data were collected through the questionnaire which was used to find the language learning strategy used by eleventh grade students. The questionnaire score of eleventh grade students was calculated by using Microsoft Excel. In this research, there were strategies that used dominantly by the students, those were Compensation Strategy and Social Strategy.

1. Compensation Strategy

Table 4.1 Compensation Strategy

NUMBER	ANSWER				
OF	1	2	3	4	5
ITEM					
38	4	5	16	12	2
39	4	6	9	10	7
40	3	6	11	15	1
41	2	6	10	13	5
42	4	4	8	18	2
43	2	3	9	18	4
44	2	0	13	11	10
45	0	3	18	9	6
TOTAL	7,2 %	11,3 %	32,3 %	36,4 %	12,7 %

Compensation Strategy has 8 items. This strategy focuses on how the students are guessing intelligently (using linguistic clues or other clues) and overcoming their limitation in language learning (switching into the mother tongue, using mime or gesture, or coining words). From all the items, score 1 gained 7,2 %, score 2 gained 11,3 %, score 3 gained 32,3 %, score 4 gained 36,4 % and score 5 gained 12,7 %. It showed that this strategy was used more by students than memory strategy.

2. Social Strategy

Table 4.2 Social Strategy

NUMBER	ANSWER				
OF	1	2	3	4	5
ITEM					
65	1	3	13	10	9

66	3	10	12	9	2
67	2	7	10	14	3
68	2	4	6	12	12
69	1	4	7	14	10
70	1	5	7	16	7
71	0	7	17	9	3
72	2	5	14	4	5
73	8	9	10	4	5
74	2	2	9	15	8
TOTAL	6,2 %	15,8 %	29,7 %	30,2 %	18 %

Social Strategy has 10 items. This strategy focuses on how the students attempt to ask the question (clarification or verification), cooperate with peers (gathering with others, cooperating with the native language, and empathizing with others (developing the cultural understanding, and becoming aware with other's thought). From all the items, score 1 gained 6,2 %, score 2 gained 15,8 %, score 3 gained 29,7 %, score 4 gained 30,2 % and score 5 gained 18 %. It showed that this strategy was used more by students than memory strategy. It means social strategy has the same level of use with Compensation strategy that used by students which meant it was used more by students than memory strategy, cognitive strategy and metacognitive strategy.

Interview was likewise directed to fortify the responses to the poll. In this investigation, there were five 11th grade understudies who were talked with as indicated by the predominant strategies. From the appropriate responses of the five understudies, there were contrasts in the manner in which they learn English, albeit not very many.

In this research, a few students frequently posed inquiries and communicated with others utilizing English to address their slip-ups and trade thoughts and the rest like to learn without anyone else first as per their own capacities utilizing different items. In this examination, it was likewise seen that these students utilized an assortment of very extraordinary media despite the fact that there were a portion of the equivalent media.

In general, the information from the survey showed that the 11th grade understudies utilized an some of strategies in learning English for them however less distinction being used. The consequence of the examination affirms the grouping from Oxford (1990: 84). Direct strategies require mental handling of the language, however the three gatherings of techniques (memory, cognitive and compensation) do this preparing any other way and for various purposes. Indirect strategies support and figure out how to learn without straightforwardly including the objective language. Indirect strategies are helpful in all language learning circumstances and apply to every one of the four language abilities: tuning in, perusing, talking, and composing. In the mean time circuitous procedures are metacognitive strategies, affective and social strategies. Based on the data obtained, the data is in accordance with the theory above. The results of the answers to the questionnaires from eleventh grade students at SMAN 1 Kotabaru show that students use almost all strategies. However, there are several strategies that are more dominant used by students, namely compensation strategy and social strategy. This statement is accordance with the results of interviews with several students who stated that they like to learn by socializing or group and using their knowledge based on what they know.

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Compensation Strategy is for guessing intelligently and overcoming limitations in speaking and writing. In other words, compensation strategy is for using the language despite lack of knowledge and Social Strategy is for asking questions, cooperating with others and empathizing with others. Meanwhile, social strategy is for learning with others. Language is part of social behavior; it makes communication among people. Oxford (1990: 84)

In this research, Compensation Strategy has 8 items. This strategy focuses on how the students are guessing intelligently (using linguistic clues or other clues) and overcoming their limitation in language learning (switching into the mother tongue, using mime or gesture, or coining words). From all the items, score 1 gained 7,2 %, score 2 gained 11,3 %, score 3 gained 32,3 %, score 4 gained 36,4 % and score 5 gained 12,7 %. It showed that this strategy was used more by students than memory strategy. It also shows that students in that school still try to use basic English even though the knowledge they have is still low as the theory mentioned, it trains them to improve and increase their knowledge of English indirectly.

Also in this research, Social Strategy has 10 items. This strategy focuses on how the students attempt to ask the question (clarification or verification), cooperate with peers (gathering with others, cooperating with the native language, and empathising with others (developing the cultural understanding, and becoming aware with others' thought). From all the items, score 1 gained 6,2 %, score 2 gained 15,8 %, score 3 gained 29,7 %, score 4 gained 30,2 % and score 5 gained 18 %. It showed that this strategy was used more by students than memory strategy. It means social strategy has the same level of use with Compensation strategy that used by students which meant it was used more by students than memory strategy, cognitive strategy and metacognitive strategy. Social strategies were also developed under this category; a) asking questions, b) cooperating with others and c) empathizing with others, another words classified social strategies under "retrieving information" of cognitive strategies.

The research that had been done by the researcher indicated the strategies used by eleventh grade students at SMAN 1 Kotabaru. Therefore, it could be concluded that the results of this study indicated that the existing strategies were used by students to help them easily learn the language, especially English. With that strategy, they easily to understand the lesson. This could be seen from the number of answers or votes on items in compensation and social strategy and from their answers in interviews stating that they liked socializing with people and used their knowledge that they had.

This study aims to answer the research question "what are the language learning strategies of the eleventh grade students in learning English at SMAN 1 Kotabaru?" The finding showed that language learning strategies of eleventh grade students at SMAN 1 Kotabaru were compensation strategy and social strategy. Based on the given responses, the eleventh grade students at SMAN 1 kotabary use different strategies in their learning English. Regarding the finding, the most used strategy in learning English is compensation strategy 36,4 % and social strategy 30,2 % according to the most score 4 on each strategies. From the interview data, it showed that some correspondents often asked questions and interacted with other people using English to correct their mistakes and exchange ideas and the rest preferred to learn by themselves first according to their own abilities using other objects. In this study, it was also seen that these students used a variety of quite different media even though there were some of the same media.

In the first correspondent, this student often asked questions and interacted with others to correct their mistakes in language. Besides frequently asked questions, this student also first used their knowledge by taking notes or finding out first. This student also liked to use social media as a learning tool. Second correspondent, this student liked to use a dictionary as a tool for his main media to learn. This student preferred to try on his own first and then interacted with others. This student also used songs or music as their learning media because they were easier to remember and more relaxed. Third correspondent, just like



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the first correspondent, this student often interacted with other people using English to exchange ideas. This student also used comic books, movies and music as their learning media because they were interesting and not boring. Fourth correspondent, this student was the same as some of the previous correspondents, asking questions and exchanging ideas while learning English. This student used YouTube as the main media for learning because the media contains a lot of content for learning and improves pronunciation and listening skills, and was also assisted by a dictionary. This student speaks more English at school and outside of school he often teaches himself in front of the mirror. The last or the fifth correspondent, This student liked to practice his abilities by still learning the four skills manually, if there was a difficult part to understand in a content, he would take notes and look at the previous sentence or word. He preferred to elaborate on the main idea by adjusting the existing knowledge and rules. This student really liked to speak English to many objects, friends and even teachers. This student also used YouTube especially songs to learn English because it is easy to access and songs could be used every day were also easy to remember.

From all the interview data, each correspondent has various motivations why they learn English. Based on the interview above, it showed that the answers to the questions of these students lead to items in the strategy that were more dominant in this study, such as items on compensation and social strategy.

Seen from the result of previous study from Triasih et al (2017) in their research “An Analysis of Language Learning Strategies Used by The 10th Grade Students at SMK Negeri 2 Singaraja” with the research question “What are types of language learning strategies used by the 10th grade male and female students?” and the result was the students in XAP3 class used all types of language learning strategies but cognitive strategy as the most frequently strategy used, and followed by social, affective, compensation, memory, and metacognitive strategy. There was little similarity with the results of this study, the students used almost all strategies, but there was a strategy that was more dominant used by students, namely cognitive strategy. The rest, students also used social, affective, compensation, memory, and metacognitive strategies. Different from the results of this study where the compensation strategy and social strategy were become more dominant used by the eleventh grade students of SMAN 1 Kotabaru and then followed by memory, cognitive, metacognitive strategy.

From another previous study from Kurniawati & Erliana (2016) in their research “Language Learning Strategies Applied by Senior High School Students” that indicated in SMAN 4 Palangkaraya with the research questions “1) What are the language learning strategies applied by the successful students at SMAN 4 Palangka Raya?”, 2) What are the language learning strategies applied by the unsuccessful students at SMAN 4 Palangka Raya?”, showed the result was the successful students could get the highest score they applied some language learning strategies for reading such as; memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, affective strategy, and social strategy. Meanwhile, the unsuccessful students got the lowest score in comprehending report text because they could not apply their learning strategies accurately. From this previous study, if connected with the results of this study. It showed that basically all students used almost all strategies to support their learning process and it could be seen that these strategies could help them succeed in learning or help them get better results compared to learning as they were without using strategies.

Language Learning strategies are also relevant to student autonomy and students’ regulation of their learning. Oxford (1990: 10) draws attention to the importance of self-direction in language learning and argues that learning strategies help students improve their self-direction skills. Language learning is a process which is not limited to settings where an instructor is present, which is why students need to be able to assess and develop their learning. Anderson (2008: 108) explains that good students develop metacognitive skills that make them less dependent on others. He noted that in addition to making students

aware of different language learning strategies, it is also important that they become motivated to take responsibility of their learning.

Other strategies that found in this research were Memory Strategy, Cognitive Strategy and Metacognitive Strategy. Those strategies have each result as follows:

1. Memory Strategy

Table 4.3 Memory Strategy

NUMBER	ANSWER				
OF	1	2	3	4	5
ITEM					
1	10	5	15	3	3
2	0	1	15	11	9
3	0	6	14	12	4
4	7	10	7	7	5
5	0	7	18	8	3
6	0	1	16	10	9
TOTAL	7,8 %	13,8 %	39,3 %	23,6 %	15,2 %

Memory strategy has 6 items according to its indicators. In this strategy, it focused on how the students create mental linkages, association and elaboration, and placing new words into context. From all the items, score 1 gained 7,8 %, score 2 gained 13,8 %, score 3 gained 39,3 %, score 4 gained 23,6 % and score 5 gained 15,2 %. It showed that the activities on the items or this strategy are often done and not done.

2. Cognitive Strategy

Table 4.4 Cognitive Strategy

NUMBER	ANSWER				
OF	1	2	3	4	5
ITEM					
7	0	2	12	14	8
8	2	11	12	8	3
9	0	1	16	15	4
10	7	11	10	6	2
11	1	6	7	9	13
12	4	4	12	10	6
13	1	2	11	10	12
14	2	5	13	8	8
15	5	10	11	9	1
16	3	4	11	13	5
17	3	7	12	9	5
18	2	5	13	15	1
19	3	4	13	7	9



20	2	1	16	11	6
21	1	8	11	9	7
22	2	5	15	10	4
23	2	5	16	11	2
24	2	6	12	8	8
25	0	3	10	14	9
26	2	12	13	6	3
27	3	3	21	8	1
28	6	7	9	9	5
29	2	4	14	10	6
30	14	7	8	3	4
31	2	5	14	12	3
32	1	13	14	8	0
33	7	6	12	8	3
34	2	2	15	9	8
35	6	10	9	8	3
36	0	2	8	9	17
37	2	4	20	9	2
61	3	1	15	13	4
62	0	5	16	11	4
63	1	3	10	15	7
64	1	1	13	14	7
TOTAL	7,4 %	14,7 %	35,2 %	27,6 %	15 %

Cognitive strategy has 35 items. This strategy focuses on how the students attempt in practicing, receiving and sending messages, analyzing and reasoning, and creating the structure for input and output. From all the items, score 1 gained 7,45 %, score 2 gained 14,7 %, score 3 gained 35,2 %, score 4 gained 27,5 % and score 5 gained 15 %. It showed that the activities on the item or this strategy between often done and not done by the students, same as the memory strategy.

### 3. Metacognitive Strategy

Table 4.5 Metacognitive Strategy

NUMBER	ANSWER				
OF ITEM	1	2	3	4	5
46	1	2	13	13	7
47	0	2	14	14	6
48	0	3	9	11	13
49	0	5	12	13	6
50	1	7	13	10	5
51	1	4	8	15	8

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52	0	1	13	15	8
53	1	6	14	8	7
54	1	4	15	14	2
55	1	2	9	12	12
56	1	3	15	9	8
57	1	2	16	12	5
58	0	3	13	15	5
59	1	4	14	13	4
60	4	10	10	9	4
TOTAL	3,5 %	15,6 %	50,5 %	49,1 %	26,9 %

Metacognitive Strategy has 15 items. This strategy, in general, explains how the students manage their concept of learning, self-monitoring, self- evaluation, introspection or retrospection, delayed production, and self- management. From all the items, score 1 gained 3,5 %, score 2 gained 15,6 %, score 3 gained 50,5 %, score 4 gained 49,1 % and score 5 gained 26,9 %. It showed that the activities on the item or this strategy between often done and not done by the students.

## CONCLUSIONS

From the findings, the most used language strategy by eleventh grade students at SMAN 1 Kotabaru are compensation strategy and social strategy. They do a lot of strategies or activities in the compensation strategy and social strategy. In the interview, the students keep their problem in English learning and try to find out the answer to their problem by themselves. They said that when they encounter something they don't understand or don't know in English, they use a guessing strategy or turn it into their mother tongue. They also use synonyms or sometimes gestures or mimics that can help them explain what they are trying to say. If they still can't explain what they want to say, they ask other people for help to justify or exchange ideas so that it can be understood. They do not have to complete their knowledge as long as others can understand the meaning of the message. Each correspondent has various motivations why they learn English. Based on the interview above, it showed that the answers to the questions of these students lead to items in the strategy that were more dominant in this study, such as items on compensation and social strategy.

## SUGGESTIONS

### For the English Teachers

It is suggested that English teachers should introduce these learning strategies and help students to do or follow the learning process according to the appropriate strategy.

### For other Researcher

It is suggested that other researchers who are interested in the topic of language learning strategies should explain more deeply because they can observe students and see the reality in class directly. The next suggestion is to increase the population size to investigate language strategies. Researchers also hope that the findings of this study can be used for further research in the same field.

### For Students

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Students should find out what their weaknesses are in English and correct them. Language strategies can help them understand how to approach themselves in English. It could be better if students can adjust their learning strategies so that they can get results that they expect and make it easier to understand the learning.

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