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STRATEGIC SELF-REGULATION (S²R) AMONG MULTILINGUAL LEARNERS IN POLYGLOT INDONESIA COMMUNITY

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ABSTRACT

This research aims to investigate the types of strategic self-regulation (S²R) among multilingual learners in polyglot Indonesia Community. There are eight respondents from Polyglot Indonesia Community who have multilingual competency are interviewed to gain the data of the study. This study employed qualitative approach using case study analysis. The result showed us that the respondents of this research, the polyglot, mostly employed all strategies, consist of cognitive meta-cognitive strategies, affective meta-affective strategies, sociocultural interaction and meta-SI strategies. But some of the respondents do not use some specific strategies, especially affective strategies and meta-affective strategies. Based on the conclusions above, it can be inferred that the use strategic self-regulation (S²R) among multilingual learners in polyglot Indonesia Community are still highly use, even though some strategies were not employed.

KEYWORDS: Polyglot, Strategic Self-Regulation (S²R), Multilingual learners

BACKGROUND OF THE STUDY

Borders between countries are increasingly narrower, opening up opportunities to meet and interact with many people from different countries. With the development of information technology as it is today, it is increasingly felt that there are no boundaries of space and time to meet even though they are in different countries. Messages can be sent in just a few seconds from one country to another, even two or even several people can communicate directly via video call at the same time. With these conditions, knowledge, education, trade and various aspects of life are increasingly open from one country to another. This fact makes us aware that communication skills are very important, especially in mastering the language to make it easier to communicate. Globalization has increased the value of multilingualism. Speaking different languages has an added value. As Edwards (2004, p. 164) pointed out, speaking English can be necessary, "but the ability to speak other languages none the less ensures a competitive edge". This need for other languages is obvious if we consider that English is the most widely used language on the Internet, but the percentage of Internet users of English has decreased from 51.3% in 2000 to 26.8% in 2011 (Internet World Stats, 2011).

Living in a multilingual country like Indonesia provides more opportunities to learn multiple languages, since there are hundreds of languages in Indonesia. An Indonesian citizen at least will automatically become bilingual. The first language learned is the regional language while the second language is the national language, namely Indonesian. This is a capital for Indonesian citizens to become multilingual.

Multilingualism has several definitions. Auer (2008, p. 4), for example, defines a multilingual person as "someone who can communicate in more than one language, whether actively (through speaking and writing) or passively (through listening and reading)". "The ability of communities, institutions, organisations, and individuals to engage, on a regular basis, with more than one language in their day-to-day lives," according to the European Commission (2007). (p. 6). Edwards (2004) defines multilingualism as "the ability of a person to use or communicate in three or more languages, either independently or in degrees of code-mixing and switching in different languages for different purposes and circumstances, competence in each varying according to such factors as register, occupation, and culture."

In the term of multilingual, some people call anyone with such ability as polyglot. Polyglot is defined as a person who has the ability to speak and use different languages or can be called multilingual. In Indonesia, people who are interested in learning and developing their ability in languages made a community called Polyglot Indonesia (PI). This community began its operations in 2013 as a society for language lovers with the objective of supporting language practice in a fun and relaxed setting (Polyglot Indonesia, 2018). PI promotes the exchange of data on language and culture and serves as a networking platform for all its members. They also aspire to become an organization for Indonesians to use language abilities as a basis for exercise.

Research has shown, for instance, that multilingual skills (polyglot) show superior metalinguistic and metacognitive skills, such as the capacity to compare distinct languages and reflect on and use suitable language teaching strategies (Cenoz, 2003). However, a number of scientists argue that multilingualism does not automatically improve language learning. Indeed, the prevalent opinion seems to be that becoming conscious of and using pre-existing linguistic understanding will encourage multi-language learners in the language learning process. A study conducted by Noprival (2019) reported that polyglots acquired several different languages through self-regulated learning, instructed learning and also natural process. Noprival et al. (2021) also expand the research studied on Indonesian Polyglots living experiences of adult learning languages online and beyond the classroom. The results suggested that polyglots reported learning many foreign languages through interactive resources receptive resources, social media, and authentic resources.

Learner autonomy and self-regulation have also been highlighted in recent study, since learners are active participants and leaders in their learning process. Self-regulated learning, according to some experts, could be used to replace language learning methodologies (Banisaeid & Huang, 2014). They

prefer to actively restructure and recreate their old information with new knowledge they acquire, rather than being passive absorbents. They should be metacognitive-oriented in their learning process because it is an important part of long-term learning. Zimmerman (2002) also defined self-regulated learning as a total-engagement activity involving multiple parts of the brain. Self-regulation is not a mental ability or an academic performance skill; rather it is the self-directive process by which learners transform their mental abilities into academic skills (Zimmerman, 2002). Further, Oxford response to the lack of theoretical consensus, Oxford recently modified her initial hypothesis and included self-regulation theory. She introduces the new term, Strategic Self-Regulation (S2R) Model, "self-regulated learning techniques" refers to conscious, goal-directed efforts to regulate and manage the process of learning a foreign language (2017).

Self-regulation has been researched with a number of distinct factors on the global context. Dorrenbacher (2016) investigated 337 college students' self-regulated learning profiles and their relationship to achievement personality and the effectiveness of an intervention to foster SRL. The result of this study showed us in favour of developing adaptive training programs depending on SRL profiles. Another study was conducted by Xiangjang Chen (2019) on 501 students using convenient sampling investigating self-regulated learning strategy profiles among English as a Foreign Language Learners using QESRLS (The Questionnaire of English Self-Regulated Learning Strategies). The result suggested that higher achievers in language learning use a greater variety of SRL strategies.

From the researches that has been conducted discussing about polyglot and strategic self-regulation (S2R), there is no research focusing on how polyglots using strategic self-regulation (S2R). Therefore, this study aims to fill the gap investigating strategic self-regulation (S2R) used by members of Polyglots Indonesia Chapter Surabaya.

This research aims at investigating self-regulated learning of multilingual learners. For the purpose of this study, the following issues therefore will be addressed:

1. What types of strategic self-regulation (S2R) are employed by Polyglot Indonesia community members of Surabaya?

REVIEW OF RELATED LITERATURE

Strategic-Self Regulation (S2R) Model of Language Learning

Oxford recently revised her original idea and added self-regulation theory to her model as a result of the lack of theoretical agreement. Self-regulated learning strategies are defined in her Strategic Self-Regulation (S2R) Model as intentional, goal-directed efforts to control and govern the acquisition of a foreign language. She saw these strategies as teachable acts that language learners can use to support their L2 learning objectives (such as creating, adopting, saving, or using information for different reasons, and/or growing their L2 proficiency and self-efficacy in a broader sense).

The S2R framework contains both strategies and meta strategies in three dimensions: cognitive, affective, and sociocultural-interactive. According to Oxford's illustrative metaphor, meta strategies have a significant impact on all three dimensions, much like a conductor controls the performance of many orchestral instruments (Oxford, 2011). Because of the learners' shifting needs, they dynamically manage and control overall L2 learning and adjust cognitive, emotional, and sociocultural-interactive techniques to the particular or overall requirements of the learning scenario. In each of the three dimensions, there are eight metastrategies: paying attention, planning, acquiring and using resources, organizing, putting plans into action, orchestrating strategy use, monitoring, and assessing. Cognitive strategies refer to the steps of creating, transforming, and applying L2 knowledge and include both shallow processing (cognitive proper) strategies like conceptualizing broadly and with details and reasoning, as well as deep processing (memory: using the senses to understand and remember). While sociocultural-interactive strategies address environment, communication, and cultural challenges in L2 learning, affective strategies deal with feelings, thoughts, attitudes, and motivation. Three levels are also distinguished in the S2R framework for language learning: the level of metastrategies and strategies, the level of functions (which are similar to the earlier Oxford conception of strategies and represent possible learning actions), and the behavioral level of tactics as reported by learners. A strategy is precise action that a learner chooses from a range of options to address a certain circumstance. Additionally, the idea of the adaptability and fluidity of learner strategies is presented, according to which a specific strategy does not fall under a single category rather, based on the circumstance, its role may change (Oxford, 2017).

Oxford added self-regulation to her theory and enhanced Flavell's (1979) cognitive monitoring model by introducing this metastrategic control (Oxford, 2011). The most significant result of her S2R theory is the expansion of the sphere of control for strategies in the emotional and SI fields.

The theory of Strategic Self Regulation proposed by oxford (2011) defined above will be used as main theory to answer the first research question of this study, to identify which strategies used by the participants, either cognitive, affective, SI (Socio-Cultural Interactive) or all of them. Furthermore, the theory of Self-Regulated Learning proposed by Zimmerman will be used as additional theory to answer second research questions, how the members of Polyglot Indonesia Chapter Surabaya develop their Strategic Self-Regulation in learning many languages

RESEARCH DESIGN

In order to answer the research topic, a qualitative approach will be adopted in this study. It refers to a method of investigation that aims to gain a comprehensive understanding of social phenomena in their natural surroundings (Creswell et al., 2007). Because the goal of this study is to gain a better understanding of the experiences of members of Polyglot Indonesia in using self-regulated learning, a case study seemed to be a better fit. According to Yin (1994) "A case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident". Multilingual learners, called

polyglot in this study become the case point, a specialized group learning many languages without any teachers in a non-formal setting, but by peer teaching and learning in community. Those group can be classified as independent learners which are very interesting to compose a deep research on it.

RESULTS

In this chapter, the researcher will presents finding from the data which obtained by the researcher are from 8 respondents who are the members of Polyglot Indonesia Community chapter Surabaya. The result from the interview section, some language profiles are below. Their mother tongue are mostly Javanese and Bahasa Indonesia which continue to learn other Foreign languages, such as English, Germany, French, Japanese, Spanish, Mandarin, Russian, and also Arabic. Every one minimum speaks three languages. They learn those foreign languages are for mandatory when they were students at school, working needs, making friends, academic needs, improving communication skill, and also reducing language barrier.

They also see their language competency are varied, but mostly they mention their language proficiency of English is between intermediate to advance, but for other language are between beginner to intermediate. The respondent of this research reported that they learn language exposing the speaking and listening skills beside writing and reading. As polyglot, having multiple language skills are valuable for them.

Cognitive Strategies and Meta-cognitive Strategies

In this part, cognitive and meta-cognitive strategies used by the respondents are displayed. The sources are from the interview that has been transcribed before. First, in cognitive strategies Oxford stated that there are six cognitive strategies in the S2R Model (2011). They include activating knowledge, reasoning, thinking with specifics, conceptualizing widely, and going beyond the current data as well as "using the senses to learn and recall. In this section, details in the use of cognitive strategies which has some specific strategies. The first strategy is that learner using senses to understand and remember. This strategy emphasizes on how senses are involved in helping learners in the process of learning foreign languages.

From eight respondents, most of them stated that they trying to understand new vocabulary by remembering the previous knowledge or vocabulary they have before. In addition, they also correlate the vocabulary they learn in new language with the vocabularies they know in other language. As stated by respondent 4 and respondent 3 below:

R4: Okay...interesting question. Yes, I compare my vocabulary knowledge in one language to another language. Uh...it's a...it's a... interesting fact, that I found on kind a yea interesting fact ya to learn English and French ya because basically the words of the French, is adopted you know by English, but instead of Russian, basically those words from those and those vocabularies is basically nothing compared I learned

R3: Of course di sambung – sambungin jadi, um... bahkan (correlated, so, um.. even) I found so many similarities between English and French, but the pronunciation is different. Like a um... restaurant, in French is rés·to·ran. it makes me easy to learn those vocabularies

By understand, remember and correlating previous knowledge with new knowledge in language, they found interesting fact that between one language and another language has similarities in some vocabularies. It helps them to understand and remember easier by implementing this strategy. In the other hand, there is also one participant stated that he never compares with another foreign language, he prefers to translate to his mother tongue. This condition is still could be considered that this participant use understanding and remembering strategy by activating his knowledge in his mother language, as we can see below:

R1: I...when I want to memorize a French, so I write French and my mother tongue, so I didn't compare with another foreign language, because it will confuse me, so I didn't mix it up, yup

In addition, activating knowledge by contrasting one language to another language could be done not only by writing it on a paper /book, but also keeping in their mind, as stated by respondent 2 below:

R2: But the comparison is I don't even write on the paper or in the book or in my note book no, I just keeping in my head

Second, in cognitive strategies, in reading skill development, cognitive strategy gives a way to take notes after reading. Some respondents of this study prefer to read for pleasure and take notes for some new vocabularies, as stated by respondent6 below:

R6: To help and to improve my reading skill, I always take note, but only the vocabularies that I don't really sure about.

In cognitive strategies, developing listening, speaking and grammar skills could go beyond the immediate data, such as guessing, predicting, etc. Most of the respondents of this study, use and take advantage of media and internet such as apps on android, as stated by respondent 5 below:

R5: Yeah, so for listening I usually I use music. The lyrics of the music to learn, Uh for the grammar I used to uh...join a course and use duolingo app.

In conclusion, the use of cognitive strategies by the respondents of this study could be considered as massively used. Almost all respondents employ these strategies even though with their own way.

Second, meta-cognitive strategies which manage cognitive aspect of language learning are also used by the respondents of this study. Oxford (2011) stated that these strategies are used by highly

successful L2 learners around the world at all levels of proficiency. She also added that these strategies are also essential for L2 learning at multiple levels of proficiency and are a necessary part of the S2R model. There are eight meta-cognitive strategies included, such as concentrate attention, plan, gather resources, organize, monitor, and evaluate cognition.

Some of respondents of this study plan their cognition process by reflecting on their goals for long term, setting up reminders in certain apps, and also setting goals as motivation in learning language. Below are sample of the respondent's statement:

R1: In addition, I also reflect on my goals for the long term when I am learning Germany. Uh.. by doing a reflection, I know the proficiency level I want to reach and I also know how this will help me become a staff of my dream company. Hehe (laughing together)

R3: I... Since I am orangnya pelupa (forgetful person), I decide to use automatic reminders to help me remember my study schedule by using duolingo application in my mobile phone. This apps help me a lot.

R5: I set my goals for long term in learning language, so it will become my motivation...

All respondents have their own strategy in planning their cognition based on their conditions and needs. As independent learners, they do need to set up their goals, so they could set their strategy in reaching their goals. Planning such strategies in cognition help them a lot.

In meta-cognitive strategies, obtaining resources for cognition is also one of the strategies. Many of the respondents try to find their own resources based on their needs. Since, this digital era serve bunch of resources on the internet. It helps the polyglot to get the resources easily. Below is one the respondents' statement on how they obtain resources for cognition:

R2: Hmm. I tried to find the best apps in play store, so it could help me learning new language. I find duolingo helps me a lot.

Duolingo is a popular application in this era within language learners. It serves many resources in various languages with various level of competency. It helps language learners to learn basic vocabularies, grammars, listening, and also reading. This apps also serve a feature that as reminder for language learners that they have set up before. There are many other apps served in play stores that used by the respondents.

In addition, organizing for cognition as one of strategies in meta-cognitive strategies are also employed by some respondents of this study. This strategy supports the learner to manage themselves in the process of gaining cognition. One of the respondents stated that she needs foods and beverages when

she is learning language. Foods could help her understand more and deeper. As stated by one of the respondents below:

R5: While practicing my reading skills, I always bring snacks and drink, kopi kekinian while studying since I always learn better while eating. (Laughing together)

Not only by serving foods and beverages, other respondent prefers to listen to music while they are learning languages. Music could help them calm and receive the materials easier.

Orchestrating cognitive strategy is also employed by some respondents of this research. Managing all cognitive strategies used by the respondent would help the language learner. One of the respondents of this study employ this strategy. As stated by respondent 1 below:

R1: During practicing reading, I determine whether the strategy I am using are working or not. I ask myself, uh... am I understanding what I read? If not, I will try to use another strategy.

The last strategy of meta-cognitive strategies is evaluating cognition. One of the respondents of this research implement this strategy. He always makes evaluation after his language learning process. He would ask to himself about the progress he made. It was a self-evaluation. Below is the example, as stated by respondent 8:

R8: After learning I, I do a judgement of my learning, how much do I remember, uh.. what did I learn, and why is it important?

This kind of strategy was not employed by most of respondents. Only one who implement this strategy, respondent 8.

In conclusion, even though not all the respondents employed specific strategies in meta-cognitive strategies, but almost all kind of meta-cognitive strategies are employed. By serving the data above, it could be highlighted that most of the respondents of this study employ meta-cognitive strategies. Rubin (2001) also added that meta-cognitive strategies are crucial for independent learners. As members of polyglot Indonesia Community, who learn many languages at once, they could be considered as independent learners. The independent learners need meta-cognitive strategies to support their language learning process.

Affective Strategies and Meta-Affective Strategies

In this sub chapter, the writer will present the data of affective and meta-affective strategies used by the respondents. First, in affective strategies, learners involve their emotions, feelings, attitude toward the learning process. Beside cognitive strategies, affective could help the language learner to regulate their emotions and motivation. There are many ways that the learner could do in these strategies. Self-

encouragement by giving reward when making progress in learning language, believing in self-capability and regulating fear are some examples of activating supportive emotions, beliefs and attitude in this strategy. From eight respondents, most of them give themselves a reward to encourage their process of learning foreign languages as stated by respondent 1 below:

R1: So, to encourage me its... I know the goal and that that goal also drives me to be better. So, I think you've should know the goal when you learn new language. To encourage myself, I also give reward buy simple reward, for example when I make a progress in learning language. I sometimes I buy book

Giving reward is not always by buying something, some other respondent also does another way as a reward, for example, put aside of their time for playing games since they have made a progress in learning language. The second strategy in affective strategy is the way learners believe in their capability. Below are some answers of respondents that shows how they believe in their capacity in mastering languages:

R3: of course, I believe in my capability but I still have to learn more and more

R6: In my opinion, I believe in my capability because everyone who learn language, will know their ability in every skill. So, we know oh my speaking reading writing listening skills are good here. Oh well, I want all of that to be good. For example, uh... my point of view, in my opinion, how much can I measure and comprehend in speaking, listening to how much is the standard, for example, I have to write uh... the script is Minister, wow... this doesn't work, for example, like that, I have to study again like that

Even they believe that they master the language, they are still willing to develop their language skills. They could measure them self to determine the steps to be taken in the process of continuing language learning. The third strategy in Affective strategy is how the learners manage themselves when they feel afraid in making mistakes in language, either in speaking, listening or writing. Some respondents of this research stated that they prefer to apologize to the interlocutors when they are not sure what they want to say. As we can see from the statement of respondent 8 below:

R8: Um at the moment like I speak French, I always said to my collage I am sorry if I am So whenever I feel confident When using the language, I is sometimes um...make preparation before, but if I don't have time to preparation, so will say in a French like I am sorry if I make some errors

The last strategy used in Affective strategy is planning schedule in learning languages. Respondents of this research, mostly scheduling their language learning by week or by day. They also ask for reminder by using apps in mobile phone, as we can see what stated by respondent 3 and respondent 5 below:

R3: Uh um... schedule if in three weeks for example week one I will learn English, week two I learn French, week three I learn Arabic and week four I learn Mandarin

R5: Uh... usually like one hour per day using duolingo. This app will give a reminder based on the time we set up.

Not all respondent prefers to make schedule in their learning process. Some of them learning the language by needs, since they consider learning language only for pleasure.

In summary, the use of affective strategies in this study is high enough. As independent learners, the respondents realize that they need to motivate and encourage themselves in learning language with various ways, so they could always be on their passion to improve their competence.

Second, meta-affective strategies are strategies that shows how the learner manage their use of affective strategy. These strategies are needed for L2 learners since they are not only cognitive information- processing machines; they are also human beings that have emotions, beliefs, motivations and also attitudes. There are eight meta-affective strategies, such as: attention, planning resources, organizational strength, orchestration, monitoring and evaluation the use of affective strategies.

First strategy, paying attention to affective strategy is a way how the learner focuses on something which could motivate them. In this study, not many of the respondents implement this strategy. Nevertheless, there are still some of the respondent's pay attention on their affective strategy. Below is one of the examples:

R3: In learning languages, I focus on my hopes and dreams about it. Uh.. I focus on why I am learning English. It will keep my motivation.

Respondent 3 focus on his hopes and dreams to keep their motivation in learning languages. Whenever he needs encouragement, he remembers his goals in learning languages.

Second strategy in meta-affective strategies is planning for affect. In this kind of strategy, the learner does something to plan their affective strategies. Not many respondents apply this in their learning process. One respondent of this study stated that she in every month she plans specific tactics, try different affective tactics in learning process. As we can see below:

R5: I. I plan to try a new affective tactics in every month. So, I could, um. I can enjoy my process of learning

The third strategy in meta-affective strategies that is implemented by the respondents of this study is obtaining and using resources. Getting resources to support affective strategies used could support

other strategies used. One of the respondents of this study employ this strategy by obtaining and using resources. Respondent 1 use book to keep his motivation. He chooses motivation book, how to become a better language learner as stated below:

R1: To keep my motivation, I buy books... I read books about how to become a better language learner to get tips on how to stay motivated.

From the eight meta-affective strategies, the use of this strategy in this study is not as massive as meta-cognitive strategy, since the use of affective strategies by the respondents are also not massive.

Sociocultural Interactive Strategies and Meta-Sociocultural Interactive Strategies

In this sub chapter, the researcher presented the data of sociocultural interactive and meta-sociocultural interactive (meta-SI) strategies employed by the polyglot Indonesia community members. First, Sociocultural interaction strategies are strategies that address environment, communication, and cultural challenges in L2 learning. This strategy assists learner with communication, sociocultural context and identity. An example of SI strategy is communicating and interacting to learn. To implement this strategy learner could plan what they are going to learn, look for partners, use media and internet, and also learning the culture of the language.

First, in planning what is going to be learned, the respondent of this research mostly implements this by making specific schedule for every language.

R1: Yes, I plan a specific schedule when learning every language. I prefer in the morning

R5: Iya (Yes), and maybe I plan it like a unconsciously.

The core strategy is Sociocultural Interactive strategies is that learner try to have interaction with others. This second strategy tend to look for partners in their process of learning language. From four skills developed in learning language, speaking and listening are two skill which needs partners to advance the skill. Speaking to other learning or to native speaker could encourage learner to recall, remember, activate their knowledge in the language. It also could help the learner in developing their listening skill by understanding various types of dialects in English. Most of respondents of this study use this strategy as stated by respondent 3 below:

R3: Yes, I am looking for partners to practice my speaking and listening skill... I look for random people or maybe I usually I talk to my mom in English.

Becoming the member of Polyglot Community gives them more opportunity to easily obtain partners in learning language. Since Polyglot Indonesia have monthly program to meet up with various topic to discuss, polyglot Indonesia member could practice their speaking and listening skill with another member.

The second strategy in sociocultural and meta-SI strategies is how the learner use media and internet to help their learning process. In this era, language materials could be easily found in internet either books, audio, or video. In addition, there are also so many apps in mobile phone that could be downloaded for free. Most respondents of this study utilise media and internet as sources for their learning process as stated by respondent 3 and respondent 7 below:

R3: I use spotify and... There is so many sources there at youtube and duolingo

R7: Um... iyaa pakek media dan internet, karena lebih praktis juga sih mbak ya. Jadi bukan kaya jaman dulu kita harus bawa kamus mau kemana – mana gitu kan.. Sekarang ada google assistant. (Yes, I use media and internet, because it is more practical. So it is not like previous era that we have to bring dictionary everywhere. Now, there is google assistant)

Nowadays, getting sources of language materials is not only from books, learner could also use another source. Youtube could be as an alternative that could be used by learners to obtain audio visual materials. There are so many content creators that focus on language learning. It also could give valuable experience for learner to learn many things. In addition, to practice listening skill, respondent use spotify to practice their listening skill and use duolingo to practice grammar and gaining new vocabularies.

The last strategies in sociocultural interaction are how learner involve the culture of a language as a part of their learning process since it could not be separated one another. The respondent of this study also uses this strategy, as stated by respondent 5 below:

R5 : Yeah..yeah.. terutama Inggris Kembali lagi ke Inggris ya uh... kalau culture saya menggali culture UK, culture US, culture Aussie. (yeah.. especially in English. Back to English ya uh.. If culture, I explore UK culture, US culture, Aussie Culture)

Language is a part of Culture that is constructed by a society. The culture of a language gives a big contribution to the development of a language. Understanding culture of language could give higher competency of a language learner. In Indonesia, asking religion and age is a very normal question give in a conversation. Otherwise, in English, those questions could make the interlocutors offended. Different culture would give different strategies of communication. That's why the role of culture in language is very crucial.

In summary, the use of sociocultural interaction strategies in this study is relatively high. As independent learner, the respondents of this study need partner to practice what they have learned. They also take advantage by becoming the members of polyglot Indonesia community chapter Surabaya. They also realize that learning the culture of the language have important role in the process of learning language.

Second, meta-sociocultural interaction strategies are strategies that manage learners' sociocultural interaction dimension. There are some strategies included, such as: paying attention, planning, obtaining and using resources, organizing, implementing plans, orchestrating strategies, monitoring and evaluation for context, communication and culture.

In paying attention for context, communication and culture, many of the respondents of this study implement this kind of strategy. The decision they choose to become the member of Polyglot Indonesia Community shows the respondents pay attention by looking for change in communicating with other language learner. For example, one of the respondents stated that he like to learn with others to seek help. As stated by respondent 8 below:

R8: I like to learn with others. For example learning with Polyglot Indonesia Community members Um... meeting them can help me realize.. I have to improve my English

Respondent 8 stated that learning with Polyglot Indonesia Community members could help her to realize that she should improve her competency in English. This forum help members find language learning environment based on their interest.

In Planning for context, communication and culture, some respondents of this study implement this strategy. They plan to improve a specific skill to support their final goals. For example, respondent 7 plan to develop his speaking skills since he would have a lot of international communication for his business career. As stated by respondent 7 below:

R7: Yeah. Because my job and my business career will involve a lot of international communication, talking to native speakers as my clients, I must develop a strong command of speaking, because it will help me make a good social impression when I'm interacting with the native speakers.

The next strategy in meta-sociocultural interaction is obtaining and using resources for context, communication and culture. In this study, some respondents implement this strategy. They look for chance to practice the language, they also look for any information about the country of the language, as stated by respondent 8 and 1 below:

R8: I try to look for chance to practice my Korean with other people online

R1: Uh.. so, I read everything about the country of the language. The culture, and by doing this, I am more confident talking to native speakers.

Nowadays, resources of for context, communication and culture could be reached easily since everything is online. Looking for partners in speaking, language learners do not need any difficulty. They could easily get partners by opening any online apps, social media, or messenger. In addition,

the resources or information about any country and specific culture could be accessed either in article or audio visual.

In conclusion, the respondents of this study do not implement all eight strategies in meta-sociocultural interaction strategies. There are three strategies from eight are modified as the needs of the respondents. Even though many of the respondents of this study employed sociocultural interaction strategies. Not many of the employed meta-sociocultural interaction.

DISCUSSION

As the first research question asking about types of strategies used by polyglot Indonesia members, the answer explained strategies employed by polyglot Indonesia members who are considered as multilingual learners. The interview question of this study asked about cognitive, meta-cognitive, affective, meta-affective, sociocultural interaction, and also meta-SI strategies they used in the process of learning language. Those strategies are part of strategic self regulation of language learning. Strategic Self Regulation (S2R) Model of Language Learning is a model which define self regulated learning strategies as a deliberate, goal-directed attempts to control and manage the foreign language learning process. S2R could help language learners to manage their language learning process by using those strategies. Therefore, this discussion session used the theory of S2R (Strategic Self Regulation) by Oxford (2011, 2017) to support the findings elaborated before. The following discussion is intended to present the explanation related to types of strategies employed by polyglot Indonesia. It will be discussed in three majors: cognitive meta-cognitive strategies, affective meta-affective strategies, and sociocultural interaction meta-SI strategies.

First, cognitive strategies are the strategy that most frequently employed by second language learner. Oxford stated that cognitive strategy is crucial for learning a new language (2011). She also added that learners benefit from cognitive techniques in areas including creating, transforming, and applying knowledge of a second language (L2). In the S2R Model, cognitive strategies include actions such as Using the Senses to Understand and Remember, activating knowledge, Reasoning, and Going Beyond the Immediate Data.

The findings of this study shows that most of the respondents employ this strategy in learning many languages. It can be seen how they activate their senses to understand and remember and also activate their knowledge in one language to another language. Every learner has their own way to activate this strategy, for example in learning vocabularies in one language, some of them prefer to correlate or find the similarities between the new vocabulary and previous vocabulary in other language. They feel that by activating their knowledge in learning new language could make them easier. In the other hand, another learner prefer to translate every new vocabularies into their mother language. Doing translation or finding the similarities are not far different, what they do is considered as activating senses to remember and activating knowledge. In addition, from the data also showed that the polyglot also do going beyond immediate data.

Related to cognitive strategies, the findings of this study shows that meta-cognitive strategies which manage cognitive strategies are also employed by almost all the respondents of this study. Rubin (2001) stated that meta-cognitive strategies are crucial for independent learners. As independent learners, the respondents of this study, member of polyglot Indonesia community, do apply meta-cognitive strategies in high level. They realize that managing cognitive strategies is really needed.

Second strategy is Affective strategies. Affective strategies help learners directly optimize their emotions, beliefs, attitudes, and motivation for the purpose of L2 learning. These strategies are also important to L2 learners at lower levels, those dealing with generalized anxiety or depression, or those in any phase of culture shock. As stated by Oxford (2011) that no one can learn a language without motivation, positive attitudes and beliefs, and supportive emotions. In this study, the data from interview revealed that in regulating their emotions they encourage themselves to learn languages by setting their goal. When they remember the goal, they will be on spirit to continue leaning. These strategies are particularly crucial for distance L2 learners, who do not have in-person support from a teacher or class, even if they have a mentor at a distance (Oxford, 2011). In case of their belief in their capacity every language, the data from interview showed that all polyglots belief on their capability. The optimize their belief to support their way of learning in speaking and also writing skills. In addition, part of this strategy, the polyglot also has their own ways to overcome fear in making mistakes, either in speaking or other skills. But, when they were asked whether they prefer to give themselves reward or not, most of them did not do that. It was natural since Oxford (2011) also stated that not every learner needs to use every type of strategy at all times.

In correlation with affective strategies, meta-affective strategies which control the use of affective strategies could be considered relatively in low level use in this study. They tend to use directly affective strategies by giving self-reward, believing in their capacity and other. Even though the use of these strategies is in low level, there are some of the respondents still employ some strategies, such as: paying attention to affective, planning affective and obtaining and using resources. Only one respondent employs those strategies. Oxford (2011) stated that meta-affective strategies are needed because L2 learners are not just cognitive information-processing machines. But in fact, not all respondents employed these meta-affective strategies. Oxford (2011) also added that without meta-affective strategies, learners might be less likely to reflect on their affective needs and hence might not take the affective control that is often necessary for L2 learning, particularly in the early stages. This could be an interesting fact found in this study.

The third strategies are sociocultural interaction and meta-sociocultural interaction strategy - strategies for sociocultural context and communication. This strategy directly facilitates communication and deep understanding of the sociocultural context and one's role in it (Oxford, 2011). There are three such strategies are included in S2R model, such as: interacting to learn and communicate, overcoming knowledge gap in communicating and dealing with sociocultural contexts and identities. This strategy assists learners interact and collaborate with others, asking help, continue social interaction and deal

with sociocultural identities. The findings of this research shows that most of polyglot use this strategy. Since the choose to join Polyglot Indonesia Community, they realize that interaction and communication is needed in leaning languages. By joining this community, they have more chance to get partners for learning, practicing speaking skills and other skills. Polyglot Indonesia community have monthly schedule to meet all members, practicing the languages with specific topics (see appendix 3).

In addition, by employing sociocultural interaction strategy, from the data of this study the polyglot also learns the cultural and the context of a language. Ema Ushioda (2008) stated that when learners invest in learning a new language, they do so with the understanding that they will acquire a wider range of symbolic and material resources, which will enhance their cultural capital, their conception of themselves, and their desires for the future. Learning a specific language, a learner should learn the culture, so they would understand the context. When the context is welcoming, thus giving the learner a degree of social power, the learner experiences a stronger sense of belonging in the setting and greater confidence, L2 investment, and success in using the L2 for communication (Oxford, 2011). Moreover, learning the context is also leaning the way of thinking in a language. In addition, the data of this study also revealed that the polyglot take advantage of media and internet in learning the sociocultural context and identities. They also use this media and internet to overcome knowledge gaps in communicating. Youtube, spotify, Slowly, netflix are some examples of media that the polyglot use to learn languages, specifically to learn the culture. From those media, they could watch movies and also podcast which serve many sources to learn.

In correlation to sociocultural interaction strategies, the use of meta-sociocultural interaction in this study is relatively low. As the data presented in the previous chapter, from eight meta-SI strategies, only three of them are employed by the respondents. In contrasts, the use of sociocultural Interaction strategies is in high level of use. This was an interesting fact found in this study.

CONCLUSION

On the basis of its findings, analysis, and discussion, this study has already addressed all the research questions brought up in background of the study. There are a number of conclusions that can be drawn from the data in the findings that were reported in the preceding chapter. The first conclusion is that the respondents of this research, the polyglot, mostly employed all strategies, consist of cognitive meta-cognitive strategies, affective meta-affective strategies, sociocultural interaction and meta-SI strategies. But some of the respondents do not use some specific strategies, especially giving reward in affective strategies, planning strategies they will use in performance phase of self-regulated learning. This is reasonable since Oxford (2011) also stated that not every learner needs to use every type of strategy at all times. The researcher is fully aware that the findings of this study may not be able to represent how strategic self-regulation employed by multilingual learner. This study is limited only to multilingual learner in one community with limited participants. The number of languages they speak is also limited to minimum. In addition, since the respondents are language learner in a community,

they tend to have their own goals based on their needs in every language. The result may show differently if it used for language learner from a formal education institution.

As data findings are described, the analysis of strategic self-regulation (S2R) of language learning is interesting as the research has several issues to be fully explained. Thus, there are several recommendations for future research and also multilingual learners who are interested in S2R issue as follows: The study has outlined the strategies employed by multilingual learner, especially in regulating their language learning process. There are some interesting results from this study which could be adopted by other multilingual learner, so they could be easier in learning many languages. The result of the study regarding strategic self-regulation of language learning is limited to only eight participants of multilingual learners. Since this was the main concern, there is also need to extend the study to include more participants in order to gain richer result of the study. In addition, future research can also consider their language competency as a requirement for the research, so it could be correlated between the process of the learning process and the result.

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