THE POWERFUL OF ENGLISH LEARNING STRATEGIES APPLIED BY STUDENTS IN TEFL

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ABSTRACT

This research was to identify students' English learning strategies. Seventh-grade students in VII.3 at SMP Negeri B.Srikaton was the subject. The method in this research was survey research design. The researcher used a questionnaire of Strategy Inventory for language learning (SILL) by Rebecca L. Oxford and interview. In analyzing the data, the researcher used four steps; they were identification, classification, description, and conclusion. Based on the result of data analysis, it was found there were 6 kinds of English learning strategies used by students. The strategies were memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. The most dominant strategy in English learning strategies was the metacognitive strategy with a total of 9 students. The second 8 students were cognitive strategy. The third, affective strategies 8 students. The next, 7 students were memory strategies. Then, social strategy with 2 students and the least, compensation strategy only had 2 students.

Keyword: survey, students' English learning strategies

INTRODUCTION

English is the language of the world. English would be useful in many countries, such as Singapore, Indonesia, Japan, and others. According to Harmer (2007:13), English is a language used widely for communication between people who do not share the same first language. Many people interact with each other by using English. It is because they would communicate for various functions in their daily activities.

English in Indonesia is not only used in the field of communication, economics, and social but also in the field of education. In Indonesia, English has commonly learned only informal situations. One of the school levels that used

English as a subject in Junior High School and the students to be unusual in using English in the society. The student will face difficulties in different languages in the English teaching and learning process. English is a foreign language for language learners in Indonesia (Setiadi, 2006:22). The objectives of students teaching English as a foreign language in Indonesia were to get abilities, success in getting knowledge and skills English. Therefore, English is very important for the thing, especially for Indonesian learners. Moreover, at the current Junior High School level, English is one of the subjects included in the national examination standard for student graduation. They would learn English from start beginner level to the advanced level. One of the schools that put English as a required study is SMP Negeri B. Saskatoon.

Interview results showed that:

1. The teacher had difficulties in the English teaching and learning process.
2. The student's paradigm showed that English is such a difficult subject to be learned
3. The students have limited English vocabulary.

Language strategies are important factors for students to improve active learning in classroom self-directed involvement, which is essential in developing communicative competence. In simple form the explanation above, language learning strategy is a contribution to independent language learning whereas the student can improve learners' language learning. Moreover, language learning strategies are divided into two main classes; the first is direct strategies, which refers to language learning strategies that are directly used in the target language. It consists of three groups; they are memory, cognitive, and compensation strategies. The second is indirect strategies, it refers to language learning strategies that are indirectly used in the target language. It consists of three groups; they are metacognitive, affective, and social strategies.

In the learning process, learning strategy is important to teaching and learning English as a foreign language. It can help to have more understanding of language learning strategies better. The word strategy comes from the Greek term

strategic which means high-level plan to achieve one or more goals. Strategy is a detailed plan for achieving success in the learning process. Brown (2000:113) strategy is a specific method of approaching a problem or task modes of operation for achieving a particular end, planned design for controlling and manipulating certain information.

Finally, Oxford (1990:14) divides learning strategies into two major parts: direct and indirect strategies. Those are supported by six strategy groups (three direct and three indirect). The first major class, direct strategies is like the performer in a stage play, working with the language itself in a variety of specific tasks and situations. The direct class is composed of memory strategies, cognitive strategies, and compensation strategies. The second major class, indirect strategies can be likened to the director of the play. This class made up to metacognitive strategies, affective strategies, and social strategies
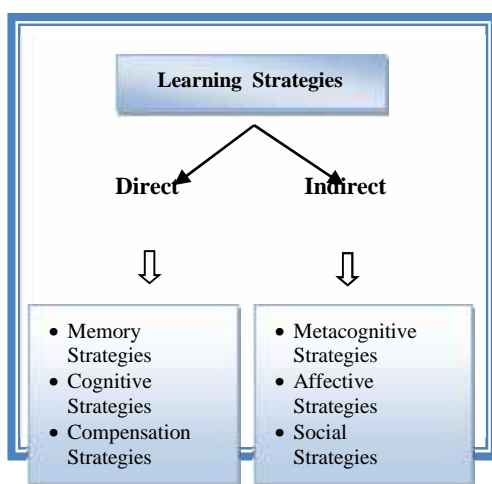
Diagram 2.1

Figure 2.1 Diagram of the strategy system: Overview (source: Oxford, l990:16)

1) Direct Strategies

In the learning process, students can directly interact with others using the language being learned such as their foreign language to achieve the goals in language learning. Oxford (1990:37) states direct strategies are language learning

strategies that directly involve the target language. All direct strategies required mental processing of language, there are three groups of direct strategies (memory, cognitive, and compensation).

Diagram 2.2

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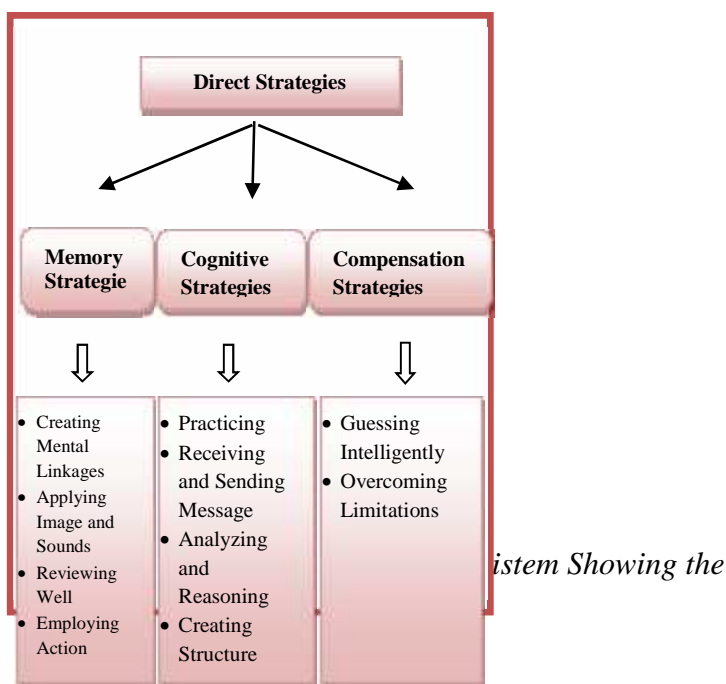
Classes, Groups, and 10 Sets. (source: Oxford, 1990:38)

a) Memory Strategies

Memory strategies are specific devices (mnemonics) used by learners to make mental linkages that will allow new information, most often vocabulary, to enter and remain in long-term memory. According to Oxford (1990:39) states memory strategies of structured reviewing help move information from the fact level to the skill level, where knowledge is more procedural, when information

has reached the skill level, it is more remembered and less easily lost after a period of disuse. Examples of memory strategies are to make associations with what has already been learned, to draw pictures to help remember new words, and to repeatedly pronounce or write new words to remember them.

Memory strategies consist of four sets, creating mental linkages, applying images and sounds, Reviewing well, and Employing actions. This strategy more effective when the learners simultaneously use metacognitive strategies, like paying attention, and effective strategies, like education anxiety through deep breathing. Below are the definitions of each memory strategy, as clustered appropriate strategy sets.

b)   Cognitive Strategies

Cognition strategy refers to the learner's behavior in the learning process related to the use of the learners' intellect. Oxford (1990:43) states cognitive strategies are typically found to be the most popular strategies with language learners. So, The strategy covers practicing, receiving, and sending messages, analyzing and reasoning, as well as creating a structure for input and output.

Four sets of cognitive strategies exist: Practicing, Receiving and Sending message, Analyzing and Reasoning, and Creating Structure for Input-Output. Following are the definition of important cognitive strategies.

c) Compensation Strategies

The compensation strategy is used by the learner who has a high ability. Compensation strategies are intended to make up for missing knowledge while listening, reading, speaking, or writing. According to Oxford (1990:47) states compensation strategies are intended to make up for an inadequate repertoire of grammar and especially, of vocabulary. For example, use gestures or body language (for speaking), rephrase (for speaking or writing), ask for help (for listening, reading, speaking, or writing), and make guesses based on the context (for listening and reading).

Seeking and using language-based clues. Language-based clues may come from aspects of the target language that the learner already knows, from the learners' language or another language.

2) Indirect Strategies

Indirect strategies are the strategies that support and manage language learning without (in many instances) directly involving the target language. Indirect strategies are useful in actually all language learning situations and apply to all four language skills: listening, reading, speaking, and writing.

Indirect strategies are divided into metacognitive, affective, and social. Metacognitive allow learners to control their cognition that is, to coordinate the learning success by using functions such as centering, arranging, and planning. Affective strategies help to regulate emotions, motivations, and attitudes. Social strategies help students learn through interaction learners.

Diagram 2.3

Figure 3.3 Diagram of the Strategy Sistem Showing the Classes, Groups, and 9 Sets. (source: Oxford, 1990:136)

a) Metacognitive Strategies

Metacognition strategy is related to the tactics or the management of the learning materials. Metacognition strategy is embodied in a wide variety of activities that can be put into four categories: focusing, planning, developing teaching and learning activities, evaluating the teaching and learning process.

According to Oxford (1990: 138), there are three definitions of metacognition strategies. They are centering learning, arranging and planning to learn, and evaluating learning.

b) Affective Strategies

Affective strategy is the learner's behavior related to attitudes and feelings in dealing with the learning process. According to Oxford (1990:140) states affective strategies refer to emotions, motivations, and attitudes while (or about) learning English. Examples of such strategies take risks, try to relax when feeling anxious about learning, and reward oneself for succeeding.

According to Oxford (1990:140), there are three definitions of affection strategies. They are lowering ones' anxiety, encouraging themselves, and taking their emotional temperature.

c) Social Strategies

Social strategies refer to how learners interact with other people in the context of learning languages and related cultures. Social strategies include, among others, ask someone to speak slowly, practice with others and show interest in learning about the culture of English-speaking countries.

According to Oxford (1990:144), Social strategy includes asking questions, cooperating, and empathizing.

RESEARCH METHODOLOGY

This research was conducted using a descriptive research design to answer the questions of the research. According to Fraenkel, et al, (2012: 15), descriptive studies describe a given state of affairs as fully and carefully as possible. In other words from the statements above, descriptive is a method that describes the actual

event. The purpose of descriptive research is to describe the data collection based on the facts and situation from the population naturally without manipulation.

In this research, the population of the research was the Seventh Grade Students at SMP Negeri B. Srikaton in the academic year 2018/2019 with the totals were 254 students. Cluster random sampling was used in this research. According to Frankel & Wallen (2012:96), cluster random sampling is the selection of groups, or clusters, of subjects rather than individuals from classes already in existence.

The researcher collected the data by using a questionnaire and interview. The questionnaire form of this research is adopted from the Rebecca Oxford SILL questionnaire. SILL (Strategy Inventory for Language Learning), a questionnaire designed by Oxford (1990) to investigate learners' frequency of use of many language learning strategies, clustered into six strategy categories (mentioned above). There are two versions of SILL that are usually used for the learning strategy questionnaire. Version 5.0, with 80 items is for the foreign language learner who is for the native language. Another version is 7.0, with 50 items.

Table 3.2

Description of SILL

Category	Number of items	Item
Memory Strategies	9	1, 2, 3, 4, 5, 6, 7, 8, 9
Cognitive Strategies	14	10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21,

		22, 23
Compensation strategies	6	24, 25, 26, 27, 28, 29
Metacognitive Strategies	9	30, 31, 32, 33, 34, 35, 36, 37, 38,
Affective strategies	6	39, 40, 41, 42, 43, 44,
Social strategies	6	45, 46, 47, 48, 49, 50

Source: adapted from Strategy Inventory for Language learning (SILL) version 7.0 by Rebecca L. Oxford

RESULT

The findings were the students' English learning strategies which were collected by using questionnaires and interviews. Sugiyono (2014:230), said that questionnaire is a self-report data collection instrument that each research participant fills out as part of a research study. Meanwhile, Fraenkel & Wallen (2009:395) state that an interview is a technique of collecting the data by giving a set of questions that are administered verbally by the researcher and also answer verbally by the respondent.

The questionnaire form of this research was adopted from Rebecca Oxford's (1990) SILL questionnaire that consisted of 6 kinds of strategies which described in 50 questions about the strategies used in learning English and the respondents were allowed to select the answer from the number of options or items. The

researcher used a Likert scale with five-level Likert items, they were 1) never do this 2) seldom do this 3) sometimes do this 4) usually do this 5) always do this. Then, the interview was taken after the researcher got and analyzed the questionnaire. This research used face-to-face interviews to obtain the data of the students' reasons for using English learning strategies started from a short introduction of the respondents, then continue to answer the questions that were given by the researcher verbally.

1. English Learning Strategies

According to Oxford (1990:8) states language learning strategies are steps taken by students to enhance their language learning. The strategies were direct strategy and indirect strategy. the result of the overall questionnaire of English learning strategies used by students in SMP Negeri B. Saskatoon. After obtaining data from the questionnaire, the researcher was calculated by using the SILL Worksheet and simple basic statistical techniques. The result showed that there was no significant among the strategies. It was followed by the memory strategy with a total of 7 students (19%). The second was cognitive strategy and effective strategy with a total of 8 students (22%). The compensation strategy and social strategy with the total 2 students (6%) and the last metacognitive strategy with a total of 9 students (25%).

Table

The Strategy Category of English Learning Strategies

No	Types of Strategies	F	Percentage	Rank
1.	Metacognitive Strategies	9	25%	1
2.	Cognitive Strategies	8	22%	2
3.	Affective	8	22%	3

	Strategies			
4.	Memory Strategies	7	19%	4
5.	Social Strategies	2	6%	5
6.	Compensa tion Strategies	2	6%	6
	Total	**3 6**	**100%**	

Individual score based on the group category of English Learning Strategies

The followings were the English learning strategies which were explained in detail based on the group category of strategy. The data presented in the form of a table and the researcher described it in the lowest to the highest percentages.

Compensation Strategy

The result of the compensation strategy got the data, it was not considerable disgraceful fact to find out none of the items in the compensation strategy managed to acquire high point from the respondents. The majority of the items in the category are included with a low score. There were 2 items in the medium score. The first highest was number twenty-four gained the total average of 2.67 for the statement of making guesses to understand unfamiliar English words. In this item, 11 respondents agreed that they sometimes did this strategy. The second strategy in this category was item twenty-nine (2.64) where the statement as if they couldn't think of an English word, they used a word or phrase that means the same thing. Based on responses by respondents, most of them sometimes did this strategy.

The two highest scores among the low score. That was the respondent was known never tried to guess what the other person would say next in English (2.39). Then, items number twenty-six (2.28) in the statement indicated that they

made up new words if they did not know the right ones in English. That was showed the students tried to make English easier to understand in the learning process.

Social Strategies

Based on the data above, There was no high score in all of the items that were included in the medium score and low score. The highest score was the item number. The item had a total average of 3.39. There were many respondents if they did not understand something in English or they did not get the point of the conversation they would ask the other person to slow down or to say again the speaking and only 1 of 36 respondents seldom did it. The statement about they practiced English with other friends was the second item with an average (2.92), the majority of respondents sometimes did practice English with their friends to smoothen the English learning process.

The two lowest scores in this category were the first, item gained the average 2.28 that was number fifty as the last statement asked if the respondents learned about the culture of the English speakers. Their majority of respondents never did this strategy because most respondents as seventh-grade students who do not understand English so that was difficult to understand the culture of native speakers. The last (2.22), states item forty-nine showed the strategy of asking for questions in English. This strategy seldom did the respondents that were students' poor vocabulary.

Memory Strategy

The item in the category of memory strategy is included of 3 high scores, 5 medium scores and 1 category got a low score. The first highest score was item number two (3.83) where the respondent confirmed that they think of the use of new English words in a sentence so they can remember. 6 students always used this strategy. Moreover, 22 of 36 students who usually did this strategy to remember the new words, 4 respondents who seldom and sometimes did that way,

and nobody who never did it. This proved that the respondents ought to always increase their knowledge of English vocabulary.

Affective Strategy

In this category in affective strategy, there was no one item considered to have a predicate high score. Item thirty-nine and forty gained the same total average of 3.36 where the respondents were trying to relax whenever he or she feels afraid of using English and they encourage themselves to spoke English even when they were afraid of making a mistake.

The same average also items number forty-one and forty (3.27) almost the respondents who usually they rewarded themselves or treat when they did well in English and noticed if they were nervous in studying or using English.

Unfortunately, two items are considered as the low predicate. It was item forty-three which had an average are 2.0, where the students showed that they reluctant to write down all their personal daily experiences on their dairy. The most unpopular strategy in affective strategy was item forty-four. The respondent did not always share their feeling with someone else about their feeling in learning English. This strategy only had 1.81 as the average.

Cognitive Strategy

In cognitive strategy, two items got the highest score. The first was item number twelve, the item had a total average of 3.77. Item twelve asked if the respondents practiced the pronunciations of the English word. It seemed that the respondent learned the sound of English to produce the right pronunciations of English nouns. 3 students never did this strategy. The second highest was item number ten (3.45). Where it was strategy also correlated with item number twelve that show the strategy in mastering English word. Most of the respondents agreed that they said or wrote the English words several times in learning English. saying and writing the words, it could make it easier to comprehend the words.

Metacognitive Strategy

The metacognitive strategy was the strategy that the respondent most dominantly used both from the analysis general strategies or individual strategies.

It indicated that the most respondents applied organizing and evaluating your learning. In the category of metacognitive strategy, there were two items which included in high score. The item thirty two was firstly gained the total average of 3.92. the statement was they paid attention when someone was speaking English. There was no respondents never did this strategy, most of them always peid attention when someone speaking English. The second familiar strategy was number twenty seven with the total average (3.47), this strategy was also familiar for students in learning English. Almost the respondents agreed always used this strategy in learning English.

Therefore, three highest items in medium score. The most respondents who always this strategy they tried to found out how to be a better learner of English in learning process. this item gained average 3.44. The next, items number thirty eight (3.39) state they thought about their progress in learning English. It showed students didn't want to learned that doesn't got the results so many students who always used this startegy. The last, strategy followed by item thirty one gained average of 3.31, the statement about they noticed their English mistake and used that information to help them to do better.

2. The Reasons of Using English Learning Strategies

To make learning English easier

Based on the interviewed with the some respondents. They were 25 students said using English learning strategies made they were easier in English learning process. where was English as a new subject for some of the respondents and others had learned Basic English at Elementary school. Therefore, the respondents had some difficulties in English.

To improve the students' achievement in English subject

The second, strategies in learning English set as a way to get a better score in English subject. The respondents believed that if they used strategy in learning English, they would get the good score so, they could in improve their

achievement in learning English. There were 6 students' who used strategy in order to get good score in English subject.

To speak English well.

One of the reasons of respondents in using English learning strategies was to made they could speak English well. There were 2 students want to speak English with native speaker.

To more enjoyable in learning English

The last reason in using English learning strategies was to the students more enjoy in learning English. Only one repondent answered this reason. The students had some problems in English such as remembering vocabulary and spelling word. In using the appropriate strategy they could more enjoy in learning English.

CONCLUSIONS

In line with the findings of the research that have been found and discussed in the previous chapter, it can be concluded that:

The First, There were 6 types of learning strategies used by the students. They were 3 types of direct strategies (memory, cognitive and compensation) and 3 types of indirect strategies (metacognitive, affective and social).

The second, the most dominant of English learning strategies used students in SMP Negeri B. Srikaton was metacognitive strategies. There were 9 students used this strategy. The majority of students who always applied the strategy.

Then, the others dominant strategy which were each 8 students used this strategy were cognitive strategy and affective strategy. Those strategies were the second dominant strategy who the most of students sometimes used the strategy.

Next, there was memory strategy consist of 7 students used this strategy. The students who usually used this strategy in English learning process.

After that, was the strategies that were not dominant to be used from another strategy. There were only 2 students that used this strategies. The strategy were compensation strategy and social strategy. These strategies were seldom used by students.

And the last, there were four reasons students used the English learning strategies. There were to make English learning easier, to improve the achievement in English subject, to speak English well and to more enjoyable in learning English.

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