

ENGLISH LEARNING STRATEGIES FOR DIFFERENT PROFILE OF STUDENTS

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ABSTRACT

Teaching and learning english at the campus always face several problems, they raise from the students' themselves, material, lecturer, teaching process, time, place, equipment and infrastucture. The problem which comes from students such as the differences of students' intellegence; if the material is given too low, the students who have high intellegency will be bored and the diversity of students' need in learning english. Teaching in the class room always find the differences like them, one and others need differents method in learning fast in mastering English, so lecturer should use combination strategy in teaching. The material should be chosen based on the students' ability. It is because a lecturer is the manager who creates the students' sucessfully in learning English.

Keywords: English learning, English teaching, learning strategies

Introduction

English is never splite with several disciplin of knowledge for example a lot of reference books which must be understood by learner are written in English, so each student is obligated to master English to increase their knowledge. At the profesional side, English is useful to create the cooperation between people or factory in the world.

In Indonesia, English is taught since elementary school to university, each level has standard of the difficulty of material used to teach the students. Each student in the classroom of university has diferences of characteristics in learning English namely: students are able to understand the material fast by listening the lecturer's explanation and recording of teaching process that is called as the audio learning. Some students are

easy to understand the material by looking at the material directly toward practicing. This case is called as visual learning.

Suitable the discipline of knowledge which replace in the research, this research focuses attaching strategies to students who have differences profile. It believes that illustration at students in learning English will carry out the beneficial to the several participates are they direct or indirectly.

The positive and negative impact from this research will show to the public. The positive side from the result of this research, the researcher will know kinds of students' learning ability, so he is able to create the lecturing concept that uses combination strategy and each students learning style can be adopted by other. Than the negative impact from this research, lecturer or teacher who uses the adopted teaching or lecturing concept will confuse to implementation in the classroom so the teaching process will be fail.

Learning is one of process to improve someone knowledge gaining from reading books, internet, and from teacher, all of them are usually done to deeper someone's knowledge. According to oxford dictionary it states that "The acquisition of knowledge or skills through study, experience, or being taught: these children experienced difficulties in learning". Experience can be learnt and reflected from past and do future, Measurable and relatively

permanent change in behavior through experience, instruction, or study. Whereas individual learning is selective, group learning is essentially political its outcomes depend largely on power playing in the group.

Learning styles generally operate on continuity or on multiple, intersecting continual. For example, a person might be more extraverted than introverted, or more closure-oriented than opened, or equally visual and auditory but with lesser kinaesthetic and tactile involvement. Few if any people could be classified as having all or nothing in any of

these categories (Ehrman, 1996). Auditory learners tend to take much benefit from traditional teaching techniques whereas Visual learners are more benefit from diagrams, charts, pictures, films, and written directions. Brown (2000) also states that learning styles as the manner in which individuals perceive and process information in learning situations. He argues that learning style preference is one aspect of learning style, and refers to the choice of one learning situation or condition over another.

Nevertheless, it is important to remember that every individual learns differently and thus has a unique learning style. So that is why learning strategies are needed to handle their differences learning style in improving, developing, and mastering English.

Discussion

Language learning strategy is a step taken by people to comprehend their learning. According to Oxford (1991) it said that language learning strategies are defined as

steps taken by students to enhance their own learning. The strategies can be done inside or outside of the classroom based on the students themselves. Oxford (1991) classifies language learning strategies into direct and indirect strategy. The category of direct strategies consist of memory strategies, cognitive strategies and compensation strategies. Indirect strategies consist of metacognitive strategies, affective strategies and social strategies.

Language learning strategies also has several uses. The more uses of LLS are: (a) to enhance language learning, (b) to perform specified tasks, (c) to solve specific problem in language learning, (d) to make learning easier, faster and enjoyable, (e) to compensate for a deficit in learning (Cohen, 2007). Based on the statement above it can be seen that LLS is important to students who intend to increase their comprehension in learning a new language. It is also as the parameter at the students in mastering language well, if students don't have strategies

in learning language, they will not master English fast and well.

Learning Strategy in Listening

English conversation is very difficult for people who their second language is not English, or people whose English as his first foreign language. It is very difficult to listen because the word and pronunciation are different, so it needs new habit to listen English in daily life to develop their comprehension in listening. Listening provides the aural input that serves as the basic for language acquisition and enables learners to interact in spoken communication.

To enhance listening skill, there are many strategies that can be used by students, for instance listening English song, watching English television channel ,etc. Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input. There are two listening strategies to enhance the students' listening skills, they are

top-down and bottom up strategies. They can be seen below :

Top-down strategies are listener based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies include :listening for the main idea, predicting, drawing inferences, summarizing

Bottom-up strategies are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that create meaning. Bottom-up strategies include listening for specific details, recognizing cognates, recognizing word-order patterns. (wilson:2008)

Those statements above show that in learning listening English starts in simple world related to our daily activities to build new habit in our live. An other theory is also explained from

<http://www.nclrc.org/essentials/listening/stratread.htm> it is said that Strategic listeners use *metacognitive strategies* to plan, monitor, and evaluate their listening. They plan by deciding which listening strategies will serve best in a particular situation. They monitor their comprehension and the effectiveness of the selected strategies. They evaluate by determining whether they have achieved their listening comprehension goals and whether the combination of listening strategies selected was an effective one.

The statment above is one way strategy to the teacher to increase the students' listening skill in teaching in the classroom, it's very important to the teachers, Before they teach in the classroom, they must decide a kind of strategies to reach the goal perfectly and choose the material that is eassy to understand by the students. Monitoring is never left by teachers to see the students' comprehension, they can evaluate whether their strategies have good impact to the students' ability or do

not reach the goal. Evaluation is given to the students, from their result it can be seen whether the strategy reaches the goal or not. It's not enough for students to merely listen the audio assignments. The students must use strategies that make them active, not passive listener. To understand the difference between active and passive listening, students need direct instruction on strategies that work. (Vandergrif, 1999; Goh, 2008). To accomplish this, teachers should use time in class to model effective strategies and evaluate students' use of them. Students who use before-during-and after- listening strategies develop skills that enable them to monitor their own metacognitive process. The most common obstacle to effective listening is noise. The classroom can be a cacophony of teacher and students talking, chairs scraping across the floor, papers rustling, pencils dropping, doors opening and closing. While the brain's auditory system is capable of blocking out background noises to focus on specific stimuli, nonetheless all these sounds can be distracting. According

to Wilson (2014), Explicit instruction on using the HEAR strategy offers concrete steps to focus on and improve listening. The HEAR strategy consists of these four steps: Halt: Stop whatever else you are doing, end your internal dialogue on other thoughts, and free your mind to pay attention to the person speaking. Engage: Focus on the speaker. We suggest a physical component, such as turning your head slightly so that your right ear is toward the speaker as a reminder to be engaged solely in listening. Anticipate: By looking forward to what the speaker has to say, you are acknowledging that you will likely learn something new and interesting, which will enhance your attention. Replay: Think about what the speaker is saying. Analyze and paraphrase it in your mind or in discussion with the speaker and other classmates. Replaying the information will aid in understanding and remembering what you have learned.

Learning Strategy in Speaking

Henry G. Tarigan (1981:15) states that speaking is a skill of conveying words or sounds of articulation to express or to deliver ideas, opinions, or feeling. Speaking is a mean to communicate with other people; it can be done in monologues or dialogues. So the role of speaking in human life is so important, because human cannot live normally without communicating with other people. Speaking is so much a part of daily life that people take it for granted. The average person produces tens of thousands of words a day, although some peoples, like auctioneers or politicians-may produce even more than that. So natural and integral is speaking that people forget how they once struggled to achieve this ability-until, that is, they have to learn how to do it all over again in a foreign language (Scoot Thornbury, 2005).

Many English students complain that they understand English but they don't feel confident enough to join a conversation. There are a number of reasons for this, including: Students are trying to translate from their

native language into English. Production "blocking" is occurring due to nervousness, lack of confidence, etc. The speaker is looking for a specific word, rather than using simple language to describe what is meant. There aren't enough conversation opportunities in or outside of class. Students aren't able to speak to peers (for example: mixed classes of adults and teenagers). Exam preparation focuses on grammar, vocabulary, etc. and leaves little time for active use.

According to Beare (2015), people whose mother tongue is not English need to learn more fluently in speaking English, kinds of methods and strategies to do to master English well. Register use refers to the "tone" of voice and words you choose when speaking to others. Appropriate register use can help you develop a good rapport with other speakers. Social English examples : making sure that your conversation starts well often depends on using social English (standard phrases). These social English examples provide short dialogues and key

phases necessary., Dialogues: Dialogues are useful in learning standard phrases and vocabulary used in common situations. These situations are some of the most common you'll find when practicing your English.

Learning Strategy in Reading

People need information to know about something condition by several methods namely: watching television, and reading newspaper both printable and online. Reading needs concentration to understand what the message that is conveyed by the writer. In English, reading is one of skills that must be mastered by learner. It is very difficult for learners whose English as foreign language, so need lot of strategies to be a master in English. Reading is a cognitive activity in which the reader takes part in a conversation with the author through the text. On the other hand, reading strategies are considered as one of the features of cognitive psychology which are essential for a successful comprehension. (Zare.2013). Reading needs one of the totalities of

thinking to gain the information in the written that influence psychology at the reader. Reading strategies are divided into two major categories: met cognitive and cognitive reading strategies. The strategies that function to monitor or regulate cognitive strategies are called met cognitive strategies (Ozek .2006). According Englishclub.com said that here are some strategies for improving your comprehension skills.

1. Skim: read for the brief idea or overview.
2. Scan: read for specific details or a specific reason.
3. KWL: determine what you know about the topic, what you want to know, and what you learned.
4. Skip: if you don't understand a word or section, keep reading ahead. Come back to the section or word again and try to figure out the meaning. Use a dictionary if necessary.
5. Look for headings, subtitles and keywords.
6. Read out loud: children read out loud when they first start reading. You can too. Get comfortable hearing your English voice.
7. Create timelines or charts: reorganize what you read in a different format.
8. Rewrite in a different tense.
9. Rewrite in a different format: for example, rewrite an article in letter or list form.
10. Illustrate: if you think you're a visual learner, sketch images or an info graphic related to what you read.
11. Write the questions: as you read, think about which questions you might find on a test or quiz. Write them down and answer them, or quiz a friend.
12. Summarize or retell: you can do this by writing a letter to a friend, writing a blog post, making a web cam video, or just starting a conversation on this topic.
13. Learn affixes: knowing prefixes and suffixes will increase your word recognition.
14. Keep a vocabulary journal.
15. Get a vocabulary partner.

16. Use a pen or ruler: some people find it is easier to read with a pacer. A pen, ruler or fingertip can help you keep your place and prevent your eyes from wandering off. This may not be suitable if you are reading on a computer or mobile device. Adjust the screen to a larger size if necessary.

The statement above is steps that are able to be used by learner to increase their abilities in reading English. There are 7 critical reading strategies namely: Previewing: Learning about a text before really reading it. Contextualizing: Placing a text in its historical, biographical, and cultural contexts. Questioning to understand and remember: Asking questions about the content. Reflecting on challenges to your beliefs and values: Examining your personal responses. Outlining and summarizing: Identifying the main ideas and restating them in your own words. Comparing and contrasting related readings: Exploring likenesses and differences between

texts to understand them better. (Salisbury University)

Learning Strategy in Writing

In developing writing skills, implicit and explicit skills are needed. The learners need to be active in communication as well as mastering language forms. In writing, the natural activities are: (a) choosing a topic (b) gathering information from variety of sources (c) planning (d) writing a draft (e) checking the report (f) writing the final report. Beside learners are expected to master sufficient language forms of English to do writing tasks.

In line with these ideas of writing some learning strategies in writing are proposed from Oxford (1991) in the following list.

- a. Memory Strategies
 - Grouping
 - Placing new word in to context
- b. Cognitive Strategies
 - Formally practicing with writing system
 - Recognizing and using formula and pattern

- Practicing naturalistically
 - Repeating
 - Using resources of sending message
 - Translating
 - Talking notes
 - Summarizing
- c. Metacognitive Strategies
- Arranging and planning the learning

Research on strategies had been done by He.2002 and Yo&Yo,2002 in Anderson (2005). The first research on writing strategies in which the subjects were divided by two groups: mastery orientation and performance orientation. The objective was to find if the learners goal orientation influence the learners' strategies use. The finding was that both groups used planning, monitoring, revising and retrieving. The second researcher examined the strategies the subjects lacked of metacognitive strategies in the writing process. In holding the research, the researcher gave a writing composition and interview was done to find what strategies they used.

Conclusion

In order to get the success learning, the students must study by using those strategies. They can choose what way is comfortable to study for them in developing their skills. This includes that those strategies have much benefit for the learners to understand and develop their english learning.

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