

AN ANALYSIS OF ENGLISH LEARNING STRATEGIES TO THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL 4 LUBUKLINGGAU

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ABSTRACT

The objectives of this thesis were to describe what were English learning strategies applied by the eighth-grade students of Junior High School 4 Lubuklinggau. The method applied in this research was descriptive quantitative method. The subject of the research was all the eighth-grade students of Junior High School 4 Lubuklinggau in academic year of 2022/2023. The number of the population was 244 students. The sample of this research was taken by using simple random sampling. The number of the sample was 30 students of class VIII.E. To get the data, the researcher used Oxford SILL questionnaires. The data were analyzed by describing students' answer and dividing students' English learning strategies into some categories: 1) Memory Strategies, 2) Cognitive Strategies, 3) Compensation Strategies, 4) Metacognitive Strategies, 5) Affective Strategies and 6) Social Strategies. Based on the result of data analysis, the researcher found out data that: 1) 9 (30%) students as social strategies, 2) 8 (26.67%) students as memory strategy and 3) 7 (23.33%) students as affective strategy, 4) 3 (10%) students as metacognitive strategy, 5) 2 (6.67%) students as cognitive strategy and 6) 1 (3.33%) student as compensation strategy. In conclusion, social strategies were the most frequently strategies used by the students. Whereas, the least frequently learning strategies used by VIII.E class of Junior High School 4 Lubuklinggau was compensation strategy.

Keywords: Students, Learning, Learning Strategies

INTRODUCTION

Language learning has been a crucial issue in education field. There are many factors influencing language learning, involving cognitive, psychological, sociological ones, and so on. To find out the factors influencing language learning, some studies have already conducted to investigate some factors, such as motivation, aptitude, etc. These factors are considered as essential factors involving individual differences in language learning to know how learners could achieve success at language learning (Lestari, 2015:1).

English is a universal language because most of the people in the world use English to communicate each other's. They used English in oral and written form (Norliani, 2022:28). It means that language is very central in human life. We all know that, today is the age of internet and if we look there is a lot of information in English language, it simply means that we can read information on the internet only if we know English. It has motivated people to learn more about English. In our country Indonesia, English become a compulsory subject and as the first foreign language taught in Elementary school up to university.

In learning English, the students learn about the four major skills of English, they are listening, speaking, reading and writing. These skills are the main skills need to communicate

in any language. In learning English, everyone studies the components of the language such as grammar, vocabulary and pronunciation. In the teaching-learning process, interaction among students and teachers are important. Classroom interaction is an interaction between teachers and students which occurs in the classroom during the teaching and learning process (Reflinda and Putri, 2021:499). Interaction is used to indicate the language (or action) used to maintain a conversation in the classroom. The success of the teaching-learning process is not only determined by how the teachers teach but also, most importantly and principally is determined by how the students learn.

Oxford (1990:1), states that language learning strategies are important factors for students in order to improve active learning in classroom and self-directed movement which is essential in developing communicative competence. According to Chamot (2004:14), learning strategies are the thoughts and actions that learners use to accomplish a learning goal. Furthermore, Weinstein and Mayer in Clouston (1997:45) defined learning strategies as behaviors and thoughts that a learner engages in during learning.

It means that, besides learning strategy can improve the communicative skill, the term of strategy also characterizes the relationship between thoughts and action which is based on a view of learners as responsible agents who are aware of their needs and goals when engage the learning process. As Rubin in Hong-nam and Alexandra (2006:400), also reinforced, "... strategies that contribute to the development of the language system which the learners construct and (which) affect learning directly.

In our country Indonesia, English become a compulsory subject and as the first foreign language taught in Elementary school up to university. In elementary school they just learn English as an additional subject. It is just the introduction about basic vocabulary and other basic knowledge in English. In junior high school, they are taught English as general subject. They will learn English more intensive and more complicated. In this stage, the students claim to be able in understanding some basic tenses, texts and expressions. In order to get a better understanding in English, the students should use and develop their English learning strategies by themselves besides the lesson they get from the teacher in the class.

Thus, all students are able to success in their learning process by their own learning strategies. For that, the researcher is interest to do research that describes the English learning strategies to the eighth-grade students at Junior High School 4 Lubuklinggau. The researcher reason why chooses the school as a place of the research, because the school has a high enough interest. It can be seen from the total number of classes in the school.

The result of interview on Saturday, 21st January 2023 with one of the English teachers in Junior High School 4 Lubuklinggau, each student has a different character and different school background as well. There were some elementary schools that include English as a subject in school, and some do not learn English subject. Students find it difficult to understanding the material. Hopefully this research can share a bit of contribution to improve the quality of English teaching at level of junior high school.

Based on the information above, the researcher is interested to conduct research entitled "An Analysis of English Learning Strategies to the Eighth Grade Students at Junior High School 4 Lubuklinggau"

LITERATURE REVIEW

Based on Oxford (1990 :14) language learning strategies are divided into two major classes: direct and indirect, these two classes are subdivided into a total o six groups (memory

strategies, cognitive, compensation under the direct class, metacognitive, affective, and social strategies under the indirect class).

a. Direct Strategies

1) Memory strategies.

Memory strategy involves the mental process for storing new information in the memory and for retrieving them when needed. This strategy has four categories; creating mental linkages, applying images and sounds, reviewing well, and employing action.

a) Creating Mental Linkages

Creating mental linkages can be applied through: grouping or classifying language materials into meaningful units based on the topic, associating or elaborating new language information to the concept that already in memory, or placing new words into a meaningful context.

b) Applying Images And Sounds

Applying images and sounds it can be applied by using visual imagery to remember something, making a semantic mapping, such as drawing a diagram of key concept at the center or the top, and then linked the key concept by lines or arrows, remembering new words using keywords, or remembering new language information according to its sounds.

c) Reviewing Well

In reviewing well, it can be done by structured reviewing.

d) Employing Action

Employing action is achieved by using physical response or action, or using mechanical techniques in moving or changing something in order to remember the language

2) Cognitive Strategies

This strategy is a conscious way in processing the target language. It involves four categories as well; practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output.

a) Practicing

Practicing consists of: repeating, rehearsing, and imitating the language, formally practicing sounds and writing system, aware in recognizing and using formula or patterns, recombining known elements in a new way, and practicing the new language in natural ways.

b) Receiving and Sending Messages

In receiving and sending messages involves: getting the idea quickly by skimming and scanning, and using print or non-print resource to understand incoming and producing messages.

c) Analyzing and Reasoning

Analyzing and reasoning includes using general rules and applying them to the target language in order to reasoning deductively, analyzing expression in order to understand the meaning of the whole expression, analyzing contrastively, such as comparing elements like sounds, vocabulary, or grammar to determine the similarities and differences, translating as the basic for understanding and producing the language, and transferring the knowledge, concepts, or structure from one language to another.

d) Creating Structure for Input and Output

Creating structure for input and output which requires taking notes specific ideas or topics, making a summarize, or highlighting important information in the passage.

3) Compensation Strategies.

Compensation strategies enable learners to use the language either in speaking and writing even lack of the knowledge. In this strategy consists of guessing intelligently, and overcoming limitations in speaking and writing.

a) Guessing Intelligently

Guessing intelligently can be achieved by using linguistic clues such as seeking and using language-based clues for guess the meaning what is heard or read in the language, or using other clues such as seeking and using clues that not language-based in order to guess the meaning of the language.

b) Overcoming Limitations in Speaking and Writing

Overcoming limitations in speaking and writing can be achieved by switching to the mother tongue, asking someone for help, using mime or gesture, avoiding communication partially or totally, selecting the topic in order to direct communication, adjusting or approximating the message, coining the words to communicate the desire idea, and using synonym.

b. Indirect Strategies

1) Metacognitive strategies

It allows learners to control their cognitive in order to coordinate the learning process. This strategy consists of centering your learning, arranging and planning your learning, and evaluating your learning.

a) Centering Your Learning

In centering your learning includes overviewing materials and link it with what already known, paying attention, or delaying speech to focus on listening.

b) Arranging and Planning Your Learning

Arranging and planning your learning steps can be achieved by find out how language works, organizing the condition of learning to becoming optimal learning, setting aims for language learning, identifying the purpose of language task, planning for language task, or seeking practice for opportunities. And in evaluating your learning involves self-monitoring and self-evaluating.

2) Affective strategies

Affective strategy assists learners to manage their emotions, motivation, and attitudes toward learning process. It consists of lowering anxiety, encouraging yourself, and taking your emotional temperature.

a) Lowering Anxiety

In lowering anxiety can be describe as using technique to alternate the tense by deep breathing or meditation, or using music, or using laughter.

b) Encouraging Yourself

While encouraging yourself includes of making positive statements, taking risk wisely, or give reward for yourself.

3) Taking Emotional Temperature

Taking emotional temperature can be achieved by understand the condition of yourself, use checklist to discover feelings, attitudes and motivation, writing a language learning diary, or discuss your feeling with other.

4) Social Strategies

This strategy facilitates language learning through interaction with others. It consists of asking questions, cooperating with others, and empathizing with others. Asking questions can be described as asking clarification or verification, or asking for correction. Meanwhile, cooperating with others can be applied by cooperating with peers, or cooperating with proficient user or native speaker of the language. And last is empathizing with others involves developing cultural understanding, and becoming aware of others' thoughts and feelings.

Based on the beliefs above, it can be seen that Oxford's kinds of language learning strategies are more comprehensive, detail and systematic rather than the others. Moreover, these kinds of strategy become the main source which the research grounded that called Strategy Inventory for Language Learning (SILL) made by Oxford.

METHOD

In this research, the researcher conducted descriptive quantitative research. According to Stangor (2011:14) descriptive research is research designed to answer questions about the current state of affairs. In this research, descriptive research used to identify and explain students' English learning strategies. The study took place at Public Junior High School 4 Lubuklinggau. Which was located at Jalan Garuda KM 4 Lubuk Tanjung, Lubuklinggau Barat 1. In this research, the population were all eighth students of Junior High School 4 Lubuklinggau. There are 8 classes with students' total number of 30 became the research sample, which chosen using with a simple random sampling.

In collecting the data, the researcher used the questionnaires adopted from Oxford's Strategy Inventory for Language Learning (SILL). The questionnaire translated into Bahasa Indonesia in order to students were easier to understand and answer the questions. The researcher use 5 likert scale with (1 = never, 2 = seldom, 3= sometime, 4 = usually and 5 = always).

To analyze the data, the researcher used descriptive analysis by using simple basic statistical technique. According to Latief (2014: 129), statistical technique is often used are Means (M), showing overage scores, Medians (Med), showing the middle point in the score distribution, Modes showing a point where most scores are obtained, Standard Deviation (SD), showing the overage of deviation of each score from the mean, and percentages (%) showing propotion of the group in the population.

FINDINGS

Table 4.1
The individual Analysis of English Learning Strategies

No	Strategy Category	Frequency	Percentage	Rank
1.	SocialStrategy	9	30 %	1
2.	Memory Strategy	8	26.67 %	2
3.	Affective Strategy	7	23.33 %	3
4.	Metacognitive Strategy	3	10 %	4
5.	Cognitive Strategy	2	6.67 %	5
6.	Compensation Strategy	1	3.33 %	6
	Total	30	100 %	

Based on the analysis of students' individual score of learning strategies, the social strategies was also found out as the dominant strategies which used by the students with the total of 9 students. The second was memory strategies with the total of 8 students who dominant in it. The affective strategies and metacognitive strategies were in the third place and fourth place with each strategy include 7 students and 3 students. Next, it was cognitive strategies with the total of 2 students. The last was compensation strategies which only by 1 student from the total of 30 students.

DISCUSSION

From the result in findings, the students employed all of the six strategies. They were memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies. This was indicated that most respondent did not just one main strategy in learning English as foreign language. It was supported by the result of whole strategies that the total of average was not far different one another. It also could be interpreted that the English strategies of the eight grade students at junior high school 4 Lubuklinggau was in medium use. It was proved by the answer of the respondents in the instruments used by the researcher in the questionnaire. Among all of the strategies, there were two dominant strategies applied by the majority of respondents. They were social strategies and memory strategies.

Language learning strategy also has contribution to independent language learning which leads to improve learners' language learning. Hurd and Lewis (2008:41) stated that foreign learners are developing learner autonomy, which involves deciding on using learning strategies and tactics that are relevant to their tasks and goals to enhance their language learning. Furthermore, she also stated that, independent learning involves developing the attitudes, beliefs, knowledge and strategies for learner to take action dealing with their own learning. She adds that the independent learning is to enhance the learning process of the learners Hurd and Lewis (2008:5).

The first dominant strategies in this research were social strategy. of asking questions, cooperating with others, and empathizing with others. Asking questions can be described as asking clarification or verification, or asking for correction. Meanwhile, cooperating with others can be applied by cooperating with peers, or cooperating with proficient user or native speaker of the language. And last is empathizing with others involves developing cultural understanding, and becoming aware of others" thoughts and feelings (Oxford, 1990 :14). Social strategies represent indirect strategies.

The second was memory strategies represent direct strategies. Memory strategy involves the mental process for storing new information in the memory and for retrieving them when needed. This strategy has four categories; creating mental linkages, applying images and sounds, reviewing well, and employing action (Oxford, 1990 :16). Compensation strategy was the least dominant among students with applied by 3.33 % (1 student). It could be because the different subject would give the different result. It was acceptable there were many factors influence the learning strategies.

CONCLUSION

Based on the finding of the SILL questionnaires above, the researcher concluded that there were six learning strategies used by the eighth-grade students of junior high school 4

Lubuklinggau in class E. The students used all learning strategies including memory strategies, cognitive, compensation, affective, metacognitive and social strategies.

Memory strategies as the high percentage 30% or 9 student used. The second place was memory strategies 26.67% or 8 students used these strategies. In the middle was metacognitive strategies with 23.33% or 7 students used these strategies. And the last position was compensation strategies with 3.3% or 1 student used these strategies. Therefore, it can be concluded that the learning strategies was foundation of every learner to become success in language learning. Moreover, students also need acknowledge their learning strategy so their learning may be affective.

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