

English Learning Strategies by the Second Grade Students at a State Junior High School in Kupang, Indonesia (A Case Study)

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ABSTRACT

Learning and mastering English will not be possible if from the beginning we do not have a strong determination. After having a strong determination, all you need to do is find the right English learning strategy. The students used different learning strategies in learning English as a foreign language. This study is designed to find out types of English language learning strategies are used by the students and the factors influencing the choice of learning strategy. On the basis of the nature of the data, a qualitative approach is appropriate to this study. Data were obtained by questionnaire and interview. The result of the analysis revealed that the students used three types of strategies in learning English. The types of strategies are cognitive, metacognitive and social/affective strategies. The more dominant strategy that is used by the students is social/ affective strategy. While the factor influencing their choices of strategies are classified into internal and external factors.

KEYWORDS

learning strategy; cognitive; metacognitive; affective; social

INTRODUCTION

Mastery of foreign languages is important in this modern day of globalization. Mastering a foreign language means expanding opportunities to be able to interact and get information from other parts of the world and the opportunity to gain more knowledge.

As one of foreign languages in Indonesia, English is studied as a compulsory subject at schools. English is the first foreign language in Indonesia among other foreign languages based on some considerations that it is a worldwide language. In today's development, English has become the language of worldwide communication, the language of science information, modern technology trade, and politics, and used almost in all fields. This is the basic reason for English to be given to begin with need to be consider among other foreign languages.

Learning and mastering English will not be possible if from the beginning we do not have a strong determination. After having a strong determination, all you need to do is find the right English learning strategy. Learning strategy is one among various aspects needed by learners to master English. Learning strategies have been at the center of attention and play an important role in the teaching-learning process. Learning a foreign language effectively means using adequate learning strategies. There are two sorts of learning strategies, they are direct strategies and indirect strategies. Direct strategies related to metacognitive, affective, and social. While, indirect strategies deal with memory, cognitive, and compensation (Oxford, 2006).

In unfurling the portrayal of language learning strategies, it is known As a series of strategies, approaches, and behaviors or for its objective within the securing of information, generation of successful learning, and control of learning (Bachman, 1990; Bremner, 1999; Magno, 2010). Portrayals may change but to put it in easier terms, it can be clearly characterized as what people do To help them prepare for their lesson. A study done by Sartika, et.al (2019) on EFL students at SMAN 2 Jember found that metacognitive became a strategy most frequently used by successful students on a high scale, whereas less successful students were intermediate users of cognitive strategies. It is different from what has been found by Daar (2019) that cognitive strategy is mostly used. Nevertheless, successful learners used all six categories of strategy compared to the unsuccessful ones. This led to assumed that effective students have the capacity to arrange clear objectives, control, survey, and assess their learning instead of A failed student who focuses on how to think, remember, summarize, and review what he has learned.

These language strategies are utilized in arrange to pick up capability in English particularly for moment or foreign language learners. Capability is the extreme objective of all language learning endeavors. Teachers need to work hard to find the best strategy to facilitate students to find their learning strategy. In the 21st century, teacher job is complex and difficult job in line with large and rapid changes with school environment driven by science and technology, vital changes, globalization and the environment (Dewi et al. 2020). Samani, et al. (2019) studied to find out the best learning strategy to make strides basic considering, imagination, and problem-solving abilities. The result appeared that the usage of contextualized learning issues might progress students' understanding aptitudes. There are various strategies that ones can use to improve their learning. Reflinda (2017) proved that appropriate learning strategies will affect the students' understanding of reading ability.

This study is concerned with the English learning strategies of second-grade junior high school students in Kupang. Indonesia. There have been many studies relating to this topic but two research provided here is showing different results. This article is expected to be one of the references relating to learning strategy, especially English learning.

RESEARCH METHODS

This study is designed qualitatively for describing the fact of students' learning strategies. The purpose of this study is to analyze students' learning strategies and factors influencing their choices of strategies. The subjects of this research were the second-grade students of a state junior high school in Kupang, Indonesia. There are 25 students in this class who were all involved in this study. Data were collected using a set of questionnaires and semi-structured interviews.

Questions in the questionnaire are similar to the ones in the interview. The difference is that interview is mostly used to emphasize, confirm, and clarify the responses or answers in questionnaires. Interviews were done separately with all students. The questions were designed semi-structured to allow or provide a chance for students to express their thought. The interview was recorded and then transcribed to get the data. Data were analyzed by classifying the strategy used in learning and also factors that influence or motives for choosing a strategy.

RESULTS AND DISCUSSION

Many students or anyone who study English become discouraged because they do not feel any meaningful progress. They moreover regularly feel baffled and lose inspiration to memorize since they are not fulfilled with the way the instructor instructs or the subject

matter they get. In fact, this kind of student's failure of learning English at school is caused by their own ability to implement a learning strategy.

Determining an effective method or strategy for learning English is not an easy part because each person includes a diverse way of learning due to contrasts in gifts, cognitive styles, identities, interface, objectives, past learning encounters, and much more.

Types of Learning Strategy

Data obtained and the analysis shows that there are three types of language learning strategies, namely metacognitive, cognitive, and social/affective strategies. Theoretically, metacognitive strategies are used for planning, organizing, and evaluating learning. It relates to tactics or methods the learners to face and manage learning materials. Affective strategies are utilized for drawing closer the errand emphatically, and social strategies are utilized to cooperate with others for help. In brief, it relates to attitudes and the learner's feelings in the face of learners' learning process. Social strategy relates to learner collaboration with colleagues to achieve study goals. Cognitive strategy relates to learners' thinking power in processing learning materials.

Metacognitive Strategies

The metacognitive strategy is applying abilities in organizing plans, observing one's generation, or basically self-monitoring. It examinations one's botch and does not attempt to form the same botch once more within Therefore, in the future, metacognitive strategies are formative. When metacognition is exceedingly utilized, Learners can arrange their own learning grips, consistent checking, and assessing. It suggests that looking for openings keeps the EFL learners on track Taking their learning into account that significant given the destitute environment.

Metacognitive strategies are classified into three parts; they are planning, monitoring, and evaluation. Based on students' responses to the questionnaire, it is found that in planning, there were 16 students previewing main ideas, 11 students were making plans to accomplish a task, 10 students were paying attention to key information, 10 students were looking for out and organizing for conditions to advance successful learning. The second part is monitoring, only 9 students were doing their self-checking. While the last type of metacognitive strategy is evaluation, 12 students were developing the ability to determine how well a task was performed.

Based on the result, meta-cognitive strategy is concerning the learners' behavior including the technique or way the learner deals with and manages learning materials. In this consider, the meta-cognitive strategy showed in different ways exercises that can drop into the taking after three categories choose consideration arranging and organizing instructing and learning exercises and assessing the educating and learning handle. It can be emphasized that all of this must come from and be done by the learner.

Cognitive Strategies

Cognitive are strategies utilized for utilizing understand the language and how it works. It bargains with the intellect of the cognitive perspective of the person. It incorporates behaviors such as speculating intellectuals and overcoming confinements in talking and composing.

The data analysis revealed that cognitive strategy is divided into nine parts, namely summarize, guidance, images, auditory representation, reasoning, resource use, grouping, memo creation, prior knowledge creation. There were 12 students who could say or write

the main idea, 10 students use language examples to understand the rules, 14 students visualize images to learn new information, and 18 students mentally repeat words, phrases, or information. Was completed. There were two students who could guess the meaning using the information in the text. There were two students who developed the ability to use reference materials. There were 5 students who could classify words, terminology, quantities, or concepts. For note-taking in this case writing down keywords and concepts in verbal, graphic, or numerical form, only 5 students could do the activity. There are 7 students who could Associate new things with familiar ones and create personal associations.

Based on the result presented above, it is clear that cognitive strategy allows learners Great opportunity to do so figure the meaning in spite of having constrained linguistic and lexicon information. Cognitive strategies are more coordinate within the control of the learning fabric. Redundancy is the key to successful language learning, and activities such as interpreting, taking notes, and catchphrases are encouraged to achieve this element.

Social/Affective Strategies

Affective strategy is all behavior of learners including attitudes and feelings of For the learning process. This strategy is further divided into two parts, namely affective positive and negative affective (Syahputra, 2014). Affective positive strategy is a learner's behavior that shows that the learner accepts and appreciates the educating and learning prepare. Negative emotional strategies are behavior learner who demonstrates that learner refuses and does not appreciate the teaching and learning process. Important to note The term "negative" used here has no bad meaning.

Based on these various responses, it is found that most of the students prefer to apply the affective strategies in learning English as a foreign language. They prefer to learn English through group discussion and ask another person to help them to get additional knowledge about English. For the rest two strategies, cognitive and metacognitive strategies, only half part of the students used these strategies.

Data related to social or affective strategy is divided into three parts, namely cooperating, clarifying, and self-talk. There were 19 students learning how to work with peers- completing assignments, pooling data understanding a issue, and getting criticism. There were 21 students learning how to inquire questions to urge extra clarifications or confirmation from the instructor or somebody else who might know the reply. The response to the last part of this strategy, there were 22 students who reduced anxiety by talking positively to their-self.

Social/affective strategies are concerned with the learner's enthusiastic prerequisites such as certainty. Great language learners are more or less cognizant of these enthusiastic issues. Social strategies bargain with the individuals encompassing learners and the environment. Social/affective techniques lead to expanded interaction with the target language. Social/affective procedures are exercises that give them openings to be uncovered to and hone their information.

Factors influencing the students' choice of learning strategies

Learning strategies are steps taken by students to improve their possess learning. It is considered to be particular activities taken by the learner to create learning less demanding, speedier, more agreeable, more self-directed, more viable, and more transferrable to modern circumstances. Learning a foreign language effectively means using adequate learning strategies. The pattern of strategy use has been significantly related to English proficiency.

However, in learning English as a foreign language, strategies are not the only consideration in increasing proficiency. Proficiency is relating to an individual's competency or capacity in employing a particular language, notwithstanding of the circumstance in which it has been obtained.

Based on the students' responses to the questionnaire and the result of the interview with the students, there are two general factors influencing their choice, the first factor is the internal factor which is related to their motivation to learn English as a Foreign language and the second factor is an external factor which is related to the factor from their surrounding such as teacher, society, and parents. The students more like to learn English from another person rather than learn by themselves. Another factor that influences their learning strategy is their time to learn English. The students do not have much time to learn English due to the lack of facilities around them, for example, there is a limited English book reference.

Factors Influencing the Choice of Learning Strategy

However, students' use of language learning strategies is affected by many factors, including internal and external factors. The students' need to learn another language, nationality, age, sex, stage of learning, task requirements, general learning style, (Oxford, 2006)

Nationality or ethnicity impacts strategy utilize. The significance of assist investigate in numerous learning situations is to seek for more steady data inside and over a gather of learners. The social foundation on the other hand is compelling as well since Repetitive memory and other forms of memorization were more common in Asian understudy compared to other social foundations. Usually fair one angle that can influence the kind of procedure utilized when the social foundation is considered.

Age as a figure was appeared by a few considers adolescent learners claimed to tend to use social strategies like examining and inquiring for offer assistance from others. In differentiate, an grown-up learner employments metacognition strategies such as arranging, organizing, and assessing one's claim learning. Errand necessities offer assistance decide strategy choice; learners would not utilize the same strategies for composing.

Teacher desires, communicated through classroom instruction and testing strategies, emphatically shape learners' procedure; for occasion, classroom accentuation on discrete-program learning will result within the advancement of learning strategies like analysis and thinking, instead of more worldwide strategies for communication.

CONCLUSION

Based on the analysis and discussions, the researcher concluded that the second-grade students used three types of strategies in learning English. The types of strategies are cognitive, metacognitive, and social/affective strategies. The more dominant strategy that is used by the students is the social/ affective strategy. While the factor influencing their choices of strategies are classified into internal and external factors.

Findings of this study offer suggestions for the field of outside language education. To begin with of all, language teachers and educational modules engineers got to recognize and arrange the diverse targets or objectives of language learners. Second, as language teachers, our work isn't to convert information to the learners, but to illuminate language learners almost the different strategies for learning English as a foreign language. The last suggestion is further studies on language learning strategies should be done to provide learners about language strategies to improve their English proficiency.

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