

Strategies in Learning English as a Foreign Language Applied by the Students of SMA Negeri 1 Makassar

by Muliaty Ibrahim, Sunarlia Limbong -

Submission date: 13-Sep-2022 03:24AM (UTC-0400)

Submission ID: 1898691827

File name: Strateies_in_Learning_The_Asian_EFL_Journal.pdf (361.55K)

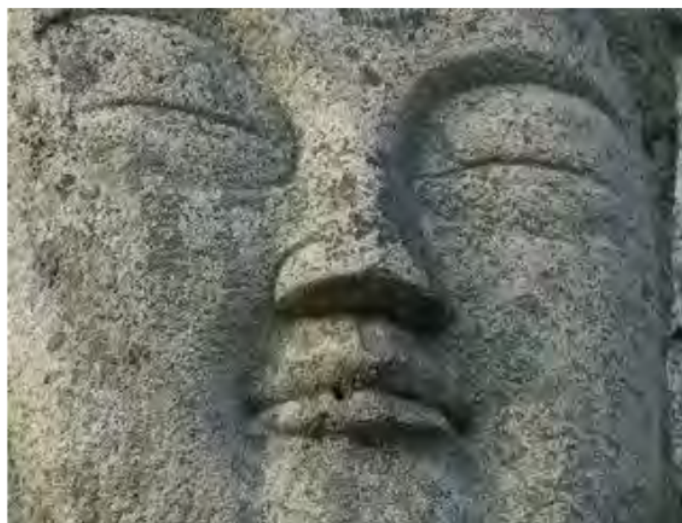
Word count: 5330

Character count: 30134

The Asian EFL Journal

June 2020

Volume 27, Issue 3.3



Senior Editor:
Paul Robertson



Published by the English Language Education Publishing

Asian EFL Journal
A Division of TESOL Asia Group
Part of SITE Ltd Australia

<http://www.asian-efl-journal.com>

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editor@asian-efl-journal.com

Publisher: English Language Education (ELE) Publishing

Chief Editor: Dr. Paul Robertson

Associate Production Editor: Ramon Medriano Jr.

Assistant Copy Editor: Eva Guzman

ISSN 1738-1460



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**Strategies in ⁵ Learning English as a Foreign Language Applied by the Students of
SMA Negeri 1 Makassar**

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Abstract

The research aimed to analyze the strategies used by students in successfully mastering English as a foreign language. The subjects of this research were two students who has been successful in learning English at SMA Negeri 1 Makassar. This research focused on the strategies that were used by the students in improving English skills as a foreign language.

This research used descriptive qualitative in nature by using phenomena design. Collecting data of the research used interview where the researcher did interview with their teacher, English community, and parents; observation where the researcher observed all their activities at school and outside; and documents where the researcher used the value of English for students each semester. This research showed that two students of SMA Negeri 1 Makassar who had been successful in learning English by using reading English novels, comic books, and watching English movies.

The results of the research were obtained from a description of the habits of the students in learning English as a foreign language. The habits carried out by English strategies that the students' represented were same. This research confirmed both the productive and receptive language skill. Despite, the implication of this research strategies in learning English as a foreign language addressed to the English teacher who had the important role in learning process, and parents who had the important role in supporting to their children. The implications of this study provide knowledge for users of English as a foreign language.

Keywords: *Strategies, learning English, productive and receptive skills.*

Introduction

Learning strategies have been determined as steps, operation, or techniques used by students to facilitate the agreement, storage, preparation, and use of information (Oxford, 1990b). Learning strategies have become a worldwide problem in English and have attracted enough attention from scholars in the last few stages. This is evidenced by

dozens of studies conducted to gain deeper insights into learning strategies, especially the Oxford compilation (1990) that came up with a questionnaire for language learning strategies called Inventory Strategies for Language Learning (SILL). It has been translated into many languages and is used in many different countries throughout the world. Several studies have tried to profile the use of strategies by various groups of English learners such as Indonesia (Iengkanawati, 1997), France (Merrifield, 1996).

Language learning strategies are defined as specific methods or techniques used by individual learners to facilitate the comprehension, retention, retrieval and application of information for language learning and acquisition (Oxford, 1990). In the past two decades, dozens of studies have contributed to our understanding of strategies employed by Indonesia English Foreign language (EFL) students at the level of adults, university students, and secondary students. Hsu and Huang (2003) examined 163 sixth grades' language learning strategies use and its relationship with gender and personality traits. Sunarlia L (2018) focused on listening skill because listening has a crucial role, through listening skill the students can be expected to improve or develop their capability to identify and understand what others are saying and by grasping the meaning what others are saying. If the students have the ability to understand and identify what others are saying in this case listening skill, they can improve their communicative activities. Suhirman, L. (2018) focused Lesson study is a study of teaching to provide learning opportunities for teachers to advance teachers' pedagogical knowledge.

In recent years, the focus of the research had shifted to more narrow discussion space about strategies in developing certain languages, such as speaking, writing, reading, and listening to Cabaysa and Baetiong (2010), for example, choosing Filipinos to prefer metacognitive strategies, social/affective, and compensation in conversation classes. Meanwhile, achievements in school, attitudes towards speaking English, speaking tasks, topics of discourse and technical teachers are considered as influencing factors in strategy choices. In the Indonesian context, Umamah (2008) and Novitasari (2009) found students with higher speaking abilities by using social strategies more often than students with

lower speaking abilities. Discussing, Wahyuni (2013) however, the effect of gender on strategy preferences was found to be significant on affective strategies.

Based on the researchers' statement above decision, it could be seen that language learning strategy is important for the students to increase their comprehension in learning English as foreign language. (Rinantanti, Y. & Suhirman, L 2018) stated that center and focus of learning activities in school are the students. Students are the main subject of the learning process. Success or failure of the learning process, is highly dependent on the readiness and ability of students to learn. Optimizing the learning readiness and ability to learn the key to the success of the learning process in school. Therefore, it is essential to engage students in school activities or by giving responsibility to them and other hand teachers should strive to grow in the students a sense of ownership of the school learning. This paper describe one of the way that the students can be success in learning English, it is apparently attribute to the students' parents' supporting by using private teachers extra English course, their parents apparently fear that without extra English course, the students would have problems of understanding the lesson from school. As Brown (1994:90) aptly points out, "children in classrooms may have some difficulties in learning a second language ." Another view critically argues against the common belief that younger learners learn better, saying that the learning situation is not ideally for learning English. The popular belief that "younger learners learn better" is likely to hold in a situation where they can be exposed to rich-input environment which gives them ample opportunities to interact with other fluent speakers to satisfy communicative needs (Rixon, 2001). A typical EFL situation, such as the one in Indonesia, lacks these supportive conditions, and instead puts the young learners in a classroom situation with low exposure to the target language, and with interactions mostly with their teacher in order to satisfy some equally limited communicative purposes.

Therefore, the use of various learning strategies is influenced by the learners' family background, experienced, and character. Since learners have their own characteristics, they would exploit different learning strategies that are useful and comfortable to them. These research would investigate the learning strategies in learning

English as foreign language that the students used at SMA Negeri 1 Makassar, How do the two students use learning strategies in learning English as a Foreign Language?

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Literature Review

a. Language Learning Strategies

There are five factors that may influence the language learning strategies; gender (male and female), ethnicity, economic status, academic background, and the type of school. Politzer (1983) found that women used significantly more strategies than males, which explains that women have stronger social orientation. Lan (2005) looked at language learning strategies as language learning behaviors, which are easily done to make changes, and vary according to learning styles, effective or ineffective in different situations, regularly in varying degrees of conscious control. Language learning strategies can be inferred based on the basic elements such as the contents of the use of language and the use of the target language in accordance with the steps to learn the language, including learning English. Oxford (1990b) defines language learning strategies as: a. contributing to the ultimate goal: the ability to communicate, b. directing students to become self-directed, c. developing the role of teachers, d. problem-oriented, and specific actions taken by students, e. involving many aspects of students, f. supporting directly and indirectly, g. not always observable, h. can be taught, i. often a conscious effort, j. flexible, and, k. influenced by various factors. Cohen (1996) suggests language learning strategies a. have clear goals that help students improve their knowledge, b. include cognitive processing strategies, strategies to solidify patterns of a new language acquisition, and strategies to determine the cognitive energy required c. display language and communication strategies, and d. can be further distinguished into cognitive, metacognitive, affective, or social.

Several studies were conducted in Indonesia on the use of language learning strategies. Nenden Sri Lengkanawati (2004) reported that there is a significant distinction in the intensity of use of memory strategies, cognitive, compensation, affective, and social between IFL and EFL learners. However, there is no significant distinction in the use of

metacognitive strategies between the two groups. He also concluded that memory, metacognitive and affective strategies are more frequently used by EFL students in Indonesia than IFL Australian students. He also found that cognitive, compensation and social strategies are more widely used in Australia than in Indonesia. Johari Afrizal (2005) found that two strategies mostly used by students are metacognitive and affective strategies, while memory strategies are used to a lesser extent. The results also showed that there was no statistical significance with regard to the selection of strategies by gender and socioeconomic status, however, it differs significantly on the level of language skills and strategies used. Kartika Nuswantara (2010) concluded that students have varied learning styles. Some students are excellent in terms of listening, and some are excellent in visual, but almost the same in heyday way to learn. Both groups of students are able to survive the time spent in their studies.

b. Classification of Language Learning Strategies

Language learning strategy theorists have classified various strategies. Dansereau (1985) classifies them into main strategies and support. Orimary strategies are used to push directly on learning material, while support strategies are applied to build appropriate learning attitudes towards language and how to overcome distractions, preparation, consideration, and so on. Ellis (1985), meanwhile, classifies language learning strategies into three types of processes. They are hypotheses, hypothesis testing, and automation.

The strategies can be done inside and outside the classroom based on the students themselves. In Oxford (1990 classifies language learning strategies into direct and indirect strategy. Oxford also developed a taxonomy which divides language strategies into two main groups: direct and indi rect strategies. Language learning strategies that directly involve the target language are called strategies. All direct language strategies required mental processing of the language, but the three groups of direct strategies do this processing differently and for different purposes. Strategies that support the language learning process arre called *indirect strategies*. *Direct strategies* includes; memory,

cognitive and compensation. ⁶ *Memory strategies* are techniques to help learners store new information in memory and retrieve it later. *Cognitive strategies* involve manipulation or transformation of the language in some direct way such as note taking. *Compensation strategies* are behaviours used to compensate for missing knowledge. *Compensation strategies* are used while speaking; however communication can occur in other language skill areas. They continue and elaborate on *indirect strategies* includes *meta-cognitive*, *affective* and *social*; *Meta-cognitive* or ²⁷ *beyond the cognitive strategies* are used to provide ¹⁸ *control over* their emotions. *Social strategies* are actions involving other people in the language learning process such as questioning. In Indonesia, learning English is very important at senior high school. The successful students in learning English has been gaining momentum since they were in elementary school. This growing trend is parents' supporting and ideas about why learning English to their children is important as well as what they expect from ¹⁵ universities or colleges and the students in senior high school have their own peculiar ways of learning English.

Method

This research employed a narrative methodology to understand certain phenomena related with language learning strategy. In particular, this research explore two students of SMA Negeri 1 Makassar who has been success in learning English. These two students are Randi (a pseudonym) and Puput (a pseudonym) who have different class, but they are bestfriend. Randi is from Makassar, and Puput is from Gowa. The two students have some strategy that they used in learning English where they used similar strategy. Furthermore, In such a case, the two students were active in their community at SMA Negeri 1 Makassar. They have started their learning English since they were elementary school. The two students love reading English Comic books and English novels. If the two students were in their school, Randi and Puput like to use English in communication. They managed to develop high level of mastery in using English in both oral and written after when the students were senior high school. Although, Randi and

Puput had learned English at school back in their home, they still had practiced their English with their family and read the English comic books.

The data used interviews. The interview was semi-structured in that the students allowed the researchers to ask questions based on the guideline containing the planning questions (Oxford, 1999) . In this area the researcher focus on speaking skill, some research ³ use theories of learning strategies as their theoretical bases and they use Oxford's SILL as the key instrument, and the questions not listed in the interview guideline on the students reports. The questions asked in the interview included, the students' profiles, their experience, and perception their strategies in learning English.

Finding and Discussion

Strategies in ⁵ learning English as a foreign language applied by two students of SMA Negeri 1 Makassar

¹⁶ Cross-case analysis of the data collected by means of diaries and interviews.

a. Ability to identify strategies

Two students could identify the strategies taht they used. The quotation below illustrate the students' ability to identify the strategies:

Most of the time, I practice with my friends in SEC (Smansa English Club), my mother and my brother. I use English with SEC community, and my debating society. ... I usually use English with Ma'am Riza as my English teacher at school.

... mostly, I use English novel, or English news paper Jakarta Post. I usually use these things to read them. Then I see the tenses, I just read books and find new words, so I can practice my English. ... I usually watch movies, I hear the words. ... I hear music from the radio. (Randi).

My strategy learns English when the teacher gave me tenses, I usually review at home again. I have little mini board in my room. I wrote down the formula again and again, tried to explain it to me what I got at my course. ... I also like to watch

some cabels TV like international TV. It's usually news English and sometimes movies without subtitle. (Puput)

Randi spoke English with his parents and his community at the school, reperiensing the strategy *practicing naturalistically* beside that she also likes to read English novels and watch English movies to improve his English. Puput could also identify the strategy practicing naturalistically, i.e. speaking English with her classmate and her teacher at school. She was different with Randi who could speak zenglish with his parents, but Puput could not speak English with her parents for practicing her English. So, Puput watched western movies, read English news, and English novels.

b. Ability to set up criteria in using strategies

Randi and Puput set up criteria for using particular strategies to get the maximum results. This indicated their conscious used the strategies.

When I found new words and I don't know, usually I see the content of the context. And I see the pattern of the sentences. I can know the meaning of the sentences. I think one of important in sentences. So I can guess the content of the context. If I don't know, I search up. (Randi)

Yes, I usually up date social media, I usually follow some English speaking twiteer, English account vocabulary...most of the time, I practice with my friends in SEC and my mother, the most of the time I use English with my brother... I usually use English with ma'am Riza my English teacher and also other teachers. (Randi)

but I also like to watch some TV cabels like international tv. It's usually English news and sometimes moview without subtitles. I do to practice my listening and I know what they are saying without knowing Indonesian subtitles. That's my story and strategy I do until now. (Puput)

The use of practicing naturalistically in language learning strategy, Randi and Puput practiced English in their daily life. To get the maximum results from this strategy. It seems that they adopted some particulars approach; they could practiced their English in daily activities. Most of the time Randi used practicing with his familyy dan English

Community. In another instance, when he used the strategy *guessing*. Randi set up the criteria, he used the strategy *guessing* by reading English Novels, he tried to understand the content the context through the tenses and found difficult new words. Different with Puput, she practiced her English just with her English community and her teachers at school. In another strategy that she used the strategy ‘*reviewing*’ by imitating her teacher through the lesson taht she sgot from school.

c. Ability to specify media used during the use of strategies

Ability to specify the media during the use of particular strategies also suggest conscious use of strategies by Randi and Puput in learning English:

... I watched English cartoon, I hope the willingness to study their speaking, because I think, I want to understand the cartoon even though there is not subtitle. ... I use electronic dictionary. if I forget to bring it, I open transtool Google. ...I usually watch movies, I hear the words that I found and then I don't know, I hear the music from the radio, even though I don't know the meaning of the lyric, I am going to study. Mostly, I use English novel, or English newspaper or Jakarta post. I usually use these things to read them. Then I see the tenses, I just read book and find new words. So I can practice my English.

I think...one of the how ... why English is specification just how the culture. I want to find more information about the culture. (Randi)

... I usually review at home again. I have little mini board in my room; I wrote down the formula again and again, tried to it to me what I got at my course. ...watch movies because I think from movies I can get many things for example slang words American and British English always use, so I can know. If I find new words, I look up my dictionary or I find by internet what actually means. (Puput)

The two students could specify the medium they used as exercised the strategy ‘*using resources for receiving and sending messages*’. They used oxford dictionary and electronic dictionary that they believe to be worth consulting and movies. They used movies to practicing their pronunciation.

d. Ability to solve problems in using strategies

The quotations below suggest that Randi and Puput could solve problems this way:

I watch English cartoons, I hope the willingness to study their speaking, because I think, I want to understand the cartoon even though there is not subtitle. I asked my parents to teach me English, they asked me to take English course in LIA and the last course in EASY SPEAK. And I am still active in EASY SPEAK until now. ... I think English is good to keep my English, just making English habit. So if I stop doing my courses, maybe I will forget the tenses. I think we must keep active our knowledge actually. (Randi)

I like listening music mostly, I like listening American songs. ... I also like watching movie. Because from movies I can get many things for example slang American and British English, I always use them in learning English. I get some new words from the songs. Not only that, but I also practice the pronunciation by the real singers. For me, it's a good way to practice our pronunciation. (Puput)

Randi found that using the strategy ‘*overviewing and linking with already known material*’ by English course, he was not easy forget the grammar, and it kept his English knowledge. He took English course and watched learn his speaking to solve his problems in learning English. Puput used the strategy ‘*using music*’ by listening to music; she can imitate native speakers to practice her pronunciation.

Discussion

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Strategies in learning English as a foreign language applied by two students of SMA Negeri 1 Makassar

Based on qualitative data reveal varieties of strategies that the students used in learning English. From analysis results showed that two students who are success in learning English, they used six strategies; composed of memory strategies, cognitive, compesation, metacognitive, affective, and social. Thus, their activities can be accommodated, they are compesation strategy; *using a bilingual electronic*, and *creating their own sentences* and social strategies; *inquiring and using a peer's support*, *nquiring and using a family's support*.

Two students' parents have parents' instrumental motivation where parents send Randi and Puput to take exta English course and private course at their home becasue their parents want their children to keep achievement their English lesson at school. After the researcher interviewed their parents, they apparently fear that their children did not take English course, their children would find the problems to understand the lesson from school.

Today's trend among parents is summed up by Ellis (2000) in the following remark:

Ten years ago many parents perceived language learning at school as an additional subject which was 'fun' for their children. Parents now recognize the important role a foreign language can play in their child's global development as well as the instrumental role it can play in their future at school, at university and in the work place.

As quotation below, which are required from subsection:

I think one of both give me support, she is my mother because she always speaks English with me and start English conversation. My mother also supports me to take English courses. I think of reasons my mother ask to accompany me speaking English. My mother is big crowded to speak English. (Randi)

Thus, the current situation described above embodies two important characteristics: first, the parents' increasing eagerness to get their ²⁶children to start learning English at a young age; second, ²⁶the increasing pride of using the global language in order to satisfy daily communicative needs which could otherwise be met by the national or even the regional language.

Oxford (1990) accepts the use of dictionaries as representations of cognitive strategies. ¹³using resources to receive and send messages', which is mostly concerned with finding ¹³out the meaning of what is heard or read in a new language, or by producing messages in that language. new language or new words. He acknowledged this could not be easily used while talking. It can only help students prepare for speaking activities. This is very useful for writing skills. Students in this study, using the bilingual dictionary as a compensation strategy, not cognitive, because they support to overcome limitations in speaking. The first new strategy belongs to a compensation strategy that can be used to overcome limitations in English, most students do not know English words in the middle of their English conversation. Here it is labeled 'use bilingual dictionaries by cellphones and make sentences'. The bilingual component of this new strategy is very important, it doesn't matter whether it's electronic or installed. This problem must be made clear because the use of dictionaries has been discussed in the Oxford taxonomy (1990) as a representation of 'using resources to receive and send messages', including in metacognitive strategies. However, because the use of bilingual dictionaries in this study has its own characteristics and is used for different purposes, this can be used as a separate new strategy.

One of the findings from this study, contributes to the development of theory in the sense that it adds to the taxonomy of compensation strategies (Oxfordford, 1990). It must be added as another member of the set of strategies that Oxford calls 'overcoming limitations in speaking' ⁹along with all the other strategies previously discussed in the taxonomy: 'switching ⁹switching to the mother tongue', 'getting help', 'using mime or gesture', "selecting the topic", 'adjusting and approximating the message', 'coining

words', 'using a circumlocution or synonym', 'using a bilingual electronic', and 'creating their own sentences.

Lee and Oxford (1990) point out that some students participating in their study used strategies frequently due exercise their confidence in the challenges of learning self-image in English, and awareness of the many strategies available. In other words, students who value English who use high English, and who understand a variety of strategies, more often use these strategies.

Conclusion

Results From qualitative data support the belief that these English learners not only apply strategies, but apply all six categories of strategies, including *memory, cognitive, compensation, metacognitive, affective, and social strategies*. This research used a strategy of a total of 49, six new replaced, purely generated from qualitative research data. This can be agreed as consideration of theories about language learning strategies. The first new strategy belongs to a compensation strategy that can be used to overcome limitations in English, most students do not know English words in the middle of their English conversation. Here these are labeled 'using a bilingual dictionary by mobile phone and creating their sentences'.

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