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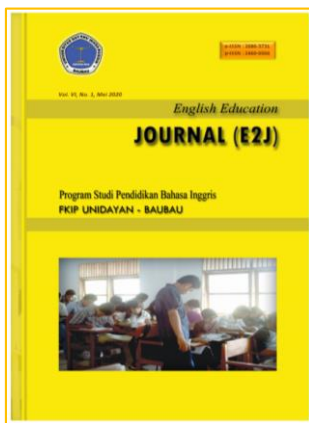
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THE USE OF LANGUAGE LEARNING STRATEGIES TOWARDS STUDENTS' ENGLISH ACADEMIC ACHIEVEMENT AT SMA NEGERI 1 BAUBAU

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Abstract

The aim of this study was to what extent language learning strategies used by students give an impact on their English academic achievement. The instrument of the research was achievement test and interview. The intention of the researchers to take the achievement test was to find out English academic achievement of learners (English grade) in second semester academic year 2019/2020. The second instrument for gathering data concerning students' strategies was semi-structured interview. In conclusion, 45 % of the variance in the English academic achievement of IPA 1 students can be explained by the language learning strategies used, while 57 % the variance of the English academic achievement of IPA 2 students can described by the LLS employed.

Keywords: academic achievement, English learners, language learning strategies

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui sejauh mana strategi belajar bahasa Inggris yang digunakan oleh siswa berdampak pada pencapaian akademiknya. Instrumen penelitian terdiri atas achievement test dan wawancara. Tujuan dari penggunaan instrumen achievement test adalah untuk mengetahui pencapaian akademik bahasa Inggris siswa pada tahun akademik 2019/2020 sedangkan untuk instrumen wawancara digunakan untuk mengetahui strategi belajar bahasa Inggris yang digunakan oleh siswa. Kesimpulan dari penelitian ini adalah 45% dari varian nilai akademik Bahasa Inggris siswa kelas IPA dapat dijelaskan oleh penggunaan strategi belajar yang digunakan oleh siswa sementara itu ditemukan 57% dari varian

nilai akademik Bahasa Inggris siswa kelas IPA 2 dapat dijabarkan dari penggunaan strategi belajar bahasa Inggris .

Kata kunci: prestasi akademik, pembelajar bahasa Inggris, strategi pembelajaran bahasa

1. INTRODUCTION

Strategies are used by people to resolve specific concerns in a particular context. Each learner has his or her own powers and characteristics. As a consequence, the variations in the methods used usually emerge in the course of addressing problems in learning language. According to Oxford [1], the learning strategies embraced by learners include methods that can make learning simpler, quicker, more fun, more self-directed, more efficient and more transferable. She divided language learning strategies (LLs) into two classes, direct and indirect strategies. Direct strategies are language learning strategies that directly involve the target language [1]. It consists of memory strategies, cognitive strategies, and compensation strategies. Named indirect strategies because they support and manage language learning without (in many instances) directly involving the target language [1]. Indirect strategies encompass metacognitive strategies, affective strategies and social strategies [1]. Teh et al [2] found this out in their research on language learning methods and motivation among religious secondary school students. This study demonstrates that learning methods play a key role in the language learning process in which they can affect the outcome of language learning. Both studies clearly demonstrate that LLs and academic achievement are mutually linked. However, another issue then appears to be that several researchers like Jhaish [3]; Sariçoban & Saricaoğlu [4], when conducting research on the subject, they concentrated only on University English students. The dilemma now is how to implement the techniques used by other students outside of English. Thus, it is ideal for the current study to research LLs utilized by senior high school. The aim of this study was to find out to what extent language learning strategies used by students give an

impact on their English academic achievement.

1.1 Literature Review

Taxonomies of Language Learning Strategies.

Some second-language learning experts have classified methods for language learning. These are Oxford [1] and O'malley and Chamot [5]. They have few gaps in the description of these classifications, but not so conspicuous.

a. O'Malley and Chamot's Classification of Language Learning Strategies

O'Malley and Chamot [5] describe language learning strategies in three main categories: cognitive , metacognitive and social / affective strategies. Chamot et.al in O'Malley and Chamot [5] Cognitive techniques include communicating with the material to be learned, manipulating the material physically or psychologically, or applying a particular strategy to a learning activity. They also argue that metacognitive strategies include thinking about the learning process, preparing for learning, tracking learning activities, and assessing how well one has learned. The following descriptions are the ways of working of metacognitive strategies.

1. Planning: previewing the organizing concept or principle of an anticipated learning task (advance organization); proposing strategies for handling an upcoming task; generating a plan for the parts, sequence, main ideas, or language functions to be used in handling a task (organizational planning).
2. Directed attention: deciding in advance to attend in general to a learning task and to ignore irrelevant distracters; maintaining attention during task execution.
3. Selective attention: deciding in advance to attend to specific aspects of language input or situational details that assist in performance of a task; attending to specific aspects of language input during task execution.

4. Self-management: understanding the conditions that help one successfully accomplish language tasks and arranging for the presence of those conditions; controlling one's language performance to maximize use of what is already known.
5. Self-monitoring: checking, verifying, or correcting one's comprehension or performance in the course of a language task.
6. Problem identification: explicitly identifying the central point needing resolution in a task or identifying an aspect of the task that hinders its successful completion.
7. Self evaluation: checking the outcome of one's own language performance against an internal measure of completeness and accuracy; checking one's language repertoire, strategy use, or ability to perform the task at hand.

b. Oxford's classification of language learning strategies

Oxford [1] divided language learning strategies into two key groups: direct strategies and indirect strategies.

a. Direct strategies

Direct strategies are language learning strategies that directly involve the target language. The following strategies are the parts of direct strategies

1. Memory strategies

Memory strategies specifically function to help students store and retrieve new information. They reflect several principles that involve meaning, such as arranging things in order, making associations, and reviewing [1].

2. Cognitive strategies

Cognitive strategies are united by a shared feature of the learner's manipulation or transformation of the target language.

3. Compensation strategies make the learners possible to use the new language for either comprehension or production even though they

have boundaries in knowledge. These strategies occur not only in process of comprehending the new language but also in producing it.

b. Indirect Strategies

Indirect strategies support and manage language learning without (in many instances) directly involving the target language. The following strategies are the parts of indirect strategies

1. Metacognitive strategies allow learners to monitor their own cognition, i.e. to organize the learning process through the use of functions such as concentrating, scheduling, preparing and evaluating.

2. Affective strategies help the learners to regulate their emotions, motivations, and attitudes

3. social techniques have a particular purpose to help learners learn the target language by communicating with others. Therefore, when communicating with other individuals, students must use effective social techniques. The subcategories of these social strategies are asking questions, cooperating with others, and empathizing with others.

2. METHOD OF THE RESEARCH

This research employed quantitative and qualitative data or known as mixed methods. The chosen population of this current study was the students of class 2 or eleventh grade of SMAN 1 BAUBAU with the total 167 learners academic year 2019/2020. The sample consists of two classes. 20 students was selected from class IPA 1 while from class IPA 2 was 20 students. The instrument of the research was achievement test and interview. The intention of the researcher to take the achievement test was to find out English academic achievement of learners (English

grade) in second semester academic year 2019/2020. The second instrument for gathering data concerning students' strategies was semi-structured interview. The content of interview was adapted from SILL by Oxford [1]. There were two procedures in collecting the data. First, This was intended to find out English academic achievement of the learners. Researcher and teachers were involved together in adapting and conducting this test. Second, the interview could not be done at school; it was almost difficult to interview the learners one by one over the remainder of the period, which was only about 30 minutes. As a result, the researcher wanted to interview all the learners at home, and the whole interview process took one week to complete. To investigate to what extent students' language learning strategies gives an impact on their English academic achievement, the researcher employed coefficient of determination test.

3. RESULT AND DISCUSSION

3.1 Result

1. Achievement test

- a. The achievement test grade of students in class IPA 1

Table 1. The achievement test grade of students in class IPA 1

No	Name of students	The grade of achievement test	Standard passing grade
1	LL	72	Unfulfilled
2	WS	60	Unfulfilled
3	SR	74	Fulfilled
4	DR	80	Fulfilled
5	JK	70	Fulfilled
6	LY	70	Fulfilled
7	WD	78	Fulfilled
8	HI	50	Unfulfilled
9	HI	70	Fulfilled
10	LD	53	Unfulfilled
11	ST	76	Fulfilled
12	LN	74	Fulfilled
13	AA	87	Fulfilled
14	SS	76	Fulfilled
15	FI	74	Fulfilled

16	II	60	Unfulfilled
17	DA	60	Unfulfilled
18	JJ	52	Unfulfilled
19	PK	62	Unfulfilled
20	DN	62	Unfulfilled
Mean		73.3	

- b. The achievement test grade of students in class IPA 2

Table 2. The achievement test grade of students in class IPA 2

NO	Name of students	The grade of achievement test	Standard passing grade
1	DS	70	fulfilled
2	RR	65	Unfulfilled
3	OK	80	Fulfilled
4	JJ	72	Fulfilled
5	IL	70	fulfilled
6	SG	70	fulfilled
7	SS	70	Fulfilled
8	MI	82	fulfilled
9	SJ	68	Unfulfilled
10	SU	42	Unfulfilled
11	NA	72	fulfilled
12	DL	78	Fulfilled
13	KF	50	UnFulfilled
14	KK	75	fulfilled
15	AR	76	Fulfilled
16	NA	80	Fulfilled
17	FE	73	fulfilled
18	FF	50	Fulfilled
19	DD	63	Unfulfilled
20	BI	45	UnFulfilled
Mean		73.2	

2. The distribution of English academic achievement of students

The distribution of English academic achievement was based on the result of achievement test. It was intended to give the description of English academic achievement of the students. Two classes were examined; IPA 1 and IP 2.

1. Students of class IPA 1

The achievement test grade of students in class IPA 1.

Table 3. The achievement test grade of of students in class IPA 1

Standard passing grade	Frequency	Percentage (%)
Fulfilled	16	80
Unfulfilled	4	20
	N = 20	100

Table 3 above showed that from 20 learners, sixteen learners or 70% successfully fulfilled or achieved standard passing grade and 4 learners or 20% were unfulfilled to achieve SPG (Standard Passing Grade).

2. Students of class IPA 2

The achievement test grade of students in class IPA 2

Table 4. The achievement test grade of students in class IPA 2

Standard passing grade	Frequency	Percentage (%)
Fulfilled	14	70
Unfulfilled	6	30
	N = 20	100

Table 4 above showed that from 20 learners, fourteen learners or 70% successfully fulfilled or achieved standard passing grade and six learners or 30% were unfulfilled to achieve SPG (Standard Passing Grade).

3.2 Discussion

The extent of students' language learning strategies give an impact on their English academic achievement

1. Students of class IPA 1

Referring to coefficient of determination result, the value of *adjusted R²* (the amount of effect of dependent variable (English academic achievement) on independent variable (LLS)) was 0.450. It displayed that 45% from the variety of English academic

achievement of students can be defined by the variations of sixth independent variables; memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies while the rest (100% - 45% = 55%) was not explained by variables in this study. Those 45% language learning strategies are discussed based on the description of interviewed data. They are as follows.

a. Direct strategies

The following direct strategies; memory, cognitive, and compensation strategies are discussed per strategies.

1. Memory strategies

In applying memory strategies, the learners mostly used the following strategies.

- Associating/elaborating
- Representing sounds in memory
- Using imagery

2. Cognitive strategies

In employing cognitive strategies, the learners mostly used the following strategies.

- Getting the idea quickly

3. Compensation strategies

In employing Compensation strategies, the learners mostly used the following strategies.

- Using linguistic clues
- Using mime or gestures
- Coining words
- Using other clues
- Using a circumlocution or synonyms

b. Indirect strategies

Indirect strategies are subdivided into three strategies; metacognitive, affective, and social strategies.

1. Metacognitive strategies

The following strategies are the types of cognitive strategies that mostly used by learners.

- Paying attention
- Organizing

2. Affective strategies
The following strategies are the types of cognitive strategies that mostly used by learners.

- Taking risks wisely

3. Social strategies
The following strategies are the types of cognitive strategies that mostly used by learners.

- Asking for clarification or verification
- Asking for correction
- Cooperating with peers

1. Students of class IPA 2

Based on coefficient of determination result, the value of *adjusted* R^2 was 0.570. It revealed that 57 % from the variation of English academic achievement of students can be defined by the variations of sixth independent variable; memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies whereas the rest (100% - 57% = 43%) was explained by other variables which was not researched in this study. Based on interview data, the part of those 57% strategies are as follows:

Direct strategies

Direct strategies are subdivided into three strategies; memory, cognitive, and compensation strategies.

1. Memory strategies

The following strategies are the kinds of memory strategies which mostly used by learners.

- Using imagery
- Using physical responses or sensation
- Semantic mapping
- Using keywords
- Using imagery

2. Cognitive strategies

The following strategies are the types of cognitive strategies that mostly used by learners.

- Practicing naturalistically
- Getting idea quickly
- Formally practicing with sounds and writing system

- Analyzing expression

3. Compensation strategies

The following strategies are the varieties of compensation strategies that most used by learners.

- Using linguistic clues
- Using other clues

Indirect strategies

Indirect strategies are subdivided into three strategies; metacognitive, affective, and social strategies.

1. Metacognitive strategies

The following strategies are the kinds of metacognitive strategies which most used by learners.

- Paying attention
- Delaying speech production to focus on listening
- Self-monitoring
- Self-evaluating

2. Affective strategies

The following strategies are the kinds of metacognitive strategies which most used by learners

- Taking risks wisely
- Rewarding yourself
- Using music

3. Social strategies

The following strategies are the kinds of metacognitive strategies which most used by learners

- Asking for clarification or verification
- Developing cultural understanding
- Becoming aware of others' thoughts and feeling

4. CONCLUSION

Based on analysis and discussion above then the conclusion of this research is 45 % of the variance in the English academic achievement of IPA 1 students can be explained by the language learning strategies used, while 57 % of the English academic achievement of IPA 2 students can be described by the LLS employed.

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