A STUDY ON LANGUAGE LEARNING STRATEGIES USED BY THE SECOND YEAR STUDENTS OF ENGLISH STUDY PROGRAM OF FKIP UNIVERSITAS RIAU IN LEARNING ENGLISH

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Abstract: *The objective of this descriptive research was to describe the students' Language Learning Strategies in learning English. The population of this research was the second year students of English study program of FKIP Universitas Riau of 2014/2015 academic year. The whole number of the population is about 86 students. Due to the large population which is consisting of 3 classes, the random sampling technique is used. One of the classes is taken as the sample as many as 30 students. The adopted from SILL questionnaire (Strategy Inventory for Language Learning) version 7.0 is used to collect the data. The collected data were analyzed by calculating the scores of the students in answering the questionnaire and classified them to a certain level of SILL Profile of Result. The research finding can briefly explain as follows: First the result of the SILL shows that, the most often Language Learning Strategies used by the students is the Compensation strategies with mean score 3.90 (classified as High level). Then, the less frequent used strategies by the students is Memory Strategies with mean score 3.22 (classified as Medium level). This means that the students were very good in guessing intelligently in listening and reading but not too well in remembering when they are learning English. The suggestion is it would be better if they also can use the other strategies which are appropriate to their tasks, difficulties and learning objectives. Then, hopefully students can improve their English by using more language learning strategies in their learning to help learning easier, and enjoyable.*

SEBUAH STUDI TERHADAP STRATEGI-STRATEGI BELAJAR YANG DIGUNAKAN MAHASISWA PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS FKIP UNIVERSITAS RIAU TAHUN KE 2 DALAM BELAJAR BAHASA INGGRIS

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Abstrak: Tujuan dari penilitian deskriptif ini adalah untuk mendeskripsikan strategi-strategi yang digunakan mahasiswa dalam belajar bahasa Inggris. Populasi penelitian ini adalah mahasiswa-mahasiswi tahun ke 2 program studi bahasa Inggris Universitas Riau tahun ajaran 2014/2015. Jumlah keseluruhan dari populasi mahasiswa tahun ke 2 adalah sebanyak 86 orang. Di karenakan populasi yang terlalu banyak, mahasiswa tahun ke 2 dibagi menjadi 3 kelas, jadi penelitian ini menggunakan teknik random sampling. Salah satu dari ke tiga kelas tersebut menjadi sample untuk penelitian ini, yaitu sebanyak 30 mahasiswa. Angket SILL Kuesioner versi 7.0 digunakan untuk mengumpulkan data. Data dianalisis dengan menghitung skor masing-masing mahasiswa dalam menjawab SILL dan diklasifikasi menjadi level-level tertentu berdasarkan SILL Profile of Result. Hasil dari penelitian menjelaskan: pertama, hasil dari penenlitian yang menunjukkan bahwa strategi yang paling sering digunakan oleh mahasiswa adalah Compensation dengan mean skor 3.90 (diklasifikasikan sebagai level tinggi). Kemudian, yang paling jarang digunakan oleh mahasiswa adalah Memory Strategy dengan mean skor 3.22 (diklasifikasikan sebagai level sedang). Ini menunjukkan bahwa mahasiswa sangat baik dalam menebak degan cerdas pada kemampuan mendengar dan membaca tetapi tidak terlalu baik dalam mengingat saat mereka belajar bahasa Inggris. Penelitian ini merekomendasikan agar mahasiswa juga bisa menggunakan strategi-strategi yang lainnya yang tepat dengan kesulitan-kesulitan yang meraka hadapi. Selain itu, diharapkan mahasiwa dapat meningkatkan kemampuan berbahasa Inggris mereka dengan menggunakan lebih banyak strategi untuk membantu belajar mereka agar lebih mudah dan menyenangkan.

Kata kunci: Strategi-Stategi Belajar, Belajar, Bahasa Inggris

INTRODUCTION

Language learning strategies are parts of larger systems which are included in the process of learning and acquisition of a second or a foreign language. To gain successful language learning are needed the appropriate of teaching and learning strategies in classroom, learners are also need language learning strategies to enhance and manage their own learning and evaluate their learning autonomy. One of the most important things in language learning is the learners' self- direction to learn and practice the language they are learning. Oxford (1990) states that language learning strategies are specific actions taken by the learners to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations.

When learning a foreign language, learners use a number of different strategies serving as a tool that helps them to achieve technique learning objectives. Many of the learners may not even be aware of the strategies they are using, as it has become a natural and automatic process for them. They just used English to communicate and learning it without knowing appropriate language learning strategies. Appropriate language learning strategies are oriented toward the broad goal of communicative competence. (Oxford, 1990)

Language learning strategies are good indicators of how learners approach tasks or problems encountered during the process of language learning. According to Fedderholdt (1997) language learners are capable of using a wide varieties of language learning strategies appropriately, can improve his language skills in a better way.

Based on the researcher's observation, some of the second year students are still not aware of using the appropriate language learning strategies in their learning. So, they could not improve their English.

Rigney (1987), states that learning strategies are operations used by learner to facilitate the acquisition, retention, or retrieval of information. While O'malley and Chamot (1990) defined learning strategies as the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information. Then, Cohen (1990) states that learning strategies are processes which are consciously selected by learners and which may result in actions taken to enhance the learning or use of a second or foreign language through the storage, retention, recall and application of information about that language.

Moreover, learning strategies are defined by Oxford (1990) as specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations. These definitions show that the weight in foreign language teaching and learning is changing from teacher centered to learner centered instruction. And this change has brought language learning strategies to the center of attention for some teachers.
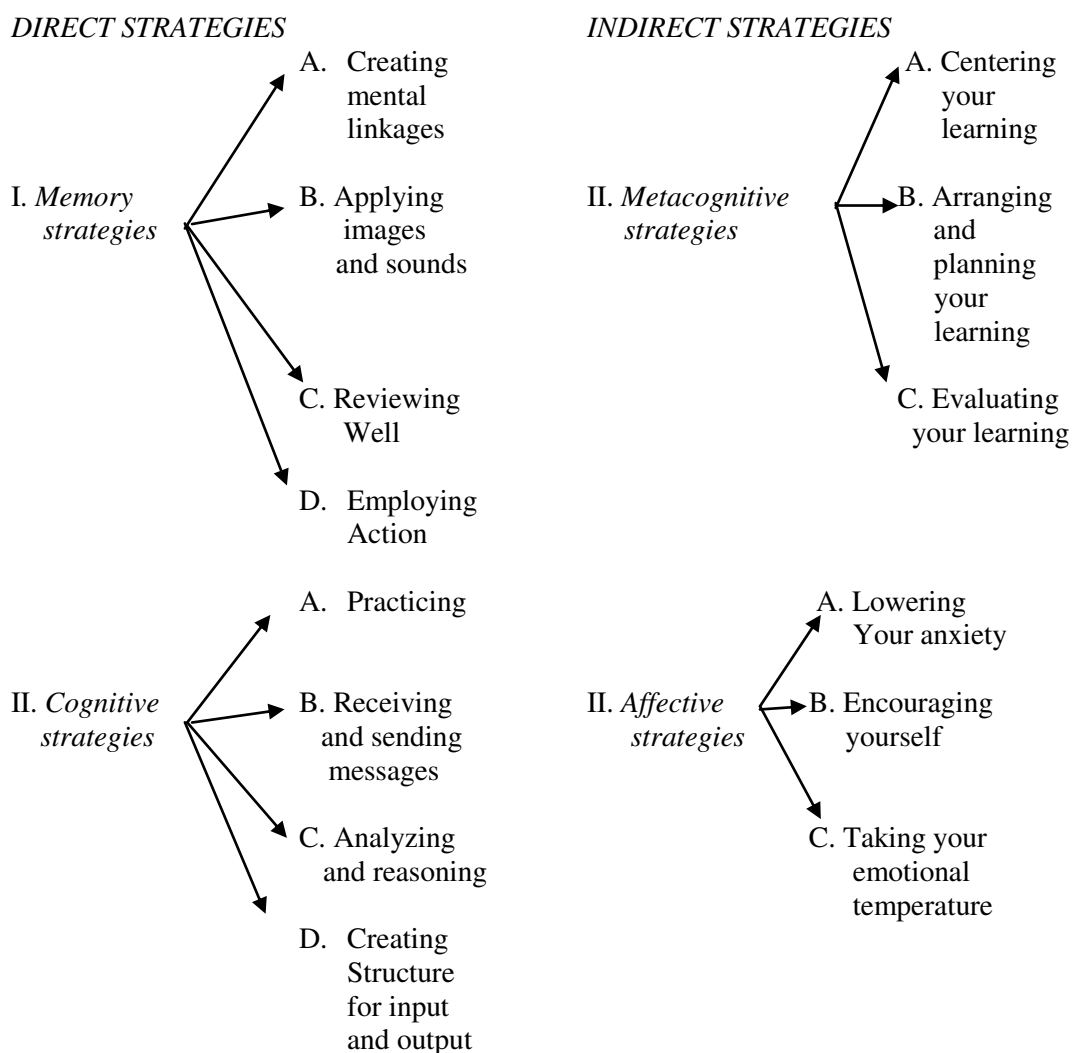
Liang (2009) states that although each of these arguments describes learning strategies from a unique perspective, altogether they may have helped us get a general notion of what are learner strategies:
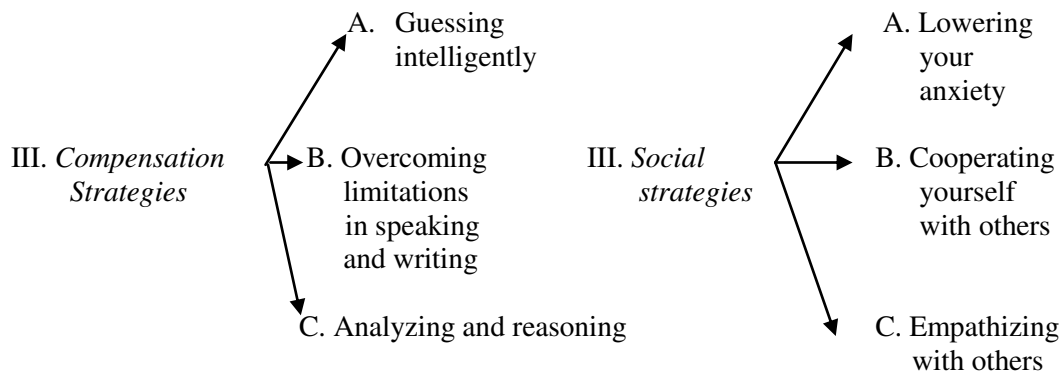
a) Learning strategies are either behavioral thus observable, or mental then not observable.
b) Learning strategies could be either general approaches or specific actions or techniques adopted to learn a Target Language (TL).

c) Learners are generally aware of what approaches or techniques they have used in language learning, despite some subconscious activities under certain circumstances.

According to Oxford (1990), language learning strategies are divided into direct and indirect strategies support each other, and that each strategy group is capable of connecting with and assisting every other strategy group. She says that Strategies Inventory for Language Learning (SILL) emphasized six categories namely: Memory strategies (e.g., grouping, representing sounds in memory), cognitive Strategies (e.g., repeating, analyzing, getting the idea quickly and taking notes), compensation strategies (e.g., switching to the mother tongue, using other clues), metacognitive strategies (e.g., linking new information with already known one, self-monitoring), affective strategies (lowering anxiety by use of music, encouraging oneself and discussing feelings with others) and social strategies (asking for clarification, cooperating with others and developing cultural understanding).

Diagram I
Direct and Indirect Strategies (Oxford, 1990)

DIRECT STRATEGIES

I. *Memory strategies*
  A. Creating mental linkages
  B. Applying images and sounds
  C. Reviewing Well
  D. Employing Action

II. *Cognitive strategies*
  A. Practicing
  B. Receiving and sending messages
  C. Analyzing and reasoning
  D. Creating Structure for input and output

INDIRECT STRATEGIES

II. *Metacognitive strategies*
  A. Centering your learning
  B. Arranging and planning your learning
  C. Evaluating your learning

II. *Affective strategies*
  A. Lowering Your anxiety
  B. Encouraging yourself
  C. Taking your emotional temperature

		A. Guessing intelligently
III. *Compensation Strategies*	→	B. Overcoming limitations in speaking and writing
		C. Analyzing and reasoning

		A. Lowering your anxiety
III. *Social strategies*	→	B. Cooperating yourself with others
		C. Empathizing with others

METHODOLOGY

The objective of this descriptive research was to describe the students' Language Learning Strategies in learning English. It has only one variable. Gay (1978) explains that the descriptive research involves collecting data in order to determine and describe the way things are. Descriptive research is also called survey research that the descriptive method is useful for investigating.

The research is a descriptive research that was conducted based on the problems that occurred at the second year students of English study program of FKIP Universitas Riau in Language Learning Strategies. This research was aimed at finding out what Language Learning Strategies are being used by the second year students of English study program of FKIP Universitas Riau in Learning English.

The population of this research was the second year students of English study program of FKIP Universitas Riau of 2014/2015 academic year. The whole number of the population is about 86 students. Due to the large population which is consisting of 3 classes: class A, class B and class C, the random sampling technique is used. Class B is taken as the sample as many as 30 students.

The instrument of the research was adopted from SILL questionnaire (Strategy Inventory for Language Learning) version 7.0 by Oxford (1989) which consists of 50 questions. It took 25 minutes to complete the questionnaire. The collected data were analyzed by calculating the scores of the students in answering the questionnaire and classified them to a certain level of SILL Profile of Result (Oxford, 1989).

After the researcher gave the questionnaire, the researcher needs to discern the level of those strategies by using Oxford SILL Profile of Result to analyze the students' average of using language learning strategies, The researcher added each up column, and then put the result on the line marked as SUM, divided the number under SUM to get the average for each part. As the formula:

$$\text{Average} = \frac{SUM\ (The\ answer)}{Number\ of\ items}$$

And the researcher used this following formula for the overall average:

Overall Average= $\underline{\text{SUM A+SUM B+ SUM C+ SUM D+ SUM E+ SUM F}}$
                               50

Oxford (1990)

While the percentage of students' language learning strategies was calculated by following formula:

$$P = \frac{f}{R} \text{X 100 \%}$$

Where: P   = Percentage
         f   = Number of frequency
         R   = Number of respondents

Hatch and Farhadi (1982)

To find the average (Mean) score of the students, the formula is as follows:

$$M = \frac{\sum fx}{N}$$

Where: M   = Mean score
         $\sum fx$ = Total score of the students
         N   = Number of the students

Heaton (1991)

Finally, the results of descriptive analysis of students' average of language learning strategies were classified into some levels according to SILL Profile of Result (Oxford, 1989) as follows.

Table 1
SILL Profile of Result (Oxford, 1989)

High	Always or almost always used	4.5 to 5.0
	Usually used	3.5 to 4.4
Medium	Sometimes used	2.5 to 3.4
Low	Generally not used	1.5 to 2.4
	Never or almost never used	1.0 to 1.4

Oxford (1989)

FINDINGS AND DISCUSSIONS

The data of this research was collected by using adopted SILL questionnaire (Strategy Inventory for Language Learning) version 7.0 by Oxford (1989) that is specialized for second or foreign language learners to examine the language learning

strategies applied. In research of language learning strategies used by foreign language learners, the researcher needed to use the original SILL questioner.

Findings

The results of the SILL were shown in the folowing table:

Table II The Rank order of Students' Language Learning Strategies

No	The Strategies	Mean Scores	Level
1	*Compensation Strategies*	3.90	High
2	*Metacognitive Strategies*	3.85	High
3	*Social Strategies*	3.61	High
4	*Cognitive Strategies*	3.57	High
5	*Affective Strategies*	3.33	Medium
6	*Memory Strategies*	3.22	Medium

As shown from the data above, Language Learning Strategies most often used by the students is the Compensation strategies with the mean score 3.90 that classified in the High level. It means that the second year students of English study program of FKIP Universitas Riau were very good to compensating for missing their knowledge. They inclined to use Compensation Strategies when learning English. Then, the less frequent used strategies by the students is Memory Strategies with mean score 3.22. It was classified into Medium level. It can be conclude that the second year students of English study program of FKIP Universitas Riau were not effectively remembering more in their learning English.

Discussions

Based on the finding and the presentation of the data, the researcher found out that the ability of the second year students of the English Study Program of FKIP Universitas Riau were in high level (3.58). From the SILL were given to the students, it was found that most of the students used Compensation strategy when they learn English.

It was found out that the students' Language Learning Strategies in Learning English from 30 students who took the questionnaire were 18 students (60.00%) were in High level. And 12 students (40.00%) were classified in Medium Level. It means that most of the students already used various language learning strategies.

From all of the data, the result of this study answer the research question what are the language learning strategies used by the students of the Second year students of the English study program of FKIP Universitas Riau in Learning English

CONCLUSIONS

Based on the data analysis in this research, it can be concluded that the most often used by the students is compensation strategies, followed in order by metacognitive, social, cognitive, affective, and memory strategies. There are four language learning strategies that classified into High level used by the second year students of English study program of FKIP Universitas Riau. The strategies were Compensation strategies with mean score 3.90, Metacognitive Strategies with mean score 3.85, Social Strategies with mean score 3.61, and Cognitive Strategies with mean score 3.57. Then the Medium levels of language learning strategies used by the second year students of English study program of FKIP Universitas Riau were Affective Strategies with the mean score 3.33 and Memory Strategies with mean score 3.22. In conclusion, the second year students of English study program of FKIP Universitas Riau were very good in guessing intelligently in listening and reading but not too well in remembering when they learning English.

SUGGESTION

Based on the research findings, the researcher would like to give some recommendations. Even though the second year students of English study program of FKIP Universitas Riau have already used the four language learning strategies which is classified into High level, it would be better if they also can use the other strategies which is appropriate to their tasks, difficulties and learning objectives.

Then, hopefully students can improve their English by using more language learning strategies in their learning to help learning easier, and enjoyable. This is because each of the strategies in language learning strategies has its own specific ways to help them to learn easier, faster, more enjoyable, more self-directed, and more transferable to new situations.

Finally, the writer hopes that all findings, suggestions in this research will be valuable contribution to the readers.

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