



Plagiarism Checker X Originality Report

Similarity Found: 11%

Date: Tuesday, July 03, 2018

Statistics: 208 words Plagiarized / 1980 Total words

Remarks: Low Plagiarism Detected - Your Document needs Optional Improvement.

DIFFERENT LEARNING STRATEGIES PREFERENCE AMONG SENIOR HIGH SCHOOL STUDENTS OF DIFFERENT PROGRAMS Arni Nurhasanah¹, Aning Maudini² 1 IKIP SILIWANGI 2 IKIP SILIWANGI 1 nurkhasanaharni@gmail.com, 2 maudinianing24@gmail.com, Abstract In Indonesia, the position of English is as an foreign language. This is studied in formal schools as an important subject but not used for daily communication outside the classrooms.

This condition become a big challenge for Indonesian students. They are defiance to employ various strategies to become successful English-language learners. This study was aimed to know the habituallly of students' in strategies language learning use among students of different program: natural science and social science. The research design of this study is quantitative approach since it examines tendency and the data was in numerical form.

The study was conducted at a Senior High School in Cikalong Kulon- Cianjur. In this study, the subject are 120 students containing of 60 natural science students and 60 social science students. The data was using SILL questionnaire (Oxford). This questionnaire measures 6 strategies types of strategies language learning which contains of 50 items.

The data was analyzed using Microsoft Excel 2013 to calculate and to know the number and average, the last is rank to find the liability of language learning strategies used by both Social science students and natural science students. The data showing that the liability of types of strategies language learning used by the students are different.

Natural science students most oftentimes used Compensation strategies. In contrast,

social science students used metacognitive strategy as the most oftentimes used strategy. Keywords: SILL, Language Learning Strategies, Learning English
INTRODUCTION English is a language learned in every school especially in Indonesia.

Most of students in Indonesia learn it, but most learners in English lessons very bored, because the students have not founding strategies learning. With good learning strategies students can achieve success in process of learning. Therefore, the students can be actively in English lessons with stratigis of learning in the school and in learning process.

The purpose of this study was to know the habitually of students' in use learning strategies. This studies will use learning strategies by (Oxford, 1990) According to (Brown, 1994) "strategies learning as the methods used in solving the problems encountered in second language learning process".

Based on Nunan (1999) his state that an authoritative learner is individual who can make a choice with regard to learning task and strategies; and defines learning strategies as the mental and procedures of communicative that learner use in learning and using the language. (Wenden, 1985) describes learning strategies as "behaviors, steps, habits, plans, cognitive, abilities and learning skills adopted consciously by the students' throughout the learning process" and the points out of the use of strategies in effective in improving the learners autonomy.

Every language learner's uses strategies of learning in the process of learning by the students". According (Pask,1988) his states that explain apparently of unique learning strategies, according to what(Oxford, 1990) his states puts cager that there is no full phase of the moon consensus on absolutely what and how strategies exist, how they should be lebeled and classified and also on whether it will be applier to from an authentic, confirmed hierarchy of strategies. Therefore, and Natural learning strategies is effective for learning process especially in learning English.

This study had a purpose to know the habitually of students' in startegies language learning use by students majoring Social science and natural science at a SMA in Cikalong Kulon Cianjur. THE KINDS STRATEGIES OF LEARNING Strategy Inventory Language Learning is a self-report questionnaire that has been usually using to collecting data and analyses information from the students of number. It is list 50 strategies in six categories: (Oxford, 1990) / Figure 1. Language Learning Strategies Adopted from: <http://rate.org.ro/media/blogs/b/diagram.jpg?mtime=1474101081> From the Figure 1 , there is the scope of SILL by Oxfors (Direct Startegies and Inderect Strategies) , therre is the explanation of the figure 1: Memory strategies Memory

strategies are those used for storage of information, there are include: Creating mental and apply a picture and sound, tent to apply it to action and reviewing.

Cognitive strategies is the mental strategies learners use to understand of their learning. There are include: Practicing, receiving and sending messages, analyzing and reasoning, creating structure for output and input. Compensation strategies Compensation strategies, is usually as one that is always used by learners in the problem of knowledge, especially in target language in communication, thus developing their strategic if an expression is not known, or if something is not heard very clearly.

Compensation strategies include tackling in the fluency of speaking and writing . Metacognitive strategies Metacognitive strategies focused on evaluation, planning, and indirectly learning of indirect strategies Affective Strategies Affective strategies focussed on preparation for learner in learning process to engage actively in language learning.

Social strategies Social strategies aim at developing sociolinguistic competence by increasing the interaction with other learners or language speakers, as well as their emphatic understanding. There are include: asking questions, cooperating with others, empathizing with others. METHOD Research design is the arrangement of cinditions for collection and expressive style of data in departement that aims to combine connectedness to the research purpose." (Tavakoli, cited in (Kaswan & Suprijadi, 2016).

Research design have a three kinds of research design, they are Qualitative Research Design, Quantitative Research Design and Mixed Method Research Design. In this research we used quantitative research design. Kaswan and Suprijadi (Kaswan & Suprijadi, 2016) define that "quantitative research design is a deductive theory-based investigating process that focuses primarily on testing theories and specific research hypotheses that consider finding differences and relation using numeric data and statistical know-how to make specific conclusions about phenomena".

According to Singh (2007:99) in (Kaswan & Suprijadi, 2016) research method is a style of conducting a research work which is determined by the nature of the problem. Research method is a style in doing research. Furthermore Creswell (2012) and Frenkel et al (2012) in (Kaswan & Suprijadi, 2016) claim that design of quantitative research include experimental method, causal-comparative method, and survey method.

The present study employed survey as the research method since this research tried to find out the tendency of the students' learning strategy using a close-ended questionnaire, the Oxford's SILL. According to (Crowl, 1995) "population are groups

consisting of all people to whom a researcher wishes to apply the findings of a study”.

The population of the research is eleventh grade students of SMA in Cikalong Kulon Cianjur. The subjects in this study was 120 students consisting of 60 natural science students and 60 social science students. According to (Tavakoli, 2012:277 cited in (Kaswan & Suprijadi, 2016) instrument is any device which is used to collect the data.

The instrument of this research was questionnaire from SILL (Oxford 1990). Strategy descriptive on the SILL covers the four skill areas language of listening, reading, speaking, and writing. In data collection, this research used questionnaire Strategy Inventory Language Learning (Oxford, 1990).

Firstly, it was the questionnaire must translated in Indonesian language so that the students would be easier to understand the content of the questionnaire. After that, the questionnaire was given to the students. Then the students asked about to score every statements in the questionnaire. This questionnaire includes 50 items that are scored from 1 for never or almost never true of me, 2 for usually not true of me, 3 for somewhat true of me, 4 for usually true of me, and 5 for always or almost always true of me. This questionnaire measures 6 strategies of strategies language learning in questioners.

They are Memory strategies (part A, items no 1-9), Cognitive Strategies (part B, ITEMS N10-23), Compensation strategies (part C, items 24-29 items), Metacognitive strategies (part D, items no 30-38), Affective strategies (part E, items no 39-44). Social strategies (part F, items 45-50). This research was analyzed using descriptive statistics approach since this research tried to describe the data, not to make an inference from the data.

The data was analyzed using Excel 2013. The data was analyzed by calculating the number and average, the last is rank to find the tendency of strategies language learning used by both Social science students and natural science students.

RESULTS AND DISCUSSION Results The totally of the participants was 120 students, consisting of 60 students majoring social sciences and 60 students majoring natural sciences. The data of each group was calculated to find their amount/number, average and rank. The result of each group was then compared. It is describe in the table below (Table 1). Table 1.

The Students' Result on Their Language Learning Strategies _Social Science Students (Average) (Rank) _Natural Science Students (Average) (Rank) _ _Strategy A (memory) _2.861111 _6 _2.97037 _5 _ _Strategy B (cognitive) _2.889286 _5 _2.918386 _6 _ _Strategy

C (Compensation) _3.133333 _3 _3.416667 _1 _ _Strategy D (metacognitive) _3.212963 _1 _3.378086 _2 _ _Strategy E (Affective) _3.205556 _2 _3.191358 _3 _ _Strategy F (Social) _3.019444 _4 _3.091667 _4 _ _ Discussion Based on the result it is found that among social science students, metacognitive strategy has the highest average (3.212963) and occupies the first rank among the six learning strategies. It is then followed by affective strategy (its average was 3.205556) which occupies the second (2) rank and the third (3) rank is compensation strategies (3.133333), the fourth (4) rank is social strategy (3.019444), and the fifth (5) rank is cognitive strategy (2.889286), and the last rank (6) is memory strategy (2.861111). On the other hand, among natural science students, compensation strategy has the highest average (3.416667) and occupies the first (1) rank among the six learning strategies.

It is then followed by metacognitive strategy which has the second (2) highest average (3.378086), and then affective strategies had the third (3) highest average (3.191358), followed by social strategy (3.091667), memory strategy (2.97037), and cognitive strategy had the lowest average (2.918386).

CONCLUSION Based on the discussion above, it can be summarized that different group of students (the students majoring social sciences and natural sciences) tended to have differences in employing strategies in learning-English language. The social sciences students most often applied metacognitive strategies, followed by affective, compensation strategies, social strategy, cognitive strategy, and memory strategy respectively.

On the contrary, the natural sciences students most often applied used compensation strategies, followed by metacognitive strategy, affective strategy, social strategy, memory strategy, and cognitive strategy respectively. Their difference learning strategy preferences might be affected by various seferal factors that is learning demands, motivations, environment, etc.

which were not investigated in this research. **ACKNOWLEDGMENTS** Gratitude Alhamdulillah always the writer pray to the presence of Allah SWT. The loving and compassionate, which provides all the great pleasures, favors of faith, health and strength in the preparation of this article. Sholawat and greetings are always poured out to the role model of all time, Prophet Muhammad, along with his family, friend, and his followers.

During completing the research, the writer obtained many help, suggestions and motivation from many people. On this occasion, the authors express their greatest gratitude and the highest appreciation to Ms. Euis Rina, M.Pd as Supervising Lecturer,

on the sidelines of her routine always take the time to give guidance, encouragement, suggestion and direction since research plan until the completion of writing this article. And also to Mr. Encep Irwan, S.Pd. as the teacher in SMA Cikalong Cianjur . Hopefully this article can be useful for education.

REFERENCES Brown, H. D. (1994) *Principles OF Language Learning And Teaching*. Englewood Cliffs, N.J.: Prentice Hall Regents. Crowl, T. K. (1995) *Fundamentals OF Educational Research*. New York: Brown & Benchmark Publisher. Kaswan & Suprijadi, D. (2016) *Research in English Education*. Bandung: Putra Praktisi. Oxford, R. L. (1990) *Language Learning Strategies: What Every Teacher Should Know*. Boston: MA: Heinle & Heinle Publisher. Pask, G.

(1988) 'Learning Strategies, Teaching Strategies, and Conceptual or Learning Style, in *Learning Strategies and Learning Style*.' pp. 83–100. Wenden, A. . (1985) 'Learner Strategies TESOL', Newsletter, 19(5), pp. 1–7.

INTERNET SOURCES:

<1% -
<http://carijudulindonesia.blogspot.com/2015/03/pendidikan-bahasa-inggris-2.html>
<1% - <http://www.studentguide.org/effective-learning-strategies/>
<1% - <http://tesl-ej.org/ej26/a3.html>
1% -
https://www.teachingenglish.org.uk/sites/teacheng/files/F044%20ELT-43%20The%20Foreign%20Language%20Learning%20Process_v3.pdf
<1% - https://en.wikibooks.org/wiki/Human_Physiology/The_Nervous_System
1% - <http://www.academypublication.com/issues/past/tpls/vol03/04/12.pdf>
<1% - <https://www.myenglishpages.com/blog/language-learning-strategies/>
<1% - <http://publikasi.stkipsiliwangi.ac.id/files/2017/08/jurnal-fika.docx>
1% - <http://publikasi.stkipsiliwangi.ac.id/files/2017/08/PROCEDING-DIAN.docx>
<1% - <http://publikasi.stkipsiliwangi.ac.id/files/2017/08/prociding.docx>
<1% -
https://www.researchgate.net/publication/316740607_Prevention_of_anxiety_among_at-risk_children_a_systematic_review_and_meta-analysis
<1% - https://www.researchgate.net/profile/Nourollah_Zarrinabadi
1% - <https://www.scribd.com/document/251296561/Pre-questioning-Technique>
<1% - http://www.revolvy.com/topic/West%20Bandung&item_type=topic
<1% - <http://publikasi.stkipsiliwangi.ac.id/files/2017/08/Rizki-Firman-Trianto.docx>
<1% - <https://www.monografias.com/trabajos17/integrated-skills/integrated-skills.shtml>
<1% - <http://www.academypublication.com/issues/past/jltr/vol02/05/26.pdf>

<1% - <https://files.eric.ed.gov/fulltext/EJ1124824.pdf>
<1% - <https://www.scribd.com/document/274681432/Guglielmi-No>
<1% - https://rd.springer.com/chapter/10.1007/978-3-319-50642-5_5
<1% -
<http://open.lib.umn.edu/intropsych/chapter/2-2-psychologists-use-descriptive-correlational-and-experimental-research-designs-to-understand-behavior/>
<1% - https://www.ielts-exam.net/preparing/Writing_task_one_tables/212/
<1% -
http://www.scielo.br/scielo.php?script=sci_arttext&pid=S0103-636X2017000100017
<1% -
https://www.researchgate.net/publication/264725558_Language_Learning_Strategy_Use_and_English_Proficiency_of_University_Freshmen_in_Taiwan
<1% -
http://www.academia.edu/1551870/How_Do_English_Language_Learners_Apply_Language_Learning_Strategies_In_Different_Proficiency_Levels_A_Case_of_Turkish_EFL_Students
<1% -
<http://www.iosrjournals.org/iosr-jhss/papers/Vol.%2023%20Issue4/Version-5/A2304050105.pdf>
1% - http://shodhganga.inflibnet.ac.in/bitstream/10603/15841/20/20_bibliography.pdf
<1% -
<https://www.amazon.com/Understanding-Education-Research-Critical-Reading/dp/1612055818>
1% -
http://www.academia.edu/2526776/Students_Perceptions_of_Metacognitive_use_in_Lecture_Listening_Comprehension
1% - <http://www.psy.gla.ac.uk/~steve/lstyles.html>