DIFFERENT LEARNING STRATEGIES PREFERENCE AMONG SENIOR HIGH SCHOOL STUDENTS OF DIFFERENT PROGRAMS

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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 habitually 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. 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 strategies 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 (R. L 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, 1989) 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 (R. L Oxford, 1990) his states puts cage that there is no full phase of the moon consensus on absolutely what and how strategies exist, how they should be labeled and classified and also on whether it will be applied 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: (R. L Oxford, 1990)
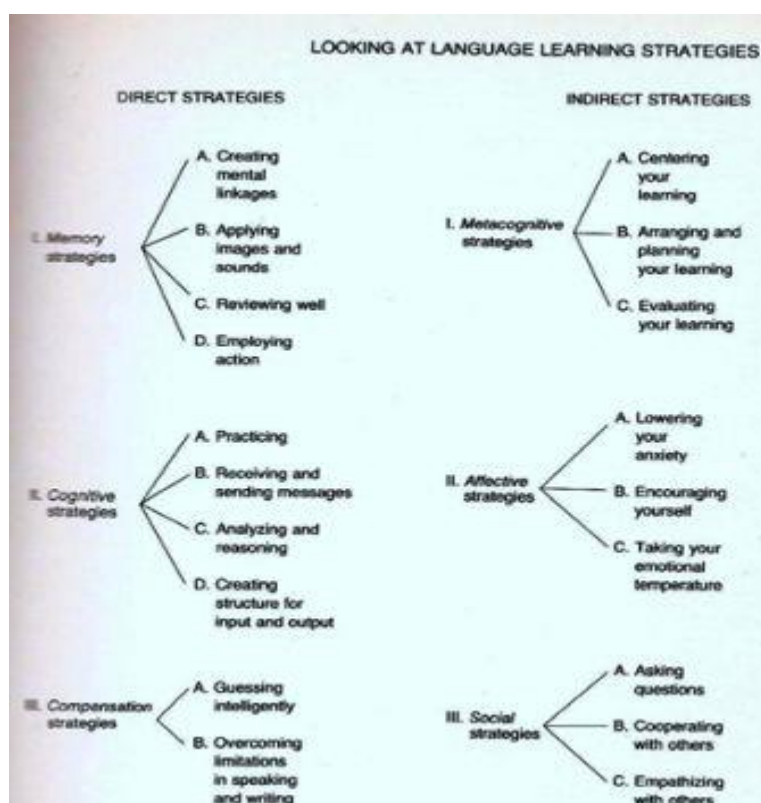

Figure 1. Language Learning Strategies
Adopted from: *http://rate.org.ro/media/blogs/b/diagram.jpg?mtime=1474101081*

From the Figure 1, there is the scope of SILL (Direct Strategies and Indirect Strategies), there is the explanation of the figure 1:

Memory strategies

Memory strategies are those used for storage of information, there are included: 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 including: 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 including: 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, 2012) 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 & 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) 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 (Fraenkel, J.R. & Wallen, N. E. & Hyun, 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 elevent 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) 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 (R. L. Oxford, 1990). Strategy descriptive on the SILL was covers the four skill areas language of listening, reading, speaking, and writing.

In data collection, this research used questionnaire Strategy Inventory Language Learning (R. L 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 startegies 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 several factors that is learning demands, motivations, environment, etc. which were not investigated in this research.

ACKNOWLEDGMENTS

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