

**AN ANALYSIS ON ENGLISH LANGUAGE LEARNING STRATEGIES USED BY
SECOND YEAR STUDENTS OF ENGLISH DEPARTMENT AT UNIVERSITAS
MARITIM RAJA ALI HAJI TANJUNGPINANG**

Erpina¹, Rona Elfiza², Gatot Subroto³

Erpina0598@gmail.com

Program studi Pendidikan Bahasa Inggris, Fakultas keguruan dan Ilmu Pendidikan, Universitas Maritim Raja Ali Haji, Kota Tanjungpinang, Kepulauan Riau 29115, Indonesia

ABSTRACT

The purpose of this research is to describe English language learning strategies used by English Department students at Universitas Maritim Raja Ali Haji. The method that is used qualitative method which the data is served by descriptive data. The research design is descriptive analysis design involves 34 students in G.02 class. This research used data collection techniques such as questionnaires and interview. The questionnaire was arranged based on a Likert scale. Data collection technique in this research was the interview. This research investigated the English language learning strategies in speaking skill. The data were analyzed by using Microsoft Excel. Based on the analysis, the researcher found the mean 545.33, median 535.00, modus 509.00, and standard deviation 77.85. The result indicates that total score questionnaires respondents for memory strategies 636, cognitive strategies 625, compensation strategies 509, metacognitive strategies 432, affective strategies 509, and social strategies 561. From total score of questionnaires, it is said that the highest strategy used by third semester of English Department is memory strategy. From the interview the most frequently used of learning strategy is cognitive strategy 49, followed social strategy 20, metacognitive strategy 16, memory 9, compensation 6, and last is affective 3. Cognitive strategy that indicates the higher of the data from interview. Therefore, there are 2 strategies used by the students, namely memory strategies and cognitive strategies.

Keywords: English Language Learning Strategies, Students, Speaking skill.

I. INTRODUCTION

In English learning process, the students sometimes find some problem. Some of students felt difficult in following the learning process. Students think that they will be learning a higher level class, they think that if we learn English language in the same way learn our first language (Bahasa Indonesia). Every learner has deal with speaking. As a language learner, we decide our purpose, want it to be smashed up by things or we smash the things being inhibitor. In learning process up. However, they felt bored when they are studying English and it cause the students cannot understand the learning material well. The students have to use the strategy to improve knowledge and motivate itself to interest in the English learning.

Teaching strategy is a generalized plan for a lesson which includes structure, instructional objectives and an outline of planned tactics, necessary to implement the (Stone and Morris in Issac, 2010). Furthermore Issac (2010), said that teaching tactics are that behaviour of the teacher which he manifest in the class development of the teaching strategies, giving proper stimulus for timely

responses, drilling the learn responses by extra activities and so on. It means that strategies in learning process are defined as an activity designed by the teacher, in order to provide convenience to the learners to achieve the learning process.

The researcher is interested in doing research in Universitas Maritim Raja Ali Haji. Based on the researcher interview, some of students in third semester think that learning English is difficult especially speaking, because English not as mother tongue and they did not use English to communicate in daily activity. Beside that many students are minimal master the vocabulary so that the difficulties in understanding English. Based on the researcher interview, the students get the different achievements because they used different learning strategies in learning English. However, based on descriptions above, the researcher is going what learning strategies do the use in English language learning by English Department students to describe at Universitas Maritim Raja Ali Haji Tanjungpinang.

This research is about learning strategies, learning strategies refers to methods that students use to learn. According to Schumaker & Deshler (2006), learning strategy as “an individual’s approach to task. It includes how a person thinks and acts when planning, executing, and evaluating performance one task and its outcomes”. Much of this thinking about leaning is done unconsciously. In education, the concept of strategy has big influence on it. According to Darmansyah (2010), learning strategies is all about perspective, thought, patterns, and direction that taken for gaining effective learning. Based on Oxford, (1990), defined that learning strategies are “ steps, behaviours, specific actions or techniques” such as making conversation, solving, tough problem in language learning. This range from techniques for improved memory to better studying or test – taking strategies. Learning strategies is very important to study because without strategy something will didn’t work. Same with the researcher that had been done by Lailatul Rohmalia (2017), it could be findings discuss describe about the students’ learning strategies in English learning process, and also the advantages and disadvantages of implemented the learning strategies for eight grade junior high school highest one is metacognitive strategy, another researcher had been done by Nurliana Oktaviani (2015), get the result, a mean score between 3.5 and 5.0 indicates the learning strategy is highly used by the participants. Whereas, a mean score between 2.5 and 3.4 indicates that the learning strategy is moderately used by the participant, and a mean score smaller than 2.4 indicates the learning strategy is rarely used by the participant. It is shown that 4th and 6th semester in both and individually is moderate users of learning strategy. Next researcher from Wendi Wirawan (2017), the result it was known that average score of vocabulary and comprehension were the highest one. There was a significant correlation between language learning strategies with students’ speaking ability where value was 0.562, the highest one is metacognitive strategies with score 3.56. By knowing their learning strategies students will be able to improve their strategies. Besides that, learner will also be aware of the strategies that might be more beneficial to be used and which strategies that do not really give significant influence. Some students think that learning English very difficult to learn especially if don’t know vocab, grammar, and tenses.

Based on the interview one by one especially students of English Department second year of Universitas Maritim Raja Ali Haji think that study English is very difficult to learn. So, the students need to strategy when they want to get a better second language acquisition. Strategy is important because the resources available to achieve these goals are usually limited. This strategy is useful for learners when it is suitable with the learner’s task with learners learning style.

II. RESEARCH METHOD

When doing this research the researcher uses qualitative study in which the data were analyzed by using descriptive analysis. According to Ary (2010), Descriptive analysis to answer the question of the study. The researcher used descriptive qualitative approach because the data was presented mainly in a description of words in order to show students speaking learning strategies. The data collection method was questionnaires and interview. The data is taken from online class since it was not possible in person.

III. FINDINGS AND DISCUSSION

Researcher have conducted research and provided instruments that is questionnaires 30 statement from SILL and interview 13 questions. According Askurny & Pujiastuti in O'Leary, (2019), states that Questionnaires have many uses, most notably to discover what the masses are thinking. These include: market research, political polling, customer service feedback, evaluations, opinion polls, and social science research. Based on the result table below of the six learning strategy is illustrated in table above total score questionnaires of respondent. Total score questionnaires respondents for memory strategies 636, cognitive strategies 625, compensation strategies 509, metacognitive strategies 432, affective strategies 509, and social strategies 561. For the second year students at senior high school, the research which reported by Prabawa, (2016), memory strategies were dominantly used by the students in speaking learning. According (Ras & Hadrina, 2005), found that were apply social strategies as their rarely used strategies for their language learning of speaking. From total score of questionnaires, it is said that the highest strategy used by third semester of English Department is memory strategy.

Table 1. Students' score on Memory strategy

Strategy Category	Total score questionnaires					Gt
	1.	2.	3.	4.	5.	
Memory	121	141	137	120	117	636

Table 2. Students' score on Cognitive strategy

Cognitive Category	Total score questionnaires					Gt
	6.	7.	8.	9.	10.	
Cognitive	115	141	122	120	127	625

Table 3. Students' score on Compensation strategy

Strategy Category	Total score questionnaires					Gt
	11.	12.	13.	14.	15.	
Compensation	130	114	4	128	133	509

Table 4. Students' score on Metacognitive strategy

Strategy Category	Total score questionnaires					Gt
	16.	17.	18.	19.	20.	
Metacognitive	4	113	109	105	101	432

Table 5. Students' score on Affective strategy

Strategy Category	Total score questionnaires					Gt
	21.	22.	23.	24.	25.	
Affective	102	109	115	101	82	509

Table 6. Students' score on Social strategy

Strategy Category	Total score questionnaires					Gt
	26.	27.	28.	29.	30.	
Social	109	116	109	114	113	561

After discovering the highest strategies used by third semester students, it can be found mean, modus, and standard deviation separate of each category can be seen below:

Table 7. Total score of questionnaires (Separate of each category)

Categories	Total Score of Questionnaires (Separate of Each Categories)
1.	636
2.	625
3.	509
4.	432
5.	509
6.	561
Higher	636
Lower	432
Total	3272
Mean	545.33
Median	535.00
Modus	509.00
Standard Deviation	77.85

The total score of questionnaires (separate of each category) use of the six learning strategy found that mean, median, modus, and standard deviation. The formula found out mean, median, and modus According Sugiyono (2010), (in pages 29), Standard deviation According Sugiyono, (2013), (in pages 30). Based on the result mean 545.33, median 535.00, modus 509.00, and standard deviation 77.85. Third semester of students English Department the most frequently used of learning strategy is memory strategy 636, followed cognitive strategy 625, social strategy 561, compensation strategy and affective strategy 509, and finally metacognitive strategy 432.

Next step, researcher analyzed student's answer from data interview. The interview used open – ended question to get information about the speaking skill strategies used by students. The questions from interview were asked 5 questions, namely :What do you do improve your pronunciation, What do you do to improve your vocabulary, What do you do to make your grammar better, What do you do to improve your fluency in speaking, What do you do to improve your comprehension in speaking. Students answered from interview 15 respondents, the result students' answer the question from interview online via whatsApp application voice note can be seen following table below:

Table 8. Students' responses toward the interview

No	Question	Strategy Category
1.	1 until 5	Cognitive strategy
2.	1 until 5	Cognitive strategy
3.	1 until 5	Affective strategy
4.	1 until 5	Cognitive strategy
5.	1 until 5	Cognitive strategy
6.	1 until 5	Cognitive strategy
7.	1 until 5	Metacognitive strategy
8.	1 until 5	Cognitive strategy
9.	1 until 5	Cognitive strategy
10	1 until 5	Cognitive strategy
11.	1 until 5	Metacognitive strategy
12.	1 until 5	Cognitive strategy
13.	1 until 5	Cognitive strategy
14.	1 until 5	Cognitive strategy
15.	1 until 5	Cognitive strategy

Based on result students answered the interview section third semester or second year students of English Department Universitas Maritim Raja Ali Haji the most frequently used of learning strategy is cognitive strategy 49, followed social strategy 20, metacognitive strategy 16, memory 9, compensation 6, and last is affective 3. Cognitive strategy that indicates the higher of the data from interview. Meanwhile, total score of questionnaires is memory strategy whereas total data from interview is cognitive strategy.

IV. CONCLUSION

From the result of investigation, it can be concluded that there are 2 strategies used by the English Department students at Universitas Maritim Raja Ali Haji namely memory strategies and

cognitive strategies. This research focus on described what English Language Learning strategy is used by English Department students of Universitas Maritim Raja Ali Haji.

V. BIBLIOGRAPHY

Ary, D. (2010). *Introduction to Research in Education Eight Edition*. United State :Wadsworth Cengage Learning.

Askurny, N., & Pujiastuti, I. (2019). Sociolinguistics Study: Students' Motivation Upon ELT in the Coastal Area of Bintan Island. *Jurnal Prasasti*, 5(1), 84–95.

Darmansyah. (2010). *A study on language learning strategies used among UHB 1412 students (English for academic communication)*.

Issac, J. C. (2010). *Methods and Strategies of Teaching : an overview*. Pondicherry University Press.

Oxford, Rebecca. L. (1990). *what every teachers should know*. Heinle & Heinle publishers.

Prabawa. (2016). Effect of Brain Age to Increase Cognitive Function In Elderly. *Jurnal Keperawatan Fakultas Kedokteran Universitas Brawijaya ,Malang, 02, 02*.

Ras & Hadrina. (2005). *An Analysis of Speaking Language Learning Strategies Used by students of English Study Program of FKIP University of Riau*. 153–158.

Schumaker, & Deshler. (2006). An evaluation of the purposes of research in social work. *An Evvaluation of the Purposes of Research in Social Work*, 5, 16–25.
<https://doi.org/10.15408/ijee.v5i1.8460>

Sugiyono. (2013). *Metode Penelitian Kuantitatif, Kualitatif, R & D*. Bandung : Alfabeta. CV.

Sugiyono. (2010). *Metode Penelitian Pendekatan Kuantitatif, Kualitatif, dan R & D*. Bandung : Alfabeta.