ENGLISH LEARNING STRATEGIES AMONG SENIOR HIGH SCHOOLS IN YOGYAKARTA

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Abstract
In a Foreign Language setting, the target language is not used widely in the society. It is mostly learnt and used in the classroom contexts. Consequently, learners do not have sufficient language input. As a result, learners are mostly reluctant in using their foreign language which leads to their language acquisition. One of possible strategies lays on the learners themselves in their target language learning strategies. The similar condition fits perfectly to English learners in Indonesia. This research aims to identify the language learning strategies the secondary schools’ students in Yogyakarta. The survey inventory of language learning (SILL) version 7.0 covering six categories’ strategies namely Memory, Cognitive, Compensation, Metacognitive, Affective, and Social is used to investigate the English language learning of the current research participants. The data taken from the secondary schools in Yogyakarta. This study focused on the most frequently used strategy by the secondary school students and describe their difference of strategy in learning the language. From six categories of language learning strategy, there were no strategy used in the high level. As the analysis resulted on the Medium used (M between 2.5 to 3.4). This score indicated that all six of learning strategies are normally used by the students. In addition, the most frequent strategy used by the secondary students is the metacognitive strategy.

Keywords: EFL Learners, Language Learning Strategy, Secondary School

Introduction
The Indonesian Teachers Association (IGI) proposed to the Minister of Education and Culture of Indonesia to make significant changes to the English subject, namely the completion of English lessons at the elementary school level and the elimination of this lesson at the next two levels (Yosep, 2019). These two things are clearly new phenomena in the education system in Indonesia. Most students in Indonesia have not learnt English in elementary school level. Apparently, learning English in the early age is essential in shaping the learners’ language acquisition. In the early learning, the students learn mostly through various fun strategies such as using songs (Kurniati & Widyastuti, 2019; Widyastuti et al., 2019; Widyastuti & Kurniati, 2020), total physical responses, storytelling (Colidiyah, 2018; Klananda et al., 2021), cards (Pustika et al., 2021) and many more. Those strategies can be monitored by analyzing the learners’ vocabulary inventory (Widyastuti & Kusuma, 2019). Since it cannot be denied that vocabulary inventory is the initial requirement for the true beginner of the foreign or second
language acquisition. Though various strategies are possible to applied in the elementary school, the efforts seem useless without policy support.

Based on the national curriculum in Indonesia, English is studied for at least 6 years at the Junior High School (SMP) and Senior High School (SMA) levels. Unfortunately, during that time, not many high school graduates were able to understand and use English actively both in speech and in writing.

One reason that is often cited is the lack of practice speaking in English. The interaction system between the students and the teachers is more focused on textbooks and problem solving in student workbooks. The demand for completing this material load is the reason teachers cannot develop learning materials that are attractive and easy to understand by the students. This is what causes the students not to be accustomed to using English actively in conversation.

A very real impact can be seen from the inability of students to understand and use English actively when they enter lectures. Although English at the tertiary level is not taught every semester, students' ability to understand and master English is highly demanded. Many reference sources for lecture materials are in English. English is also often a requirement when applying for jobs. By looking at the usefulness of English, it is clear that before entering the world of work, the students must have the ability to speak English actively.

The ability to master English cannot be obtained instantly and it stops at one level of education and in the habit of using it in daily life. This is because English is not a daily language in Indonesia. If it is not used actively, it can be predicted that the learners will become passive.

The activation of the habit of using English in Indonesia becomes stagnant if it is not practiced in a structured manner at every level of formal education. In addition, there is a gradual shift in the typical classroom context during the pandemic. Teachers are no longer the only source of knowledge. Learners are expected to be autonomous and proactive. In sum, Language Learning Strategies would be essential for helping students learn how to learn. Language Learning Strategies aid English language learners in mastering the materials independently, either individually or in groups, with successful language learners employing various learning strategies. The language learners who are able to use a wide variety of language learning strategies effectively are better equipped to improve their language skills. Therefore, finding out the English language learning strategy among the secondary schools’ students in Yogyakarta are very important to be discovered in order to help the lecturer to determine appropriate, systematic, integrated learning methods.

**Method**

The type of this research used descriptive quantitative research. This study was conducted by using a survey design. The present study was conducted in the secondary schools in Yogyakarta. The questionnaire served as the data collection instrument for this study. The data collection instrument was SILL (Strategy Inventory for Language Learning) version 7.0 (ESL/EFL) which is depicted to foreign or second language learners (Oxford, 1990). The questionnaires were distributed to 300 participants. All data were calculated through SILL’s formula. In addition, the researcher assessed the effectiveness of the strategies based on how they were categorized. There are three scales that represent how frequently students used the strategies based on the average of scores students choose in each item of a 1-5 scaled question. These scales are as follows:

- a. Highly used (Mean score (M) between 3.5 and 5.0)
- b. Medium used (M between 2.5 to 3.4)
- c. Low use (M less than 2.4).
Results and Discussion

The total research participants have not yet been reached. From the 300 hundred targeted participants, only 105 were able to participate in the research. The results can be seen as follows:

Tabel 1. LLS of the Secondary school students in Yogyakarta

<table>
<thead>
<tr>
<th>Level</th>
<th>School 1</th>
<th>School 2</th>
<th>School 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>12,5</td>
<td>22,9</td>
<td>12,1</td>
</tr>
<tr>
<td>Medium</td>
<td>78,1</td>
<td>74,3</td>
<td>75,8</td>
</tr>
<tr>
<td>Low</td>
<td>9,4</td>
<td>2,9</td>
<td>15,2</td>
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</tbody>
</table>

The table 1 shows that the LLS level in each school positioned the medium level was the highest one, followed by the high and low. The results showed in table 1, in general, the strategies used by the secondary students were in level medium. There were no significant different among those schools. Nevertheless, in school 1 reached the highest percentage and followed by school 3 and school 2 respectively. Furthermore, there was an interesting data in the school 2, the percentage of high-level strategy use was higher rather than the other schools, but the low-level was the lowest among them. While in school 3, the percentage of the low-level strategy is higher rather than the school 1 and school 2, and the medium-level strategy was still the most frequent level. The details of the medium level can be seen on the following table.

Table 2. LLS Based on Oxford’s category in Secondary School Students in Yogyakarta

<table>
<thead>
<tr>
<th>No</th>
<th>The Strategies</th>
<th>Mean Scores</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Metacognitive Strategies</td>
<td>3.20</td>
<td>Medium</td>
</tr>
<tr>
<td>2</td>
<td>Cognitive Strategies</td>
<td>3.14</td>
<td>Medium</td>
</tr>
<tr>
<td>3</td>
<td>Social Strategies</td>
<td>3.13</td>
<td>Medium</td>
</tr>
<tr>
<td>4</td>
<td>Compensation Strategies</td>
<td>3.12</td>
<td>Medium</td>
</tr>
<tr>
<td>5</td>
<td>Memory Strategies</td>
<td>2.94</td>
<td>Medium</td>
</tr>
<tr>
<td>6</td>
<td>Affective Strategies</td>
<td>2.89</td>
<td>Medium</td>
</tr>
</tbody>
</table>

Among the six strategies of the language learning used on the current study, all were on the medium level. There are slightly different in mean scores. The metacognitive strategy became the most frequently learning strategy used by the students. The metacognitive strategy was placed in the first position, with the score of 3.20. This was followed by cognitive (3.14), Social (3.13), Compensation (3.12), Memory (2.94), and Affective strategy (2.89).

As mentioned above, the students in this research were most in the medium level of using the strategies. It means that the students be likely to use the metacognitive strategy among other strategies. The students tend to cover the activity of planning, arranging, managing, and evaluating during their learning (Chamot & Kupper, 1989; Oxford, 2003; Wenden, 1998). The metacognitive strategy is also proven as the most prominent strategy frequently used by the learners (Tavakoli, 2014). The students preferred to use metacognitive skills more to help them acquire English by managing knowledge they own and having friends to support their knowledge development (Conrady, 2015). Learners also may make learning notes, reminders or task delegation (Gilbert & Al., 2020). This data also means that fostering metacognitive
strategies encourages learners to understand their learning process and to know what strategies help them succeed (Diaz, 2014). In sum, learners with these strategies are more responsive to take control of selections and applications the strategies, as well as how they proceed with the strategies (Wulandari, 2018; Zhang & Goh, 2006).

Even though some strategies appear to be more frequent to use than others, there are no exact theories that claim that certain strategies are better. As many studies reported different results of strategies used by students. However, each strategy is limited by its own ability to manage learning (Sartika, 2019; Wulandari, 2018). Oxford (1990) emphasizes the importance of looking at the learner as a whole person rather than just the intellectual aspects of strategies. It means that if learners can choose which strategies are best for them, it will be extremely beneficial to their learning (Sartika, 2019). However, when learning a foreign language, students usually employ a variety of strategies. Many students may be unaware of the strategies they are employing because it has become a natural and automatic process for them. They simply used English to communicate and learn it without having any knowledge of appropriate language learning strategies. Appropriate language learning strategies focus on the overarching goal of communicative competence (Oxford, 1990; Wulandari, 2018).

Conclusion

Language Learning Strategy is what students think and act to accomplish a learning goal in learning process. They can select the activity based on their preference in order to make learning becomes more enjoyable. This present study focused on the most frequently used strategy by the secondary school students and describe their difference of strategy in learning the language.

The results showed that from six categories of language learning strategy, there were no strategy used in the high level. As the analysis resulted on the Medium used (M between 2.5 to 3.4). This score indicated that all six of learning strategies are normally used by the students. In addition, the most frequent strategy used by the secondary students is the metacognitive strategy.

Recommendations

Further investigations of learning strategies are needed to get a better understanding. The teaching of English as a foreign language in Indonesia should begin teaching the students how to employ various learning strategies to develop their competence. Further investigation on English learning strategies may be conducted.

Acknowledgements or Notes

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References

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