



An Analysis of Students' Language Learning Strategy Used by the Elementary Students in Speaking Class

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ABSTRACT

English teaching in elementary school as a local content subject is due to commence in the 2022/2023 academic years. This study aims to find out the description of the profile of language learning strategies of students in the elementary school and the differences between males and females in language learning strategies. The study elaborates the students of SDIT Alam Nuris Ngawi grades four, five, and six as the research subjects. As the observation guide, the instrument was 104 students. The analysis is descriptive analysis by answering the questions and percentages about learning strategies. The result of the analysis displays that the students of SDIT Alam Nuris Ngawi have relatively high use of three strategies: Cognitive, Compensation, and Affective strategies. Males and females displayed their best tendency on cognitive strategy. The results also exposed that there is no substantial difference between males and females in their learning strategies



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1. INTRODUCTION

The teaching of English in Elementary School is a new step ahead in the national education in Indonesia. This is to respond the functions and aims of TEFLIN (Teaching English as a Foreign Language in Indonesia) as stated of Education and Culture of the Republic of Indonesia. The functions of TEFLIN are: (1) to accelerate the process of developing the nation and the country, (2) to establish friendship and relationship with other nations, (3) to carry out (Indonesia's) foreign policy (Madya, 1987: 68). The teaching of English in the Elementary School does not done by all Elementary Schools in Indonesia. It based on the situation and condition of the schools as well as the needs of the environment around the schools. As a local content subject, English was taught to students of grades 4, 5, and 6. The aim of the teaching of English in the Elementary School is to motivate the students in order that they will be ready and self-confident in learning English in higher levels. The function of the teaching of English in Elementary School is to introduce English as the first foreign language to the students in order that they will be able to communicate in simple English.

It means the materials cover spelling, listening, vocabulary, writing, reading, and functional skills as the basics to get simple language skills. As the teaching methodology, the meaning based approach was applied to the teaching learning activities.

English is a new language for students, which is different from their mother tongue. Therefore, in teaching and learning process, they will be challenged to understand English subjects. They will employ their own strategies in learning English. There are some questions that may arise from this situation. Firstly, for students who learn English as a foreign language for the first time, what kind of strategies will be employed? Secondly, based on the gender, are there any differences between males and females in their language learning strategies?

Learning a foreign language, especially English, is a complex process. As a process, it consists of some components which are interrelated to one another. In the teaching learning process, according to Wijono (1989: 3), there are three major factors of educational setting. They are input, process and output. The input factor includes students. The process factor, that is the teaching learning process, is influenced by instrumental and environmental inputs. The instrumental input consists of the teacher and curriculum, material, facilities, and management. The environmental input consists of natural and social factors. However, the output includes cognitive, affective and psychomotor outcomes of learning. The factors influencing the learning process constitute a wide topic. Under this

background that the present study being conducted. The writer has come to choose this topic for the following reasons. First, she has been involved in some instructional activities in the elementary school for some time. Secondly, the writer is deeply interested in the problems of the teaching and learning of English in the elementary school.

2. RESEARCH METHOD

In carrying out this research, the writer uses descriptive method. The writer wants to describe or explain the study of language learning strategies of male and female elementary school students in learning English in SDIT Alam Nuris Ngawi. In this research the subject of the study are elementary school students in SDIT Alam Nuris Ngawi. The writer takes 3 classes especially grade 4. This present study is quantitative in nature. The technique of data analysis used to cover the descriptive statistics and inferential statistics. The descriptive statistic is aimed at providing the answer to the question about the students' learning strategies of males and females elementary school students in learning English. The descriptive statistics utilized in this study are: the number of the students, percentages, and standard deviation. The inferential statistic is used to provide the answer to the question whether there are any relationship between the language learning strategies of the elementary school students in a formal setting and the significant differences in language learning strategies between males and females in the formal setting or not.

3. RESULTS AND ANALYSIS

A descriptive statistic procedure will be administered to describe the two variables. The first analysis shows the general profile of the learning strategies of elementary school students in SDIT Alam Nuris Ngawi by the percentage and standard deviation

1. General Profile of Learning Strategies

a. Cognitive Strategy

The total number of students of SDIT Alam Nuris Ngawi grade 4, 5 and 6 are 104 students. From 104 students whose grades 4, 5, and 6 there are 58 male students. From 58 male students the researcher finds that there is 89,1% male students use cognitive strategy. From 104 students whose grades 4, 5, and 6 there are 46 female students. From 46 female students the researcher finds that there is 90,6% female students used cognitive strategy. It can be seen that female students of SDIT Alam Nuris Ngawi grade 4, 5, and 6, intend to use cognitive strategy because they like to take note the lesson which given by the teacher, like to reread the words which written by the teacher in the blackboard, and like to open the dictionary if they do not know the Indonesian meaning of English words.

b. Compensation Strategy

The total number of students of SDIT Alam Nuris Ngawi grade 4, 5 and 6 are 104 students. From 104 students whose grades 4, 5, and 6, there are 58 male students. From 58 male students the researcher finds that there are 83,9% male students use compensation strategy. From 104 students whose grades 4, 5, and 6 there are 46 female students. From 46 female students the researcher finds that there are 90,6% female students used compensation strategy. It can be seen that female students of SDIT Alam Nuris Ngawi grade 4, 5, and 6, intend to use compensation strategy because they like to use English to talk to their friend, like to remind the English words by using the things around them, and like to rewrite the English words that they have been memorized.

c. Meta-cognitive Strategy

The total number of students of SDIT Alam Nuris Ngawi grade 4, 5 and 6 are 104 students. From 104 students whose grades 4, 5, and 6, there are 58 male students. From 58 male students the researcher finds that there is 67,2% male students use meta-cognitive strategy. From 104 students whose grades are 4, 5, and 6, there are 46 female students. From 46 female students the researcher finds that there is 68,1% female students used meta-cognitive strategy. It can be seen that female students of SDIT Alam Nuris Ngawi grade 4, 5, and 6, intend to use meta-cognitive strategy because they like to remind the English words that the teacher have been taught, like to pay attention to the teacher when he taught, and like to do something else when the teacher taught.

d. Social Strategy

The total number of students of SDIT Alam Nuris Ngawi grade 4, 5 and 6 are 104 students. From 104 students whose grades 4, 5, and 6 there are 58 male students. From 58 male students the researcher finds that there is 58,6% male students use social strategy. From 104 students whose grades are 4, 5, and 6, there are 46 female students. From 46 female students the researcher finds that there is 58% female students used social strategy. It can be seen that the male students of SDIT Alam Nuris Ngawi grade 4, 5, and 6, intend to use social strategy because they like to study with their friends, like to ask to the teacher when they hesitate with their answer, and like to laugh or mock when their friend cannot answer the question correctly.

e. Affective Strategy

The total number of students of SDIT Alam Nuris Ngawi grade 4, 5 and 6 are 104 students. From 104 students whose grades 4, 5, and 6, there are 58 male students. From 58 male students the researcher finds that there is 63,8% male students using affective strategy. From 104 students whose grades are 4, 5, and 6, there are 46 female students. From 46 female students the researcher finds that there are 69,5% female students used affective strategy. It can be seen that the female students of SDIT Alam Nuris Ngawi grade 4, 5, and 6, intend to use affective strategy because they like to sing to memorize the English word, like to study with the funny teacher, and like to talk to their friend when the lesson begin.

It can be seen that the percentage of the cognitive strategy is the highest, namely 90,6%. It is followed by the compensation strategy, the percentage is 90,6%. The third strategy is affective strategy, which are 69,5%. The fourth strategy is meta-cognitive strategy, which is 68,1%. The last one is social strategy, which is 58,6%.

Based on the graph of the highest percentage, it is found that the males and females students almost have similar percentages. They are cognitive strategy (90,6%), compensation strategy (90,6%), and the last is affective strategy (69,5%). Among the three strategies, the cognitive strategy has the highest percentage. From the data above, it can be stated that there is no difference in each strategy used between males and females. The data shows that the girls use three strategies, they are: cognitive, compensation, and affective strategy are higher than the boys. Meanwhile male students show their best tendency on the cognitive strategy, compensation strategy, and metacognitive strategy.

The finding above is interesting. It reveals that the students of SDIT Alam Nuris Ngawi have relatively high used of the three strategies: cognitive, compensation, and affective strategy. The two strategies of this finding are compensation and affective, seem to be favorable in terms of growth of communicative competence. As cited in Chapter Two of this report, Oxford (1989) states that the three strategies are metacognitive, affective and social strategy will stimulate the growth of communicative competence in general.

More specifically, the students showed their best tendency on the cognitive strategy. It is indicated that the students used cognitive strategy with the highest frequency on their learning more than the other. The next most frequently employed category of the strategy is the compensation strategy and the next one is the affective strategy. The least popular strategies are meta-cognitive and social strategy. This finding is interesting enough if it is compared with Philip's finding (1991: 62). Using another version of the same instrument, SILL (Strategy Inventory for Language Learning), she suggests her findings as follows: the metacognitive strategy gained the highest frequency, the next one was the social strategy followed by the cognitive strategy, and the least popular strategy was the effective strategy. From the two findings, it can be inferred that there are differences in the frequencies of strategy that they are used. As it has been mentioned before, there are differences in each strategy between males and females in learning English of SDIT Alam Nuris Ngawi, it will be tested in the hypothesis testing.

From the clarification above, it can be concluded that the learning strategy, which is mostly used by female students and male students in SDIT Alam Nuris Ngawi is cognitive strategy. Social strategy is the fewest strategy used by male and female students. From the data above, the readers can see that there is relationship between male and female using one of the learning strategies above that is cognitive strategy. But, the researcher finds the difference that is mentioned on the results. The researcher concludes that there is no significant difference and equation between male and female at least seen from strategy used.

4. CONCLUSION

Herewith, the conclusion of the study is drawn. The research approval follows the order of the research questions and hypothesis proposed for the study. On the first objective about the description of the students learning strategies, it can be concluded that generally the students employed the cognitive strategy, compensation strategy and affective strategy in their learning. These strategies are favorable in terms of growth of communicative competence. By having these strategies the students are hoped to be able to develop their communicative competence: that is the ability or competence to communicate both spoken and written language and all four language skills. Here these strategies provide ways to develop the communicative competence.

The metacognitive strategy, for instance, helps learners regulate their own cognition to focus, plan, and evaluate their progress as they move toward communicative competence. It means that these strategies help the learners to center, arrange and plan, and evaluate their learning. There is so much newness in learning a foreign language such as vocabulary, confusing rules, different writing system that make the learners confused and lose their focus. Therefore, cognitive strategies such as taking note, and read from the blackboard. Compensation strategies such as speaking use gesture and writing. Metacognitive strategies such as paying attention and over viewing/ linking with already known material will help them. Affective strategies such as lowering anxiety using music, laughter, and talk to peer not in focus and social strategies such as ask questions to teacher, and cooperating with other / talk to peer in focus.

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