

## LEARNING STRATEGIES OF STUDENTS HIGH AND LOW ACHIEVEMENT

Oleh:

**Mohamad Yunus Laia**

Dosen Program Studi Pendidikan Bahasa Inggris  
Sekolah Tinggi Keguruan dan Ilmu Pendidikan (STKIP) Nias Selatan  
E-mail : yunuslaia\_0221@yahoo.co.id

### Abstract

The aim of this research was to know learning strategies applied by seventh semester students of English Language Education Study Program of STKIP Nias Selatan. This research was conducted by using Qualitative research, Case Study Research, to analyze the learning strategies among students of English Language Education study program of STKIP Nias Selatan. The participants of this research were Seventh semester students of English Language Education Study Program which consisted of 46 students. The questionnaire version 7.0 of Strategy Inventory of Language Learning (SILL) and interview were used to collect data of the research. The data were calculated and analyzed manually and classified it into level of learning strategies. The result of this research showed that seventh semester students of English Language Education Study Program of STKIP Nias Selatan applied all of learning strategies, including memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. Most frequent strategies used by students were metacognitive strategies and memory strategies were in the medium level. After conducting this research, the researcher made conclusion that learning strategies that seventh semester students of English Language Education Study Program of STKIP Nias applied have an impact for their achievement. These results are expected to enhance the students' knowledge to find out what the learning strategies appropriately for themselves and also enhance the teacher or lecturer knowledge about learning strategies that can help them to teach the students especially English students.

**Key words:** Learning, students, learning strategies

### 1. INTRODUCTION

Learning is a process of acquiring new understanding, knowledge, behaviors, skills, values, and preferences. Learning is the process interaction of students with teacher and learning source in a learning environment. Learning is an aid that the teacher give in order to occur the achievement and knowledge, mastery of skills and character, and the establishment of attitude and beliefs in students. On other the hand, learning is the process that help the students to study well.

According Schunk (2012:3) stated that learning is an enduring change in behavior, or in the capacity to behave in a given fashion, which results from practice or other forms of experience. Learning is about change: the change brought about by developing the new skill ,understanding a scientific law, changing in attitude". It means that the learning is the process by changing an attitude and brought the new skill and understanding.

Based on the explanation above, it can be conclude that learning is the process of interaction between students and teacher of getting the new knowledge, understanding, skills, behaviors, and preferences through the training or experience and also practice.

A students is a primarily person enrolled in a school or other educational institution who attends classes in course to attain the appropriate level of mastery of subject under the guidance of an

instruction and who devotes time outside class to do whatever activities the instructor assigns that are necessary either for class preparation or to submit evidence of progress toward that mastery. In the broader sense, a students is anyone who applies themselves to the intensive intellectual engagement with some matter necessary to master it as part of some practical affair in which such mastery is basic or decisive.

To be a good student should prepare the strategy of learning to manage the learning process. Learning strategies is the way how the students do their learning process for example, how to prepare for study, follow the learning process, and prepare to follow the examination. Learning strategies determine the quality result of study. A good leaning strategies will be impact for the result of learning.

According to Oxford (1990:1) stated that learning strategies are steps taken by students to enhance their own learning. Strategies are most important for the language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence. Appropriate language learning strategies result in improved proficiency and greater self-confidence. It can be concluded that learning strategies is related to autonomous learning and may help learners to enhance their language learning.

Learning strategies that the students used had a certain purpose. Strategies are the way or process to

get success in learning process. Strategies are planning about learning process which is design by the students in order to get a good result. Having a good achievement is a big dream for every students because it can make around people felt proud when a certain student get a best one. Achievement is the competence of the person in relation to a domain of knowledge. Generally, a good achievement would not come easily for every student. The students have to take some efforts to obtain a better result of learning process, such as having discussion with friends, having many sources of learning materials, and have a good strategy in learning. Nevertheless, aside from the important of learning strategies, it is necessary to explore what learnig strategies were used by learners.

Learning strategies have an impact to the students achiement. In English Language Education Study program of STKIP Nias Selatan especially at seventh semester students in academic year 2020/2021, the learning strategies can be impact for their achievement. The level achievement can be divided into three level : Low, Medium and High. Based on the classification of students' assessment at STKIP Nias Selatan, the students that have low achievement have Grade point average (GPA) start from (1.00-1.99) , medium achievement the Grade Point Average (GPA) start from (2.00-2.99) while High achievement the Grade Point Average (GPA) start from (3.0-4.0). The students

## 2. RESEARCH METHOD

This research was conducted by using Qualitative research especially Case Study Research to analyse the learning strategies among students of English Language Education study program of STKIP Nias Selatan. According to Gay and friends (2012:444), "Case study research is a qualitative research in which researchers focus on a unit of study known as a bounded system (e.g., individual teachers, a classroom, or a school)". Qualitative research is the collection, analysis and interpretation of comprehensive narative and visual (i.e.,nonnumerical) data to gain insight into a particular phenomenon of interest (Gay and friends,2012:7).

Based on the theory of qualitative research mentioned above, the researcher can be conclude that qualitative research is concerned with the analyzing and can be classified based on their Grade Point Average (GPA). At seventh semester students there are none students low achievement, 29 students medium achievement and 17 students high achievement.

Based on the data from previous paragraphs showed that the students of seventh semesters of English Language Education Study Program have a various level of achievement. The various level of achievement caused by learning strategies. The previous explanation, the reseacher is very interested

to know deeply about the students learning strategies. Therefore the reseacher conducted the research entitled "**Learning Strategies of Seventh Semester Students of English Language Education Study Program of STKIP Nias Selatan A.Y 2020/2021**". Interpreting texts and interviews, and phenomena. This research tried to find out the Learning Strategies of Seventh Semester of English Education Study Program of STKIP Nias Selatan. In collecting the data in this research, The instruments which used by researcher were:

### 1. Questionnaire

In the questionanaire, the researcher used the Oxford's Strategy Inventory for Language Learning (SILL). There are two version of the SILL that use to learning strategy questionnaire. One is for foreign language learners whose native language is English ( version 5.0, 80 item) and for students of English as a second language or foreign (version 7.0, 50 item). Because the participants of this research were ESL/EFL learners, this research used SILLversion 7.0. In the SILL, language learning strategy divided into six categories: (a) memory strategies (9 items) which represent to remembering effectively, (b) cognitive strategies (14 items) which represent using mental process, (c) compensation strategies (6 items) which represent compensating for missing knowledge, (d) metacognitive strategies (9 items) which represent organizing and evaluating the learning, (e) affective strategies (6 items) which represent managing emotion, and (f) social strategies (6 items) which represent learning with others.

### 2. Interview

Interview is purposeful interaction in which one person obtain information from another (Gay and friends, 2012:386). The kinds of interview that the researcher used is structured interview with open-ended question. In open-ended question allows for the detailed respond and elaboration. This interview arranged based on the both of learning strategies. In the interview, the researcher interviewed the seventh semester

### 3. Describing

The next is describing involves the developing through and comprehensive descriptions of the participants, the setting, and the phenomenon studied to convey the rich complexity of the research. After the researcher wrote notes that seem important, the researcher described the notes based on the questionnaire and interview in order to provide narative picture research. In this step, the reseacher calculated the students of English LanguageEducation Study Program of STKIP Nias Selatan through Whatsapp voice note in order to make sure the answer of questionnaire that already spread out for them was true and also to knew how were they applied the learning strategies. And the researcher chose the respondent of the interview ramdomly about 7 respondents of seventh semester students of English Language Education Study

Program of STKIP Nias Selatan. After collecting the data, the researcher analyzed the data. According to Gay and friends (2012:467-468) there were three steps:

#### 4. Reading/Memoing

The first steps in analysis is to read and write memos about all field notes, transcripts, and observer comment to get an initial sense of the data. In this step, the researcher read all the questionnaire and interview script and then the researcher wrote notes or underlined section that seem important. In this step, the researcher processing the data of questionnaire through Microsoft Excel 2007. questionnaire manually. After calculated it, the researcher divided them based on the level of learning strategies.

#### 5. Classifying

Qualitative data analysis is a process of breaking down into smaller unit, determining their important, and putting the pertinent units together in more general, analytical form also are typically broke down through the process of classifying or coding; the piece of the data are then categorized. In this step, the researcher made the result of the questionnaire into table and classified them based on their category and also classified the categories based on the level of learning strategies to know the most of frequent used of learning strategies itself. And in the interview, the researcher made conclusion of participants' answer and made the relationship between their answer of the questionnaire and interview.

Trustworthiness is established to make sure whether the data of research is valid or reliable. According to Lincoln and Guba (2013:104-105), there are four indicators for evaluating the trustworthiness in qualitative research:

#### 1. Credibility

Credibility corresponds to the internal validity criterion of positivism and refers to establishing confidence in the findings and interpretations of a research study. In this research, the research collected the data from the trusted source and then the researcher rechecked it data again.

#### 2. Transferability.

Transferability corresponds to the external validity criterion of positivism. In this research, the researcher described clearly and systematically the result of this research in order to make this research be able to understand by others.

#### 3. Dependability

#### 4. Dependability corresponds

to the reliability criterion of positivism and addresses how the findings and interpretations could be determined to be an outcome of consistent and dependable process. In this research, the researcher would recheck and check all of the data in many time and discussed or asked it with other people such as advisor to recheck data again in order to make data of this research was dependability.

### 5. Confirmability

Confirmability corresponds to the objectivity criterion of positivism and refers to how the findings and interpretations are a result of a dependable process inquiry as well as data collection. After analyzed the data of this research, the researcher would compare the result that related to the study or the theory which had same objectives of this research.

### 3. RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presented the research finding and discussion of the findings. The presented data related to the formulation of the research: (1) what are learning strategies used by seventh semester of English Language Education Study Program of STKIP Nias Selatan, and (2) how are learning strategies applied by seventh semester students of English Language Education Study Program of STKIP Nias Selatan. Data Description

#### 1. Research Setting

In this research, the data was obtained to find out the learning strategies used by seventh semester students of English Language Education Study Program of STKIP Nias Selatan. The researcher started the research since 3<sup>rd</sup> December - 20<sup>th</sup> December 2020. For two weeks the researcher distributed the questionnaire to 2 classes of seventh semester of English Language Education Study Program of STKIP Nias selatan and also after the researcher distributed the questionnaire, the research interview the students of seventh semester of English Language Education Study Program of STKIP Nias Selatan. Seventh semester students of English Language Education Study Program of STKIP Nias selatan are divided into 2 classes. First (VII-1.) consist of 21 students and second (VII-2) consist of 25 students

#### 2. Learning strategies used by seventh semester students of English Language Education Study Program of STKIP Nias Selatan

Based on the analysis that has been done, the researcher found some of learning strategies that the seventh semester students applied were memory strategies, cognitive strategies, compensation Based on the result above, it can be seen that Metacognitive Strategies (Mean = 3.77) is showed as the most frequently used by all the participants, and followed by Social Strategies (Mean = 3.66), Cognitive strategies, metacognitive strategies, affective strategies, and social strategies. This is found based on analysis result of questionnaire about language learning strategies, it can be seen as bellow:

Strategy Indicator	Mean	Category
Memory strategies	3.40	Medium Used
Cognitive Strategies	3.62	High Used
Compensation Strategies	3.56	High Used
Metacognitive Strategies	3.77	High Used
Affective	3.45	Medium

Strategies		Used
Social Strategies	3.66	High Used

strategies (Mean = 3.62), Compensation strategies (Mean = 3.56) , Affective Strategies (Mean= 3.45), and the last Memory Strategies (Mean = 3.40) .Indirect Strategies which is into three indicator ( Metacognitive Strategies, Affective Strategies and Social Strategies) is most frequently used by Seventh semester students, it can be seen by its mean score at 3.62. Whereas, Memory Strategies, Cognitive Strategies, and Compensation Strategies as categorized as direct strategies is also frequently used it showed by its mean score at 3.52. From the data above, it can be concluded that the Seventh semester students of English Language Education Study Program of STKIP Nias Selatan apply both direct and indirect Strategies in learning English language.

### 3 The Application of Language Learning Strategies Used by Seventh Semester Students of English Language Education Study Program of STKIP Nias Selatan

In this section, the researcher used interview. The researcher interview the seventh semester students of English Language Education Education Study Program of STKIP Nias Selatan to found how they applied the learning strategies. Based on the result of interwie, Seventh semester students of English Language Education Study Program of STKIP Nias Selatan applied both of direct and indirect strategies.

#### B. Research Finding

Based on the research done the researcher found that seventh semester students applied of all of learning strategies which are memory strategies, cognitive strategies, compensation strategies, etacognitive strategies, affective strategies, and social strategies. And the seventh semester students mostly used Metacognitive strategies in learning English it can be seen at table above and memory strategies as a medium used by the seventh semester students. The researcher also found that the seventh semester students of English Language Education Study Program of STKIP Nias Selatan was highly used of learning strategies, it can be seen as bellow:

	N	Min	Max	Mea n	Categ ory
7 <sup>th</sup>	46	3.40	3.77	3.57	High Used

#### C. Discussion

1. What are learning strategies used by Seventh semester students of English Language Education Education Study Program of STKIP Nias Selatan?

To answered about which learning strategies used by Seventh semester students of English Language Education Education Study Program of STKIP Nias Selatan, the researcher used questionnaire. Based on the finding above, it showed that the Seventh semester students used all the learning strategies which is divided into 2 types :

Direct Strategies (memory strategies, cognitive strategies, and compensation) , and Indirect Strategies (metacogn itive strategies, affective strategies, and social strategies) . And it also found that the Seventh semester students of English Language Education Education Study Program of STKIP Nias Selatan is highly used of learning strategies.

Based on the result above, it showed that metacognitive strategies is most frequently learning strategy used by Seventh semester students of English Language Education Education Study Program of STKIP Nias Selatan. While memory strategy was medium used by seventh semester students. This finding is in a accordance with Lestari (2015:30) which stated that the most strategy used in learning by students is Metocognitive. Metacognitive was the most strategy used by seventh semester students because this strategy cover the activities of Conclusion that Seventh semester students of English Language Education Education Study Program of STKIP Nias Selatan employed both of Direct and Indirect Strategies which are memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. This is finding in accordance with Oxford (1990).

#### 4. CONCLUSIONS AND SUGGESTIONS

Planning, arranging, managing and evaluating the learning process. This finding also indicated that all the strategies which was described in Oxford (1990:15) were applied and used by the students in learning language it can be seen from the result of the questionnaire which revealed that all of the students used those strategies in high level.

2. How are learning strategies applied by seventh semester students of English Language Education Study Program of STKIP Nias Selatan

To answered this question, the researcher used interview. The researcher interview the seventh semester students of English Language Education Education Study Program of STKIP Nias Selatan to found how they applied the learning strategies. Based on the findings above After the researcher conducted and analyzed the data, it can be concluded that: first, the students of Seventh Semester Students of English Language Education Study Program of STKIP Nias Selatan applied all of learning strategies which are memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies with categorized as highly used of learning strategy. Second, metacognitive was the highly used by the students while memory strategy as a medium used.

#### Suggestion

Based on the conclusion above, the researcher hoped that this researcher gave benefit for all parties as follow:

1. For students. The students who want to get best

- achievement should know what are learning strategy appropriately for themselves.
2. For Teachers and Lecturers. It can enhance their knowledge about learning strategy that can help them to teach the students especially for English students.
  3. For other researcher who wants to conducted the same research. This research can be a reference that other researcher can use to conduct researcher related to learning

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