LEARNING STRATEGIES USED BY STUDENTS IN ACQUIRING FLUENCY IN FOREIGN LANGUAGE

Kartini Mirsah S. Hum/ Dr. Abd. Muin, M. Hum

UIN Alauddin Makassar

Andikartini1@gmail.com / amuinmalewa@gmail.com

ABSTRACT

This research aims to find out kinds of learning strategies dominantly used by the students of English and Literature Department of UIN Alauddin Makassar under cumlaude (3.76-4.00) GPA. This research is important to know, especially for the students in foreign language major, because learning strategies has function as the way to improve language achievement and students ability in applying foreign language.

The researcher uses a descriptive method in analyzing the data. The researcher states the result of data analysis by describing them through percentage and explanation. The researcher uses questionnaire as the instrument to collect the data.

Referring to the finding and discussion of this research, the result shows that from three kinds of learning strategies: 1. Metacognitive learning strategies, 2. Cognitive learning strategies, 3. Socioaffective learning strategies proposed by O'Malley et al, the highest learning strategies used by the students of English and Literature Department of Adab and Humanities Faculty of UIN Alauddin Makassar who have cumlaude (3.76-4.00) GPA is socioaffective learning strategies, the second is cognitive learning strategies, and the last is metacognitive

learning strategies. So, the writer concludes that learning strategies that dominantly used by students of English and Literature Department of Adab and Humanities Faculty of UIN Alauddin Makassar who have cumlaude (3.76-4.00) GPA is socioaffective learning strategies.

A. Introduction

Language is a medium that communicate one person to others. As a medium of communication and a system of arbitrary symbol, language is used in the society as cooperate, interaction, and self identifier. Language is method of conveying our ideas mind to the minds of other person, it is obvious that to communicate each other everyone needs language. Language as method of conveying ideas of mind means that language is a tool used in communication (Alwasilah, 1993:9).

Language is always needed wherever, whenever, and however. In the house, in the campus, on the way, on the car language always used. It is why everyone needs to know and understand the language. The language acquisition does not happen instantly, but it has process. The processing of acquiring language is by learning. Learning is one of the ways to know and understand the language. Eventhough actually everyone is born in this world directly given competence in using language, but it cannot be denied that everyone must learn the language itself.

According to Brown (2007:8) the components of the definition of learning, we can

extract, as we did with language, domains of research and inquiry.

1. Learning is acquisition or "getting."
2. Learning is retention of information or skill. "
3. Retention implies storage system, memory, cognitive organization.
4. Learning involves active, concious focus on and acting upon events outside and inside the organism.
5. Learning is relatively permanent but subject to forgetting.
6. Learning involves some forms a practice, perhaps reinforced practice.
7. Learning is a change in behavior.

A good way in learning something is by using strategies. Strategy can arrange good way to understand something. Chamot (2005:112) defines strategies quite broadly as "procedures that facilitate a learning task, strategies are most often conscious and goal driven." One of the factors that make learners success in learning is by using learning strategies and everyone has different learning strategies.

English and Literature Department of Adab and Humanities Faculty is one of foreign language majors in UIN Alauddin Makassar beside of Arabic and Literature Department of Adab and Humanities Faculty, English Education and Arabic Education Departments of Tarbiyah and Education Faculty.

As students of English and Literature Department, it is exactly they have strtategies in acquiring foreign language. Every students has different learning strategies, and the learning strategies they used influence their own language acquisition. They have to posses the best strategies for themselves.

Learning strategy takes an important postition in acquiring foreign language, because it will influence students' language achievement not only influence their ability in applying it but also their grade in campus. Eventhough some people agree that grade is not everything in learning, but one of the ways to measure students' achievement in learning is by seeing their grade. Here, the writer will research about students' learning strategies in acquiring foreign language.

There are some problems faced by students in learning foreign language, some of those are they do not have certain strategies in learning. Based on the writer's statement above, the writer would like to formulate research question as follows: "What kinds of learning strategies are dominantly used by students in acquiring foreign language?"

The writer's target in writing this research is to identify the strategies that the students have in acquiring foreign language. Through the description of this thesis, the students or readers are expected to know kinds of learning strategies used by the students who has cumlaude (3,76-4,00) GPA in acquiring foreign language, the learners are expected can improve their knowledge and grade in learning foreign language after knowing those strategies which are used.

In this article, the writer identify learning strategies used by students of English and Literature Department of Adab and Humanities Faculty of UIN Alauddin Makassar who has cumlaude (3.76-4.00) GPA, based on O'Malley and Chamot's learning strategies. They are (1) metacognive learning strategies, (2) cognitive learning strategies, and (3) socioaffective learning strategies.

B. Learning Strategies

1. Definition of learning strategies

Wenden (1998:6) defines learning strategies refers to language learning behaviors. Learners actually enggage in to learn and regulate the learning of the second language.

Cohen (1998:4) in Takac (2008:51) defines learning strategies as "learning processes which are consciously selected by the learner", and it is also reflected in virtually all other definitions of the concept which equate learning strategies with the learners' actions/behaviors and thoughts aiming at facilitating learning. Learning strategy is processes which are consciously selected by learners and which may result in action taken to enhance the learning or use of a L2, through the storage, recall and application of information about that language.

Learning strategy is born from learners themselves. Learners' learning strategy is their concept and action in learning. And they have something to achieve by using their strategies. According to Oxford (1999:518) in Dornyei (2005:163), learning strategy is learner's specific ations, behaviors, steps, techniques that used to improve their own progress in developing skills in foreign language. These strategies can facilitate the internalization, storage, retrieval, or use of the new language. Learning strategies is behaviors or actions which learners use to make language learning more successful, self-directed, and enjoyable.

According to Takac (2008:30), The importance of language learning strategies is reflected in the findings of current research which showed that various learning strategies may create different acquisition patterns in individuals acquiring the same L2 (McLaughlin, 1987). Furthermore, many theoreticiansand researchers believe that language learning strategies applied by learners in solving language learning tasks are, at least to some extent, responsible for successful

language acquisition. The assumption that language learning strategies, as complex cognitive skills, may be taught, implies their significant role in improving general language learning ability.

Learning strategy is so important for the learners, because in acquiring the language, strategy can make learners easier to learn. Another definition of language learning strategy is presented by Cohen (1998:5) in Dornyei (2005:164), he offers a more specific definition of language learning strategies:

Language learning strategies include strategies for identifying the material that needs to be learned, distinguishing it from other material if need be, grouping it for easier learning (e.g., grouping vocabulary by category into nouns, verbs, adjectives, adverbs, and so forth), having repeated contact with the material (e.g., through classroom tasks or the completion of homework assignments), and formally committing the material to memory when it does not seem to be acquired naturally (whether through rote memory techniques such as repetition, the use of mnemonics, or some other memory technique).

Many definitions come from scientists, and also from educational psychologist by one of the most influential American strategy experts, Claire Weinstein. According to Weinstein and Mayer (1986:315):

Learning strategies include any thoughts, behaviors, beliefs, or emotions that facilitatethe acquisition, understanding, or later transfer of new knowledge andskills. Learning strategies have learning facilitation as a goal and are intentional on the part of the learner. The goal of stretegy use is to "affect the learners' motivational or affective state, or the way in which the learners selects, acquires, organizes, or integrates new knowledge.

Further, definition of learning strategies are presented by O'Malley and Chamot (1990:1), according to which these strategies involve "special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information".

From many sources above, the writer conclude that learning

strategy is strategies used by the learners in learning their subjects. Everyone has different learning strategies, because the strategy they have is according to the external and internal factors of themselves. The internal and external factors such as motivation, introversion, and extrovession.

2. Kinds of learning strategy

There are some learning strategies presented by the scientists. Here the writer will inform learning strategies by O'Malley, Chamot, and Oxford. According to O'Malley and Chamot in Brown (2007:134-135), learning strategy typically is devided into three main categories, they are metacognitive strategies, cognitive strategies, and socioaffective strategies.

a. Metacognitive strategies

Metacognitive is a term used in information-processing theory to indicate an "executive" function, strategies that involve planning for learning, thinking about the learning process at it is taking place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed (Purpura, 1997:47). This strategy is used in general way in learning process, it starts from making planning and ends by evaluating. Metacognitive strategies refer to 'higher order executive skills that may entail planning for, monitoring, or evaluating the success of a learning activity'.

According to O'Malley and Chamot (1990:44), metacognitive strategies contain of:

1) Advance organizer: Making a general but comprehensive preview of the organizing concept of principle in an anticipated learning activity

2)Directed attention: Deciding in advance to attend in general to a learning task and to ignore irrelevant distractors

3)Selective attention: Deciding in advance to attend to specific aspects of language input or situational details that will cue the relation of language input

4)Self-management: Understanding the conditions that help one learn and arranging for the presence of those conditions

5)Functional planning: Planning for and rehearsing linguistic components necessary to carry out an upcoming language task

6)Self-monitoring: Correcting one's speech for accuracy in pronunciation, grammar, vocabulary, or for appropriateness related to the setting or to the people who are present

7)Delayed production: Consciously deciding to postpone speaking in order to learn initially through listening comprehension

8)Self-evaluation: Checking the outcomes of one's own language learning against an internal measure of completeness and accuracy

b. Cognitive strategies

Cognitive strategies are more limited to specific to learning tasks and involve more direct manipulation of the learning material itself. These strategies used in spesific way, it is directly used toward the content of the learning to get deep comprehension of it. It is a good approach in language learning, because these strategies are the specific strategies. Cognitive strategies, on the other hand, 'operate directly on incoming information, manipulating it in ways that enhance learning'.

According to O'Malley and Chamot (1990:44), cognitive strategies contain of:

1) Repetition: Imitating a language model, including overt practice and silent rehearsal

2) Resourcing: Using target language reference materials

3) Translation: Using the first language as a base for understanding and/or producing the second language

4) Grouping: Reordering or reclassifying and perhaps labeling, the materials to be learned based on common attributes

5) Note taking: Writing down the main idea, important points, outline, or summary of information presented orally or in writing

6) Deduction: Conciously applying rules to produce or understand the second language

7) Recombination: Constructive a meaningful sentence or larger language sequence by combining known elements in a new way

8) Imagery: Relating new information to visual concepts in memory via familiar, easily retrievable visualizations, phrases, or locations

9) Auditory representation: Retention of the sound or a similar sound for a word, phrase or longer language sequence

10) Keyword: Remembering a new word in the second language

11) Contextualization: Placing a word or phrase in a meaningful language sequence

12) Elaboration: Relating new information to other concepts in memory

13) Transfer: Using previously acquired linguistic and/or conceptual knowledge to facilitate a new language learning task

14) Inferencing: Using avaliable information to guess meanings of new

items, predict outcomes, or fill in missing information

c. Socioaffective strategies

Socioaffective strategies are social-mediating activity and interacting with others, these strategies are more about the communication strategies. Socioaffective strategy is 'either interaction with another person' or exercising control over emotional or affective responses to learning.

1) According to O'Malley and Chamot (1990:45), socioaffective strategies contain of:

2) Cooperation: Working with one or more peers to obtain feedback, pool information, or model a language activity

3) Question for clarification: Asking a teacher or other native speaker for repitition.

C. Methodology

The method used in this research was descriptive method. This research described students' learning strategies in acquiring foreign language.

Population and Sample

Population of this research was the students at English and Literature Department of UIN Alauddin Makassar. It was consisted of four generations: academic years of 2008-2011. The total number of population was 430 students.

Here the writer used stratified sampling, it was because the writer just took students under the cumlaude (3.76-4.00) GPA. The total number of sample in this research was 20 students.

In this research, the instrument used by the writer was questionnaire. The writer used it to take information of the students' language learning strategies.

As for data collection the writer will apply several procedures as follows:

1. The writer found out students English and Literature Department of Adab and Humanities Faculty under the cumlaude (3.76-4.00) GPA

2. The writer gave the questionaire for the students under cumlaude (3.76-4.00) GPA

In analyzing the data, the writer inputted data from students under the cumlaude (3.76-4.00) GPA using questionaire. The questionaire used was based on learning strategies by O'Malley and Chamot. They were (1) matacognitive strategies, (2) cognitive strategues, and (3) socioaffective strategies.

After getting data from students, the writer described the result of questionnaire by using percentage as follows:

$P = F/N \times 100\%$

Note: p= percentage

F= frequency (the number of correct)

N= the number of samples (Sudjana, 2001:67)

D. Finding and Discussion

In this section, the writer presents the finding of the questionnaire which was given to the students of English and Literature Department of UIN Alauddin Makassar.

The data were collected from 20 students of English and Literature Department of UIN Alauddin Makassar. The data were analyzed by calculating the result of the students in answering the questionnaire by using the percentage formula to find out the students' learning strategies.

Item 1:

The students' opinion about making preparation before following the lecturing process

Options	Frequency	Percentage (%)
Yes	15	75%
No	5	25%
Total	20	100%

Item 1 above showed that 15 (75%) of 20 students make preparation before following lecturing process and 5 (25%) of 20 students do not make preparation before following lecturing process.

Item 2:

The students' opinion about they prefer to lecture than at the same time their friend invited them to attend other activities

Options	Frequency	Percentage (%)
Yes	18	90%
No	2	10%
Total	20	100%

Item 3:

The students' opinion about they learn everything related to language

Options	Frequency	Percentage (%)
Yes	9	45%
No	11	55%
Total	25	100%

Item 4:

The students' opinion about they are able to fit themselves into situations when they are studying in the class

Options	Frequency	Percentage (%)
Yes	14	70%
No	6	30%
Total	20	100%

Item 5:

The students' opinion about they continue learning English out side the class room

Options	Frequency	Percentage (%)

Yes	10	50%
No	10	50%
Total	20	100%

Item 6:

The students' opinion about they correct the pronunciation, grammar, or vocabulary of someone when they find out that they are wrong

Options	Frequency	Percentage (%)
Yes	14	70%
No	6	30%
Total	20	100%

Item 7:

The students' opinion about they do not want to talk (in English) with someone when they feel that what will they say is correct in structure or pronunciation

Options	Frequency	Percentage (%)

Yes	7	35%
No	13	65%
Total	25	100%

Item 8:

The students' opinion about if they find new vocabulary, they will repeat and practice it

Options	Frequency	Percentage (%)
Yes	14	70%
No	6	30%
Total	20	100%

Item 9:

The students' opinion about they are looking for sources as a reference to support improved achievement of their foreign language

Options	Frequency	Percentage (%)
Yes	18	90%
No	2	10%
Total	20	100%

Item 10:

The students' opinion about they translate the article/ reading a foreign language to make them easier to understand

Options	Frequency	Percentage (%)
Yes	14	70%
No	6	30%
Total	20	100%

Item 11:

The students' opinion about they make list of their coursework to make it easier to remember and so that they do not forget to do it

Options	Frequency	Percentage (%)
Yes	15	75%
No	5	25%
Total	20	100%

Item 12:

The students' opinion about they make an important note when their lecturer is explaining the lesson or when they are reading a book

Options	Frequency	Percentage (%)
Yes	17	85%
No	3	15%
Total	20	100%

Item 13:

The students' opinion about they make summary at the end of learning

Options	Frequency	Percentage (%)
Yes	7	35%
No	13	65%
Total	20	100%

Item 14:

The students' opinion about they are pleasure in listening the song, speech, or pronunciation in English

Options	Frequency	Percentage

		(%)
Yes	16	80%
No	4	20%
Total	20	00%

Item 15:

The students' opinion about they like to learn in groups

Options	Frequency	Percentage (%)
Yes	14	70%
No	6	30%
Total	20	00%

Item 16:

The students' opinion about they like to finish the coursework by working with others in groups

Options	Frequency	Percentage (%)
Yes	9	45%
No	11	55%
Total	20	00%

Item 17:

The students' opinion about if they find any difficulties or obstacles, they like to ask lecturer or a friend who they think is more know than them

Options	Frequency	Percentage (%)
Yes	18	90%
No	2	10%
Total	25	00%

Item 18:

The students' opinion about they like to practice their speaking skills by talking with friends or native language

Options	Frequency	Percentage (%)
Yes	18	90%
No	2	10%
Total	20	00%

Item 19:

The students' opinion about they like to exchange ideas with anyone to increase their knowledge

Options	Frequency	Percentage (%)
Yes	20	00%
No	0	0%
Total	20	00%

Item 20:

The students' opinion about they are more pleased when lecture invites them and their friends disscus in class, rather than when the lecturer just lecturing/ explaining without discussing

Options	Frequency	Percentage (%)
Yes	17	85%
No	3	15%
Total	20	00%

Discussion

In this part, the writer would like to present the discussion of the result of data analysis. The discussion is talking about the learning strategies dominantly used by the students English and literature department of UIN Alauddin Makassar.

Based on finding, metacognitive learning strategies showed in the item 1-7. Cognitive learning strategies showed in the item 8-14, and socioaffective learning strategies showed in the item 15-20.

Through data analysis in the item 1-20, it is obviously showed that the students with answer A means using the strategies in learning, and the students with answer B means not using the strategies in learning.

The total percentage of students with answered (A) in other words the students who use those learning

strategies in acquiring foreign language

is:

a.

etacognitive learning strategies: 62.14%

b.

ognitive learning strategies: 72.14%

c.

ocioaffective learning strategies: 80%

The total percentage of students with answered (B) in other words the students who do not use those learning strategies in acquiring foreign language is:

a.

etacognitive learning strategies: 37.86%

.

b.   c

ognitive learning strategies: 27.86%

c. m   s

ocioaffective learning strategies: 20%

c

E. Conclusion

Learning strategies that s dominantly used by the students of English and Literature Department of Adab and Humanities Faculty of UIN Alauddin Makassar who have cumlaude (3.76-4.00) GPA is socioaffective learning strategies. It is proved in the previous chapter at discussion by m accumulating the percentage of learning strategies of the items from the questionnaire