



Language Learning Strategies Used by English Department Students of English at STKIP PGRI Banjarmasin

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ABSTRACT

The purpose of this study was to examine the learning strategies utilized by eighth-semester students in the English department who are fluent speakers of English at STKIP PGRI Banjarmasin. A case study design was employed to conduct the research, with data being processed and analyzed based on chosen procedures to determine the strategies employed by the students. The questionnaire and interview were utilized as research instruments. The findings of the study revealed that students in their eighth semester who are classified as fluent speakers utilize all language learning strategies. However, cognitive strategies were the most frequently used strategy by the students as fluent speakers, while social strategies were the least frequently used strategy. This study's outcomes provide important insights into the learning strategies that students use to develop their fluency in English. The findings can also serve as a basis for developing language learning programs that consider students' strategies, which may enhance their learning outcomes. Additionally, this study's approach to identifying language learning strategies can be used in future research to examine the effectiveness of various learning strategies in different contexts.

Keywords: Language learning strategy, fluent speakers.



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1. INTRODUCTION

1.1. Introduction

It is needed for every learner to have a good speaking skill. Aydogan (2014: 673) stated that “speaking is the productive skill in the oral mode, speaking is more complicated than seems at first and involves more than just pronouncing words”.

When two or more people speak to each other, the speech can flow naturally from their mouth (Yang, 2014: 97). It can also be planned and rehearsed, as in the delivery of a speech or presentation. Speaking is probably the language skill that most language learners wish to perfect as soon as possible.

According to speaking course syllabus, this course is activities in this course such as: (1) The students make paper about public speech, seminar or conference, and debate; (2) The students present of the paper; (3) The students participate in asking or answering questions, and giving comments or opinions; (4) The students practice public speech, presentation, and debate.

The learning objectives of speaking course are: (1) Students are able to perform a speech applying appropriate language expressions and gestures. (2) Students are able to perform a presentation in seminar or conference applying appropriate language expressions and gestures. (3) Students are able to debate in classroom debate whether Austral-Asian and British debate applying appropriate language expressions and gestures.

Based on the statements above, in the speaking course students train to speak English through practice public speech, seminar and debate also when the students present in front of the other student in learning process.

Speaking fluency is an aspect of oral communication to express the human idea, feeling, opinion, and thought or information which helped people to communicate one another without hesitation, repetition, and a false start. Mairi (2016: 162) suggested that good speaking fluency makes English learners' proficiency much better and sounds slicker, more natural, and more impressive for the listeners. Therefore, to be able to speak English fluency, the learners should be serious efforts. They should be to study harder; practice more intensively and also used the appropriate learning strategies.

Learning strategies are defined as specific action, behaviors, techniques or steps taken by students to enhance their own learning. Learning strategies are especially important for language learning and also the main factors that help determine how the students learn a foreign learning (O'Malley & Chamot, 1990). Brown (2000: 210) suggested that learning strategies are specific methods of approaching a problem or task, modes of operating for achieving a particular end, or planned designs for controlling and manipulating certain information.

Based on the investigation in English class, there are a few of students who can speak English fluently, even they have been studying six – seven semesters of English Department. Therefore, this became the big questions to investigate the learning strategies of fluent speakers by the eighth semester students of English department.

This research was conducted with the eighth semester students in English department at STKIP PGRI Banjarmasin who are categorized as fluent speakers. The students were tested and they were categorized based on speech rate (SR), filled pause (FP), disfluent syllable (DS), and mean length of runs (MLR). The test result was adapted from Jong & Hulstijn (2009: 47-48) in Mairi (2016: 164). The research belongs to qualitative research with a case study. The data of this research were taken from questionnaire and interview.

1.2. Research questions

Based on the statement in background of this research, to make this research more focus, the questions in this research are formulated as follows: (1) What are the language learning strategies used by the eighth semester English Department students as fluent speakers of English at STKIP PGRI Banjarmasin? (2) What are the most and the least strategy used by the eighth semester English Department students as fluent speakers of English at STKIP PGRI Banjarmasin?

1.3. Significance of the study

This research is expected to increase the knowledge about learning strategies that used by the learners as fluent speakers and as a reference for those who want to make the same topic for their research. The contribution is rather theoretical

2. METHOD

2.1. Research Design

This research is a case study. According to Kumar (2011: 123), “Case study, though dominantly a qualitative study design. A case could be an individual, a group, community, an instance, an episode, an event, a subgroup of a population, toward of a city”. He also stated that to be called a case study is important to treat the total study population as one entity.

A case study usually a study of a single case or small number of cases. This research was focused to investigate and observe their learning strategy that used by English learners as fluent speakers. To get the subjects, the researcher tested the students through a speaking test and asked the lecturer’s information who taught speaking skill. The students categorized as “good”, “advanced”, and “native-like” speakers the subject of this research and used Miles and Huberman theory to analyze the data. The activities to analyze the data qualitative research are data reduction, data display and drawing conclusion (Miles & Huberman, 1994: 10).

2.2. Samples/Participants

This case study was conducted in English class of the eighth semester students at STKIP PGRI Banjarmasin, Indonesia. It was focused to investigate learning strategy of English

Department students as fluent speakers. Test was used to categorize students. The categories of the test result are adapted from Jong & Hulstijn (2009: 47-48) in Mairi (2016: 164).

Table 1. The number of student class A in fluency scale ordinate corporation according to Jong & Hulstijn (2009: 47-48) in Mairi (2016: 164)

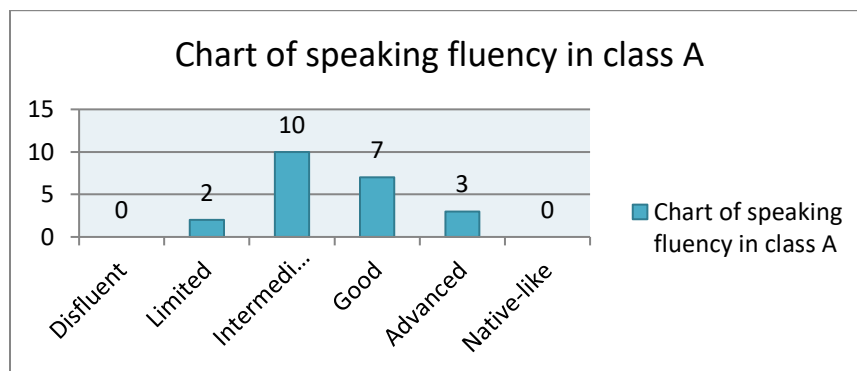
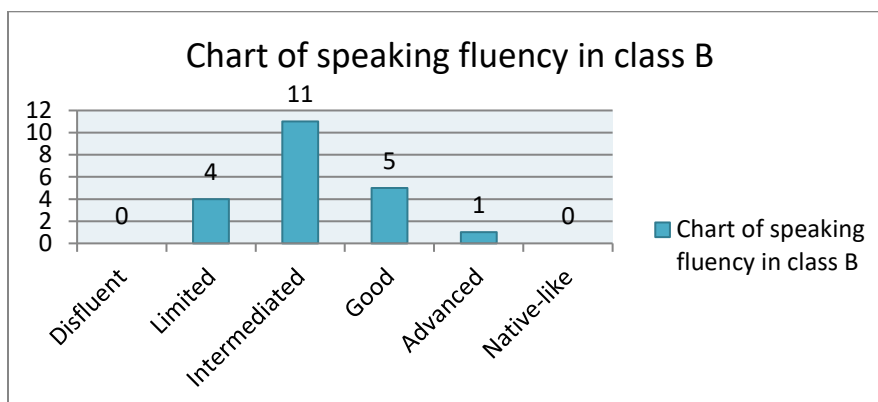


Table 2. The number of student class B in fluency scale ordinate corporation according to Jong & Hulstijn (2009: 47-48) in Mairi (2016: 164)



Students who are categorized as fluent speakers are students who have a “good”, “advanced” and “native-like” level in speaking skill. Based on the table 1 and 2, there are 16 students who are categorized as fluent speakers at the eighth semester in English department of STKIP PGRI Banjarmasin. Ten students are from class A and six students are from class B.

2.3. Instruments

This research used test to categorized students as fluent speaker and then used questionnaire as the instruments. According to Winarno (2018: 96), in conducting research, the tool to collect the data is needed, that tool is called instrument. By using the instruments, the data and information needed will be gained well.

The questionnaire consisted of 50 statements divided into 6 learning strategies which are 1) memory strategy has 9 items started from number 1-9; 2), cognitive strategy has 14 items started

from number 10-23; 3), compensation strategy has 6 items started from number 24-29; 4) metacognitive strategies has 9 items started from number 30-38; 5) affective strategy has 6 items started from number 39-44; 6) social strategy has 6 items started from number 45-50.

2.4. Data analysis

The data analyzed used descriptive method. According to Miles & Huberman (1994: 10), the activities to analyze the data qualitative research are data reduction, data display and drawing conclusion. The definition of three concurrent flows of activity as follow:

a. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written-up field notes or transcriptions. In this research, researcher selecting the data and sort it out based on the important data which are the researcher need. The observation session that students who are categorized as fluent speakers, they can be as the subject of this research. the interview question and answer that the answer not really important or has the similar meaning with other students answer get throw away.

b. Data Display

Generally, a display is an organized, compressed assembly of information that permits conclusion drawing and action. Therefore, after the researcher finished with data reduction, the researcher analyzes the important data to get the evidence.

c. Drawing Conclusion

Conclusions are also verified as the analyst processed. In this research researcher draws a conclusion based on the data that has been gathered. The steps of analyzing the data as follow: concluding the results of observation; counting the subjects who are categorized as fluent speakers; interviewing the subject; distributing the questionnaire; identifying the data from the interview and questionnaire; listing all of the data; describing the data; concluding the results based on all instruments.

3.FINDINGS AND DISCUSSION

3.1. Findings

The table 3 below is the result of interview the student as fluent speakers about the language learning strategies used by the eighth semester students.

Table 3 Data Description in Interview

No	Strategies	
	Direct Strategies	Indirect Strategies

	Memory	Cognitive	Compensation	Metacognitive	Affective	Social
1	-	√	√	√	√	√
2	√	√	√	√	√	√
3	-	-	√	√	√	-
4	√	√	√	√	-	√
5	√	√	√	-	√	-
6	√	√	√	-	-	-
7	√	√	√	-	-	-
8	-	√	√	-	-	-
9	√	√	√	-	-	-
10	√	√	√	-	-	-
11	-	-	-	√	√	-
12	√	√	√	-	-	-
13	√	√	√	-	-	-
14	-	-	-	√	√	-
15	-	-	-	√	√	-
16	√	√	√	-	√	√

Based on the table 3, there are 6 students used both of learning strategies. The students who are used only 1 strategy there are 7 students used direct strategies, and 3 students used indirect strategies.

The table 4 below is the result of questionnaire of the student as fluent speakers about the language learning strategies used by the eighth semester students.

Table 4. the number of learners used language learning strategies

STRATEGIES	GROUP	DESCRIPTION	FREQUENCY
Direct Strategies	Memory	Creating mental linkages	15
		Applying images and sounds	9
		Reviewing well	15
		Employing action	10
	Cognitive	Practicing	16
		Receiving and sending messages	14
		Analyzing and reasoning	15
		Creating structure for input and output	13
	Compensation	Guessing intelligently	14
		Overcoming limitations in speaking and writing	14
	Metacognitive	Centering your learning	13

Indirect Strategies		Arranging and planning your learning	10
		Evaluating your learning	12
	Affective	Lowering your anxiety	12
		Encouraging yourself	8
		Taking your emotional temperature	10
	Social	Asking questions	5
		Cooperating with others	14
		Empathizing with others	7

Based on the table 4 above, the sequence of frequency of learning strategy used by students as fluent speakers is cognitive strategies, compensation strategies, memories strategies, metacognitive strategies, affective strategies, and social strategies.

3.2. Discussion

Language learning strategies are classified into 2 types of language learning strategies; direct and indirect strategies, which are further categorized into six group (Oxford, 1990: 17) . It was found that the learners used all of the learning strategies. The sequence based on frequency used can be describe as follows;

Cognitive strategies used to help the learners to manipulate the target language or task correctly by using all their process. They included practicing, receiving and sending messages, analyzing and reasoning and creating structure for input and output. For example, use of drills to practice the language and use of dictionary to find the difficult words. There are 16 learners use this strategy for practicing, 15 students use analyzing and reasoning, 14 students use receiving and sending messages and 13 students used creating structure for input and output. In interview session, some learners said that to improve the fluency in speak English they had to practicing every day. Cognitive strategies such as practicing is the most strategies used by learner fluent speakers.

Every learner expressed their opinions on the questionnaire sheet which can be concluded by the researcher that practicing is an effective activity that they have to do to improve their fluency in speak English. It is accordance with Ghufroon (2017: 198) who states that in learning English as a foreign language, good language learning strategies are important as well. He also said that learning strategies are deliberate action taken by language learners to make learning more effective.

Compensation strategies are employed by learners to compensate the missing knowledge in the target language due to lack vocabulary. The strategies help to allow the learners to use the language to speak and write in the target language even when their vocabulary is limited. They include guessing intelligently and overcoming limitation in speaking and writing. For example, the use of linguistic clues to guess the meanings or by inventing words to use of linguistic clues to guess compensates their lack of vocabulary.

Compensation strategies become the second strategy that most frequently strategy used by learners as fluent speakers. There are 14 students use guessing intelligently and 14 students use overcoming limitations in speaking and writing. A learner said that if someone has a lot of vocabulary, it can be easy to become the fluent speaker in speaking English, she also said that activities such as reading and watching movie, they are the most effective activities to learn and add her vocabulary.

Memory Strategies are techniques used to remember more effectively, to retrieve and transfer information needed for future language use. This strategy helps learners to store in memory important information gathered from their learning. When the information is needed for use in the future, the strategy helps the learners to get the information back. They include creating mental linkages, applying images and sounds, reviewing well, and employing action.

Memory strategies become the third strategies that used by learners as fluent speakers. There are 10 learners use these strategies and some learners said that to maintain their memories of vocabulary, they are reviewing well and apply it to making the sentence. Memory strategy such as reviewing well and creating mental linkages have the same total of users, from 16 learners there are 15 learners used both of the strategies. Activities include employing action has 10 learners and applying images and sounds has 9 learners.

Metacognitive strategies are employed by the learners to help the learners to coordinate the learning process by centering, arranging and planning and evaluating their learning. This strategy included to indirect strategies. It can help the learners to control their own learning. The learners are also be able to plan and choose the learning strategies should be and change if the strategies are not appropriate.

There are 7 learners use the strategy, from the 16 learners 9 learners of them do not use metacognitive strategies, they said that they are rarely arrange and plan the time to learning, they will learn when they want to learn and have free time to learn in home. For metacognitive strategies such as centering the learning has 13 users, arranging and planning their learning there are 10 learners used this strategy and evaluating has 12 users.

Affective strategies are techniques to help the students control their emotions, attitudes, motivation and values. These strategies have a powerful influence on language learning because they allow the learners to manage their feelings. They include lowering your anxiety, encouraging yourself and taking your emotional temperature. For example, the learners try to relax when they are nervous to speak English. From 16 learners there are 8 learners use this strategy, there are 12 learners able to lowering the anxiety, there are 8 learners able to encouraging themselves and there are 10 learners able to taking their emotional temperature.

From the statements above, according to the researcher that from the interview and questionnaire session, some of them claimed that they got motivation, can lowering the anxiety and control the emotional because of the curiosity about English, they were motivated from their teacher in elementary school, junior and senior high school and from their own desire because they really like learning English.

Social strategies are activities that learners engage to seek opportunities to be exposed to an environment where practice is possible (Scarcella & Oxford, 1992 in Sugeng Susilo Adi, 2019). They include asking question, cooperating with others and empathizing with others. For example, questioning for understanding of facts of the target language including native and native like speakers in order to upgrade their language skills.

Social strategies become the most rarely strategies that used by the eighth semester student in English department at STKIP PGRI Banjarmasin. From the 16 learners as fluent speakers, only 4 learners of them used social strategies, there are 5 learners able to asking question to the native speakers, there are 14 learners able to cooperating with other and there are 7 learners able to empathizing with other.

Based on the statements above, from the six language learning strategies include memory strategy, cognitive strategy, compensation strategies, metacognitive strategies, affective strategies and social strategies shown that cognitive strategy becomes the most frequently learning strategy that used by the learners as fluent speakers.

The result of the analysis is related to the theory of Lee (2010: 132) states that the aim of using learning strategies by learners is to learn something more successfully. The learners who have their appropriate learning strategies normally will have better understanding. Moreover, Oxford (1990: 8) in Ghufroon (2017: 187) suggested that learning strategies help to make the learning becomes easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situation. Their better understanding will result good marks in their learning.

Meanwhile, social strategy such as asking question, cooperating and emphasizing with other is becomes the least frequently learning strategy that used. The students are not really interested to learn the language with each other. The result of the research also related to the previous study of Lestari (2015) studies. Therefore, the similarity of this study to Lestari (2015) is the result of the least frequency of learning strategy that is social strategy. Cognitive strategy becomes the most frequently learning strategy that used by the learners as fluent speakers. The activity in the strategy included practicing that used by all of student as fluent speakers. this is a prove that “practice” is the most influence to the successful learners in language learning and become the fluent speakers.

It was concluded that every student has different language learning strategies for their own learning process. They choose the appropriate learning strategies and matched with their hobby or something interesting activities to do in every moment when they want to study about language learning. They used more than one strategy, because in every strategy have a relation to each strategy. In general conclusion all of the language learning strategies such as direct strategies (memory, cognitive, and compensation) and indirect strategies (metacognitive, affective, and social) are used by the eighth semester students as fluent speakers.

4. CONCLUSIONS

4.1. Conclusion

Based on the finding and discussion, it was summarized as follows: (1) The eighth semester students of English department who are categorized as student fluent speakers used all language learning strategies including memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, affective strategy and social strategy; (2) Cognitive strategies become the most frequently strategy used by students as fluent speakers; (3) Social strategy become the least frequently strategy used by students as fluent speakers.

4.2. Suggestions

Based on the conclusion above, this study helps the readers to improve their knowledge about English teaching and learning especially in language learning strategies. The knowledge will help teachers to recommend certain learning strategies to students. This study may make other researcher reviewing further, sharp, critical and comprehensive which is closet related to this investigation in order to reveal many aspects in enhancing teaching and learning quality.

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