

**LEARNING STRATEGIES USED BY A STUDENT OF
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
(A CASE STUDY)**



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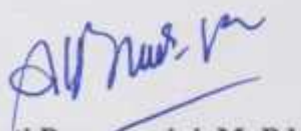
RESEARCH ARTICLE

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**LEARNING STRATEGIES USED BY A STUDENT OF
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ABSTRACT

Siti Nurkhasanah. A 320 122 010. LEARNING STRATEGIES USED BY A STUDENT OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA (A CASE STUDY). Research Paper. School of Teacher Training and Education. Muhammadiyah University of Surakarta. 2015

This study is aimed to show and describe the learning strategies used by KRD in learning English. It is done by classifying the data based on the classification of learning strategies conducted by O'Malley and Chamot. The type of this research is case study which belongs qualitative research. It is concerned with in depth-interview and documentation to the subject of the research in collecting the data. There is only a subject with high competence in English.

The result of this research shows that the subject of the research uses almost all of the learning strategies classified by O'Malley and Chamot. The detail that use of the language learning strategies used by KRD to develop his English is he applies 12 strategies; 5 in metacognitive strategies (advance organizer, directed attention, self management, self monitoring, and self evaluation), 7 in cognitive strategies (imitating, note taking, imagery, keyword, elaboration, transfer, and inferences), and he does not use any socio-affective strategy.

Keywords: Language Learning, Strategy, Learning Strategy

A. Introduction

Learning strategies are formed as part of a response within the individual to meet the demands of the environment. Learning Strategies may thus be seen as cognitive tools which for the individual are particularly helpful for successfully completing a specific task. This approach leads to the concept of the strategic learning (Riding and Ryner, 2002 : 10).

Scarcella and Oxford (1992:63) defined learning strategies as specific actions, behaviors, steps, or techniques-such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task used by students to enhance their own learning. Then O'Malley and Chamot (1990: 1) defined the learning strategies as the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information. Both of those definitions of learning strategies can be replaced by special way chosen by learners to learn something.

According to O'Malley and Chamot (1990: 8), learning strategies clearly can be categorized as:

One of the more important outcomes of these psychological studies was the formulation of learning strategies in an information-processing theoretical model. This model contains an executive, or metacognitive, function in addition to an operative, or cognitive-processing, function. Metacognitive strategies involve thinking about learning process, planning for learning, monitoring of comprehension or production while it is taking place, and self-evaluation after the learning activity has been completed. Cognitive strategies are more directly related to individual learning tasks and entail direct manipulation or transformation of the learning materials. Social affective strategies are cooperative learning, which involves peer interaction to achieve a common goal in learning and asking questions for clarification.

Whereas, Oxford (1990) in Yang (2010: 20) categorized language learning strategies into six major categories:

memory strategies, cognitive strategies, comprehension strategies, metacognitive strategies, affective strategies, and social strategies. It can be more classified as Direct and Indirect strategies; Direct strategies include memory, cognitive, and compensation strategies which involve direct learning and use of subject matter, in this case a new language; Indirect strategies fall into metacognitive, affective, and social strategies, which are directly related to learning.

Education has many magnitudes for human life as a field of life that helps people to understand about everything and helps them to be productive human. Becoming productive human will be difficult without prosperity to be it. Based on the education system in Indonesia, the grade's distribution is divided into 5 (five) grades, those are kindergarten/play group, elementary school, junior high school, senior high school, and college. In college/university students are obligated to use English as foreign language actively. In the last grade, whatever what branch of science that is learned, students must be able to use English for communication written and oral.

In university, students will get many knowledge and also many experiences to be in favor of future. In many cases, students are not really respect with their language in use. For example, students do not really understand about the use of English as the international language, which actually English in their real life can help them to get their good job. On the other hand, students do not really get special assistance to use this international language.

From the facts above, the writer wants to conduct a research which the subject is one of a student of Muhammadiyah University of Surakarta namely KRD. He is first year student of master program of mechanical engineering. He graduated from Muhammadiyah University of Surakarta in 2014 from Double Degree program

of automotive Engineering that used English in all of the courses. In this case, he has highest score in his class from the first semester, even all of the courses using English as the medium language. He masters all of the basic skills of English, such as speaking skill, listening skill, reading skill, writing skill and little bit understand about structure. From the cases above, the writer is interested in knowing about his strategies in learning English. Herewith, the writer wants to conduct a research entitled “Learning Strategies Used by a Student of Muhammadiyah University of Surakarta (A Case Study)”.

B. Research Method

The type of this research is a case study. According to Oxford dictionary (2011: 62) “case study is a process or record of research in which detailed consideration is given to the development of a particular person, group, or situation over a period of time”. Case study concerns with an in depth investigation into individual, group or collection of individuals which have similar attributes. It can be undertaken using a variety of data collection methodologies, but is generally concerned with developing a detailed understanding of particular institution, individual of phenomenon (Grosvernor and Rose, 2001: 70).

The object of the research is the learning strategies that are used by KRD to develop his English. The writer used interview, observation and documentation to collect the data to be analyzed.

The data of this research are information taken from observation and interview to the subject of this research. The observation had done by observing the use of English used by KRD. On the other hand the interview also had done by the writer to the subject of the study by asking the subject of the study about strategies that he used to develop his English. The data to be analyzed are the learning strategies used by KRD to develop his English taken by doing observation

and in-depth interview started on May 9th, 2015. Those data collected had been analyzed using the theory conducted by O'Malley and Chamot.

The researcher uses descriptive analysis to analyze the data. By the observation, and interview, the writer analyzed the data using case study. In analyzing the data, the writer does it as suggested by Miles and Huberman (1992:16) in Sutopo (2002:9), The writer uses interactive model that includes three main components, namely the reduction of data, the display of data and conclusion or verification.

C. Research Finding and Discussion

After analyzing the data, the writer will present the description of learning strategies used by a student of Muhammadiyah University of Surakarta to develop his English. The writer here finds out that the subject of the research uses some learning strategies proposed by O'Malley and Chamot classifications of learning strategies. To know more about learning strategies used by KRD to develop his English, the writer will describe it one by one.

1. Metacognitive

From the data presented earlier, the writer makes the summary of metacognitive strategy used by subject of the research to develop his English. The classification of learning strategies of metacognitive used by subject of the research can be seen bellow as the following.

Table 1
Metacognitive Strategy

No.	Learning Strategies	Yes	No
1	Advance Organizers	√	
2	Directed Attention	√	

3	Selective Attention		√
4	Self-management	√	
5	Functional Plan		√
6	Self-monitoring	√	
7	Delayed Production		√
8	Self-evaluation	√	

The English ability of KRD is indubitable, this can be seen from the result of the analysis. Despite of the subject's understanding of English can be categorized as good, but he should encourage his skills in his English. From the table shown above, it clearly can be seen that KRD uses the metacognitive strategy to develop his English. The metacognitive strategies used by KRD to develop his English are advanced organizers, directed attention, self-Management, Self-Monitoring, and Self-Evaluation. Whereas the used of each strategy are different, but he tries to use it smartly.

Based on Oxford (1989) in Martinez (1996: 105), Metacognitive strategies are concerned with how to learn or with learning to learn. These language learning strategies involve being aware and thinking on the learning process together with planning, monitoring and self-evaluating. Setting goals and objectives, planning and organizing language tasks. Directed attention and self-management are generally considered as strategies.

The writer will make the simplest explanation about the use of metacognitive strategies taken by KRD. The subject of the research uses the metacognitive strategy effectively. He uses the advance organizer in line with the use of directed attention. He becomes a good in self-management, self-

monitoring, and self-evaluation. Which the capability to handle himself become good in manage his problem in learning.

From the research toward KRD, it can be seen that student who has good skill to handle himself is able to handle his learning problem. It it proved by research to KRD. He becomes experts in managing, monitoring, and evaluating himself in order to clear all of his problem in learning. Although, he is not a good planner, but he is a good problem solver.

In the previous studies conducted by Insyah, Supriyanto and Widayanti, metacognitive strategy can be seen as something that must be done by the learner in order to understand theirselves and the material being taught. On the other side, current research shows that metacognitive strategy really helps the student who has problem in managing themselves. It has been proved by this research that students who faces difficulties in learning should understand themselves first and then try to understand the material being taught.

2. Cognitive

From the discussion before, the writer has analyzed the cognitive strategy used by KRD as the subject of this research to develop his English. The cognitive strategy used by the subject of the research will be described through the table shown below.

Table 2

Cognitive Strategy

No.	Statements	yes	no
1	Imitating	√	
2	Resourcing		√

3	Translation		√
4	Grouping		√
5	Note Taking	√	
6	Deduction		√
7	Recombination		√
8	Imagery	√	
9	Auditory Representations		√
10	Keyword	√	
11	Contextualization		√
12	Elaboration	√	
13	Transfer	√	
14	Inferences	√	

Cognitive strategy used by KRD are imitating, note taking, imagery, keyword, elaboration, transfer and inferences. Mostly, student will used the cognitive as well as they can. Knowing and understanding the material by changing to their own word or imagination is more frequently used by the learner.

Cognitive strategies are fundamentally operations used by the learner to obtain knowledge and understanding of the linguistic system. A learner who finds a difficult word in a text and succeeds at inferring its meaning from the context would be putting a cognitive strategy in operation. Other cognitive

strategies are generalizing, making comparisons between languages, making associations between words, practising as well as analysing and reasoning (Oxford 1989) in Martinez (1996: 105)

In imitating, KRD usually due to the new things he faces to the old things. He tries to make himself easier in knowing the new things he meets. Doing the note taking in term of remembering something he had learnt will be easier. While they can also do the imagering and keywording when they are doing the note taking. KRD will als easier to elaborate and transfer the new thing being taught by him. On the other side, he also likes to guess and predict every new thing he faces.

Here, related to the previous studies conducted byInsyah, Supriyanto and Widayanti, the use of the cognitive strategy often gets the special attention by everyone who are in process of learning, especially English. It has made everyone think that by knowing the material being taught deeper can develop their English well. In this study, the statements before can be clarified that the student who used the cognitive strategy more frequently than used the metacognitive strategy will have different result of learning (better result). It should be in using both cognitive and metacognitive sudents balance them as wise as they could.

3. Socio-affective

From the discussion above, the writer finds out the Socio-Affective Strategy used by KRD as the subject of the research to develop his English. The Socio-Affective strategy used by the subject of the research can be described in the table below.

Table 3
Socio-affective Strategy

No.	Statements	Yes	no
1	Cooperation		√
2	Question for Clarification		√

There are many types of learning strategies used by the learner in learning. They can be active in talking, asking to everyone everything they had not known or they also can be inactive in their learning, or they are just likely active or inactive depend on their need. The type chosen by the learner is effected by their habit. The type chosen also can not be forced by everyone. Someone can be an active or inactive depend on theirselves.

Communication strategies have been almost exclusively studied in relation to oral production. The foreign language learner taking part in a conversation is obliged to make a series of decisions on how to comprehend and convey the message effectively and this process will bring about a series of adjustments. Ellis (1985) defines that communication strategies are psycholinguistic plans which as part of the language user's communicative competence. They are potentially conscious and serve as substitutes for production plans which the learner is unable to implement. (Martinez, 1996: 106)

The previous studies conducted by Insyah, Supriyanto and Widayanti all stated that students who can be said as active students can be categorized as prospecting. Toward this research, there are three qualifications of learning strategies based on O'Malley and Chamot, they are Metacognitive strategy, Cognitive strategy and Socio-Affective strategy. All of those kinds of learning

strategies must be applied as well as possible. Through the research done by the writer, those statement can be refractable. KRD do not use none of Socio-Affective strategy. The main factor caused KRD does not apply this strategy just because of his believe. The factor of believe can make him more certain to something real and can be believed rather than something unreal or unbelieve. He is active in his environment, respect to his teachers and his friends but he prefers to understand his material toward himself.

D. Conclusion

After discussing and analyzing the data which were obtained from the case study about learning strategies used by a student of Muhammadiyah University of Surakarta, the witer will draw the counclusion clearly. The subject of the research namely KRD used the language learning strategies effectively. He uses various strategies for his learning. The use of language strategies depends on the learners. No body can force someone to use a specific strategy, it just will make the learner embarrassed.

KRD used the metacognitive strategy more frequently than the cognitive or socio-affective. The use of cognitive is also effective implemented by KRD even if he does not use all the cognitive strategies. He did not use the socio-affective strategy because of his belief to others.

The language learning strategies used by KRD to develop his English are 12 strategies: 5 metacognitive strategies (advance organizer, directed attention, self management, self monitoring, and self evaluation), 7 cognitive strategies (imitating, note taking, imagery, keyword, elaboration, transfer, and inferences), and5 did not use any socio-affective strategy.

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