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by Sirajul01 Munir01

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LLSS USED BY HIGH ACHIEVEMENT STUDENTS IN NON EEDS OF IAIN BATUSANGKAR

Ika Lasmiatun¹⁾, Sirajul Munir²⁾, Elfi³⁾

ikakey8516@yahoo.com

¹⁾ Sekolah Dasar Islam Terpadu (SDIT) Qurrata A'yun, Batusangkar, Indonesia

²⁾ State Institute for Islamic Studies (IAIN) Batusangkar, Indonesia

³⁾ State Institute for Islamic Studies (IAIN) Batusangkar, Indonesia

Abstract

Language Learning Strategies (LLSs) is known with its benefit to learners and play an influential role in the process of language learning. In this regards, this paper aims to describe the language learning strategies used by high achievement learners with different science background enrolled in non English Education Departments (EEDs) of State Institute of Islamic Studies (IAIN) Batusangkar registered in 2015/2016 academic year. Through probability sampling 134 respondents were selected. The data collected by modifying the Strategy Inventory for Language Learning (SILL) questionnaire that derived into six strategies. This study examines the level usage of LLSs in 3.5 level usage or in high level usage. More specifict, memory strategies used by high achievement students of non English Education Departments is medium usage with the mean score 3.4. Cognitive strategies was medium usage with the mean score 3.3. Compensation strategies was high usage with the mean score 3.5. Metacognitive strategies was high usage with the mean score 3.8. Affective strategies was medium usage with the mean score 3.4. Social strategies was high usage with the mean score of students' response 3.5.

Keywords: *Language Learning Strategies, High Achievement Student*

INTRODUCTION

English is the foremost medium of international communication at present in science, technology, culture, and some others across the world. In line with the importance of English for university students, as mentioned in the vision of State Institute for Islamic Studies (IAIN) Batusangkar –Becoming world class university using integrative and interconnected reinforcement science based on research and local wisdom-, curriculum of IAIN Batusangkar involves English subject which is taught in non English Education Department appropriate with different necessity of the science. Among eighteen departments in four faculties, include English in third semester which has appropriate literature and necessity to the each sciences regarded as English for Specific Purpose or ESP.

learning English becomes problem for non English students in numerous reasons. The reasons were in understanding English text, and lack of strategies to learn English.

On the other side, there were a number of students who have high achievement in learning English. Therefore, this research presents an analysis to determine the level usage of language learning strategies used by high achievement students of non English Education Departments.

Learning strategy is derived from two words, namely learning and strategy. According to Novak and Gowin (1999: 6), learning is an obligation that can not be shared to other. Besides, Tsui (in Wong, 2011: 144), learning is about searching on matter in various ways and improving capacities, especially the ability to dig below the surface to reach the knowledge. On the other hand, strategy is a word from the ancient Greek term strategic, refers to generalship or the art of war that entails the maximum management of troops in a planned campaign (Ching-Yi, 2007: 237).

Language learning strategies is a part of learning strategies itself. Rigeney (in Hardan, 2013: 1715) who defines language learning strategies as the often-conscious steps or behaviors used by language learners to enhance the acquisition, storage, retention, recall, and use of new information.

Moreover, Cohen (in Zare 2012: 163) explains that language learning strategies are processes which are consciously selected by learners and which may result in actions taken to enhance the learning or use of a second or foreign language through the storage, retention, recall, and application of information about that language.

Lessard - Clouston (in Tse, 2011: 30), in his survey of the literature, found the following to be widely accepted characteristics of language learning strategies as follow: 1) Language learning strategies are learner generated; 2) Language learning strategies promote language learning and help develop language competence; 3) Language learning strategies may be visible (behaviours, steps, techniques etc) or invisible (thoughts, mental processes); 4) Language learning strategies involve information and memory (vocabulary knowledge, grammar rules etc).

Similar to Lessard-Clouston, Oxford (1990: 9) claims that language learning strategies have the following characteristics are: 1) Contribute to the main goal, communicative competence; 2) Allow learners to become more self-directed; 3) Expand the role of teachers; 4) Are problem-oriented; 5) Are specific actions taken by the learner; 6) Involve many aspects of the learner, not just the cognitive; 7) Support learning both directly and indirectly; 8) Are not always observable; 9) Are often conscious; 10) Can be taught; 11) Are flexible; 12) Are influenced by a variety of factors.

Language learning strategies have been classified by many scholars. O'Malley (in Zare, 2012: 164) divides language learning strategies into three main subcategories are metacognitive strategies, cognitive strategies, and socioaffective strategies. Rubin (in Hardan, 2013; Zare, 2012) explains three types of strategies are learning strategies, communication strategies, and social strategies.

Furthermore, Oxford (1990: 14) divides language learning strategies into two main classes, direct and indirect strategies which are further subdivided into six groups

are memory, cognitive, compensation strategies are belong to direct strategies; metacognitive, affective, and social strategies are belong to indirect strategies.

First, direct strategies are memory strategies, cognitive and compensation strategies. Memory strategies help learners save and use the information. Cognitive strategies promote learners to realize and make use of language. Compensation strategies help learners offset their shortage of language learning ability.

Second, indirect strategies are metacognitive strategies, affective strategies, and social strategies. Metacognitive strategies are the strategies that learners use to unite the process of language learning. Affective strategies help learners adjust their learning emotion, attitude, intentions, and the standard of value. Besides, Social strategies help learners learn through asking question, cooperating with others, and realizing other peoples' feeling.

It can be seen that much of language learning strategies include in Strategies Inventory fo Language Learning (SILL) that was introduced by Oxford in 1990. This inventory describing the various types of language learning strategies that learner employs to help him/ her to learn a new language. These language learning strategies can be classified under six types namely memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies.

According to Winston (in Ali, 2006:8) achievement in learning process can be analyzed from the evaluation process. Moreover, Adripen, et.,al (2012: 20) shows that high achievement students are student who got A in their achievement paper with range of grade 85 till 100 point and the mutual alphabet is 4.00.

High achievement students are those who achieve a goal. A high achievement student can be considered as good language learner. The major finding by Oxford (1989, 1993) is that successful language learners, by and large, use more and better learning strategies than do poorer learners.

Moreover, Lightbown and Spada (in Maftoon, 2012: 1598) describe the good language learner: is a willing and accurate guesser; tries to get a message across even if specific language knowledge is lacking; is willing to make mistakes; constantly looks for patterns in the language; practices as often as possible; analyzes his/her own speech and the speech of others; attends to whether his or her performance meets the standards he or she has learned; enjoys grammar exercises; begins learning in childhood; has an above-average IQ; has good academic skills; 12) has a good self-image and lots of confidence.

From the numerous descriptions about good language learners characteristics stated previous, there is no doubt to conclude that the good language learners applied language learning strategies deliberately and effectively, has good academic which reflected on their language achievement, and high intelligence quotient to support their language learning process.

RESEARCH METHOD

A descriptive design with quantitative research method was the appropriate means of gathering data of this research. According to Gay (2000:276), descriptive research involves collecting data in order to answer question concerning the current status of the study. In addition, Gay (2000:8) describes that quantitative research methods are based on the collecting and analyzing the numeric data like questionnaire, test, etc.

In this research, purposive non probability sampling applied to analyze the language learning strategies used by high achievement students of non English Education Departments. This sampling technique gained the sample by choosing a part of the population deliberately (Gay in Sevilla, et.al, 2006:168). In addition, the technique selects means sample who were purposively selected in the study (Sevila,et.al, 2006:168). The purposive non probability sampling technique was fit to this study because the sample were 134 total amount of high achievement students in non English Education Departments who has taken English in third semester. The description of distributing sample of this research can be seen in the following table:

Table 1
Distribution of the Sample

No	Departments	Number of Students	Sample
1	Biology Education Department	60	18
2	Physic Education Department	41	0
3	Mathematic Education Department	73	19
4	Islamic Education Department	143	17
5	Counseling Advising Department	123	36
6	<i>Syariah</i> Economy Concentration Department	69	7
7	<i>Syariah</i> Economy Concentration Department	186	22
8	<i>AhwalAs-Shakshyiah</i> Department	23	4
9	<i>Syariah</i> Economic Law Department	56	8
10	<i>Siyasah</i> Law Department	15	2
	Total	790	134

In analyzing the data, the researcher used descriptive analysis. In this technique, there are several steps that should be followed were: the first, selecting the data. The researcher collected the data by distributing the questionnaire to the respondent. The second classified the data based on the departments of the respondent. The third, the researcher analyzed the data by using Likert scale of the answer made by the students. Likert Scale is aimed at asking individual to respond to a series of question or statement (Gay, 2000:157). The fourth, tabulating data was done by moving the scale of each item into table. The fifth, counted the level usage and interpreting the data.

In order to find the level usage of the language learning strategies used by high achievement students of non English Education Departments, the researcher compared the result of mean's score of each strategy with rating qualities of Oxford (1990: 291):

Table 2
Rating Qualities about the Language Learning Strategies

Rating Qualities	Interpretation
3.5 – 5.0	High usage
2.5 – 3.4	Medium usage
1.0 – 2.4	Low usage

FINDINGS AND DISCUSSION

As the result show, the mean score of language learning strategies was 3.50. Hence, the high achievement students in non English Education Departments of IAIN Batusangkar registered in 2015/ 2016 academic year use language learning strategies in high level usage. The result shows in the following table:

Table 3
Result of Language Learning Strategies Used by High Achievement Students of Non English Education Departments

No	Language Learning Strategies	Total Score	Mean Score	Level of Usage
1	Memory Strategies	458.4	3.42	Medium
2	Cognitive Strategies	438.9	3.28	Medium
3	Compensation Strategies	468.5	3.50	High
4	Metacognitive Strategies	506.9	3.78	High
5	Affective Strategies	458.0	3.42	Medium
6	Social Strategies	463.2	3.46	High
Amount		2793.9	20.86	
Means Score			3.50	High

Note :
Respondents = 134

Considering the students' response of the strategies, it could be concluded that metacognitive strategies is the most useful strategy for students in learning English. As stated by O'Malley (1985) and Oxford (1990), metacognitive strategies are a term to setting goals and objectives, linking with material already known, paying attention, self-monitoring, and evaluating learning after an activity is completed. These theories are in line with this present study.

The lowest rank of level usage of language learning strategies is cognitive strategies. Trying to talk like native English speakers, practicing the sounds of English, and finding the meaning of an English word by dividing it into parts that students

understand are the high achievement students of non English Education Departments used to gain English language. It is related to O'Malley (1987) description about cognitive strategies. These are more limited to specific learning tasks and it involves more direct manipulation of the learning material itself.

CONCLUSION

In conclusion, the high achievement students in each department in non English Education Departments of IAIN Batusangkar registered in 2015/2016 academic year use language learning strategies in high level usage.

Since the research revealed that language learning strategies give some contributions to learners who use it into learning process. Based on the result of this research, among six types of language learning strategies, metacognitive strategies contribute the most effective strategies to the students in learning English. It is strongly suggested for the students to use metacognitive strategies such as paying attention when someone is speaking English, trying to find out how to be a better learner of English, and thinking about the progress in learning English in order to easy in learning English.

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