Language Learning Strategies Used by The Students in Learning English Through Online

P.A.H. Sugiartha[1]*, P.E.D. Supatra[2]*, I.N.P. Hadisaputra[3]* ⒾⒹ

[1,2,3] English Language Ganesha University of Education , Bali, Indonesia

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ABSTRAK

Pandemi Covid-19 membuat kegiatan pembelajaran dilakukan secara online. Karena situasi ini guru juga sulit untuk memilih strategi yang baik dan tepat dalam mengajar siswa terutama dalam bahasa Inggris. Hal ini berdampak pada kemampuan bahasa inggris siswa yang rendah. Penelitian ini bertujuan menganalisis strategi belajar bahasa yang di gunakan siswa selama belajar Bahasa Inggris melalui online. Jenis penelitian ini yaitu kualitatif dengan rancangan penelitian studi kasus. Populasi pada penelitian ini berjumlah 59 orang siswa. Sampel dalam penelitian ini berjumlah 20 siswa. Pengumpulan data dilakukan dengan metode observasi dan metode wawancara. Penelitian ini menggunakan dua instrumen, yaitu daftar periksa observasi dan pedoman wawancara. Hasil penemuan ini menunjukan selama belajar Bahasa Inggris secara daring siswa menggunakan empat jenis strategi belajar bahasa yaitu strategi kognitif, strategi kompensasi, strategi metakognitif dan strategi sosial. Penggunaan strategi pembelajaran bahasa dalam pembelajaran bahasa Inggris melalui online harus diikuti dengan keterampilan guru bahasa Inggris dalam mengajar siswa. Oleh karena itu, guru harus mendukung dan memfasilitasi siswa selama belajar bahasa Inggris melalui online. Penggunaan media pengajaran dan materi pembelajaran yang tepat akan membantu siswa dalam belajar bahasa melalui online.

ABSTRACT

The Covid-19 pandemic has made learning activities carried out online. Because of this situation, the teacher can also choose a reasonable and appropriate strategy in teaching students, especially in English. This has an impact on students' low English skills. This study aims to analyze the language learning strategies used by students while learning English online. This type of research is qualitative with a case study research design. The population in this study found 59 students. The sample in this study found 20 students. Data collection was done by observation and interview methods. This study uses two instruments, namely a checklist of observations and interview guidelines. This finding indicates that while learning English, students boldly use four types of language learning strategies, namely cognitive strategies, compensation strategies, metacognitive strategies, and social strategies. The use of language learning strategies in learning English online must be followed by the skills of the English teacher in teaching students. Therefore, teachers must support and facilitate students during online learning of English. The use of appropriate teaching media and learning materials will help students learn languages online.

1. INTRODUCTION

Learning a language is one of the important things for people. It helps people communicate and interact with each other (Beaulieu et al., 2018; McKee et al., 2021). In education, learning a language is one of the important subjects that students should learn and master such as foreign language. Learning a foreign language, especially English is important for the students because English is the language used by many people to communicate around the world (Atabekova et al., 2021; Szőcs, 2017). Therefore, it can help the students to communicate with the people in another country. English is the world's common language spoken by a quarter of the world's population. It means that most other people in this world used English to speak and communicate (Sulistiyo, 2016; Zein et al., 2020). In Indonesia education, learning English is one of the subjects of study at the school that students should learn and pass in during the teaching and learning process (Dippold et al., 2020; Ling et al., 2014). It means English is important for the students. English is a language that is used and understands by a lot of people and language international (Chen et al., 2019; Dang, 2021). English is the international language that can be used by people to communicate with other people in other cultures or countries. In English, there are four basic skills that students should learn and master during learning English (Liu & Hu, 2021; Lou et al., 2013). To be able student learn and mastering English, the teacher can use some teaching techniques in teaching the students (Rahmat & Akbar, 2019; Yusuf & Mabagits, 2020).

In Indonesia education based on the Curriculum 2013, the learning of English should focus on the use of the language itself in real-life and the students should be able to use English in communication, directly and indirectly (Darmawan et al., 2017; Sulistiyo, 2016). It means that the teacher should teach the student's English based on the situation in the real-life and make them be able to speak English directly and indirectly in communication (Gonzalves, 2021; Vu & Shah, 2016). Achieving the standard learning process in English based on the Curriculum 2013 is not easy (Alam & Lestari, 2020; Prastikawati et al., 2021). The teacher should have the appropriate strategies or media in teaching the students (Annisa et al., 2018; Yusnidar, 2014). Strategies can make the teaching and learning process easier, faster, enjoyable and effective (Lubis, 2018; Mulyanah et al., 2018).

However, since the pandemic COVID-19 or known as Coronavirus happened in every country included in Indonesia (Wijaya et al., 2020; Yulia, 2020). This virus caused many people to expose the virus of COVID-19 and many peoples died because of the virus. Because of this pandemic, the school closed at that time and the teaching and learning process was conducted through online (Lim et al., 2021; Mpungose, 2021). This situation made the teacher difficult to achieve the goal of the learning process, especially in English subjects. Because of this situation the teacher also difficult to choose a good and appropriate strategy in teaching the students especially in English (S Khatoony & Nezhadmehr, 2020; Shiva Khatoony & Nezhadmehr, 2020). Based on the result of pre-observation and pre-interview of the teacher it found that to conduct the teaching and learning process during the pandemic COVID-19 the teacher was used online learning. The teacher and students used two kinds of a platform which Google meet and WhatsApp and the students used video and PowerPoint during learning English. This platform and media are used by the teacher and student to conducted the teaching-learning process, especially in English class during the pandemic of COVID-19. The teacher also said that during online learning the teacher was difficult to find and choose the appropriate strategies for the students in teaching English. It is because the teacher should adjust the strategy with the condition during the pandemic of COVID-19. However, learning English through online was different than learning English offline. The strategies that the students used in learning the language were also different.

The language learning strategy was divide into two, which are direct strategy and indirect strategy (Asghar et al., 2018; Huang et al., 2011). The direct strategy included memory strategy, cognitive strategy, and compensation strategy. Memory strategies are related to remembering the learning material (Kusumawati, 2016). A cognitive strategy is a strategy that makes the students be able to produce their language, and a compensation strategy is a strategy that makes the students guessing the problem in learning material (Adriansyah et al., 2015; Rohaeti et al., 2019). Moreover, the indirect strategy included three strategies, such as Metacognitive strategy, affective strategy, and social strategy (Alias et al., 2012; Hwang et al., 2020). Metacognitive strategy is the strategy related to the activity planning, arranging, organizing, and evaluation of the learning material. Affective strategy is a strategy that reduces the anxiety and understanding the mood of the students. Social strategy is a strategy that reveals the student's interaction with each other in the learning process (Wei et al., 2021; Wesiak et al., 2014). Those language-learning strategies can be used by the teacher to teach the students during the learning language, especially English. Nowadays, some technology can help the teacher and students in the teaching and learning process (Liao et al., 2018; Wungguli & Yahya, 2020). One of the technology can use by teachers and students in education is e-learning or online learning. The use of language learning strategies was important to improve the student's awareness and teacher teaching skills. Language learning strategies was effect on the student's English achievement (Hawkins, 2018).

Online learning is the use of the internet to access learning material it uses to interact with the instructor and other learners to support the learning process (Duncan et al., 2013; Wijaya et al., 2020). The use of online learning can support the learning process for the students and the teacher. It helps the students to access the learning material and communicate with the teacher and other students during the learning process (Huang et al., 2011; Lawrence & Tar, 2018). The online method is supports the teaching and learning activity. Online learning promotes student self-learning and motivates the students to become active in learning (Hogan & Devi, 2019; Yulia, 2020). Online learning was help the students in learning where the students can access the learning material anytime (Hogan & Devi, 2019; Yulia, 2020). Most of the students were interest in learning online which include time management, motivation, and English skill. There are three functions of online learning. First, online learning as an additional, it means that the students have a chance to choose online learning or conventional learning (Satyawan et al., 2021). Second, online learning as a compliment, it means that the use of online learning in the teaching and learning process is to provide additional material (Hermanto et al., 2021). Third, online learning as an alternative way means that online learning is of the ways that can use in the teaching and learning process.

The findings of previous research stated that online learning could help students learn (Efriana, 2021; Stover et al., 2016). Other research findings also state that online learning can make it easier for students to learn without the limitations of space and time (Dong et al., 2020; Yustina et al., 2020). Get the Keyword that online

learning can help learning during the covid-19 period. There is no study on the language learning strategies used by students in learning English online. This study aims to analyze the language learning strategies used by students in learning English online. It is hoped that research on online learning strategies can make it easier for students to learn foreign languages, especially English.

2. METHOD

This study was descriptive qualitative research that used a case study research design. A case study is a type of qualitative design in which is found in many areas, especially in the evaluation of the study, where the researcher has to develop a deep analysis about the case that happened (Cresswell, 2014). The use of the case study was to describe the phenomena, which the language strategies used by the students at eighth grade of SMP Laboratorium Undiksha in learning English through online. The study was conducted in the eighth grade of SMP Laboratorium Undiksha. There were three classes, which are VIII 1, VIII 2, and VIII 3 with a total of the students were 59 students. From the population, this study took only one class, which is VIII 2 as a sample of the study. In VIII 2, there are 20 students as a sample in this study.

The data were collected from the observation method and interview method. The observation method was done through observed the teaching and learning process at the eighth-grade student in learning English through online. Moreover, the interview method was done by interviewed the students at the VIII 2 class. This study used two instruments, namely the observation checklist and interview guide. The instruments in this study were used a theory by Oxford, (1990) about the language learning strategy. The data from the observation was used to know the student's strategies in learning English through online. Furthermore, the data from the interview used to support the result of the observation about the language learning strategies used by the students in learning English through online. In analyzed the data used interactive data analysis model by Miles and Huberman (Paut, 2016). In this model of data analysis, there are four steps namely; Data collection, Data reduction, Data display, and Verification or Conclusion Drawing.

In data collection, the data were collected from the two instruments, which are the observation checklist and interview guide. The data from the observation used to found the language learning strategies used by the students during learning the English language through online. Furthermore, the data from the interview used to support the data from the observation checklist about the langue learning strategy used by the students. The data reduction, the data were selected by the researcher and remove the data, which is not related to the focus of the study. Data display the researcher displayed the data in the form of evidence and description. In Verification or Conclusion in this process included interpretation on the strategy used by the students in learning English through online and concluded the result of the study.

3. RESULT AND DISCUSSION

Result

Based on the result of the observation at eighth grade of students at SMP Laboratorium Undiksha during the learning English through online. It showed that there were four kinds of language learning strategies used by the students during the learning English language through online. Those are cognitive strategy, compensation strategy, metacognitive strategy, and social strategy. The result of the observation checklist it found that there were four kinds of language learning strategies used by the students during the learning English language through online. Those strategies were cognitive strategy, compensation strategy, metacognitive strategy, and social strategy. First, in cognitive strategy, the students were asked to analyze the learning material given by the teacher, and they were asked to practice using the language structure through made a video and summarized the learning material. Second, compensation strategy, the students filled the missing words in the text that the teacher gives and guess the problem in the learning material through the pictures that the teacher gave. Third, metacognitive strategy, in this strategy the students were, did planning about what they will learn in the learning process, and they organized the material that they learned. They also evaluated the learning material before the learning process was finished. Last is social strategy, during the learning English language through online the students did the interaction such as asked questions and responds the teacher sometimes, they also must be worked together with other friends during learning English through online. Furthermore, the result of the interview it was also found that there are four kinds' language learning strategies used by the students during the learning English language through online. The result of the interview was presented on the Table 1.

Table 1. Result of interview

No	Question	Response
1	Does the teacher ask to memorize a sentence in learn English through online?	The entire student said no, they never asked to memorize the sentence by the teacher.
2	Does the teacher ask to use English structure that you learn during the online learning?	Most of the students said yes, they ever asked to use the language structure that they learn during the learning English through online.
3	Is there any activity that makes you have to guess a problem in the material during learn English through online?	Most of the students said yes, there is some activity that made them guess a problem.
4	Do you ever do evaluations about the learning material?	All of the students said yes, they were did an evaluation about the learning material.
5	Does the teacher teach you in accord with your mood?	Most of the students said no
6	Is there any interaction that you have during learn English through online?	Half of the students said yes, they interacted during the learned English language through online.

Based on the result of the interview, it showed that during the learning English through online, the students were never asked to memorize the sentence by the teacher and the students said the teacher did not know their mood during the learning process. However, during the learning English through online, they were asked by the teacher to practice used the language structure of the language and also stated some activities made them guessed the problem in learning material. During the learning English language through online, they also stated that they did an evaluation about the learning material and they interacted with the teacher.

Discussion

The first strategy was the cognitive strategy. The cognitive strategy is one of the strategies in learning the language that makes the students enable to produce their new language (Calleja et al., 2020; Obergriesser & Stoeger, 2020). Based on the result of the observation checklist, there are three aspects of cognitive strategy, those are the students was analyzed the learning material, the students practiced the structure of the language and the students summarized the learning material during the learning English through online. It also supported from the result of interviewed the students were asked to produce their language through made a short sentence used the language structure that they learned. Based on the result of the observation checklist and interview those aspects were refers to cognitive strategy. The students at English Education Study Program was majority prefer to use cognitive strategy in learning English, where it includes of practicing during the learning process (Salam et al., 2020). Strategies that were mostly used by the students were cognitive and metacognitive (Lwande et al., 2021; Rohaeti et al., 2019). These strategies were commonly used by the student in learning English, especially in English skills (Hill et al., 2020; Wichadee, 2011).

The second strategy was the compensation strategy. Compensation strategy is a learning strategy that makes the students guessing from the problem or context that they read and listen (Cho et al., 2021; Chu et al., 2021). Based on the result of the observation, there is some aspect of compensation strategy such as, students asked to guess the missing words, students guess a picture in learning language, and they guess the problem from the text that given by the teacher. It was supported by the result of the interview where the students were asked to guess the problem of the learning through a picture that is given by the teacher. From those aspects, the strategy that the students used in learning English through online was compensation strategy. Where the students guessed the problem context that they read. The use of compensation strategy was the strategies that used by most of the subject participants in achieving the learning goal (Cho et al., 2021; Sakinah et al., 2020)

The third strategy used by the students was metacognitive. Metacognitive strategy is the strategy that is more related to the activity of planning, arranging, organizing, and evaluating the learning material (Dewi et al., 2018; Hashimoto et al., 2019). From the result of observation, there are some aspects of metacognitive strategy found during the students learning English language via online such as, students were planned in learning language, students organized and evaluated during the learning language. The result of the interview also found that the students and the teacher together did an evaluation before the learning process ended. The last strategy was the social strategy. Social strategy is the learning strategy that reveals the students interact with each other in the learning process (Andel et al., 2020; Diacopoulos & Crompton, 2020). There are some aspects of social strategy that are found in the observation, such as students made a group work in learning language, did the interaction with each other, and asked a question in learning the language. It also supported from the result of the

interview where the students did interaction during the learning English through online. Based on the result of the observation and interview it refers to the social strategy.

The use of the Metacognitive strategy was also founded in the previous research. The students were prefer used a metacognitive strategy (Wulandari, 2021; Zahra & Fitrawati, 2017). The use of metacognitive strategy was more helped the students in learning (Abdelrahman, 2020; Abendroth & Richter, 2021). Based on the explanation above, it can be said that during learning English through online, the students at the eighth grade of SMP Laboratorium Undiksha there were four kinds of language learning strategies. Those strategies were cognitive strategy, compensation strategy, metacognitive strategy, and social strategy. Where during the learning of English through online, the students practiced a language structure, guessed the problem through text words and pictures, students interacted with each other, and the students did an evaluation before ended the learning process.

4. CONCLUSION

There were four language learning strategies used by the students during learning English through online at eighth grade of SMP Laboratorium Undiksha those are cognitive strategy, compensation strategy, metacognitive strategy, and social strategy. The use of language learning strategies could help the English teacher in teaching the students. The language learning strategies would help the students to achieve the goal of learning a language, especially English.

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