

Chapter 3

PRESENTATION AND DATA ANALYSIS

3.1. Presentation and Data Analysis of Learning Strategies Used by Students of SMU Unggulan Darul Ulum

This chapter contains the presentation and analysis of the data about kinds of learning strategies used by students in SMU Unggulan Darul 'Ulum. The data here will be presented in table that will show kinds of learning strategies they are using. In dividing kinds of learning strategies I use the categories proposed by Oxford. Learning strategies according to her totally are divided into six categories; they are memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. I will also categorize the frequency of strategy use by the students. A strategy is *highly used* if the score is 3.5 to 5.0, *medium* if the score is 2.5 to 3.4, and *low* if the score is 1.0 to 2.4.

3.1.1 Presentation of the Data

Table 3.1

Learning Strategies Used by Students in SMU Unggulan DU

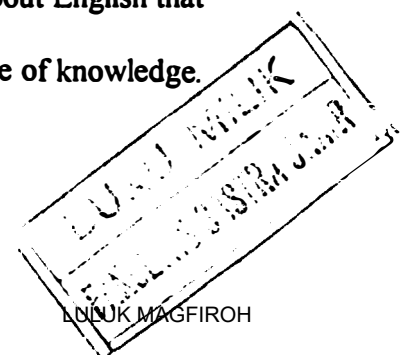
No	Memory Strategies	Cognitive Strategies	Compensation Strategies	Metacognitive Strategies	Affective Strategies	Social Strategies
1	2.5	3.6	3.1	3.6	3.1	3.9
2	2.8	3.3	3.3	3.6	4	3.4
3	2.4	2.4	3.8	2.8	3.7	3.7
4	2.5	3	3.6	3.1	3.1	3.2
5	2.7	3.6	2.5	3.3	3.7	3.8
6	2.3	2.6	3.6	3.2	1.5	2.3
7	2.4	3.1	3.8	3.6	4	4
8	2.9	3.3	4.1	4.2	4.4	3.9
9	2.6	2.9	3.1	3.6	3.1	2.9
10	2.9	3.4	3.8	2.9	2.7	3
11	2.9	2.9	3.6	3.3	3	2.8
12	2.6	3.4	2.5	4.1	3.8	3.8
13	2.5	3.4	3.6	3.8	3.4	3.1
14	2.4	3.3	3.6	3.5	2.7	2.4
15	2.4	3.1	3.8	3.5	3.5	3.7
16	2.4	2.6	3.5	3.3	4	3.3
17	2.4	3.5	4.4	3.8	3	4
18	2.6	3.7	4.4	2.6	3.7	4.1
19	2.2	3.1	3.1	3.5	3	3.3
20	2.2	2.8	3.8	3.6	2.7	3.3
21	2.5	3.5	4.4	3.4	3.5	2.4
22	2.6	3.6	4.4	3.9	4.7	4.6
23	2.5	2.8	2.5	3.4	2.5	3.3
24	2.6	3.8	3.8	3.9	3.8	3.6
25	2.7	3.5	4.3	3.9	3.8	4.7
26	2.4	3.5	3.4	3.6	4.2	3
27	2.2	4.1	4.3	3.6	4.4	4.2
28	2.4	3.4	3.8	3.8	3.4	3.3
29	2.4	3.6	3.4	3.7	3.2	3.3
30	2.7	2.8	2.9	3.9	3.4	3.3
31	2.4	2.6	2.6	2.6	3.1	2.1
32	2.6	2.9	3.4	3.3	2.6	3.2
33	2	3.2	3.8	3.9	3.8	3.4
34	2.6	4.2	3	4.2	4	3.8
35	2.5	4.1	3	3.7	3.7	3.8
36	2.5	4	4.8	4.4	5	4.9

37	2.9	2.9	4.1	3.6	3.7	2.9
38	2.5	2.9	2.6	2.8	2.8	3
39	2.1	3	3.5	3.4	3.5	3.3
40	2.3	2.4	3.6	1.9	2	2.8
41	2.6	2.3	3.1	2.1	2.5	2.7
42	2.4	3	3.3	3.6	3.8	3,4
43	2.6	3.3	3.5	3.5	4	3.2
44	2.7	4.1	4.1	4.3	4.6	3.9
45	2.5	2.4	3.5	2.4	3.2	3.7
46	2.2	2.8	3	3.2	3.1	3
47	2.4	2.8	3	3.2	2.7	3
48	2.2	2.9	4.1	3.6	3.1	4.4
49	2.6	2.5	3.2	2.3	2.4	2.3
50	2.5	3.6	3.3	3.5	2.8	2.4
51	2.2	3.2	3.3	3.3	3	3.2
52	2.9	3.4	3.3	3.7	3.5	3.4
53	2	3.8	4.5	4.3	4.1	4.4
54	2.2	3.5	4.5	3.5	4.1	3.9
55	2.2	3.7	4	3.8	3.7	3.8
56	2.4	3.4	4.8	3.8	2.4	2.8
57	2.2	2.1	2.9	1.8	2	1.8
58	2	3.6	3.5	3.4	3	2.9
59	2	3.7	3.9	4.2	4	3.3
60	1.8	1.9	4.1	2.4	2.1	2.1
Σ	146.5	191.8	215.5	206.7	201.4	200.2
X	2.4	3.2	3.6	3.4	3.4	3.3

3.1.2. Analysis of the Data

3.1.2.1. Memory Strategies

The key functions of memory strategies are storage and retrieval of new information (Oxford 58). By using these strategies students are able to store in their memory the important things (information) about English that they have heard and read, therefore it will enlarge their base of knowledge.



Besides that, the students also are able to retrieve the information they have stored when they need to use it.

Memory strategies are rarely used by students in SMU Unggulan Darul 'Ulum. The score is only 2.4, which means that this strategy is in the low level of use. There are four major ways used by students in using memory strategies. Firstly is by creating mental linkages, such as grouping which means classifying the information into meaningful groups (noun, verbs, pronouns, etc). Students also associate or elaborate the new information with familiar concepts already in memory. The important thing in elaborating or associating is that those associations or elaborations must have meaning to the students, although for other students they may have no meaning. Another way is by placing new information into a meaningful context.

Second way in using memory strategies is by applying images and sounds. Here students remember the information they have got by imagining the place where they get the information or they can also draw a picture of the information. Some students make a diagram (semantic mapping) and use key words to help them remember the information easier. Other students remember it by representing sounds in memory, involving the use of rhyme and linking the word in English with Indonesian word which has the same sound.

The third way is by reviewing the information. When students get the information, they will review it as often as they can, so that it becomes more or less automatic. The fourth way is employing actions. Students physically act out a new expression that they have got or make flashcards with the new word written on one side and the definition written on the other side.

3.1.2.2. Cognitive Strategies

Cognitive strategies are typically found to be the most popular strategies with language learners (Oxford, 43). But this doesn't happen to the students of SMU Unggulan Darul 'Ulum, because cognitive strategies are at the medium level of use and the score is 3.2. There are four major sets of cognitive strategies used by students, they are: practicing, receiving and sending messages, analyzing and reasoning, creating structure for input and output.

Many techniques are used by students in practicing their English such as saying or writing the same thing several times, reading a passages more than once to understand it more completely, imitation of native English speaker, and revising (going through a written draft in detail in order to correct it). Other forms of practicing are practice with sound and writing system, recognizing and using formulas (e.g. the formula of greetings), using patterns (e.g. pattern in offering something), recombining which means to construct a longer sentence or expression by putting

together known elements in new ways, and the last is practicing naturalistically.

Receiving and sending messages are another form of practicing. These strategies can be done by getting the data quickly by skimming – searching for the main idea- and scanning –searching for specific details-; using resources for receiving and sending messages such as using dictionary, grammar books, encyclopedia and so on.

In analyzing and reasoning, strategies used by students are; first reasoning deductively by deriving hypothesis about the meaning of what has been heard, second analyzing expression that is to break down a new word, phrase, sentence, or even a paragraph into its component parts. Third is analyzing contrastively, which involves analyzing elements of English to determine likeness and differences in comparison with Indonesian. Fourth is translating from English to Indonesian or from Indonesian to English.

Creating structure for input and output is also used by some students such as taking notes, summarizing, highlighting through colour, underlining, CAPITAL LETTERS, Initial Capital, big and bold writing,

boxes

 so on. These strategies are often, but not always, used together.

3.1.2.3. Compensation Strategies

Compensation strategies are highly used by students in SMU Unggulan Darul 'Ulum, the score is 3.6. These strategies are one of among the most important strategies for the beginning and intermediate language learners (Oxford, 90). Guessing intelligently and overcoming limitation in speaking and writing are two major ways in compensation strategies.

Strategies used in guessing intelligently are firstly by using linguistic clues such as suffixes, prefixes, and so on, and secondly by using other clues such as forms of address (e.g. nick name), close observation of non-verbal behavior, such as the speaker's tone of voice, facial expression, emphasis and body language.

In overcoming limitation in speaking and writing, students usually mix the English and Indonesian (code mixing) meaning when the students are speaking in English they involves using Indonesian for an expression without translating it. In speaking when the students don't know how to say an expression they can get help by asking for the missing expression. The other strategy is using mime or gesture in place of an expression during a conversation to indicate the meaning. Other strategy is avoiding communication totally or partially; when students face (some) difficulties in a conversation about certain topic they will avoid discussing that topic either partially or totally. Selecting the topic is also used in this strategy. Students will choose the topic in which they are interested and for which they possess the needed vocabularies. Adjusting or approximating the

messages by omitting some items of information, and making the ideas simpler are also used in overcoming the limitations in speaking and writing. Another two strategies are coining words, that is making up new words to communicate a concept for which students do not have the right vocabulary, and using a circumlocution (a round about expression involving several words to describe or explain a single concept) or a synonym (a word having the same meaning another word in the same language).

3.1.2.4. Metacognitive Strategies

The position of metacognitive strategies from the data is at the medium level of use and the score is 3.4. There are three ways used in these strategies, they are centering the learning, arranging and planning the learning, and evaluating the learning.

In centering the learning, students make an overview of the material for the next language activity and link this material with what the students already know. Students also pay attention which involves two modes: directed attention –deciding generally or globally to pay attention to the task and avoid irrelevant distractors- and selective attention – deciding in advance to notice particular details. Another strategy in centering the learning is delay speech production to focus on listening. Students do this strategy automatically by postponing their speaking in

English for hours, days, weeks, or even months until they feel comfortable enough to speak while they focus their attention on listening.

Arranging and planning the learning can be done by using these strategies. First is finding out about language learning by talking about students' language learning problems, asking questions, and sharing ideas with each other about effective strategies they have tried. Second is organizing, which involves creating the best possible physical environment, scheduling well, and keeping a language learning notebook. Third is setting goals and objectives. Students without aims are like boats without rudders, they do not know where they are going, so they might never get there! Fourth is identifying the purpose of language task. It is an important strategy, because knowing the purpose for doing something enables students to channel their energy in the right direction. Fifth is planning for a language task which involves identifying the general nature of the task, the specific requirements of the task, the resources available within the learner, and the need for further aids. Sixth is seeking practice opportunity. Classroom time usually can't provide adequate practice opportunities, so students have to find additional chances to practice the language such as listening to popular song, making an English conversation in local community, and reading English every day and so on.

In evaluating their learning, students usually do self-monitoring and self-evaluating. Self-monitoring is noticing and correcting their own

errors in language learning. Students can do this strategy by writing down the errors and difficulties in language learning then try to correct and eliminate them. Self-evaluating involves gauging the progress in language learning. It can be done by making checklists, diaries and journals.

3.1.2.5. Affective Strategies

Affective strategies are done by implementing three ways; lowering the anxiety, encouraging yourself, and taking the emotional temperature. These strategies are sometimes used by students in SMU Unggulan Darul 'Ulum. The score is 3.4 and lies at the medium level.

When students feel scared, they lower their anxiety by using progressive relaxation, deep breathing or meditation and using music. Sometimes they encourage themselves by making positive statements such as "I'm sure I can get my point across, even if I make errors." Taking risk wisely involves a conscious decision to take reasonable risks regardless of the possibility of making mistakes or encountering difficulties. Students also encourage themselves by rewarding themselves. Students can get reward externally such as good mark, but they need more than that, and another reward can come from the students themselves.

Taking the emotional temperature is important in English learning. Students need to be in touch with feelings, attitudes and motivations through a variety of means such as listening to their body, using a checklist, writing a language learning diary, and discussing their feelings with someone else.

3.1.2.6. Social Strategies

Social strategies, in spite of only part of indirect strategies, are considered by the students as important as other strategies. Students, like other human being, live together with their friends and need language to establish relationship among others. Therefore, students in SMU Unggulan Darul 'Ulum sometimes use social strategies in learning English (the score is 3.3, and at the medium level). Social strategies consist of three sets; asking questions, cooperating with others and empathizing with others.

Asking questions can be done by asking for clarification or verification and asking for correction. Cooperating with others is also important such as cooperating with peers, and cooperating with proficient users of English.

Empathizing with other is the last set of social strategies. It is done by developing cultural understanding –understanding the cultural background of English, and becoming aware of others' thoughts and feelings.

3.2. Presentation and Data Analysis of Learning Strategies Frequently Used by Good Language Learner and Poor Language Learner.

This chapter contains presentation and analysis of the data about learning strategies used by good language learners and poor language learners. The data will be presented in two tables; good language learners' learning strategies and poor language learners' learning strategies. Those two tables show the kinds of learning strategies used by good and poor language learners.

In this chapter I also talk about the frequency of learning strategies used by good language learners and poor language learners. The frequency of learning strategies used according to Oxford, are categorized into five ranks, they are: always/almost always used (4.5 – 5.0), generally used (3.5 – 4.4), sometimes used (2.5 – 3.4), generally not used (1.5 – 2.3) and never/almost never used (1.0 – 1.4).

3.2.1. Presentation of the Data

Table 3.2
Learning Strategies Used by Good Language Learners

No	A	B	C	D	E	F	Σ1	X1
1	2.5	4.1	3	3.7	3.7	3.6	21.6	3.6
2	2.9	3.4	3.8	2.9	2.7	3	18.7	3.1
3	2.6	2.9	3.4	3.3	2.6	3.2	18	3
4	2.2	3.1	3.1	3.5	3	3.3	18.2	3
5	2.7	2.8	2.9	3.9	3.4	3.3	19	3.2
6	2.5	4	4.8	4.4	5	4.9	25.6	4.3
7	2.2	4.1	4.3	3.6	4.3	4.2	22.7	3.8
8	2	3.2	3.8	3.9	3.9	3.4	20.2	3.4
9	2.4	3.3	3.6	3.5	2.7	2.4	17.9	3
10	2.4	2.6	3.5	3.3	4	3.3	19.1	3.2
11	2.6	3.7	4.4	3.6	3.7	4.1	22.1	3.7
12	2.5	3.4	3.6	3.8	3.4	3.1	19.8	3.3
13	2.5	3.6	3.1	3.6	3.1	3.9	19.8	3.3
14	2.9	3.3	4.1	4.2	4.4	3.9	22.8	3.8
15	2.4	2.8	3	3.2	2.7	3	17.1	2.9
16	2.6	2.5	3.2	2.3	2.4	2.3	15.3	2.6
17	2	3.6	3.5	3.4	3	2.9	18.4	3.1
18	2.4	3.4	4.8	3.8	2.4	2.8	19.6	3.3
19	2.5	2.9	2.6	2.8	2.9	3	16.7	2.8
20	2.2	2.6	4.1	3.6	3.1	4.4	20.3	3.4
21	2.2	3.5	4.5	3.5	4.1	3.9	21.7	3.6
22	2.1	3	3.5	3.4	3.6	3.3	18.9	3.2
23	2.5	2.4	3.5	2.4	3.3	3.7	17.8	3
24	2	3.8	4.5	4.3	4.1	4.4	23.1	3.9
25	2.8	2.9	4.1	3.6	3.7	2.9	20	3.3
26	2.7	4.1	4.1	4.3	4.6	3.9	23.7	4
27	1.8	1.9	4.1	2.4	2.1	2.1	14.4	2.4
Σ2	65.1	87.2	100.9	94.2	91.9	92.2		89.2
X2	2.4	3.2	3.7	3.8	3.4	3.4		3.3

Table 3.3
Learning Strategies Used by Poor language Learners

No	A	B	C	D	E	f	$\Sigma 1$	X1
1	2.2	2.8	3.8	3.6	2.7	3.3	18.4	3.1
2	2.6	3.6	4.4	3.9	4.4	4.4	23.8	3.9
3	2.7	3.5	4.3	3.9	3.9	4.3	23	3.8
4	2.8	3.3	3.3	3.6	4	3.4	20.4	3.4
5	2.4	2.6	2.6	2.6	3.2	2.3	15.4	2.5
6	2.5	3.5	4.4	3.4	3.6	2.4	19.8	3.3
7	2.6	4.2	3	4.2	4.1	3.8	21.8	3.6
8	2.6	3.4	2.5	4.1	3.9	3.8	20.3	3.3
9	2.4	3.5	4.4	3.8	3,1	4	21.1	3.5
10	2.4	3.5	3.4	3.6	4.3	3.4	20.2	3.3
11	2.4	3.6	3.4	3.7	3.3	3.3	19.7	3.2
12	2.4	3.4	3.8	3.8	3.4	3.3	20.1	3.3
13	2.4	3.1	3.8	3.6	4	4	20.9	3.4
14	2.7	2.9	3.1	3.6	3.1	2.9	18.3	3
15	2.4	3.1	3.8	3.5	3.6	3.7	20.1	3.3
16	2.3	2.6	3.6	3.2	1.6	2.3	15.6	2.6
17	2.7	3.6	2.5	3.3	3.7	3.8	19.6	3.2
18	2.5	3	3.6	3.1	3.1	3.2	18.5	3
19	2.4	2.4	3.8	2.8	3.7	3.7	18.8	3.1
20	2.9	2.9	3.6	3.3	3	2.8	18.5	3
21	2.6	3.8	3.8	3.9	3.9	3.6	21.6	3.6
22	2.5	3.8	2.5	3.4	2.6	3.3	17.1	2.8
23	2.6	3.3	3.5	3.5	4	3.2	20.1	3.2
24	2.9	3.4	3.3	3.7	3.6	3.4	20.3	3.3
25	2	3.7	3.9	4.2	4	3.3	21.1	3.5
26	2.5	3.6	3.3	3.5	2.9	2.4	18.2	3
27	2.3	2.4	3.6	1.9	2	2.8	15	2.5
28	2.6	2.3	3.1	2.1	2.6	2.7	15.4	2.5
29	2.4	3	3.3	3.6	3.9	3.4	19.6	3.2
30	2.2	2.1	2.9	1.8	2	1.8	12.8	2.1
31	2.2	3.2	3.3	3.3	3.1	3.2	18.3	3
32	2.2	2.8	3	3.2	3.1	3	17.3	2.8
33	2.2	3.7	4	3.8	3.7	3.8	21.2	3.5
$\Sigma 2$	81.5	104.6	137.1	112.5	111.1	108		103.8
X2	2.5	3.2	4.2	3.4	3.4	3.3		3.1

Σ_1 : Score of each student learning strategies

X_1 : Average score of each student learning strategies

Σ_2 : Score of each learning strategies

X_2 : Average score of each learning strategies

A : Memory strategies

B : Cognitive strategies

C : Compensation strategies

D : Metacognitive strategies

E : Affective strategies

F : Social strategies

3.2.2. Analysis of the Data

Good language learners and poor language learners basically do not differ much in their learning strategies. From the tables above we can see that good language learners most frequently use compensation strategies and metacognitive strategies. Memory strategies are at the low level of use by good language learners, whereas the other strategies –cognitive, affective and social strategies– are at the medium level of use.

Poor language learners only have one set of strategies which are at the high level of use; it is compensation strategies. Unlike good language learners, the poor ones do not have any strategies which belong to the low level of use. Therefore, other strategies (memory, cognitive, affective, metacognitive and social strategies) belong to the medium level of using.

The score of learning strategies used by good language learners is better than the score of learning strategies used by poor language learners although it is at the same level that is medium level. The score of good language learner is 3.4, while that of the poor one is 3.1.

The frequency of learning strategies used by good language learners lies between 1 (always/almost always used) and 4 (generally not used), while that of the poor lies between 2 (generally used) and 4 (generally not used). This following table show the frequency:

Table 3.4

Good language learners' frequency of learning strategies using

Learning Strategies	No. of students	% of students	Frequency
Memory strategies	14	51.85	3
	13	48.14	4
Cognitive strategies	9	33.3	2
	16	59.25	3
	2	7.40	4
Compensation strategies	4	14.81	1
	15	55.55	2
	8	29.62	3
Metacognitive strategies	17	62.96	2
	7	25.92	3
	3	11.11	4
Affective strategies	2	7.40	1
	10	37.03	2

	12	44.44	3
	3	11.11	4
Social strategies	1	3.70	1
	10	37.03	2
	13	48.14	3
	3	11.11	4

Table 3.5

Poor language learners' frequency of learning strategies using

Learning strategies	No. of students	% of students	Frequency
Memory strategies	16	48.48	3
	17	51.51	4
Cognitive strategies	12	36.36	2
	17	51.51	3
	4	12.12	4
Compensation strategies	17	51.51	2
	16	48.48	3
Metacognitive strategies	20	60.60	2
	10	30.30	3
	3	9.09	4
Affective strategies	17	51.51	2
	13	39.39	3
	3	9.09	4
Social strategies	11	33.33	2
	17	51.51	3
	15	15.15	4

Ranks of frequency:

1. Always/almost always used
2. Generally used
3. Sometimes used
4. Generally not used
5. Naver/almost never used

From table 3.4 we can see that 14 students (51.85%) sometimes use memory strategies and 13 students (48.14%) generally do not use memory strategies. 9 students (33.3%) generally use cognitive strategies while 16 students (59.25%) sometimes and 2 students (7.40%) generally do not use these strategies.

The use of compensation strategies is as follows: 4 students (14.81%) always/almost always use, 15 students (55.55%) generally use and 8 students (29.62%) sometimes use. For metacognitive strategies, 17 students (62.96%) generally use, 7 students (25.92%) sometimes use and 3 students (11.11%) generally do not use.

Two students (7.40%) always/almost always use affective strategies whereas 10 students (37.03%) generally use, 12 students (44.44%) sometimes use and 3 students (11.11%) generally do not use affective strategies. For the last strategies (social strategies), 1 student (3.70%) always/almost always use, 10 students (37.03%) generally use, 13 students (48.14%) sometimes use and 3 students (11.11%) generally do not use these strategies.

From table 3.5 we can see that 16 students (48.48%) sometimes use memory strategies and 17 students (51.51%) generally do not use memory strategies. 12 students (36.36%) generally use cognitive strategies while 17

students (51.51%) sometimes and 4 students (12.12%) generally do not use these strategies.

The use of compensation strategies is as follows: 17 students (51.51%) generally use and 16 students (48.48 %) sometimes use. For metacognitive strategies, 20 students (60.60%) generally use, 10 students (30.30%) sometimes use and 3 students (9.09%) generally do not use.

Seventeen students (51.51%) generally use affective strategies whereas, 13 students (39.39 %) sometimes use and 3 students (9.09 %) generally do not use affective strategies. For the last strategies (social strategies), 11 students (33.33%) generally use, 17 students (51.51%) sometimes use and 15 students (15.15%) generally do not use these strategies.

BAB IV

CONCLUSION