LANGUAGE LEARNING STRATEGIES OF ENGLISH EDUCATION DEPARTMENT STUDENTS AT UNIVERSITAS SINTUWU MAROSO

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Abstract: The objectives of this research are to find out politeness strategies used by Joe Louis Clark and the students in the Lean on Me movie and to find out the dominant types of politeness strategy used by Joe Louis Clark in the movie. This research uses descriptive qualitative approach. The data were in the form of utterances which contains politeness strategies. The data source is Lean on Me movie script. The data are collected by note-taking technique which were later classified and analyzed under the theories of Brown and Levinson (1987). The result of this research shows that there are four types of politeness strategies used by the main characters in Lean on Me movie when having conversation with the students and teacher. The politeness strategies were Bald-on record strategy, Positive politeness strategy, Negative politeness strategy, and Off record strategy (12). Positive politeness strategy has the highest frequency among other strategies since the dialogues are among teacher and students.

Keywords: *politeness interaction, interaction among teacher and students, positive politeness strategy*

Language learning strategies is very important, because people are required to act and make language learning more successful, independent and fun. All these actions would require a strategy that supports our English learning process. Language learning strategies is an overall approach that deals with ideas, planning, and execution of an activity within certain time. The objective of this paper is to describe the language learning strategies of the students of English Education Department at Universitas Sintuwu Maroso, academic year of 2016/2017.

Review of Related Studies

A study by Hidayat's (2012) research entitles *The Students' Language Learning Strategies in Reading and Speaking* describes about types of learning strategies. Many types of learning strategies can be used by the language learners to make the learning process running well. However, in the doing the practice the students are identified have limited types of learning strategies and it makes them face many problems in learning. The aims of the study are to find the typical language learning strategies used by the English Department Students in speaking and reading in English. That existing cognitive, metacognitive and social learning strategy both in reading and speaking of the student of English Department of pre-Served Teacher, Faculty of Teacher Training and Education are medium. Also it was found that the cognitive, metacognitive, and social learning strategy are interrelated one to others. The decision maker can make or review the curriculum planning. The curriculum should be based much on the learning process way. The English Department may create or improve some courses that will more focus of learning in the process of the English instructions. It can be also facilitate the learning by providing various types of learning materials that can be used in learning process.

The second study was carried out by Carrisa and Loudres (2010), entitled *"Language Learning Strategies of Students at Different Levels of Speaking Proficiency"*. This study was carried out to determine the perceptions of University of the Philippines, Diliman. This causal-comparative study aimed to examine the use of language learning strategies by high school students when speaking in class, and factors affecting such strategy use. Seventy sophomore students at a public school were observed, interviewed and asked to answer a 19-item language learning strategy checklist. Result show strategy use to follow this order: metacognitive, social/affective, and compensation strategies. Subjects were classified using an adaption of the ACTFL proficiency guidelines. Intermediate and novice speakers were further observed and made to complete retrospection statements. The f-test was used to compare strategy use of the two groups while chi-square values were computed to compare the groups' combined strategies based on retrospection statements. Results indicated significant differences between groups in the level of frequency at which metacognitive strategies were used and at which strategies were orchestrated. These factors were shown to influence strategy use: achievement in school, attitudes towards speaking English, task at hand, subject area, topic of discourse, and

teacher's techniques in allocating turns to speak and easing tension among learners asked to use the second language. Data suggest that students could further improve their speaking abilities if they would gain knowledge about learning strategies. Awareness of terms referring to various strategies would enable them to monitor the effectiveness of their strategy use and help them develop autonomy in learning English.

Language Learning Strategies

Language learning strategies were first introduced to the language literature in 1975, with research on the good language learner. At the time it was thought that a better understanding of strategies deployed by successful learners could help inform teachers and students alike of how to teach and learn languages more effectively. Initial studies aimed to document the strategies of good language learners. In the 80s the emphasis moved to classification of language learning strategies. Strategies were first classified according to whether they were direct or indirect, and later they were strategies divided into cognitive, metacognitive or affective/social categories.

Oxford (1989) defines that language learning strategies are behaviors or actions which learners use to make language learning more successful, self-directed and enjoyable. The strategy criteria were based on what tasks are currently available to the students that are learned-centered or made available for them in the dormitory. Oxford (1990) identifies six main categories of learning strategies: memory, cognitive, compensation, metacognitive, affective and social strategies, which our listed learning strategies fall into.

Direct Language Learning Strategies

The direct strategies are beneficial to the students because they help store and recover information. These strategies help learners to produce language even when there is gap in knowledge. They also help to understand and use the new language (Oxford, 1990).

Memory Strategies

Memory strategies are based on simple principles like laying things out in order, making association, and reviewing. These principles are employed when a learner faces challenge of vocabulary learning. The words and phrases can be associated with visual images that can be stored and retrieved for communication. Many learners make use of visual images, but some find it easy to connect words and phrases with sound, motion or touch.

The use of memory strategies are most frequently applied in the beginning process of language learning. As the learners advance to higher level of proficiency memory strategies are mentioned very little. It is not that the use ceases, but the awareness of its use becomes less. Here is an example to apply memory strategy by making association. If a learner wants to remember the name Solange of a French person, it could be associated by saying Solanges face is so long.

Cognitive Strategies

These are perhaps the most popular strategies with language learners. The target language is manipulated or transformed by repeating, analyzing or summarizing. The four sets in this group are: Practicing, Receiving and Sending Messages, Analyzing and Reasoning, and Creating Structure for Input and Output. Practicing is the most important in this group which can be achieved by repeating, working with sounds and writing, and using patterns. The tools of receiving and sending messages are used when learners try to find the main idea through skimming and scanning. It is not necessary to check every word. The adult learners commonly use analyzing and reasoning strategies. These are used to understand the meaning and expression of the target language. These are also used to make new expressions. Here is an example of a learner who practices with sounds of the words that have letters *ough*. The words through, though, tough, and trough contain ough but sound different. To understand them better the learner may make own phonetic spelling: throo, thow, tuff, and troff.

Indirect Language Learning Strategies

Indirect language learning strategies work together with the direct strategies. They help learner regulate the learning process, by Oxford (1990). These strategies support and manage language learning without direct engagement and therefore called indirect strategies.

Metacognitive Strategies

Metacognitive strategies go beyond the cognitive mechanism and give learners to coordinate their learning. This helps them to plan language learning in an efficient way. When new vocabulary, rules, and writing system confuse the learner, these strategies become vital for successful language learning. Three sets of strategies belong to this group and they are: Centering Your Learning, Arranging and Planning Your Learning, and Evaluating Your Learning.

The aim of centering learning is to give a focus to the learner so that the attention could be directed toward certain language activities or skills. Arranging and planning learning help learners to organize so they may get maximum benefit from their energy and effort. Evaluating learning helps learners with problems like monitoring errors and evaluation of progress. Research has found that compared to cognitive strategies metacognitive strategies are used less consistently by the learners. Here is an example of arranging and planning learning. For a learner who wants to listen to the news in the target language can plan the task by first determining what topics might be covered in the program. Most news programs have segments of politics and economics. The learner can look up the words related to the topics before listening to the news. This would better prepare the learner.

Affective Strategies

The affective factors like emotion, attitude, motivation, and values influence learning in an important way. Three sets of strategies are included in this group: Lowering Your Anxiety, Encouraging Yourself, and Taking Your Emotional Temperature. Good language learners control their attitudes and emotions about learning and understand that negative feelings retard learning. Teachers can help generate positive feeling in class by giving students more responsibility, increasing the amount of natural communication, and teaching affective strategies. Anxiety could be both helpful and harmful. It is felt that a certain amount of anxiety is helpful for learners because it helps them obtain their optimum level of performance. Too much anxiety has the opposite effect where it hinders language learning. Anxiety often takes forms of worry, frustration, insecurity, fear, and self-doubt. A common high anxiety creating situation for learners is to perform before the peers and teacher when they are not prepared. Here is an example of how learners try to lower the anxiety. Some listen to their favorite music for a few minutes before practicing the target language.

Research Method

This research is a survey research, designed in the descriptive quantitative method in this case the researcher intends to identify sixth semester students' learning strategies in English. The setting is at Universitas Sintuwu Maroso. The role of the researcher here is to gather the data gained through gives questionnaire to students and then researcher identifying the questionnaire to known students

response of language learning strategies use the students in learning English. These research participants were 58 students of English sixth and fourth semester atUniversitas Sintuwu Maroso, academic year of 2017.

The researcher used questionnaire to collect the data, to know what are the language learning strategies implemented by the students' of English education department at Universitas Sintuwu Maroso, and to know the students' English strategies. Questionnaire is an instrument used by the researcher to gain students' implemented of language learning strategies in English, adopted from Fat (2013) and supported by Nunan and Bailey (2009:130) "closed item in questionnaire which the range of possible response is determined by the researcher and the respondent select from or evaluate the option provided". It is one a reason why the researcher using questionnaire to collect students' implement in this research.

Findings
Memorizing and Repeating English Words

For this strategy, there are 26% respondents responded with always, 46% respondents with often, 19% respondents with sometimes, and 2% respondents with rarely, while 7% respondents with never.

Silent Practice

For this strategy, 17% respondents responded with always, while 48% respondents with often, 24% respondents with sometimes, and 11% with rarely.

Practice to Speak English with Friends

Next, 26% respondents responded with always, 48% with often, 17% respondents with sometimes, 5% with rarely, while 4% with never.

Read English Notes

Furthermore, for this strategy, 21% respondents responded with always, 29% with often, 35% with sometimes, 10% with rarely, and 5% with never.

Read English Textbook

For this strategy, 10% respondents responded with always, 53% often, 19% sometimes, 14% rarely, and 4% never.

Use English Whenever Possible

Data from the 58 samples showed that 21% respondents responded with always, followed by 45% respondents with often, 20% with sometimes, and 14% respondents with rarely.

Revise What Have Been Done in Classroom

Out of 58 samples, there are 14% respondents responded with always, 47% with

often, 22% with sometimes, and 17% with rarely.

Listen to English Song or News on the Radio

Based on the questionnaire results on this strategy, about 10% respondents also responded with always, while 16% respondents with often, 29% respondents with sometimes, 24% with rarely, while the remained 21% with never.

Listen to English Casette

Later, for this strategy, 9% respondents responded with always, 24% responded with often, 24% with sometimes, 22% with rarely, while the remained 21% responded with never.

Watch English Movie or Video

The questionnaire results also show that 64% respondents with always, 31% are often, 2% are sometimes, and 3% with rarely.

Discuss with Friends in English

For this strategy, 21% respondents responded with always, 45% respondents with often, 26% responded with sometimes, and 8% respondents with rarely.

Discuss with Teacher in English

Furthermore, for this strategy, 12% respondents responded with always, 31%

respondents responded with often, 40% responded with sometimes, 15% with rarely, and 2% with never.

Read English Books

Lastly, from 58 samples, 4% respondents responded with always, 17% responded with often, 31% responded with sometimes, 22% with rarely, and 26% responded with never.

Conclusion

The conclusion of the research is there are five language learning strategies which is always implemented by the students of English Education Department. The top five strategies are: (1) watching movies/videos in English, (2) memorizing and repeating English words, (3) practicing speak English with friends, (4) listening to English announcements in movie/videos, and (5) discussing what have been learned with a friend. Regarding these strategies, teachers can use authentic audio visual materials in teaching English, use drill exercise in teaching English, use role play and peer task in assigning task to the students, and use group discussion in teaching English.

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