THE STUDENTS' LEARNING STRATEGIES IN INCREASING SKILLS

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Abstract: Learning strategy is an individual way or specific behavior in action of getting and processing information to make them comfortable in learning situations to improve their progress in learning proccess. This study aims to identify the direct and indirect learning strategies of the students of Muria Kudus University. This is a qualitative descriptive research conducted in the third semester of Muria Kudus University English Education Department Teacher Training and Educational Faculthy. The subjects of this study were the third semester students in the academic year 2016/2017. The result indicates that the students prefer to use indirect learnings strategies with average score = 3.4822 than direct learning strategies with average score = 3.2987. The direct learning strategies that students used to increase their English skills were cognitive strategies with the average score = 3.3765, the compensation strategies with the average score = 3.3738, and the memory strategies with the lowest average score = 3.1460. Indirect learning strategies used by the students was social stratgies with the average score=3.5976, the metacognitive strategy with the average score=3.573, and the afective strategies with the average score = 3.2761.

Key words: students' learning strategies, speaking problems

INRODUCTION

Learning is a process to gain skill or knowledge. Hamalik (2004:27) defines that learning is the modification or strengthening of behavior through experiencing. So, learning is not a result or aim, but as a process, learning is more than just remembering, and the learning result is not only mastering what have been learned, getting the highest score in a class, but the process of getting new information through experiencing to change the behavior we have before.

Some students of English Education Department of Muria Kudus University face some difficulties in their process in understanding and applying English. One of the factors that influence students' success in learning process is their learning strategies. Smith as cited in Merriam and Caffarellla (1991:176) explains that learning strategy is an individual's characteristic way of getting and processing information to make them comfortable to feel, and behaving in learning situations. While Oxford (1990) describes that learning strategies are specific actions, behavior, steps, or techniques students use often-consciously to improve their progress in apprehending, internalizing and using the the target of learning. Learning strategy is divided into direct learning strategy and indirect learning strategy. Direct learning strategy is the strategy that makes learners directly involve to the target of the learning. While indirect learning strategy is the strategy used by learners to support and manage learning without directly involving the target of the learning. This study has some purposes to find out the

direct and indirect learning strategy of the third semester students of Muria Kudus University in increasing English skills.

Learning Strategy

In teaching and learning process, strategies mean some actions that used by learners to rich their success in learning process. Oxford (1990:8) states that learning strategy is "specific actions taken by learners to make learning easier, faster, more enjoyable, more self –directed, more effective, and more transferrable to new situations. Based on this definition, we can conclude that learning strategy is every specific learning action used by learners to reach their goal to succeed in getting their goal in learning process to be more easier, faster, more enjoyable, more self-directed, more effective, and they can use that specific learning action in some situation. In order to get the aim of learning English, students has different learning strategy. Because everybody has different views about effectiveness, fun things, and they have different ways in processing the information.

Oxford (1990:16) further devides direct learning strategy into three secondary strategies, namely: memory, cognitive, and compensation strategies. While Indirect learning strategy is divided into metacognitive, affective, and social strategies as the following table.

Table 1. Language Learning Strategy System (Oxford. 1990:17)

Type	Primary Strategies	Secondary Strategies
Direct Strategies	1. Memory strategies	A. Created mental linkages B. Applying images and sounds C. Reviewing well D. Employing action
	2. Cognitive strategies	A. Practicing B. Receiving and sending messages C. Analyzing and reasoning D. Creating structure for input and output
	3. Compensation strategies	A. Guessing intelligently B. Overcoming limitations in speaking and writing C. Centering your learning
Indirect Strategies	1. Metacognitive strategies	A. Centering your learning B. Arranging and planning your learning C. Evaluating your learning
	2. Affective strategies	A. Lowering your anxiety B. Encouraging yourself C. Taking your emotional temperature
	3. Social strategies	A. Asking question

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                         B. Cooperating with others

                          C. empathizing with others

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Direct Learning Strategy

The direct learning strategy, according to Oxford (1990:37) is language learning strategy that directly involve the target of the learning. Based on the table above, direct learning strategy is divided into memory, cognitive, and compensation strategies.

1. Memory Strategies

   Memory strategies hang on the use of the students or learners brainpower, learning strategy save and retrieve of new information or knowledge are the two central core memory strategies functions. In memory strategy learners use their brain to remember the important information or knowledge they get in learning process and help them retrieve information or knowledge that they have remember when they need to use that information or knowledge for production and their understanding. This strategy has some secondary strategies as the following:

   a. Creating Mental Linkages.

      In making mental linkages the students can use three useful strategies for receiving, remembering, and retrieving new knowledge: associating/elaborating, grouping, and placing new vocabularies into a context.

   b. Applying Images and Sounds

      For remembering new expressions that have they get from listening or reading, there are four strategies: using imagery, semantic mapping, using keywords, and representing sounds in memory.

   c. Reviewing Well

      Reviewing well strategy is especially useful for remembering new material in the language target. It entails reviewing at different intervals, the intervals at first close together and then increasingly far apart.

   d. Employing Action

      Using physical response or sensation and using mechanical techniques are the two strategies in employing action strategy.

   e. Using Memory Strategies for Retrieval

      Students or learner's can use memory strategies to retrieve target language information faster, because of that this information can be used for communication involving the four language skills. The same mechanism that was initially use to get the new information into memory (for instance, a mental association) can be used later for recalling information. Thinking of the student's original image, combination of sound and image, action, sensation, association, or grouping can rapidly retrieve the needed information, particularly if the learner has taken the time to review the material in a structured way after the initial encounter.

2. Cognitive Strategies

Four sets of cognitive strategies that useful for language learners are practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output. The secondary strategies of the cognitive strategy are:

a. Practicing

The first set of cognitive strategies and can be the most important srategies are practicing, practicing strategy involves five strategies: repeating, usually practicing with sounds and writing systems, recognizing and using formulas and patterns, recombining, and practicing naturalistically.

b. Receiving and Sending Messages

Receiving and sending messages consists of two strategies: getting the idea quickly and using resources for receiving and sending messages.

c. Analyzing and Reasoning

The five strategies in the analyzing and reasoning strategy help learners to use their own logical thinking to understand and use the grammar rules and vocabulary. These strategies are valuable, but they can make problems if they use it in over.

d. Creating Structure for Input and Output

Creating structure for input and output is another strategyy that aids all four skills. These groups contain three strategies: take notes, summarize, and highlighting. These three strategies help learners sort and organize the target language information. In addition, these strategies allow students to demonstrate their understanding tangibly and prepare for using the language for speaking and writing.

3. Compensation Strategies

The compensation strategies help learners to overcome knowledge limitations in the learner's four skills. These strategies may be the most important strategy for beginners and intermediate language students, also for expert language users who do not know an expression in some conditions, who fail to hear something clearly, or who are confused with implicit or intentionally vague about the meaning. The secondary strategies are:

a. Guessing Intelligently in Listening and Reading

Guessing is essential for listening and reading. It helps learners let go of the belief that they have to recognize and understand every single word before they can comprehend the overall meaning. Learners can actually understand a lot of language through systematic guessing, without necessarily comprehending all the details. Two compensation strategies relevant to listening and reading involve using linguistic clues and other clues.

b. Overcoming Limitations in Speaking and Writing

All the compensation strategies for speaking and writing contribute to learning by allowing learners to stay in conversations or keep writing long enough to get sustained practice. Some of these strategies also provide new knowledge in a more obvious way (e.g., getting help).

Indirect Learning Strategies

The second learning strategies are indirect learning strategies, as mention in Oxford (1990:135). Indirect learning strategies are strategies that support and manage language learning without directly involving the target of the language. If the direct learning strategies are directly involve the language that learned, indirect learning strategies are the opposite of the indirect learning strategies. Indirect learning strategies give support for language learners learning through focusing, planning, seeking opportunities, evaluating, controlling anxiety, increasing cooperating and empathy and other means. The parts of indirect learning strategies are:

1. Metacognitive Strategies

   The three sets of metacognitive strategies are useful for students or learners in increasing their language four skill, that is: centering, arranging, planning, and evaluating Your Learning. The secondary strategies are:

   a. Centering Your Learning

   Finding a focus or center for learning is very important in all four-language skills. Without the right strategies for centering, language learners face merely confusion and noise.

   b. Arranging and Planning Your Learning

   In developing all language skills there are six useful and helpful strategies for arranging and planning students learning process. These strategies focus on discovering the nature of language learning, organizing to learn, establishing aims, considering task purposes, planning for tasks, and looking for chances to practice.

   c. Evaluating Your Learning

   In evaluating your learning strategy that useful in language four skill area, there are two strategies related to monitoring one's own errors and evaluating one's overall progress.

2. Affective Strategies

   The three sets of affective strategies are lowering your anxiety, encouraging yourself, and taking your emotional temperature, and three of them are explained below as they apply to various language skills.

   a. Lowering Your Anxiety

   In any of the four skills, anxiety takes a big part, short-circuiting potential learning. Speaking the new language often causes the greatest anxiety of all, but some learners also experience tremendous anxiety when listening, reading, or writing the new language. The following strategies help learners to lower their anxiety, no matter which skill or combinations of skills are involved.

   b. Encouraging Yourself

   Teaching students some self-encouragement strategies will beuseful in all of the four skill areas. Language learners often need to find ways to keep their spirits up and persevere as they try to understand or produce the new language.

   c. Taking your emotional temperature

In learning process, students usually find condition that make them angry with, this condition can involved by their teachers, their friends, their family, and maybe caused by them self. That is important for students to control their emotional temperature to get focus on learning process.

3. Social Strategies

Some people think that social strategies are used only for listening and speaking, but social strategies are helpful and indeed essential to all four-language skills.

a. Asking Questions

Asking for clarification or verification and asking for correction are both strategies under asking question strategy. These two strategies are used in different situation in the language four skills areas. In listening and reading subject, asking questions for clarification or verification usually use more often than asking for correction. In speaking and writing, asking for correction is more prevalent.

b. Cooperating with Others

Because basic of the language is a social act, cooperating with other people is essential. This cooperation requires that the learner interact with his peer and more proficient language users. It can be with teacher or anybody.

c. Empathizing with Others

Understanding and producing the new language involves empathy with other people, especially with individuals from the target culture.

Four Language Skills

In learning English language, there are four skills that cannot be separated, they are speaking, reading, listening, and writing. According to SIL International (1990), the four basic skills are related to each other by two parameters based on the mode of communication, namely: oral or written and the direction of communication: receiving or producing the message

1. Listening skill

Listening is the receptive skill in the oral mode. Listening means understanding what we hear. In listening usually we find two situations: interactive listening and non-interactive listening. Interactive speaking situation is situation when we have chance to ask question for clarification from our partner. For simple, listen to what our conversation partner say, it can be face-to-face conversation and conversation by phone or call. Non-interactive listening place us as passive listener, some non-interactive listening is listening to the radio, TV, film, or anything else that we have no chance to ask for clarification.

2. Speaking skill

Speaking skill is the productive skill in the oral mode, in speaking skill we produce sound from mouth and that sound must be understandable. In speaking skill there are three speaking situation: first, interactive speaking situation includes face to face and telephone call conversation. Second is partially interactive situations such as giving a speech in front of audience. Three is non-interactive speaking such as when recording a speech.

3. Reading skill

Reading skill is receptive skill in the written mode. Reading skill used to get information from written form. In the reading skills, learner sees the item in the written form and understand the information on it.

4. Writing skill

Writing skill is a productive skill in oral written mode. Writing skill is a complicated skill, even for native speakers of language. Writing skill does not only present speech or idea, but develop and present that speech or idea in the written form of the item and in a structured way.

Review of Previous Research

This study is supported by some of previous researches. The first research was conducted by Sugeng from Universitas Negeri Yogyakarta in 2004 entitled "*Strategi Belajar Bahasa Inggris sebagai Bahasa Asing Kaitannya dengan Faktor-Faktor Demografik pada Pembelajar Dewasa*". Some findings were obtained. First, in general, respondents used the six learning strategies categories. Quantitatively, the most frequently used was metacognitive strategy (mean = 3.4430), followed by the affective strategy (mean = 3.3026), the compensation strategy (mean = 3.3019), the memory strategy(mean = 3.0426), the cognitive strategy (mean = 2.9859), and then the social strategy (mean = 2.8571). Second finding, no significant differences were found in the strategy used by the respondents across the four factors. Third, five interactions were found among the factors: (1) respondents with S-2 educational background reported higher use of the compensation strategy than other respondents; (2) female respondents who were 40 to 49 years old tended to use the cognitive strategy more than other respondents; (3) 20 to 29 year old female respondents reported higher use of the compensationstrategy than other respondents; (4) female respondents who were 50 and over tended to use the metacognitive strategy more than other respondents; and (5) 40 to 49-year old female respondents reported to using the social strategy more frequently than other respondents.

The second previous research was conducted by Cohen and Aphek in 1990 entitle "*Language Learning: Insights Jor Learners*" in their research, they create some question related by how the adult learners learning vocabulary of the second language. On their research reported that the strategy most used by subject of their research (75%) is connecting the second language word that they learnt into their mother language word. It means, the most strategy used by adult learning in learning vocabulary of the second language is cognitive strategy.

METHOD

This study is a descriptive qualitative research that aims to describe the students direct and indirect learning strategies to increase their English skills. The data of this research is students' learning strategy. The data were taken from all third semester students of Muria Kudus University in academic years 2016/2017.

To collect the data, the writer used scale questionnaire adapted from Strategy Inventory for Language Learning (SILL) version 7.0 Oxford: 1989 with 50 questions as the instrument to collect the data. There are six parts in this

questionnaire: part A representsmemory strategies, part B represents cognitive strategies, and part C represents compensation strategy. These three strategies present direct learning strategies. then Indirect learning strategy is divided into three and present as follow: part D represents metacognitive strategies, part E representsaffective strategies, and the last part F presents social strategies. Each part has different numbers of question part A has 9 questions; part B has 14 questions; part C has 6 questions;part D has 9 questions; part E has 6 questions; and part F has 6 questions. In answering the questionaire, the students used number scale 1 - 5, here are explanation about the scale:

> 1 =Always or almost always used by the students
> 2 = Usually usedby the students
> 3 = Sometimes usedby the students
> 4 = Generally not used by the students
> 5 = Never or almost never used by the students

The writer translated the questionnaire into Indonesian to anticipate students difficulties in answering the questionnaire. After getting permission from the lecturers of the third semester student English Education Department Muria Kudus University to do the research, the writer distributed the questionnaire and giving explanation to the students how to answer the questionnaire.

In analyzing the data, the writer used steps proposed by Miles and Huberman (1994) as follows:

1. Data Reduction. Data reduction is the process of selecting, focusing, simplifying, abstracting, and transforming data (Miles &Huberman, 1992:16). In this research, The writer reduced data that collected from the student's questionaire answer sheet after they filled the questionaire then counted it to find the average of each strategies and divided it into two parts, direct and indirect strategies. Next, the writer find the score averages by dividing it to the total questions of each parts by using this formula:

Table 3. The student's total strategies questionnaire answer formula.

Direct learning strategies			Indirect learning strategies		
Part A	**Part B**	**Part C**	**Part D**	**Part E**	**Part F**
Sum=.....÷9	Sum=.....÷14	**Sum=.....÷6**	**Sum**=.....÷9	**Sum=.....÷6**	**Sum=.....÷6**

From the calculation above, the writer got the student individual average score. After getting the average score of every students, the writer calculated all the third semester students' direct and indirect learning strategies by adding and averaging with the numbers of respondence. To know direct learning strategies the writer used this formula:

$$\frac{part\ A}{70} = average \quad \frac{part\ B}{70} = average \quad \frac{part\ C}{70} = average$$

And this formula was used for knowing third semester students indirect learning strategies:

$$\frac{part\ D}{70} = average \quad \frac{part\ E}{70} = average \quad \frac{part\ F}{70} = average$$

After getting the average score from each parts of the questionnaire, the writer measured the result by using the following scale.

High	High Always or almost always used	4.5 to 5.0
	Usually used	3.5 to 4.4
Medium	Medium Sometimes used	2.5 to 3.4
Low	Low Generally not used	1.5 to 2.4
	Never or almost never used	1.0 to 1.4

2. Data Display. After reducing the data, the writer displayed the result of the data in the form of table, graphic, words, and sentences.
3. Conclusion Drawing. Finally, the writer presents the conclusion based on the analysis result of the questionnaire that has been display in the table.

FINDINGS AND DISCUSSION

This presents about research findings of the student's learning strategies in increasing English skill of the third semester students of Muria Kudus University in academic year 2016/2017. The writer distributed the questionnaires in three classes in the third semester of English Education Department Muria Kudus University, and the writer got 70 students who were ready and fulfilled the questionaire answer sheet.

The Students' Direct Learning Strategy to Increase English Skills

The writter served the data based on the answers of students questionnaires that had been collected from the third semester students. After that, writer calculated the data of each part of the questionnaires using averages calculation to find the students' learning strategies profiles. Figure 1 displays 70 students questionnaire answer sheet in summary and the average result of each direct learning strategy that the students used, both the highest total and average score show the strategies that the students prefer to use.
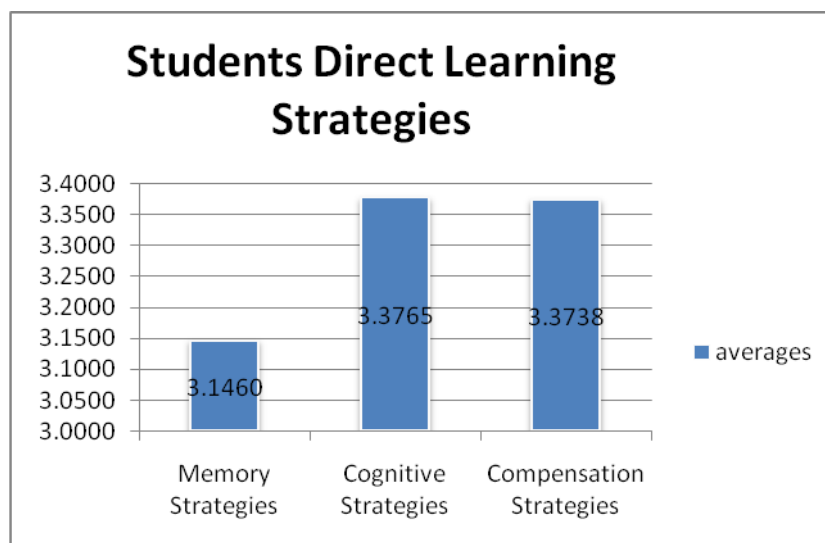
Figure 1. Diagram of the Student's Direct Learning Strategies

From the figure, the total direct learning strategies average from 70 students of the third semester student of English Education Department Teacher Training and Education Faculty of Muria Kudus University= 3.3001. Based on Oxford 7.0 scale, this result shows medium using (the strategies that use sometimes). Because this result includes on scale 2.5 to 3.4

The highest average of the indirect learning strategies are cognitive strategies with the average=3.376. This result means that the third semester students'direct learning strategies that mostly used are cognitive strategies. The second highest average of the indirect learning strategiesis compensation strategies with the average = 3.3738 and memory strategies become the lowest direct learning strategies used by third semester students with the average score = 3.1460.

The figure also shows the averages comparison of direct learning strategies that are used by the students of English Education Departmentof Muria Kudus University. Both cogitive and compensation strategies as the first and second strategies that are mostly usedshow that the averagedifference is very thin or almost similiar, and the strategies with the lowest average result shows medium use (using sometimes) on the scale. It is a signal that the use of direct learning strategies in the English Education Department Teacher Training And Education Faculty of Muria Kudus University is a goodenought.

The Students' Indirect Learning Strategy to Increase English Skills

The following figure shows the use of indirect learning strategy of English Education Department Teacher Training and Education Faculty of Muria Kudus University in academic years 2016/2017. Each part represents indirect learning strategies: metacognitive strategies, affective strategies, and Social strategies.
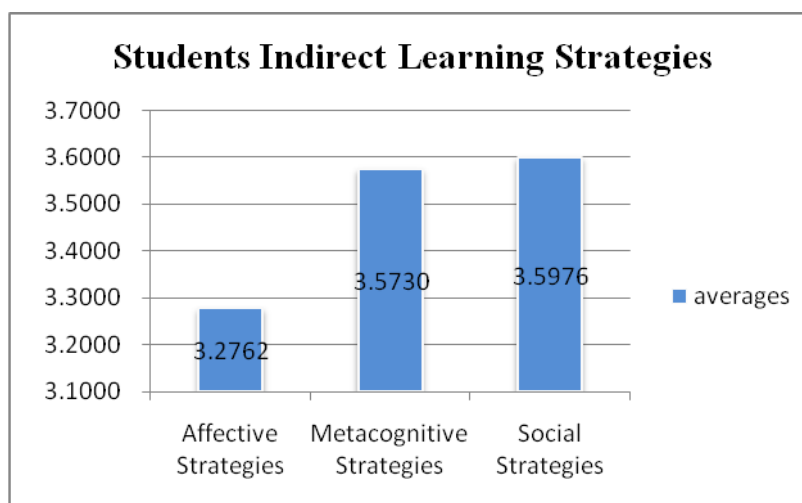
Figure 2. Diagram of the Student's Indirect Learning Strategies

From the figure above, the writer finds the use of indirect learning strategies are high, with the totalaverages=3.4822. This total averages result is higher than direct learning strategies with the total averages=3,2987.

Social strategies become indirect learning strategies which are mostly used by the third semester students of English Education Department Teacher Training Faculty Muria Kudus University with the highes average score=3.5976. The second strategies which are mostly used are metacognitive strategies with the average score=3.5730. then afective strategies with the average score score= 3.2762.

From this diagram, the average scores show few difference of each strategies, especially for metacognitive and social strategies. The lowest score whic was affective strategies still had medium score from standard average score (2.5).

CONCLUSION AND SUGGESTION

Conclusions

According to the discussions on the previous chapter writer conclude that the thirdsemester students of English Education Department prefer to use indirect learningstrategiesin increasing their English skills with average score = 3.4822 (show medium on the scale, which means, strategies that used sometimes by the third smester students) than direct learning strategies with average score = 3.2987 (this result show medium on the scale also, which means, strategies that used sometimes by the third smester students), and make conclusions as follows:
1. Students direct learning strategies mostly used by the third semester student of English Education Department of Muria Kudus University to increase their four English skills are cognitive strategies with the average score=3.3765 (means, learning strategies that used sometimes by the third smester students).

The second direct learning strategies most used by are compensation strategies with the average score=3.3738 (means, learning strategies that used sometimes by the third smester students). Then memory strategies become the third direct learning strategies used by the third semester students with the lowest average score=3.1460 (means, learning strategies that used sometimes by the third smester students).

2. Indirect learning strategies most used by the students are Social stratgies with the average score=3.5976(this average show high result on the scale, wich means, learning strategies that usually used by the third smester students), and the second high is metacognitive strategy with the average score=3.573(this average show high result on the scale, wich means, learning strategies that usually used by the third smester students). Then the last afective strategies with the average score = 3.2761(means, learning stragies that used sometimes by the third smester students).

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