



Identifying English Learning Strategies Used by Native Papuan Students at Senior High Level Jayapura City

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ABSTRACT

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This study aims to study the English learning strategies used by native Papuan students in Senior High level Jayapura. This research method is descriptive qualitative. The population in this study were native Papuan students and English subject teachers. Triangulation data collection techniques, namely interviews, observation and documentation. The data collection in this study used the direct observation method which was entered into the research notes and used interview guidelines. The data analysis technique used in this study is a suspended analysis technique in which the researcher looks at, transcribes and classifies code transfers found in communication which are then adjusted according to type. The results of this study indicate that learning strategies used by native Papuan students when learning English are metacognitive strategies, cognitive strategies, and social-affective strategies.

Keywords: *Learning Strategies, Native Papua, English Learning Strategy*

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INTRODUCTION

English is a subject that must be taught in schools in the current curriculum. For senior high level which is expected as a means before entering college in order to improve four skills or abilities in English. In teaching English at the senior high school level, it is based on four components, namely reading, speaking, listening and writing (Syakur, et al., 2020; Yusuf, et al., 2019). In the process of learning English at the senior high school level, teachers and students sometimes encounter several problems. Sometimes, teachers find some students find it difficult to follow the learning process. Some of them even think that English is difficult because they often get into trouble and give up being able to master it. So, they feel bored when they are learning English and that's because students cannot understand the learning material well. So, Every English teacher in senior high level must use a variety of learning strategies and each student must have their own learning strategy.

Many researchers have done the english learning strategies those are Umi Farikhah (2016), she study find out what strategies the students had for learning English, especially for deaf students at Tulung Agung State Special School (Slb) then Berlinda Mandasari and Lulud Oktaviani (2020), the purpose of this study was to identify students' English learning strategies used by Management and Engineering students who enrolled in English for business classes at the Indonesian Technocrat

University. The next previous studies by Firima Zona Tanjung (2020), the aim of the study was to investigate learners' language learning strategies related to their age and provide some steps to make teaching programs more effective taking into account the Language Learning Strategies of learners as their ages as well. Learning strategy is very important. Learning strategies are needed to make it easier for students to understand the lesson. This strategy is divided into direct strategy and indirect strategy. The direct strategy consists of memory strategies, cognitive strategies, and compensation strategies. Meanwhile, the indirect strategy consists of meta-cognitive strategies, affective strategies and social strategies. These strategies are used by students while learning foreign languages.

This study aims to study the English learning strategies used by native Papuan students in learning English in Senior High level Jayapura. Nunan stated that learning strategies are mental and communicative procedures that students use to learn and use language (1999). Jenal said on his research that there are some problem in teaching and learning English as a foreign language (EFL) in Indonesia that relate to teachers and learners. Based on the observations of researcher during as a field supervisor of PPL in some senior high school level, there many native papuan student get good score. In every school approximately 60% of native Papuan students and many indigenous Papuan students who have good English skills. The Native Papuan students achieved English scores that exceeded the KKM, where their average score was 85 and above than their non-native Papuan students. In fact, it is because they learn to use learning strategies. There is a student named NX majoring in automotive who uses one of the learning strategies, namely learning strategies using memory. In this case, these students remember the material that has been taught in school and remember it at home while reading it aloud. This learning strategy helps him learn and understand English well so that he can score above the KKM. Through this research, by knowing the existence of learning strategies for Papuan students in learning English, it is hoped that Papuan students and even non-Papuans can find out what learning strategies are suitable for them, so that it can help them improve their English learning.

Literature Review

Learning and teaching are two types of activities that cannot be separated. In every teaching activity, learning activities occur inside. The interaction between teachers and students is the main requirement for the implementation of the learning process. Muhammad and Sulistyorini stated that teaching learning does not only convey messages in the form of learning materials, but implements attitudes and values in students (2012). By learning, students are expected not only to have a better understanding of certain knowledge but also a better personality because the aim of proper education is to educate the academic and spiritual side of students. The two activities support each other. According to O'Malley and Chamot, learning strategies are specific thoughts and behaviors that individuals use to help them understand, learn, or retain new information (1995).

Based on O'Malley and Chamot who define the types of learning strategies are divided into three types: 1)Metacognitive strategies, involve processes such as planning for learning, thinking about their learning process, self-correcting, and evaluating learning after an activity is completed. 2)Cognitive strategies, involve direct learning about the learning material and have limited specific learning tasks. 3) Social-affective strategy, this strategy has a close relationship with social activities and interacts with others.

Based on Oxford (1990) in Jack C. Richards & Charles Lockhart identify five general types of learning strategies: 1) Memory strategies, which help students to store and retrieve information. 2) Cognitive strategies, which allow students to understand and generate new languages. 3) Compensation strategy, which allows learners to communicate even if there is a deficiency in their knowledge of language. 4) Metacognitive strategies, which allow learners to control their own learning through organizing, planning, and evaluating. 5) Affective strategies, which help students gain control over their emotions, attitudes, motivations, and values. Social strategy, which helps students interact with other people.

Regarding the language learning strategy, Oxford (1990) has been classified learning strategies into two groups terms, they were: direct and indirect strategies. Direct strategies refer to memory, cognitive, compensation strategy, while indirect strategies refer to metacognitive, affective, and social strategy (Syafryadin, 2020). Direct strategies involve the target language and acquire the process for internalize the language, on the other hand indirect strategies are strategies that support and manage language learning without involving target language.

METHOD

In this study, the type of research method used is qualitative research. The data in this research are native papuan students in some of senior high school Jayapura (SMA N 1 Jayapura, SMK N 5 Jayapura, SMA N 1 Sentani and SMK N 1 Sentani). The researcher used purposive sampling by taking native Papuan students from each class IX in every school. In this study, data were obtained through two sources, namely primary data and secondary data. Primary data is data obtained directly from research subjects, consisting of native Papuan student of XI class at (SMA N 1 Jayapura, SMK N 5 Jayapura, SMA N 1 Sentani and SMK N 1 Sentani) and teachers of English subjects. As for secondary data, namely data obtained by researcher to support primary data, which consists of theories about learning strategies, books related to learning strategies and report results both while in the research field, and in other places. both offline and online for the current situation as well as documentation that has relevance in this study. In this, the researcher collected data through observation, interviews, and documentation, after that the researcher retells the data which had been analyzed in the form of conclusion.

RESULT AND DISCUSSION

English Learning Strategies Used By Native Papuan Students at Senior High Level

Based on the data obtained by researcher from observations, interviews and documentation about the learning strategies used by indigenous Papuan students in class IX Senior High School Jayapura, the use of learning strategies is divided into four skills, namely listening skills, speaking skills, reading skills and writing skills. In listening skills, students use cognitive strategies, namely through taking notes, finding keywords, listening to music and watching movies. In speaking skills, students use metaconigitive strategies, namely through the subcategory of selective attention and students using cognitive strategies, sub-categories of imagery and repetition, besides that students use social strategies in the sub-category of cooperation. In reading skills, students use metacognitive strategies for focused attention and cognitive strategies for sub-categories of resources. In writing skills, students use the social strategy sub-category of questions for clarification, namely asking the teacher for repetition, paraphrasing, explaining and asking for examples.

English Learning Strategies Used by Native Papuan Students in Listening Skills

Based on the results of data analysis, the results of the study revealed that indigenous Papuan students prepared notes or books to write difficult words or keywords before listening began. The results of this study can be proven from the results of interviews with the following informants:

"Sebelum materi listening dimulai, biasanya sih sa menyiapkan sepangkal kertas bu,, buat nulis kata-kata yang sa tra tau." - HX, SMK N 5 Jayapura, Interview, Jayapura, 06 July 2019

"Pas pelajaran listening mau mulai sa siapkan buku tulis dan beberapa kertas dulu buat nyatet kata yang di dengar nanti bu." OP- SMA N 1 Jayapura, Interview, Jayapura, 06 July 2019

"Sa menyiapkan buku sama alat tulis sebelum listening mulai, kalo ada kata yang tidak sa tau sa tulis di buku." - FK, SMA N 1 Sentani, Jayapura, 06 July 2019.

"Siap-siap pulpen sama cepat-cepat buat nyatet kata-kata yang didengar nanti pas listening." MR, SMK N 1 Sentani, 08 July 2019.

From the above statement, indigenous Papuan students use a note-taking strategy to facilitate their listening skills. Taking notes is noting important points, outlines or summaries of information presented orally while listening or reading. The note-taking strategy can be proven when native Papuan students prepare papers or books to capture all the material when the listening section begins. The purpose when using note-taking is to make it easier to understand the material by writing down a few key words or difficult words. Therefore, the researchers concluded that indigenous Papuan students apply note-taking in their listening skills.

Keywords are remembering new words in a second language by identifying familiar words. Keywords are one of the subcategories in the cognitive strategies used by indigenous Papuan students in listening skills. Based on the results of observations and interviews, indigenous Papuan students use a keyword strategy to identify the words they hear while listening to them.

"Sa dengarin dulu apa yang sa bisa dengar, baru sa cari kata yang sa tau." HX - SMK N 5 Jayapura

"Dengarin dulu baru kalo ada kata yang sulit baru sa cari." OP - SMA N 1 Jayapura

The indigenous Papuan students find familiar words while listening to them. The indigenous Papuan students listen carefully to find keywords in every sentence they hear. This helps native Papuan students to be able to capture material when the listening class begins. On the other hand, the researcher also concluded that indigenous Papuan students used English learning strategies outside the classroom. Observational data found that indigenous Papuan students tried to expose themselves to listening through audio programs such as listening to English songs and listening to English and audio-visual programs such as watching English films outside the classroom.

"If I usually watch western films while reading the writing underneath, sis. You don't know the meaning." FK - SMA N 1 Sentani.

"Kalo sa biasanya nonton film barat sambil baca tulisan di bawahnya bu. Kan ga tau artinya." MR - SMK N 1 Sentani.

It was found that indigenous Papuan students used learning strategies not only in the classroom, but outside the classroom also by watching English films. Repetition imitates what others say openly or quietly. Based on the observations of native Papuan students like listening to music as English songs, usually indigenous Papuan students listen to more than one music to memorize lyrics.

"Sa dengerin lagu sambil membaca lirik di internet biar bisa ngikuti lagunya." HX - SMK N 5 Jayapura

"Lagunya sa putar ulang terus ikut nyanyi." OP -SMA N 1 Jayapura

Native Papuan students listen to more than one song to memorize the lyrics. If indigenous Papuan learners can't follow a song, they find the lyrics first and sing the song more than once. This strategy helps them in their listening skills. Apart from that they can also improve their vocabulary and pronunciation.

English Learning Strategies Used by Native Papuan Students in Speaking Skills

Metacognitive strategies refer to the behavior of students in centering, organizing, planning, and evaluating their learning. This means that metacognitive strategy is a term for expressing executive functioning, strategies that require planning for learning, thinking about the learning process currently taking place, monitoring one's production or understanding and evaluating learning after an activity is completed. The metacognitive strategy also refers to the methods used to help indigenous Papuan learners understand the way they learn, it means that the process for which indigenous Papuan learners are designed is to learn as a way they can understand easily.

"Sa mencari topik yang mudah agar menghafalnya juga mudah bu." HX - SMK N 5 Jayapura.

"Kalo tugas buat dialog biasanya sa cari tema yang mudah. Supaya nanti buatnya ga susah. Terus kalo misal di suruh maju ke depan biar mudah ngafalinnya." OP - SMA N 1 Jayapura.

"Sa cari topik yang mudah kak biar menghafalnya juga mudah topiknya yang gampang seperti kegiatan sehari-hari" FK - SMAN 1 Sentani

"Pilih topik yang gampang supaya mudah buatnya sekalian menghafalnya contoh topik yang mudah yang sa pilih yang ada di sekitar seperti greeting." MR- SMKN 1 Sentani

Native Papuan students choose easy topics when practicing English in front of the class. Papuan indigenous students make dialogues with easy topics before they present their dialogue to the class. The Papuan students work together with their peers to complete the task. Therefore, when indigenous Papuan students speak in front of the class they will expand the important points or words they have memorized beforehand.

On that occasion, the indigenous Papuan students used sub-categories of cognitive strategies, namely imagery and repetition.

a). Parable

Parables relate new information to visual concepts in memory through visualization for easy recall. Based on the researchers' observations, indigenous Papuan students use illustrations related to the topic to memorize dialogue easily.

"Biar mempermudah dalam menghafalkan, sa membayangkan hal-hal yang ada hubungannya dengan dialog yang sudah di buat." HX- SMKN 5 Jayapura

"Sa kadang bayangin topik yang berhubungan dengan dialog yang sudah di buat, biar mudah mengingatnya." OP- SMAN 1 Jayapura

Indigenous Papuan students use illustrations related to words to memorize something to learn English. In this strategy without memorizing all the words in the text, they can memorize the lines, and that makes them memorize easily.

b). Repetition

Repetition mimics a language model, including open exercises and silent exercises. In the repetition strategy, indigenous Papuan students try to memorize English dialogues or practice texts more than once. The indigenous Papuan students remember the dialogues or texts that they make themselves or by their groups to memorize them before they speak in front of the class.

"sebelum dapat giliran maju biasanya bacanya di ulang-ulang dulu biar hafal." HX-SMKN 5 Jayapura

"dialog yang sudah dibuat dibaca berulang-ulang sambil menghafal." OP- SMAN 1 Jayapura

"biasanya sa baca sampai 3x dulu, kalo belum hafal sa ulang terus sampai bisa hafal." FK-SMAN 1 Sentani

"sa baca berulang-ulang dulu terus praktek sama temen sebelum maju ke depan kelas bu." MR- SMKN 1 Sentani.

Native Papuan students use cognitive strategies with subcategories of repetition. Students read dialogue or readings before practicing it. Social strategy is the act of learners taking interactions with others to aid their own language learning. In speaking skills, indigenous Papuan students apply one sub-category of social strategy, namely cooperation. Cooperation refers to how learners discuss or work together. Papuan native learners implement this strategy by working together with one or more friends to get information, feedback, solve problems or get a model language activity. The indigenous Papuan students apply this strategy to practice dialogue with their friends in front of the class when the speaking class begins. This strategy helps them in their speaking skills especially in pronunciation and improves their vocabulary. In addition, indigenous Papuan students can discuss and cooperate with their friends.

English Learning Strategies Used by Native Papuan Students in Reading Skills

In learning English reading skills, indigenous Papuan students use one sub-category of metacognitive strategies, namely focused attention and one of the cognitive strategies, namely resources.

Metacognitive strategies are skills that indigenous Papuan learners use to manage their own language learning. Papuan indigenous students only use one subcategory of the metacognitive strategy.

"Sa baca dulu teksnya sampai paham baru jawab pertanyaannya." *"Sa baca dulu teksnya sampai paham baru jawab pertanyaannya."* HX- SMKN 5 Jayapura

"Teksnya dibaca dulu, sebelum menjawab soal. Kalo sudah tau isinya tentang apa baru mulai menjawab soalnya." OP- SMAN 1 Jayapura

"Biasanya sebelum menjawab soal, sa baca teksnya dulu untuk mengetahui isinya tentang apa. Kalo sudah tau baru jawab pertanyaannya." FK- SMAN 1 Sentani

"Kalo ada kata yang sulit, sa artikan dulu kemudian baru jawab pertanyaannya." MR- SMKN 1 Sentani

Indigenous Papuan students usually focus on the content of the text. This strategy helps indigenous Papuan learners to answer text questions correctly. Directions helps attendees indigenous Papuan students to improve their ability in reading skills.

The results also showed that the indigenous Papuan students applied one sub-category of cognitive strategies, namely resources. Based on the researchers' observations, native Papuan students use a dictionary to find difficult words. Provision of resources makes use of language materials such as dictionaries. Papuan indigenous students use a dictionary when they find it difficult to read the text. This is a good way

for them to know the text content they are reading, and this strategy can improve their vocabulary as well. This strategy helps indigenous Papuan learners answer text questions correctly and improve their reading skills.

English Learning Strategies Used by Native Papuan Students in Writing Skills

The results showed that indigenous Papuan students applied sub-categories of social strategies to improve their writing skills. The strategy they use is a question of clarification. Questions for clarification are asking the teacher for repetition, paraphrasing, explanation or examples. This can be seen based on the excerpt from the interview as follows:

"Kalau ada tugas buat karangan sa sering tanya ke mam bu." HX- SMKN 5 Jayapura.

"Kalau ada tugas menulis biasanya sa buat pake bahasa Indonesia dulu baru di terjemahkan ke bahasa Inggris bu. Itu juga sa tanya ke mam terus." OP- SMAN 1 Jayapura.

"Kalo ada tugas membuat cerita ya sa sering tanya ke mam. Sudah bener apa belum." FK- SMAN 1 Sentani.

"Kalau disuruh buat cerita sendiri sa belum bisa kak, soalnya ada tensis-tensisnya itu loh. Jadi kesulitan kalo mau buat jadi sa sering tanya ke mam." MR- SMKN 1 Sentani.

This strategy refers to learner activities that involve other people by asking questions and corrections to their teachers. Papuan indigenous students ask their teachers or private teachers to help complete assignments, especially in writing lessons. Using this strategy can help native Papuan students to improve their writing skills.

CONCLUSION

The researcher concluded that the learning strategies used by students in senior high level applied three main classifications of learning strategies by O'Malley and Chamot (1995). The three main classifications of learning strategies are metacognitive strategies, strategies cognitive, and socio-affective strategies. Students in class IX at SMA/SMK Jayapura apply nine learning strategies in their English skills. The learning strategies used by students are two sub-categories of metacognitive strategies, namely, focused attention and selective attention; five subcategories of cognitive strategy, namely, note-taking, keywords, imagery, repetition, and resources; and two subcategories of social affective strategies, namely, questions for clarification and cooperation. Based on the description above, the learning strategies used by students have an influence on the success of students in learning English. The advantages of the learning strategies applied by students are: (1) Using language learning strategies appropriately can improve the language skills of students. (2) Useful for students to classify material language, to remember new words using auditory or visual links, and to remember new language information based on sound, (3) make it easier for students to understand lessons by paying attention in class, and (4) allow students to interact with each other.

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