LANGUAGE LEARNING STRATEGIES

by

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Abstract

This paper explains the important of learning, strategies and has finally discussed about characteristic of language learning strategies. The success of studying language is determined by how the learning and strategies are adopted. Learning is the process of interaction between students, teacher and material. Learning is also as assistance provided and designed by educators that involve the strategies in order that the process of acquiring knowledge and knowledge is achieved, mastery of skills and character can occur, and the formation of attitudes and trust in students are obtained. While strategic learning refers to the learner’s active such as negotiated interaction in target language in such communicative activities as clarification, confirmation, comprehension checks, requests, and etc. Strategic learning also refers to learners’ intentional engagement in the learning process by selectively attending to a learning problem, mobilization of the resources, deciding on the best available plan for action.

Key words : learning, strategies, and language learning strategies.

A. LEARNING

The developing of human culture has demanded to learn about human existence and credibility. Learning can be in formal and informal situation. Learning in informal situation possibility got information from everywhere around them. It means that human can learn anything from their experience or others, event, buying tickets to a concert or talking to a neighbor. We simply have to see the interaction one with other as a learning experience in order to walk away with fresh ideas and wisdom. Going though the interaction process is going to be one of the best learning experiences of some one life.

Studying process Performance is determined by many factors, one of them is learning model. Learning is the process in learning that is circularly constructed. As Stated in Unesco book that there is no better way to discover the construction socially of one’s own culture than to be faced with another culture that having quite different in assumptions. The culture is getting involved during learning process, especially foreign language learner, this condition makes the process of learning is not necessarily neat or linear, but being appropriately adopted agree with the goal of learning. Within the model, learning is essentially an error correction process, there is no achievement in language learning without any correction the error happened in the process, making mistake and error are usually undeniable in studying language.

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Recent explorations in EIL learning, teaching, and teacher education have brought to the surface certain creative tensions that characterize the Individual Identity, formation of individual identities, compelling us to rethink some of the taken-for-granted theoretical and pedagogical assumptions about EIL. For instance, the role of integrative motivation for EIL learning has come under serious scrutiny in the context of contemporary realities of self and identity.⁴

Elizabeth states “Given that a significant part of learning is understanding how to sift—to look for those things that you are more willing to take seriously—an ability to rely on first-language knowledge is indispensable”⁵, within learning, there is sub method in making the learning process running well, such as how to look for the thing that can make student more focus and using their own appropriate language in the context codification. Some aids that can help student more focus or at least make student avoid unimportant things, Naomi⁶ has opinion that learning that is supported by the physical and visual aids is very important in order to avoid unsupported talk during the lesson, through gesture such as in intonation will help student to understand how the word is pronounced.

Shortly, learning is no longer seen only as a process of forming students’ habits that are agree with the program and planning compiled by a construction of learning, but this must shift to the cognitive processes of students they use when they learn and then seen as very important for the learning process for developing students’ competency and evaluating the mistake and error happened. In addition, learning as a social process is increasingly emphasized, and socio-cultural theory begins to be drawn.

Based on explanation above can be concluded that Learning is the process of interaction between students, educators (teacher) and learning resources in a learning environment. Learning is assistance provided and designed by educators in order that the process of acquiring knowledge and knowledge is achieved, mastery of skills and character can occur, and the formation of attitudes and trust in students are obtained. In other words, learning is a process to help students studying well. The learning process occurs throughout the long life of a human being and can apply anywhere and anytime. Learning has a similar understanding to teaching, though have different connotations.

B. STRATEGIES

Strategy in other side has same meaning with strategy. Strategy is a general plan or set of plane designed and intended to achieved something that refers to an action that someone uses to attain one or more of learning or organization’s goal. There are many kind of strategies in language learning, some focuses on speaking, reading,

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⁷ Nunan, David, Task-Based Language Teaching (New York, Cambridge University Press, 2004), p.6
Strategic learning refers to learners' active role in intentional engagement in the learning process by selectively attending to a learning problem, mobilizing the resources, deciding on the best available plan for action, carrying out the plan, monitoring the performance, and evaluating the results for future action. Strategic learning is triggered and defined by task demands, and is thus not a task-independent learner trait or capacity.8

“The word method,” declares the Routledge Encyclopedia of Language Teaching and Learning (2000), “is one of the central issues of instruction” (p. 616). Citing the original Greek word, methodos, which “includes the idea of a series of steps leading towards a conceived goal” (p. 617), the Encyclopedia defines method simply as “a planned way of doing something” (p. 617). Turning to the specific context of language teaching, it states, rather awkwardly: “A method implies an orderly way of going about something, a certain degree of advance planning and of control, then; also, a process rather than a product” (p. 617). As the quote indicates, the meaning of method, as used in second/foreign language teaching, is shrouded in a veil of vagueness, despite its central importance.9

Dubin and bycina in hedgcock says that several useful strategies can help students at this stage of the process. One strategy is for the teacher to divide the text into sections and in series, that enabling students to control such as stop at the end of each section to check comprehension and make predictions about what will come next before moving ahead with their reading.10 There is little doubt that teachers’ use of pedagogic strategies is very often driven by their assumptions about how languages should be taught.11 It means dealing with the plan, implementation and evaluation to achieve the goal of learning, consequently, the utility of cognate searching as a strategy is dependent on the relationship between mother tongue and language is learning.

The strategic is also can be learnt, strategic learning refers to the learner’s active such as negotiated interaction in target language in such communicative activities as clarification, confirmation, comprehension checks, requests, repairing, reacting. Strategic learning also refers to learners’ intentional engagement in the learning process by selectively attending to a learning problem, mobilization of the resources, deciding on the best available plan for action, carrying out the plan, monitoring the performance, and evaluating the results for future action. Strategic learning is triggered and defined by task demands, and is thus not a task-independent learner trait or capacity.12

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8 I. S. P. Nation Teaching ESL/EFL Reading and Writing new York Routledge, Taylor & Francis (2009), p. 40
Every program in all sector entails the goals or purposes as the end goal of the program, it also in strategic learning, Yongqi adds that Strategic learning is tied to a purpose. The purpose of strategic learning is to solve a learning problem in students’ case, method such as performance, perform a novel task, accelerate the learning rate, or to achieve overall learning success. Without the learner’s active engagement in the learning process, second language acquisition is at best haphazard. Over the decades, we have seen applied linguists suggesting the right amount of comprehensible input, opportunities for output, corrective feedback, task-based presentation, and contextual scaffolding in the classroom. But after all these, the only thing teachers can do is to wait and hope that learners will notice the patterns or automatically activate their implicit learning mechanisms.  

There is small sub in strategy that is called as a technique, the technique is so important because the ground that a technique is the most local level: techniques are the particular activities or strategies introduction adopted in the classroom to accomplish a particular learning goal. Technique can be defined as a way of carrying out a particular task, especially the execution or performance of a scientific procedure or an artistic work. Good technique means skillful, efficient and effective way of doing or in achieving something. Choosing strategy strongly determine the achievement in language learning, for example when learners look for the meaning in the text would not easy without appropriate strategy because meaning does not exist in text, but rather must be actively constructed, instruction in how to employ strategies is necessary to improve comprehension. To construct meaning, students must monitor their understanding and apply strategic effort.  

Tessa’s criteria in a good lesson is one where there’s plenty of language learning going on making students and teacher as follows: 1) Feel comfortable physically, socially and psychologically, there is no uncomfortable situation for students’ and teachers’ physic, social relationship, and psychology 2) know a little about each other, why they are together and what they want to get out of the experience. (teachers and students also know these things may keep shifting slightly as they go through the course.), 3) teachers and students are aware of some of what there is to learn, 4) They are aware of some of the things they have learned, 5) teachers and students have a notion about how we learn best, 6) Accept that language is a mixture of things (part instinct, motor skill, system, cultural artifact, music, part vehicle for content and part content itself), that it changes all the time and thus that they need to teach and learn it in a variety of ways, 7) Know why they are doing the activities they’re doing, 8) doing things in class that would be worth doing and learn things that are worth learning for their own sake outside the language classroom. 9) Become more capable of taking the initiative, making decisions and judging what is good and useful 10) start useful habits which will continue after student and teacher

14 Anthony J. Liddicoat and Angela Scarino, Intercultural Language Teaching and Learning (West Sussex: John Wiley & Sons 2013) p. 3.
15 Catherine Snow, Reading for understanding : toward a research and development program in reading comprehension (Santa Monica: rand 2002) p. 32
16 Tessa Woodward, Planning Lessons and Courses (new York Cambridge University Press 2011)
have left each other, 11) follow the course and lesson plans or depart from them when necessary in order to bring about the criteria above.

C. FEATURES OF LANGUAGE LEARNING STRATEGIES

Learning second or foreign language are not so easy as learning the mother tongue language, the factors may happen are about the grammatical pattern and cultural assimilation between the mother language and others. Each of strategies has a specification goal, such Jorgense statement about strategies multivocality, leads to considerations about the reader’s positioning as agent or victim within different explanatory frameworks, this line can be continued by using one or more of the approaches to discourse analysis, applying their specific tools in order to investigate this aspect of the text further.17

![Person-Task-Context-Strategies: An Explanatory Model](image)

Figure 18.1 Person-Task-Context-Strategies: An Explanatory Model

He explains that the person (learners) determines which variety of English they want to learn and how strategies need to be employed in order to carry out the learning task. The most widely reported learner factors include age, sex, language aptitude, intelligence, prior knowledge, motivation and learning purpose, self-concept/image, personality, and cognitive and learning style. These person-dependent factors are relatively stable, and constitute the learner’s preferred ways of dealing with learning tasks. Their strategies for learning, therefore, will unlikely be related to a desire to use English for international communication. Task No strategies are needed if there is no task demand; and no strategic learning is needed if the task at hand can be done very easily.18

Learning strategies are actions and routines used by the learner to facilitate the obtaining and use of information in achieving the goal of learning. Learning strategies

18 Yong qi Gu, Context Strategies Person Task Person-Task-Context-Strategies: An Explanatory Model, p. 23
are also specific actions taken by the teachers or learners to make learning more enjoyable, faster, more effective, and more transferable to new situations in obtaining the goal of learning. The use of term learning strategies refers to what learners know and do to regulate their learning as a choice solution in learning.

D. LANGUAGE LEARNING STRATEGIES

Learning strategies is inevitable choice in studying. Language learning strategies is defined as the term referring to processes and action that are consciously deployed by language learners to help them to learn or use of language more effectively. Oxford (2001) cites based on a wide array of research indicating that learners who make effective use of language strategies learn faster than learners who do not use a variety of language learning strategies. The teachers’ demand are to be innovative in integrating some strategy training and some discussion of strategies into their language learning classes. Such as teaching vocabulary, focus on ways to memorize words and phrases and other skills. The following is taxonomies of language learning strategies (oxford, 1990) 19

For language learners after specify the goal or English is deal should choose for specific purposes then select appropriate strategies if direct or indirect strategies. As mention above that there are several subtle, there are cognitive strategies refer to how the learners master the material theoretically, then memory strategies refers to the prepare the stimulus in order to the memory be useful in catching the learning material. Although, subtle differences between them, but they generally classify learning strategies to the three broad strategies or three broad categories: metacognitive, cognitive, and social/affective.

Metacognitive strategies refer to the higher order executive strategies for instant like thinking about the learning process, monitoring and planning for learning

as it takes place, and self-evaluation of learning after the learning activity. Cognitive strategies refer to conscious ways of tackling learning.

There are many methods in language learning with strategy in, such as: Audio-lingual Method, Communicative Language Teaching, Community Language Learning, Competency-Based Language Teaching, Direct Method, Grammar-Translation Method, Natural Approach, Oral and Situational Language Teaching, Lexical Approach, Silent Way, Suggestopedia (or, Desuggestopedia), Task-Based Language Teaching, Total Physical Response, and more. The method each of them is Each is supposed to have a specified set of theoretical principles and a specified set of classroom practices, but actually is considerable overlap in their theory and practice.

E. CONCLUSION

Such as teaching vocabulary, focus on ways to memorize words and phrases and others. When working with a reading passage, ways of guessing the meaning of words in context can be discussed. The best students can explain to others what they are doing to master the language. There are now many published articles and handbooks for language teachers on how to integrate strategy instruction into their teaching (for example Rubin 1975; Oxford 1990; and Cohen 1998; to mention just a few).

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