

Language Learning Strategies Used by the Students and Their Achievement in English Subject (a Case Study of Students Who Possess Kartu Jakarta Pintar at SMK Jakarta Pusat I)

R. Sri Ayu Indrapuri
Universitas Awal Bros

Corresponding author e-mail: sriayu418@gmail.com

Article History: Received on 27 Mei 2023, Revised on 30 Juni 2023
Published on 20 Juli 2023

Abstract: This research was intended to know the learning strategies used by students who possess Kartu Jakarta Pintar in English at SMK Jakarta Pusat I. This research aims to investigate the kind of language learning strategies frequently used by the students who possess KJP in SMK Jakarta Pusat 1. This was a qualitative research that kind of case study research. This study's respondents were the SMK Jakarta Pusat 1 student on April 2023. The population of this research was all the students who get Kartu Jakarta Pintar at SMK Jakarta Pusat 1 of the three classes, the total was 51 students. The respondents were given the questionnaire to be answered. In analyzing the result of the questionnaire, the writer uses Oxford's SILL Profile of Result (Ver. 7). The learning strategy frequently used by students who possess KJP is metacognitive strategy. It shows 66% or 34 students out of 51 students. Learning strategy that is mostly used by the high achievement students who possess KJP is metacognitive strategy. It shown 50% of the students mostly use Metacognitive strategy. Learning strategy that is mostly used by the Low achievement students who possess KJP is social strategy. It shows 50% of the students mostly use Social strategy. Therefore, the three conclusions above have answered the objective of the research that the kind of learning strategy frequently used by students who possess KJP is metacognitive strategy.

Keywords: *achievement, Kartu Jakarta Pintar, learning strategy*

A. Introduction

Jakarta is the capital city of Indonesia that have many citizens. The citizens come from different backgrounds of culture, ethnicity, and income of family background. Especially for the different income families, the government of Indonesia makes some policies in order to help them to survive their life and also to continue their education.

In terms of education, the government of Indonesia has a policy to support children to be able to continue their education although they come from low-income family backgrounds. The policy which has done by government is creating the Kartu Jakarta Pintar. Kartu Jakarta pintar refers to a Card that has many functions like giving free payment of education for SD, SMP till SMA. Moreover, the characteristic of the Kartu Jakarta Pintar is the family that has the house is not worth it and the

parents have insufficient income. Therefore, if the students have these criteria means that they can get a Kartu Jakarta Pintar to continue their education.

Especially for SMK Jakarta Pusat 1, it has almost 70% of the students get KJP. It means that more than half of the students derive from low-income family background. In order to know the students that get Kartu Jakarta Pintar, the committee of school-like teachers should survey the student's family background as well as his or her house. Based on the survey, most of the students' houses are not appropriate places to live. In other words, they live in a small place in which there are not enough rooms for the members of the family. We can say that there is no room for the students to study or even to do their homework at home.

However, not all of the students who get the Kartu Jakarta Pintar fail in their studies at school. Based on the data of KJP at SMK Jakarta Pusat, there are 490 students who get KJP. For tenth years students there are 113 students, eleventh years students are 176, and for twelfth years students are 201 students. Even some of them get good achievements in this school. According to an unstructured interview with 9 teachers of SMK Jakarta Pusat 1, they said that almost of students who get Kartu Jakarta Pintar have good results of achievement. It also can be seen from the result of their semester exam.

In addition, the writer has an assumption that the students who get Kartu Jakarta Pintar means they have limitations such as facilities and infrastructure to develop their knowledge and ability at school. In addition, based on the small interview with some of the students who get Kartu Jakarta Pintar, they also said that they feel difficult to do their homework and study at home because they have a small place with uncomfortable conditions and situations.

Therefore, according to the phenomenon above, the writer uses this phenomenon as a case in this research. Sagadin (1991) states that a case study is used when we analyze and describe, for example, each of people person individually (his or her activity, special needs, life situation, life history, etc), a group (a school department, a group of students with special needs, teaching staff, etc), individual institutions or a problem (or several problems), process, phenomenon or event in a particular institution, etc, in detail.

Based on Oxford (2003) states that language learning styles and strategies are among the main factors that help determine how -and how well -our students learn a second or foreign language. Moreover, according to research article by Correia & Barros (2014); Jones et al. (2013); Protheroe (2008) entitle *Learning strategies as a key to student success*. The research summarized identifies three important links between learning strategies and academic achievement. First, effective use of learning strategies can enhance a student's ability to achieve academically. Second, while some students independently understand and apply a wide repertoire of learning strategies, others do not. Finally, these strategies can effectively be taught as part of content area instruction. Therefore, in this research, the writer would like to

investigate what kind of learning strategies are mostly used by the students who possess the Kartu Jakarta Pintar and their overall achievement at school.

B. Methods

This is a qualitative approach to research for the purpose at this stage is to know by revealing the fact, so The kind of this research is a case study research. In this research, the case study is to investigate the preferred language learning strategies used by students who possess KJP and their achievement in English subjects. This study's respondents were the SMK Jakarta Pusat 1 student on April 2023. The population of this research was all the students who get Kartu Jakarta Pintar at SMK Jakarta Pusat 1 of the three classes, the total was 51 students. The respondents were given the questionnaire to be answered. The questions of SILL (Ver. 7 1998) comprise fifty questions which are divided into six parts (Part A - Part F). There are **nine** questions in Part A, **fourteen** questions in Part B, six questions in Part C, **nine** questions in Part D, **six** questions in Part E, and also **six** questions in Part F.

Each part of the questions represents the six subdivisions of Oxford taxonomies:

Part A	Memory strategies
Part B	Cognitive strategies
Part C	Compensation strategies.
Part D	Metacognitive strategies
Part E	Affective strategies
Part F	Social strategies

In analyzing the result of the questionnaire, the writer uses Oxford's SILL Profile of Result (Ver. 7) to categorize the level of the respondents' frequency (how often) of using each strategy. The detail of the category is presented in table 1:

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

In a case study research, based on Fidel (1984) states that Reliability refers to the extent to which repeated employment of same research instrument, under conditions taken to be constant, produces the same research. Therefore, in this research the reliability of instrument adapted from Oxford (1989) Strategy Inventory Language Learning (SILL) version 7.0. The reason to assess the language learning strategies in this article by using SILL was that it approved as “the most comprehensive classification of learning strategies to date” (Ellis, 1994) and it was the most often used strategy scale around the world at this time (Kato, 2005).

C. Results and Findings

Learning strategies frequently used by the students who possess KJP in SMK JP 1 (Based on frequency category)

No	Category	Frequency	Percentages
1	Always or almost always used	0	0%
2	Usually used	4	7,8%
3	Sometimes used	34	66,7 %
4	Generally not used	13	25,5 %
5	Never or almost never used	0	0%
TOTAL		51	100%

The table above shows there are five (5) categories of learning strategies, they are always used, usually used, sometimes used, generally used, and never or almost never used. Then, the total of the students is fifty-one (51) students as research sample. According to the table above, there are no students that always used learning strategies or (0) percent. And then, there are four (4) students who usually used learning strategies or around (7,8%) percent of students. Next, there are thirty-four (34) students who sometimes used learning strategies (66.7%). Moreover, thirteen students generally used learning strategies or (25,5%) of students, and no one never used learning strategies of (0%) students. Therefore, based on the all data in the table, there are sixty-six percent or more than half of students in sometimes used category for applying learning strategies.

**Learning strategies frequently used by the students who possess KJP in SMK JP 1
(Based on learning strategies classification)**

Parts	Learning strategy	Average
Part A	Memory strategy	2.6
Part B	Cognitive strategy	2.6
Part C	Compensation strategy	2.8
Part D	Metacognitive strategy	3.2
Part E	Affective strategy	2.7
Part F	Social Strategy	2.9

The table above presents the classification of learning strategies that are divided into six parts. The classification is memory strategy refers to Part A, Cognitive strategy indicates Part B, compensation strategy contains Part C, Metacognitive strategy obtains Part D, Affective strategy is Part E and Social strategy refers to Part F. Based on the table above, there are the average score of students that used learning strategy depend on learning strategies classification. The average of 2.6 of students refers to memory strategy, and then the average score of 2.6 also in cognitive strategy, then the average of 2.8 refers to compensation strategy. Next, the average of 3.2 contains metacognitive strategy, the average 2.7 represents affective strategy and the average score of 2.9 indicates social strategy. Therefore, there are 5 out of ten (50%) of the students mostly use Metacognitive strategy.

Learning strategies that mostly used by the HIGH achievement students who possess KJP

No	Students	score	LearningStrategies
1	Erika	78	Part F (Social strategy)
2	Neneng	76	Part F (Social strategy)
3	Bella Silvia	76	Part F (Social strategy)
4	M.Izzudin	73	Part D (Metacognitive strategy)
5	Rivie Okta	70	Part F (Social strategy)
6	Sultan Abdul	69	Part D (Metacognitive strategy)
7	Fitri	66	Part E (Affective strategy)
8	Faryha	62	Part A (Memory strategy)
9	M. Alfian Suud	60	Part E (Affective strategy)
10	Riqi Zulkarnaen	60	Part F (Social strategy)

The table above shows there are ten students who get low achievement in English subject final exam of first semester of tenth years students and include their learning strategy classification. Student number one who gets score of 78 refers to social strategy, student number two who gets score 76 indicates social strategy, then student number three who gets score of 76 refers to social strategy, and then student number four who gets score of 73 refers to metacognitive strategy, and student number five who gets score 70 contains social strategy, then student number six who get score 69 refers to metacognitive strategy, and student number seven who gets score 66 refers to affective strategy, next student number eight who gets 62 indicates memory strategy, student number nine who gets score 60 refers to affective strategy and student number ten who gets score 60 indicates social strategy. Therefore, there are 5 out of ten (50%) of the students mostly use Social strategy.

Learning strategies that mostly used by the LOW achievement students who possess KJP

No	Students	score	Learning Strategies
1	Erika	78	Part F (Social strategy)
2	Neneng	76	Part F (Social strategy)
3	Bella Silvia	76	Part F (Social strategy)
4	M.Izzudin	73	Part D (Metacognitive strategy)
5	Rivie Okta	70	Part F (Social strategy)
6	Sultan Abdul	69	Part D (Metacognitive strategy)
7	Fitri	66	Part E (Affective strategy)
8	Faryha	62	Part A (Memory strategy)
9	M. Alfian Suud	60	Part E (Affective strategy)
10	Riqi Zulkarnaen	60	Part F (Social strategy)

The table above shows there are ten students who get low achievement in English subject final exam of first semester of tenth years students and include their learning strategy classification. Student number one who gets a score of 78 refers to social strategy, student number two who gets score of 76 indicates social strategy, then student number three who gets a score 76 refers to social strategy, and then student number four who gets score 73 refers to metacognitive strategy, and student number five who gets score 70 contains social strategy, then student number six who get score 69 refers to metacognitive strategy, and student number seven who gets score 66 refers to affective strategy, next student number eight who gets 62 indicates memory strategy, student number nine who gets score 60 refers to affective strategy and student number ten who gets score 60 indicates social strategy. Therefore, there are 5 out of ten (50%) of the students mostly use Social strategy.

The kind of learning strategy frequently used by students who possess Kartu Jakarta Pintar at SMK Jakarta Pusat 1 in this research is metacognitive strategy in some time used category frequency. Then, based on the learning strategies classification for the students who get High achievement, the classification refers to metacognitive strategy. It means that their learning through planning, arranging, focusing, and evaluating their own learning process. On the other hand, for the students who get Low achievement, the classification of learning strategy indicates social strategy. It contains the students who are interested in asking questions and cooperation with others, facilitating interaction with others in their learning.

D. Conclusion

Based on the research findings: 1) The learning strategy frequently used by students who possess KJP is metacognitive strategy. It shows 66% or 34 students out of 51 students; 2) Learning strategy that is mostly used by the high-achievement

students who possess KJP is metacognitive strategy. It shows 50% of the students mostly use Metacognitive strategy; 3) Learning strategies that are mostly used by the Low achievement students who possess KJP is social strategy. It shows 50% of the students mostly use Social strategy. This research aims to investigate the kind of language learning strategies frequently used by the students who possess KJP in SMK Jakarta Pusat 1. Therefore, the three conclusions above have answered the objective of the research that the kind of learning strategy frequently used by students who possess KJP is metacognitive strategy.

Reference

- Correia, R. Z. D. F. D., & Barros, M. A. (2014). Analysis of the Relationship between a Learning Group and a Teacher at a Sciences Workshop of the Elementary School. *Creative Education*, 5(20). <https://doi.org/10.4236/ce.2014.520200>
- Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford University Press.
- Fidel, R. (1984). Online searching styles: a case-study-based model of searching behavior. *Journal of the American Society for Information Science*, 35, 211–221.
- Jones, L., Stall, G., & Yarbyough, D. (2013). The Importance of Professional Learning Communities for School Improvement. *Creative Education*, 4(5).
- Kato, S. (2005). *How LLS Affect English Proficiency*. Bunkyo Gakuin Japan.
- Oxford, R. (1989). *Language Learning Strategies: What Every Teacher Should Know*. Newbury House.
- Oxford, R. (2003). Language Learning Styles and Strategies: Concepts and Relationships. *IRAL - International Review of Applied Linguistics in Language Teaching*, 41(4), 271–278.
- Protheroe, N. (2008). Teacher efficacy: What is it and why does it matter. *National Association of Elementary School Principles, Alexandria*, 42–45.
- Sagadin, J. (1991). *Razprave iz pedagoške metodologije*. Znanstveni inštitut Filozofske fakultete.