



# DARUSSALAM

## JURNAL ILMIAH ISLAM DAN SOSIAL

**KINERJA TENAGA KEPENDIDIKAN SELAKU  
ADMINISTRATOR DI SEKOLAH**

*Oleh : Hj. Nurul Aini*

**TANGGUNG JAWAB SUAMI TERHADAP PENDIDIKAN  
ISTERI MENURUT ALQUR'AN SURAH AN-NISA AYAT 34**

*Oleh : Muhammad Husin*

**ANALISIS HUKUM PEMBERIAN REMISI TERHADAP  
PELAKU TINDAK PIDANA**

*Oleh : M. Fahmi Al Amruzi*

**PEMIKIRAN ULAMA TENTANG 'ILLAT HUKUM  
(SUATU KAJIAN USHUL FIQH)**

*Oleh : Fathurahman Azhari*

**PENGGUNAAN MEDIA LCD PADA PEMBELAJARAN**

*Oleh : Sofrayani*

**LEARNING STRATEGIES ON ENGLISH ACQUISITION OF JUNIOR  
HIGH SCHOOL STUDENTS OF DARUL HIJRAH ISLAMIC BOARDING  
SCHOOL MARTAPURA, SOUTH KALIMANTAN**

*Oleh : Hj. Nida Mufidah*

**TELAAH KOMPETENSI PEDAGOGIS GURU DALAM  
PROSES PEMBELAJARAN**

*Oleh : H.M. Alwi Kaderi*

**التعريب في اللغة العربية  
من : رفعة**

*Diterbitkan Oleh :*

**SEKOLAH TINGGI AGAMA ISLAM (STAI) DARUSSALAM MARTAPURA  
KALIMANTAN SELATAN**

Telp. (0511) 4722034 Faxes. (0511) 4721307

<http://www.stai-darussalam.ac.id> e-mail: [stai\\_darussalam@yahoo.co.id](mailto:stai_darussalam@yahoo.co.id)

# LEARNING STRATEGIES ON ENGLISH ACQUISITION OF JUNIOR HIGH SCHOOL STUDENTS OF DARUL HIJRAH ISLAMIC BOARDING SCHOOL MARTAPURA, SOUTH KALIMANTAN

Oleh: Hj. Nida Mufidah \*

## Abstract

*Learning strategies is one of the factors that determine the success of learning English as a foreign language. Learning strategy is closely related with high competencies of language, motivation, character and others. High language competence will affect the learning strategy used, in learning language, a learner has mother tongue, the language acquired through the process language of acquisition. This research is necessary conducted, it is aimed to know what kind of English learning strategies as a foreign language which is generally applied by santri in Islamic boarding school class III Junior High School which implements bilingual learning system, Arabic and English and to know the complexity language us. This research shortly investigates some learning strategies which help to solve students' problem in learning styles. Meta-cognitive strategy moderates by respondents, which most part applied by Islamic boarding school students.*

**Key Word :** Learning Strategies, English Acquisition

## A. Introduction

Pondok pesantren (Islamic boarding schools) is a social-culture institution that is under the system of Islamic education in Indonesia. Educational institutions of Islamic boarding school students have been visited by various ethnic groups with their regional language. The use of different languages is clearly visible when Islamic boarding school students communicate in environment of Islamic boarding schools.

Teaching and learning multi-languages have been easily found in South Kalimantan in pesantren Darul Hijrah Cindai Alus Martapura, this Islamic boarding school system has implemented 3 languages. (English, Arabic and Indonesian). Arabic and English dominated as language for communication and educational language, except certain subject groups that must be delivered in Indonesian. Arabic intended to Islamic boarding school students have a strong foundation

for studying religion considering the foundations of the Islamic law written in Arabic. English is a tool to learn of general knowledge.

In learning language, a learner has mother tongue, the language acquired through the process language of acquisition for kids or acquisitions language, namely the process that takes place in the brain of child when he gets his first language or their mother tongue. They get different languages in language lesson. Learning language related to process that happening at the time of a child to learn second language after he gets his first language. So, language acquisition for kids while learning language regarding the second language.

Stages in the acquisition of a foreign language can be measured by the increasing complexity and originality of a students' utterances. Those could be met in learning strategies. Language acquisition for students describes a cognitive development and interaction between the linguistic development.

Language, with the strategy cognitive has various activities. This strategy is connected with the development students with irreducible complexity phonology, syntax and semantics language that will be used.

Learning strategies used by santri to help them understand information and solve problems. A learning strategy is a person's approach to learn and use information. Students who do not know or use good learning strategies often learn passively and ultimately fail in school. Learning strategy instruction focuses on making the students more active learners by teaching them how to learn and how to use what they have learned to solve problems and be successful. One strand addresses how students acquire information,, it includes strategies for learning how to paraphrase critical information, picture information to promote understanding and remembering, ask questions and make predictions about text information, and identify unknown words in text.

Based on pre observation, students of this boarding schools use different learning strategies, specific actions and behaviour to help them learning English instruction easily, since they have general learning styles or overall approaches at the environment where they are learning. Learning strategies are normally conceived to be techniques which students use to comprehend, store, and remember new information and skills. In short, this research is needed to identify further learning strategies most used by students in English instruction, and complexity of language use in oral and written language. Besides, what a student thinks and does in order to learn constitute both the observable and non-observable aspects of learning strategies.

## B. Problem Statement

In Islamic boarding school, students are required to take advantages of many active English learning strategies. Students cannot only rely on the the study designed by teachers but given freedom covers a wide variety of ways and techniques that will be developed creatively by students as English speakers. Based on those issues, this research is focused on:

1. What language strategies are most frequently used by male students at Darul Hijrah boarding school ?
2. How is students' complexity sentence in oral and written language ?

## C. Review of Literature

### 1. Learning Strategies

Learning styles and language learning strategies are different. Language learning strategies are associated with various learning styles and thus are more malleable (Ehrman, 1996). Learning strategies, on the other hand, are the special thoughts or behaviour that individuals use to help them comprehend, learn or retain new information<sup>1</sup>. Learning styles are linked with the personality and therefore may be more difficult to change (Ehrman, 1996). Learning style is the way in which an individual's. Perhaps the most challenging aspect of learning styles are the relationship between learning styles and cultural background may support particular learning styles. Teachers may modify their methods, materials or curricula based on cultural background.

---

<sup>1</sup> O'Malley, Michael J et al, *Learning Strategies Used by Beginning and Intermediate ESL Student, Language Learning* Vol 35 No.1 1985

Language learning strategies and preferred learning styles may impact how foreign language learners learn. In addition, cultural background and listening have been found to be important factors in the language learning styles have been investigated during the past decade. When O'Malley et al (1985) used the definition of learning strategies as being "operations or steps used by a learner that will facilitate the acquisition, storage, retrieval or use of information", a definition originally used by Rigney (1978). In an attempt to produce a classification scheme with mutually exclusive categories, O'Malley and his colleagues developed a taxonomy of their own identifying 26 strategies which they divided into three categories; metacognitive (knowing about learning), cognitive (specific to distinct learning activities) and social. The metacognitive and cognitive categories correspond approximately with Rubin's indirect and direct strategies.

The addition of the social mediation category was an important step in the direction of acknowledging the importance of interactional strategies in language learning. Oxford took this process a step further. Like O'Malley et al (1985), she used Rigney's definition of language learning strategies as "operations employed by the learner to aid the acquisition, storage, retrieval, and use of information"<sup>2</sup> (Oxford, 1990, p.8) as a base. Attempting to redress the perceived problem that many strategy inventories appeared to emphasize cognitive and meta cognitive strategies and to describe much less importance to

affective and social strategies, she classified learning strategies into six groups: memory strategies (which relate to how students remember language), cognitive strategies (which relate to how students think - about their learning), compensation strategies (which enable students to make up for limited knowledge), metacognitive strategies (relating to how students manage their own learning), affective strategies (relating to students' feelings) and social strategies (which involve learning by interaction with others). These six categories (which underlie the Strategy Inventory for Language Learning (SILL) used by Oxford and others for a great deal of research in the learning strategy field) were further divided into direct strategies (those which directly involve the target language such as reviewing and practicing) and indirect strategies (those which provide indirect support for language learning such as planning, co-operating and seeking opportunities). Although Oxford's taxonomy is "Perhaps the most comprehensive classification of learning strategies to date"<sup>3</sup>, it is still, of necessity, somewhat selective since "dozens and perhaps hundreds of such strategies exist" Oxford, (1990) acknowledges the possibility that the categories will overlap, and gives as an example the metacognitive strategy of planning, which, in as far as planning requires reasoning, might also be considered a cognitive strategy. She also deals with the difficulty of whether a compensation strategy such as looking for synonyms when the exact word is unknown is a learning strategy or a communication strategy. Although Ellis (1994, p.539)

<sup>2</sup> Oxford, R. *Language Learning Strategies: What Every Teacher Should Know*. Rowley: Newsbury House, 1990, p. 8

<sup>3</sup> Ellis, R. *The Study of Second Language Acquisition*. Oxford: Oxford University Press, 1994, p. 539)

comments that compensation strategies are included "somewhat confusingly", Oxford (1990, p.49) justifies including such behaviours as learning strategies on the grounds that they "help learners become more fluent in what they already know [and] may lead learners to gain new information about what is appropriate or permissible in the target language". However, she acknowledges that (p.17) there is no complete agreement on exactly what strategies are; how many strategies exist; how they should be defined, demarcated, and categorized; and whether it is - or ever will be - possible to create a real, scientifically validated hierarchy of strategies and classification conflicts are inevitable.

In most of the research on language learning strategies, the primary concern has been on identifying what good language learners do to learn a foreign language. Like general learning strategies, English language learning strategies include those techniques that learners use to remember what they have learnt- their storage and retrieval of new information (Rubin, 1987, p. 19). LLSs also include receptive strategies which deal with receiving the message and productive strategies which relate to communication (Brown, 1994; Chamot & Kupper, 1989).

LLSs have been classified into several different ways. O'Malley et al (1985a, pp. 582-584) categorized strategies into metacognitive, cognitive and socioaffective. They found that most importance was given to the metacognitive strategies (i.e., those that have planning, directing or monitoring). Oxford (1990a) indicated that LLSs, are steps taken by the learners in order to improve language training and develop language competence. Moreover, she divided the strategies into direct and

indirect involving information, memory behaviors, vocabulary knowledge, grammar rules, thought and mental processes.

Investigations involving language learners often showed that the most successful learners tended to use learning strategies that are suitable to the task, material, self-objective, needs, motivation and stage of learning (Oxford, 1990). Good language learners seemed to possess abilities to succeed while others lacked those abilities (Rubin & Thompson 1994). Good learners, according to them, can find their own way by taking charge of their learning, organizing their language information and making their own opportunities for practicing using the language. In addition, they use linguistic knowledge and contextual cues to help them in comprehension while learning a foreign language.

Direct strategies are classified into:

- a. Memory strategies (9 items) are used for entering new information into memory storage and for retrieving it when need for communication. (e.g., grouping, representing sounds in memory, structured reviewing, using physical response).
- b. Cognitive strategies (14 items) are used for linking new information with existing schemata and for analyzing and classifying it. Cognitive strategies are responsible for deep processing, forming and revising internal mental models and receiving and producing messages in the target language (e.g., repeating, getting the idea

- quickly, analyzing and taking notes).
- c. Compensation strategies (6 items) include such strategies as guessing and using gestures. Such strategies are needed to fill any gaps in the knowledge of the language. (e.g., switching to the mother tongue, using other clues, getting help and using a synonym).

On the other hand, indirect strategies are divided into Metacognitive, Affective and Social:

- a. Metacognitive strategies (9 items) are techniques used for organizing, planing, focusing and evaluating one's own learning. (e.g., linking new information with already known one, seeking practice opportunities, and self-monitoring).
- b. Affective strategies (6 items) are used for handling feelings, attitudes and motivations. (e.g., lowering anxiety by use of music, encouraging oneself and discussing feelings with others).
- c. Social strategies (6 items) are used for facilitating interaction by asking questions, and cooperating with others in the learning process, (eg. Asking for classification, cooperating with others and developing cultural understanding).
- 1) I don't use a dictionary to understand unfamiliar words.
  - 2) I memorize meaning of words in a list form (out of context).

- 3) I respond in English if asked a question in English.
- 4) I memorize English grammar rules in order to apply them.
- 5) I give self tests to prepare for exams.
- 6) I rehearse silently in English before speaking in English.
- 7) I ask others to test me on what I memorized in English.
- 8) I try to think in English.
- 9) I memorize new English words by grouping them.
- 10) I repeat what I read to enhance my comprehension. [-5-]

The final version of the questionnaire included 60 items to which the subjects responded on a 5-point Likert scale (1= I never do this; 2= I seldom do this; 3= I sometimes do this; 4= I usually do this; 5= I always do this).

## 2. Foreign Language Acquisition

Foreign language acquisition, the process of learning a native or a second, foreign language. The acquisition of native languages is studied primarily by developmental psychologists and psycholinguists. Although how students learn to speak is not perfectly understood, most explanations involve both the observation that children copy what they hear and the inference that human beings have a natural aptitude for understanding grammar. While students usually learn the sounds and vocabulary of their native language through imitation, grammar is seldom taught to them explicitly; that they nonetheless rapidly acquire the ability to speak grammatically supports the theory advanced by Noam Chomsky and other proponents of transformational grammar. According to this view,

students are able to learn the "superficial" grammar of a particular language because all intelligible languages are founded on a "deep structure" of grammatical rules that are universal and that correspond to an innate capacity of the human brain. Stages in the acquisition of a native language can be measured by the increasing complexity and originality of students' utterances. Students at first may overgeneralize grammatical rules and say, for example, *goed* (meaning *went*), a form they are unlikely to have heard, suggesting that they have intuited or deduced complex grammatical rules (here, how to conjugate regular verbs) and failed only to learn exceptions that cannot be predicted from a knowledge of the grammar alone.

The acquisition of second or foreign languages is studied primarily by applied linguists. People learning a second language pass through some of the same stages, including overgeneralization, as do children learning their native language. However, people rarely become as fluent in a second language as in their native tongue. Some linguists see the earliest years of childhood as a critical period, after which the brain loses much of its facility for assimilating new languages. Most traditional methods for learning a second language involve some systematic approach to the analysis and comprehension of grammar as well as to the memorization of vocabulary. The cognitive approach, increasingly favored by experts in language acquisition, emphasizes extemporaneous conversation, immersion, and other techniques intended to simulate the environment in which most people acquire their native language as children.

Slabakova, R. (2010) stated that for the second-language learner, the acquisition of meaning is arguably the most important task. Meaning it is the

heart of a language, not the exotic sounds or elegant sentence structure. There are several types of meanings: lexical, grammatical, semantic, and pragmatic. All the different meaning contributing to the acquisition to the meaning of generally having the integral second language possession.<sup>4</sup>

Research and theory on first language learning tends to be closely intertwined with the development of cognition (e.g., Brown, 1973; Carroll & Freedle, 1972; Hayes, 1970). Theoretical frameworks for second language learning present a number of different perspectives. For example, Brown (1980) argues that the analysis of errors made in language learning reveals the development of an interlanguage -- a set of rules made up by the learner that map the new language onto their native language. According to Brown, correction of errors is important in helping the student understand the grammar of the new language. Krashen (1981) distinguishes between acquisition and learning processes; the former involve understanding and communication while the latter are concerned with the conscious monitoring of language use (i.e., metacognition).<sup>5</sup> Krashen argues that acquisition processes are more critical than the learning processes and should be encouraged through activities that involve communication rather than vocabulary or grammar exercises. Many language researchers emphasize the inter-relationships among listening, speaking,

<sup>4</sup> Slabakova, R. (2010). "Semantic Theory and Second Language Acquisition". *Annual Review of Applied Linguistics* 30: 231-247

<sup>5</sup> Krashen, S. (1981). *Second Language Acquisition and Learning*. London: Pergamon

reading, and writing processes (e.g. Clark & Clark, 1977; Cohen, 1990).

The question of differential success is one of the major conundrums of SLA: Why is it that all individuals with normal faculties successfully acquire their first language but meet with different degrees of success when they attempt to master an L2? A related issue is indeed whether complete success in acquiring an L2 is even possible when study is begun beyond a so-called critical age. In this section I will deal with the matter of age first, followed by a brief look at the other major factors which have been hypothesized [328] to explain the facts of differential success: aptitude, social-psychological variables, personality, cognitive style and learning strategies.

#### **D. Method**

The method used is phenomenology which emphasized that the understanding phenomenon that is on the subject research. The phenomenon is on the use of strategy they get to develop English and its application of spoken and written language in their complexity. The phenomenon strategy use language acquisition for students mainly on its application needs with various instruments as well as the through inquiry of questionnaires, observation, interview and documentation so that it will be an accurate data and sufficient.

##### **1. The Objective of the Research**

There are some benefits from this research, to give theoretical knowledge about learning strategy foreign language in the environment English area, and language acquisition for students describes a cognitive development and interaction between the linguistic development. Language, with the strategy cognitive has various activities. This strategy is connected with the development students with irreducible complexity phonology,

syntax and semantics language that will be used. The understanding of strategy will give significant contribution to the formation and material development of English as well as one of the factors that determine the success of learning English.

##### **2. The Importance of the Research**

It is aimed to give positive and effective impact towards learning strategies for boarding schools students, not only to develop language skills mentally and physically, but also make them love English, in order to motivate students to be skillful in four integrated skills and make them confident intellectually. So it can form students confidence in global era and they can compete in the world work.

##### **3. Data Collection and Analysis**

Researcher was in this boarding school for doing observation, test of questionnaires and interview in some days. It has some objectives for providing inquiry to develop a strategy language skills. The presence of researcher did not make any interference. Students left learn English naturally in a place where there is no specific provided.

In addition, record weekly diary of students in relation to learn English at English course will be asked. The subjects of this research are students of junior high school Darul Hijrah Cindai Alus Martapura for boys, 10 students are randomly chosen.

The researcher contacted the English teacher to ask students to be tested through observation, interview questionnaires of SILL (Strategy Inventory of Learning Strategy) by Oxford and interviewed to students and teachers. The SILL uses a 5 Likert-scale for which the learners are asked to indicate their response (1,2,3,4,5) to a strategy description such as "I try to find patterns in English." The version of the

SILL used in this study is a 50 item instrument that is grouped into two main groups, direct strategies and indirect strategies, which are further subdivides into 6 groups.

The Location of this research is in Boarding School of Junior High School Darul Hijrah for boys at Cindai Alus Martapura. The exact place is Banjarbaru, 35 kms from Banjarmasin, 5 kms from Martapura, South Kalimantan.

After all of data is collected and processed, the researchers analyzed the data by using descriptive qualitative, analysis allows the researcher to give information on how the research is done. This analysis helps the researcher to highlight some important conclusion from this research. The conclusion is taken by inductive method (make conclusion from specific fact to general). To know the students' learning strategies and their complexity of oral and written language in speaking ability.

**E. FINDINGS**

**1. Description of English Learning Strategies (Questionnaires)**

First question in this research is what learning strategy found out in Islamic boarding school. Inquiry result shows that various strategies found include direct strategy (memory, cognitive and compensation) and indirect learning strategies (meta-cognition, affective and social). Distribution of strategy in this table below:

Table 1 : Average of Language Learning Strategy

No.	Language Learning Strategy	
1.	Meta-Cognitive	3.711
2.	Affective	2.633
3.	Social	3.383
4.	Cognitive	3.129
5.	Compensation	3.22
6.	Memory	3.04

From six categories learning strategy that is found, learning strategies that most intensive usage is a strategy of meta-cognitive ( 3,711 ) followed by social (M=3,383 ), compensation (M=3.22 ) cognitive (M=3,129 ), memory (3.04 ) and the lowwest intensity usage is a strategy of affective(2,633). This shows that learning English at Islamic boarding school Darul Hijrah still less attention efforts to maintain the smooth running through communication of strategy affective that includes desires of the heart, the spirit of learning, students tend to use the memory. This strategy consists of three types, namely create a mental relation, to adopt the impression and voice, repeat quickly, and using action. This is in line with the principle of the final instruction in every language learners should be more on the competence of using the language to communicate both written and spoken.

**2. Kinds of Strategies Most Frequently Used**

Based on the 50 questions of SILL (strategy inventory of language learning), there are 19 strategies who used by male students from metacognitive, affective, social, cognitive, compensation and memory. Strategies most frequently used who answered 'usually' and 'always' do the activities of English learning. To be clear of strategies could be seen on table 2 below:

**Table 2:** Kinds of Strategies Most Frequently Used by Male Students

No.	Strategies Most Frequently Used( usually, always)	Frequency
1.	I think of relationships between what I already know and new things I learn in English.	90 %
2.	I use new English	70 %

	words in a sentence so I can remember the word.	
9.	I remember new English words or phrase on <b>the</b> page or on the board	60 %
13.	I use the English words I know in different ways.	90 %
14.	I start conversation in English	100 %
24.	To understand unfamiliar English words, I make guesses	60 %
25.	When I can't think of a word during a conversation in English, I use gestures	60 %
26.	I make up new words if i do not know the right ones in English	60 %
29.	If I can't think of an English words, I use a word or phrase that means the same thing.	60 %
30.	I try to find as many ways as I can to use my English	60 %
31.	I notice my English mistakes and use the information to help me do better	80 %
32.	I pay attention when someone is speaking	80 %
33.	English I try to find out how to be a better learner of English	70 %
37.	I have a clear goals for improving my English skills	70 %
38.	I think about my progress in learning	80 %

	English	
45.	If I do not understand something in English, I ask the other person to slow down or say it again	70 %
47.	I practice English with other students.	60 %
48.	I ask for help from	70 %
49.	English speakers. I ask questions in English.	70 %

Note : questionnaire

No. 1 - 9 strategy memory

No. 10 - 23 strategy meta cognitive

No. 24 - 29 strategy compensation

No. 30 - 38 strategy cognitive

No. 39 - 44 strategy affective

No. 45 - 50 social strategy

1= I never do this; 2= I seldom do this;

3= I sometimes do this; 4= I usually do

this; 5= I always do this).

Table 2 shows that the students have a low frequency in using the strategy to improve language skills. The results are taken out of the total school students (10) those who choose 'always' and 'usually'. Among types of language learning strategy , there are 3 strategies of memory used by students, there is already known and it would be a new one learned in English (90%), use the words in new sentences so students can remember (70%) and remember vocabulary or phrase on the page, the announcement, or in the sign' (60%). Strategy memory is a study of techniques to help students to keep new information in their memories and recall memory then.

There are 3 ways of Cognitive strategies used more by students which use the words in English that they have known in a number of ways (60 percent), trying to use English words they know in different ways (90 per cent) and try to

start a conversation in English (100 percent). Cognitive strategy is limited on specific teaching and learning and involve materials manipulation itself directly. Cognitive strategies used to manage learning materials that can be remembered for a long period of time include a tool for memory (Iskandarwassid, 2011: 21).

Islamic Boarding School students in developing speaking skills in compensation strategy that is trying to guess the meaning of the word to understand the new/difficult words (60 %). In a conversation, if they forget words in English, Islamic boarding school students will explain by body language (60 %). If they do not know the right words, the students will use English other words to describe referred words (60 %). If they can't remember a word in English, they use the words or phrases that have the same meaning (60 %).

Based on the results of the questionnaire there are 6 strategies included in the meta-cognitive use of students, including trying to find as many ways to practice speaking skills (60%), pay attention to other people on the error correction itself and remember to be better (80%), pay attention to the others while talking (80%), trying to discover how to be a good English language learners (70%), has a clear goal to improve speaking skills (70%), and notice the improvement of speaking ability (80 %).

3. Description of English Learning Strategies of Students (Observation)

Observation was implemented to know teaching and learning in the classroom, outside the classroom, and English area in order to accommodate on learning that reflects the application and types of foreign language learning strategies. The observation was also done

in order to accommodate data narrative verbal especially aspects linguistic competence orally and writtenly.

This data below explains the language behaviour of students when they used learning strategies, as behaviours and thoughts that a learner engaged in during learning which are intended to influence the learner's encoding process of information.

**Table 3:** influence the learner's encoding process of information

No	Language Behaviour	English Utterances	Field Notes	
			Descriptive Notes	Reflective Notes
1.	Learning the word meaning to emphasize word used.	Where do you go ? I go to cooperation.	Recognize and use standard phrase and certain form.	Students are able to differ singular and plural. (Cognitive Strategy)
2.	Cognitive learning, through response in answering listeners and speakers.	What time is it now ? It's a quarter to ten.	Natural practice in real communication.	Students are able to involve in conversation (Compensation strategy)
3.	Try to	It's	Keep	Students

	memo rize verbal materi al in their memo ry, reprod uced and remin d as origin al substa nce.	Rp. 25. 000,- Here is the money / Yes, <i>thanks. You are welco me.</i>	informati on, then if it is needed, it will be recalled.	are able to enclose new words, sentence s, conversa tion or story to rememb er again (Memor y Strategy )
4.	Pay attenti on and join dialog ue active ly.	Can you describ e this word? / sure	Speaking practice in pairs, help speaking learning strategy.	Use gestures, expressi on, show serious practice. (Compe nsation strategy)
5.	Readi ng habit throug h books and dictio nary.	Would you like to help me bring these books to the office? / Yes.	There is planning to learn.	Cognitiv e activitie s and related to learning process ( Meta-cognitiv e strategy)

		Mada m.		.
6.	Speak ing and asking in pairs, ask theirs elf, memb ers of group s in Englis h.	Could you – call all chiefs class IX junior High school come to teacher 's room ?	Arrange affective aspect which cover emotion, attitude and motivati on.	Self esteem on succes s (Affecti ve strategy)
7.	Makin g notes and summ ary.	Write 25 vocabu laries and give it to me tomorr ow!/ Yes, I do	Willingn ess to review lesson.	Study hard to be better learner. (Cogniti ve strategy)
8.	Discu ssion	Did you memor ize vocabu lary in pairs yesterd ay?/ Yes, I did.	Practice English with other students	Coopera tive learning. (Social strategy)
9.	Writin g for pleasu re.	May I borrow your pen	Encoura ge his self to write	Try to be relax (Affecti ve

		Dina for my diary?/ Yes, sure, please take it by your self.	down feeling.	feeling)
10	Group gathering.	How do you prepare yourself for exam?/ I have read some books.	Plan schedule in learning English	Cognitive strategy.
11	Calling friends.	Hi !, How much is it ? How do you say ?	Asking correction in communication to other people who know more.	Social strategy

Based on the result of observation, it can be stated that the application of several learning strategies in speaking help to resolve the issue of learning how to communicate. The application of strategies have been done by students after teaching and learning at schools, in the afternoon, in waiting room for the afternoon prayer, students observed at the beginning, the middle, and the last meeting, there was a dialog in English. The speech Islamic boarding school students have known what strategy they should apply, the memory, compensation, social, meta cognition, affective, and

cognitive. The application of several strategies in speaking English at the time as the beginning, the middle and the end of activities. It is clear, students do not feel embarrassed to communicate using English when there is obstacles to convey the impression, they help each other, respond, and interact outside the classroom in target language. In addition, English period, they are not allowed to use other languages. The language being studied make students are not stiff, not confused, and not ashamed if there is a mistake in the sense, because it becomes practicing every day. Based on the result of data analysis, it can be concluded that the application of several learning strategies in speaking to help to overcome learning strategies how to communicate well. The application of these strategies should be used by teachers as well as at the beginning, main activity, and the end of teaching and learning to attract attention and interests of the students.

#### 4. The result of Learning Strategy based on Interview

These data of interview on February 14, 2014. Deep Interviews done for follow-up and deepen their data, acquired through observation and weekly journal especially data on learning. The observation and interview done through recording audio and a few times recording audio-visual. Researcher in asking questions, for example, students might ask something specific like "Do you mean...?" or "Did you say that...?" in order to clarify or verify what they think they have heard or understood.

**Table 4: Transcript of Interview of Learning Strategies**

NO.	Interviewer-Interviewee	Utterances
1.	Interviewer	Do you have goals in learning English ?

	Afif	Travel around the world, introduce to foreigners.
2.	Rivaldo Nasrullah Interviewer	Study abroad. To be smart in English In speaking, do you think directly in English, or think in Indonesia first ?
	Zaki	I think first, directly to speak English.
4.	Interviewer	So, you don't speak Indonesia anymore ?
	Nasrullah	Yes, because want to be better, and there is punishment, if do not speak English.
5.	Interviewer	When your friends speak English and ask you, do you think in Indonesian or English ?
	Rivaldo	What do you mean, I directly answer in English?...yes...
6.	Interviewer	How do you improve your English ?
	Afif	Watch film here every Saturday night, English debate, speech, memorize 5 words everyday.
7.	Interviewer	Do you have planning in preparing English activities ?
	Zaki	Ya, reading conversation book, practice to friends.
8.	Interviewer	How do you get

		vocabulary ?
	Adam	Reading conversation book, speaking practice, open dictionary.
9.	Interviewer	Do you have habit to memorize while speaking ? What do you memorize? How many words every day?
	Nasrullah	Yes, memorize 5 words everyday.
10.	Interviewer	Do you use key words to remember new words with sound of the words ?
	Afif	Yes..
11.	Interviewer	How do you do task, speaking assignment, example speech, do you write, then memorize and conclude ?
	Nasrullah	Practice in speaking pair, group, for speech, it is write first and then memorize.
12.	Interviewer	To find the meaning, do you find every single of the words, one by one in general, then all ?
	Zaki	One by one
13.	Interviewer	Open dictionary ? how do you express in speaking, you repeat?
	Nasrullah	Yes, do not know meaning, guess the meaning, open dictionary or ask

		friends who more know.
14.	Interviewer	When speaking English, you use reading book, references or from watching TV ?
	Adam	When speaking, remember the statement from Film, TV, open conversation book, ask friends who know more words.
15.	Interviewer	What is your planning in speaking examination ?
	Rivaldo	Study, reading and pray, better than before.

Based on interview on January 11, 2014 to students of the third grade junior high school Afif, Rivaldo, Nasrullah, Zaki, Adam, in the field of this boarding school about 1 hour, they have good understanding, grammar, vocabulary, fluency and pronunciation in speaking English. Data of learning strategies finding based on interview of students, they usually use memory strategy in remember new words, review English lesson, meta cognitive strategy is also used in practicing the sound of the words, watch English TV, write script of speech, compensation strategy in guessing unfamiliar words, cognitive strategy is clear in studying English to be a better learner, planning to study speaking. Affective strategy indicated that they have clear goal for improving English. Social strategy mostly used in asking someone to tell something in English or ask one to repeat or be slow in talking.

What is important to note here is the way LLS are interconnected, both

direct and indirect, and the support they can provide one to the other (see Oxford, 1990a, pp. 14-16). In the above illustration of social LLS, for example, a student might ask the questions above of his or her peers, thereby 'co-operating with others', and in response to the answer he or she receives the student might develop some aspect of L2/FL cultural understanding or become more aware of the feelings or thoughts of fellow students, the teacher, or those in the L2/FL culture. What is learned from this experience might then be supported when the same student uses a direct, cognitive strategy such as 'practising' to repeat what he or she has learned or to integrate what was learned into a natural conversation with someone in the target L2/FL. In this case, the way LLS may be inter-connected becomes very clear.

#### 5. Students' language Acquisition

The language skill of acquisition is speaking ability, the students' strategies illustrated in the examples of using English to any combination of language that students may be learning.

**Table 5 : Transcript Data of Students' Language Acquisition**

Content of Conversation	Speaker
Hi, what's your name ? Do you speak English everyday ? what happen if you don't speak English ?	Interviewer
My name is Adam, yes, I speak English as the schedule, I will get punishment if do not, for example my hair will be cut by sector	Adam
Have you ever accept punishment?	Interviewer
Never....	Adam
If you find difficult words, what will you do ? Are you Zaki ?	Interviewer
Yes, I am, I ask my friends	Zaki

or open dictionary	
Are you from English club all? Rivaldo	Interviewer
No, not at all, not we are not.	Rivaldo
Do you have dictionary ? How important dictionary according to you?	Interviewer
It is important, If I forget the words I open it.	Nasrullah
Do you watch film ? What film do you like, when do you watch ?	Interviewer
Yes, Every Sunday night I watch film, adventure film	Afif
Afif, thank you for answering the questionares, do you check your homework everyday ?, who checks it ?	Interviewer
Not, everyday, but ... teacher checks it or my friend	Afif
Do you ask friends to check your English in speaking ?	Interviewer
Yes, sometimes they help me, we speak English together.	Nasrullah
Do you do together everyday your homework ?	Interviewer
Not, everyday, if it is hard, I need someone to help me.	Zaki
What is your planning this week to improve your speaking? Zaki	Interviewer
Memorizing vocabulary, read magazine and book. Yes book and....	Nasrullah
How about you, Adam ?	Interviewer
I usually watch film, yes, film and.... English word in recording	Adam
What is your favorite film, ?	Interviewer
English Film	Afif
Rivaldo, to prepare test	Interviewer

English, what do you prepare ?	
I, I.... learn together with friends.	Rivaldo
Prepare test, dictation.... dictation, reading, memorizing vocabulary, pray to God	Rivaldo
If you read a book, your friend watches TV, what will you do ?	Interviewer
Concentrate reading, not watching TV	All

From free interviews in English on January 11, 2014, it is apparent that once capability of students in speaking, they have good fluency in sentences, the language complexity of the simple answer sentences, the clause and main clause with grammatical structure. This could be possible, since the interview is their learning habit, so the answers is in accordance with a time (Present Tense). From the interview was, it is apparent that there is no doubt answer, it means in line with their strategies of memorization, ask a friend, then finally, all help to communicate fluently each other.

#### 6. Complexity of the Sentence from Weekly Diary

This table below that these 'errors' are in fact not errors at all, but a necessary part of the process of language acquisition. That is, they should be corrected, because they will appear in time. It is started with a number of observations about students' learning in general, in speech and language, and how students show how they learn, before turning to students's acquisitional strategies. These also tell students follow rules, grammatical structure and that they need plenty of time to break these rules out.

**Table 6: Complexity of the Sentence from Weekly Diary (Written Language)**

No.	Complexity of Sentences	Indicator	Utterances	Analysis				
1.	Sentence need To infinitive	with to	S 1: Can you accompany me bring these uniforms? S 2: of course, let's go.	There are two verbs (accompany dan bring) Me, so it is needed to infinitive, here is: Can you accompany me to bring these uniforms?			Yes, I ever, that's a great film.	has been done (Present Perfect Tense). It should be: <b>Have</b> you ever <b>watched</b> the District 13 Ultimatum film?
2.	plural	Added s/es	These uniforms S1: Ever you watch the	Countable Noun should be added s (uniforms)			Santri 1: What the meaning of 'keledai'? Santri 2: donkey	Agreement between verb and subject, it should be: What <b>does</b> it mean 'keledai'?
3.	Lack of 'Have' (Present Perfect	Inappropriate Tenses	District 13 Ultimatum film? S2:	This sentence explains the action			Do you know what the meaning from 'jembatan'?	No need preposition 'from', since there is 'what' kata tanya There

				is main clause and clause, it should be: Do you know what "Jemb atan" means ?
--	--	--	--	--

The result of complexity language used by students, it can be seen that students learn to speak the dialect(s) and language(s) that are used around them. Students usually begin by speaking like their Indonesian grammatical rule, but once they start to mix with Banjarese accent. Teacher cannot control the way students speak: they will develop their own accents and they will learn the languages they think they need. Students also learnt the local grammar: 'what the mean'; 'Ever you watch'; 'these uniform' and so on are all examples of non-standard grammar found in some places where English is spoken. These might be judged wrong in school contexts (and all students have to learn the standard English at school).

From data, this learning strategies allow learners to become more self-directed, problem oriented could be overcome, since they involve many aspects, not just the cognitive, but there are other strategies metacognitive, compensation, affective, social, and memory. Those strategies can be taught by teachers and flexible and influenced by a variety of factors. Positive strategies that such students employ, ranging from using an active task approach in and

monitoring one's foreign language performance to practice English. A study by O'Malley and Chamot (1990) also suggests that effective L2/FL learners are aware of the LLS they use and why they use them. Teachers can help students understand good LLS and should train them to develop and use them.

By observing their behaviour in class, It is clear that what most LLS they already appear to be using, as this sequence meta cognitive, social, compensation, cognitive, memory and affective. They often ask for clarification, verification, or correction, they co-operate with their peers or seem to have much contact outside of class with proficient foreign language users.

Beyond observation, however, one can prepare a short questionnaire that students can fill in at the beginning of a course, describing themselves and their language learning to asks students to complete statements such "Where do you go ?I go to cooperation.....", "What time is it,/It's a quarter to ten.....", "Can you describe this word?/' sure ....."etc. Talking to students informally before or after class, or more formally interviewing select students about these topics can also provide a lot of information about one's students, their goals, motivations, and LLS, and their understanding of the particular course being taught.

It appears, then, that a number and range of LLS are important if foreign language (FL) teachers are to assist students both in learning FL and in becoming good language learners. What is important to note here is the way LLS are interconnected, both direct and indirect, and the support they can provide one to the other In the above illustration of social LLS, for example, a student might ask the questions above of his or her peers, thereby 'co-operating with others', and in response to the answer he

or she receives the student might develop some aspect of FL cultural understanding or become more aware of the feelings or thoughts of fellow students, the teacher, or those in the FL culture.

What is learned from this research might then be supported when the same student uses a direct, cognitive strategy such as 'practising' to repeat what he or she has learned or to integrate what was learned into a natural conversation with someone in the FL. In this case, the way LLS may be inter-connected becomes very clear.

## F. Conclusion And Suggestion

### 1. Conclusion

Based on the result of data analysis, it can be concluded that the application of some learning strategies help to solve students' and teachers' problems in communication. It is found that learning strategy of meta-cognitive moderates by respondents. Metacognition strategy is a kind of strategy which most part is applied by Islamic boarding school students. In contrast, the strategy affective is a type of a strategy that at least used. This research is expected to provide positive contribution so that students can recognize and apply appropriate learning strategies so that it is able to optimize process in their English language acquisition.

### 2. Suggestion:

- a. It is crucial for teachers to study their teaching context, paying special attention to their students, their materials, and their own teaching, to know something about these individuals, their interests, motivations, learning styles, etc.
- b. Textbooks, for example, should be analyzed to see

whether they already include LLS or LLS training.

- c. Talking to students informally before or after class, or more formally interviewing select students about these topics can also provide a lot of information about one's students, their goals, motivations, and LLS, and their understanding of the particular course being taught.
- d. Teachers need to study their own teaching methods and overall classroom style.
- e. To researcher, it is hoped the advanced researchers to become the reference and able to develop a strategy to learn English either directly or indirectly in teaching English is not only in speaking skills, but also in listening, reading and writing. It is expected to find new study related to the use of strategy development as well as doing better than it is now.

## BIBLIOGRAPHY

- Brown, H.D. *Principles of Language Learning and Teaching* (third Edition), London, : Prentice Hall Regents, 1994
- Brown, R. (1973). *A First Language: The Early Stages*. Cambridge, MA: Harvard University Press.
- Carroll, J.B. & Freedle, R.O. (1972). *Language Comprehension and the Acquisition of Knowledge*. Washington, DC: Winston.
- Clark, H. & Clark, E. (1977). *Psychology and Language*. New York: Harcourt Brace Jovanovich.

- Cohen, A. (1990). *Language Learning*. New York: Harper Collins.
- Cohen, A.D & Aphek, E. *Classifying Second Language Learning, Studies in Second Language Acquisition*, 1981
- Diane Larsen-Freeman is a Senior Faculty Member in the MAT Program at the School for International Training in Brattleboro, VT. Her books include *Discourse Analysis in Second Language Research* (Newbury House, 1980),
- Ellis, R. *The Study of Second Language Acquisition*. Oxford: Oxford University Press, 1988.
- Gardner, R., & Lambert, W. (1959). Motivational variables in second language acquisition. *Canadian Journal of Psychology*, 13, 266-272.
- Harley, B. (1986). *Age in second language acquisition*. Clevedon, Avon, England: Multilingual Matters.
- Hatch, E. (1983). *Psycholinguistics: A Second Language Perspective*. Rowley, MA: Newbury House.
- Hayes, J.R. (1970). *Cognition and the Development of Language*. New York: Wiley.
- Krashen, S. (1981). *Second Language Acquisition and Learning*. London: Pergamon.
- Larsen-Freeman, D. (1985). State of the art on input in second language acquisition. In S. Gass & C. Madden (Eds.), *Input in second language acquisition* (pp. 433-444). Rowley, MA: Newbury House.
- Larsen-Freeman, D. (1990). On the need for a theory of language teaching. In J. Alatis (Ed.), *Georgetown University Round Table on Languages and Linguistics 1990* (pp. 261-270). Washington, DC: Georgetown University Press.
- M. Long, Longman, 1991. *Teaching* (Oxford University Press, 1986), and *An introduction to Second Language Acquisition Research*. Dr. Larsen-Freeman was Editor of *Language Learning* from 1980 to 1985.
- Neufeld, G. (1979). Towards a theory of language learning ability. *Language Learning*, 29 (2), 227-241.
- O'Malley, J.M. & Chamot, A.J. (1990). *Learning Strategies in Second Language Acquisition*. Cambridge: Cambridge University Press.
- O'Malley, Michael J et al, *Learning Strategies Used by Beginning and Intermediate ESL Student, Language Learning Vol 35 No.1* 1985
- Rubin, Joan, *Learner Strategies: Theoretical Assumption, Research History and Typology*, London, Prentice Hall, 1987
- Rigney, Learning Strategies, A Theoretical Perspective, in H.F O,Neil (Jr) ed,
- Slabakova, R. (2010). "Semantic Theory and Second Language Acquisition". *Annual Review of Applied Linguistics* 30: 231-247.
- Scovel, T. (1978). The effect of affect on foreign language learning: A review of the anxiety research. *Language Learning*, 28 (1), 129-142.
- Stern, H.H, *Fundamental Concepts of Language Teaching*. Oxford: Oxford University press, 1983
- Oxford, R, *Language Learning Strategies: What Every Teacher*

*Hj. Nida Mufidah*

Should Know. Rowley:  
Newsbury House, 1990