

## LEARNING STRATEGIES OF A PART TIME JOB STUDENT WITH GOOD ACHIEVEMENT (A CASE STUDY OF A SUCCESSFUL PART TIME JOB EFL LEARNER)

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### *Abstract*

*This research intended to find out the comprehensive description about learning strategies applied by the part time job University student at Christian University of Indonesia Toraja, The method used in this research was grounded theory. The instruments were interview, direct observation, and documentation. The participant of the research was the part time job student academic year 2014/2015 at English Department of Christian university of Indonesia Toraja. The result of the research showed that the learning strategies performed by this student were direct and indirect strategy. Direct strategy included memory, cognitive, compensation strategies while indirect strategy covered affective and social strategy.*

**Keywords:** *learning strategies, part time job student.*

### INTRODUCTION

Learning is an active social process in which learners construct new ideas and concepts based on their background knowledge. In learning process, there are many goals that must be achieved. To attain goal of the learning, there are many ways that can be applied. Unfortunately, there are still many cases indicated that the students' achievements are still far from expectation. But on the other hand, there were several of the students which can be categorized into success in learning process.. The successful in learning activities is also gained by the part time job student. In this case, some people assume that the learner who has a part time job will face some difficulties to join the learning process, because of time management in the campus, but Brown (2002: 4) argues that school environment is not only a place to gain a success in learning process. Successful can be gained by spending a little extra time outside class and practicing skills and knowledge. Other factors that give contribution for the students' success in learning activities are learning strategies

(Haryanto: 1999, Reid, 1987; Celce Murcia, 2001).

The research was intended to reveal learning strategies applied by the part time job student at the English department of Christian university of Indonesia Toraja in his learning activities. It is hoped that the findings of this research may be used to enrich the theory particularly in terms of learning strategies in learning activities.

### LITERATURE REVIEW

#### *Learning strategy*

Joseph (2009: 1) defined that Learning strategy is a person's approach to learning and using information. Learners use Learning Strategies to help them understand information and solve problems. Riding and Rayner in Hewitt (2008: 18) stated a learning strategy as a set of one or more procedures that an individual acquires to facilitate the performance on a learning task. Of definitions above I may conclude that learning strategies are the particular actions or ways performed by the learner in order to maximize and reinforce their skills and knowledge.

### *Classification of learning strategy*

#### a. Oxford's classification.

According to Oxford (1990: 17) language learning strategy can be divided into two main categories namely: direct strategy and indirect strategy.

**Direct strategy** is those behaviours that directly involve learning the target language through mental processing. Direct strategy is divided into three sub categories.

The first is memory strategies. It concerns the storage and retrieval of new language. e.g. Acronyms.

The second called cognitive strategies, it concerns the understanding and production of the target language by interacting messages, analyzing, and creating a structure for input and output. e.g. note taking, analysing.

The third, compensation strategies, it is used to compensate for having inadequate knowledge to comprehend and reproduce the target language. e.g. gesture, synonym.

**Indirect strategy** is strategies that do not directly involve using the target language, but provide indirect support for language learning through, planning, evaluating, seeking opportunities, controlling anxiety, increasing cooperation and empathy. This strategy is divided into three sub categories.

The first is Metacognitive strategy. This strategies are for coordinating learning processes, and managing the learning process overall, including planning, monitoring, and evaluating the target language.

The second is Affective strategies. It is associated with learner's attention and affords to control psychological barriers such as feeling shame of using English, afraid of making mistake

The last called Social strategies. It helps the learners work with other and understands the target culture as well as target language. e.g. Working with peers.

#### b. Rubin's (1987) Classification of Language Learning Strategies

Rubin diverges two categories of strategies namely direct and indirect strategies. Direct strategies pervade metacognitive and cognitive strategies, while indirect strategies pervade communicative and social strategies. The definitions of four category are as follow:

Cognitive strategies point the steps or measures which are taken in learning or problem - solving that involves direct analysis, transformation,

Metacognitive strategies are used to supervise and control or self - direct language learning. They consist of planning, prioritizing, and setting goals.

Communicative Strategy is the strategy using by speakers when they confront with some problems concerning their communication or face misunderstanding.

Social Strategies, this strategy refers to the activity where the learner point to the opportunities that can be a great help to practice their knowledge

### **METHODOLOGY**

A case study was used in this research as a part of naturalistic design (Anderson & Arsenault 1998: 121). In analyzing collected data, the researcher applied the grounded theory. A grounded theory design is a systematic, qualitative procedure used to generate a theory that explains, at a broad conceptual level, a process, an action, or an interaction about a substantive topic. The participant of the research named SPR. He was selected through purposive sampling. He was a part time job University student at English Department Christian University of Indonesia Toraja who has good achievement in his learning.

This research intended to find out the comprehensive description about learning strategies, learning styles applied by the successful part time job University student and all the contributing factors that affect his success.

There are three major instruments in this research namely: observation, interview and documentation. To collect the data the researcher set some procedures such as interviewed the learner, employed direct observation during the teaching and learning process of UKIT program, in work place and learner's home and interviewed some lecturers of English department of UKI Toraja, friends, co workers and parents / neighbours.

## RESULT

Based on the interviews and observations result, the researcher found and categorized concepts and phenomena related to learning strategy. Those are:

### *Learning strategy*

Learning strategies were all of the activities that performed by SPR in order to gain, understand and comprehend the knowledge or gain his learning goal. These strategies performed not only in the campus but also in whole his activities. In this study, the researcher found that there were several learning actions or strategies performed by this student. They are:

### *Make repetition*

As SPR said that he was difficult to memorize because of his age. Thus he needed to repeat the lesson again and again, by this way; he would be easier to understand the topic or the lecture he had learned.

I : To remember new information, what do you usually do?

Subject : By repetition again and again. If there any things that I do not understand well, I would ask my friends and ask the lecture directly.

I : Why do you do that?

Subject : This is very useful because I have to make repetition. If I do not always continue and repeat what I have studied, it will be easily

forgotten.and...So I could get what I did not understand.

### *Give a sign, writing in the piece of paper*

I : Ok, please tell me how do you learn new information?

Subject : The process is that when I learn and acquire new vocabulary, I gave the sign, highlighter, a circle or I rewrite it in a paper or a piece of letter. By that way, I would easily get that this is new information for me.

When SPR wanted to emphasize the lesson or topic that was very important for him, he would give the sign by highlighting the sentences or the topic and when he wanted to memorize something he would write down the sentences or word in a piece of paper then it would be slipped into his book, hence when he opened his book he would easier to recognize that the piece of the paper was the sentences or words that would be memorized.

### *Lowering anxiety*

When SPR in high anxiety situation, for extend when he spoke to the native speaker visitors and the visitors could not understand, He would turn to be calm and speak slowly

I : So how do you reduce the anxiety?

Subject : To reduce it, I usually to be calm, and then I spoke slowly so my encounters can understand that I do need people who speak slowly as well.

### *Practice to the friends, stranger and asking to the guide*

In increasing his knowledge, SPR did not rely on himself. He still needed some helps from his environment and his friends. When he was in the work place, and he could not understand what the visitors talked about, he would ask to the visitor's guides. He also

practiced his English to his friends and when he met a foreigner at his work place.

I : What do you do if you need assistance in learning?

Subject : I usually ask to their guide (when at work)

I : How do you practice English outside the classroom?

Subject : I am practicing with my friends then at work I usually use my English to strangers.

## DISCUSSION

This study explored the learning strategies performed by a successful part time job EFL learner and contributing factors that affect this student's success.

Make referenced to the oxford's learning strategy taxonomy (1990) this student performed both direct and indirect strategy. Repetition is a part of direct strategy. It was the action performed by SPR in order to comprehend something. Repetitions have an impact on the ways people make meanings. In this respect, Johnstone et. al (1994) argued that repetition created a cognitive effect. Repetition helped him to improve speed in acquire and understand something new.

Giving a sign and writing the crucial information in a piece of paper was also recognized as a creating structure for input and output the actions which is the part direct strategy (Oxford : 1990 : 19). It is reasonable that there were always important information found when reading a note book or the other resources. To show that the information was helpful, SPR would give the sign; he signed the sentences by using colors. Giving sign was not only showing the important information but it would make easier for him to remember that information. Remembering the information would involve memory. Practicing English to the friends is also part of the direct strategy (Oxford,1999: 19) as a foreigner language learners, practice the previous knowledge is very crucial. SPR benefited from practice

because he was able to apply knowledge through interaction. When he practiced using the knowledge through application, he connected with information on a deeper level.

In indirect strategies, turning to be calm and speak slowly were the sets of strategies that SPR performed in his learning approaches. Turning to be calm and speak slowly were the ways he did to reduce his anxiety during the speaking process.

Language learning anxiety constitutes a specific kind of anxiety, aroused by situational factors such as tests, speaking in front of class, and being called on by the teacher (Horwitz, & Cope: 1986; Macintyre & Gardner: 1989, 1991 in Sheen). His anxiety during the speaking process was normally feelings. Reference to MacIntyre & Gardner (1994 :284 ), SPR's anxiety has been labelled as *Foreign language anxiety* (FLA) and has been defined as all of the feeling of tension and apprehension specifically related to second language contexts, which include speaking, listening, and learning. This FLA commonly develops in the foreign language learning.

In order to reduce his anxiety, SPR applied the techniques. It was applied in order to set his mind as a rest so he could think clearly and know what would be done. It was supported by Seo et al. (2004: 430) that showed people in positive feeling states are more likely to focus on exploring and obtaining anticipated positive outcomes.

## CONCLUSION

Based on the research findings and the, the researcher finally concludes that the student applied direct and indirect strategies in his learning activities. Direct strategy included memory, cognitive, compensation strategies while indirect strategy covered affective and social strategy.

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