The Effect of Using PowerPoint Toward Teaching Writing Analytical Exposition at XI Grade of SMA Negeri 3 Jambi City Academic Year 2018/2019

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ABSTRACT

The purpose of this research is to find out the language learning strategies that students used and to observe their achievement based on the strategies at second grade on SMAN 8 Kota Jambi Academic Year 2018/2019. The method used in this research is descriptive qualitative. The sample of this research is XI IPS 1 consists of 36 students, in order to get the sample in this research by using simple random sampling. The data are collected by using questionnaire adapted from Oxford (1990) and documentation from English teacher. The result of this research showed that there are very high students and high students in using language learning strategies. Based on the data, the most frequency strategies that students used are metacognitive strategies are used by 13 students (36%) with the average score very high (84,3), affective strategies are used by 9 students (25%) with the average score very high (84,1),social strategies are used by 6 students (17%) with the average score very high (82,2), and cognitive strategies are used by 3 students (8%) with the average score high (78,5), while the lowest frequency strategies that students used are memory strategies used by 4 students (11%) with the average score very high (81,6). Lastly, compensation strategies are used by 1 student (3) with the score high (78).

Keywords: *Learning Strategies, Achievement.*

INTRODUCTION

English as a second language or foreign language learning are the most important education matters in most of school throughout the world. Learning English means that learner must mastered four skills in English, such as listening, writing, speaking, and reading. To be successful in understanding four major skills in learning language, learners need to take their own language learning. Strategy plays an important role in second language learning and facilitates language learning.

Learning strategy is one of the factors that help determine how well the learner in learning a language. Allwaright (in Oxford, 2003) stated learning strategies can also enable students to become more independent, autonomous, lifelong learners. According to Oxford (1990:2) learning strategies are steps taken by students to enhance their own learning, strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence.

Every learning process requires a manner or a strategy to be adapted in order to achieve the main purpose of learning. Students should be aware of the existence of language learning strategies. Jenny (2017) learning strategies refer to a set of tactics that people use in order to gain control over their own learning process. Nyikos (in Oxford, 2003) said that yet

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students are not always aware of the power of consciously using language learning strategies for making learning quicker and more effective. The students who want to learn English well should realize that the learning strategy is a part of their need. The students need to use the learning strategies because the learning strategies overcome the challenge of learning a new language while trying to use the language to learn the context. In other words, to learn English as a second language, the students get some challenges or difficulties to use the language in their daily life therefore the language learning strategy is used to help them overcome the difficulties.

The use of language learning strategies is demonstrably related to student achievement and proficiency (Pressley & Associates in Oxford, 2003:10). Achievement is sometimes fractionated into knowledge components like declarative, procedural and strategic (Ruiz Primo, 1998). Student achievement can describe the level of achievement of students in terms of knowledge, skills and experience of learning formulated by learning objectives for the school curriculum. Students can apply the language learning strategies systematically to make them to be easier in acquiring their learning result.

Based on the observation before, most of the students in SMAN 8 Kota Jambi were less self-directed, they did not know exactly what strategies they used in language learning strategies for themselves, students were not aware of the language learning strategies that helpful to used in learning and enhance their achievement in English subject. Referring to this problem, the researcher is interested in conducting the research entitled "An Analysis of Students' Strategies in learning English and Their Achievement at SMAN 8 Kota Jambi". Based on the background above, this research focused on students' strategies in learning English that categorization list by Oxford (1990) and their achievement at second grade of SMAN 8 Kota Jambi.

LEARNING STRATEGY

According to Oxford (1990) learning strategies are specific action taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations. Learning strategies are one of the factors that are of importance in learning a foreign language. They could affect the learners' achievement in the learning process. For this reason, it is the learner's responsibility to learn the strategies in learning.

In the learning process, not all learners are able to develop their skill. Some learners face difficulties in a learning process to develop their skill while other learners learn a new language more quickly and easily than others although they studied and are guided by the same teacher. Learning English, whether in the classroom setting or a natural setting, requires strategies in order to achieve the goal of learning which is to be able to use the language well.

The learning strategy is a device in guiding the learners to increase their knowledge to master what contents they will learn. The learning strategy also helps the learners understand the specific information from the subject they learn besides it can focus their attention on the target they want to achieve.

CATEGORIES OF LANGUAGE LEARNING STRATEGIES

1. Memory Strategies

Memory strategies, sometimes called mnemonics. Memory strategies are specific devices used by learners to make mental linkages that will allow new information, most often vocabulary, to

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enter and remain in long-term memory. This strategy employed for storing and retrieving new information. The principle of memory strategies is meaning. Memory strategies included in direct strategies that directly involve the target language.

2. Cognitive Strategies

Cognitive strategies are used by learners to process language and accomplish task. Cognitive strategies relates to how students think about their learning. Cognitive strategies included in direct strategies that directly involve the target language. Cognitive strategies help learners process and use the language for learning or for accomplishing a task involving the language and to understand the meaning and expression of the target language. Example of cognitive strategies are watch TV in English, listen the radio/CD in English, use English computer programs, and the use of dictionary to find the difficult words.

3. Compensation Strategies

Compensation strategies enable learners to use the new language for either comprehension or production despite limitations in knowledge. The strategy helps to allow to students to use the language to speak and write in second language even when their vocabulary is limited. Compensation strategies included in direct strategies that directly involve the target language. For example, use gestures or body language (for speaking). Ask for help (for listening, reading, speaking or writing) and make guesses based on the context (for listening and reading). Compensation strategies indicate that learners know what they already knew and utilize their acquired knowledge to fill in the gap of unknown information by guessing the clues from the context.

4. Metacognitive Strategies

Metacognitive strategies like identifying one's own learning style preferences and needs, planning for an second language task, gathering and organizing materials, arranging a study space and a schedule, monitoring mistakes, evaluating task success, and evaluating the success of any type of learning strategy. All those strategies are employed overall. Metacognitive strategies included in indirect strategies that support and manage language learning without directly involving the target language. Metacognitive strategies allow learners to coordinate the learning process by using functions.

5. Affective Strategies

Affective strategies such as identifying one's mood and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self talk, have been shown to be significantly related to second language proficiency. Affective strategies included in indirect strategies that support and manage language learning without directly involving the target language.

6. Social Strategies

Social strategies such as asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native speaking conversation partner, and exploring cultural and social norms. Social strategies included in indirect strategies that support and manage language learning without directly involving the target language these strategies are important because language learning always involves other people; it is a form of social behavior.

LEARNING ACHIEVEMENT

Learning process cannot be separated from students and their achievement. According to Algarabel (2001) achievement is the competence of a person in relation to a domain of knowledge, to reach a specific level it may necessary strategies, neuritis, or skill. Achievement as the students grasp of somebody of knowledge or proficiency in the certain skill. It means that achievement can be interpreted as the result of the study. It means that, learning achievement is as a result of students in learning activity. Learning achievement in this research means the result of learning activity in one semester at school. In this case the researcher will take the data from school report that was evaluated by the English teachers.

RESEARCH METHODOLOGY

This research technique is descriptive method, because this research aims to describe the obtained data of the questionnaire. Sugiyono (2011) state that, descriptive method is that research to investigation the circumstances, condition or other term that have been mentioned, the result are presented based on the fact. This research was classified into qualitative research, because this research found out the categories of strategies that students' mostly used in learning English and observe their achievement. The purpose of this research was analyzed the students' strategies in learning English and their achievement at second grade of SMA N 8 Kota Jambi. This research conducted in SMAN 8 Kota Jambi at Jl. Marsda Surya Dharma, Kenali Asam Bawah, Kota Baru, Jambi. The researcher chooses Senior High School level because in this stage, the students already have enough ability in English and the students can choose the strategy in learning English based on themselves.

POPULATION AND SAMPLE

The population in this research was second grade student of Social classes. Total of the students are 315 students and divided into 8 classes. The reason why the researcher chose the second grade because the second grade of SMAN 8 Kota Jambi had passed two semesters in senior high school.

Table .1
Population of the Research

Class	Number of Students
XI IPS 1	36
XI IPS 2	38
XI IPS 3	39
XI IPS 4	41
XI IPS 5	41
XI IPS 6	40
XI IPS 7	41
XI IPS 8	39
Total Population	**315**

Source: (Administration Office of SMAN 8 Kota Jamb)

In order to get the sample, the researcher chooses simple random sampling. This technique was used for population homogeneous views of the characteristic which is derived from the same class of the class, and comes from the same level of learning because there is no excellent class.

The data collection technique is distributing a questionnaire to the students. According to Sugiyono (2011) questionnaire/data collection questionnaire is a technique that is done by giving a set of questions or written questions to the respondent to answer.. The researcher used questionnaire adapted from Oxford's (1990), Strategy Inventory Language Learners (SILL) which is valid in content. The questionnaire model used is rating scale's model. Rating scale is a primary data which got in form of numbers and then interpreted into qualitative data. In the current questionnaire, the participants have to read the items and select always for 5,

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often for 4, sometimes for 3, seldom for 2 and never for 1. The questionnaire is translated in Indonesia to avoid misunderstanding of each item.

Table .2
Distribution of the Questionnaire

No.	Strategies	Number of Items
1.	Memory Strategies	1-9
2.	Cognitive Strategies	10-23
3.	Compensation strategies	24-29
4.	Metacognitive Strategies	30-38
5.	Affective Strategies	39-44
6.	Social Strategies	45-50
	Total	50 items

Source: (Oxford, 1990)

The questionnaire consists of 50 questions about Language Learning Strategies. In the questionnaire sheet, the researcher classify the question and divide the question into six point, they are Part I (Memory), Part II (Cognitive), Part III (Compensation), Part IV (Metacognitive), Part V (Affective), Part VI (Social strategies questions). The time for answering the questions is 30 minutes.

To analyze the data researcher count the answer of student's questionnaire related to each English Learning Strategy by used Likert scale in order to see the kinds of strategies used by each student in learning.

Table .3
Likert's Scoring Table

5	4	3	2	1
Always	Often	Some times	Seldom	Never

FINDINGS

1. **Questionnaire Result**

Table .4
Students Language Learning Strategies based on Questionnaire

No	Language Learning Strategies	Frequency	Percentage of Strategy	Mean of Score
1.	Metacognitive Strategy	13	36%	84,3
2.	Affective Strtaegy	9	25%	84.1
3.	Social Strategy	6	17%	82,2
4.	Memory Strategy	4	11%	78,5
5.	Cognitive Strategy	3	8%	81,6
6.	Compensation Strategy	1	3%	78

From table above there were six strategies used by the students at second grade of SMAN 8 Kota Jambi in academic year 2018/2019. The result shows that the metacognitive strategies were the most frequently used by the students. There were 13 students used metacognitive strategies (35%). Affective strategies rank second that there were 9 students used affective strategies (25%). The third and fourth ranked strategies preferred by the students were social strategies that there 6 students used social strategies (17%) and there were 4 students used memory strategies (11%). The strategies least commonly used by the students were cognitive strategies that 3 students used cognitive strategies (8%).The last ranked was compensation strategies, because only 1 student used compensation strategies (3%).

2. **Documentation Result**

Based on the result of questionnaire, the most of the students at second grade of SMAN 8 Kota Jambi used metacognitive strategy (35%) and their achievement were very high (84,3). Metacognitive strategies involve the ways students manage their learning, arrange plan, and evaluate their progress. In addition, the students with typically very high level of achievement used language learning strategies, as follow affective strategies (84,1), social strategies (82,2), and cognitive strategies (81,6). Affective strategies help learners to manage their emotions, motivations, and attitudes during the stages of learning. Social strategies help learners to learn through interaction with others. Cognitive strategies enable learners to understand and produce new language by many different means.

Furthermore, the students with typically high level of achievement used memory strategies (78,5) and compensation strategies (78). Memory strategies help learners establish their mental by linking all the information through images, sound, words or numbers. Compensation strategies help the learner make up the missing knowledge.

DISCUSSIONS

Metacognitive Strategies

By knowing the calculation on the table 4, the most frequently strategies that students used at second grade of SMAN 8 Kota Jambi were metacognitive strategies (35%) with total 13 students. Metacognitive is relate to the students' awareness in control their own learning English. The average of score from 13 students were very high (>80) it is means students are comfort used metacognitive strategies and students manage their own learning English process overall. From the data obtained, each students that using metacognitive strategies get very

high score. It can be concluded that this strategies works and helps students learn English effectively. Based on the frequency distribution of metacognitive strategies, most of the students from 13 students choose item number 32 "I pay attention when someone is speaking English "with the percentage (89%). Very high students admit that paying attention is the strategy that they use in the learning English. Paying attention is getting more information and motivating them to keep concentrate in the class.

Item number 38 "I think about my progress in learning English" also get 89%. The result with that percentage shows that very high students have a strong desire to communicate and make the progress of their own learning. In item number 37 "I have clear goals for improving my English skills" with the percentage (87%) it make the very high students motivated to reach the goal of the learning English. Item number 33 with the percentage (83%) "I try to find out how to be a better learner of English", in this strategy the very high students have the responsibility of their own personal achievement and find out how to be a better learner of English and look for the opportunity to make use of their English.

This strategy was not very popular to students that is item number 31 "I notice my English mistakes and use that information to help me do better" and the percentage (78%). The students rare learn from their mistake and they are not take note their mistake that make in learning English. Item number 30 with the percentage (74%) is "I try to find as many ways as I can to use my English", for the very high students they do not try to find a lot of ways to practice their English and they still used Bahasa to communicate with each other.

Item number 36 "I look for opportunities to read as much as possible in English" the percentage (55%). This

strategy is not too popular among the very high student, they find out how to be a better learner of English without look the opportunities to use of their English.

The last, item number 34 "I plan my schedule so I will have enough time to study English" and this strategy get the lowest percentage (52%). Making the schedule do not clarify that with planning the schedule they will follow the instruction in that schedule.

For the learners, especially the very high students pay attention, the progress, reach the goal of learning English, and find out how to be a better learner of English are very important thing to improve their English skill and enhance their achievement in learning English. It can be proven that students who used metacognitive strategies get very high achievement in English subject.

Affective Strategies

Affective strategies make positive environment in lowering students anxiety in learning English, almost all of students used affective strategies (25%) about 9 students. Affective strategies take a place as the second frequently used strategy among very high achiever students in this research.

Affective strategies for handling emotion, attitudes, and motivations. The average of score from 9 students were very high (>80). It is means this strategy has the powerful influence in English learning because they allow the students manage their feelings.

Very high students admit that they feel anxious and stress when using English, so encouraging is needed if learners want to make a progress on their learning process. It can be seen from the table, item number 40 "I encourage myself to speak English even when I am afraid of making a mistake" that encouraging is the most frequently strategy that very high students used in affective strategies with the percentage (84%).

It follow with item number 39 "I try to relax whenever I feel afraid of using English " the percentage (82%) and item number 42 "I notice if I am tense or nervous when I am studying or using English " noticing whether they are nervous or not (76%). Those are the top three strategies the very high students used in affective strategies.

The strategy with medium scale in affective strategies were item number 41 "I give myself a reward or treat when I do well in English " giving a reward with the percentage (71%) and item number 44 "I talk to someone else about how I feel when I am learning English " talking to someone else about the feeling is (62%). Very high students assumed that they are not always rewarding themselves when they do better in learning English. They also not always were talking about their feeling to someone else when they feel anxious.

Lastly, item number 43 "I write down my feelings in a language learning diary "with the percentage (58%). It is means that very high students did not usually write a diary. Based on the data, there is only one student always writing down their feeling in language learning diary. With language learning diary, the students can monitor the improvement or the progress in the learning English process and this strategy actually is very useful.

Affective strategies, such as lowering your anxiety, encouraging yourself, and taking your emotional temperature. Lowering your anxiety can be applied by using progressive relaxation, listening to music, or also by using laughter. Encouraging yourself include activities making positive statement, taking risk wisely, and rewarding yourself. The last, taking emotional temperature consists of activities like listen your body, using a checklist to discover feeling, writing a language learning diary, and discussing your feeling to someone else.

Affective strategies usually used to reduce any negative effects caused by stress and anxiety. Therefore, affective strategies is also widely used by the very high achiever students. **Social Strategies**

Social strategies is activity that students engage to seek opportunities to be exposed to an environment where practice is possible. When students do not understand something in English they can ask to other person to slow down or say it again. There were 6 students used social strategies (17%) with the average of their score very high (<80). It is means that this strategy can help students to make the learning English enjoyable, because in learning English process always involve others people it is a form of social behavior.

The highest percentage strategy chosen by very high students was item number 45 "If I do not understand something in English, I ask the other person to slow down or say it again" with the percentage (90%), when very high students do not understand something in English they can ask in a conversation. It follows item number 48 "I ask for help from English speakers" ask for helping (83%).

Item number 46 "I ask English speakers to correct me when I talk " correcting from English speaker (80%) are popular among the social strategies it can reduce misunderstanding in learning English. It is means that social strategies can help students to make the learning English enjoyable, because in learning English process always involve others people it is a form of social behavior.
Memory Strategies

Memory strategy enables students to store new information in memory and retrieve it later. Based on the calculation, there were 4 students used memory strategies (11%). In this case, the average score of students were high (<80). It can be said that the students less of self-direct

in choosing language learning strategies. Learning strategies are actions that deliberately chosen by students to help the learning process, which are adaptive and flexible that can increase students achievement.

The table above shows percentage of distributions of the memory strategies used by high students. The results show that the most frequently used memory strategies was item number 3 "I connect the sound of a new English word and an image or picture of the word to help remember the word" the percentage is (80%). As mentioned before that progress is an important thing for high students, to make a progress, high students connect the sound of a new English word and an image or the picture of the word.

Some of the social strategies get the same percentage (75%), there were item number 2, 4, 5, 6, 8. It shows that high students use their knowledge whenever they have a chance and reviewing can be one of the ways to monitor the progress in the learning English process.

Another memory strategies unpopular was item number 1 "I think of relationships between what I already know and new things I learn in English" with the percentage (65%). In this strategy high students try to associating what they have with what they get in the learning English process. The last, item number 7 "I physically act out new English words" (55%). It can be said that the reason behind this unpopular strategy is the lack of functionality for high students. Language learning strategies take a big role in learning process, but there is no bad strategies or good strategies. It is depends on the students, if they choose the certain strategies and suitable with the manner of themselves it can enhance their achievement in English subject.
Cognitive Strategies

There were 3 students used cognitive strategies (8%). Although, only 3

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students used this strategy but they get very high score (>80). Cognitive strategies are practical for language learning. This strategy help students to manipulate the target language or task correctly by using all their processes.

The table above showed that the most popular cognitive strategy was item number 10 "I say or write new English words several times" with the percentage (86%) and followed by item number 16 "I read for pleasure in English" the percentage was (73%). Writing notes, messages, letters, or reports in English also as one of many ways to practice English. Indirectly, learning English makes very high students have a desire to write or speak English.

Item numbers 20,11,12,15,18,19, 21, 22 gets the same percentage (67%). It shows that very high students learning from the audio visual is fun and doesn't need much time to do it. This does not only improve their listening skill but also practice the speaking skill and add new vocabulary. In addition, listening English song also the way to practice their listening and speaking skill like the movie. Very high students practice the sound of English. It is means if very high achievement does not come instantly, it needs a lot of practice.

The last strategy from cognitive strategies was item number 23 "I make summaries of information that I hear or read in English" the percentage (53%). Very high students do not make a summary of information that they hear or read in English, making summaries is not really an effective strategy because it wastes the time.

Compensation Strategies

The last ranked language learning strategies was compensation strategy. The student who choose compensation strategy was 1 student about (3%) and the average of score was high (<80). It can be said that compensation strategies was not popular among the students. Compensation

strategies of any kind, even though they might be used for language use, nevertheless aid in language learning as well. The students need to recognize themselves and aware with their preferences in language learning strategies.

The table above shows the frequency of distributions of the compensation strategies used by high student. There were 3 strategies that get the highest percentage (60%) there were item number 24 "To understand unfamiliar English words, I make guesses", item number 27 "I read English without looking up every new word", and item number 28 "I try to guess what the other person will say next in English". High students chooses to understand unfamiliar English words and guess what the other person will say. Here, high students may be able to understand what is said by another person in English, while at the same time learner will guess it. It is useful strategy because at the same time learners will get new words indirectly.

The lowest percentage from compensation strategies (20%) consists of 3 strategies also those were item number 29 "If I can' t think of an English word, I use a word or phrase that means the same thing", item number 25 "When I can' t think of a word during a conversation in English, I use gestures", and item number 26 "I make up new words if I do not know the right ones in English ", based on the data the high students never used gesture or body language and making up a new word is not really a good strategy. With language learning strategies, students can easily manage their achievement. Besides language learning strategies, students also point out that motivation is needed to make learners know and remember the goal of their learning process.

CONCLUSIONS AND SUGGESTIONS

After analyzing the overall data on the previous chapter, it can be concludes

about analyzing of students' strategies in learning English and their achievement at second grade of SMAN 8 Kota Jambi academic year 2018/2019, as follow:

1. The students used six strategies in learning English. First, metacognitive strategies are the most frequently used by students with 13 students about 36%. Second, affective strategies with 9 students about 25%. Third, social strategies with 6 students about 17%. Fourth, memory strategies with 4 students about 11%. Fifth, cognitive strategies with 3 students about 8%. Sixth, compensation strategies with 1 student about 3%.

2. Based on the data obtained, found that the each students at second grade of SMAN 8 Kota Jambi that used metacognitive strategies get very high score, meanwhile the students who used others strategies still got high score. It means metacognitive strategies systematically make the students to be easier in learning English.

3. The interpretation score of students based on the strategies. There are four strategies used by students with very high average score (>80)s. The strategy are metacognitive with the average score 84,3, affective strategies with average score 84,1, social strategies with average score 82, and cognitive strategies with average score 81. Additionally, 2 strategy of other only getting high average score (<80). There are memory strategies with average score 78,5 and compensation strategies with average score 78.

4. Metacognitive, affective, social, and cognitive strategies are typically used by students with very high score in English subject. Those strategies should be continuously promoted and used as guidelines for enhancing students to improve the effectiveness of their English learning. Language learning strategies is taking a big role in learning English process. but, not all strategies affect the proficiency of English learning at second grade of SMAN 8 Kota Jambi, there are possible reasons. First, students less self-directed in choosing strategies. Second, students less understanding about language learning strategies.

The using of language learning strategies can encourage the students to be successful in learning English. It can manage the progress of goal achievement, decrease the difficulties in the English learning process, and increase the confidence of high students. The students need to understand the strategies that suitable with themselves so can enhance their achievement. The teachers need to teach the students regarding to the students' individuals differences and apply the language learning strategies when they are learning English. By applying the language learning strategies correctly, teacher will be more successful in English subject. The researcher realizes that there are still many shortages in this thesis, so the researcher really expects the critic and suggestion for the improvement. The researcher also hopes this thesis can be a meaningful contribution for students, teachers, and those who want to conduct the same research.

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