

**Language Learning Strategies Used by Indonesian Vocational High School
English Debate Group**

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Abstract

This article describes language learning strategies used by vocational high school English debate group. This research used qualitative approach. The data used in this research was in the form of information about language learning strategies. The researcher used interview as the instrument to collect the data and observation checklist to complete the data of interview. In this study, the researcher only took the three students who were recommended by the English teacher. Three student already chosen were the students who got great achievement such as third winner in Asian Debate Competition. The students used metacognitive strategies by using some strategies like arranging and planning with finding out about language learning, using evaluating learning by self evaluating. The researcher suggest that if they used language learning strategies so they can be a better language learner.

Keywords: strategies, language learner, debate

INTRODUCTION

In the Indonesian National Curriculum or K 2013 of English Subject, the emphasis is that students can communicate in English by mastering the whole skills; however, some students can not use the language for communicative purposes well. They are difficult to acquire the vocabulary, pronunciation and the grammar. Dyatmika (2010) says that English is not easy to learn because it has different grammatical structure, stress and accent from Indonesian language. It is also faced by the Indonesian high school students. Some Students in SMKN 4 Malang, an Indonesian vocational high school in Indonesia have lower-middle in English competence. It could be because of the limited time to learn English. The students only learn English once or twice in a week so that students should have strategies to learn English. Strategy is the most important thing to help to support English learning. According to Brown (2000, as cited in Griffiths, 2004), language learning strategies are considered important to number of methodologist to find out what set of strategies that English language learners (ELLs) apply to promote their potential and enhance the capability of their language. That means language learning strategies are important for the students in their learning process. Language learning strategies help the students to achieve their main goal in learning English as a foreign language. A study by Chang (2013) states that successful language learner inform in adopting particular strategies to figure out themselves overcome with their obstacles in the learning process.

Language Learning Strategies

Many researchers and experts have defined language learning strategies from different points of view. According to Wenden (1987), language learning strategies can be defined from the aspect of language learning behavior, such as learning and regulating the meaning of a second or foreign language, cognitive theory, such as learners' strategic knowledge of language learning, and the affective view, such as motivation, attitude, etc. It is argued that three points of views can improve language learning. Language learning strategies have been classified by

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many researchers, but in this research the researcher only used two theories of language learning strategies from Scarcella & Oxford (1992) and Oxford (1990).

Memory-related

Memory-related strategies are method used when the learners try and remember something for a very short period. These learning strategies can help the learners link one second item or concept with another but do not necessarily involve deep understanding. Learners can use these memory strategies to retrieve target language information quickly., so that this information can be employed for communication.

Cognitive

Cognitive strategies are the specific methods that learners use to perform tasks to improve social speaking skills. It enable learners to manipulate the language material in direct ways such as reasoning, analysis, note taking, summarizing, synthesizing, outlining, recognizing information to develop stronger schemas. Cognitive strategies are divided into four parts. Those are practicing, receiving and sending information, analyzing and reasoning and creating structure for input and output. Practicing consist of five strategies there are repeating, formally practicing with sound and writing system, recognizing and using formulas and pattern, recombining and practicing naturalistically. Receiving consist of two strategies, using resource receiving and sending message is used to find out the meaning of what is heard and read in the new language or produce message in the new language. Analyzing and reasoning deductively, analyzing expression, analyzing contrastively, translating, transferring. These five strategies help the learners to use logical thinking to understand and use the grammar rules and vocabulary of the new language. Three strategies in this group are taking notes, summarizing, and highlighting. It can help the learners sort and organize the target language information that comes their ways highlighting. Those strategies let students to demonstrate their understanding and prepared for using the language for speaking and writing.

Compensation

According to Oxford (1990), compensation strategies are strategies can in production when grammatical knowledge is incomplete or use language although its not correct. When the learner do not know the correct term for certain word or the learner has limited vocabulary and grammatical knowledge this strategies is very useful. In this strategies if the learner does not know the words, the meaning, and produce spoken or written expression in new language without completing knowledge, the learner allowed to guess. because the learner bring own life to interpret by guessing. Compensation strategies divide into two strategies, those are guessing intelegently and overcoming limitation in speaking and writing.

According to Weinstein and Mayer (1986) the goal of strategy use is to “affect the learner's motivational or affective state, or the way in which the learner selects, acquires, organises, or interacts new knowledge”. According to Oxford et al (1990), the language learner can benefit from strategy training which seeks to encourage greater responsibility and self-direction in the learner. language learning strategies are the strategies the learners use to develop their learning strategies, in general, in the target language, and communication strategies are just one type of LLS. Oxford (1990) states that language learning strategies are “especially important for language learning because they are tools for active, self-directed movement, which is essential for developing communicative competence”.

Metacognitive

Metacognitive strategies are method used to help students understand the way they learn or identifying one's own learning style, such as planning for an L2 task, gathering and organizing materials, arranging a study space and a schedule, monitoring mistakes, evaluating taks success, and evaluating the success of any type of learning strategy. learners to control their own cognition. Metacognitive strategies consist of centering your learning , arranging and planning your learning, and evaluating your learning and evaluating your learning. Centering your learning is finding focus for learning, it is important because without strategies of centering your learning, learners face merely confusion and noise. Next is strategy for arranging and planning are helpful for developing all language skills. Evaluating your learning divide into two part there are self-monitoring and self evaluating. These are help learner to monitoring one's own errors and evaluating one's all the progress.

Affective

Affective strategies are learning strategies concern with managing emotions both negative and positive. It identified one's mood and anxiety level, talking about feeling, rewarding oneself for good performance, and using deep breathing or positive self-talk. affective strategies divided into three part. First is lowering the anxiety it help the learners to decrease their anxiety. Next is encouraging yourself which can help the learners find ways to keep their spirit and try to understand or produce the new language. And then emotional temperature such as feeling, attitudes, and motivation. It help the learners to notice their emotion.

Social

Social strategies are activities that students engage in to seek opportunities to be exposed to an environment where practice is possible. The purpose of social strategies is to communicate with other people in society. Social strategies are divided into three sets of strategies. Weinstein and Mayer (1986) say that the goal of strategy use is to "affect the learner's motivational or affective state, or the way in which the learner selects, acquires, organizes, or interacts new knowledge". According to Oxford et al (1990), the language learner can benefit from strategy training which seeks to encourage greater responsibility and self-direction in the learner. Language learning strategies are the strategies the learners use to develop their learning strategies, in general, in the target language, and communication strategies are just one type of LLS. Oxford (1990) states that language learning strategies are "especially important for language learning because they are tools for active, self-directed movement, which is essential for developing communicative competence".

Debating Groups

Debating can be used as a tool to make students practice skills of English language in real-life situations. According to Nisbett (2003) states that debate is an important educational tool for learning analytic thinking skills and for forcing self-conscious reflection on the validity of one's ideas. And Krieger (2005) states that debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways.

Debate is a formal method of interactive and representational argument aimed at persuading judges and audience. Ve & Purwaningtyas (2011) said that debate is an ordered discussion in which debaters expand the argument and declare the argumentative speeches in order to make their cases. EDS UI (1998) adds that debate is about assembling and organizing effective arguments, persuading, and entertaining audience, and using the language to convince people that the arguments outweigh the opposition's. Somjai and Jansem (2015) agree that debate is about actual issues or speaking situation in which two groups or teams of people do

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not agree or opposite points of view are presented and argued.

According to EDS UI (1998) there are some element in a debate that are required to consider as part of debating such as cases, argument, rebuttals, speeches, listening, research, advanced issues, and adjudicators.

In debating students should have structure because it is not enough for team to deliver speeches individually without structure. Set arguments based on fact, rational explanation and main idea. In the preparation time, team can case building process where both team will be build their cases. Both team need to explain the motion, definition, theme line, and team split.

Next, argumentation is the process of explaining why a point of view should be accepted. Logic and evidence can support conclusion. The speakers mostly use relevant evidences to strengthen their argument. Debaters should convince with strong argument, and also have to follow the rules in arguments. Flynn (2007) adds there were some good models for making argument. It was ARE (Assertion-Reasoning- Evidence) The first is assertion, assertion is gives the arguments. Second is reasoning, reasoning is should give rational reason to make the argument trusted. And the last evidence to support the argument speaker must put relevant evidence.

Then, rebuttal is persuading the audience meaning that debaters must give explanation both why their arguments are correct, and why their opponent's argument are incorrect (D'rutz, 2003). The debaters also should give reason why opponent's argument are wrong, their argument are correct. The opposing argument is based on an error of fact, or an invalid interpretation of fact, opposing argument is inappropriate to the proof of the topic, illogical. When the opposing team are right involves unacceptable implications, and the opposing argument, while itself correct, should be accorded little weight (D'cruz, 2003).

Speakers

Speaker establishes the fundamental of their team case, providing a definition (affirmative) or accepting and challenging the definition (negative), presenting the theme line and team split. The first speaker also should deliver substantive argument supporting their case. The first negative speaker should present some rebuttal to first affirmative speaker. Second, speaker deal with substantive argument, and little bit of rebuttal to against the affirmative team. Third speaker is to attack the opposing team. In rebuttal should ideally by carried out on global level (team wise) and no more detail level (speechwise). Teamwise mean a rebuttal speaker should attack opposing team's pointing out the major flaws in argumentation and logic. Speechwise mean rebuttal speaker should be able to point out the mistake each individual speech.

Adjudicator

There are three function of adjudicator according to Ray (2003), the first is to decide which team has won in debate. adjudicator must make should make decision and the marks must reflect that judgement. Another function of adjudicator is to give explanation, in delivering adjudicator, adjudicator should highlight the critical differences between the teams rather than reply the whole debate. A useful start is to total the marks in each of matter, manner and method for each team, in the end of adjudication, debate should have clear understanding of why their team won or lost. Last is to give constructive feedback to the debaters, the feedback can give positive impact to the debaters like affect of individual debaters.

RESEARCH METHODS

This research used qualitative approach. Hancock et al (2007) stated that qualitative research is a study of behavior in natural setting or uses people's account as data and usually there is no manipulation of variables. According to Richard (2003), a qualitative research is

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more suitable for examining and learning such a phenomenon as it focuses on the issue that happens in natural background. The data of qualitative approach was analyzed by describing from the were recorded or transcribed as closely as possible and it did not involve numerical data. This study used descriptive qualitative as design.

FINDINGS

The three students were chosen based on the tutor recommendation. The researcher used observation checklist in order to complete the data. The interview with three best *GVED* members were conducted on 6th and 26th May 2017. After conducting the interview to the three students of *GVED* and doing observation, the result were used to investigate the application of language learning strategies implemented by students in *GVED*.

Table 1. Language Learning Strategies from the Interview and Observation

Strategies	Interview	Observation Checklist
Memory	use new words	help them remember the new word
	connected new words with pictures	connect the sound with images or
	describe with picture when forget meaning	making a mental picture of a situation
	use rhyme to remember new words	use rhymes to remember new words
	did not use flash card to remember words	use flashcards to remember new words
Cognitive	review materials	review English lessons
	repeat and apply new words everyday	say or write new words several times
	practice sounds	practice the sounds
	use English to communicate	English for communication
	watched movie, listening music, reading	watch TV shows or movies
	read article or novel	reading for pleasure
	make notes, quotes, or words	write notes, messages, letters, or reports
Compensation	translated word by word	guessing unfamiliar words
	use gesture	use gesture
	use synonyme	use synonyme
Compensation	self correction	notice their mistakes
	their own techniques to improve knowledge	find how to be a better learner
	manage their time	make a schedule
Affective	confident in fixing their mistake	encourage to speak
	proud of theirselves	give reward or treat theirselves
	not ever write diary	not write down their feelings
Social	ask the locator to be slower in speaking	ask other person to slow down
	practice with other students in GVED	practice with other students
	learn about culture	learn about culture

The researcher observed the students' activities in *GVED* and then the researcher had discussion with the students about their activities and their competitions. During the observation the researcher gave check marks on observation checklist. The result from the observation checklist showed that the students used six strategies.

The first is memory strategy by doing several activities to help them to memorize or

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remember new English words such as the students used new English words in sentence, connected the sound of new English word and an image or picture. Remember a new English word by making a mental picture of the situation in which the word might be used, use rhyme, the students often review English lessons, and students used street sign help them remember.

The second strategy that the students used is compensation strategies through several activities such as make a guess to help them to understand unfamiliar English words or use gesture when they could not think word during a conversation in English, used a word that had same meaning when they could not think of an English words.

The third strategy is metacognitive strategies through several activities such as noticing their English mistake and using that information to help them did better, use opportunities to read as much as possible, use schedule to manage time for study, and had clear goals for improving their English skills.

The fourth strategy that the students used is affective strategies like encouraging themselves to speak in English even when they are made a mistake, gave reward or treated their self when they success did something. The students also used social strategy to learn English like the students asked for help, practiced English with other students, and learn about English culture.

The last strategy is Social Strategies, it was proved by asking to other person to slow down or say it again if they don't understand something in English and practice English with other students. The students also learn about English culture.

Based on the finding the researcher found some strategies related to memory strategies. According to Oxford (1990) and Scarcella & Oxford (1992), metacognitive are strategies dealing with storing and retrieval of information. There are four strategies such as creating mental linker, applying image and sound, reviewing well and employing action. This strategies was applied by the students in *GVED*. The three students in *GVED* applied creating mental linker like put new word in a context. The three students put new word in context into a sentence because it can help them to remember the words. For applying images and sound the students connected the sound of new English word and image or picture. The students connected the sound of English with picture or image to help them remember the new word. The students made mental picture situation to remember new English word by describing the picture when they did not know the difficult words and forgot the words they described the word with a picture to help them to remember the new English words and also used street sign like traffic sign and advertisement to help them remember the new words. The students used rhyme to help them distinguish the pronunciation and also help them to remember the new English words. The three students used reviewing well strategies, they often review English lesson by their own style like they did some exercise, wrote essay, read previous English material and also read English book. The last strategies that students used was employing action strategies by use physically act out to demonstrate new English words. They demonstrated the difficult word, words that needs more reasoning and explanation. All of the strategies above were the strategies that students used to help them remember the new English word.

Oxford (1990) and Scarcella & Oxford (1992) state that in cognitive strategies, the target language is manipulated and method that learners use to perform tasks to improve social speaking skills. Cognitive strategies has four set strategies such as practicing, receiving and sending message strategy, analyzing and reasoning, and creating structure for input and output. Some of the strategies are applied by the students. The first strategy was practicing strategies. In practicing strategies there are five strategies and the students only applied two strategies there are formally practicing with sound and writing systems and practicing naturalistically. For formally practicing with sound and writing systems the students wrote new English words for several time to help the remember the words by applying the words and also practicing the sound of English in English class with their friend and in *GVED* with their tutor Mr. Yudi.

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Practicing strategies that the students applied was practicing naturalistically by using English to communication with their friend in English class and in *GVED*.

The second strategies were receiving and sending message strategies like getting ideas quickly and using resources for receiving and sending message. To get ideas quickly the students used skimming English passage, They usually read the first and the last sentence of the paragraph to get the main ideas and read a lot of book to accustom using skimming strategies. The students also used resource for receiving and sending message. They watched English movie, listened music and read short story in BBC and CNN and also read novel like harry potter and the hobbit. From those resources the students got new English words and helped students to increase their English knowledge. The last strategy that the students used was creating structure for input and outputs by writing notes in English and writing quotes or just simple words. So three students in *GVED* used cognitive strategies to learning English.

Based on Oxford (1990), compensation strategies are strategies can in production when grammatical knowledge is incomplete or use language although its not correct. Compensation strategies are divided into two strategies. there are guessing intelligently and overcoming limitation in speaking and writing. Based on the finding that the researcher found, the students in *GVED* used compensation strategies to learning English. The students used guessing intelligently strategies, it is proved with the students who used guessing to overcome their problem with unfamiliar English word. They also used overcoming limitation in speaking and writing strategies, it's proved by the student that used gesture to explain words and make up the word to overcome their problem when they did not know the words, avoiding communication partially or totally by ignoring the conversation and the last getting help by asking someone to slow down when explained. Based on the explanation above, three students used some strategies from compensation strategies for learning English.

On the other hand, According to Oxford (1990) and Scarcella & Oxford (1992), metacognitive is a method used to help students to understand the way they learning or identifying one own learning, and plan language learning in efficient ways. Metacognitive strategy had three sets of strategies, there are centering your learning, arranging and planning learning and evaluating. The researcher only found two sets of strategies used by the students in *GVED*. The first was arranging and planning. The students used schedule to study English like they studied in the evening did some exercise and woke up in the midnight and in the early morning to learnt English. The students had technique to learnt English like found the comfort zone to learnt English, read book, listened music and also watched movie.

Meanwhile, Oxford (1992) and Scarcella & Oxford (1992) state that affective about learner's emoticons, attitudes motivation and values. Affective strategy has three set of strategies there were lowering your anxiety,encouraging and taking your emotional temperature. In this researcher the researcher found one set of strategies from affective strategies used by the students. The students used encouraging their self strategies by making positive statement to their self like still calm if did a mistake and commented their self. The students also gave their self reward to encourage their self like buy some favorite food when success to did something.

According to Oxfod (1990), Social strategy are activities that students engage in to seek opportunities to be exposed to an environment. Social strategy has three set of strategies such as asking question, cooperating with others and empathizing with other. In this strategies the researcher found three set of strategies in social strategies. For the first was asking question by asking for clarification for verivation, the students used that strategies by asking to translate and to slow down in order to avoided the ambiguity and misinterpreting. The second strategy was cooperating with others. The students sometimes practice English with their friend in English class and in *GVED* they practiced not only with their friend but also with their tutor Mr. Yu. The third strategy was empathizing with others by developing cultural understanding, The

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students not only learn about English lesson but also learn the culture by watching movie to know about foreigners' life style and the ritual that the foreigner usually do.

CONCLUSION

Based on the discussion above in chapter IV the researcher concluded that the students used all of language learning strategies by Oxford (1990) and Scarcella & Oxford's (1992). In memory strategies the students used all of set strategies in memory strategies like creating mental linkages by putting the new words in a context, applying images and sound by association of eyesight and replying sound in memory, reviewing well by reviewing previous material, read English book and doing some exercise. For cognitive strategies the students use three strategies, the first strategies is practicing, in practicing the students use formally practicing with sound and writing system and practicing naturalistically. Second is receiving and sending message strategies by getting idea quickly and using resources for receiving and sending message. The last is creating structure for input and output by taking notes. For cognitive strategies the students used some strategies in cognitive strategies like guessing intelligently and overcoming limitation in speaking and writing. The students used metacognitive strategies by used some strategies like arranging and planning with finding out about language learning, use evaluating learning by self evaluating. In affective strategies the students use two strategies like encouraging their self by making positive statement and rewarding their self. And the last strategies is social strategies, the students use some strategies in social strategies like asking questions by asking for clarification for verification, cooperating with others by cooperating with peers and cooperating with proficient users of the new language, and the last is empathizing with others by developing cultural understanding.

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