



Learning Strategies Applied in Online Class in SMAN 1 Prabumulih

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan strategi pembelajaran yang disukai pada pembelajaran online kelas XII IPA 3 di SMA Negeri 1 Prabumulih. Penelitian menggunakan metode deskriptif. Populasi dalam penelitian ini adalah siswa kelas XII IPA 3 SMA Negeri 1 Prabumulih dengan jumlah sampel penelitian sebanyak 36 siswa. Data dikumpulkan melalui kuesioner yang sudah jadi. Hasil penelitian menunjukkan kesulitan pada siswa dengan menggunakan semua strategi pembelajaran. Diantara strategi-strategi tersebut strategi afektif paling sering digunakan oleh siswa dalam pembelajaran dan strategi afektif menjadi persentase tertinggi. Berdasarkan data wawancara hampir semua siswa menjawab bahwa mereka menggunakan semua strategi pembelajaran bahasa.

Kata Kunci: *Strategi Pembelajaran, Menulis, Pembelajaran Online.*

Abstract

This research aimed to describe preferred learning strategies during online class used by XII IPA 3 in SMA Negeri 1 Prabumulih. The researcher used descriptive method. The population in this research was class XII IPA 3 SMA Negeri 1 Prabumulih with a total sample of this study was 36 students. The data gathered through a ready made questionnaire. The results showed difficulty that the students used all the learning strategies. Among the strategies affective strategies was most frequently used by students in learning where affective strategies became the highest percent. Based on the interview data almost all students answered that they were used all language learning strategies.

Keywords: *Learning Strategy, Writing, Online Learning.*

INTRODUCTION

Internationally, English is the most commonly used language for communication. English helps students in communicating with other people around the world. Learning English is a handy essential skill. One form of skill in English is writing. Writing is a system for conveying expressions and ideas that consist of symbols with their mechanism. Writing skills would also help students understand a concept and get a word. Writing is an activity that could be quite tricky; this is because writing good writing requires a fixed strategy. Learning strategies are needed to make it easier for students to improve their writing skills. Learning strategy is an approach to optimize a learning process to make it more efficient, easy and fun (Rini, 2016).

Writing is important to them impart knowledge and thought about a process such as making, an exam, essays and a job application. From the statement, writing is important to students, one reason is more and more people need to learn to write English for professional or academic reasons purpose. Especially in the English department, students are required to learn to write and prepare for the ultimate academic job essay writing Rahmawati (Rahmawati, 2009).

Based on the explanation above, it was possible to conclude that the definition of writing is the process of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs for the purpose of indirectly communicating something with other people.

Writing is an important form of communication in everyday life, according to Zemach & Rumisek (2005) and it is especially important in high school and college. Writing is one of the most difficult skills to master in both a first and second language. Writing is a form of language that employs written activities. Students must be focused during the writing process, have a large vocabulary, be creative in their use of language, and understand proper spelling and grammar.

As learning writing could be hard, learning strategies was needed to be employed to make sure the learning process is effective and successful. Learning strategies were approaches taken by the learner to optimize their learning process by making it easier, efficient, and enjoyable in various situations. This mean, when learner is learning something, they able to respond to the particular learning situation and manage it in an appropriate way. Learning strategies are classified into two major parts; direct and indirect. Direct strategies are memory, cognitive, and compensation. Indirect strategies are metacognitive, affective, and social (Oxford, 2003). The use of appropriate strategy in learning would be helpful to learning process. Darmansyah 2010) defines learning strategy as the perspective, thought, patterns, and direction taken for effective learning.

In general, the nation or definition of learning strategy is an attempt to use a systematic strategy that is carried out effectively to achieve and succeed in learning activities. Especially in education, this strategy could be interpreted as a design and method in achieving its goals. A learning strategy is a plan with a series of activities specifically designed. Learning strategies are divided into two parts, namely direct and indirect. A direct learning strategy is a learning strategy that is centered on the teacher or teacher. At the same time, the indirect strategy is a process that could help students learn well. In the learning process, the use of appropriate strategies would be very helpful in improving students' abilities (Gestanti, 2017).

According to Naidu (2006), online learning is the intensity with which information and communication technology networks are used in teaching and learning. The term "online learning" had a very broad definition. Online learning is described in various ways, but it all leads to the same conclusion. So online learning through the used of media or electronic device assistance services.

Online learning employs audio, video, computer equipment, or a combination of the three in its implementation.

Online learning was to be widely used by teachers since the COVID-19 pandemic struck. The spread of the hazardous coronavirus forces several people to keep their distance and stay at home. Therefore, studying could no longer gather at school and carry out direct learning. Not only in Indonesia, but this policy also applies throughout the world. Online learning is a learning process that utilizes technology such as the internet. His learning takes place remotely, so it is safe for tudents to not get infected with the covid-19 virus (Hardan, 2013).

Online teaching and learning is intended to reach and engage the modern learner on a one-to-one basis at any time and from any location. Massive Open Online Courses (MOOC) are a popular example, with many researchers and research institutions participating. Offering online courses had several advantages, including easy and convenient access for students, higher degree completion rates, and the appeal of such courses to nontraditional students. Similarly, barriers to the adoption of online courses included a lack of faculty commitment and high implementation and delivery costs.

Hardan (2013) stated that online learning has begun to be widely used by teachers since the COVID-19 pandemic struck. The spread of the hazardous coronavirus forced several people to keep their distance and stay at home. Therefore, studying could no longer gather at school and carrid out direct learning. Not only in Indonesia, but this policy also applies throughout the world. Online learning is a learning process that utilizes technology such as the internet. Takes place remotely, so it was safe for students to not get infected with the covid-19 virus. The researcher chose this title because the researcher is very interested in the learning strategies applied when the online class takes place. In addition, the reseacher also wanted to add insight and knowledge to learning strategies for writing. Writing is an ability that was needed and valuable for students. By writing, students could easily understand an idea. Therefore, this research was essential to do considering that currently, most students were doing the online learning process.

METHODOLOGY

Based on this research problem, the researcher chose descriptive methods. The researcher administered a questionnaire to the sample of the research which are first-semester students SMA Negeri 1 Prabumulih to know how far students used questionnaire as a reading comprehension strategy. In addition, the test was timed to measure how far the instrument is appropriate to test what would be tested In consequence, before distributing the questionnaire to sample of the research, the researcher was to test the data to measure whether the instrument is appropriate to be distributed. Besides, the researcher also tests the reliability of the instrument. The researcher has distributed a questionnaire which consists of 6 total classes, 4 IPA 2 IPS all 36 students. The total number of students in grade twelft is 216 students. This research only focuses on one class which is the twelft grade with a total of 36 students.

The population of the research was the eleventh grade students of SMA Negeri 1 Prabumulih. That consisted of two classes, IPA and IPS. The total population were 216 students. In selecting the sample, the researcher used the purposive sampling technique. This technique was used to determine the sample with certain considerations. The population was the entire collected from which the statistical sample was drawn. The population could refer to the whole group of people, objects, events. The population of this research was all students of SMA Negeri 1 Prabumulih, there were six classes and the total population is 216 students. It was stated in table 1 below:

Table 1. Population of the students in SMA Negeri 1 Prabumulih

No.	Classes	Number of Students
1	IPA	36
2	IPA	36
3	IPA	36
4	IPA	36
5	IPS	36
6	IPS	36
Total		216

Source : SMA Negeri 1 Prabumulih In the Academic Years of 2021/2022

Sample is the group of people who actually participate in the research. This research used a purposive sampling technique where all of the students were one class that could be taken a sample of this research because it was carried out with considerations and suggestions from the teacher that class XII IPA 3 is suitable to be used as research material. The number of sample was 36 students.

In selecting the sample, the researcher used a sample from eleventh grade at SMA Negeri 1 Prabumulih.

Table 2. The Sample of Research

No	Classes	Number of Students
1	IPA 3	36
Total		36

Source : SMA Negeri 1 Prabumulih In the Academic Years of 2021/2022

To obtain the data needed as a basis for study, the researcher collected data from the field using 4 methods, namely:

1. Observation is a process of direct observation of what is happening in the field, so that the researcher could strengthen the existing data.
2. Questionnaire is a data collection technique by providing a list of questions, the researcher used a questionnaire that included 50 questions, the questionnaire is obtained from Oxford.
3. Interviews used as a data collected technique if the researcher wants to conduct a preliminary study to find problems that must be investigated. This data collection technique is based on personal knowledge and beliefs. Interviews could be conducted in a structured or unstructured manner, and could be conducted face-to-face or by telephone with 10 questions.

4. Documentation is a data collected technique by collecting various existing documents.

Technique for collecting data used validity that was the extent to which the accuracy of measuring instrument and reliability which was the level of consistency of a test. Technique for Analyzing the Data used ready-made questionnaires from previous research to collect data from students of SMA Negeri 1 Prabumulih. After the researcher received the results by giving the questionnaire to the students with a total of 36 students, the researcher used data analysis using the percentage formula. When analyzing questionnaire data, the following formulas were used:

$$P = \frac{f}{N} \times 100\%$$

Note :

- f : The frequency being searched for its percentage
- N : Number of cases (number of frequencies/number of individuals)
- P : Presentation number (Sugiyono, 2016).

For the interviews, data was collected through face to face interviews. The researcher notes all the information about the students' foreign language strategies in learning English based on the interview results. Then, the results of the interviews were identified and the data focused on the formulation of the research problem. The researcher then analyzes the results of the interviews and questionnaires, and finally comes to a conclusion.

RESULT AND DISCUSSION

Thirty-six questionnaires were distributed to students in class XII IPA 3 SMA Negeri 1 Prabumulih to collect data. There were items in the questionnaire that were marked as positive and items that were marked as negative. The numerical values were 5, 4, 3, 2, and 1. For example, "always" with a positive statement receives a weight of 5, "usually" receives a weight of 4, "sometimes" receives a weight of 3, "rarely" receives a weight of 2, and "never" receives a weight of 1. When an items was declared negative, the weighting is reversed. The researcher calculated an average for each strategy based on the responses to the questionnaire. The data presentation included six learning strategies used by thirty-six students for writing, memory, cognitive, compensation, metacognitive, affective, and social strategies.

1. The Result of Each Questionnaire

Table 3. Memory Strategies Used by the Student

No	Never	Rarely	Sometimes	Usually	Always	Percentage (%)
1.	0%	22%	61%	17%	0%	100%
2.	14%	33%	36%	17%	0%	100%
3.	56%	6%	28%	5%	5%	100%
4.	11%	22%	53%	14%	0%	100%
Total	81	83	178	53	5	

Table 3 showed that memory strategies were sometimes used by students. Students generally used the following strategies to answer the four questions. One of the strategies did not used often, a strategy that students sometimes used to put new words into context. (statements 1 and 4) and thorough review (statement 2). Mechanical techniques was a strategy that was rarely used (statement 3).

Table 4. Cognitive Strategies Used by the Students

No	Never	Reraly	Sometimes	Usually	Always	Percentage (%)
5	28%	28%	19%	14%	11%	100%
6	31%	17%	25%	19%	8%	100%
7	42%	28%	17%	8%	5%	100%
8	53%	17%	19%	8%	3%	100%
9	6%	58%	19%	11%	6%	100%
10	28%	36%	14%	14%	8%	100%
11	6%	22%	28%	25%	19%	100%
12	0%	28%	28%	25%	19%	100%
13	6%	22%	36%	25%	11%	100%
14	14%	64%	8%	8%	6%	100%
15	3%	3%	25%	36%	33%	100%
16	11%	14%	56%	11%	8%	100%
17	22%	28%	33%	14%	3%	100%
18	3%	25%	36%	25%	11%	100%
19	3%	31%	19%	22%	25%	100%
20	19%	3%	39%	31%	8%	100%
21	19%	37%	22%	14%	8%	100%
22	0%	8%	25%	11%	56%	100%
23	47%	25%	28%	0%	0%	100%
Total	395	494	496	321	248	

Table 4 showed that summarizes the cognitive strategies employed by students. Students generally used the following strategies to answer the nineteen questions, repeating (statements 5 and 21), using printed sources (statements 12, 13, 22, and 23), translating (statement 16), taking notes (statement 19), and highlighting (statement 20). Students strategies included repeating (statements 6 and 18), practicing naturally (statements 7, 9, and 11), and summarizing (statements 17). Students rarely used the following strategies: practicing naturalistically (statements 8 and 10), using unprinted sources (statement 14), and translating (statement 15).

Table 5. Compensation Strategies Used by the Students

No	Never	Rarely	Sometimes	Usually	Always	Percentage (%)
24.	28%	22%	28%	19%	33%	100%
25.	6%	6%	47%	19%	22%	100%
26.	0%	3%	3%	36%	31%	100%
27.	0%	17%	33%	22%	25%	100%
Total	34	48	114	96	111	

Table 5 showed that compensation strategies, four statements were related to compensation strategies. The most frequently used strategy was topic selection (statement 26), while the most commonly used strategies by students

were coining words (statement 24), used synonyms (statement 25), and adjusting the message (statement 27).

Table 6. Metacognitive Strategies Used by the Students

No	Never	Rarely	Sometimes	Usually	Always	Percentage (%)
28.	0%	6%	28%	33%	33%	100%
29.	42%	28%	14%	8%	8%	100%
30.	14%	8%	36%	28%	14%	100%
31.	6%	11%	58%	14%	11%	100%
32.	14%	42%	28%	8%	8%	100%
33.	6%	8%	61%	11%	14%	100%
34.	58%	25%	11%	3%	3%	100%
35.	8%	28%	28%	28%	8%	100%
36.	39%	22%	3%	3%	33%	100%
37.	8%	6%	47%	25%	14%	100%
Total	195	184	314	161	148	

Table 6 showed that metacognitive strategies were sometimes used by students. There were ten metacognitive strategy statements. Students general strategies included self-evaluation (statement 28), learning about language learning (statements 29 and 34), and self-monitoring (statement 36). Students used strategies such as organizing (statement 30), goal selection (statement 31), paying attention (statement 33), seeking practice opportunities (statement 35), and identifying the purpose of the language task at times (statement 37). Choosing objectives was a strategy that most students did not use (statement 32).

Table 7. Affective Strategies Used by the Students

No	Never	Rarely	Sometimes	Usually	Always	Percentage (%)
38.	3%	8%	11%	31%	47%	100%
39.	6%	11%	17%	47%	19%	100%
40.	3%	14%	33%	17%	33%	100%
41.	0%	3%	11%	39%	47%	100%
42.	3%	31%	22%	11%	33%	100%
43.	14%	17%	11%	11%	47%	100%
44.	0%	6%	19%	6%	69%	100%
45.	0%	11%	19%	28%	42%	100%
Total	29	101	143	179	337	

Table 7 showed the affective strategies, there were eight statements about affective strategies. This strategy was mostly used by students. The strategies of progressive relaxation (statement 38), music (statement 44), and positive affirmations (statement 45) were widely employed. Rewarding yourself (statements 39 and 40), listening to your body (statement 41), writing a language learning diary (statement 42), and discussing feelings with someone else (statement 43) were all strategies that were employed at times.

Table 8. Social Strategies Used by the Students

No	Never	Rarely	Sometimes	Usually	Always	Percentage (%)
46.	25%	19%	42%	50%	11%	100%
47.	8%	0%	25%	42%	25%	100%
48.	0%	3%	19%	39%	31%	100%
49.	8%	6%	14%	22%	50%	100%
50.	11%	22%	14%	6%	8%	100%
Total	52	50	114	159	125	

Table 8 showed that social strategies were sometimes used by students. They were requesting corrections (statement 46), collaborating with proficient English users (statement 47), and collaborating with others (statement 48). The students used two strategies at times. They were the strategies for developing cultural understanding and becoming aware of others thoughts and feelings (statement 49 and 50). Based on the presentation of learning strategies, it could be concluded that almost on average these students used all sub-strategies. The strategy method revealed the frequency which students used the strategy. The data revealed that most of the learning strategies were used frequently.

This section presented the researcher findings which found by the researcher during face to face interviews. On July 18, 2022, ten respondents from class XII IPA 3 SMA Negeri 1 Prabumulih were interviewed directly. This was because student responses were sufficient to be analyzed. Interviews were conducted on the same day but at different times. The existence of data from interviews to complete the information obtained from the questionnaire. The following statements were a display of data obtained from interviews. This showed what factors could influence student learning strategies. Based on the interview findings, students responses to questions about their learning strategies are shown. This showed all the students that the researcher interview used a affective strategy. The participants used this strategy during their learning. From the ten questions about the interview, it could be concluded that the answers from each of these students lead to an affective strategies.

Affective strategies could be categorized as a technique that students typically employed when learning based on the statements made above. Despite the fact that some students employed different tactics. Because everyone had a unique method of doing things, particularly when learning.

After compiling and evaluating all the information of the data provided by the XII IPA 3 students at SMA Negeri 1 Prabumulih, the researcher discussed the results and the students responses. The researcher collected responses from the students and categorized the fifty questions in the questionnaire into six categories based on the results of the research discussed above. They were : memory strategies used by the student, cognitive strategies used by the students, compensation strategies used by the students, metacognitive strategies used by the students, affective strategies used by the students, and social strategies used by the students.

The first consideration was the students above memory strategies. It was proved by the questions number 1, 2, 3, and 4. As showed in the table and description above, not many students show interest in this strategy. However, there were also students who used this strategy.

The second consideration was the students above cognitive strategies. It was proved by the questions number 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21, 22, and 23. In this strategy there were some students who also used it, but most of the students did not used it in their writing class.

The third consideration was the students above compensation strategies. It was proved by the questions number 24, 25, 26, and 27. In this strategies quite a lot of students used it, but there were also those who rarely used it.

The fourth consideration was the students above metacognitive strategies. It was proved by the questions number 28, 29, 30, 31, 32, 33, 34, 35, 36, and 37. This strategy was also used by students but did not many students used this strategy in writing classes.

The fifth consideration was the students above affective strategies. It was proved by the questions number 38, 39, 40, 41, 42, 43, 44, 45. This strategy was the most widely used strategy by these students.

The last consideration was the students above social strategies. It is proved by the question number 46, 47, 48, 49, 50. This strategy was also one that was often used in writing classes.

The findings of this research were consistent if comparing issues discussed above with the findings of questionnaire and interview findings. It could be seen from the finding of questionnaire that affective strategies is the strategy frequently used by students. From the interview findings affective strategies also showed as strategy frequently used by students. All students answered that they used affective strategies and several of student often used affective strategies in their learning process. Furthermore, the students used all strategies but affective strategies that they frequently used in learning English. Then, based on the findings of the questionnaire and interview it could be stated that the twelfth grade students were quiet good to manage their learning English.

CONCLUSION

This research was focused on strategies that be used in classes during online learning in SMA Negeri 1 Prabumulih. Based on the results of the analysis of the data above, the researcher could be concluded that most of the students used all the strategies including memory, cognitive, compensation, metacognitive, affective, and social strategies. There is one strategy that is frequently used by participants, namely affective strategies. Affective strategies included identifying one's feelings and becoming aware of the learning circumstances of tasks that evoke students. The techniques assisted learners in gaining greater control over their emotions, attitudes, and motivations related to language learning. Affective strategies made students feel confident in their ability to complete writing assignments.

The conclusion that could be drawn from this research was that every students was different in used strategies in teaching and learning activities and for class XII IPA 3 students, they used affective strategies on average.

Overall, from the questions that had been answered by the students was good enough and this proved that the strategies used in the writing class could be used by students quite well.

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