AN ANALYSIS OF ENGLISH LEARNING STRATEGY APPLIED BY HIGH-ACHIEVING STUDENTS DURING STUDY FROM HOME

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui strategi belajar Bahasa Inggris yang digunakan oleh siswa berprestasi di SMAN 1 dan SMAN 2 Sumbawa selama Belajar Dari Rumah (BDR). Penelitian ini melibatkan 6 siswa sebagai partisipan (3 orang dari SMAN 1 dan 3 orang dari SMAN 2) semua dari kelas 12 yang pernah belajar secara tatap muka dan secara online. Penelitian ini adalah penelitian kualitatif. Data penelitian diperoleh dengan cara wawancara dan dokumentasi. Hasil penelitian menunjukan permasalahan yang dihadapi oleh partisipan adalah pembagian waktu belajar, kurangnya interaksi, sulitnya memahami materi dan mudah lupa akan materi yang disampaikan, keterbatasan media atau fasilitas pembelajaran, kendala jaringan, dan suasana rumah yang berisik. Adapun strategi belajar yang digunakan oleh partisipan tersebut adalah strategi belajar menurut Oxford tahun 1990, terdapat 4 strategi belajar dari 6 strategi belajar yaitu strategi memori, strategi kognitif, strategi kompensasi, dan strategi sosial. Sedangkan 2 strategi lainya yang tidak mereka gunakan adalah strategi afektif dan strategi metakognitif. Strategi yang tinggi penggunaannya pada beberapa penelitian menjadi rendah penggunaanya pada saat Belajar Dari Rumah (BDR).

Kata Kunci: Strategi belajar, Belajar Dari Rumah.

ABSTRACT

This study aims to determine the English learning strategy used by high-achieving students of SMAN 1 and SMAN 2 Sumbawa during study from home (Belajar dari Rumah). This study involved 6 students as participants (3 students from SMAN 1 and 3 students from SMAN 2), all from 12th grade who have studied face-to-face and online. This is qualitative research, and the data were collected by using interviews and documentation. The results of this study show that the problems faced by the participants are the distribution of learning time, lack of interaction, difficulty in understanding the material and easily forgetting the material presented, limitations of media or learning facilities, network constraints, and a noisy house. The learning strategy used by the participants is a learning strategy. According to Oxford in 1990, there are 4 learning strategies from 6 learning strategies, namely memory strategy, cognitive strategy, compensation strategy, and social strategy. While the other two strategies they don't use are affective strategies and metacognitive strategies, The strategy that is high in use in several studies becomes low in use in this study, particularly due to the study from home period (SFH).

Keywords: Learning Strategy, Study from Home.

INTRODUCTION

In the past few years, the COVID-19 pandemic was one of the biggest obstacles happened not only in Indonesia but throughout the world. The 2019 Corona Virus Pandemic (COVID 19) is an infectious disease caused by the acute respiratory syndrome coronavirus 2 (SARS-CoV-2). The disease was first identified in December 2019 in Wuhan, the capital of China's Hubei province, and since then it spread globally. Indonesia was one of the countries infected with the Covid-19 pandemic and it hampered all community activities, including teaching and learning process.

During the COVID-19 pandemic, students were required to carry out study from home activities. This refers to activities for learning conducted at home using digital learning resources. In other words, the learning activity has to be carried out virtually through the provided or available media. Andira (2021) states that as a result of the COVID-19 outbreak, to prevent the spread of its transmission, the Ministry of Education and Culture (Kemendikbud) issued several circulars related to the prevention and handling of COVID-19 including circular letter

number 2 of 2020 dated March 9, 2020 regarding the prevention and handling of Covid-19. circular letter number 3 of 2020 Date 2020 March 9, 2020 refers to the prevention of COVID-19 in education units. Circular Letter Number 4 of 2020 dated March 24, 2020 regarding the implementation of Education Policy in the Emergency Period for the Spread of Coronavirus Disease (COVID-19), specifically related to the direction of the teaching and learning process from home. Students were required to learn more effectively during study from home although the activities were more challenging than face-to-face learning. Anugrahana (2020) argues that during study from home students feel boredom, signal barriers during teleconference via zoom, lack of time, and monitoring of students' honesty. Apart from that, according to Arifin (2020) explaining that students have some setbacks such as difficulty in understanding the material explained, limited internet data, learning application errors and lack of guidance by teachers.

In connection with the situation above, studying from home was a big challenge for students and required them to employ strategies in learning, including in English learning. Learning strategy is a learning method that is carried out by students to learn, so that they can achieve meaningful learning. Learning strategy is a way that can make students feel comfortable. Nazwan and Fernandes (2020) denote that learning strategy is one of the important factors that comes from within an individual in the form of self-ability in learning and is accompanied by motivation and enthusiasm for learning and encouragement from outside one's self. Nugraheni and Pangaribuan (2006) state that aspects of student learning strategies can be grouped into seven behavioral groups, namely: ownership of references, how to study references, group study, tutoring, regularity of study, preparation for exams, and learning environment conditions. Strategies in learning are needed by students not only to achieve the desired target, but also to get goals in the form of students who have been educated with these strategies.

In line with the things above, the pattern of changes in learning that occurs in Indonesia is likely to affect students' achievement in various subjects, including English. In the study of Ula et al. (2021), 38 students were analysed. Most of the students experienced standard learning outcomes, namely, not increasing and not decreasing, with as many as 12 students experiencing a decrease in learning outcomes and the remaining 7 students experiencing an increase. From these data, the decline in student achievement during the study-from-home period was more difficult to compare with face-to-face learning. Meanwhile, Nuriansyah (2020) found in his research that online learning was able to increase the grades of 121 students compared to the semester before the pandemic. Therefore, it can be concluded that studying from home can also largely improve student achievement, including for high-achieving students.

Therefore, in this case, researchers focused more on the challenges faced by high-achieving students in learning English while studying from home and the learning strategies they used. Their difficulties and their learning strategies during the study from home period were worth highlighting to see how high-achieving students can tackle their challenging situation as a form of adaptation.

Formulation of the Problem
The issues surrounding this study are articulated as follow:
(1) What are the challenges faced by high-achieving students in SMAN 1 and 2 Sumbawa during study from home?
(2) What are the English learning strategies used by high-achieving students of SMAN 1 and 2 Sumbawa during Study from Home?

Research Aim and Significance
This study aims to find out the challenges encountered by high-achieving students during study from home and the strategies used by high-achieving students during study from home. That being said, this research has practical benefits for both instructors and students in employing teaching and learning strategies in English and building students' learning autonomy.

RESEARCH METHOD

Interviews and documentation were used to collect the data for this qualitative research. According to Suwendra (2018), the interview technique is to find the construction of the research subject from individuals, organizations, and others. Also, through documentation researchers can enrich the data. According to Nilamsari (2014), documentation is a source of data used to complete research, including both written sources, photos, films, and all other sources that provide information for the author.

The researchers chose a semi-structured interview by asking participants one by one, lasting for approximately 10-20 minutes. Several instruments namely interview guidelines and interview sheets, audio recorders, and notebook were used by the researchers. Furthermore, researchers also collected information or searched for all documents related to formal and informal learning activities during study from home to find out participants English learning strategies. The information related to research was used by the researchers to complete and support the research data.

The characteristics of the participants interviewed by the researcher in this study include the students of SMAN 1 and SMAN 2 Sumbawa, since these two schools often represent Sumbawa in every competition at the national level compared to other schools. Besides, participants have achievements in the field of education, especially in English, both academically and non-academically. In other words, the participants were chosen according to their English grades at school, specifically those who have constant highest grades and have actively participated in English Competition during the study from home period. The number of participants in this study were 6 students, 3 students from each school who were in grade 12. The researchers chose that class because they had studied from home for more than a year compared to other levels. Hence, the participants of this study were chosen purposefully. The data in this study were analyzed through some phases, including processing, reduction, display, and drawing conclusion. The audio collected from the interview with the participants were transcribed and coded. Also, the data obtained from documentation were also coded and categorized. Finaly, the result was elaborated qualitatively.

RESEARCH FINDING AND DISCUSSION

The challenges faced by high-achieving students of SMAN 1 and 2 Sumbawa during Study From Home

There are several problems faced by students of SMAN 1 and SMAN 2 Sumbawa during Study from Home (SFH), including:

a. Study Time Management

From the results of interviews conducted, the management of study time is a problem for the students themselves, this is not in line with what have been found in the study of Prasetyaningtyas (2020) that the management of study time is an advantage of SFH itself because students are required to make the most of their time. Here students are required to manage their own time during SFH between studying, playing, and helping parents. On the other hand, this is in line with what was conveyed by Ri et al. (2020) that many complaints were reported during the SFH situation that the study hours were fairly rigid, so the division of study time was not an advantage but a drawback and a major obstacle must be faced by high-achieving students at SMAN 1 and SMAN 2 Sumbawa and perhaps in several other schools. Managing time was challenging to students since most of the time they were less likely to look back or revisit the lessons they had studied. In addition, some of the learning time was carried out in the morning, which coincides with the working hours of their parents. As we know that SFH also requires full support from parents and guardians to help students in their learning, which is inevitably considered as an additional useful guide they could obtain.

b. Lack of interaction

The lack of interaction between teachers and students because online learning makes lessons ineffective, this is in line with what was conveyed by Prasetyaningtyas (2020) that some teachers provide material and then give assignments to understand, this kind of learning is less effective because the interaction between teachers and students is only one way. In addition, the lack of interaction between students and other students is also another point that is faced because it is also one of the factors that make students bored studying at home.

c. Difficult to understand and easy to forget the material presented

Most of the material presented by teachers only provided material that students had to understand and then follow with tasks. This is a problem for students because the lack of explanations and the lack of variation in the teaching method made students feel bored and burdened. This is in line with the study of Ri et al. (2020) which highlighted the fact that students understood the material poorly during the distance lesson. The lack of understanding of students towards the material presented was due to the lack of readiness of lecturers in distance lessons, so that it affected learning achievement.

d. Limited media or learning facilities

The existence of learning media is one of the most important things in a SFH situation because this is one way to connect the learning situation between teachers and students. Prasetyaningtyas (2020) argues that not all students have the equipment needed for online learning, and according to Ri et al. (2020) some students do not have personal cell phones so it is difficult to take online exams. From some of the opinions above, it can be concluded that the limitations of these learning media have a big influence on student participation in the online learning process because they are required to have their own devices or media to be able to access their material. This is also in line with what was conveyed by Nana Syaodin (2009: 45) in Prasetyaningtyas (2020, p. 92) that learning facilities are all that is needed in the teaching and learning process to achieve educational goals that run smoothly, regularly, effectively and become efficient.

e. Network constraints

In addition to technical support, network support is also very important when learning online, but in some areas, there is a limitation of the internet network. According to Ri et al. (2020) one of the difficulties faced in the

learning process from home is the limitation to the internet both from the network and the availability of quotas to access online learning. During the learning process, most of the networks are slow, so it will have an effect on the teaching and learning process. Sometimes the learning process will be postponed to another time because of the slow network.

f. Noisy house

This challenge might not be encountered by most students but the noisy environment, in this case students' house could affect their concentration in receiving their lessons. Also, a learning atmosphere that focuses more on students watching videos or conducting face-to-face online with the teacher or listening to the teacher's voice explanation while online could sometimes be disturbed because of the noisy home situation. Interestingly, this is not in line with what was found by Prasetyaningtyas (2020) in her study. She affirmed that students become relaxed when studying from home because they do not need a formal situation, both in terms of clothing and others.

Furthermore, several other factors found by the researchers in this study include:

SFH also has an impact on the achievement of student learning outcomes, at the time of SFH, most of the scores in English subjects decreased. The student's score is rather low compared to the normal situation, yet it does not have a drastic impact on the students' achievement. This is also in line with what was conveyed by Ula et al. (2021), who found in their research that most students showed a decrease in learning outcomes during the pandemic. Learning outcomes were the output received by students during this pandemic period. Yet, only a small number of students experienced an increase in the score as they could find a method that fit their way of learning. The occurrence of a decrease in student learning outcomes is due to the learning situation, which is considered challenging.

However, apart from learning outcomes, which were somewhat decreased during the SFH situation, the researchers also found that participants made efforts to improve their learning outcomes that manifested in several strategies used by them to improve their English language skills.

The English learning strategies used by high-achieving students of SMAN 1 and 2 Sumbawa during Study from Home (SFH)

Several strategies used by high-achieving students at SMA Negeri 1 and SMA Negeri 2 Sumbawa, were categorized according to the strategy proclaimed by Oxford in 1990. Those strategies include:

a. Strategy Memory

According to the results of interviews conducted by researchers, 2 out of 3 participants at each school used memory strategies. The participants used memory strategies because they found it easier to memorize English vocabulary when they were free; they could also do it before going to bed. Yet, it was found that the use of this memory strategy also came with other strategies; some combined it with cognitive strategies, compensation strategies, and social strategies. This is in contrast with the fact found by Rohayati (2018) in her research that memory strategies are very rarely used. In the pandemic situation, the use of this strategy increased due to online learning situations.

b. Cognitive Strategy

Cognitive strategy was also used by the participants, and most of the users of this strategy are participants from SMAN 1. They used this cognitive strategy since they found more lessons that required them to understand a lot of reading material from online lessons. Thus, they use this strategy by making patterns and finding the clue to highlight a point of view as part of their effort to learn on their own. This is also in line with what was denoted by Prasetyaningtyas (2020), that learning carried out in one direction makes the teacher only provide material for students to understand and provide questions to work on.

c. Compensation Strategy

The compensation strategy was quite widely used by the participants, where they frequently used body language and replaced some words with the same meaning or guessed the meaning of words they did not understand. This is also the same as what was declared by Mokhtar (2012) in Hidayat and Ariani (2021) the guessing strategy is one of the most widely used compensation strategies to increase vocabulary. It is acknowledged by the participants that this strategy is easier to use in any situation. The use of this strategy enabled them to save time, which was quite suitable to use in SFH situations where many students complained about the limited time. This is also in line with what was found by Hidayat and Ariani (2021). In an in-depth interview with their participants, it was found that the students' compensation strategy was easier to use compared to other strategies because they wanted to find a strategy that was able to save time.

d. Social strategy

The use of this strategy is reflected in the fact that one of the participants interacted with younger siblings and parents using English in an effort to improve language skills. On the other hand, the other participants also actively had conversations using English on social media. However, researchers found that social strategies were

rarely used by the participants, which confirms the fact highlighted by Hidayat and Ariani (2021) that the use of cognitive, social, memory, and affective strategies is quite low compared to other strategies. Nevertheless, the low use of social strategies in this study was also exacerbated by the situation faced by students, which requires them to do more activities at home.

CLOSING

Conclusion

Based on the points elaborated in the study, it can be concluded that the challenges or problems faced by high-achieving students at SMAN 1 and 2 Sumbawa during study from home (SFH) include learning management, lack of interaction, difficulty understanding and easily forgetting the material presented, limited media or learning facilities, limitations in the network, and a noisy home atmosphere. As a result of some of the problems faced by these students, there was a not too drastic decrease in the achievement of student learning outcomes, in connection with which students also carried out several activities apart from school assignments to increase their skills in English, such as participating in activities held outside of school, participating in debate activities, and actively carrying out conversations with friends on social media and in English. Then, the strategies used by high-achieving students at SMAN 1 and 2 Sumbawa during SFH are memory strategies, cognitive strategies, compensation strategies, and social strategies. The strategy that is high in use in several studies becomes low in use in this study due to the study from home period (SFH). In addition, the use of strategies indeed makes some solutions to problems that are encountered by the participants, yet not all could be fully overcome. Participants emphasised that the use of learning strategies is useful to help them learn, but not all the problems they face can be solved with the same strategy as they must be solved by other parties. Particularly in some issues, such as network problems and the use of uncertain learning media as the regular or main platform to study

Suggestion

Considering the facts found in this study, teachers should have more preparation before delivering material to students during online lessons, regardless of the situation. Thus, during lessons, teachers do not only demand that students understand by merely giving assignments. A teacher must be able to find and encourage students to use interesting learning strategies that fit their' needs. Besides, teachers also have to be more consistent in choosing learning media during online lessons, in the sense that they do not use many applications to carry out these learning activities so that students no longer have difficulties. On the other hand, students can employ effective strategies that match their own learning style, which can benefit them by growing their learning autonomy. Adopting certain strategies from peers can add more references, making English learning more exciting and motivating.

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