

THE CORRELATION BETWEEN ENGLISH LANGUAGE LEARNING STRATEGIES AND THINKING STYLES INTENSITY

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Abstract: English is one of subject that compulsory in senior high school. Learning English is not easy for students' who did not like this subject. In Indonesia, English regarded as foreign language so students can not practice English everywhere. Students need the appropriate language learning strategy and thinking styles to make them more comprehend in English. The aim of this research was to investigate the relationship between English language learning strategies and thinking styles intensity. The researcher design in this research was quantitative approach. The researcher took 30 participants from third grade students who take linguistic major in senior high schools. The questionnaire was used as instrument in this research. In analyzing the data, the researcher used SPSS version 26. The finding of this research showed that the third grade students mostly applied social strategy ($M = 7.27$) in language learning strategy context and legislative style as thinking styles most used by students' ($M = 8.20$). The Pearson product-moment correlation analysis indicated a statistically significant correlation between language learning strategies and thinking styles at significant value .000. It indicates there is correlation between language learning strategies and thinking styles intensity. In brief, language learning strategies and thinking styles encourage students to learn English more effectively.

Key Words: Language learning strategies, thinking styles

INTRODUCTION

English has become the world's most widely spoken language. Crystal (2003) states that English is global language where people mostly used English in any fields including in education context. In education, English is one of primally subject taught in senior high school. There are so many challenges in learning English in the classroom. The capability of teacher and learners must be equal in teaching and learning process (Tanjung, 2018). They run the role in order to get the effective learning in the classroom.

For EFL learners, the process of learning language is not easy. Sometimes, learners having difficulties to understand the material about English. The difficulties that faced by learners' affects their activities in learning process. Some difficulties

faced by learners like they did not set the goal in learning, there is learners' who likes English and not, and learners' who do not know how to improve their ability in learning English. The challenge of the students' is they cannot identify their learning strategies (Tanjung, 2018).

Here, Language learning strategies helps students to set the goal and regulate their learning. Language learning strategies such as tools for learners. It can be used for solving their problem, to accomplish the task, and to setting the goal (Oxford, 1990).

The successful of the learning process also depends on how well students know about what their type of thinking styles. In the process of thinking each student has their own way of thinking, and convinced what they get. Language learning strategies of learners can be linked with thinking styles. Style is defined as method of thinking. Style is not the ability; it refers how one use the abilities (Grigorenko & Sternberg, 1995). Every student has different needs in the language learning process and their own way of thinking. The way students think affected them to solve the problem in learning English.

The aim of this research is the correlation between language learning strategies and thinking styles intensity. The researcher formulated the research questions as follows:

1. Is there any correlation between language learning strategies and thinking styles intensity?

METHOD

The researcher selects quantitative research design to this study. Because this research examined numbers and statistical data, the method used was quantitative. A quantitative is an approach that used by researcher to testing the theories are related by examining the connection between variable (Creswell, 2018). To give a brief, the goal of quantitative research is to comprehend the relationship between independent and dependent variable in a population. The researcher employs a quantitative approach

and the design is correlation research. A correlational study may be conducted to identify relationships between variables or to generate prediction (Gay, n.d.)

The population of this research was conducted at one of senior high schools in Malang who takes linguistic major in twelve grade. The random sampling was chosen by researcher. The researcher took one class of linguistic major to become the participants of this research. The total of sample of this research were 30 participants.

In this research, the researcher used questionnaire as a research instrument to collect the data. The researcher uses two questionnaire that adopted by Oxford and Stenberg. The first questionnaire is SILL (Strategy Inventory for Language Learning) by Oxford. This research using SILL version 7.0 to collect the data because this version was used for EFL learners.

The questionnaire of SILL contains 50 items that divided into six strategies. In this research, the researcher rated the students' language strategies using two items from each scale. The next questionnaire is students thinking inventory by Sternberg which are consist 13 kinds of the inventory. In this case, the researcher took two items on each kind of thinking styles questionnaire. In total, the questionnaires have 38 items. The questionnaires used a scale Likert which applied 1-5 from never, sometimes, often, usually, always.

FINDING AND DISCUSSIONS

In this section the researcher shows result the data of questionnaires. The data is from one class of linguistic major which consist 30 students. To process of calculating the data, the researcher used SPSS version 26.

Table 1. Descriptive statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Language Learning Strategies	30	14	51	39.53	9.321
Thinking Styles	30	54	109	91.53	12.423
Valid N (listwise)	30				

The table above presented the average of language learning strategies and thinking styles. The mean of students' language learning strategies is 39.53, with the standard deviation 9.321. It means from 12 statements with 30 participants the average score is 39.53.

Also, the mean of students' thinking styles is 91.53, with the standard deviation 12.423. It implies that the average value of 26 statements with 30 participants is 91.53.

Table 2. The mean score of each strategy of language learning strategies

	N	Mean
Memory	30	6.67
Cognitive	30	7.20
Compensation	30	6.40
Metacognitive	30	6.47
Affective	30	5.53
Social	30	7.27
Valid N (listwise)	30	

The table above shows, the highest mean of language learning strategies is social strategy which gained mean score 7.27. Meanwhile, cognitive score is 7.20, memory strategy 6.67, metacognitive strategy 6.47, compensation strategy 6.40, and the last strategy is affective 5.53.

Table 3. The mean score of thinking styles

Descriptive Statistics		
	N	Mean
Legislative	30	8.20
Executive	30	7.10
Judicial	30	7.17
Global	30	7.10
Local	30	7.13

Conservative	30	7.33
Hierarchic	30	7.47
Oligarchic	30	6.43
Anarchic	30	6.23
Internal	30	5.90
External	30	7.57
Liberal	30	6.80
Monarchic	30	7.10
Valid N (listwise)	30	

The result of data above shows that each thinking styles has the mean score represents how frequently they were used by students. The kinds of thinking styles that most used by students were legislative which gained mean score 8.20, and followed by external (M= 7.57), hierarchic (M= 7.47), conservative (M= 7.33), judicial (M= 7.17), local (M= 7.13), executive, global and monarchic (M= 7.10), liberal (M= 6.80), oligarchic (M= 6.43), anarchic (M= 6.23), and the last is the lowest score that is internal (M= 5.90).

Table 4. Analyzing data correlation coefficient between two variables

Correlations		Language Learning Strategies	Thinking Styles
Language Learning Strategies	Pearson Correlation	1	.674**
	Sig. (2-tailed)		.000
	N	30	30
Thinking Styles	Pearson Correlation	.674**	1
	Sig. (2-tailed)	.000	
	N	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

The table 4 above presented the result of correlation between two variables. The researcher grouped the variables into two subgroups: language learning strategies (X) and thinking styles intensity (Y). The significance value was .000 which means less than .05. This indicates that there was a correlation between English language learning strategies and thinking styles intensity.

CONCLUSIONS AND SUGGESTIONS

This research focuses on language learning strategies and thinking styles intensity. This present research was conduct to know whether there is correlation between language learning strategies and thinking styles intensity.

The researcher found that the significant value was .000 less than .05 which is showed there is a significant correlation between language learning strategies and thinking styles intensity.

After calculating the score obtained to the table interpretation level of correlation, it can be concluded that the correlation between two variables was high correlation. Therefore, the hypothesis that stated if there is significant correlation between language learning strategies and thinking styles intensity students is accepted. In brief, language learning strategies and thinking styles help students to be success in learning language.

The suggestion for teacher, this research can give more information about what are the students need in the classroom. The teacher should design for teaching process to accommodate different students' language learning strategies and thinking styles. For students, students should be able to know what they need to enhance their abilities. They should know how to solve their problem in learning English. They have to pay attention what language learning strategies that appropriate of them. Moreover, they

should know what types of thinking styles, so it easier solved when faced the difficulties in learning English. For future research, the researcher wants the other researcher could carry on the same topic and include English achievement so the result would be greater profit in large area.

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