

STUDENT' STRATEGIES IN LEARNING ENGLISH IN THE NURSING DEPARTMENT AT SMK N 3 TIDORE KEPULAUAN

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Abstrak

Peneliti menggunakan metode kualitatif dalam penelitian ini. Peneliti membagikan link kepada siswa yang berisi kuesioner tentang persepsi siswa dalam strategi belajar kemudian siswa mengisi kuesioner melalui google form. Dari hasil tanggapan siswa maka hasilnya pun sudah otomatis masuk di google form. Setelah itu peneliti menganalisis hasil tanggapan dari siswa. Subjek dari penelitian ini yaitu sepuluh siswa di kelas tiga jurusan keperawatan di SMKN 3 Tikep. Hasil analisis menunjukkan bahwa hanya 30% siswa saja yang memiliki strategi belajarnya sendiri, namun meskipun begitu mereka aktif dalam pembelajaran di kelas karna 70% dari mereka menjawab selalu. Berdasarkan hasil tanggapan dari siswa, peneliti dapat menyimpulkan bahwa strategi belajar siswa adalah strategi pembelajaran metakognitif karena siswa mencoba untuk mendapatkan hasil belajar yang baik, strategi pembelajaran meta-kognitif digunakan untuk mengawasi atau belajar bahasa langsung yang melibatkan berbagai proses, seperti perencanaan, memprioritaskan, menetapkan tujuan, dan manajemen diri. Peneliti menyimpulkan strategi meta-kognitif karena dilihat dari hasil tanggapan yang menjawab 80% dari mereka berusaha mendapatkan hasil belajar yang baik, untuk mendapatkan hasil belajar yang baik maka siswa harus merencanakan bagaimana bisa mendapatkan hasil belajar yang baik.

Kata kunci: *Strategi Pembelajaran, Metacognitive, Penelitian kualitatif*

INTRODUCTION

Strategy can be interpreted as a plan, method, or series of activities designed to achieve certain educational goals. So the learning strategy is a plan that contains a series of activities designed to achieve certain educational goals. It can also be said that the learning strategy is the plan and teaching method to be carried out by the teacher by setting the main steps of teaching in accordance with the teaching objectives to be achieved and planned.

Gerlach & Ely (1980) said that learning strategies are the ways chosen to deliver subject matter in a particular learning environment, which includes the nature, scope, and sequence of activities that can provide learning experiences to students. Learning strategies have several uses and benefits including students being served their needs regarding learning how to think better. Also helps teachers to have ideas about how to help students in their learning activities. This is because students have different thoughts, abilities in their learning activities, there are students who easily understand what is taught and there are also students who have difficulty understanding what is taught. For this reason, in addition to the learning strategies that must be mastered by the teacher, students must also have the ability in learning strategies. The difference in the ability of students to understand learning is very influential on the activities and student learning outcomes to develop knowledge of skills and attitudes. In this case the role of teachers and parents is very helpful in motivating students in learning activities both at school and outside of school. So, the usefulness of the strategy is to provide a formulation of reference teaching and learning activities to obtain innovative learning experiences about knowledge and the ability to think rationally in preparing students for life into adulthood.

A. Learning Strategy

a. Understanding of Learning

According to Hamalik (2008: 57), Learning is a combination composed including human,

material, facilities, completeness, and procedures that influence each other in achieving learning objectives. So that it can be understood that learning is a concept of two dimensions of teaching and learning activities that must be planned and actualized and directed at the achievement of objectives or mastery of a number of competencies and indicators as a picture of learning outcomes. Basically learning is a planned activity that conditions / stimulates a person to be able to learn well to fit the learning objectives.

b. Learning Approaches

The main variables in learning activities are the teacher and students. Will not learning activities occur if these two variables are absent. Based on things these, the approach to learning in general is divided into two namely the teacher-oriented learning approach (teacher centered approaches) and student-oriented learning approaches (student centered approaches). This is consistent with what was stated by Kellen, Roy in his book entitled *Effective Strategic teaching* (1998) suggests that there are two approaches in learning activities namely:

1. The teacher-oriented learning approach (teacher centered approaches)

The teacher-oriented learning approach is learning which places students as objects in learning and learning activities classic. In this approach the teacher puts himself as a person all-knowing and as the only source of learning.

2. Pendekatan pembelajaran berorientasi pada siswa (Student centered Approaches) The student-oriented learning approach is the approach learning that places students as learning objects and activities learning is modern. A student-oriented approach to learning, management, and management is determined by students. In this approach students have open opportunities to do creativity and develop their potential through activities directly in accordance with his interests and desires. By lowering discovery learning strategies and inquiry and inductive learning strategies.

c. Learning Principles

Various theories about the principles of learning that have been put forward by experts who have similarities and differences. From These principles have a number of relatively general principles that can be used as a basis in the learning process, both educators and students in an effort to improve the implementation of learning. The principles referred to are:

1. Attention and motivation
2. Liveliness
3. Direct Involvement / Experience
4. Repetition
5. Challenge
6. Individual Differences

d. Definition of Learning Strategies

Learning strategy is something that must be owned by a teacher in the hope of creating good and efficient teaching and learning activities. Jihad and Haris (2013: 24) Learning strategies are things that must be possessed by a teacher in the hope of creating good and efficient teaching and learning activities. Jihad and Haris (2013: 24) argues that the learning strategy is an approach in managing activities, by integrating the sequence of activities, how to organize learning materials and learners, tools and materials as well as the time used in the learning process, to achieve the specified learning objectives effectively and efficiently.

B. Students Language Learning Strategy

a. Definition of language learning strategy

Language learning strategies are specific action done by the learners to learning easier,

faster, more self- directed, more effective and more transferable to new situation Oxford, (1990:1). Language learning strategies can improve language skills foreign, This strategy can facilitate internalization, storage, the taking or use of new languages. Therefore, speaking ability is a very influential factor the quality of a person's skills in delivering information in a manner oral.

Language learning strategies are strategies that contribute on the development of language systems developed by students and the effects of direct learning Rubin (1987). Language learning strategies essentially imply what second language learners do to understand the target language, namely how they process and store new information (grammatical structures or new vocabulary), classify it according to patterns, categories or groups, or memorise concepts and rules. On the other hand, language use strategies entail the steps or actions taken by learners in order to access previous knowledge when accomplishing language tasks; rehearse target language; find a way to communicate an idea or compensate for lack of knowledge when trying to convey a message.

C. Selection of Learning Strategies

The conception of modern learning requires students to be creative, responsive, and active in searching, choosing, finding, analyzing, concluding, and reporting on their learning outcomes. This kind of learning model can only be implemented well if the teacher is able to develop an effective strategy. Therefore, to choose learning strategies cannot be arbitrary, must be careful based on certain considerations and criteria. Mager (1977: 54) conveys some criteria that can be used in choosing learning strategies, namely as follows:

1. Oriented on learning objectives
2. Choose learning techniques that are in accordance with the skills that are expected and possessed at work later (related to the world of work)
3. Use learning media as much as possible to stimulate students' senses.

While Djamarah provides several criteria in the selection of learning strategies, namely:

1. The suitability of learning strategies with goals in the realm of affective, cognitive, and psychomotor;
2. The suitability of the learning strategy with the type of knowledge; for example verbal, visual, concept, principle, procedural, and attitude;
3. The suitability of the learning strategy with the target (students).

Characteristics of students that need attention, namely:

4. The ability of learning strategies to optimize student learning;
5. Because certain learning strategies contain several advantages and disadvantages, the selection and use must be adjusted to the subject matter in certain subjects Costs. The use of learning strategies must take into account the financing aspects. It is futile if the use of strategies leads to waste;
6. Time. How long does it take to implement the chosen learning strategy, how much time is available to present the lesson material.

Selection in use various strategies and approach becomes the very thing important because to determine in the future so that the learning process goes well. For examples one day a student has the ability to solve problem well and precisely then indeed he already has good comprehension skills and high level of confidence (Aisha, Ani: 2016).

RESEARCH METHOD

The researchers apply qualitative research methods in students' perception in learning strategies in learning English at Nursing Program. Qualitative research is a research that related to

ideas, perceptions, opinions, the beliefs of people to be studied and all of them cannot be measured with numbers. In research this, the theory used in research is not forced to obtain a complete picture regarding a matter in the view of humans who has been studied (Sulistyo and Basuki, 2006: 24).

The subject of this research is third grade at nursing program in SMK N 3 TIKEP. The subjects of this study consisted of 10 students, according to the number of students in the third grade at nursing program.

This section discusses the main regarding instrument of research and data of research. *Instruments*, the researcher administrated questioner, to identify student strategy in learning English; *Data*, For the instrument, the researcher provide a link from the Google form to contains a questionnaire that will be used to collect of students' opinions about English learning strategies in the nursing department, after that students fill in the answer and the time given to fill in the answer is only 1 hour. After students fill in the answers, the students 'responses will automatically be entered in the researchers' email. Second, after all the responses from students already exist, the researcher can analyze the students' answers, and from these responses the researcher can find out how many frequencies and presentations of the student's responses.

DISCUSSION

Based on data taken automatically from student responses on the Google form in the results above, researchers will describe the results of data analysis, for the first item 90% of students answer this always and 1 (10%) answer sometimes, this means that strategies are very important in the learning process for them, This is as stated by Hamruni (2012: 3) In the world of education strategy is very important so that learning materials can be targeted and understood by students, learning strategies are action plans (series of activities) including the use of methods and the use of various resources in learning. For the second item 70% of students answer always and 30% of students answer often, this means students are active in learning English in class. For the third item 80% of students answer always, 10% answer frequently, 10% answer occasionally, this means most students are serious in learning English even though English is only a simple subject in school. For the fourth item 30% of students answer always, 20% of students answer often, 50% of students answer sometimes, this means that only a small proportion of students have their own learning strategies, especially in learning English, the likelihood of their learning interest is very small, Scarcella & Oxford (1992: 63) also argue that learning strategies are defined as specific actions, behaviors, steps, or techniques such as finding conversational partners, or giving themselves encouragement to overcome difficult language assignments used by students to enhance their own learning.

Next to the fifth question, in this fifth question 70% always answer, 20% of students often answer, 10% of students answer sometimes, this means that 70% of students are satisfied with the teaching strategies of the teacher, therefore the teacher must further improve teaching strategies them so students always feel satisfied, This is like the opinion from Jihad and Haris (2013: 24) Learning strategies are things that must be possessed by a teacher in hopes of creating good and efficient teaching and learning activities. In the sixth question, 50% of students answer always, 10% of students answer often, 10% of students answer sometimes and 30% of students answer never, this means that even though most of them do not have their own learning strategies, but they tend to be active in the classroom. In the seventh question, 40% always answer, 10% often answer, sometimes 20% answer, 30% never answer, this means that only a small fraction of them are quickly bored in learning.

In the eighth question, 90% of students answer always, 10% of students answer often, this shows that most students really like English. For the ninth item, 80% of students answer always, often 20%, this shows that students try to get good learning outcomes because their interest in learning is also high, As stated by Dick and Carey (1985) that learning strategies are a set of learning materials and procedures that are used together to produce learning outcomes for students. Continue to the tenth question, 40% of students answer always, 10% of students often answer, 50% of students answer once in a while, this shows that only a small proportion of students like to learn in groups.

Based on the results of responses from students the researchers can conclude that students' learning strategies are metacognitive learning strategies because students try to get good learning outcomes, according to Rubin (1987) meta-cognitive learning strategies are used to supervise or learn direct language that involves various processes, such as planning, prioritizing, setting goals, and self- management. Researchers concluded the meta-cognitive strategy because it is seen from the results of responses that answer 80% of them trying to get good learning outcomes, to get good learning outcomes then students must plan how to be able to get good learning outcomes.

CONCLUSION

Based on the result of the data analysis, it can be concluded that students' responses regarding statements made by researchers, even though only a small number of students have their own learning strategies of 3 (30%), but 7 (70%) of them are also active in class, Students also like learning English, although some of them get bored easily but 7 (70%) of them also feel satisfied with their teacher's teaching strategies. The teacher must find out why students get bored quickly even though only a small proportion of students are 4 (40%). From the result of students the researchers can conclude that students' learning strategies are:

1. Though students also like learning English.
2. The teacher must know what learning strategies students have.
3. Some students like the teacher's teaching strategy, but the teacher must find out what causes students to get bored quickly in learning because based on the results some students get bored quickly.

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