

# THE CORRELATION BETWEEN LANGUAGE LEARNING STRATEGIES AND STUDENTS' THINKING STYLES AT THE ELEVENTH GRADE OF SMA PLUS BUDI UTOMO MAKASSAR

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**Abstract:** This study aims to determine the correlation between language learning strategies and students thinking styles in English learning on students of class XI A SMA Plus Budi Utomo Makassar. Sampling technique used in the study was descriptive research. The population in this research is class XI A in SMA Plus Budi Utomo Makassar. The respondent of this study were 28 students in academic year 2024. Researcher used two questionnaires, the first questionnaire about language learning strategies and the second questionnaire about students thinking styles. Based on the study showed the average value for questionnaire of language learning strategies was 1.143 and the average value of the students thinking styles was 1.087. Based on the result of data processing and analysis, the researcher concluded that English Language Learning Strategy of class XI A at the eleventh grade of SMA Plus Budi Utomo Makassar are Social the total frequency is 35% and Students' Thinking Style are Form with the total percentage is 31%. The data analysis used in this research was product moment formula which showed that there was there any correlation between English Language Learning Strategy and Students' Thinking Style there was a significant (variable X) and (variable Y) expressed quit with an average analysis rcount = 0.564 while rtable = 0.318. The finding of this research could be synthesized that hypothesis were rcount was higher than rtable. So H1 was accepted and H0 was rejected. Thus, there was a positive significant correlation between language learning and students thinking styles.

**Keywords:** Correlation, Language Learning Strategies, Students Thinking Styles

## 1. INTRODUCTION

Now days, English has an important role because it is used as an international language. For some students, English is only a general course in learning process, but for others it is important to know, of course, with certain reasons. Without realizing, English becomes increasingly important along with the development of technology in all fields. The information presented in the development of this technology mostly use English; therefore, to access, it requires at least some vocabularies to understand the intent of the information.

According to O'Malley, J. M and Chamot, A. U (1985) Language learning strategies are divided into three main strategies namely, Metacognitive Strategies, Cognitive Strategies and Socio Strategies. (Cognitive Learning Strategy is used to help the students to manipulate the target language or task correctly by using all their processes, they include reasoning, analysis, and drawing conclusions. While Metacognitive Learning Strategy is employed by the students to help them coordinate the learning processes by organizing, planning and evaluating their learning this help learner to control their own

learning. And the last Social Strategies, they are activities that students engage in to seek opportunities to be exposed to an environment where practice is possible.

There were good and bad factors that influenced student learning in class. Dweck (2006) states that there are 2 kinds of approaches in students' thinking styles; they are a fixed mindset and a growth mindset. In a fixed mindset, students are always anxious and nervous about-facing setbacks or criticism. Students with a growth mindset are eager to learn to improve their performance and enjoy exploring, experimenting and developing on their own. Students have a branching one, and it is referred to as their brain which starts to grow but is still not optimal. Usually, students learn more to get new information about science and from this process students can develop their brains again. Students who can focus on the learning process usually can get a lot of information from students.

Moreover, many boarding schools like SMA Plus Budi Utomo Makassar apply English as their daily activities and all the students have to practice when the class of English is begun especially speaking. Speaking is the most crucial component of learning a second or foreign language since it is a talent that allows us to communicate, and it is measured in terms of the capacity to carry on a conversation in the language. The way students act can explain how they think. Every student has differences of what they need in the processes of language learning, and in their own way to think. It can be assumed that it is very important and useful for the teacher and the students to apply Language Learning Strategies in learning English if it appropriate or fit with their thinking style. When the students find appropriate strategy in their learning styles, that strategies can be useful for their learning processes.

In this research the researcher was aimed to find out the significance relationship between language learning strategies and students thinking styles by sharing questionnaire to the students of SMA Plus Budi Utomo Makassar as participants of this research especially for language education department. For this reason, the researcher predicts that sharing questionnaire might be useful to find out the result. Based on the arguments that had been discussed, the researcher thinks that it was necessary to observe and focus on language learning strategies and students thinking styles.

## **2. LITERATURE REVIEW**

### **2.1. Language Learning Strategies**

Language learning strategies has been categorized into several clarification by the experts. One of the most comprehensive and complete classifications was the classification by Oxford (1990: 10). She mentioned that strategies were prominent for language learning because they are tools for active, self-directed involvement, which was essential for developing communicative competence. Oxford (1990: 11) categorized language learning strategies into direct and indirect strategies. The strategies used directly in dealing with a new

language are called direct strategies. Oxfords direct strategies consist of three parts, memory strategies, cognitive strategies, and compensation strategies. Oxfords indirect strategies include metacognitive strategies, affective (emotional, motivation- related) strategies, and social strategies.

Oxford (1990: 17) states related to this type of learning strategy, three types of indirect language learning strategies (metacognitive, affective, and social) correlate to English academic achievement. In addition, among those kinds of strategies, the metacognitive correlates the highest. Indirect strategies (metacognitive, affective, and social) help to facilitate and direct the acquisition of a language indirectly, that is, without utilizing the language of communication focus as a means of communication in which it is one of the categories of learning ability in addition to critical thinking, creative problem solving, and cooperative working. These strategies support and manage language learning without direct engagement and therefore called indirect strategies.

## **2.2. The Concepts of Thinking Styles**

Students thinking styles is ability of students to understanding the subject from their own ways to think. All students have different ways to think, to accept what they get and to processes what they receive from their own. This statement also supported by Zhang (2011), he said that thinking styles refer to students “preferred ways of using the abilities that they have, students thinking styles could predict students’ course statisfaction and their learning involvement. While Batoret (2007) said that thinking styles are in principle, value-free for the same thinking style can serve on person beautifully in one situation. Understanding thinking styles can help students to understand well why some activities fit them and others.

## **3. METHODS**

Correlational research is this method of research. This research employed correlative type. Correlation research is the research intended to determine whether there is a relationship between two or several variables (Arikunto, 2010). In this research, this research has two variables such as: Language Learning Strategies (X) and Students’ Thinking Styles (Y). The researcher used a quantitative research approach to collect and analyze the data to get the result of the correlation between language learning strategies and students thinking styles. The population of this research is the students of eleventh grade of SMA Plus Budi Utomo Makassar. The questionnaire distributed to 28 students of SMA Plus Budi Utomo Makassar especially in the class of XI A.

The researchers use Close-ended Questionnaire to collect the data. Thus, the students only needed to check list (✓) the provided column based on their feeling about the statement. It is divided into two parts, the first one was the questionnaire of Language Learning Strategies which consisted of 3 main parts those are metacognitive, effective and social strategies which each part consisted of 5 items, so the total items were 15 items. The second one was the questionnaire of Thinking Styles which consisted of 5 main parts those are

function, form, level, scope and leaning which each part consisted of 1 item, so the total items were 13 items. The total of questionnaires is 28 items. The questionnaire aims to collect valid information from respondents, to obtain the relevant data for this research.

#### 4. RESULTS

**Table 4.1 Score of Language Learning Strategies**

No	Classification	Frequency	Percentage
1	Metacognitive Strategies	9	33%
2	Affective Strategies	8	32%
3	Social Strategies	11	35%
	Total	28	100%

The data in table 4.1 shows that of the 28 students of SMA Plus Budi Utomo Makassar especially in the class of XI A. The way to indicate the major students' language learning strategies is by seeing one of the highest scores among three kinds of language learning strategies as follows 9 students have metacognitive strategies, 8 students have affective strategies, and 11 students have social strategies. The data showed most of students in SMA Plus Budi Utomo Makassar especially in the class XI A was dominated by social strategies with the total frequency 11 participants have social strategies with 35% percent.

**Table 4.2 Score of Students Thinking Styles**

No	Classification	Frequency	Percentage
1	Function	6	23%
2	Form	9	31%
3	Levels	5	16%
4	Scopes	4	15%
5	Learnings	4	15%
	Total	28	100%

Table 4.2 shows that of the 28 students resulted five kinds of students thinking styles are as follow: 6 students have function styles, 9 students have form styles, 5 students have levels styles, 4 students have scopes, and 4 students have learnings styles. The data showed most of students in SMA Plus Budi Utomo Makassar especially in the class of XI A was dominated by form with the total frequency was 9 participants have form styles with 23%.

#### 5. DISCUSSION

Based on the result of the analyses, it found that there was positive correlation between language learning strategies and students thinking styles. The researcher stated in to investigated whether there is significant high correlation between Language Learning Strategies especially indirect strategies

(metacognitive, affective and social) and Students Thinking styles had been proved at English grade of SMA Plus Budi Utomo Makassar. The researcher has collected the data needed in this research that was questionnaire.

There was a significant difference between males and females in terms of strategy choice. It was found that the differences between the strategy used of male and female are meaningful for memory, metacognitive, compensation, cognitive. In other words, males used more memory, cognitive, compensation and metacognitive strategies compared with females, but there was no significant difference between males and females with regard to the affective and social strategy use (Mahmood, Hashemnezhad & Javidi, 2013).

The result of this research were the first alternative hypothesis was accepted, which means there was a significant correlation between learning styles and students' motivation in learning English. The second hypothesis was accepted, which means there was a significant correlation between language learning strategies and students' motivation in learning English. The third hypothesis was accepted, in the Beta score, it also revealed that language learning strategy gave more influence than learning styles (Barruansyah, 2018).

The hypothesis were  $r_{\text{count}}$  was low than  $r_{\text{table}}$  and the score of learning language strategies and students' thinking style has opposite direction. So  $H_0$  and  $H_1$  were rejected and  $H_2$  was accepted. It means that there was a negative correlation between Learning Language Strategies and Students' Thinking Style. It could be seen from the table of the language learning strategies previous showed that Metacognitive as the dominant English Language Learning Strategies and the students' Thinking Style showed that students' Extrovert more superior than Introvert (Ray and Kamaruddin, 2022).

This research is not in line with Mahmood, Hashemnezhad & Javidi (2013). They were revealing that there was a significant difference between males and females in terms of strategy choice. It was found that the differences between the strategy used of male and female are meaningful for memory, metacognitive, compensation, cognitive. In other words, males used more memory, cognitive, compensation and metacognitive strategies compared with females, but there was no significant difference between males and females with regard to the affective and social strategy use.

Based on several statements above, it can be concluded that language learning strategies and students thinking styles were very influential and related to one another as in the result of data obtained after conducting research in one school. Where the result show that thinking styles was very important for a student in a learning strategies in the classroom, such as those presented above or the result of data that has been obtained. Where the result show that the correlation between language learning strategies and students thinking styles was very high in the school.

Based on the finding above, it also be concluded that Social Strategies was the language learning style that most used by the students. In line with Rubin, the



social strategies is the language learning strategies That most used by students because the strategies are related with social mediating activity with others and the opportunities to be exposed and practice their learning. While, form was the most kind of students' thinking style that had by students. From of thinking style have a tendency of being motivated by variety of needs and goals. They are usually creative and then to be systematic and organized when formulating their solutions to the problems and in their decision making.

## 6. CONCLUSION

Based on the finding of the data analysis, the researcher concluded and suggest of this research, there was positive significant correlation between language learning strategies. Based on the data analysis in the previous chapter, it showed that  $r_{\text{count}}$  (0.564) was higher than  $r_{\text{table}}$  (0.318) at the significant level 0.05 with df (N-2). It means that the alternative hypothesis (H1) was accepted, and the null hypothesis (H0) was rejected. Thus, the researcher concluded that there was a high correlation between language learning strategies and students thinking styles in English learning at eleventh grade of SMA Plus Budi Utomo Makassar.

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