

Correlation between Language Learning Strategies and Thinking Styles on Learning Outcomes of Senior High School Students

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Abstract

The objectives of this paper were to see if using Contextual Teaching and Learning (CTL) to vocabulary instruction was helpful or not. The objective of this research was to determine whether there is any correlation between language learning strategies and thinking styles on learning outcomes of senior high school students in the eleventh grades academic year 2021-2022 at SMA Negeri 2 Majene. This study is a quantitative research, using survey research. The population in this study were 185 students. The researchers use random sampling in this study. The total sample that took part in this study was 50 students. Techniques for gathering information include the spreading using questionnaires. Data were analyzed by correlating analyze using SPSS 25. The results showed that Correlation Between Language Learning Strategies and Thinking Styles on Learning Outcomes of Senior High School Students on Eleventh Grades Academic year 2021-2022 at SMA 2 Majene was in positive significant correlation. The conclusion, there is a considerable correlation between language learning strategies and thinking styles, and that this relationship has a favorable influence on student learning outcomes.

Keywords: *Language Learning Strategies, Thinking Styles, Learning Outcomes.*

1. Introduction

English is regarded as a recognized passport to improved education and job prospects. English has long been utilized as a global language for communication, and knowing how to use it effectively as a language tool is critical (Nur, 2020; Rajab et al., 2020; Vallente, 2020). Although English is considered a mother tongue, it is now used as a foreign language in countries such as Indonesia (Crystal, 2003: 109), which has a "large potential 'foreign language' population."

The learner's successes are more important than the teacher's objectives when it comes to learning outcomes (represented in the module or course goals). They may come in a variety of forms and sizes, and their scope might be broad or narrow. Many individuals wrongly assume that learning outcomes and goals and objectives are the same thing and use the terms interchangeably. Learning outcomes address learning, while goals concern teaching and the teacher's objectives.

According to Ghasemi and Hashemi (2011), a child's brain is fundamentally malleable, and it is specially hardwired for organic language learning. Given that language is a mode of human-to-human communication. As a result, learning a critical language is a given.

In Indonesia, the usage of English in everyday life is growing. As a result, the Indonesian nation's wealth is contingent on its ability to produce an educated workforce capable of talking in global languages, allowing them to readily connect with and learn from more developed countries (Rintaningrum et al., 2017), in offices, banks, schools, tourist sites, and many other public areas, we can hear individuals speaking English and many schools have implemented English lessons at the primary, junior, and high school levels. English is now being taught in primary schools as well (Maili, 2018). English is a source of pride for parents and a source of advertising for schools. English-taught schools are seen as more prestigious than schools that do not include English in their curriculum (Zein, 2017).

The success of the learning process implementation is an indicator of the curriculum implementation made by tutoring institutions. As a result, instructors are needed to establish a conducive learning atmosphere in the learning process, and students may develop all of their creativity with the teacher's aid. In this case, the teacher's participation is crucial; in order to enhance learning, the teacher must supply learning resources and processes, as well as know and understand his pupils' situations. The learning process is influenced by pupils' accurate thinking processes.

2. Literature Review

2.1. Learning Outcomes

Learning outcomes are indicators of a course or program's success. Learning outcomes, according to Mahajan (2017), show what may be done by enrolling in a certain program. To know and analyze if the course is planned and executed exactly, the learning goals should be determined and written down before the start of the course, whether it is a short course or a degree program.

Numerous factors may impact learning results. According to Mulyana (2017), Learning results are influenced by two factors. According to Mulyana (2017), Internal psychological factors have an impact on the early learning outcomes. Psychological elements include intelligence, attitude, talent, interest, motivation, and personality. According to Aina Mulyana (2017), Learning outcomes are influenced by external influences. The social environment, which includes friends, teachers, and family, as well as society, are external factors. Non-social contexts include places like home, school, equipment, and natural situations.

2.2. Language Learning Strategies

According to Hardan (2013), language learning strategies are activities, acts, and processes employed by learners to improve and facilitate language acquisition. Since the early 1970s, the idea of language learning techniques has gotten a lot of attention because of the critical role it plays in the processes of language learning and acquisition. Alhasony's (2017) claim that language learning approaches may be taught and acquired by students supports this.

Language learning techniques play an important role in knowledge acquisition, autonomy, and self-confidence development, all of which assist learners acquire greater control over their own learning (Nosratinia, Saveiy, & Zaker, 2014).

According to Oxford (1990: 9), there are two types of language acquisition techniques: direct and indirect strategies, which are further divided into six groups. Learners may use metacognitive tactics to help them regulate their learning. Social techniques foster increased interaction with the target language, while affective strategies concentrate on the learner's emotional requirements, such as confidence. Students utilize cognitive techniques to make meaning of their learning, while memory strategies are used to keep knowledge. Compensating tactics help students bridge knowledge gaps so they can keep speaking.

2. 3. Thinking Styles

Each learner has a different learning and logical thinking style, and they approach issues and obstacles in different ways (Negahi, Nouri & Alireza, 2015). According to Negahi, Nouri, and Alireza (2015), thinking style has a link with problem solving, decision making, and academic accomplishment. Learners with comparable talents may choose to pursue other careers after graduation, and those who are anticipated to become future engineers or physicians may become successful artists many years later. Because success in professions, education, and a variety of other disciplines cannot be explained only via abilities, thinking styles have become a prominent alternative study topic for

examining individual characteristics that establish the groundwork for success (Akman, 2017). According to the idea, there are 13 different types of thinking styles, which are divided into functions, forms, levels, and scopes (Apaydin & Cenberci, 2018).

In order to achieve an efficient teaching process, instructors' thinking patterns should be taken into account. A teaching method that is based on the instructor's own thinking processes would be more appropriate for the teacher and hence more successful, efficient, and productive (Akman & Alagoz, 2017). Furthermore, since the need for cognition includes the abilities needed of a teacher, it is critical to evaluate the extent of the instructors' need for cognition and to take the appropriate measures to address any detected gaps (Tok, 2010).

3. Research Methodology

Saebani (2008) state that quantitative research is study that presents data using numbers and analyzes it using statistical tests. As a result, measurable data and statistical or mathematical approaches are used in this study.

In this work, the writer uses a quantitative research approach to collect and analyze data in order to identify the impact of language learning strategies and thinking styles on senior high school students' learning outcomes. The data were collected from students and semester exam results in English classes, as well as distribute questionnaires linked to language learning strategies and thinking styles. The

researchers choose Senior High School 2 Majene students' as the topic of this study, and it focuses on 11th Grade 2021 – 2022 academic year.

According to Periantalo (2016) a research instrument is a tool that is used to gather data for a specific purpose. To collect data for this

study, the researchers used a questionnaire. The researchers utilize the average semester test scores of students in English topics to determine students' learning outcomes. The target grades are the Grade Point Averages (GPAs). In addition, the following table may be used to assess students' scores in order to determine their learning outcomes.

Table 1. Assessment Students Learning Outcomes

| Percentage Rate | Interpretation |
|-----------------|----------------|
| 90% - 100% | Very Good (A) |
| 80% - 89% | Good (B) |
| 70% - 79% | Fair (C) |
| < 70% | Less (D) |

The researchers used a closed-ended questionnaire to collect data for this study. The researchers collected the data quantitatively via the use of a questionnaire. This questionnaire has 38 items and it divided into two factors. The first is on language learning strategies (numbers 1–12), while the second is about students' thinking styles (numbers 1 - 26). The participants

provide a check list (✓) based on their personal experiences in order to provide the most accurate results. This falls under the category of free response.

The researchers interpret the index scores of correlation's product moment between variables X and Y (r_{xy}) as follows:

Table 2. Interpretation Product Moment Result

| The Score of "r" product moment (r_{xy}) | Interpretation |
|--|-----------------------|
| 0.00 – 0.199 | Very Low Correlation |
| 0.20 – 0.399 | Low Correlation |
| 0.40 – 0.599 | Moderate Correlation |
| 0.60 – 0.799 | High Correlation |
| 0.80 – 1.000 | Very High Correlation |

4. Findings

The results of the questionnaire have been examined using SPSS 25 to investigated

whether there is a correlation between language learning strategies and thinking styles.

Table 3. Correlation between LLS and TS

| | | Correlations | |
|------------------------------|---------------------|------------------------------|-----------------|
| | | Language Learning Strategies | Thinking Styles |
| Language Learning Strategies | Pearson Correlation | 1 | .527** |
| | Sig. (2-tailed) | | .000 |
| | N | 50 | 50 |
| Thinking Styles | Pearson Correlation | .527** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 50 | 50 |

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

Based on the table guidelines of Pearson's correlation, the final result shows that the correlation coefficient is recount 0.527. It includes in the fourth level as moderate correlation (0.40-0.599) which means the correlation between two variables is moderate. The significant value is 0.000 which mean that the correlation between two variables is significance. It considers that

there is positive correlation between language learning strategies and students thinking styles.

The researchers used SPSS 25 to find out the effect language learning strategies and thinking styles towards learning outcomes students. The researchers presented the in table below.

Table 4. Regression Results

| Model Summary | | | | |
|--|------|-------------------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .291 | .539 ^a | .260 | 12.773 |
| a. Predictors: (Constant), Learning Outcomes, Language Learning Strategies | | | | |

Based on the table guidelines of Pearson, the table shows that the correlation coefficient (Rcount) is 0.291 and the determination coefficient (Rsquare) is 0.539. Which means that there is effect of language learning strategies and thinking styles toward students learning outcomes. The effect of language

learning strategies and thinking styles towards learning outcomes is 53.9%.

5. Discussion

The results of a research on the influence of language learning techniques and thinking styles on the learning outcomes of senior high

school students will be presented. The answers of a questionnaire and the learning outcomes of students taking the English semester exam were used to compile data on language learning techniques and thinking patterns. In terms of student learning outcomes, the researchers would be aware of the relevance of language learning techniques and thinking patterns.

The researchers used SPSS 25.0 to calculate the mean of the students' learning outcomes on the English semester test. GPAs were used by the researchers to determine the outcome. The entire average, according to the study, is 81.78%. This signifies that the researchers focus on students' learning outcomes in the GPAs (Grade Point Averages) with a Good interpretation (B).

The data required for this study's hypothesis verification has been gathered by the researchers. To gather data on two variables, the researchers employed two questionnaires. The first survey includes 12 questions regarding language learning strategies. The second survey has 26 questions regarding thinking styles. The total number of questions in this study is 38. Based on the results of the researchers' calculations using SPSS 25, the calculations of correlation between language learning strategies and thinking styles is larger than r_{table} ($0.527 > 0.278$). The correlation coefficient $r_{count} = 0.527$ was classified as moderate correlation based on the table interpretation since it falls within the fourth range ($0.40 - 0.599$). It indicates that the two variables have a positive relationship. Furthermore, the significance value for the correlation is $\rho = 0.00 < 0.05$, indicating that it was significant. And the coefficient determination is $R_{square} = 0.539$, indicating that language learning strategies and thinking

styles have a 53.9% influence on learning outcomes pupils.

Based on the previous description, it is reasonable to infer that there is a considerable correlation between language learning strategies and thinking styles, and that this relationship has a favorable influence on student learning outcomes.

To recap, it has contribution to the other researchers to conduct the further investigation on Language Learning Strategies, Thinking Styles, and Learning Outcomes students in another aspects.

6. Conclusion

There are two kinds in language learning strategies. Direct strategies, it includes: memory strategies, cognitive strategies and compensating strategies. Indirect strategies, it includes: metacognitive strategies, affective strategies and social strategies. There are five aspects to thinking styles, which are further subdivided into thirteen categories. Function, it includes: legislative styles, executive styles and judicial styles. Forms, it includes: hierarchical styles, oligarchic styles, monarchic styles and anarchic styles. Levels, it includes: local styles dan global styles. Scopes, it includes: internal styles and external styles. Leanings, it includes: conservative styles and liberal styles. The sum total average is on 81.78%. Which means that the researchers target on students learning outcomes is at 80% - 100% in the GPAs (Grade Point Averages) with the interpretation is Very Good (A). There is a considerable positive relationship between language learning strategies and thinking styles at Senior High School 2 Majene. It can be proved by the correlation coefficient (r_{count}) and significance value (ρ) got from

the calculation $r_{count} = 0.527$, $\rho = 0.000 < 0.05$. Therefore, the correlation between language learning strategies and thinking styles is significant. The coefficient determination is $R_{square} = 0.539$, indicating that language learning strategies and thinking styles have a 53.9% influence on learning outcomes pupils.

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