

The Impact of Language Learning Strategies on Students' English Ability

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Abstract. *The purpose of this study was to determine the effect of language strategies on students' English language skills. This research method is quantitative. This study was conducted at SMP Negeri 1 Sibuhuan, with a sample population of 27 students in grade VIII. Data were taken using a questionnaire, with data analysis techniques using descriptive statistics and simple linear regression tests using normality tests, multicollinearity tests and hypothesis tests. The results of this test were assisted by the SPSS application. The results found that based on the normality test, the significance value was $0.863 > 0.05$. Then the multicollinearity value at the tolerance value was $0.020 < 0.100$. The VIF value was $12,000 > 10,000$. In the hypothesis test, the F value was 12.645 with a significance value of $0.000 < 0.05$.*

Keywords: *Strategies, Language Learning, Students, Language Ability*

Abstrak. Tujuan penelitian ini adalah untuk mengetahui pengaruh strategi bahasa terhadap keterampilan bahasa Inggris siswa. Metode penelitian ini adalah kuantitatif. Penelitian ini dilakukan di SMP Negeri 1 Sibuhuan, dengan populasi sampel sebanyak 27 siswa kelas VIII. Data diambil menggunakan kuesioner, dengan teknik analisis data menggunakan statistik deskriptif dan uji regresi linier sederhana dengan menggunakan uji normalitas, uji multikolinearitas dan uji hipotesis. Hasil uji ini dibantu dengan aplikasi SPSS. Hasil penelitian menemukan bahwa berdasarkan uji normalitas, nilai signifikansi sebesar $0,863 > 0,05$. Kemudian nilai multikolinearitas pada nilai tolerance sebesar $0,020 < 0,100$. Nilai VIF sebesar $12.000 > 10.000$. Pada uji hipotesis, nilai F sebesar 12,645 dengan nilai signifikansi sebesar $0,000 < 0,05$.

Kata Kunci: Strategi, Pembelajaran Bahasa, Siswa, Kemampuan Bahasa

INTRODUCTION

One of the objectives of implementing the learning process is to achieve learning outcomes, both in specific subjects and education in general. The main objective of education is to develop minds that enable individuals to learn. To realize the role of education as a tool for developing human resources, a learning environment is needed

that facilitates the development of an atmosphere, habits, and learning models based on an understanding of science and technology and their impact on the teaching and learning process for teachers in schools.

English as an international language and as a foreign language is very important in the 21st century, especially in international communication. Due to the importance of mastering English, educational practitioners at universities have provided adequate space for teaching and.

English language learning. Some experts believe that learning strategies help students in acquiring a second or foreign language while increasing comprehensive knowledge of both languages. In addition, the use of varied strategies needs to be increased to achieve great success in mastering a second or foreign language.

Junior High School 1 Barumun is one of the schools that is quite well-known by the Sibuhuan community. Achievements in various academic fields have been achieved, but this school wants to improve its students' English language skills, various strategies and methods have been created and implemented, but the improvement in students' English language skills is still far from what is expected. The success of student learning is not determined by how big the school is, but how good the teacher is in implementing learning. The basic abilities of teachers in teaching must be possessed by every teacher, because a professional teacher in teaching is a teacher who has basic abilities in teaching. The basic teaching abilities of teachers include pedagogical abilities, this pedagogical ability is the teacher's ability to plan, implement and evaluate the learning process. then professional abilities, this ability is where the teacher masters the learning material and develops professional potential. Next is social abilities, this ability is where the teacher can interact well with students and colleagues. Finally, personality abilities, this ability is where the teacher shows his personality towards students well, provides examples, empathy and responsibility.

In addition to teachers who have competent abilities, students must also have good learning interests and motivations. Learning interests themselves are students' willingness to follow the lessons delivered by the teacher. While learning motivation is the drive from within or outside the student to participate in learning. If the teacher's abilities and the students' learning interests and motivations are in line, it is certain that learning will run well and can achieve the goals that have been set.

Learning strategies greatly determine the success of the teaching and learning process, learning strategies are designed according to the needs and conditions of students. Therefore, it is important for teachers to be able to understand how students' learning styles are, and how students' learning needs are. If teachers can understand students' learning styles, then teachers should design learning strategies that are in accordance with students' abilities with the hope that the learning process will run smoothly.

Many experts define language learning strategies, as explained by (Rohayati, 2016) the definition of learning strategies taken from strategies carried out for various general purposes or all types of approaches used by language learners, which culminate in the term technique and refer to the results of observable learning behavior. Learning strategies are behaviors and thoughts that are empowered during the learning process with the aim of influencing the learner's own coding process (Dhamayanti, 2022). Learning strategies are techniques, approaches or deliberate actions to facilitate learning, considering linguistics and its information area (Mularsih, 2010). Learning strategies are strategies that contribute to the development of the language system used by learners as well as to influence direct learning (Kara & Doi, 2021). In relation to language learning, strategies are a set of techniques that can be used by students in gaining comprehensive knowledge of a foreign language. Therefore, it is suggested that the selection and use of language learning strategies should consider several factors such as age, talent and intelligence, attitude and motivation.

Language learning strategies have been classified into two classes and six groups of strategies. There are 2 classes of language learning strategies: direct and indirect strategies. Direct language learning strategies such as memory strategies, cognitive strategies and compensation strategies. Then indirect language learning strategies such as metacognitive strategies, affective strategies and social strategies.

Language learning strategies are believed to be able to improve students' language skills, because with the right strategy the learning process can run smoothly. Students' language skills are students' ability to pronounce, interact and understand what is said. English language skills are the capacity or potential that someone has to do something effectively and efficiently (Ariani, 2017). Students' English language skills can be seen from the cognitive or knowledge side, when students understand, students will

automatically be able to use English effectively and efficiently both in contextual language, both orally and in writing (Idham, 2014).

According to (Saputri, 2020) students' English language skills are students' ability to use English effectively and efficiently. These abilities include: 1) listening skills. 2) speaking skills. 3) reading skills. 4) writing skills. English language skills can be developed with the right language learning strategies. Such as direct and indirect learning strategies.

Thus it can be concluded that students' English language ability is the ability of students to use English effectively and efficiently in various contexts, both orally and in writing. It is believed that students' English learning ability can be improved if there is a good language learning strategy applied by the teacher

RESEARCH METHOD

This research method is quantitative, the subject of the research is the students of SMP 1 Negeri 1 Barumun class VIII, with the object of the research is the impact of language learning strategies on students' English language skills. The sample population is 27 students of class VIII. The data collection technique uses a questionnaire. The data analysis technique uses descriptive analysis, simple linear regression test, namely the prerequisite test with normality test, multicollinearity test and hypothesis test.

RESULT AND DISCUSSION

Uji Normalitas

Normality test is a statistical method used to determine whether the collected data is normally distributed or not. Normality test is important in statistical analysis because many statistical methods require the assumption of data normality. Normality test takes the basis of decisions based on the significance value where if the significance value is greater than 0.05 then it can be said that the collected data is normally distributed. In this study, the normality test uses the help of the SPSS application. The results obtained can be seen in table 1 as follows:

Table 1. Uji Normalitas

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		27
Normal Parameters ^{a, b}	Mean	.0E-7
	Std. Deviation	12.88058758
Most Extreme Differences	Absolute	.116
	Positive	.097
	Negative	-.116
Kolmogorov-Smirnov Z		.601
Asymp. Sig. (2-tailed)		.863

a. Test distribution is Normal.

b. Calculated from data.

Based on table 1, the normality test can be concluded that the significance value is 0.863. This means that the significance value of $0.863 > 0.05$. This means that the data collected has normally distributed data.

Uji Multikolinearitas

Multicollinearity test is a statistical method used to determine whether there is a strong linear relationship between two or more independent variables in a regression model. Multicollinearity test can cause problems in regression analysis such as unstable regression coefficients and misinterpretation. In this multicollinearity test, it can be seen in.

Variance Inflation Factor (VIF) value VIF value if greater than 10.00 then it can be said multicollinearity. Then in the Tolerance value if the tolerance value is less than 0.100 then it can be said multicollinearity. Based on the results of the SPSS test conducted, the results can be seen in table 2 as follows:

Table 2. Uji Multikolinearitas

Coefficients^a

Model	Collinearity Statistics	
	Tolerance	VIF
1 Strategi	.02	12.00

Pembelajaran	0	0
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a. Dependent Variable: Kemampuan Bahasa Inggris

Based on Table 2 in the Multicollinearity test shows that the tolerance value is $0.020 < 0.100$ and the VIF value is $12.00 > 10.00$. This means that the multicollinearity test has met the requirements, meaning that the data collected has a relationship between the dependent and independent variables.

Uji Hipotesis

Hypothesis testing is a statistical method used to test the truth of a hypothesis or assumption about a population based on a sample of data. The purpose of a hypothesis is to determine whether the collected data supports or rejects it. The hypothesis of this study is:

H_a : there is an influence of language learning strategies on students' English language skills

H_0 : there is no influence of language learning strategies on students' English language skills

Based on the results of the hypothesis test carried out, it can be seen in table 3 as follows:

Table 3. Uji Hipotesis

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	456.352	1	456.352	12.645	.000 ^b
	Residual	4313.648	25	172.546		
	Total	4770.000	26			

a. Dependent Variable: Kemampuan Bahasa Inggris

Predictors: (Constant), Strategi Pembelajaran

Based on the results of the hypothesis test carried out, the F value was 12.645 with a significance value of $0.000 < 0.05$, meaning that the hypothesis H_a accepted and H_0 rejected. Thus it can be concluded that there is an influence of language learning strategies on the English language skills of students of SMP Negeri 1 Sibuhuan.

Based on the results of the study on the impact of language learning strategies on students' English language skills, it shows that there is a significant influence between learning strategies and students' English language skills. The results of this study are in line with (Trisnawati et al., 2013) stating that in improving students' English language skills, language learning strategies are usually used. According (Lismay & Zubaidah, 2019), language learning strategies have an effect on students' English language skills.

Thus, it can be concluded that the results of the study on the impact of language learning strategies on English language skills at SMP Negeri 1 Barumun are in line with the results of previous studies. Namely, there is a significant influence between language learning strategies on students' English language skills.

CONCULASION

Based on the results and discussion of research on the impact of language learning strategies on students' English language skills, it can be concluded that The conclusion is that language learning strategies have a significant influence on students' English language skills with a significance value of $0.00 < 0.05$.

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