



## The Relationship between English Learning Strategies and English Learning Achievement of The Seventh-Grade Student at SMP Negeri 1 SIOMPU Barat

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### ABSTRACT

Appropriate language learning strategies result in improved proficiency and greater self-confidence. The objective of this research was to find out whether there is any significant relationship between English learning strategies and English learning achievement of the seventh-grade student At SMP Negeri 1 Siompu Barat. The research design was quantitative method. Questionnaire and test were the instruments of the study. The sample of the research was 30 seventh-grade students at SMP Negeri 1 Siompu Barat. The findings showed there was no relationship between English learning strategies and English learning achievement of the seventh-grade student at SMP Negeri 1 Siompu Barat.

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## INTRODUCTION

Learning strategies are deliberate acts, plans, or procedures employed by students to facilitate, accelerate, and improve the achievement of a certain objective (Oxford, 1990). She divides language learning strategies into two classes, direct strategies and indirect strategies. Direct strategies head memory strategies, cognitive strategies, and compensation strategies while indirect strategies encompass metacognitive strategies and social strategies. The usage of language learning strategies can make the learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situation. These practices then may affect students' learning achievement (Teh, et.al, 2009). This finding in line with Oxford's theory (1990) that appropriate language learning strategies result in improved proficiency and greater self-confidence. From such believes, researchers then conducted the research to see whether there is relationship between English learning strategies and English learning achievement of the seventh-grade student at SMP Negeri 1 Siompu barat. According to researchers, this issue was very important because the English learning achievement of learners in SMP Negeri 1 Siompu was mostly under of national minimum qualification criteria (KKM). If the learners apply language learning strategies properly then the achievement should not be under of qualification standard.

## LITERATURE REVIEW

The following language learning strategies are the Oxfords' taxonomy in 1990. Language learning strategies are divided into two major classes, direct and indirect strategies.

### *Direct Strategies*

The direct-learning strategy is a technique employed by learners for the acquisition, retention, experimentation, and application of obtained information. This method is classified into three categories: (1) memory strategy, (2) cognitive strategy, and (3) compensation strategy.

#### *Memory Strategy*

An approach used to learn and retain new knowledge is called a memory technique. Memory strategies include (1) making connections in the mind, (2) using visual and aural clues, (3) reviewing information effectively, and (4) doing something. Associating/expanding, contextualizing new terminology, and grouping are three memory strategies that promote mental creativity. Techniques use sounds and images through (a) using pictures, (b) using semantic mappings, (c) using keywords, and (d) storing auditory cues in memory.

#### *Cognitive Strategy*

A cognitive strategy is a way of understanding and producing language. Learning management is therefore governed by that cognitive method. This method encourages self-directed learning by requiring students to organize, track, and assess their learning procedures. The processes of repetition,

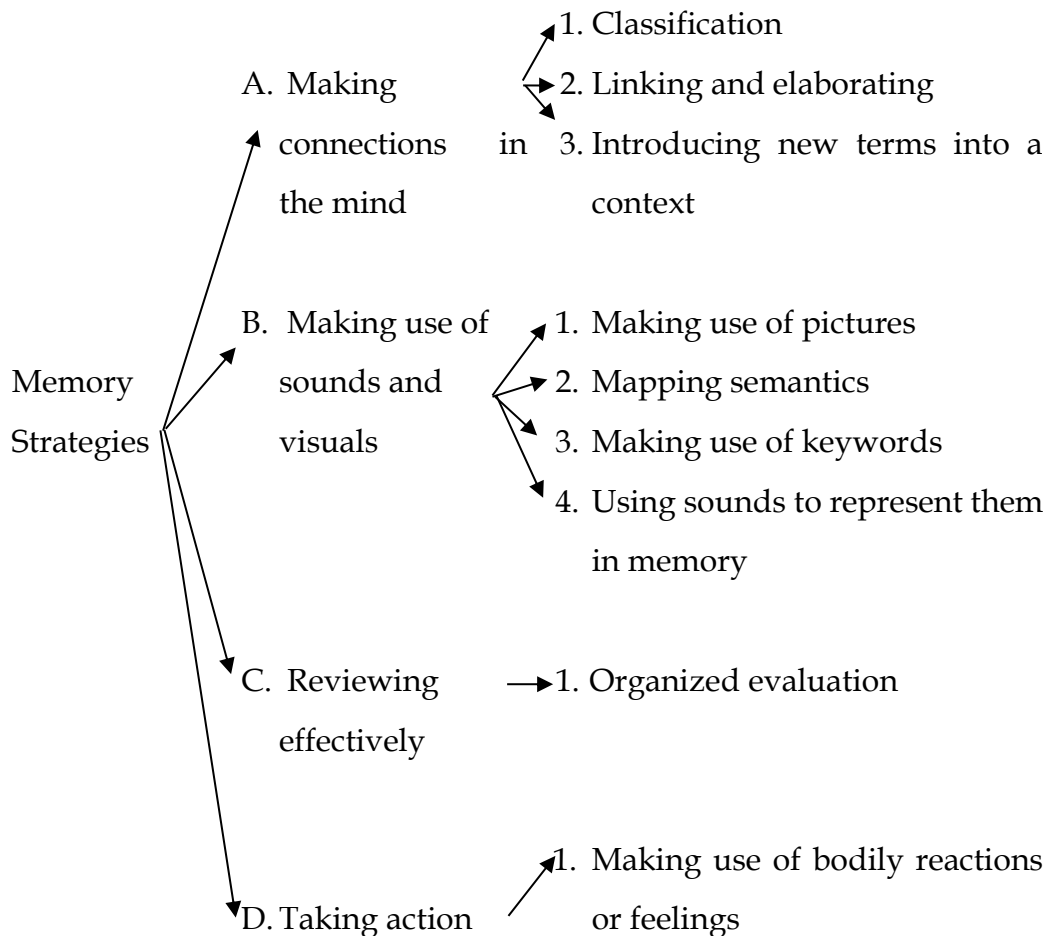
translation, grouping, recording, deduction, recombination, contextualization, and transfer are highlighted by this method.

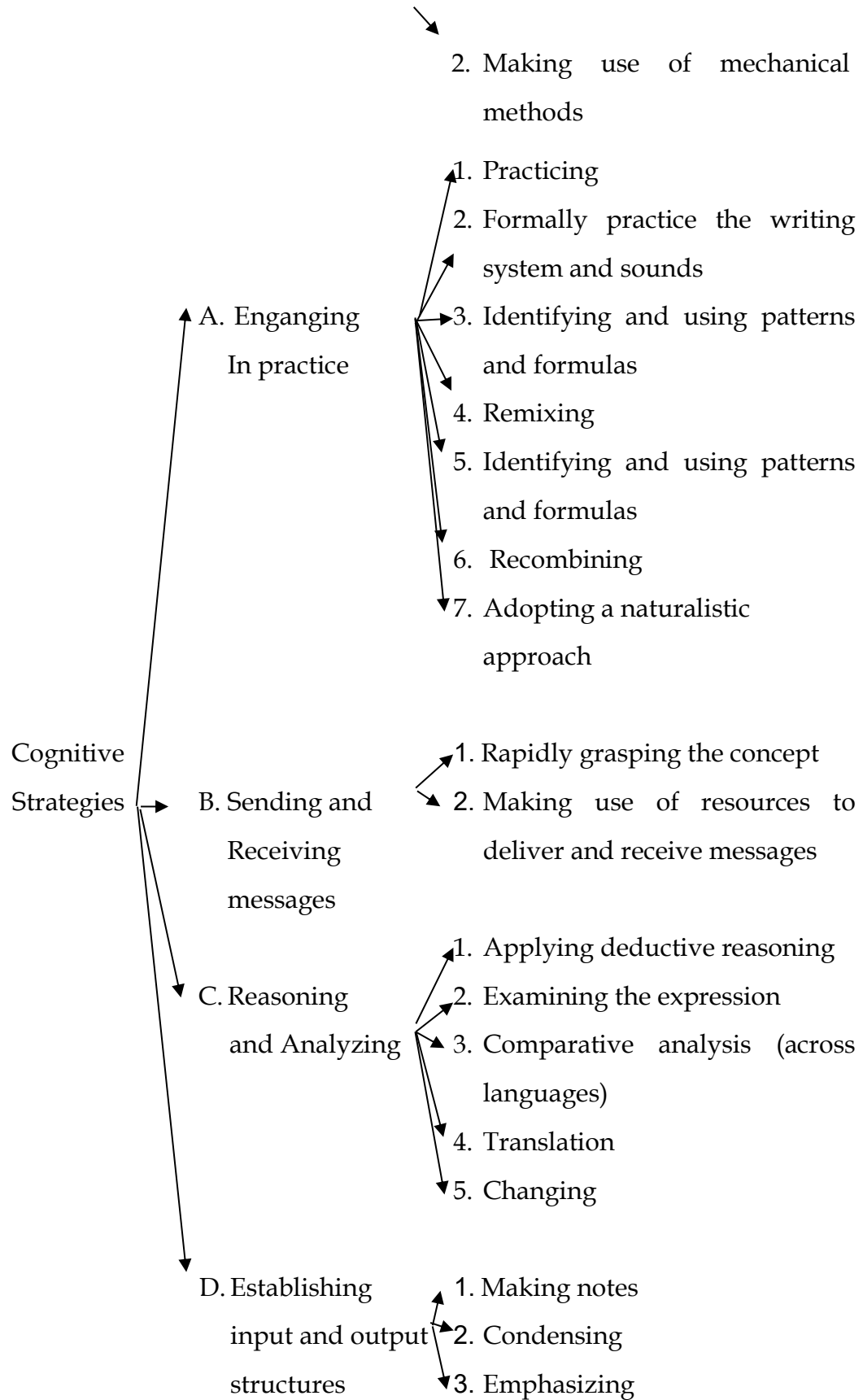
*Compensation Strategy*

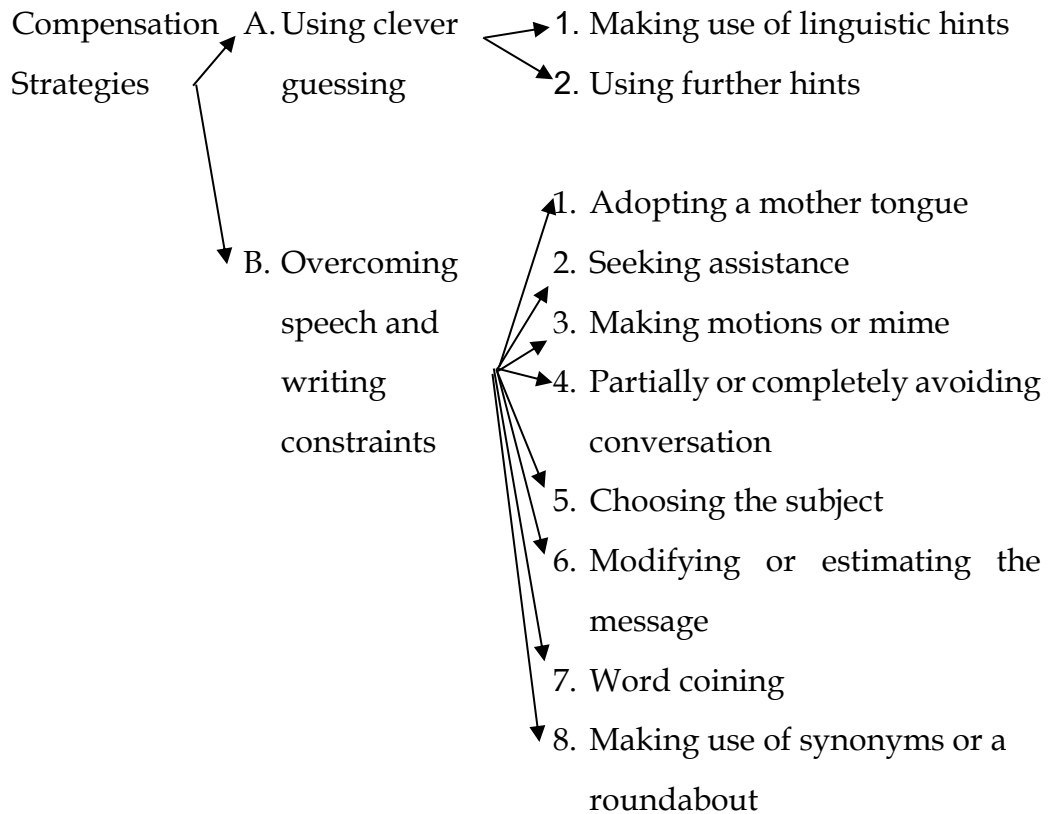
For pupils learning a second language, the compensation system is an effective teaching strategy. Sometimes, because of vocabulary and second language skills, students may feel anxious, find it difficult to express themselves, or constantly look for the right term in a dictionary. Second language learners might use compensatory learning strategies such as body language, descriptive vocabulary and grammar procedures, word equations, support, and avoiding unmanageable discussion subjects.

Enabling students to use their language in spite of frequent knowledge gaps is the compensatory strategy. Oxford (1990:13) lists the methods that can be used to put a direct strategy system – specifically, a compensation strategy – into action. strategies for compensation. Estimates, linguistic cues, and other indicators are part of the compensation strategy, as is the removal of various communication barriers, such as code transfer, asking for help, using signals, avoiding communication, topic selection, message modification, neologism formation, and synonym usage.

Direct strategies and their subcategories are shown in the diagram below.







### ***Indirect Strategies***

Indirect learning strategies significantly contribute to the acquisition of a second language. This is attributable to factors associated with second language acquisition. These elements relate to the metacognitive, affective, and social aspects of learning.

### ***Metacognitive Strategy***

As an indirect method of learning a second language, metacognitive strategy emphasizes the need for the learner to concentrate on language acquisition, to plan language learning, and to evaluate methods for language proficiency. Sometimes a learner interacts with the course material without realizing that their learning approach needs to be adjusted or improved in response to the results of their academic performance.

Focusing on learning, organizing and planning learning, and evaluating learning are all aspects of metacognitive strategies. A focusing method can be used by (a) studying new materials and making connections to previously taught knowledge, (b) focusing on the language's subject matter, and (c) delaying conversations or discussions with others in order to keep the conversation on topic. Monitoring or self-monitoring and self-evaluating learning processes and outcomes are two ways to carry out metacognitive procedures for learning assessment. Learners can determine if language learning tactics are being used effectively or ineffectively by applying these metacognitive processes. In this

situation, students can evaluate their learning results on their own or with help from a mentor or teacher.

### *Affective Strategy*

The second method in the category of indirect language acquisition strategies is the emotive strategy. This method of teaching takes into account motivations, values, attitudes, and feelings when teaching a second language. Oxford (1990) lists three ways to use this affective strategy when learning a second language: (1) Reduce anxiety by listening to music, laughter, and meditation after learning a second language, (2) boost confidence by saying positive statements, (3) develop self-esteem while learning a language, (2) control your emotions by talking to your partner when faced with difficulties, and (3) pay attention to your body's cues when you're tired from language study. can evaluate their own learning outcomes or ask a mentor or teacher for advice.

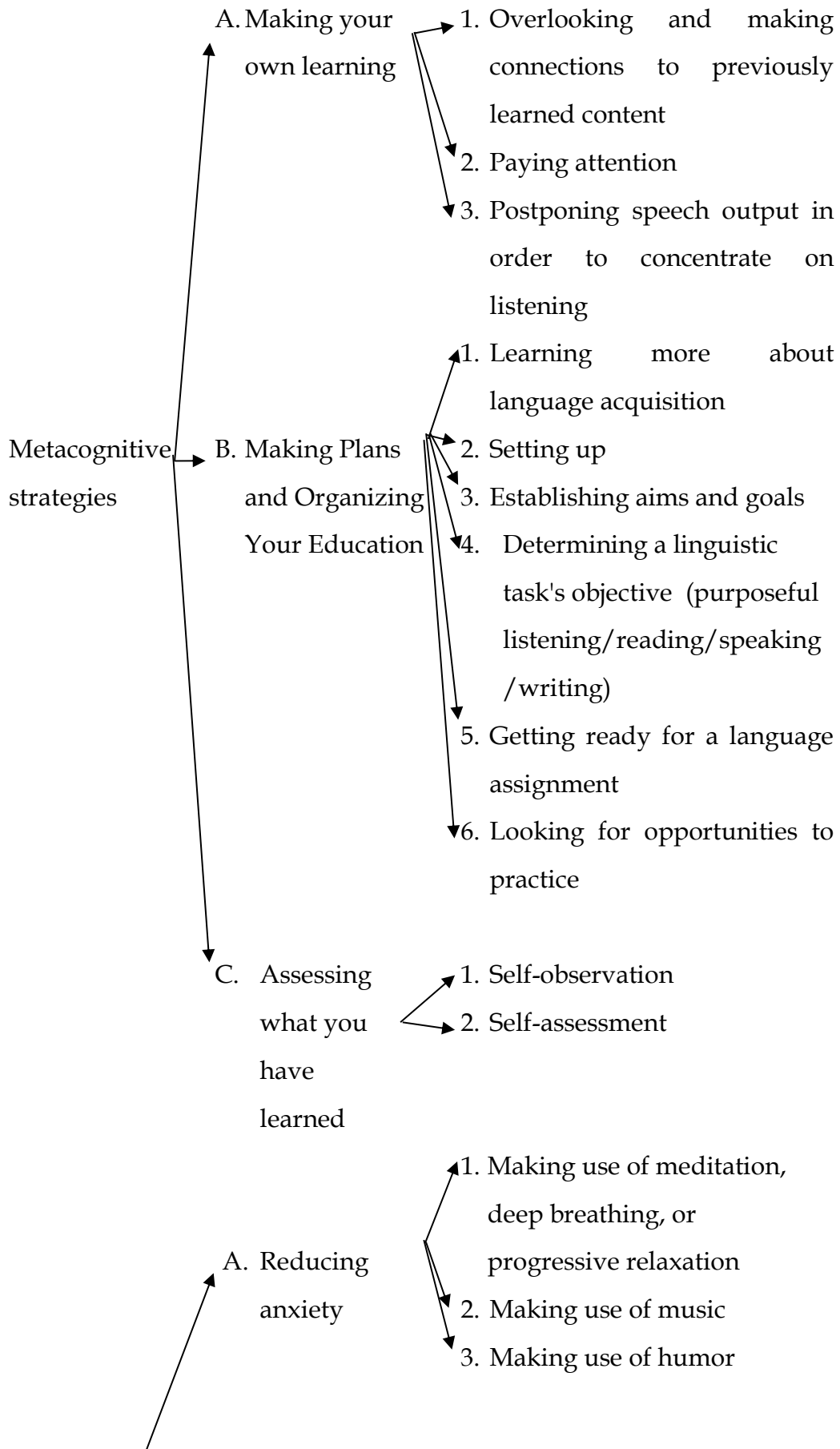
All of the behaviors that students exhibit in relation to their attitudes and feelings toward the learning process are included in affective approaches. Emotional regulation, self-motivation, and anxiety reduction are all examples of affective strategies. Stress can be reduced by (a) practicing relaxation, (b) listening to music, and (c) making people laugh. A person can become more self-encouraged by (a) saying affirmations that are positive, (b) taking calculated risks, and (c) acknowledging their own value. Students can develop the self-assurance and tenacity required for active participation in language learning using this emotive approach. To achieve communicative competence, it is necessary.

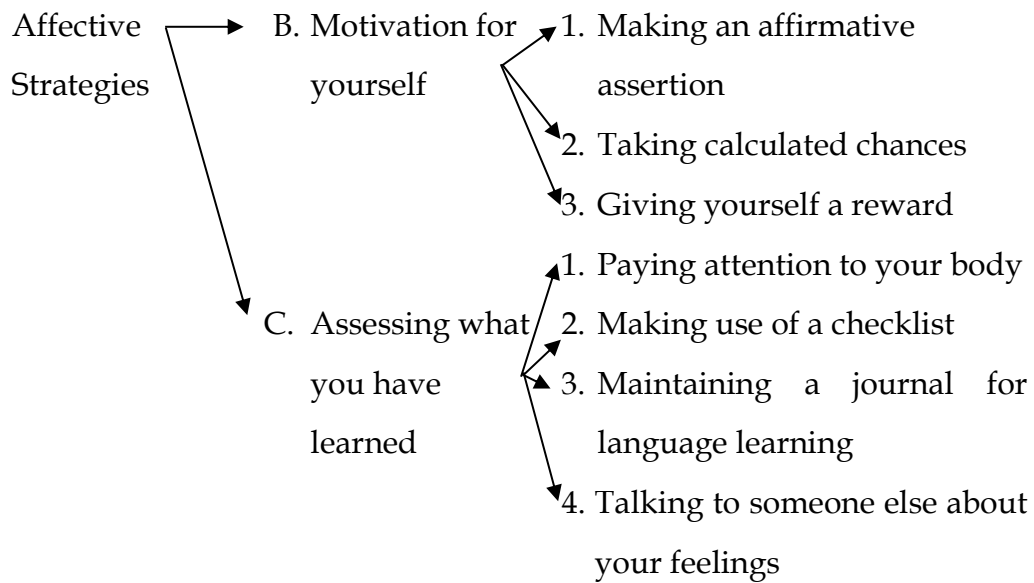
### *Social Strategy*

By immersing themselves in the social milieu, students have developed an indirect language acquisition technique known as social strategy. Through social stimulation, students have unintentionally participated in language learning activities with others. The idea behind the aforementioned learning strategy is that students can successfully and joyfully participate in second language acquisition activities in new settings. Through social strategy, students will gain two competencies: (1) interpersonal skills and (2) language acquisition skills.

Social strategy includes all student behaviors that necessitate peer cooperation in order to achieve learning goals. Social strategy includes (1) asking questions, (2) working with others, and (3) having empathy. You can (a) ask for confirmations and clarifications, and (b) ask for corrections. Interacting with coworkers and talking with articulate or proficient language users are two aspects of collaboration. One can cultivate empathy for others by (a) learning about their culture and (b) paying close attention to language and feelings. The inquiry will use this hypothesis.

Diagram below shows indirect strategies and their subcategories.





## **METHODOLOGY**

### ***Research Design***

Quantitative method was used as a methodology of this study. It was correlation analysis. Sugiyono (2012) defines correlation research as an investigation that examines the link between two or more variables. The variables of this study were language learning strategies as independent variable and English learning achievement as dependent variable. questionnaire and achievement test were the instruments of this research.

### ***Population and Sample***

A population is a group of individuals who has the same characteristic (Craswell, 2008). The population of this study was seventh-grade students at SMP Negeri 1 Siompu Barat with the total 88 students. The sample was 30 seventh-grade students at SMP Negeri 1 Siompu Barat.

### ***Instrument of the research***

To answer the objective of this study, the researchers took two instruments. They were as follows:

#### ***Questionnaire***

Questionnaire was used to find out English learning strategies of learners. The questionnaire was taken from Oxford' s SILL (strategy inventory for language learning) version 7.0 (ESL/EFL), 1990.

#### ***Test***

The test was aimed to find out the students' English learning achievement. It was multiple choice test consisting of 20 numbers. The material for English learning achievement was focussed only on reading. The variety of the topics were greeting people and saying goodbye, introducing other and describing

people, describing one's favourite meal, describing daily activity, using articles, and using imperative sentence.

### *Technique of analysing the data*

This research employed descriptive and inferential statistics in analysing the data.

### *Descriptive Statistics*

Creswell (2012) asserts that descriptive statistics are essential for demonstrating the variance, standard deviation, and range of scores, in addition to overall tendencies such as mean, mode, and median. Furthermore, the minimum and maximum scores are presented using descriptive statistics.

### *Questionnaire*

Questionnaire data undergoes quantitative analysis. This research employed two Likert-type questions with five response options: strongly agree, agree, uncertain, disagree, and strongly disagree.

### *Test*

- 1) The assessment employed in this study utilized a multiple-choice format, where in a correct answer yields a score of 1, while an incorrect answer results in a score of 0.
- 2) The scores derived from the rubric were the raw scores which were then converted to final score using scale of 100 using the following formula:

$$\text{Final score} = \frac{\text{Raw score}}{\text{Ideal maximum score}} \times 100$$

(Sudijono, 2013)

### *Inferential Statistics*

Inferential statistics, as defined by Sugiyono (2013:209), is a statistical method that examines sample data and extrapolates the findings to the broader population.

## **RESEARCH RESULTS**

Descriptive statistic analysed the result of questionnaire and test meanwhile inferential statistics figured out the correlation between independent variable and dependent variable. Regression analysis answered the hypothesis of the research.

### *Descriptive Statistics*

#### *Questionnaire*

The following table was descriptive analysis for questionnaire instrument. It was processed by using SPSS program version 29. The questionnaire was used to answer the usage of English learning strategies by learners. The findings showed, the mean score was 142.70. This score then guided to percentage of students' English learning strategies. It showed that there were 16 from 30

learners in good category with percentage 61%-80%. Meanwhile, 10 students were in very good category with percentage 81%-110%.

Table 1. Percentage Category Guidelines

No	Category	Frequency	Percentage
1	Very good	10	81%-110%
2	Good	16	61%-80%
3	Moderate	4	41%-60%
4	Poor	0	21%-40%
5	Very poor	0	0%-20%
Total		30	

*Test*

Description statistic for test showed the mean score was 52.50 while median was 55.00. it led to poor category for students' learning achievement.

**Regression analysis**

The regression analysis was used to answer the objective of this study. It could be seen from the table 2 below that the significance correlation showed 0.547point. it was higher than 0.05 or level of significance  $\alpha$  ( $0.547 > 0.05$ ). It was meant null hypothesis ( $H_0$ ) was accepted and alternative hypothesis ( $H_a$ ) was rejected. Thus, English learning strategies of students had no relationship with their English learning achievement.

**ANOVA**

Model	Sum squares	Df	Mean square	F	Sig.
1. Regression	114.615	1	114.615	.372	.547
Residual	8622.885	28	307.960		
Total	8737.500	29			

**DISCUSSION**

The mean score for English learning strategies used by the learners was 142.70. it was included in good category. Meanwhile, the mean score for English learning achievement was 52.50. it showed that the students' learning achievement was in low category. The inferential statistics showed null hypothesis was accepted, English learning strategies of students had no relationship with their English learning achievement ( $0.547 > 0.05$ ).

The results of the study by Wati (2020) & Syam (2007), which demonstrated a significant correlation between language learning strategies and English achievement, and the findings of the research by Chansri et al. (2024), which found a relationship between self-regulated learning strategies and English language abilities and knowledge, contradicted this result, which may have been caused by factors such as students' lack of motivation to learn English or the fact that they were never exposed to the use of strategies in learning English.

## CONCLUSIONS AND RECOMMENDATIONS

The conclusion of this study was there was no relationship between English learning strategies and English learning achievement of the seventh-grade student at SMP Negeri 1 Siompu Barat. The recommendation of this research was thinking that language learning strategies play a big part in learning English, English teachers should introduce and explain how to utilize and control language learning used.

## FURTHER STUDY

Considering the findings that no significant relationship was found between English learning strategies and English learning achievement among seventh-grade students at SMP Negeri 1 Siompu Barat, further research is needed to explore other possible factors influencing English achievement. Future studies could examine variables such as students' motivation, learning environment, teacher's instructional methods, or socio-economic background. Additionally, qualitative research may provide deeper insights into how students perceive and apply language learning strategies in real contexts, which might not be captured through quantitative measures alone.

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