BRIGHT VISION
E-ISSN: 2798-8872 P-ISSN: 2797-1716
Email: brightvisionjournal@uinsu.ac.id | Page: 01-08
http://jurnaltarbiyah.uinsu.ac.id/index.php/brightvision

The Correlation Between Language Learning Strategies and Students' Thinking Style at 1ST Junior High School Students of MTs. Mawaridussalam Batang Kuis in The Academic Year of 2021/2022

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ABSTRAK

The objectives of this research were to determine (1) whether there is any significant correlation between language learning strategies and students' thinking style (2) whether language learning strategies significantly influence students' thinking style at 1st Junior High School students of MTS Mawaridussalam Batang Kuis in the academic year of 2021/2022. This study's population included 178 students.The researcher took VII-5 class as sample of this study were chosen for this study using the simple random sampling method. A correlational method was used in this study.Questionnaire were used to collect data. In this study, there are two kinds of questionnaires. There are 50 questions about language learning strategies and 65 questions about students' thinking styles. SPSS 22 was used to calculate the data which was analyzed using the Pearson Product Moment Correlation coefficient and Simple Linear Regression.The findings of this study show a correlation coefficient is 0.621, with the sig. value 0.000 < 0.05, indicating that there is a significant correlation between two variables. Moreover, the coefficient of determination (R2) is 0.386. It indicates that the language learning strategies variables affect 38.6 % on students' thinking styles. Based on the findings, it is reasonable to conclude that there was positive correlation between language learning strategies and students thinking styles.
Keywords: Language Learning Strategies, Students' Thinking Style

INTRODUCTION

As among the communication tools, language plays an essential part in human's life used to interact with others. According to Wardhaugh (1986: 29), people use language for communication and establish relationships with others. In this era, the status of English in the world makes people should master it, especially for those who want to contribute in international interaction.

With the emergence of the role, it is not hard to believe that English language learning is becoming incredibly important in so many countries, as well as Indonesia. Many research studies on teaching English to non-native English speakers have already been investigated to determine how students learn English and what aspects are important in learning English as a second language in some countries.

There are many ways and factors that make learning English easy. Everyone has their own strategy for learning the English language. There are six types of learning strategies, based on Oxford in Setiyadi (2016: 14); (a) cognitive, (b) metacognitive, (c) memory –

related, (d) compensatory, (e) affective, and (f) social. Language learning strategies are highly effective for teaching non-native English speakers since they can facilitate students in learning the language themselves. Some strategies may work for them, while another may not. The students' choices may be encouraged by their way of thinking or Thinking Style (TS).

Thinking Styles (TS) are the key component of learning that describe the context in which a student stores information. Thinking style would reach the knowledge from various of viewpoints. Risinghani (2011: 112) determines Thinking Style (TS) as an person's natural perception in processing knowledge. The way students think influences their preference of language learning strategies. In the other word, there are various strategies to learning language and those strategies relate to the students' thinking style that is owned by each students. In line with Weinstein and Mayer in Clouston (1997: 17) claimed that language learning strategies are what students involve during learning including thoughts and behaviors. Therefore, if the students find that the learning strategy fits with their thinking style, the strategy itself will become a tool for the learning.

Based on the observation that writer did in teaching the students of Junior High School in MTS Mawaridussalam, it is found that most students have difficulty learning English as a foreign language, and the teacher mostly only apply one strategy for all students. She does not know whether the strategy may fit with the way her students learn and think or not.

Considering the importance of thinking styles and language learning strategies, the objective of this research is to find out the correlation between language learning strategies and students' thinking styles under the title "The Correlation Between Language Learning Strategies and Students' Thinking Style at 1st Junior High School Students of MTS Mawaridussalam Batang Kuis in the Academic Year of 2021/2022."

RESEARCH METHOD

The population for this study was 1th grade students of Junior High School from MTS Mawaridussalam in the academic year 2021/2022. There are 178 students. The sample was taken at randomly from that population. The researcher used VII-5 class as a sample for this research, with a total of 27 students. This research's data is taken through questionnaire. There are 115 questions in this questionnaire, that will be composed of two forms. They are the SILL (Strategy Inventory for Language Learning) and the TSI (Thinking Style Inventory) questionnaires. There are 50 questions about language learning strategies and 65 about students' thinking styles. The Strategy Inventory for Language Learning (SILL) version 7.0 that is created by Oxford will be used to assess students' language learning strategies. The SILL is made up of six different strategy categories: (a) memory-related, (b) cognitive, (c) compensatory, (d) metacognitive, (e) affective, and (f) social strategies. The Thinking Style Inventory (TSI) that is constructed by Sternberg, Wagner,and Zhang (2007) will be used to collect data. TSI separated into 13 scales over five dimensions: function, form, level, scope, and learning.

RESULT AND DISCUSSION

In this study, there are two types of questionnaires. The first questionnaire consists of 50 questions about language learning strategies (X). The second questionnaire, which consists 65 questions, is about students' thinking styles (Y). The following is the result of the data collected through questionnaires used to assess the students' language learning strategies and thinking styles:

1. Descriptive Statistics of Language Learning Strategies

The researcher uses the SPSS 22 program to calculate statistical scores for language learning strategies results, as shown in table 2, where the mean of the students' learning strategies (X) is 152.19, with total score of 4109, median of 146, mode of 196, range of 113, minimum of 94, and maximum of 207, and standard deviation of 28.844.

Table 2. Statistics Language Learning Strategies

Statistics

Language Learning Strategies

N	Valid	27
	Missing	0
Mean		152.19
Median		146.00
Mode		196[a]
Std. Deviation		28.844
Variance		832.003
Range		113
Minimum		94
Maximum		207
Sum		4109

a. Multiple modes exist. The smallest value is shown

2. Descriptive Statistics of Thinking Styles

The researcher uses the SPSS 22 program to calculate the statistical scores of students' thinking styles data, as seen in the Table 3, where the students's thinking styles (Y) had mean of 226.19, median of 226, mode of 215, minimum score of 266, maximum score of 192, a range of 74, and standard deviation of 20.485.

Table 3. Statistics of Thinking Styles

Statistics

Thinking Style

N	Valid	
	Missing	0
Mean		226.19
Median		226.00
Mode		
		20.485
		419.618
Range		
Minimum		
Maximum		
Sum		6107

3. Pre-requisite Analyses

a. Normality Test

One of the prerequisite tests used to calculate whether or not data is normal is the normality test. The result of the Shapiro-Wilk test is shown in the pvalue; with the interpretation, if the p value is greater than 0.05 (p > 0.05), the data data are normally distributed; if the p value is less than 0.05, the distribution of the data is not normal.

Table 4. Normality Test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Language Learning Strategies	.123	27	.200*	.968	27	.541
Thinking Style	.112	27	.200*	.969	27	.587

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Because the significance value of two variables is greater than 0.05, it is claimed that the data of two variables have a normal distribution.

b. Linearity Test

Linearity test is done to assess whether the independent and dependent variables have a linear correlation.The correlation between the independent and dependent variables is not linear if Ftest < Ftable or Sig. deviation is less than 0.05. Otherwise, the correlation between the independent and dependent variables is not linear if Ftest>Ftable or Sig. deviation is less than 0.05. SPSS 22 was used to do the linearity test.

Table 5. Linearity test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Thinking Style * Language Learning Strategies	Between Groups	(Combined)	10494.574	22	477.026	4.592	.074
		Linearity	4209.964	1	4209.964	40.529	.003
		Deviation from Linearity	6284.610	21	299.267	2.881	.157
	Within Groups		415.500	4	103.875		
	Total		10910.074	26			

The sig deviation from linearity (0.157 > 0.05) implies there is a linear correlation between students' language learning strategy (X) and their thinking style (Y) , as shown in the results of the linearity test (Table Anova test) in table 4.6. Since (Ftest < Ftable) the Ftest is 2.881 and the Ftable is 4.23. If Ftest is less than Ftable, the independent and dependent variables seem to be correlated.

4. Correlation Analysis

The Pearson Product Moment Correlation Coefficient had been used to see whether there is any correlation between language learning strategies and students' thinking styles. The following table presents the results of a Pearson Product Moment correlation analysis of language learning strategies (X) and students' thinking styles (Y):

Table 6. Coefficient Correlation between Language Learning Strategies and Students Thinking Styles

Correlations

		Language Learning Strategies	Thinking Style
Language Learning Strategies	Pearson Correlation	1	.621**
	Sig. (2-tailed)		.001
	N	27	27
Thinking Style	Pearson Correlation	.621**	1
	Sig. (2-tailed)	.001	
	N	27	27

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

The correlation coefficient variable X with Y (rxy) is 0.621, as seen in Table 6. According to Pearson's correlation table guidelines, it has a fourth level of high correlation (0.600 – 0.799), indicating a strong correlation between two variables. Ha is accepted and Ho is rejected if the Sig. value is less than the alpha value (0.05). The significance value in this research is 0.000 less than 0.05, implying that two variables have a significant correlation. It believes there is a correlation between language learning strategies and students' thinking styles.

5. Regression analysis

Simple linear regression analysis is used to calculate the effects of the independent variable on the dependent variable.

Table 7. The Coefficient of Determination Result

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.621[a]	.386	.361	16.371

a. Predictors: (Constant), Language Learning Strategies

In the Model Summary column R Square, the coefficient of determination is interpreted. The coefficient of determination (R2) is 0.386, according to the table above. It means that the percentage influencing language learning strategies have 38.6 percent influence on students' thinking styles. Other variables that are not conducted in this research affect 61.4 percent.

Table 8. The Significance Test for Linear Regression

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4209.964	1	4209.964	15.709	.001[b]
	Residual	6700.110	25	268.004		
	Total	10910.074	26			

a. Dependent Variable: Thinking Style

b. Predictors: (Constant), Language Learning Strategies

F-test is used to show whether there is a significant effect from variable X to variable Y simultaneously. Ho is rejected and Ha is accepted if Ftest > Ftable with 0.0010.05. Ftest = 15.709 > Ftable = 4.23 with significance value less than alpha value (0.0010.05), Ho is rejected and Ha is accepted based on the above results. It implies that language learning strategies have a significant influence on students' thinking styles simultaneously.

Table 9. The Regression Coefficient

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	159.048	17.230		9.231	.000
	Language Learning Strategies	.441	.111	.621	3.963	.001

a. Dependent Variable: Thinking Style

The constant value (a) is 159.048 and the regression coefficient of language learning strategies (b) is 0.441 based on the above results. The following is an illustration of a regression model:

$Y = a + bX$

$Y = 159.048 + 0.441X$

Table 9 indicates that if language learning strategies (X) are not included, the students' thinking styles (Y) are 159.048. The regression coefficient of 0.441 proves that any improvement in a positive value of 1% in language learning strategies will contribute in a 0.441 increase in students' thinking styles. Table 9 proves that the significant value of language learning strategies (X) is 0.001 < 0.05, indicating that language learning strategies and students' thinking styles have a significant correlation. Ha is accepted and Ho is rejected if Ttest is higher than Ttable. Since the Ttest value of 3.963 is compared to the Ttable of 2.05954 with a significant level of 5%, Ttest > Ttable indicates that Ha is accepted and Ho is rejected. It suggests that students' thinking styles are influenced partially by language learning strategies.

CONCLUSION

The researcher draws the following conclusions based on the results presented above: (1) The students' learning strategies (X) have mean of 152.19, median of 146, mode of 196, range of 113, minimum of 94, and maximum score of 207, and standard deviation of 28.844 (2) The students' thinking styles (Y) have mean of 226.19, median of 226, mode of 215, minimum score of 266, maximum score of 192, range of 74, and standard deviation of 20.485. (3) From the research finding, it can be believed that there is a significant correlation between language learning strategies and students' thinking styles at 1st Junior High School students of MTS Mawaridussalam Batang Kuis in the academic year of 2021/2022. The correlation coefficient variable X with Y (rxy) is 0.621, showing a strong correlation between the two variables with a sig. value of 0.000<0.05, proving a significant correlation between the two variables.

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