An Analysis of Direct Language Learning Strategies of The Ninth Grade of SMPN 23 OKU

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Abstract

This study aims to find the most direct language learning strategies used by Ninth Grade of SMPN 23 OKU. This study used quantitative method. The population of this study was 151 students of The Ninth Grade of SMPN 23 OKU. The researcher used slovin formula which according the feedback received, a total of 22 students from IX.A, 22 students from the IX.B, 22 students from the IX.C, 22 students from the IX.D, and 21 students from the IX.E has become the sample of this research. The data was collected through the questionnaire. It consists 22 statements with three indicators, namely: memory strategies, cognitive strategies, and compensation strategies. The researcher used mean score for analyzing the data based on mean from the total data recapitulation, the data showed that the most strategies used by students of Ninth Grade of SMPN 23 OKU is memory strategies with the mean score is 3.7, the second is cognitive strategies with the mean score is 3.4. and the last is compensation strategies with the mean score 3.4. It means memory strategies is the most strategies used by students of Ninth Grade of SMPN 23 OKU.

Keywords*: analysis, direct strategy, language learning*

INTRODUCTION

According to Setiawati (2018, p.31), learning is a process of strategy carried out deliberately to change attitudes and behavior in different situations before the individual is in a learning situation and after carrying out similar and continuous actions. Meanwhile, according to Abidi and Yahiji (2024, p.22), learning is a process designed by teachers to develop students' creativity, which can improve their thinking abilities, as well as their ability to build new knowledge to improve learning mastery. According to Sinaga and Oktaviani (2020) in learning English, especially speaking, listening, reading and writing skills, teachers must be ready to prepare good plans in the teaching process, this can be a strategy that can motivate students in the learning process.

One of the learning strategies that teachers use in the learning process to support language skills is language learning. According to Arisman (2020), language learning is closely related to learning conditions and interest in learning, through good learning conditions and high interest in learning, learning outcomes will improve which has an impact on a person's learning ability. Learning strategies are applied by students to improve their learning. Appropriate language learning strategies result in increased proficiency and greater self-confidence. According to Hapsari (2019, p.59), these behaviors and thought processes can help second language learners accelerate their learning of the target language, the teacher's knowledge of these strategies will help language learners overcome problems in the learning process.

One type of LLS is direct language learning strategy research. According to Kastur et al. (2020, p.165), direct language learning is strategy learning used to improve student learning outcomes as indicated by the student learning category.

Direct langauge learning strategies are strategies of the newly learned language. It benefits learners by assisting learners in storing and recovering information when needed. The strategies also aid learners in understanding and use the new knowledge. Direct strategies necessitate digesting the newly learned language in the mind. It helps students store and retrieve information as needed, sub-strategies in direct language learning strategies include by Memory Strategies, Cognitive Strategies, Compensation Strategies (Hasram, 2021, p.31).

Direct language learning consists of various subcategories. The Memory Strategy organizes several words based on their meanings, utilizes visual connections, and employs mechanical memorization techniques. The Cognitive Strategy focuses on practicing in a natural context with clear communication aims, incorporating diverse methods that help to comprehend texts more easily and quickly, highlighting key information. The Compensation Strategy involves using synonyms or explaining concepts (Chilkiewicz, 2015).

This research will be focus to "Analysis of Direct Language Learning Strategies of The Ninth Grade of SMPN 23 OKU". According to Seng et al. (2023, p.328), there are two types of learning strategies include by Direct Language Learning Strategies and Indirect Language Learning Strategies. In Direct Language Learning Strategies there three types, namely Memory Strategies, Cognitive Strategies, and Compensation Strategies. Meanwhile, in Indirect Language Learning Strategies there are three types, namely Metacognitive Strategies, Affective Strategies, and Social Strategies. But in this research, the research will be focus on Direct Language Learning Strategies such as ; Memory Strategies, Cognitive Strategies, and Compensation.

After the researcher conducted pre-observation at SMP Negeri 23 OKU, the researcher found that two English teachers at the school had taught using direct language learning strategies as one of the English language teaching. According to one English teacher, the direct language learning strategy can provide detailed explanations to all students with the aim of developing skills and knowledge through practice and teaching. According to another English teacher at the school, there are several students who understand the material very easily if taught using a direct language learning strategy because these students like learning using the lecture strategy. There are also some students who are not interested in the lecture strategy but prefer to learn using audio-visual because it makes it easier for students to remember all the lessons and there are also students who prefer learning by discussion as a learning strategy, but according to the English teacher's explanation. At SMPN 23 OKU students still have difficulty choosing direct language learning strategies to use as learning strategies. Therefore, based on initial observations and problem formulation, researchers are interested in conducting research with the title "An Analysis of Direct Language Learning Strategies of The Ninth Grade of SMPN 23 OKU". Researchers will analyze the direct language learning strategies that are most often used by ninth grade students in learning English at SMPN 23 OKU.

The formulation of the problem is : What are The Most Direct Strategies Used by Ninth Grade Students of SMPN 23 OKU ? the research made one objectives of this research namely to find the most direct strategies used by ninth grade students at SMPN 23 OKU. The significances of the research is expected to useful to (1) The Teachers (2) The Students (3) Other Researchers.

METHOD

In this study, researcher use quantitative research with a survey design. Researchers will find out the direct language learning strategy used by the students at SMPN 23 OKU. The population is also not just the number of objects studied, but includes all the characteristics of the nature possessed by the subject or object. In this study, researcher choose ninth grade students at SMPN 23 OKU as a population. The following is a table of the population of ninth grade at SMPN 23 OKU. The researcher chose ninth grade students at SMP 23 OKU as the population because when the researcher conducted pre-observation, there were still ninth grade students who had difficulty choosing language learning strategies that were useful for improving English learning,

therefore the researcher wanted to find appropriate learning strategies for ninth grade students. SMPN 23 OKU can easily learn languages, especially learning English.

Table 1
The Population of The Research

Class	***Number of Students***
IX. A	*31 Students*
IX. B	*30 Students*
IX. C	*31 Students*
IX. D	*30 Students*
IX. E	*29 Students*
Total	***151 Students***

Souce : SMPN 23 OKU

In this study, researchers will use Slovin as a sample to calculate the number of samples needed for the research. According to Tunru et al. (2023), the slovin formula is an example of one of the most popular shrinkage theories for quantitative research. From the results of calculations using the Slovin formula, the results are obtained; 109 students as samples.

Table 2
Sample of The Research

Class	***Number of Students***
IX. A	*22 Students*
IX. B	*22 Students*
IX. C	*22 Students*
IX. D	*22 Students*
IX. E	*21 Students*
Total	***109 Students***

Souce : SMPN 23 OKU

The data collection technique in this research used questionnaire. Regarding the type of data, after the researcher's questionnaire was approved by expert judgments, the researcher collected data by distributing questionnaire sheets to grade IX students who had been determined as samples. The questionnaire was filled out by students on 109 grade IX students of SMPN 23 OKU. To obtain valid data, the researcher created a questionnaire adapted from Alfiani's (2019), this questionnaire was divided into 3 parts based on students' direct language learning strategies. The following is a classification of direct language learning strategies and student response questionnaires. After the researcher received approval from expert judgment and distributed questionnaires from ninth grade students to find out the results of the strategies most widely used by students, the researcher conducted a data analysis aimed at finding the average of each strategy to find out the Direct Strategy most often used by Grade IX students of SMPN 23 OKU.

RESULT/S AND DISCUSSION

Based on the results of the study above, memory strategies are the most frequently used strategies by students in learning English. This can be seen from the average results reaching 3.7 for memory strategies with high frequency, then cognitive strategies with the average of 3.4 with medium frequency, and the strategy that is least often used by students is compensation strategies with a the average of 3.4 with medium frequency.

ABBREVIATIONS AND ACRONOMY

Table 3
Direct language learning strategies

Direct strategies	*Mean*	*Frequency*
Memory Strategies	3.7	High
Cognitive Strategies	3.4	Medium
Compensation Strategies	3.4	Medium

The average use of the three categories of learning strategies is illustrated in Table 4.2. Based on the results, of the three categories of strategies, the most frequently used by ninth grade students of SMPN 23 OKU is memory strategies, with an average of 3.7, indicating high frequency of use. Memory strategies involve techniques such as using imagery, employing rhymes, repetition, grouping information, and associating new material with previously learned concepts. The most frequently used memory strategies include linking new words to previously learned words and using flashcards to remember vocabulary. This suggests that students often rely on practical memorization techniques to retain language information.

The second most used strategy is cognitive strategies, with an average of 3.4, indicating medium frequency. Cognitive strategies involve active manipulation of the language, such as practicing new words in sentences, repeating words and phrases, taking notes, and translating from Indonesian to English. Among these, the most frequently used strategies are repeating words verbally and using English words in context, showing that students engage actively with the language to deepen their understanding and reinforce their learning.

The last used are compensation strategies, also with an average of 3.4, categorized as medium frequency. Compensation strategies help learners deal with gaps in language knowledge, such as guessing the meaning of unfamiliar words from context, using gestures, or paraphrasing when the exact word is not known. The most frequently used compensation strategies include guessing the meaning of unknown words based on context and using a synonym or description when a specific word is forgotten, indicating that while students do employ strategies to overcome language difficulties, these are not as dominant as memory strategies in their overall learning approach.

A. Memory Strategies

No	Question	Mean	Frequency
1.	In learning English, I memorize a sentence so that I can remember it.	4.0	High
2.	I listen to words in English so that I can remember the words.	4.2	High
3.	I try remember new English word by making a mental picture of a situation in which the word might be used.	3.6	High
4.	I use rhymes to remember new English words.	3.4	Medium
5.	I learn to use flashcards with English sentences on them to remember new English words.	3.4	Medium
6.	I Practice new words in vocabulary English in daily activity.	3.7	High
7.	I review English lessons at home.	3.4	Medium
8.	When I remember a sentence in English, I write the sentence in a book using English.	3.9	High

Mean	**3.7**	**High**

B. Conitive Strategies

9.	I apply English words in my daily life.	3.4	Medium
10.	I talk to my friends using English.	3.0	Medium
11.	I read English books as a hobby.	3.2	Medium
12.	I write notes letters in English.	3.6	High
13.	I always correct mistakes when I mispronounce an English word.	4.0	High
14.	I make a schedule to study English.	3.1	Medium
15.	I can translate English words without looking at the notes.	3.2	Medium
16.	I summarize the English vocabulary I learn in a notebook.	3.4	Medium
Mean		**3.4**	**Medium**

C. Compensation Strategies

17.	When I don't understand English words, I keep studying until I can understand English words.	3.8	High
18.	When I communicate in English and I forget, I use gestures.	3.1	Medium
19.	I try to guess what others are saying.	3.7	High
20.	I make up new words when I don't know the correct English word.	3.3	Medium
21.	I use words or phrases (synonyms).	3.3	Medium
22.	Sometimes I read descriptive sentences in English.	3.4	Medium
Mean		**3.4**	**Medium**

CONCLUSION

Based on the analysis of students' responses, it was found that all three types of learning strategies—memory, cognitive, and compensation—were used by ninth grade students of SMPN 23 OKU with relatively similar average scores. Each strategy contributes in a meaningful way to the students' learning process.

Memory strategies had the highest average score of 3.7, indicating high frequency of use. This suggests that students often rely on techniques such as using flashcards, associating words with images, and linking new information with previously learned content. These methods help improve retention and recall, making memory strategies especially effective in supporting students' vocabulary development and overall language acquisition.

Cognitive strategies received an average score of 3.4, categorized as medium frequency. These strategies involve processes like note-taking, translating, practicing new words in sentences, and analyzing language structures. Although used slightly less than memory strategies, cognitive strategies are essential for helping students process and apply language actively during learning.

Compensation strategies also had an average of 3.4, indicating medium frequency. These include techniques such as guessing the meaning of unfamiliar words from context or using synonyms and gestures to overcome language gaps. Compensation strategies help students continue communication even when their language knowledge is incomplete.

In conclusion, while all three learning strategies play an important role in supporting the students' learning process, memory strategies stand out as the most frequently and effectively used by students. Their strong preference for memory-based techniques highlights the importance of

tools that aid retention and recall in language learning. Therefore, encouraging the strategic use of memory techniques—alongside cognitive and compensation strategies—can lead to more effective and independent language learners.

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