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IDENTIFICATION OF INDONESIAN LANGUAGE LEARNING STRATEGIES OF GRADE III STUDENTS OF PUBLIC ELEMENTARY SCHOOL

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Abstract

The intent of this study was to identify the Indonesian language learning strategies of elementary school students. This research is a qualitative descriptive study employing a content analysis methodology. This research was carried out at Public Elementary School 35 Kimindores. Data was gathered utilizing the Language Learning Strategies (LLS) questionnaire, and the content was examined, including responses and informal narratives. The data analysis employed a qualitative descriptive methodology. The results indicated that the six learning strategies—memory, cognitive, compensatory, metacognitive, affective, and social—benefited the third-grade children at Public Elementary School 35 Kimindores. The metacognitive tactics were the most beneficial. Among the six techniques, metacognitive is the most prevalent. Students can promptly focus on errors in their learning while still attending to teachers or classmates during discussions or explanations of each subtheme accurately. Furthermore, students learn to enhance their proficiency in the Indonesian language, devise a study timetable to allocate sufficient time for study, seek peers for collaborative learning, identify numerous opportunities to practice reading Indonesian texts, and evaluate their learning outcomes following each daily practice or semester examination.

Keywords: 1. Elementary School 2. Language learning strategies 3. 3. Indonesian Language 4. Learning

1. Introduction

Two primary factors that influence the extent to which learners master a second or foreign language are their learning styles and language learning strategies (Mortazavi et al., 2021). Learning styles in this case are different from language learning strategies. Learning styles are general and can be used to learn any field, including language. Teachers must know what learning strategies will be used by each student when learning Indonesian (Aji & Budiyono, 2018). Language learning strategies are one of the factors that influence student learning outcomes, and although the impact may be small (Saputro et al., 2024), students' language learning strategies are still important for teachers to pay attention to, which will have an impact on student learning outcomes (Pawlak, 2021; Zhang & Zou, 2024).

Learning outcomes refer to alterations in individual behavior encompassing cognitive, emotional, and psychomotor domains (Ilonen & Heinonen, 2018). These behavioral modifications are achieved when students finalize their educational program through engagement with diverse learning tools and situations. Furthermore, learning outcomes are discernible behaviors that reflect a student's capabilities (Saputro et al., 2023). The language learning outcomes of students, both good and low, are contingent upon the students' learning techniques and the pedagogical methods employed by the instructor (Ardasheva et al., 2017; Saputro, 2018).
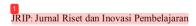
Learning strategies are methods used by students to learn (Nisbet & Shucksmith, 2017; Lapitan et al., 2021). Individually, learning strategies mean a method to achieve meaningful learning (Killen & O'Toole, 2023). For meaningful learning to occur, students must utilize a tool known as concept mapping. Moreover, learning strategies are the selected approaches employed to facilitate learning within the educational context (Yu et al., 2023; Nan Cenka et al., 2024). Furthermore, learning methods serve as the primary impetus for students, catalyzing learning activities that sustain educational processes and guide them towards achieving the required objectives. Success in learning is contingent upon intrinsic motivation to acquire knowledge; without comprehension of the subject matter and its significance, the educational process is unlikely to succeed (Malone & Lepper, 2021; Murayama, 2022). Language learning strategies according to Oxford consist of two groups, namely direct strategies and indirect strategies (Habók & Magyar, 2018; Dignath & Veenman, 2021; Pawlak, 2021). A more detailed explanation is provided in Table 1 below.

Table 1. Types of language learning strategies

Types of Strategies		Action
Direct Strategies	Memory Strategy	Using images and sounds to remember.
		Making connections in memory.
		Reviewing previous lessons.
		Using movement to remember.
	Cognitive Strategy	Sending and receiving messages.
		Analyzing and reasoning.
		Practice or Exercise.
		Creating sentence structures for input and output of information.
	Compensation Strategy	Overcoming limitations in verbal/written expression Guessing intelligently.
		Guessing intelligently.
Indirect Strategies	Metacognitive Strategies	Managing learning and Planning.
		Evaluating learning.
		Focusing learning.
	Affective	Cultivate self-courage.

Types of Strategies	Action
Strategies	Manage emotions.
	Reduce fear and anxiety.
Social Strategies	Collaborate with colleagues.
	Empathize with others.
	Ask questions.

In language acquisition, various factors affect learning strategies. Numerous factors that affect learning processes (Gray et al., 2017; Lin et al., 2017; Emda, 2018; Zhu et al., 2024; Arbour et al., 2024) include (1) students' ideals or objectives, which can persist for an extended duration, potentially throughout one's lifetime. Ideals enhance intrinsic and extrinsic learning processes, as the attainment of an ideal leads to self-actualization. (2) Learning ability: This capability encompasses several psychological dimensions present in students. Instances of these psychological dimensions encompass observation, attention, memory, cognitive ability, and imagination. This cognitive capacity facilitates the assessment of a student's intellectual progression. Students with tangible operational thinking differ from those who possess operational thinking, which is based on observations connected to their reasoning capabilities. Students with excellent learning capacities tend to exhibit greater desire in their studies, as their frequent successes reinforce their will to learn. The physical and mental states of students: Conditions impacting learning motivation are associated with both physical and psychological factors. For instance, students exhibiting lethargy and drowsiness may be experiencing these symptoms due to late-night activities or illness.

Moreover, the state of the classroom environment influences learning strategies (Sadrizadeh et al., 2022; Schweder & Raufelder, 2024). Environmental conditions are external factors affecting the pupil. The environment of the student, and of the individual more broadly, comprises three components: the family environment, the school, and the community. The factors that facilitate or impede environmental conditions originate from these three ecosystems. This can be achieved, for instance, by teachers striving to control the classroom, cultivate a conducive learning environment, and present oneself appealingly to enhance student motivation (Nguyen et al., 2022; Lee et al., 2024).

Teaching Indonesian language education in the scope of elementary school is an initial momentum for children to improve their abilities (Maritim, 2023; Durriyah et al., 2024). From elementary school, they will receive learning immunizations, which will later become habits that they will have in the future. In improving the learning outcomes or learning achievements of Indonesians in elementary schools, there are four components: language skills and literary skills, which include the following aspects: Listening, Speaking, Reading, and Writing (Usman

& Anwar, 2021; Zakiyah et al., 2023). The most important function of language is our purpose in speaking (Aubrey et al., 2023). By speaking, we can convey news, information, messages, desires, and objections. Language is often said to have three main functions, namely, (1) descriptive, (2) expressive, and (3) social. The descriptive function of language is to convey information (Fang et al., 2020); the expressive function is to provide information about the reader himself, about his feelings, pleasures, prejudices, and past experiences (Şimşek & Işıkoğlu Erdoğan, 2021). The social function of language is to preserve social relationships between humans. In addition, teaching Indonesian in elementary schools' functions to develop basic knowledge and skills necessary to see reality in everyday family life, community life, and the world of education (Zakiyah et al., 2023).

The results of a preliminary study conducted by the author obtained initial information that out of 19 students, 19 students obtained scores above the minimum completion criteria, namely 65 to complete 100%. Therefore, the author intends to analyze what language learning strategies are used by third-grade elementary school students during Indonesian language learning. As we know, students' language learning strategies consist of six: memory, cognitive, compensation, metacognitive, affective, and social (Rohayati, 2018; Astria & Rahman, 2023).

Several previous studies related to Indonesian language learning strategies are relevant to this study (Budiyono, 2020; Azhari et al., 2021; Putri et al., 2023; Nurshakilah et al., 2024). The study examined Indonesian language learning strategies in the context of learning and curriculum at elementary school, junior high school, and high school levels. No one has studied the types of learning strategies that are more specific in Indonesian language learning. Therefore, this study attempts to conduct a study related to learning strategies used by elementary school students.

Based on the previous facts and descriptions, this study aims to identify various Indonesian language learning strategies among elementary school students, which include memory, cognitive, compensatory, metacognitive, affective, and social strategies.

2. Research Methods

This research is a qualitative descriptive study employing a content analysis methodology through a descriptive approach. The descriptive method is a fact-finding approach that involves interpreting accurate accomplishments. All successfully acquired and evaluated data, comprising statements from respondents and informants, is presented in narrative style. In this study, the population was grading III students at Public Elementary School 35 Kimindores Kota, Raja Ampat Regency.

The sample for this study was made up of 19 grade III A students chosen at random using a method called purposive sampling, which is a way to get information from a subset of the population by taking certain factors into account. The research tool was a questionnaire sheet called Language Learning Strategies (LLS), which had six student learning strategies on it. A qualitative descriptive method was used to analyze the data.

3. **Results and Discussion**

This study specifically intends to investigate the Indonesian language learning methodologies employed by grade III pupils at Public Elementary School 35 Kimindores. This study uses a data collection instrument, namely a questionnaire sheet. This questionnaire is used to determine students' responses to 6 Indonesian language learning strategies while studying at school. The following is the calculation of the value of each of the six Indonesian language strategies in Table 1.

1. Memory Learning Strategies

Table 2. Memory Learning Strategies

Name	Memory Strategy Score
N1	17
N2	16
N3	17
N4	17
N5	17
N6	15
N7	16
N8	15
N9	21
N10	15
N11	13
N12	15
N13	15
N14	19
N15	15
N16	24
N17	25
N18	15
N19	15

Based on the students' answers to the memory strategies questionnaire, 19 students were found to be in the group shown in Table 1. These students can use memory strategies to try to connect what they already know with what they are learning in Indonesian. Students use new words in each sub-theme of Indonesian so that pupils can remember the words and their

meanings. The teacher uses a picture to make it easier for students to remember new words in the sub-theme of Indonesian to make it easier for pupils to remember phrases. Students can tell stories about certain events according to the sub-theme of Indonesian being studied so that they can easily remember their lessons, and pupils also often review or retell the Indonesian material they have learned to their friends in class.

2. Cognitive Learning Strategies

Table 3. Cognitive Learning Strategies

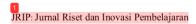| Name	Cognitive Strategy Score
N1	25
N2	20
N3	18
N4	20
N5	22
N6	17
N7	22
N8	19
N9	20
N10	18
N11	19
N12	10
N13	18
N14	22
N15	18
N16	30
N17	16
N18	21
N19	22

The results of Table 3 show that the students' responses to the questionnaire sheet on cognitive strategies obtained results from 19 students. Whereby using cognitive strategies, students can pronounce or rewrite sentences from the Indonesian sub-theme being studied, trying to read aloud sentences or readings in each sub-theme repeatedly. Additionally, practice explaining the readings of each sub-theme correctly according to what I understand, use new vocabulary that I get from reading each sub-theme to explain or answer questions orally or in writing. Next, they like to mention new words that I find in each Indonesian subtheme if asked by the teacher, and students can present the assignments I have done in front of friends.

3. Compensatory Learning Strategy

Table 4. Compensatory Learning Strategy

Name	Compensation Strategy Score
N1	11
N2	13

Name	Compensation Strategy Score
N3	15
N4	10
N5	14
N6	13
N7	21
N8	13
N9	19
N10	15
N11	10
N12	11
N13	13
N14	14
N15	13
N16	15
N17	17
N18	8
N19	14

The analysis presented in Table 4 reveals that 19 students responded to the questionnaire on compensation strategies. Whereby, using compensation strategies, students can guess the meaning of new words that they find in each subtheme of Indonesian language lessons. In addition, using body language (body movements) when explaining the reading of each sub-theme to classmates and teachers, rewrite the new words that I learned if students do not understand their meaning. If students do not understand the meaning of the words from each reading in the subtheme, they use similar words.

4. Metacognitive Learning Strategies

Table 5. Metacognitive Learning Strategies

Name	Metacognitive Strategy Score
N1	24
N2	26
N3	34
N4	26
N5	28
N6	24
N7	29
N8	24
N9	33
N10	27
N11	25
N12	22
N13	28
N14	23
N15	28
N16	36

Name	Metacognitive Strategy Score
N17	26
N18	22
N19	27

The results in Table 5 show that by using metacognitive strategies, students can use many ways to practice Indonesian, including paying attention to mistakes in learning Indonesian to learn better and paying attention to teachers or classmates when speaking or explaining each sub-theme correctly. Furthermore, discovering methods to enhance Indonesian language acquisition and establishing a study timetable to ensure adequate learning time for students is essential. Additionally, seeking companions to collaboratively learn Indonesian, identifying numerous opportunities to practice reading Indonesian language classes, and monitoring the outcomes of Indonesian language acquisition following each daily practice or semester examination.

5. Affective Learning Strategies

Table 6. Affective Learning Strategies

Name	Affective Strategy Score
N1	24
N2	22
N3	20
N4	23
N5	21
N6	19
N7	25
N8	19
N9	19
N10	16
N11	17
N12	20
N13	18
N14	23
N15	20
N16	28
N17	19
N18	22
N19	24

Furthermore, the results in Table 6 show that by using affective strategies, students can learn Indonesian in class easily, encourage themselves not to feel anxious about learning Indonesian, and always tell themselves that "they are the best.". In addition, when they finish learning Indonesian, they realize when they feel nervous or tense when learning Indonesian,

tell others (parents/friends) about their feelings (likes/dislikes) learning Indonesian, and follow Indonesian lessons fully and attentively.

6. Social Learning Strategies

Table 7. Social Learning Strategies

Name	Social Strategy Score
N1	10
N2	13
N3	12
N4	7
N5	12
N6	7
N7	8
N8	8
N9	11
N10	9
N11	9
N12	6
N13	13
N14	6
N15	8
N16	12
N17	11
N18	6
N19	6

As you can see from Table 7, 19 students answered the social strategies questionnaire. As an example of social strategies, students asked their friends to explain the Indonesian language lesson again if they didn't understand, asked the teacher to correct their spoken or written answers from Indonesian language lessons, and practiced reading Indonesian language lesson readings to their classmates.

The results of the questionnaire calculation of the overall language learning strategy, especially Indonesian language learning, are presented in Table 8 below.

Table 8. Questionnaire Calculation Results

Name	Language Learning Strategy Score					
	Memory	**Cognitive**	**Compensation**	**Metacognitive**	**Affective**	**Social**
N1	17	25	8	24	24	10
N2	16	20	13	26	22	13
N3	17	18	15	34	20	12
N4	17	20	10	26	23	7
N5	17	22	14	28	21	12
N6	15	17	13	24	19	7
N7	16	22	12	29	25	8
N8	17	19	13	24	19	8

Name	Language Learning Strategy Score					
	Memory	Cognitive	Compensation	Metacognitive	Affective	Social
N9	21	20	19	23	19	11
N10	17	18	15	27	16	9
N11	13	19	10	25	17	9
N12	17	16	11	22	20	6
N13	17	18	13	28	18	13
N14	19	22	14	32	23	6
N15	15	18	13	28	20	8
N16	24	30	15	36	28	12
N17	25	16	17	26	19	11
N18	17	21	8	22	22	6
N19	17	22	14	27	24	6
Total	275	324	208	436	334	151

The results of the recapitulation of responses to Indonesian language learning strategies show that the highest number is in metacognitive strategies, and 1 student is in cognitive strategies. This indicates that grade III students enhance their comprehension of Indonesian language acquisition through the application of metacognitive methods. Students can readily identify errors in their learning. Students may focus on teachers or peers while articulating or elucidating each sub-theme accurately (Saputro et al., 2023).

Furthermore, students employ metacognitive learning strategies to enhance their proficiency in the Indonesian language and develop study schedules to allocate sufficient time for their studies. Students can engage with peers to jointly learn Indonesian, so gaining numerous opportunities to practice reading in Indonesian language classes and assess their learning outcomes. In addition, the results of the data analysis showed that there was only one student (S1) who tended to choose cognitive learning strategies when learning Indonesian. The students can pronounce or rewrite sentences from the Indonesian sub-themes studied, try to read aloud sentences or readings in each sub-theme repeatedly, and practice explaining the readings of each sub-theme correctly according to what they understand. Students can utilize new vocabulary obtained from reading each sub-theme to articulate or respond to questions orally or in writing (Mustadi et al., 2021), and they enjoy referring to new terms found in each Indonesian sub-theme while presenting completed assignments to their peers (Saputro et al., 2024).

4. Conclusion and Suggestions

The research findings indicate that the six learning strategies—memory, cognitive, compensation, metacognitive, affective, and social—particularly metacognitive strategies,

positively influenced grade III students at Public Elementary School 35 Kimindores. Among these strategies, metacognitive strategies were the most frequently employed in learning Indonesian. Students demonstrated the ability to promptly identify errors in their learning, attentively engage with teachers or peers during discussions of each sub-theme, discover methods to enhance their proficiency in Indonesian, create study schedules to allocate sufficient time for studying, collaborate with peers for joint Indonesian learning, and seize numerous opportunities to practice reading while focusing on Indonesian learning outcomes.

As an idea, the study's results could help elementary school teachers improve how their students learn by paying attention to their metacognitive aspects. It is also suggested that more research be done on how to use learning media and language learning strategies to help elementary school students learn Indonesian. This would be a good thing to think about for the school's plans and facilities.

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