

Strategies for Teaching English as a Foreign Language (EFL) to Senior High School: A Systematic Literature Review

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ABSTRAK

Learning English has begun to be implemented from junior high to senior high school. The purpose of this article is to outline some effective strategies that are often used by teachers of English as a foreign language (EFL) for students in senior high school. The method used in describing strategies for teaching English as a Foreign Language (EFL) to high school students is to refer to a literature review study. The results of this study found several strategies that can be used by teachers in learning English for high school students, including memory strategies, cognitive strategies, compensatory strategies, metacognitive strategies, affective strategies, and social strategies. The implications of this paper can be useful in the world of education, especially for teachers. Various findings in this paper can be a reference for teachers in developing English learning strategies to make it easier for students to learn.

Keywords—Learning strategies, English, high school

Abstract

Learning English has begun to be implemented from junior high to senior high school. The purpose of this article is to outline some effective strategies that are often used by teachers of English as a foreign language (EFL) for students in senior high school. The method used in describing strategies for teaching English as a Foreign Language (EFL) to high school students is to refer to a literature review study. The results of this study found several strategies that can be used by teachers in learning English for high school students, including memory strategies, cognitive strategies, compensatory strategies, metacognitive strategies, affective strategies, and social strategies. The implications of this paper can be useful in the world of education, especially for teachers. Various findings in this paper can be a reference for teachers in developing English learning strategies to make it easier for students to learn.

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I. INTRODUCTION

English language learning has become a compulsory subject for students starting from junior high school to senior high school (Agustina & Anum, 2021). This is in accordance with a circular from the Ministry of Education, Culture, Research and Technology in Indonesia announcing the decision that English is a compulsory subject that has begun to be implemented from grade three of elementary school, which has been regulated in Permendikbud Ristek Number 12/2024. English is an international language that is the main language of countries in the world (Mappiasse & Bin Sihes, 2014). According to Huda, Dewi, and Widyaningrum (2017), English has a very significant role in facing the era of globalization. Its function is not limited only as a cross-country communication tool, but also increasingly important in various fields such as science, technology, socio-economics, and culture.

English lessons that have been learned from elementary school to high school have their own challenges for teachers as educators to students. Although teachers have used various types of learning techniques in channeling their knowledge, it does not necessarily attract students' interest in learning English. This is a challenge for all English teachers. English teachers must always innovate to make students always actively involved in the learning process. So that learning strategies are needed for teachers to be able to

develop English learning to high school students.

According to Weinstein et al. (2000), learning strategies are forms of thinking, behavior, and beliefs that facilitate new knowledge and skills. Therefore, it is very important for learners to be better able to use learning strategies in the language learning process. They can learn strategies with strategy training that can be provided by their teachers so that they will increase their sense of agency, self-efficacy assessment, motivation, and self-confidence (Chamot et al., 2004). The use of efficient strategies has a significant effect on the improvement in understanding English.

Strategies are ways that people use to help solve problems in their lives. Learning strategies are strategies, ideas, or thoughtful behaviors for the learning process and memory of linguistic and content knowledge in the field (Wael et al., 2018). Learning strategies are habits or dispositions in the act of processing knowledge, so that students feel comfortable in learning situations to develop their abilities in the learning process. Learning strategies are the best ways that students use in learning activities.

EFL learning strategies are English as a Foreign Language (EFL) learning referring to English language learning in the classroom (Rohayati, 2016). De Bot et al. (2005) also explained that EFL is an engineering process to focus on language learning that takes place in formal situations.

II. RESEARCH METHODS

This research uses a literature review or literature review. Carnwell and Daly (2001) literature review aims to analyze and synthesize existing knowledge related to the topic to be studied to find gaps for the research to be carried out. This research is a literature study with the method used, namely systematic review or what is called Systematic Literature Review (SLR) is a systematic technique for collecting, critically examining, integrating and collecting the results of various research studies on research questions or topics to be explored. According to Carnwell and Daly (2001) the steps with the literature review approach include; (1) determining the scope of the topic to be reviewed, (2) identifying relevant sources, (3) reviewing the literature, (4) writing a review and (5) applying the literature to the research to be carried out.

III. RESULTS AND DISCUSSION

Types of English as a Foreign Language Learning Strategies

This article discusses English as a Foreign Language (EFL) learning strategies for high school students. It refers to the explanation of Oxford (1990) who developed a classification of LLS (language learning strategies) suitable for high school students. According to Oxford, language learning strategies consist of six categories: 1) memory strategies, 2)

cognitive strategies, 3) compensatory strategies, 4) metacognitive strategies, 5) affective strategies, and 6) social strategies. The following is the explanation:

1. Memory Strategies

Memory strategies are memory-related strategies that help learners connect one foreign language concept to another. It can provide new information for the learner, such as; vocabulary addition, to remain in long-term memory, such as: drawing to help remember new words, saying or writing new words to remember them, and connecting with material already learned.

These strategies can use sounds, images, a combination of sounds and images, and body movements (Oxford, 1990). Memory strategies are indicated for memorization and occur in the beginning process (Lan, 2005). Memory strategies, students may not acquire new knowledge by trying to understand it, but they only remember words, and sounds. Memory learning strategies are used by students by utilizing prior knowledge and learning experiences. This learning strategy involves a lot of memory and learning processes that use memory. For example, if students connect speech sounds with things they have remembered, they are using memory learning strategies. Included in this learning strategy is repeating previous lessons. Similarly, if the learner uses gestures to aid comprehension, then the learner can be said to be

practicing a memory learning strategy.

2. Cognitive Strategies

Cognitive strategies are the process of learners using language to learn or complete tasks about language, for example: watching English movies or TV programs, listening to English radio/CDs, and using English computer programs (Oxford, 1990). Biggs (1988) explains that the purpose of cognitive strategies is not for memorization but for more processing in language use.

Cognitive strategies are all behaviors that arise in the teaching and learning process related to the use of the learner's thinking power. This strategy can take the form of various activities. There are six kinds of cognitive behavior that can represent this cognitive strategy in students, including: 1) correcting their own mistakes, 2) using gestures, 3) practicing pronouncing words, 4) writing in a notebook, 5) reading from the blackboard, and 6) staring at teaching media.

3. Compensatory Strategies

Compensatory strategies are strategies that can help the learner to make up for lost knowledge when listening, reading, speaking, or writing. For example, using gestures or body language (for speaking), repeating sentences (for speaking or writing) asking for help (for listening, reading, speaking, or writing), and making guesses based

on context (for listening and reading) (Oxford, 1990).

Compensatory learning strategies are used by learners who already have fairly high skills. These learning strategies are usually used to overcome some limitations in language. Learners who have difficulty explaining something in the language they are learning, for example, can use definitions or translations in speaking to keep the language process going. Even gestures can be used to compensate for limitations. This type of compensatory learning strategy can determine or choose the topics themselves. Even avoiding difficult topics is also a strategy in this group.

4. Metacognitive strategies

Metacognitive strategies are learning strategies in which the learner can manage his overall learning process by identifying, planning, organizing, monitoring, and evaluating his own learning style, for example, setting time to study to check his progress, and analyzing mistakes and trying not to repeat them again (Oxford, 1990).

Metacognitive strategies relate to learner techniques and behaviors in dealing with and managing teaching and learning materials. Metacognitive strategies are realized by a variety of activities that can be included in the following categories: a) deciding on planning attention, b) organizing teaching and learning activities, and c) evaluating the teaching and learning process. In this strategy, all processes must come from and be

done by the learner. According to Lestari and Wahyudin (2020) metacognition is the most frequently used strategy in the learning process for students.

5. Affective Strategies

Affective strategies are strategies that can help learners cope with their emotions, motivations and attitudes when learning English. As well as identifying the moods and anxiety levels that students feel. Affective strategies relate to learners' behavior, attitudes and feelings in the face of the learning process. These strategies are divided into two namely: positive affective and negative affective. Positive affective strategies are learner behaviors that show that learners accept and appreciate the teaching and learning process.

Negative affective strategies are learner behaviors that show rejection and disrespect for the learning process. Rejection of the teaching and learning process is seen as a neutral attitude and is not related to good or bad values. Positive affective strategies are described by behaviors including; laughing which shows pleasure or satisfaction, smiling which shows satisfaction and pleasure because of funny things. Negative affective strategies are described by the following behaviors: showing confusion, complaining, not paying attention to the teacher, talking to a peer that does not discuss the lesson, and showing an indifferent attitude

6. Social strategies

Social strategies are strategies regarding how students interact with others in the context of learning English and understanding English culture, e.g. speaking with native speakers, asking someone to speak slowly, and exploring cultural and social norms in English-speaking countries (Oxford, 1990). Social strategies relate to students' cooperation with their peers in achieving learning goals. This strategy is realized in several activities including: a) talking with peers about lessons, b) helping friends according to teaching and learning activities, c) asking for help from friends, and d) giving praise to friends.

This categorization seems simpler, but the boundaries are clearer. Oxford (1990) divides learning strategies into two broad parts: direct and indirect. Direct strategies are further broken down into three types; memory, cognitive, and compensatory. Indirect strategies are divided into three: metacognitive, effective, and social.

While the explanation from Burden and Byrd (1999) suggests several strategies that teachers can choose in learning, which are as follows:

1. Deductive-Inductive Strategy

For teachers, planning learning strategies is an important part to maximize the learning process. So it is necessary to consider strategies that are useful for achieving learning success. Some strategies are teacher-centered, such as lecture, recitation, questioning, and practice. More

student-centered strategies, which emphasize inquiry and discovery. Through deductive learning strategies, lessons can start with known principles to unknown principles. The difference between the two is exemplified in the following example where the teacher teaches the concept of topic sentence, the teacher using the deductive approach asks the students to read the sentence and ends the lesson by asking the learners to read the definition of topic sentence.

Next, the teacher gives an example of a topic sentence and ends the lesson by asking students to write and find other examples. Although newspapers are a good medium that can be used for topic sentence lessons. However, the inductive approach can provide examples of paragraphs with an emphasis on the topic sentence. In this strategy, the teacher does not tell the students the first part of learning a topic sentence or give the definition, but the students will eventually discover what a topic sentence is.

2. Direct Expository Strategy and Due Diligence

In the direct expository strategy, the teacher structures the learning process with a sequential forward method. The teacher carefully controls the material and skills learned. Through direct expository strategy, teachers can convey new skills and concepts in a relatively short time. The direct learning strategy is material-centered and the teacher clearly conveys the learning objectives to the students.

The teacher monitors students' understanding and provides feedback on their performance. Included in direct learning strategies is explicit learning. Thorough learning strategies are based on the belief that all students can complete the material taught if the conditions of the lesson are prepared for it. These conditions include students being given sufficient study time, feedback on their performance, an individualized learning program related to the portion of the material not mastered in the initial learning, and the opportunity to demonstrate mastery after remediation.

According to Naiman, et al (1978) English learning strategies have 10 types of learning strategies sourced from Stern (1975) namely: planned, active, empathic, formal, experimental, semantic, practice, communicative, monitoring, and appreciation. This categorization can cover the process that takes place while learning. However, according to Stern himself, these types of strategies are still provisional and require further confirmation and modification. For example, some of the groups still seem to overlap. Some of the properties of plan strategies resemble those of monitor strategies. Thus, formal strategies and practice strategies. Many researchers categorize learning strategies into four types: cognitive, metacognitive, effective, and social (O'Malley & Chamot, 1990; Oxford, 1990).

IV. CONCLUSION

Based on the literature study presented above, it can be concluded that there are several strategies that can be applied in learning English as a foreign language for high school students, including; (1) memory strategies, which are strategies related to memory to help learners connect one foreign language concept with another, such as: drawing to help remember, pronounce or write down new words, (2) cognitive strategies, which are strategies related to the use of language to learn or complete tasks about language, such as watching movies or TV programs that are in English, 3) compensation strategies, which are strategies that help learners to replace lost knowledge when listening, reading, speaking, and writing. For example, using gestures or body language to speak, (4) metacognitive strategies are strategies that learners do in managing their overall learning process by identifying, planning, organizing, monitoring, and evaluating their own learning styles, such as managing time for their own learning, (5) affective strategies are strategies that help learners deal with their emotions, motivation, and attitudes when learning English, and (6) social strategies are strategies that explain how students interact with others in the context of learning English and understanding English culture. Basically, the various strategies described previously have limitations in making it easier for students to master English.

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