RESEARCHING LEARNING STRATEGY TRAINING IN ENGLISH CAMPS: ACTS AND FACTS

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ABSTRACT
As English grows as a foreign language in Indonesia, which is rarely used daily, learning strategy training might be one innovation to help students acquire the target language quickly. This study aimed to research the implementation of learning strategy training in English camps and understand the effect of the training on the student’s ability to solve their learning problems, especially in speaking English. It was a qualitative design with a case study approach. This research was conducted in the English village of Kampung Inggris Pare. It limited the investigation of learning strategy training in English boardings or camps. Four participants consisting of three students and one instructor were selected purposely. The data were gathered by conducting direct observations, interviews, and photos. They were then analyzed in six steps starting from preparing raw data materials to interpreting the meaning of the theme into qualitative descriptions. The results show that the instructor trained two domains of students’ soft skills: affective and cognitive. From the affective side, the instructor encouraged students’ motivation to stay enthusiastic, not hesitate to speak, and are not scared of making mistakes. While from the cognitive side, the instructor trained students to learn English through their hobby or passion, such as through a song or movie for those who love music or watching. In fact, students could find and develop their own learning strategies based on their learning style and “let it flow” without paying more attention of grammar errors. Therefore, this study suggested teachers or instructors approach the students emotionally and train them to learn English with appropriate strategies based on their learning style or passion.

Keywords: Learning strategy, speaking skills, affective and cognitive, motivation, learning style.

INTRODUCTION
English serves as the language of communication for people worldwide. With English, citizens across the country can interact, collaborate, and distribute knowledge efficiently. Therefore, English is a lingua franca that can unite different cultures and languages of different countries (Pratiwi et al. 2020). Therefore, according to Sugiarto and Mega (2020), English is essential as a medium to improve self-competence.

However, the development of English is divided into several stages. English does not always function as a second language (ESL) in a country but as a
third language or what is commonly called a foreign language (EFL). Countries that adopt English as a foreign language are mostly former British colonies, such as Singapore and Malaysia. These countries used English as a medium of communication in schools and government. As a result, most of its citizens use this language in their daily communication. Conversely, those who adopted English as a foreign language were countries colonized by non-British colonies, such as Indonesia (Suardi & Pratiwi, 2022). In this atmosphere, English is not used in communication at school or in government in general. For this reason, these countries must encourage their citizens, especially students, to try harder and be more active in mastering English (Al Hosni, 2014).

Sarafianou and Gavrilidou (2015) claim one of the essential developments in foreign language teaching and learning that resulted in the birth of learning strategies research in the 1970s was the interest shift of academics’ and practitioners from the teacher and the teaching product to the student and the learning process. There is no doubt that investigation and discussion of language learning strategies are essential in response to this development. Chamot (2004) reveals some current issues in language learning strategy research that affect teachers and students of foreign languages.

Haryanto (1998) mentions eight factors influencing the learning process: attitudes, motivation, learning strategy, teachers’ competence, learning material, parents’ role, school community, and school policy. However, from the eight aspects, he reveals that learning strategy arise as the core, whereas the others are peripheral or incidental. Weda, et al. (2018) also notice three psychological factors that influential to the successfulness of the learning process and academic performance. One of them is learning strategies. Bukhary and Bahanshal (2013) also reveal that the teacher must rely on their capability to enhance the students’ motivations and propose different strategies that will further develop their language learning. All these explanations demonstrate that learning strategy are essential in second language acquisition and learning, especially for the English major.

Gani, Fajrina, and Hanifa (2015) then state that learning strategies can be seen as particular ways of processing information that is used by students to improve understanding, learning, or storage of the data. Also, Mufidah (2014) claims learning strategies are a person's approach to learning and using information." Fauziati (2015) informs language learning strategy simply refers to an individual's method to complete a task. It is connected when language students are likely to face new input and difficult tasks given by their instructors. They attempt to find the quickest or most straightforward way to do what is required, that is, using language learning strategies is inescapable.

There is no given strategy which is good or bad. It is mostly neutral until the context of its use is thoroughly considered. A strategy is positive and useful if the strategy relates well to the L2 task at hand, fits the particular student's learning style preferences to one degree or another, and when the student employs the strategy effectively and connects it with other relevant strategies (Oxford, 1990). From numerous different strategies, there are many choices in which students can
consciously select the appropriate one to optimize their chances of success in achieving their goals in learning and using the language (Gani, Fajrina, & Hanifa, 2015). By applying the right strategies, the process of learning the language will increase and develop significantly.

Sarafianou and Gavriilidou (2015) state, “a major claim of learning strategy research is that strategies can be taught.” According to Oxford (2003), students do not always realize the power of consciously using foreign or second language learning strategies to make learning more comfortable and more productive. Still, teachers’ skills can help their students develop an awareness of learning strategies and use a broader range of appropriate strategies. As the example revealed by Benson et al. (2013), “In recent years, several studies have been conducted about communication strategy training and performance on communicative tasks.” In line with this evidence, it is generally indicated that language learning strategies can be taught.

“The presence of language learning strategies used is not a novelty concept in the context of developing language ability” (Marlin et al., 2021: 232). However, this current research focusing on learning strategy training is limited. Therefore, this study was conducted. The purpose of this research was to researching the implementation of learning strategy training in English camps and understanding the effect implication of the training to the students’ ability in solving their learning problem, especially in speaking English. Thus the formulated questions were:

1. How do the instructors train the students’ learning strategy, especially in speaking English?
2. What are the impacts of the learning strategy training to the students’ ability in solving their learning problems?

METHODS

This study aimed to research the implementation of learning strategy training in English camps and understand the effect of the training on the student’s ability to solve their learning problems, especially in speaking English. Referring to the objectives, this study used a qualitative design with a case study approach. Qualitative research data could be picked up using several methods (Pratiwi et al., 2020).

This research was conducted in the English village of Kampung Inggris Pare. Some studies reported it is a center for learning English, where it produces successful students after studying there. The English village of Kampung Inggris Pare consisted of some contributing factors that support the students’ English learning acquisition quickly, such as the authentic English environment, English boardings or camps, talkative and interactive classroom activities, and many others. However, this study limited the investigation of learning strategy training in English boardings or camps.

The term of “camps” referred to the dorms where students stay in Kampung Inggris Pare. This English boarding have strict rules, learning program, English area. Each camp was controlled by one or more the one instructor to guide
students to have their better learning. According to Ahsanu, Februansyah, and Handoyo (2014), English camp is a place that facilitates the symbiotic or reciprocal interaction between tutors and students, and between fellow students a friendly and warm atmosphere. In camp, the students have more opportunities to interact and communicate with the camp tutors without fear. This democratic atmosphere encourages students’ motivation and active participation in basecamp.

Four participants consisting of three students and one instructor were selected purposely. They were people who stayed in the same English camp. It was an English camp organized by Mr. Bob's institution. Mr. Bob is one of the best institutions from 160 institutions there. It is famous for its English camp program. The participants were anonymous. Three students were reported as P1, P2, and P3. While an instructor participant was reported as P4.

To gather the data, I conducted direct observations, made interviews, and took photos. The data were then analyzed in six steps starting from preparing raw data materials to interpreting the meaning of the theme into qualitative descriptions (Cresswell, 2014).

FINDINGS AND DISCUSSION

This session investigate the learning strategy training conducted by instructors in the scope of English boardings or camps. Some prove were presented to support the data, such as the figure, the extract of conversation, the data of interview, and the result of direct observation.

Learning Strategy Training in English Boarding or Camps

While visiting this English village to study English, most students spend a couple of days or months till they master English. So, in this English village, students could choose two kinds of residences: rented houses and English boarding or camps. Rented houses were controlled by the native people. So, no instructorial or training happens at these residences. While the English boarding or camps, most were administered by course Institutions and would be handled and controlled by one or more than one instructor. This condition opened chances for students to practice English more in daily communication with instructors or their roommates. Besides, it is allowed students to acquire more learning strategy training and instructorial from their instructors at English boarding or camps.

English boardings or camps in this English village had scheduled learning programs conducted twice a day: in the morning and evening. Morning and evening class activities varied depending on the institutions that managed the camp. The programs and learning activities were guided by instructors. Basically, instructors had a curriculum guide about the material or types of activities. However, they were free to create activities according to students’ needs. Instructors usually provided material under students’ requests, such as discussing topics that students had learned in regular classes but still confused them. This activity was undoubtedly beneficial for students who wanted to review lessons. It also opened more opportunities to exchange ideas between students. On this occasion, most students also complained and shared about the learning difficulties.
they encountered in regular classes, so the instructor gave much training related to appropriate learning strategies. The figure was presented

![Figure 1. Learning activities in camp when instructor trained learning strategies](image)

Based on my observation, I captured a conversation of P1 and P3 that try to overcome limitations by making various efforts to convey their messages. So, they could understand each other, whether it is verbal or nonverbal strategy. In the conversation, the participants were seen that they ignored the grammatical structure of English. Many sentences were incomplete according to grammar rules, such as in line 1, "can help, please," and line 5, "have time?". These sentences were missing the subject and auxiliary verb. However, the conversation went smoothly because they understood the context.

In this observation, I saw the instructor trained and encouraged students to stay enthusiastic, do not hesitate to speak, and are not scared of making mistakes. In fact, students could find and develop their own learning strategies through all the experiences and facilities they find in this English village. The extract is as follows:

Table 1. Observation data (conversation)

<table>
<thead>
<tr>
<th>P1: Can help, please?</th>
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<tbody>
<tr>
<td>P3: Yes, what can I do?</td>
</tr>
<tr>
<td>P1: Please listen me, I want how to say “berlatih presentasi”</td>
</tr>
<tr>
<td>P3: Oh ok. When?</td>
</tr>
<tr>
<td>P1: Now, have time?</td>
</tr>
<tr>
<td>P3: Yes, why not?</td>
</tr>
</tbody>
</table>

To confirm about their learning strategy to maintain the conversation and the process of how the instructor train them, I asked participants. P1 and P3 revealed that they maintained their English conversations by holding a principle of "let it flow." P1 stated

Table 2. Interview data (interview)

Cymp instructors always remind students, especially for beginners, to speak
Based on the above statement, consciously or unconsciously, this process is a strategy training provided by instructors to students. Instructors motivate and encourage students to eliminate the fear of making mistakes and always think positively to help students develop a strategy to control their emotions. Therefore, they could not be denied that instructors' role is crucial to provide primary input and motivate them to achieve the learning goals quickly to become successful language students.

A instructor is a person who has significant power to influence students' point of view. Having experienced and fun instructors are one of the branding promotions that make this English village famous. Therefore, the instructor is the first person to provide knowledge and noncognitive input to students studying in this English immersion program. The input was then developed based on students' learning style, the interest, and the goal.

In the English camps' teaching and learning process, the instructor started the initial meeting in each period, especially the basic level, by providing a lot of motivation to change the students' view that learning English is difficult and tedious. After students feel ready to study, the instructor then distributes the material to improve their cognitive abilities. The instructor assumed that by having a positive view of English, the teaching and learning process could be guaranteed in the following days. P2 argued

<table>
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<th>Table 3. Interview data (interview)</th>
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<td>&quot;At first, I felt nervous and shocked due to the English area. I never practiced my English and saw everyone speak English after coming here. But daily, the instructor encouraged and motivated us to study and not to fear making mistakes, especially speaking English. Not only giving motivation, but the instructor also train us in some strategies to learn, such as learning English through something fun, such as watching the movie&quot;</td>
</tr>
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</table>

In between carrying out a series of learning activities at the camp, instructors often tell their strategies to improve vocabulary, fluency in speaking, and proper pronunciation techniques. I noted a brief explanation given by one of the camp’s instructors as P4 to support the above interview data. The extract was presented

<table>
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<tr>
<th>Table 4. Observation data (instructors’ strategy training)</th>
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| "Do you know that I graduated from Senior High School and have not yet continued my education at the tertiary level? I wasn't a language major in high school nor an English major in university, but I can stand here as your instructor. Do you know what I've been doing all that time? Well, I study in this English village with great motivation to master English because I have always hated English. At first, it wasn’t easy, but I quickly adapted because the instructors were always encouraging, and this environment supported us in doing all. I didn’t know how to memorize all the vocabulary I had learned and pronounce them correctly. Several instructors shared their strategy that the vocabulary was not memorized but reviewed. You do this by writing five
According to the quote, the instructor's method of teaching the students during morning class was one she frequently practiced alone. The teacher suggested that the approach she used to be adopted. As each student has a unique learning style, it is also possible for them to adopt another, more practical method. The learning process would immediately be more comfortable if the right strategy were chosen and suited to the students' interests. Instructors constantly offered campers support and inspiration and taught the learning strategy.

DISCUSSION

Sarafianou and Gavriilidou (2015) state, “a major claim of learning strategy research is that strategies can be taught.” And "The better understanding of language learning strategies for English teachers can help students learn more successfully and develop their learning autonomy" (Lee, 2010). According to Oxford (2003), students do not always realize the power of consciously using foreign or second language learning strategies to make learning more comfortable and more productive. Still, teachers’ skills can help their students develop an awareness of learning strategies and use a broader range of appropriate strategies.

Chamot (2004) reports some studies used a combination of the first and second languages. From these studies, I can conclude that before training, the students, teachers, or instructors must analyze the student’s proficiency. Imposing the conditions to provide input in the target language is not recommended if the students are beginners and vice versa. It is suggested that teachers or instructors can use a combination of native languages and target languages or simple English language when training the use of appropriate learning strategies for beginning students and increase the intensity of the use of English for intermediate and advanced students. The implementation of teachers’ strategy training or instruction in this English village did in native and target languages. Teachers realize that the students’ proficiency is different, especially for basic students. Therefore, before starting to teaching the strategy, the teachers pay attention to the students’ condition to avoid misunderstanding, miscommunication, and demotivational impact.

Besides, the implementation of speaking learning strategy in Kampung Inggris Pare was conducted implicitly. Explicit learning strategy instruction refers to the development of students' awareness of the strategy used that is integrated in the input of cognitive knowledge and exercise. Therefore, teacher modeling of strategic thinking followed by student practice with new strategies, student self-evaluation of the strategies they use, and training in transferring those strategies to
new tasks (Chamot et al., 1999; Grenfell & Harris, 1999; Harris, 2003; Oxford, 1990 as cited in Chamot, 2004). Benson et al. (2013) identify that by applying the explicit instruction of communicative strategies, especially in an EFL setting, it may be an effective way to reduce natural opportunities for meaning negotiation. Language teachers can squeeze language learning strategy instructions to support students in using their effective strategies when teaching processes are running.

Kinoshita (2003), as cited in Razmjoo and Ardekani (2011), emphasizes that language learning instruction is a teaching approach that intends to raise student learning strategies awareness. It also prepares students with systematic practice, reinforcement, and self-monitoring of their strategy use when attending to language learning activities. Besides, Mufidah (2014) explains that learning strategy instruction concerns forming the students to be more active by training them on how to learn or how to use what they have learned to solve problems and be successful students. "Language teachers, as the instructors of LLS, should be aware of their indispensable role in the learning process" (Razmjoo & Ardekani, 2011). The instructors who teach students and train them to be better strategy users are considered more productive and more highly regarded teachers.

The teacher will always be a role model for language students. They are continuously looking for ways of employing the strategies to deal with situations when they face new input proposed by their instructors. Therefore, before training the students to use language learning strategies, the language teacher should observe the students' interests, motivations, learning styles, behavior, and what language learning strategies they have already used. Setiyadi and Sukirlan (2016) inform how the use of English learning strategies is correlated to their language skills. Therefore, language teachers in the country may expect their students to learn a foreign language more successfully.

CONCLUSION

As English grows as a foreign language in Indonesia, which is rarely used daily, learning strategy training might be one innovation to help students acquire the target language quickly. This study aimed to research the implementation of learning strategy training in English camps and understand the effect of the training on the student’s ability to solve their learning problems, especially in speaking English. The results show that the instructor trained two domains of students' soft skills: affective and cognitive. From the affective side, the instructor encouraged students' motivation to stay enthusiastic, not hesitate to speak, and are not scared of making mistakes. While from the cognitive side, the instructor trained students to learn English through their hobby or passion, such as through a song or movie for those who love music or watching. In fact, students could find and develop their own learning strategies based on their learning style and "let it flow" without paying more attention of grammar errors. Therefore, this study suggested teachers or instructors approach the students emotionally and train them to learn English with appropriate strategies based on their learning style or passion.
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REFERENCES


