

ANALYSIS OF ENGLISH LEARNING STRATEGIES OF CHILDREN OF IMMIGRANT WORKERS IN INFORMAL SCHOOLS IN MALAYSIA

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Abstrak

Pendidikan merupakan kunci utama yang dibutuhkan seseorang untuk mendapatkan pendidikan yang baik dan masa depan yang lebih cerah. Perlu diketahui bahwa pendidikan yang baik tidak hanya diperoleh di sekolah formal saja namun kesempatan yang sama juga dapat diraih oleh anak-anak pekerja imigran di Malaysia di sekolah informal meskipun perlu proses adaptasi tidak selalu mudah khususnya dalam belajar bahasa Inggris. Untuk itu banyak strategi pembelajaran yang mereka gunakan diantaranya (1) Strategi Memori (2) Strategi Kognitif (3) Strategi Kompensasi (4) Strategi Metakognitif (5) Strategi Afektif (6) Strategi Sosial. Penelitian ini bertujuan untuk menganalisis strategi belajar anak dalam pembelajaran bahasa Inggris menggunakan metode penelitian kuantitatif serta penyajian yang jelas, penulis akan memaparkan hasil analisis strategi tersebut. Hasil penelitian ini berupa penjabaran persentase untuk menemukan strategi yang paling banyak digunakan oleh siswa. Kesimpulannya, penulis ingin menyampaikan kepada pembaca bahwa setiap anak mempunyai cara yang berbeda-beda dalam mempelajari sesuatu.

Kata Kunci: Strategi pembelajaran, bahasa Inggris, anak pekerja imigran

Abstract

Education is the main key that someone needs, to penetrate the gates of educational institutions to get a good education and a brighter future. It should be noted that good education is not only obtained in formal schools but the same opportunities can also be achieved by the children of immigrant workers in Malaysia in an informal school. Although habituation is not always easy, especially in learning English. For this reason, there are many learning strategies that they use including (1) Memory Strategies (2) Cognitive Strategies (3) Compensation Strategies (4) Metacognitive Strategies (5) Affective Strategies (6) Social

Strategies. This study aims to analyze the children's learning strategies in learning English, and with quantitative research methods and clear presentations, the author will describe the results of the strategy analysis. The results of this study are in the form of elaboration of percentages to find the strategies most used by students. In conclusion, the writer wants to convey to readers that every child has a different way of learning something.

Keyword: *English learning strategies, children of immigrant workers, informal school*

A. INTRODUCTION

Education is the main key for someone to be able to open opportunities to achieve a better future, and an educational institution is the main gate that must be taken to get access to this education. This is the same as what has been said (Gazali, 2013) that educational institutions are a place for every human being to move toward a better future.

However, there is no doctrine which states that a good education can only be obtained in formal schools. One of the proofs is the phenomenon that the author found in an informal school in Malaysia, which is a learning center established by the Indonesian Embassy in Malaysia to provide education and learning habits for the children of immigrant workers in that country. While informal education is a path of family and environmental education that is carried out independently and with full responsibility (Raudatus.s, 2022).

The researcher chose this study because of the enthusiasm of students studying English at informal schools. According to research by Motti-Stefanidi, Masten, & Asendorpf (2015), immigrant students have academic gaps compared to non-immigrant students, and the academic performance of immigration students is low. This is due to the findings that immigrant children tend to

live with low-income parents and have low levels of formal education, so they have both working parents Sibley & Brabeck (2017).

During their journey, this informal school that was founded was also considered capable of being able to complement the needs of the children of immigrant workers in studying, so that they could go to school like children who study in other formal schools that already existed. However, it can also be said that the learning process is not always easy. One example is the process of mentoring children in these informal schools in learning English.

Further analysis is needed regarding the learning strategies used by immigrant children to learn English, to understand how they use them, in helping these children acquire the necessary English knowledge and skills. It should be known together, that a learning strategy is a part that is interconnected with the others and cannot be separated from a main component that can support how the method of carrying out a learning activity (Hasriadi, 2022).

In an article written by Justin (2019) on the same topic, it was stated that the learning strategy used in informal schools in this neighboring country uses communicative strategies, in which English interaction between teachers and students is emphasized more than the application of rigid grammar

rules. In the education of children of migrant workers, Jusman (2019) found that this method helps children develop speaking skills and listening comprehension, and increases their confidence in using English. The research report Ginting (2021) reveals that English is a global communication tool. English is a vital language in its use as a means of communication with many people. According to Ainia (2020), it is said that English is an international language that is commonly used to communicate in various ways and has also developed intellectually and socially in various fields of education

However, the authors did not find clear results regarding the methods described in the article. Therefore, the authors would like to try to present a recent article on the same topic, to analyze English learning strategies used by children of migrant workers in Malaysia, by presentations and more systematic forms of research using English as the medium of instruction.

In this context, learning strategies include memory, cognitive, compression, metacognitive, affective, and social strategies. Through this article, the author will try to provide a clear presentation of this strategy when used as a method of learning English. So that the reader can find out which strategy is most often used and liked by the students there.

B. RESEARCH METHOD

This article uses a quantitative research method, where this type of research can be interpreted as an approach based on a positivist research philosophy that studies a certain population or sample, and by collecting random data, data analysis is carried out statistically with the help of tools (Balaka, 2022). The author uses a questionnaire as a tool to collect the necessary data. Where this questionnaire will collect all the clear final results so that it can be concluded. The object of this research is the children of immigrant workers in Malaysia who are elementary school

students, who are members of a guidance center, which in this study is also referred to as an Informal School for Immigrant Students.

C. RESULT AND DISCUSSION

Furthermore, after going through several stages of research and also observing some of the learning strategies used by students in these informal schools, the author is finally able to present the right data for each learning strategy, so that it can provide a more detailed description for the reader. The details of the data can be seen through the following explanation:

Memory, cognitive, compensatory, metacognitive, affective, and social strategies are several types of learning examples that students use to help them understand and remember the things they have learned. Quoted by National Educational Association (2016), Some of the strategies above can be interpreted as follows:

- a. **Memory Strategies:** This is a technique that helps students remember information. Examples of memory strategies are repetition, organizing information, and using memory. It is this technique that helps students remember information by associating it with memorable images, words, or phrases.
- b. **Cognitive Strategies:** Cognitive strategies include techniques that help students understand information. Examples of cognitive strategies include formulating questions, compiling summaries, and making connections between new and known information.
- c. **Compensation Strategies:** Includes techniques to help students overcome difficulties in understanding or remembering information. Examples of substitution strategies are dictionaries, notes, or visual aids.
- d. **Metacognitive Strategies:** This is a technique that helps students understand how they learn and solve problems. Examples of metacognitive strategies are

lesson planning, observation, and evaluation.

- e. **Affective Strategies:** Includes techniques that help students regulate their emotions and motivation during learning. Examples of effective strategies include time management, goal setting, and stress management.
- f. **Social Strategies:** Includes techniques that help students learn from others. Examples of social strategies are teamwork, discussion, and cooperation with others.

In this study, the authors then try to group all of these strategies into a questionnaire which can then be processed into a more detailed percentage figure so that

the final results of this study can be concluded.

Table 1. *Learning Strategy Questionnaire*

	Memory Strategies	Cognitive Strategies	Compensation Strategies	Metacognitive Strategies	Affective Strategies	Social Strategies
N Valid	45	45	45	45	45	45
Missing	0	0	0	0	0	0
Means	30.47	45.29	18.71	31.33	18.89	17.60
std. Dev.	5,822	9,862	4,957	7,666	4,672	5,642
Range	30	51	24	36	24	24
Sum	1371	2038	842	1410	850	792

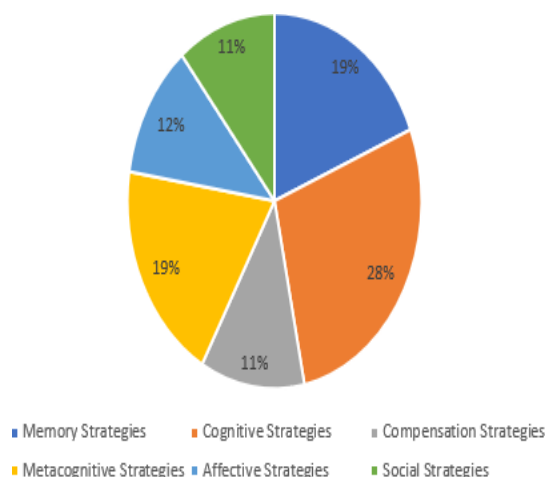
From the data above, if we calculate the most used strategies, the first strategy will appear, namely cognitive strategies with a score ($M=45.29$, $SD=9.86$). and if we look at the strategies that are rarely implemented by students, then we can see in the statistical table above if social strategies are learning strategies with the lowest score ($M = 17.60$, $SD = 5.64$). Furthermore, all the statistical results that the authors get above, the authors

simplify again in a clear presentation as shown in the image below.

From the diagram above, we can see together that the strategy most used by students in the school is Cognitive Strategies with a total percentage of 28% of the vote. From this, we can see that students like problem-solving activities, such as using problem-solving skills to overcome language challenges.

Second, students also prefer to learn using metacognitive methods where strategies have a total score ($M=31.33$, $SD=7.67$). Through metacognitive strategies, students will learn English through planned learning with observation and evaluation in each guidance. This strategy is liked by at least 19% of students.

Followed by memory strategies with the same number of percentages, however, with a score ($M=30.47$, $SD=5.82$) which stated that students who chose this strategy felt that learning English by remembering a phrase



that had been repeated or with media images felt that this method is very fun when applied in every lesson.

Continuing, in fourth place there is an affective strategy, where this strategy has a score of ($M=18.89$, $SD=4.67$). This strategy was chosen by students who feel that this strategy makes them always excited when starting a learning session because, in this strategy, teachers will always motivate students, so they can face a problem when they are learning. One way is to encourage and build students' self-confidence through positive self-talk and affirmations. In short, 12% of the votes favor this learning strategy.

The fifth strategy is Compensation strategies, where as many as 11% ($M=18.71$, $SD=4.96$) of students who choose this strategy like learning activities that use lots of media, so can answer the problems they face with aids. This strategy is usually implemented by teachers by using gestures and body language to communicate.

And last but not least is social strategies, where in this strategy the students will face a phase where they have to work together in a team, discuss and collaborate as explained earlier. With a score of ($M = 17.60$, $SD = 5.64$), this strategy succeeded in becoming the strategy most rarely used by students in immigrant children's schools with a percentage of 11%.

D.CONCLUSION

Finally, after the writer was able to describe the data above, and explained it so that it could be understood more simply by readers, the writer concluded that in a learning habituation activity both in formal and informal schools, there are many strategies that we can find. And all of these strategies are part of accompanying students' understanding in their way. No learning strategy does not have any impact on students, regarding whether this is effective or not, can be reviewed by the observing teacher.

Furthermore, the author also realizes that this article still has many shortcomings in writing and elaboration. Therefore, the reader's review of this article is highly anticipated by the author. However, the author also hopes that the results of this research can have a good impact on anyone who reads it. This article is presented as a complement to other reference articles on the same topic, and the author hopes that the results of this research can be developed through better research.

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