



HOW TO LEARN A LANGUAGE EFFECTIVELY AND WHAT FACTORS AFFECT THE ACTIVITIES LEARN A LANGUAGE

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Doi :

Keywords :


Education

Learning indonesian

ABSTRACT

The aim of this paper is to identify variables that influence the efficiency of Indonesian language learning. The library research method is applied in the writing process. Based on the discussion, behaviorism and cognitivism are two categories of learning theories that influence other learning theories. These two theories suggest that for language learning activities to be effective, they must involve experience combined with stimuli to obtain a response and provide reinforcement in the form of rewards. The award being considered does not have to be in the form of an actual item. Meanwhile, because they can see and hear, humans can learn for themselves, according to cognitivism theory. Consequently, additional examples must be provided in language learning activities.

Volume 4, No.1, June 2024, Pages : 23-29

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INTRODUCTION

Basically, learning a language is not the same as mastering a language. You don't need to learn Indonesian to be able to speak the language fluently. This may simply require language learning. Although learning is a deliberate effort to learn a language formally, its acquisition is natural, implicit, and informal. Even if an Indonesian speaker joins an Indonesian-speaking community, he still needs to learn the language. You should learn Indonesian because learning the language allows you to learn not only how to use the language but also the rules of the language.

Psychologists have proposed various learning theories which have been incorporated and refined into learning theories. Behavioral theory is the most famous theory. It emphasizes experience, particularly the use of stimuli to elicit responses and is supported by reinforcement. The theory of cognitivism which states that humans have a language acquisition device in their brain (LAD = language acquisition device) which is supported by the environment, is another well-known theory. Therefore, humans can communicate using language, not just signs, so there is a huge difference between humans and creatures. Animals can talk, but they can't talk. Language skills are acquired through interaction between language users and other language users in a speech community, which is a natural and informal process, as previously stated.

Meanwhile, language learning is a formal and conscious effort, so it tends to mean that language learning is completed at school. Overall, what should be realized in language learning practice? How to learn languages effectively and what factors influence language learning activities?

1. Writing purpose

The purpose of writing this paper is to determine the elements that influence interesting Indonesian language learning.

2. Theoretical Study and Discussion

Theoretical Aspects of Indonesian Language Learning

There are three aspects of learning Indonesian that must be studied and taught in schools. These three perspectives are:

3. Language

The semantic angle that students must study is the complex details of language, including jargon, constructions, and rules in language. Therefore, it includes morphology, phonology, syntax, and semantics.

Language skills include the ability to listen, speak, read and write possessed by language users.

The following are the basics that must be understood when developing language skills:

a) Writing Ability

Learning to write means mastering written Indonesian. Listening, speaking and reading skills lead to writing skills.

b) Principles of learning to write

- 1) Reading and writing cannot be separated.
- 2) Learning to write requires language and thinking discipline.
- 3) Indonesian writing, spelling and punctuation are all aspects of learning to write.
- 4) Writing is learned in stages, starting from copying to writing about science.

c. Speaking skills

Basics of teaching speaking:

- 1) Speaking is verbal correspondence between the speaker and the audience.
- 2) A speech can be delivered by a single speaker to a group of listeners or by a single speaker to a group of listeners.
- 3) Learning to speak needs to be useful.

d. Listening ability

Listening learning standards:

- 1) Hearing is the ability to recognize spoken sounds, words, phrases and sentences.
- 2) Listening skills are the ability to understand the information and messages conveyed and determine priorities.
- 3) Memory retention is closely related to listening.
- 4) There are stages in listening based on a person's ability to recognize meaningful linguistic elements in speech.

e. Reading ability

Basics of teaching reading:

- 1) Reading requires more than just recognizing letters and their sounds. It also requires more than just recognizing letters and sounds.
- 2) Reading, mastering language, and thinking happen at the same time.
- 3) Reading connects written symbols with the concepts represented by these letter symbols and understands them.

Receptive language skills include reading and listening skills. Read and listen to material to gain information. In contrast, speaking and writing are productive language skills that enable the production of information through speech and writing.

Therefore, learning language skills cannot be separated from each other; It is impossible to determine someone's success in reading or listening before carrying out speaking or writing activities. Because the ability to write or speak basically shows the results obtained from listening and understanding exercises.

4. Appreciation

The appreciation in question is literature. Literature is the appreciation discussed here. There are three classes of science that should be appreciated. Poetry, prose, and drama are the three categories. Dramatic literature is a form of literature that is rarely taught in schools but is often included in the teaching of prose. At school, dramatic tendencies were ignored. observing the disparity of studies when compared with other forms of literature (poetry and prose).

In terms of cognitive construction, when we talk about literature, what comes to mind is only prose and poetry. The first big problem is this. By entering drama into the realm of thought, a new paradigm must be built. even though prose and drama literature are different. Therefore, it is best to teach these three types of literature in proportion to each other. The benchmark for learning in schools is language skills—listening, speaking, reading and writing—with linguistic aspects as supporting components. This does not mean that linguistic aspects are not important; In fact, this is very important because linguistic abilities will help language skills.

Effective sentences can be written and spoken by students who understand the correct syntactic structure. Scientific appreciation exercises are coordinated into language skills sections. For example, students are expected to be able to listen and understand reading verses. This shows that learning to listen is integrated with learning to appreciate literary works (poetry).

5. Factors that Influence the Language Learning Process

a. Internal factors

There are two subjects in teaching and learning activities at school, namely students and teachers. In learning exercises, students play an important role (Dimyati, 2006: 238), there are several internal factors that influence student learning, including:

Learning perception

Students have a tendency to be aware, their attitude can tolerate or reject. If you admit it, it means you have the enthusiasm to master (ready to learn), whereas if you deny it, students would prefer not to learn.

Inspiration for learning

Weak inspiration or reduced inspiration for learning will weaken teaching and learning practices. It is recommended that students' learning motivation continue to be increased.

Study fixation.

The ability to concentrate on lessons is called learning concentration. The content of learning materials and how to obtain them are the focus of this attention.

Processing teaching materials

Students' capacity to accept learning materials and methods in such a way as to make the material meaningful for them.

Intelligence

Wechler in Dimyati defines intelligence as "a global skill" or "summary of skills" that combines the ability to act with purpose, think well, and deal with the environment effectively.

These skills become apparent when students overcome problems in learning or everyday life. According to Slameto (1995), learning activities are influenced by students' internal factors. Dimyati believes that apart from psychological factors, physical factors include health factors and physical disability factors. If a person's health is disturbed, the learning process will be disrupted. A person must take care of his health if he wants to do well in school. Substantial imperfections relate to human receptors. Learning will be difficult for someone who suffers from sensory organ disorders.

b. External Factors

Apart from being influenced by student motivation, the learning process is also influenced by external factors (learning environment). If the learning program is well structured, learning activities can increase. From a student's perspective, there are several external factors that influence student learning activities. These elements are as follows (Dimyati, 2006:248):

a) Instructors as student learning assistants.

b) A teacher is someone who, apart from being an educator and learner, also disseminates knowledge according to his or her expertise. This shows that teachers also provide instructions to students on how to learn.

c) Learning facilities and infrastructure

Because learning activities are always directly related to the environment, learning facilities and infrastructure influence the learning process.

d) Students' social environment

At school, in the family, and in society, students' social environment has a significant influence on their intelligence and behavior.

e) The school curriculum contains learning objectives and is the main basis for every lesson. A good curriculum will also bring good educational results.

Therefore, there are two kinds of factors that influence student learning, namely: internal factors which include physical and psychological aspects in the form of motivation, intelligence, attitudes, interests and talents, and external factors which include the social environment: society, family, school, and the non-social environment, which includes: natural, institutional, and material

6. How to Learn Languages Well.

Learning Principles

Even though there are many theories about learning (education), there are only two well-known learning principles (theories) that are the basis for learning activities and the creation of learning theories—cognitivism theory and behaviorist theory. According to Parera (1996), behavioristic theory can be divided into two types: classical behaviorism which was promoted by J. B. Watson and emphasizes that the learning process takes place solely based on the relationship between respondents who respond to stimuli and those who do not. Furthermore, the Neobehaviorism hypothesis with Skinner's personality accepts that learning guidelines are human movements in dealing with climate. What is more important than just stimulus (stimulation or persuasion) is reinforcement.

According to Chomsky's theory of character cognitivism, humans have a device for learning language called LAD. Every human being is able to master language through environmental influences because they have this LAD in their brain. In this case, learning activities are greatly influenced by the environment. In Parera (2006), Ausubel states that learning occurs in the human body through a meaningful process that connects existing cognitive events, concepts and propositions. A clear, integrated conscious experience with a fluid cognitive structure is what we mean when we talk about meaning. Therefore, rote learning is not the same as meaningful learning.

7. Learning Empowering Factors

As stated previously, students' internal and external factors influence teaching and learning activities. In order for language learning activities to be effective, they must first be conditioned so that learning activities can be supported by factors that influence learning activities. A teacher must be able to organize the classroom so that students can obtain as much information as possible in order to overcome physiological factors. Educators must also be able to expand the benefits and inspiration for students to study dialects. For example, by explaining the benefits of learning a language. The benefits of language proficiency (in general: language appreciation and proficiency) are not limited to school exams or national exams. However, teachers must provide an overview of the benefits of global language mastery for students' meaningful language learning. In addition, students' motivation to learn grows throughout the year and not just during exams. The natural social factor that can be shaped by educators is the school climate, while family conditions and the local environment do not allow an educator to adapt.

Therefore, so that language learning activities can be supported, teachers must maximize the conditioning of the school environment. Try as much as possible to use standard language, for

example if the community and family already use casual language at school. As well as having the option to increase the use of offices and foundations in schools to help with learning exercises.

8. Application of learning theory to educational activities

Learning theories have an impact on educational activities. According to Parera (1996), the relationship between learning theory and language teaching techniques is as follows: Grammar methods, translation methods, writing practice methods, audiolingual methods, and structural methods are all manifestations of classical theory and neobehaviorism. The mental learning hypothesis is recognized in open techniques (approaches).

The following are the characteristics of cognitive learning:

- 1) Students focus, teacher as facilitator.
- 2) Learning and learning relationships occur in an environment that is important to the student and his or her current situation.
- 3) Put emphasis on cognitive and emotional aspects

Language learning still uses behaviorist theory which emphasizes experience. Speculation that features insight and support is still very much related to language learning practice. If students regularly improve their linguistic abilities and language skills, they will be able to master the language. Moreover, it will give a reaction if it gets a feeling (upgrade). Apart from that, reinforcement will also greatly influence students' enthusiasm for learning.

9. Indonesian Language Learning Application

Aspects of language skills are the main reference in learning to teach Indonesian. The basics of each language skill are different. Therefore, teaching strategies and methods must be adapted to every aspect of language skills in every learning activity.

Listening teaching and learning strategies include:

- a) Provide specific information (via media) to students about what to listen to and how to do it based on the type and stage of activity, followed by demonstrations, watching demonstrations, and taking notes.
- b) Relationship: Students repeatedly imitate the examples given by the instructor. The teacher and students then engage in a question and answer session regarding specific listening stages.
- c) Own: give individual assignments to students according to their skill level, selected from modified models or from other media (TV and radio).

Speaking teaching and learning strategies:

- a) Educators should analyze students' overall tendencies (as material for discussion) and analyze the challenges that students may face so that they can be limited.
- b) The following activities can be used for teaching speaking: acting out a play, conducting an interview, telling a story, giving a speech, and role playing.
- c) Because learning activities will not be monotonous, using several methods will be more profitable than using just one method.

Techniques for teaching and learning close reading:

- a) To become critical readers, students essentially must be able to read quickly and understand the material. Therefore, teachers must be able to demonstrate to students how to read effectively and quickly.
- b) Educators should plan and select reading materials that suit students' abilities.

- c) Give students the freedom to read efficiently and effectively.
- d) Understanding can be expressed verbally or in writing. Procedures for composing and teaching and studying:

Composing learning exercises should go through the following stages:

- a) Make a dictionary: Students are taught to choose words correctly, use them to express their thoughts and feelings, and think about their readers.
- b) Composing strong sentences: students are trained to create various types of sentences so that their writing is simple and interesting to read.
- c) Structured paragraphs: Students learn how to write paragraphs using developed topic sentences.
- d) Limiting and explaining the meaning: In order for the essay to be more focused, it needs to limit its scope.
- e) Choosing a style and shaping the conversation: Students receive extensive instruction on how to write discourse.

CONCLUSION

There are two types of learning hypotheses that have an impact on subsequent learning speculation, namely specific behaviorism and cognitivism. According to these two theories, language learning activities can be successful (successful) if they are carried out with experience, stimulus and reinforcement (rewards) so that they produce a response. The award in question does not have to be tangible. Meanwhile, according to cognitivism, people learn by themselves by seeing and hearing. Therefore, language learning exercises should provide more models and direct application by students. Listening skills, speaking skills, reading skills, and writing skills are four aspects of language skills that are used as guidelines for language learning in schools. Apart from that, the four aspects of language skills include linguistic aspects and literary appreciation. Each language skill has its own principles and characteristics; Therefore, when carrying out learning activities, you must pay attention to each principle before choosing the right teaching strategy.

To support students' language learning activities, teachers must be able to condition and manipulate the factors that influence learning, both internal and external factors for students. Therefore, factors that interfere with language learning practice can be eliminated or at least eliminated.

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