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CHAPTER I

INTRODUCTION

1.1 Background of The Study

English as one of the main global languages, has a central role in cross-cultural communication, and access to various global information. Therefore, learning English has become an important aspect in modern education. Learning English for children is an important foundation in preparing them to face the challenges and opportunities in this global era. English is not only a communication tool, but also a skill that can give them access to global educational, information and cultural resources. In Indonesia, English as a Foreign Language (EFL) is taught as a strategic competence that is very important in the language learning and teaching process. Their studies should make reading, listening and speaking in natural English. As their confidence develops, they learn more and use English at a more advanced level. Learning should have strategies, so it can not be stressful for children. It should be fun and stimulating to make it easier to understand.

Learning strategies are the steps students take to improve their learning. Strategies are very important in language learning because they are tools for active participation and self-management, which are important for the development of communicative competence. Cohen (2017) defines The aim of employing language learning strategies is to enhance learning, address particular tasks, tackle specific challenges, facilitate a smoother, quicker, and more enjoyable learning process, and address any learning gaps. Brown (2000) states that Language learning strategies are categorized into two main types: direct and indirect. (1) Direct strategies encompass memory, cognitive, and compensation techniques. While (2) indirect strategies involve meta-cognitive, affective, and social approaches. Despite this classification, many students are unaware of their individual learning styles and mistakenly perceive learning as an obligation rather than a vital skill. Consequently, they neglect to prioritize learning methods that are personally enjoyable. This problem can be solved with creative and fun learning strategies to motivate children to become more successful learners.

The effectiveness of the learning process depends not only on effective learning strategies and methodologies but also on students' cognitive approaches. The student's appropriate cognitive style has a significant effect on the learning process. According to the same opinion by Ghofur et al. (2016) and Pratiwi et al. (2022), learning styles play an

important role in the development of critical thinking skills. From the statement above brings us to understand that learning strategies and student think is connected to the outcomes of the learning process, including academic success. Moreover, students' learning achievements stem from their own learning efforts, leading to varied levels of attainment (Santosa et al., 2020). According to Strenberg (1988) thinking styles are divided into two dimensions: (1) Internal Styles, which pertain to individuals focusing on internal matters, often introverted and less socially aware, preferring solitary work or contemplation away from others. (2) External Styles, which lean towards extroversion, sociability, and collaboration, preferring group work. Recognizing the significance of thinking styles involves students finding enjoyment in what they learn, aiding in their acceptance and comprehension of lessons and materials. Understanding these styles enables individuals, including students, to adjust their thinking to various styles, fostering adaptability and proficiency in learning achievement.

Each student is different in terms of what they need in the language learning process and how to think. Related to these problems, teachers as the main component in education are challenged to be as creative as possible in providing opportunities for students to explore and strengthen student abilities. One of the factors that affect student learning achievement is the social environment, everything that is good or bad from a child's character is caused by social interactions both from family, friends and society. The environment is very influential on the child's personality, The role of the teacher involves guiding students in unlocking their inherent potential and adjusting to the diverse demands and shifts within their surroundings (Indriyani et al., 2020). Vygotsky also argues that learning for children carried out in their social interactions with the environment will expand their knowledge and become familiar with the environment. In addition, English language learning for marginalized children is becoming increasingly difficult as they do not have access to good education due to some of the above reasons, facing challenges that can significantly affect their language learning experience as English language skills can provide opportunities to transform their economic lives.

As per Article 12 of the Republic of Indonesia's Law Number 39 of 1999 concerning Human Rights (HAM), it is affirmed that individuals possess the entitlement to safeguard their personal growth. They have the right to pursue education for self-improvement, contribute to the nation's progress, and enhance their standard of living, aiming to embody virtues of faithfulness and devotion to God, noble character, physical well-being, happiness, and prosperity, all in alignment with human dignity. Additionally, they are entitled to legal

protection against violence and discrimination as stipulated by the prEva (Volunteer B)iling laws and regulations.." Based on the 5th principle of Pancasila, namely "Social justice for all Indonesian people". From these legal statements, it is clear that every individual has the right to get the same education, even though they have different backgrounds, both in terms of social, economic, cultural, and social position. social, economic, cultural, and geographical position that distinguishes between urban communities and marginalized communities, because "Every citizen has the right to education without exception." (Article 31, 1945 Constitution, p. 1).

UNESCO (23/6) state "258 million children and young people are completely depend on education, with poverty the main obstacle to accessing it", this number represents 17 percent of all school age children in the world, most of whom do not have access to the sector education. Based on the Program for International Student Assessment (PISA) 2019, Indonesia has a low quality of education and ranks 72nd out of 77th countries in the world. one of the areas that has problems in the field of education is the city of Palembang, where problems such as high dropout rates, weak teaching staff, family economics and from the children themselves such as low understanding and character values, general knowledge and soft skills. Palembang as one of the major cities in Indonesia has problems in the field of education such as a high dropout rate reaching 1,278 children in 2018 based on the *Pusat Data Statistik Pendidikan* (PDSP) in Palembang city (Anjal & APS, 2020). In addition, Ahmad Zulianto as the Head of the Palembang City Education Office said that Palembang City lacks teaching staff because many teachers with ASN status retire every year, so it needs an additional 3,400 people to replace these positions (Wibowo, 2021).

Lessy (2020) stated that the number of marginalized children in Indonesia who have lost their right to a proper education continues to rise. Furthermore, Wahidin et al. (2017) found that parents in a marginalized environment do not value education; they are more likely to encourage their children to work rather than attend school because school is perceived to be expensive, resulting in children not receiving a well education. From the data that has been explained, it can be seen that the quality of education in Indonesia in general is still weak. The government has made many efforts to fix the problem, but the efforts have not been maximized. Therefore, it is necessary to have a hand channel from the younger generation to help the government support and solve education problems. According theory of Vygotsky in Ardiati (2021) Highlighted the importance of mental growth processes like memory, mindfulness, and reasoning, which entail learning facilitated by societal constructs

like language. Furthermore, it was underscored how children's development is nurtured through adult guidance. The study by Husna (2018) found that educational innovation for the marginalized is in the form of providing non-formal schools. Then, Ulmi et al. (2021) found that the community acts as a facilitator in the education of marginalized children.

Based on the problems and situation of education in Indonesia, especially in the city of Palembang. The writer examines marginalized children as research objects, who really need learning guidance other than parents and teachers. South Sumatra Children Volunteers (RASS) is a forum for distributing non-formal education to marginalized children which directly plays an active role in supporting government programs with the aim of providing basic rights to children, especially education through free teaching carried out by GenZ such as students in Palembang city. This supports government activities with the concept of good governance which involves the community to play a role in optimizing the government's role. Therefore, in the discussion above, the writer aims to analyze and investigate two variables, namely language learning strategies and thinking styles of students, especially marginalized children. With this research, it is hoped that volunteers will find it easier to find the best strategies for learning English so that children can achieve good learning achievements.

1.2 Research Question

To guide the investigation, the following research questions will be addressed:

1. What language learning strategies are employed by marginalized children that can influence the language learning process?
2. What thinking styles are employed by marginalized students that can influence language learning process?
3. How do the language learning strategies and thinking styles influence their language learning process?

1.3 The Objective of The Study

1. To investigate and identify the language learning strategies employed by marginalized Children.
2. To analyze the thinking styles of marginalized children, focusing on internal and external styles.
3. To describe and investigate the potential correlations between the language learning strategies and thinking styles of marginalized children.

1.4 Significance of The Study

    1.4.1   For The Children

For marginalized children, the study holds significance as it sheds light on personalized and effective language learning strategies aligned with their thinking styles. The findings provide a pathway for a more tailored and inclusive educational experience, potentially boosting their confidence, academic performance, and overall cognitive development.

    1.4.2   For The Parents

Parents of marginalized children stand to gain valuable insights into how their children learn best. The research findings can inform parents about effective language learning strategies aligned with their child's thinking style. This knowledge empowers parents to actively engage in their child's education, fostering a supportive home environment that complements classroom learning and enhances their child's overall development.

    1.4.3   For The Volunteers

Volunteers engaged in educational initiatives for marginalized children can benefit significantly from the research. Understanding the correlation between language learning strategies and thinking styles equips volunteers with insights to create targeted and engaging teaching methods. This knowledge empowers them to offer more effective support and facilitate a positive learning environment for the students.

    1.4.4   For The Writer

The research holds significance for the academic and research community by contributing valuable insights into the nuanced relationship between language learning strategies and thinking styles, particularly within the context of marginalized children. Writers can build upon these findings to further explore effective pedagogical approaches, influencing the broader discourse on education, diversity, and cognitive development.

CHAPTER II

LITERATURE REVIEW

2.1 Definition of Language learning strategies

Language can be generally described as an organized system of symbols and sounds utilized for communication and expression. Yule (2020) from the book "The Study of Language" (7th Edition), explains that language as a complex instrument that allows individuals to share ideas, emotions, and knowledge in various social contexts, promoting human relationships and cultural interactions. According to Halliday (2014) discuss that language functions as a system of meaning that allows people to share and make sense of their experiences in the world. He highlights that language is more than just a set of vocabulary and grammatical rules, it is an adaptable instrument that mirrors social and cultural contexts. Language is essential for shaping our understanding of reality and enabling interpersonal interactions, making it a fundamental element of human behavior and social structure.

Language learning refers to the journey of developing the ability to comprehend, produce, and communicate effectively in a language. According to Ortega (2019) in "*Understanding Second Language Acquisition"(2nd Edition)*, this process encompasses both natural and structured approaches to internalizing the rules and subtleties of a language, shaped by cognitive, social, and contextual influences. Language learning can take place through formal education as well as informal experiences, where learners enhance their linguistic skills through practice, interaction, and cognitive engagement. According to Ellis (2020), language learning is a complex process that involves not only the acquisition of vocabulary and grammar but also the development of pragmatic and sociolinguistic skills. Ellis emphasizes that effective language learning is influenced by various factors, including exposure to the language, the learner's motivation, and the strategies employed during the learning process. He also notes that language learning is enhanced through meaningful interactions in authentic contexts, where learners can practice language in real-life situations. This perspective underscores the importance of both cognitive and social dimensions in the language learning experience.

Learning strategies are the techniques or approaches individuals use to process, store, and retrieve information. Oxford (2017) explains that these strategies involve deliberate actions taken by learners to improve their understanding and retention of knowledge,

customized to align with their cognitive preferences and learning goals. These strategies may include tools for memory enhancement, organizational skills, or problem-solving methods, often influenced by individual learning styles. According to Schunk (2020), learning strategies are techniques or methods that learners utilize to enhance their understanding and retention of information. He emphasizes that effective learning strategies include cognitive strategies, which involve mental processes for organizing and manipulating information, as well as metacognitive strategies that enable learners to regulate their own learning by planning, monitoring, and evaluating their progress. Schunk also notes the importance of motivation in the selection and application of learning strategies, arguing that motivated learners are more likely to engage in effective strategies that lead to deeper understanding and long-term retention. This perspective highlights the interplay between cognitive processes and motivational factors in the development of successful learning strategies.

Specifically, language learning strategies are the techniques that language learners apply to improve their acquisition, retention, and use of a new language. Oxford's (2017) framework divides these strategies into direct (cognitive, memory, and compensation) and indirect (metacognitive, affective, and social) categories, indicating that learners benefit from a combination of focused language practice and supportive methods. For marginalized learners, these strategies provide crucial assistance in addressing both linguistic and socio-emotional hurdles, making them essential tools for fostering inclusivity in education.

According to research by Hardan (2013), he emphasizes that language learning strategies as the methods, actions, and techniques that learners employ to enhance and ease the process of language acquisition. Hardan emphasizes that these strategies are essential tools for improving learners' autonomy and effectiveness in new language. These strategies encompass various elements, including behavior, thinking, techniques, and steps. Besides learning strategies, learning style are also can influence the success of language learning. According to (Fleming & Bonwell, 2019) that has four modalities of learning style namely Visual, Auditory, Read, write, and Kinesthetic, which are formerly abbreviated as VARK. Every children have different learning style and also learning strategy that used to learning process.

In addition to Oxford's (1990) well-regarded framework of language learning strategies, several other theorists have contributed valuable perspectives in this area. For example, Rebecca L. Oxford's theory categorizes language learning strategies into two main

types: direct and indirect strategies. Direct strategies involve memory, cognitive, and compensation strategies, which directly engage with the target language. Indirect strategies encompass metacognitive, affective, and social strategies, supporting learning through planning, self-regulation, and social interaction. This structured approach helps address the cognitive needs of diverse learners, making it particularly relEva (Volunteer B)nt for marginalized students who may benefit from both concrete language practice and supportive social strategies.

Another influential theory in the field comes from O'Malley and Chamot (1990), who introduced the Cognitive Academic Language Learning Approach (CALLA). This approach categorizes strategies into cognitive, metacognitive, and social/affective strategies, focusing specifically on strategies for academic language learning. CALLA emphasizes the importance of strategy instruction in classrooms and promotes scaffolding strategies to help students learn to think about their own learning processes. This framework is widely used, particularly in academic settings, but it lacks some of the specificity in direct language practice strategies found in Oxford's framework, which may be especially beneficial for marginalized learners who often require structured guidance.

Regarding Macaro's (2006) perspective on language learning strategies. Macaro redefined the understanding of language learning strategies by focusing on their practicality and efficiency in real classroom settings, emphasizing the role of *strategic choice* and *learner autonomy*. His framework places a strong focus on the active, conscious selection of strategies by learners, positioning them as decision-makers in their language acquisition journey. Macaro's approach highlights that strategies are not just isolated techniques but are part of a larger, learner-controlled process that requires self-reflection and adaptation based on individual progress and contextual needs.

Another related framework by Rubin (1987) focused on "good language learners," identifying key behaviors such as risk-taking and active engagement that promote successful language learning. While insightful, Rubin's framework is less systematic than Oxford's, making it challenging to apply across diverse learner profiles, especially those with varying cognitive styles and social-economic backgrounds. Oxford's theory offers several key advantages for studying Language Learning Strategies and Student Thinking Style of Marginalized Children. First, its comprehensive structure, which includes both direct and indirect strategies, provides a well-organized framework that is particularly valuable for marginalized children. These learners often benefit from both targeted language-focused

strategies to build linguistic skills and supportive strategies to help them manage learning challenges and build confidence. Additionally, Oxford's theory incorporates social and affective strategies, addressing both cognitive and social needs. This flexibility aligns well with the needs of marginalized students, as they often gain from social strategies that allow them to engage with peers and manage emotional challenges within their learning environments.

According to Zhang and Huang (2021), employing Oxford's theory of language learning strategies offers significant benefits for children, particularly in enhancing their engagement and motivation in the language learning process. The theory's comprehensive framework, which categorizes strategies into direct and indirect types, allows educators to tailor instruction to meet the diverse needs of young learners. Zhang and Huang highlight that by integrating social and affective strategies, teachers can create a supportive learning environment that fosters collaboration and emotional well-being. This alignment with children's cognitive and emotional development is crucial, as it promotes not only language proficiency but also confidence and a positive attitude toward learning.

Based on all the opinions above, the existence of language learning strategies is an important component in education as an effort so that students can achieve language skills that involve several aspects such as behavior, thinking, techniques, steps and thinking, or language learning techniques. It can be concluded that language learning strategies are mental processes used consciously to increase the acquisition, retention and use of new language. These are basically techniques that help become a more effective language learner.

2.1.1 Categories Of Language Learning Strategies

Every student has different of thinking style, so student have their own language learning strategies to make successfully in learning English. Language learning strategies very widely and they are divided into different categories. The writer use theory of Oxford (1990) These categorize Language Learning Strategies (LLS) into two primary types: direct and indirect strategies, which are further divided into six groups.

2.1.1.1 Direct Strategies

Direct strategies require mental processing of the language. It's important to understand that the three categories of the direct method (memory, cognition, and compensatory) each handle information differently and serve specific purposes.

Direct language learning strategies focus on specific elements of language, such as vocabulary, grammar, and pronunciation. This strategy is often used to build a foundation in language. Examples include memorization, practice, and repetition.

- **Memorization Strategies**: These techniques engage the brain to store, retrieve, and transfer information for future language use effectively. Ellis (1994) highlights that memorization strategies, such as repetition and mnemonics, are essential for internalizing language structures and vocabulary, enabling learners to recall and apply knowledge when needed. Furthermore, Schmitt (1997) emphasizes the importance of creating mental associations, using visual imagery, and practicing repeatedly to enhance long-term retention.

- **Cognitive Strategies**: These strategies assist students in manipulating the target language or completing tasks by engaging mental processes such as reasoning and analysis. Chamot and O'Malley (1994) argue that cognitive strategies, such as summarizing, reasoning deductively, and practicing naturalistic use of language, enable learners to internalize linguistic rules and apply them effectively. These strategies foster learners' ability to organize and process language, creating a foundation for understanding and producing language accurately.

- *Compensation Strategies*: These strategies allow students to overcome gaps in their knowledge of the target language, particularly when they lack the necessary vocabulary. As Oxford (1990) explains, compensation strategies, such as guessing meanings from context or using synonyms and gestures, help learners communicate effectively despite their linguistic limitations. These strategies are vital for promoting fluency in speaking and writing when vocabulary knowledge is limited

2.1.1.2 Indirect Strategies

Indirect strategies facilitate and guide language acquisition without directly using the target language for communication. These strategies are part of broader learning skills, including critical thinking, creative problem solving, and cooperative working (Aristiawan & Herman, 2021). Indirect strategies focus on creating a supportive psychological climate, providing learners with an environment conducive

to language learning and easing the learning process. These strategies help learners to manage their learning, monitor their progress, and stay motivated.

- **Metacognitive Strategies**: According to Oxford (1990), these strategies enable learners to take control of their own learning by focusing, organizing, planning, and evaluating their progress. Wenden (1991) also emphasizes that metacognitive strategies allow learners to become more self-directed, enhancing their ability to plan, monitor, and revise their learning processes effectively.
- **Affective Strategies**: As described by Oxford (1990), these strategies help learners manage emotions, attitudes, and motivations, which play a crucial role in sustaining language learning. Rubin (1987) further highlights that controlling one's emotional state, reducing anxiety, and fostering a positive attitude toward language learning significantly influence performance and motivation.
- **Social Strategies**: Oxford (1990) identifies social strategies as essential tools for engaging in interactive practices, such as seeking out conversation partners and asking questions to clarify understanding. These strategies align with Vygotsky's (1978) sociocultural theory, which underscores the importance of social interaction in language development, as it helps learners internalize new knowledge through collaborative activities.

Based on the explanation above, the focus will be on both direct and indirect learning strategies. Indirect strategies include metacognitive, affective, and social strategies, while direct strategies encompass memory, cognitive, and compensatory strategies. However, this research does not examine the correlation of these learning strategies individually but observes them collectively as language learning strategies.

2.1.2 The Purpose of Language Learning strategies

Language learning strategies help students become more efficient and effective learners. These strategies are crucial for enabling students to overcome their weaknesses and leverage their strengths. In her book *Language Learning Strategies* (1990), Oxford states

that the goal of these strategies is to develop communicative competence, which requires interaction among learners. Similarly, Cohen (2017) defines the purpose of language learning strategies as enhancing learning, addressing specific tasks, overcoming challenges, making learning easier, faster, and more enjoyable, and compensating for learning deficiencies. Ultimately, the goal of language learning is for students to align with applicable morals and appreciate the language and culture they are learning. In short, language learning is very important in improving oral skills or increasing language learners' knowledge.

2.2 Thinking Style

One factor that influences the student learning process is thinking style, also known as cognitive style. Cognitive style involves the ability to process, store, and use information to respond to various environmental situations (Muhassanah, 2020). Thinking style refers to a learner's method of processing information and solving problems related to their tasks. Nikoupur Alam and Tajbakhsh (2012) highlighted that thinking style, as a learner variable, is a key factor in predicting a learner's success or failure. In essence, thinking style is an individual's ability to manage their ideas, which influences their behavior and goals. Zhang, Sternberg, and Fan (2013) defined thinking style as individuals' preferred ways of processing information, viewing it as a crucial aspect of individual differences.

There are several factors that influence differences in children's thinking styles, including gender, age and environment (Chua, 2014), meanwhile differences in thinking styles are also positively related to children's learning styles, therefore as teachers you must have a learning strategy for every time you face children's differences. Whether or not the learning style used and the student's thinking style is achieved influences the student's external and internal factors, as stated that student's difficulty in learning can be attributed to various factors, including intellectual, learning, physical, emotional, social, mental, environmental influences, and the teacher's personality (Abante, 2014, p.16).

Thinking styles refer to people's preferred ways of using the abilities that they have. Robert J Sternberg's theory in Zhang, Sternberg, & Fan, (2013), those are five categories namely: function, form, level, scope and learning. This theory proposes that people have preffered thinking styles across five dimensions, description of each style are summarized in table 2.2.

Table 2.2 Thinking Styles in the Theory of Mental Self-Government

Dimension	Thinking Style	Characteristics
Function	Legislative	They do the tasks that require creative strategies, choose one own activities
	Executive	They do the tasks with clear instructions and more concerned about the implement tasks with set guideline
	Judical	They allow and focus attention on evaluate and judge other people
Form	Hierarichial	They prefer distribute attention to several task that prioritized
	Monarchic	They just focus one thing at a time
	Oligarchic	They can multi task at the same time but without set priority
	anarchic	They work on tasks that require no system at all
Levels	local	They do the task with require working with detail
	Global	They pay attention to overall picture and issue to abstract ideas
Scope	Internal	They work independent like introvert person
	External	They work collaborative , develop interpersonal relationship with other people
Leaning	Liberal	They do the tasks that involve novelty and ambiguity
	Conservative	They adheres existing rules and procedures in performing task

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(Zhang & Sternberg, 2005, p.12, Table II)

Based on the 5 dimensions of thinking style, the writer focuses on the scope dimensions, namely internal and external. Focusing on the scope dimension is crucial for marginalized children because their socio-economic and educational environments often shape their preference for working independently or collaboratively. These children may face challenges such as limited access to resources, community support, or formal education systems, making

the exploration of how they interact with their environmentTherefore the writer will conduct this research using this   theory together with language learning strategies. According to Sternberg (2017), scope dimension of thinking style divided into two categories as follows:

- Internal style
[34] An individual with an internal style prefers tasks and situations that allow for independent work. Such individuals typically enjoy working alone, are often introverted, and feel uncomfortable in group settings.

- External style
[34] An individual with an external style prefers tasks and situations that involve working with others or interacting with people at various stages of progress. These individuals typically enjoy collaborating with others, are often extroverted, and feel very comfortable in group environments.

The children that have internal style more like independent and external more like dependent, those are characteristic of children's dependent and independent based on Liu and Chepyator (2008) and Zhang and Sternberg (2009).

Table 2.2.1 characteristic of children's dependent and independent

Independent (Internal Style)	Dependent (External Style)
- Prefer work alone rather than groups	- Seek out social interaction
- Shy away from social interactions	- Use surroundings to process a scene
- Use figure/ground processing	- Respond to oher needs
- Perceived as socially distant	- Prefer physical contact and closeness
- Rely on own decision making process	- Rely on authority figures
- Employ logical analytical reasoning	- React emotionally

2.3 Marginal People

Marginalized individuals can be characterized as a group that's marginalized and tends to be abused in different perspectives of their lives due to topographical area, conditions, powerless financial conditions, and an unsupportive social environment which in turn makes them hampered from central and territorial administrations, hence making

marginalized individuals encompassed by different issues in their day by day lives, particularly for marginalized children. (Romdhoni, 2022).

Marginalized people have characteristics are distancing themselves the resources that determine their fate and assuming that they have poor access to economics, social services and education while participation in determining the change of fate is still low (Schiffer & Schatz, 2008). Based on Presidential Degree Number 63 of 2020, there are 6 criteria that make a region classified into the underdeveloped region category, namely community economy, human resources, facilities and infrastructure, regional financial capacity, accessibility, and regional characteristics all play a role.

In short, educational problems faced by marginalized children include a lack of interest in school learning. This disinterest stems from a lack of motivation to achieve learning outcomes, which require effort in cognitive, affective, and psychomotor domains (Sharpe et al., 2021). An educational model that attracts their interest is needed, such as community-based education. This approach involves empowering the community around the school to foster a skilled, intelligent, independent, and competitive population, reflecting the practices of past education pioneers (Lestariyanti & Hakim, 2020).

2.3.1 Relawan Anak Sumatera Selatan (RASS)

The South Sumatra Children's Volunteer Community (RASS) is one form of this ocare community in the social and educational fields for marginalized children in Palembang City.). RASS is a community that cares about street children and tries to help them become the nation's next generation by providing them with education and independence. Yohana (2021) states that the RASS social community is a community that operates in the social and educational sectors, especially for marginalized children/street children in the city of Palembang.

RASS is a non-profit community and is categorized as a non-governmental organization, but this community has a complete organizational structure and rules. Yohana (2021) stated that RASS has complete organizational members such as chairman, secretary, treasurer and several divisions. Then, this community also has guidelines, namely *Anggaran Daerah dan Anggaran Rumah Tangga* (AD/ART) which regulate the relationship between administrators and members.

Furthermore, Apart from that, RASS is a law-abiding community in Indonesia that is open and binding. According to the South Sumatra Children's Volunteer Community Council (2019, as quoted in Yohana, 2021), RASS is a law-abiding

community in Indonesia based on kinship, formed on the basis of the same attitudes and concerns, this community is also independent, open and binding. RASS was founded by Nurhadi, who is a student at Sriwijaya University, Palembang, on February 14 2015.

Social communities usually have symbols as representations of the community itself. The pink hand symbol is in the shape of a heart and two small circles and colorful arches on a white background with the words Volunteers at the top and South Sumatra at the bottom, meaning this community embraces children with great affection, bringing smiles, joy and excitement. Hope is symbol of the RASS community (South Sumatra Children's Volunteer Community Council, 2019, as quoted in Yohana, 2021).

2.4 Previous Study

Firdayana et al. (2022) conducted research at MAN 1 Kaloka which examined the relationship between mindset and English learning techniques. They focus on two styles of internal and external thinking as well as three learning strategies cognitive, socio-affective, and metacognitive. The research did not find a significant relationship between learning methodology and thinking style. However, she believes that effective learning strategies influence thinking patterns positively, resulting in better learning outcomes. Based on this research, there are similarities, namely the thinking style focuses on internal and external, then there are differences, namely that she uses quantitative methods and the object is high school, apart from that she uses only 3 learning strategies.

Balestane et al. (2013) found that in Iranian EFL learners, distinct thinking styles substantially correlate with language learning strategy choices. While both studies underscore the crucial role of cognitive styles in shaping language learning efficacy, their divergence lies in cultural and contextual differences in cognitive engagement. Balestane's findings offer a cross-cultural lens, indicating that while thinking styles universally impact strategy selection, the specific strategies and their effectiveness may vary based on cultural educational norms.

Prasetya and Lestari (2022) analyzed the interaction between thinking styles and LLS among marginalized students from low-income communities. Their study revealed that these students favored memory and cognitive strategies, such as mnemonics and organization,

aligning with their detail-oriented thinking styles. This approach enabled them to retain and organize information more effectively, even with limited formal language instruction.

In South Africa, M*thembu and Ndlovu (2020)* examined the use of LLS in South African township schools, focusing on students from low socioeconomic backgrounds. Their study found that marginalized students often used direct strategies like repetition and translation, which matched their practical, experience-based thinking styles. The findings suggested that these students were more comfortable with hands-on, interactive tasks, as opposed to abstract exercises, which provided a way to overcome learning challenges.

In a study conducted in India, *Kumar and Rao (2018)* explored language learning strategies among marginalized children in rural schools. They found that these students frequently used social and memory strategies, often working in peer groups to recall language concepts through repetition and cooperative learning. The study highlighted the communal and reflective thinking styles among these students, suggesting that they benefitted from collaborative learning environments.

There are several similarities with prior research exploring the relationship between language learning strategies (LLS) and student thinking styles, particularly in marginalized contexts. Firdayana et al. (2022) examined the connection between mindset and English learning techniques, aligning with this study's focus on how cognitive processes influence strategy use. Both studies emphasize the interplay between learners' thought patterns and their approach to language acquisition. Similarly, Balestane et al. (2013) revealed that distinct thinking styles significantly correlate with the selection of LLS among Iranian EFL learners, mirroring the present study's interest in the impact of cognitive diversity on strategy choice. Additionally, Prasetya and Lestari (2022) focused on marginalized students from low-income communities, drawing parallels with this study's attention to children from underprivileged backgrounds and their unique learning dynamics. In South Africa, Mthembu and Ndlovu (2020) highlighted the challenges and strategies employed by students in township schools, echoing the current research's concern with understanding LLS in socioeconomically constrained environments. Lastly, Kumar and Rao (2018) explored language learning strategies among marginalized children in rural India, resonating with the present study's emphasis on marginalized learners' specific strategies and thinking styles. Methodologically, these studies, like the current one, utilized qualitative approaches, including interviews and observations, to gain deep insights into learners' experiences and cognitive patterns.

Together, these works underscore shared themes of equity, cognitive diversity, and strategic learning in marginalized educational contexts.

Despite shared themes, the several study differs from previous research in several aspects, particularly in the methods and contexts used. Firdayana et al. (2022) conducted their study at MAN 1 Kaloka, focusing on the relationship between mindset and English learning techniques but utilized a quantitative approach, emphasizing statistical correlations rather than the qualitative depth sought in this research. Similarly, while Balestane et al. (2013) explored the correlation between thinking styles and LLS among Iranian EFL learners, their study employed a mixed-methods design, combining surveys with limited qualitative data, contrasting with this study's reliance on in-depth interviews and observations to capture marginalized children's lived experiences.

Prasetya and Lestari (2022) also investigated marginalized students but used structured interviews and questionnaires as their primary tools, providing a more structured dataset compared to the open-ended and flexible unstructured interviews used in the present study. In South Africa, Mthembu and Ndlovu (2020) examined LLS in township schools through focus groups and teacher reports, offering a third-party perspective on student behaviors, while this study prioritizes direct insights from marginalized learners. Lastly, Kumar and Rao (2018) in their Indian study used a case study approach, but their methodology leaned heavily on document analysis and limited observational input, diverging from the detailed and interactive observational techniques employed here. These methodological distinctions not only highlight the originality of this study but also emphasize its focus on capturing nuanced and subjective data directly from marginalized learners.

It can be concluded from the five studies related above that language learning strategies and student thinking style have similarities and differences, including the same topics but different objects and methods, and also the same objects, methods, correlation and big impact to learn language better, more marginal children must be giving support to learning English, because teaching marginal children is challenging so teachers have more strategies and to be intensive to teach them.

CHAPTER III

METHODOLOGY

3.1 Research Design

In this research, the writer used qualitative research with two variables, namely language learning strategies (X) and student thinking style (Y) as variables. The writer researched the children in a group of volunteer organizations in Palembang, namely Relawan Anak Sumatera Selatan (RASS) as the object. This approach related to Creswell's (2018) mention that qualitative research explores and understands the meaning that individuals or groups attach to a social or humanitarian issue. Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting (Cresswell & Poth, 2018).

Therefore, this research used a descriptive qualitative approach with case studies carried out intensively, with the writer observing directly and going into the field and using observation, interviews, and documentation as data collection methods. According to Creswell (2014, p.274), the purpose of descriptive techniques was to systematically obtain a thorough explanation and depiction of the research subject. This research aimed to determine perception, guided responses, skills, attitudes, and adaptation by observing a phenomenon. According to Mariam (2009) Qualitative research is focuses on how people interpret and make sense of their experiences and the world in which they live. It emphasizes understanding the meaning of human behavior and the social-cultural context in which it occurs.

3.2 Participant

Participants in this research were selected using a purposive sampling method. In Qualitative Inquiry and Research Design, Creswell and Poth (2018) explain that purposive sampling enables researchers to select participants who will help them understand the problem and research question in depth. This technique was also used to shorten time and obtain information on research objectives. purposive sampling is particularly useful when researchers want to focus on specific characteristics or experiences that are central to the research question, thus ensuring that the sample is highly relevant (Patton, 2015). The writer chose the same life background, namely among marginalized groups who had the

same characteristics and traits. The writer targeted 15 marginalized children to be identified with a junior high school level of education because children aged 12 years and over are at a stage where their cognitive abilities were more mature, making it easier for them to think abstractly, use logic to solve problems, and plan things. Therefore, the writer aimed to identify the relationship between their way of thinking, their environment, and their strategies.

To strengthen the results obtained from marginalized children, the writer ensured that the participants who were interviewed were selected volunteers with an English language background and teaching experience, especially in that location, so that the volunteers knew the characteristics of each child. They were Sabrina (Volunteer A), an English education student and private teacher, and Eva (Volunteer B), a RASS supervisor and teacher at a private elementary school, as well as an English graduate. Below was data on marginalized children and their ages.

Table 3.2 Marginal Children as a participant

Participant	Age	Gender	Social Economic Background	Thinking style	
				Internal	External
JI	14	Female	Low income	✓	
MA	14	Male	Low income		✓
ZA	13	Male	Low income	✓	
AT	12	Female	Low income		✓
NU	12	Female	Low income		✓
AI	12	Female	Low income		✓
KZ	12	Female	Low income		✓
WI	12	Female	Low income		✓
DP	12	Female	Low income		✓
CI	12	Female	Low income	✓	
IS	12	Male	Low income		✓
RP	12	Male	Low income		✓
AP	11	Female	Low income	✓	
MS	12	Female	Low income	✓	
ZO	12	Female	Low income		✓

3.3 Validity

In qualitative research, it was important to ensure that conclusions and interpretations were accurate. Creswell (2018) stated that validity was employed to assess the accuracy of the results. As a result, validity procedures were essential to ensure that conclusions and interpretations were accurate and appropriate for oneself,

participants, and readers. The trust process involved a number of steps. The writer used source member checking in this investigation. Member checking was a process used to evaluate the accuracy of qualitative findings by asking informant review whether they thought the final report was accurate after providing a copy or with certain descriptions or themes (Creswell 2018). The writer asked to ensure that the transcript and data collected based on the interview and observation about LLS and TS children was accurate and appropriate. The writer urged them to clarify their meaning again if the results were not in accordance with the initial intention until an accurate and precise answer was obtained. To get the right results, a member check was carried out to validate the data and ensure its accuracy.

Cohen (2017, p.112) stated that Triangulation may be defined as the use of two or more method of data collection in the study of some aspect of human behavior" Data triangulation is an important method in research to increase the validity and reliability of research results. In the context of data collection from field observations in teaching and learning activities of marginalized children, data triangulation has a significant role, especially when supported by interviews with volunteers and then the results are discussed to ensure consistency.

3.4 Data collection

In this study, the writer collected the qualitative descriptive data directly through interviews and observations with field notes as the main data collection methods to answer the research problem. The observation that the writer used was participant moderate observation, meaning that the writer joined the teaching and learning process to analyze thinking styles and language learning strategies, in the participant observation, the writer also asked the children with unstructured interview for got more insight into specific topic. Then, the writer conducted face-to-face interviews with the volunteers who taught the children. After each session, the writer reviewed field notes and make it summarized to identify and collect the observations on learning strategies, thinking styles, and the potential relationship between them. For make sure the result, after collecting data, the writer validate to interviewer as validator and then discussed for the final result.

3.5 Research Instrument

3.5.1 Observation

Observation was a method of collecting data through observation and recording. In this case. Cohen, Manion, and Morrison (2017) define observation as the process of systematically watching people, actions, or events in a research setting. They note that while sight is the primary sense used in observation, other senses such as hearing and touch may also play a crucial role in gathering qualitative data. This sensory engagement helps researchers gain deeper insights into the phenomenon being studied. Raymond (1985) state that Observation was divided into three categories: (1) Passive participation, namely observing without being involved in the activity. (2) Moderate participation, namely taking part in only a few activities. (3) Active participation, namely taking part in activities but not yet fully completing them.

In this observation, the writer took part in this activity interview unstructured, the writer gave some questions related to thinking style and language learning strategies for identifying and supporting observations and interviews by volunteers who were studied. Apart from that, the writer made observations in every teaching and learning activity by taking notes, recording, and documenting.

3.5.2 Interview

The interview technique was a way of collecting information material conducted by verbal questions and answers unilaterally, Creswell (2014) explains that interviews are a common qualitative research method where the researcher asks questions to gain an in-depth understanding of the participants' experiences. Interviews can be structured, semi-structured, or unstructured, depending on the level of control the researcher has over the conversation. In this research, Unstructured and depth interviews were conducted to obtain data that could not be obtained through observation techniques, regarding the characteristics, impact factors, and teaching strategies at RASS. The subjects interviewed semi-structurally are marginalized children in the SMP category who already have an understanding of English, then for in-depth interviews are several selected volunteers who had basic English knowledge and experience studying in that place. Additionally, the writer also interviewed

children regarding their thinking style and language learning strategies using easy-to-understand language.

The writer introduced herself and explained the goal of the interview to the children before the interview began. Following that, the writer asked each child questions in Indonesian, then transcribed the recordings and translated them from Indonesian to English.

- Unstructured

Unstructured interview is a meeting where the interviewer does not strictly follow a formalized list of questions. Instead, they asked more open and random questions, allows discussion with the interviewer rather than a direct question and answer format. In addition, for the questionnaire using the manual technique by recording children to raise hand declare that (Agree) and not rise hand to declare (Disagree)The application of this interview technique was to create a relaxed and flexible situation. This unstructured interview was conducted by the author to marginalized children as an object so that they could ask more questions according to the answers given to explore each of their strategies and thinking styles.

- Depth Interview

In-depth interviews in this research obtained information face to face between the volunteer and the informant. Depth interviews provide the opportunity for the researcher to understand the individual's perspective within the context of their life. The aim is to understand how the interviewee makes sense of their world. The researcher's role is to create a comfortable space for the interviewee to share personal stories and reflections, which are pivotal for data collection in qualitative research (Seidman, 2013). In unstructured interviews, the writer did not know exactly what data would be obtained, so the writer listened more to what the respondent had to say. Based on the analysis of each respondent's answer, the writer could ask further questions that were more focused on one goal. This allowed the volunteer to explore various topics and follow up on responses to gain a deeper understanding of the volunteer's perspective. This approach was particularly useful for gathering rich qualitative data.

3.6 Data Analysis

The analysis employed in this research was qualitative descriptive analysis. According to Miles and Huberman (2014) Qualitative data analysis consists of three concurrent flows of activity: data reduction, data display, and conclusion drawing/verification. The writer analyzed the data by summarizing the collected information. This process involved interpreting the data using analytical and logical reasoning to determine patterns and drawing conclusions to make the information understandable to both oneself and others.

1. *Data Collection and Organization:* The writer first gathered information. In this investigation, the writer employed observation and interviews as methods for data collection. During observation and interview ,the writer took field notes focusing on learning process, children's behaviors, interaction, and learning strategies, as a moderate participant, the writer took part in the activity by interview unstructured to volunteer and children, conduct and transcribe interviews with volunteers and marginalized children. Pay attention to responses about their language learning strategies, thinking styles, and challenges they face in language acquisition.for delving deeper into the information . These steps support the interpretive process and enhance the validity of findings. This process leads to an in-depth understanding of participants' perspectives and experiences.

2. *Data Reducing:* Data reduction focuses on sharpening, sorting, and organizing data in a way that allows for final conclusions to be drawn. The data was repeatedly reduced during this process, the goal is to simplify, focus, and condense the data, retaining only the most relevant information (Miles and Huberman, 2014). The writer gathered information during this step through field observation begin with select and sorting the main things into most relevant data with coding to breakdown the information into meaningful segments. For the interview data reduction, the writer transcript all the result of interview with English. For coding the results of interviews and observations, I employed a systematic approach that involved both thematic and initial-based coding. Here's how the process worked:

   - Assigning Initial Codes: Each child received a unique initial based on the alphabet, which helped to anonymize and organize the data. For instance, I used "A" for the first child, "B" for the second, and so forth. This allowed me to track individual responses across various themes.

   - Questions and Answer codes : Each interview or observation question is coded based on its order in the question sequence. For example, Question 1 is coded as "Q1,"

Question 2 as "Q2," and so on. In this way, each response can be traced back to the specific question being discussed .Each volunteer participant is given an identifier, such as "V.A" for Volunteer A, "V.B" for Volunteer B.

- Identifying Themes: I carefully reviewed the interview and observation data to identify recurring themes related to language learning strategies (LLS) and thinking styles (TS). These themes were then assigned descriptive codes, such as "MEM" for memory strategies, "COG" for cognitive strategies, and "SOC" for social strategies. Similarly, thinking styles were coded, for example, as "E" for Extrovert thinking style and "I" for Introvert thinking style.

3. *Data Display:* Presenting the data following reduction was the next stage of the data analysis process. Data visualization in the form of tables and essays made it easier to understand. According to Miles and Huberman (2014), observing the displays aided in comprehending the situation and enabled further analysis or prudent decisions.

4. *Conclusion:* The last step of data analysis involved the writer reviewing the data. The writer analysed all sections and ultimately derived the results with cross-check observations and interview data to verify consistency and conclusions of the research.

CHAPTER IV

FINDING AND INTERPRETATIONS

This chapter explains the following subheading (1) research findings, and (2) interpretation of study.

4.1 Findings of The Study

This chapter presented all data that writer collected based on the findings from *Relawan Anak Sumatera Selatan (RASS)*. This study aimed to investigate the language learning strategies and thinking style who took marginal children elementary grade as a main subject. In answering the research question, the data collected by observation and interview as a main data collection. Descriptive analysis was used to know LLS and TS are employed by marginal children that can influence language learning process.

4.1.1 Teaching and Learning Process of Marginalized Children at RASS Community

From the results of observation, the writer observed that the teaching and learning activities carried out by marginalized children and volunteers in the RASS community were quite good in terms of delivering material and knowledge, especially the writer researches English teaching and learning activities that have their own strategies, the teaching and learning system more open between volunteer and children, interactive and enjoyable. Then learning with collaboration made children expressive and encouraged children to be more confident. The volunteer had done this to create pleasant classroom atmosphere and good interaction between the differing external and internal thinking style. Instead, they were engaged in discussing and exchanging questions and opinions with each other. As a result, both of personalities were able to adapt well. The writer observed from several meetings, when they started a learning,

A. Observation
1. Day 1

The first day took place on Sunday, 7th July 2024. In this meeting, the writer observed the teaching and learning situation and conditions. All students came from marginalized areas, mostly with low-income backgrounds, evident from the unclean environment. Facilities were limited; the building used for learning was an empty

warehouse repurposed as a classroom. Additionally, the lack of furniture, such as tables, meant that children studied on the floor with minimal supplies. When the learning activities began, volunteers opened with singing and praying, then organized students by grade levels into four categories: Early Childhood, Elementary School grades 1-3, Elementary School grades 4-6, and Junior High School grades 7-9. The writer had the opportunity to observe a junior high school class with 15 children.

As the lesson began, the teacher in charge checked the students' attendance and ensured they understood the material. The writer observed a unique approach by the volunteers to boost the children's motivation: they awarded stars as a form of appreciation, which the children collected to eventually earn a reward. All the children appeared active, and the lively learning activities created an enthusiastic atmosphere, making the children happy to study together. When the learning atmosphere became less conducive, the volunteers had their own strategies to ease the tension and refocus the children.

2. Day 2

The second day took place on Sunday, July 14, 2024. During this session, the writer conducted moderate observation, which meant participating in the observation process. In addition to taking field notes, the writer also asked questions to gather necessary information, aiming to explore deeper insights. The questions asked were unstructured and designed to be open-ended for more in-depth responses.

The learning activity focused on *Reading Aloud* from a passage titled *A Day in My Life*, which was introduced by the volunteers. The volunteers asked the children to listen carefully, emphasizing and repeating words that were challenging to pronounce. After reading the passage, the children were asked to repeat the words, guided by other volunteers, ensuring correct pronunciation even though the reading style and accent still reflected their first language. Once everyone had read through the passage, the volunteers translated it sentence by sentence and then encouraged the children to translate it together. The children actively asked questions about parts they didn't understand, and the writer observed some children writing down new vocabulary words along with their meanings.

After the teaching and learning activity, the writer asked questions about the children's experiences learning English. The writer recorded the responses during

the interview, ensuring that each child answered. Only a few children expressed a liking for English, while some found it challenging to learn..

3. **Day 3**

The third day of observation took place on Sunday, July 21, 2024. The writer observed that the volunteers revisited the material from the previous week by asking the students about the meaning of the story. Some children remembered, while others were silent, indicating they had forgotten the lesson. In response, the researcher reread and re-explained the material. The volunteers then asked each child to read aloud and translate the text. The volunteers provided appreciation for every effort made by the children, even if the reading was incorrect. They guided and corrected the children as needed, ensuring that they were supported throughout the learning process.

4. **Day 4**

The fourth day took place on July 28, 2024. From the first to the fourth day, the writer observed that the teaching and learning activities conducted by this community followed an open learning system, where all the children were actively involved. The material being taught was presented in simple language that they could easily understand. Additionally, the strategies used by the volunteers, such as incorporating visual aids and games, made the children enjoy and enthusiastically participate in the lessons.

B) Interview

In the interview technique was unstructured, respondents for this interview were volunteer who teaching English and head of volunteer. For the following question, answering based how volunteers view and their experience. Q = writer questions, V.A= Volunteer A, V.B = Volunteer B.

Q1 : in your opinion, how do children respond when they learn English?

V.A: As we know that marginalized children lack their approach to learning, but when learning English children have a high desire to learn and are enthusiastic, but they are more interested in learning while playing and watching.

V.B: Children are always excited when learning as well as when learning English

Q2. : What challenges do you face in helping marginal children develop effective language learning strategies?

V.A: the challenges, all of student especially level elementary if we learn English, some of them write and listen but for difficulties they forget how to pronounce, but so far if we teach them right they can remember. marginalized children can have a more limited and less effective knowledge of English, so they often have difficulties in communicating and interacting with people who speak English

V.B: in learning English? The challenge may be the problem of pronunciation and writing, because their mother tongue used daily is Palembang, so sometimes the accent is Palembang even though it is in English

Q3 : What strategies that the volunteer used to teach English for children for they interested

V.A : Before learning, we do ice breaking to make them excited, then create interactive and fun learning such as occasionally watching videos and games at the end of the learning session to increase their enthusiasm for learning, we also give them gifts if they can guess the question

V.B: learning that is fun, such as learning discussion , using media, especially being invited to watch.

Q4 : How do you adapt your teaching methods to accommodate different language learning strategies in your students?

V.A: In language teaching, each student has their own way of understanding and applying language concepts. The strategy is that teachers must understand the character of students. For example, some students may prefer to learn through examples and pictures, whereas other students may prefer to learn through discussion and interaction. Teachers can use various strategies to accommodate these learning needs, such as using visuals, pictures or videos for students who prefer learning through visuals. Teachers can also use discussions and role plays for students who prefer to learn through interaction.

V.B: We need to different way and different strategy to handling it. We focus more deeply on children who don't understand English.

4.1.2. Language Learning Strategies of Marginalized Children at RASS Community

The writer approached through participant observation, as well as conducting interviews and providing questions and statements related to learning strategies using Indonesian Language so that it can be easily understood, the question is, "*If you don't know the meaning of this word, what did you do* ?" then the child raises his hand according to the answers and strategies they have, here are the results selected based on the child's strategy in the interview question. The aim of this interview question was to know the students' perception directly and to support the writer's observation results to answer research question number 1.

Figure 4.1

Data of Language Learning Strategies.
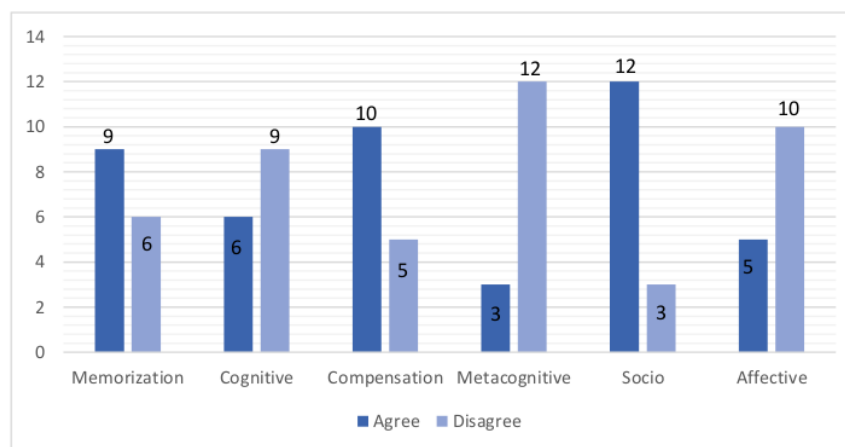
The results above were from the questions asked by the writer as many as 6 questions related to language learning strategies with a total of 15 children in the Junior High School category, then the children raised their hands according to the strategies they have. The writer used a manual technique by recording children who raised their hands to declare that (Agree), and not raise their hands to declare (Disagree). Manual techniques were used to make it easier for children and writers in the interview process, Because the number of children was only small and they also did not use mobile phones in teaching and learning activities. Based on the six language learning strategies, namely, memorization, cognitive,

compensation, metacognitive, affective and socio strategies. That show 9 out of 15 or 60% of children agreed MEM , ". There are 6 out of 15 children or about 60% of children choose COG. There were 10 out of 15 children or about 67% who choose COM. 3 out of 15 children or 20% of children choose MET. And the most choose was SOC there are 12 out of 15 Children or 80% of children choose it, and last just 5 out of 15 children or 33% children

Choose AFF. From the result, the writer realized, of direct observation and interviews that marginalized children do more Socio, Compensation and Memorization strategies.

Table 4.1.2: Themes and codes language learning strategies

Children	Statements	Coding	Theme
DP	" I look it up in a dictionary"	Using dictionary	Reliance on Tools and Resources (Cognitive strategy)
MA	" I search google"	Using translation tools	
NU	" I Ask my friend "		
AI	" I Ask teacher or someone who can English"	Asking for help Peer assistance	Seeking social support (Social strategy)
AT	" I ask teacher"		
AP	" I ask whoever"		
MS	" I'm not answer"		
ZA	" I just skip "	Ignoring unknown word	Avoidance (Compensation strategy)
IS	" I ignore it"		
ZO	" skip"		
RP	" I see my friend's answer"		
WI	" I try to guess based on sentence and repeated it"	Guessing from context	Using contextual (Metacognitive strategy)
KZ	"I try to remember, if I don't know I note it"	Repeating from familiarity	Memory based approach (Memory strategy).
CI	" I try to think"		
JI	" I note what I don't know"		

The theme and codes was describe the way they solving if they don't know the meaning of vocabulary, as a basic learning of English, with question "*If you don't know the meaning of the word, what did you do* ?".

4.1.2.1.Direct Strategies

A. Memorization

Based on the second meeting, volunteers and children learned about reading aloud with the title *A day in my life*. There are 9 out of 15 or 60% of children agreed "Remembering and memorizing repeatedly" by raising their hands and 6 children stated disagreed by not raising their hands . From the observations, the writer highlight when the volunteer asked the child to follow what she said, after that there were children who remembered by writing and there were those who asked directly to repeat how to pronounce that. KZ, when she was read in front of the class and try to translate the sentence, she tried to remember even the meaning wrong sometimes but she tried until the meaning true, also JI, she was like to noted when she don't know . It's all a way for them to remember easily. To increase new vocabulary, children used strategies to memorize and remembered words that they considered to be words that they had just learned. This strategies was supported by the volunteer as follows:

Q.7 In your Experience, what are Common Strategies that marginal used to learn English Vocabulary?

V.A : Based on my experience, marginal children usually take notes because they are encouraged before starting teaching, for example today they read a short fairy tale then volunteers translate it sentence by sentence, then we ask the children to write what they don't know to increase their vocabulary, then we give repetition of how to read and ask them to follow along, to improve their ability to remember and use the words.

V.B : by noting new vocabulary and mentioning it repeatedly

Q. 9 Can you share an example of a successful activity you've used to encourage children to use specific language learning strategies (e.g., memory strategies, social strategies)?

V.A: To improve children's language skills, one of the strategies that works is the memory strategy, where children are taught to remember words by repetition. In addition, social strategies can also be used, where children are taught to interact with their peers to learn languages.

V.B: I have experienced I emphasized to children to take notes, repeat, and remember, if they don't know how to pronounce, they ask. Sometimes the volunteers and I have our own strategies such as likening reading that is difficult for them to objects around them. and then, I ask children to listen to each other's memorization with their friends. It is also one of the games and strategies that we make such as making a group and later the group will guess the meaning. With such a strategy, the child easily to remembers.

B. Cognitive

In the process of thinking, children to understand language by reading, discussing and practicing vocabulary. During the observation of some of their behaviors in the thinking process and related to other strategies such as taking notes, looking for ignorance by using a dictionary/asking. They did this to make the learning process easier. In addition , the result of the statement "using a dictionary to search for words". there are 6 out of 15 children or about 60% who say they agree with raise their hands and the 9 children say Disagree by not raising their hands. In short, cognitive strategy was a basic strategy in their thinking process to determine what way they did to solve the problem, therefore this strategy is interconnected with other strategies, using a dictionary to look up unknown words was one of the statements in this strategy because searching using a dictionary was a basic thing when you want to find the meaning of the word.

C. Compensation

Compensation is a strategy or method that is very often used by children When they do not know the meaning of the word, that way children think reasoning to conclude and guess the meaning without knowing every word. But also this ignorance can make them lazy to search, causing a lack of new vocabulary. In addition, the writer's findings during the observation were during the second meeting, namely learning about reading aloud with the theme A Day in My Life which was a short story with English which was quite easy, the writer found many of them who skipped the words when interpreting the sentence such as

the sentence "*I wake up in the morning at 06.00 a.m* ". Children do not know the meaning of wake up, but they reason from the word morn ing and the hour so that they guessed the meaning of the wake up. The following were the results of interviews with children about compensation strategies. There were 10 out of 15 children or about 67% who raised their hands and stated Agree, 5 children who did not raise their hands were declared disagreed. In short, in marginalized children they had minimal knowledge of English so some of them choose to skip the word and guess according to their reasoning.

4.1.2.2 Indirect Strategies
A. Metacognitive

The metacognitive strategy which was an activity of planning, monitoring and evaluating learning could be seen by the writer from the observation in the third meeting that the child sees and reviews the previous lesson to recall to remember, then they together evaluate the previous learning by being asked again by the volunteer whether the lesson target has been achieved or not by the way the teacher gives a quiz at the end of the teaching session, However, in learning English, not all children are able to achieve the target as planned, some children only remember the lessons of the day. There are 3 out of 15 children or 20% of children raised their hands and expressed agree, 12 of them chose not to raise their hands or disagree. In short, metacognitive strategies are rarely used by marginalized children and volunteers for a deeper level, because English learning in this community is intended for marginalized children and adjusts their absorption level.

B. Socio

Socio strategy was a strategy that they have basically applied during the teaching and learning process in this community, as well as the writer's monitoring during the observation, from each category of collaborative learning classes and many discussions, because the learning system was designed to be more open so that children could be expressive and confident, they consider that collaborative learning was fun and interactive so that it makes it easier for them to remember the material. It is proven by the results of the interview with Volunteer B that :

> *"It is also one of the strategies that we make such as making a group and later the group will guess the meaning. With such a strategy, the child easily to remembers"*

This statement was supported by direct interviews with children that "you are easier to remember the material by discussing and collaborating with friends or learning on your own" almost all of them answered "with friends". The following are the results of interviews with children about socio strategies. There are 12 out of 15 children or 80% of children raised their hands and expressed agreement and 3 of them chose not to raise their hands or disagree. In short, social strategies that are often used by marginalized children such as collaborative and discussion can make children understand the material better.

C. Affective

Based on the writer's observations, affective strategies that occured during the learning process are appreciation carried out by volunteers such as When children are brave, can do and answer something, volunteers give appreciation for praise such as "Nice", "Good job", "Great". Based on what Volunteer A said that:

> "Usually we try to help them manage their emotions. For example, if they feel frustrated because they cannot pronounce English words correctly, we will ask them to explain what they are feeling and how they feel. Meanwhile, when they achieve achievements, we try to help them appreciate the results they have achieved. Apart from that, providing opportunities for rest, such as stretching muscles during ice breaking when learning conditions have started to make children dizzy."

This way, it was easier for them to feel happy and motivated to continue learning. But based on what was obtained from the interview with the child, the following results were obtained. There are 5 out of 15 children or 33% of children raised their hands and expressed agreement and 10 of them chose not to raise their hands or disagree. In short, The strategies given by the writer were quite effective in managing children's emotions, but the perspective of the children was still not able to control their emotions.

4.1.3 Thinking Styles of Marginalized Children at RASS Community.

In research on the thinking styles of marginalized children, observations and interviews were conducted to understand their thinking styles and how they processed information. The aim of this interview question was to know the students' perception directly and to support the writer's observation results to answer research question number 2. Based on the Table 2.2 about theory of Mental Self Government by Robert J Sternberg (2013) the writer focus on internal and external style. Based on the results of observations

and interviews with teachers and children, it was found that the majority of them had an external or extroverted thinking style, while only a small part showed an internal or introverted thinking style. Children with an external thinking style tend to be very active in social interactions. They prefer to study in groups, discuss with friends, and engage in activities that involve a lot of communication. They felt more comfortable and motivated when learning in situations that involve others. Unlike the internal thinking style, children with an internal thinking style tended to prefer to learn on their own and reflect on information in depth. They felt more comfortable when they had time to think for themselves and process information individually. Based on the results of the interview with Volunteer B id that:

> *"Introverted children such as CI, Lia, ZA rarely have an approach with volunteers, they also like to learn alone, so we as teachers must be mobile and make learning discussions. For children who are extroverted, most of the children here are active they prefer to ask questions, joke and be active"*

The writer makes field notes based on the observed, that can be seen in the Appendix, and then categorizes them using tables like the following.

Table 4.1.3

Listing Thinking Style of Marginal Children at RASS

Based on Observation

Name	Class	Thinking Style	
		I	E
Jesicca Indriyani	IX	√	
M. Akbar	IX		√
Zaidan	VIII	√	
Aura Trianti	VII		√
Nuryati	VII		√
Afifah Istiqomah	VII		√
Kayla Zivara	VII		√
Windy Cantika	VII		√
Dela Puspitasari	VII		√
Caca Inggriati	VII	√	
Iqbal Saputra	VII		√
Rifki Perdana	VII		√
Aprilia	VII	√	
Mey safitri	VII	√	
Zeta Oktaria silvi	VII		√
Total (n=15)		5	10
Precentage		33%	67%

Table 4.1.3 shows that there are 5 out of 10 or as many as 33% of children who have Internal TS and there are 10 out of 15 or 67% of children who have External TS, which means that children prefer TS which is influenced by an open learning style so that they make children expressive. Based on the results of the interview of marginalized children conducted by the writer with the semi-interview technique in order to dig deeper and find out the reason for the answers obtained with several questions, but in the breakdown of additional questions according to the needs of the writer's data, the questions asked are varied such as statements of choice, questions that only require them to raise their hands and questions that require answers. To validate the results of the observation findings, the writer conducted a discussion with the informant, and provided a validator sheet. for the detail can be seen interview transcript children and Validity sheets in the appendix.

4.1.3.1 Internal Thinking Styles:

Marginalized children who have an internal thinking style are seen at the beginning of the lesson, the writer observes starting from the beginning to the end of observation. If outside of the lesson all the children are not seen isolating themselves, when the lesson begins the writer sees that there are certain way for children to absorb the lesson, as observed by the writer, namely: JI, MA, AP, MS and CI who are separated from their seats and choose their most comfortable positions, it turns out that it does not only happen at the first meeting but is recognized by their friends, When the writer makes an approach to make sure of their situation. Then the writer conducts an interview supported by the writer's monitoring interview questions to children using Indonesian Language so that they can easily understand it. The interview session requires the writer to dig deeper, that can be seen in the Appendix that the basic questions that the writer asks *"When you study, especially learning English, is it easier for you to understand when studying alone or together?"* Almost all answer *"together"*. However, the writer focuses on 5 children who have become the writer's analysis who have internal TS. The writer asks children to raise their hands if they like Together, there are 13 children who have External TS and the writer highlights those who do not raise their hands, namely JI, ZA and AP. Then the writer approached by moving to their seats and asked personally what was going on and why.

The writer assumes that the reason JI has Internal TS, it is possible that she is embarrassed because she feels that she herself is in class IX and has a more mature way of thinking than others. To support the assumption that the writer asked JI directly, she said that

"I feel difficult to concentrate when studying in a crowd, that's why I rarely come to teach because I like to study alone at home".

The writer also asked ZA and he said

"It's okay, sometimes I have a hard time understanding the lessons that are delivered, especially in English".

The writer's note about ZA is that the child in every English lesson he enjoys himself, he is also difficult to convey something, if not asked by the volunteer, he will not answer, so ZA only talks enough.

This is a problem that needs to be highlighted by volunteers, for this reason, the writer communicates this problem with volunteers at the end of the interview session to discuss these findings. It turns out that not only in English teaching,

" *He needs more approach and assistance, but based on my experience, I also have to be extra patient to teach him. Not only ZA but other children who have difficulty communicating*"

The statement was said by volunteer A. and Volunteer B said that

"*At that time I had tried to socialize with his parents, it turned out that ZA did not go to class, they already supported him but with his limitations as we know, that's why we have to maximize and give motivation to ZA*"

The writer assumes that ZA is ashamed of his knowledge and the lack of habit of expressing opinions so that sometimes children become unconfident, then give up, especially if other friends express opinions that can make them insecure . The writer also interviewed AP, in the writer's note that AP must need assistance in order to learn. AP said that "Confused*"*. AP dared to ask questions when the volunteers went around and approached. Volunteer A said that

"S*he wants to learn when approached, it doesn't matter for us with such a thing so other volunteers accompany him while studying, and he also wants to try not to be difficult to persuade*".

The writer assumes that AP is a typical child who needs more approach and attention. In addition to AP, ZA and JI, there are MS and CI who the writer highlights that they have an internal learning style, they tend to talk less and discuss with other friends but only pay attention and listen to the lessons well without socializing much with friends, they can also be said to rarely ask questions to volunteers but when approached they still want to ask.

In short, each child has a difference in how to express themselves while learning as well as children who are classified as having Internal TS who have their own problems. In

essence, children who have Internal TS must be approached more, the strategies carried out by the volunteers are also quite optimal because not only one person teaches so that other volunteers monitor and accompany during the teaching and learning process.

4.1.3.2 External Thinking Style

In the observations from the beginning to the end, external thinking style dominated over internal thinking style. This was evident in the learning approach implemented by the RASS community, which involved open, interactive, and collaborative learning, encouraging the children to be active and enthusiastic. Learning in this way led the children to enjoy discussions and teamwork. Ten out of fifteen, or 67%, of the children studied in the junior high school group exhibited an external thinking style. The behaviours observed by the writer included children who were actively asking questions and interacting with volunteers. To gain further insight, the writer conducted direct interviews with the children to explore their external thinking style. The same interview technique was used, which was unstructured, to dig deeper into the reasons why the children chose their answers in a general context.

One of the questions asked only required raising hands as a response, as seen in the Appendix transcript of the children's interviews. The question was, *"Who here is brave enough to speak in front of the class?"* WI, KZ, IS, DP, RP, and AI raised their hands. According to the writer's notes, one of them, RP, displayed bravery, a tendency to ask questions, and enjoyed discussions. This observation was supported by Teacher B validity results, which confirmed that the child was indeed cheerful and active. Additionally, IS exhibited a thinking style similar to RP, he was confident and willing to try, even if he failed or made mistakes. The writer noted that the volunteers, acting as instructors, provided correct guidance and did not forget to give praise for whatever the children did. Other children, such as WI, KZ, and DP, showed a competitive spirit in learning and always wanted to sit in the front row, close to the teacher or volunteer.

The next question was, *"When you study, especially English, do you understand better when studying alone or together?"* This question was actually posed by the writer to enrich their assumptions and observations of children with internal thinking styles, which needed to be highlighted to understand the causes of the issues they faced. Almost all—12 out of 15 children—answered that they preferred learning together because they found it enjoyable to pronounce foreign words as a group, as in the reading aloud activity. It was noted that when reading together, after following what the volunteer read aloud, their voices were loud, although sometimes not entirely clear, but this part made them excited to say the words.

In short, the external thinking style was the dominant thinking style among marginalized children in the RASS community, as observed from the beginning to the end. All the children were active in learning, such as in discussions and asking questions, not only during English lessons but in every teaching and learning activity, showing that they indeed had an external thinking style. The observations also indicated that the external thinking style, combined with the learning strategies used, was suitable and had a positive impact on the children, as seen in their ability to remember things more easily when learning together.

4.1.4   Correlation Between Language Learning Strategies and Thinking Style

Language learning strategies and thinking styles were closely related to children's learning processes. Strategies implemented correctly influenced learning achievements in children. Moreover, the learning process provided by the RASS community was considered effective for their age and among marginalized children. It was not only interactive learning but also moral support to encourage them to be enthusiastic about learning. This support was crucial as marginalized children often faced economic challenges from their parents, limiting their opportunities for additional learning outside their immediate environment. The writer explored how these language learning strategies aligned with the external and internal thinking styles of children to answer research question number 3. Based on observations and interviews, the writer created a table and categories, which can be seen in the Appendix.

For the memorization strategy involving children's memory, children with an external thinking style tended to remember collaboratively with friends or teachers. For instance, when memorizing new vocabulary, they used strategies such as memorizing together and listening to each other, or using aids provided by the teacher, such as pictures or flashcards. However, the teaching volunteers also offered them methods for remembering words by aligning English pronunciation with everyday language. In contrast, children with an internal thinking style remembered new vocabulary by writing or reviewing their personal notes and isolated themselves to avoid distractions or noise.

Regarding the cognitive learning strategies related to reasoning, children with an external thinking style required guidance, direction, and assistance from teachers. They preferred clear examples from teachers to avoid further questions. If they were unclear, they would ask questions again. On the other hand, children with an internal thinking style preferred to figure things out on their own and had a high curiosity that led them to try things independently. This approach sometimes made it challenging for teachers to gauge

their knowledge limits if they did not ask questions, necessitating volunteers to ensure their understanding.

In language compensation strategies, children with an external thinking style asked for help by giving signals. This behaviour occurred because they relied on the assistance of teachers or peers due to their lack of understanding. Conversely, children with an internal thinking style tended to remain silent and tried to guess the meaning of words from their own learning, even if they were unsure. In the language learning strategy of metacognitive skills, external thinking style children preferred when educators provided concepts and helped plan lessons. This could lead to dependence, as these children relied on teachers and others in their learning activities. Conversely, children with an internal thinking style were more independent, completing tasks on their own and monitoring their own progress. Due to this difference, volunteers had to adjust their support for each child. However, based on the characteristics, this aspect was not highlighted, and the writer did not observe such occurrences during the observations. This might have happened during learning or in situations where the tasks were challenging and required strong reasoning skills.

The social language learning strategy was the most relevant and connected with the conditions of marginalized children and the learning methods in the RASS community. This strategy was implemented through collaborative, interactive, open, and enjoyable learning systems. Not only did children with an external thinking style follow lessons with enjoyment, but those with an internal thinking style also found the learning to be fun. Interviews showed that children preferred learning in groups. Additionally, based on the observations, the writer noticed a predominance of children with an external thinking style. This demonstrated that this strategy was effective and well-suited for marginalized children to build their enthusiasm and motivation for learning, as children enjoyed the method and found it easier to grasp lessons.

In affective language learning strategies, children with an external thinking style tended to seek emotional support and encouragement from others. They felt more comfortable and motivated when receiving praise and positive feedback from teachers and peers. This support helped them manage anxiety and build confidence while learning English. Volunteers applied this strategy by appreciating every effort made by the children without judgment, and providing encouragement and correct guidance to help them control their emotions. For example, when a child could not answer correctly, the volunteer still provided correct guidance and appreciated their efforts.

It can be concluded that language learning styles and thinking styles are closely related in learning, especially in English language learning. The most significant relationship observed in the teaching process for marginalized children in the RASS community was between language learning strategies and thinking styles, particularly with the social learning strategy. This strategy proved effective in the learning progress of children with an external thinking style. Observations showed that children with limited knowledge or those using compensation strategies were guided by volunteers to take notes, while using memorization strategies, such as remembering what they wrote or listening to friends, which are part of social learning strategies.

4.2   Interpretation

Based on the findings, the writer presented an interpretation of the analysis results regarding language learning strategies used by marginalized children, focusing on how these strategies relate to their external and internal thinking styles towards learning English. The analysis aimed to understand how thinking styles influenced children's choice of language learning strategies and the implications for their learning process, based on observations and interviews with both teachers or volunteers and the children themselves.

The findings included: (a) the concepts and strategies applied by the RASS community, especially in language learning strategies; (b) the impact of children's thinking styles on their language learning strategies; and (c) the feedback children received from the learning process and its relationship to their learning achievements. Several interpretations were drawn from this analysis.

First, the learning concept applied by the RASS community. The research indicated that the learning concept implemented referred to an open learning environment between teachers or volunteers and children. In every teaching session, there were 12 volunteers, divided according to class categories, as stated by the RASS coordinator: "The strategy we used was to separate class levels for early childhood education, elementary school grades 1-3, elementary school grades 4-6, and junior high school grades 7-9. Teachers were also divided based on the material according to the class. At one meeting, 12 volunteers were divided into 3 teachers and supervisors in each class, so each of the three had to ensure their knowledge." This strategy was designed to accommodate different age levels and ensure that the teaching and learning process matched the material and children's knowledge levels. It was also implemented to allow volunteers to reach and address the knowledge or issues faced by the children.

This teaching method aligns with Vygotsky's (1978) *Zone of Proximal Development (ZPD) theory*, which states that the learning process is assisted by adults by categorizing children based on age to provide support suited to their cognitive and social development, making learning more effective. Additionally, John Dewey's (1938) constructivist theory supports the idea that open and active learning helps children build understanding through direct experiences. From these perspectives, it can be concluded that such learning methods are well-suited for marginalized children facing economic and social pressures, as it provides not only knowledge but also moral support.

Second, the impact of children's thinking styles on their English learning strategies. The thinking styles of children significantly influenced their learning strategies. Observations revealed that the predominant thinking style among the studied junior high school students was external. Based on observations and interviews, the writer found that 10 out of 15 children had an external thinking style, while 3 others had an internal thinking style. Therefore, the writer focused on these 3 children to identify their issues. Children with an internal thinking style often struggled to articulate what they wanted, necessitating more personalized approaches from volunteers, as noted by Tomlinson (2017). She mentioned that children with internal thinking styles frequently find it difficult to express their needs in the learning process, requiring volunteers or educators to adopt a more personal approach, carefully observe, and ask about their needs to make them comfortable sharing their thoughts.

Children with an external thinking style tended to rely more on social strategies in learning, which involve collaborative methods, as applied in the RASS community. The goal was to bridge the gap between external and internal thinking styles to facilitate good communication and cooperation. Oxford (2017) stated that social strategies help students build their language skills through communication and collaboration. According to Oxford, students who are actively involved in social activities such as group discussions tend to develop better language skills due to their continuous exposure to real-life contexts. The observed relationship showed that children with limited knowledge or those using compensation strategies were guided by volunteers to take notes, simultaneously employing memorization strategies—where children remembered what they wrote or used other memorization techniques like listening to peers, which is a social learning strategy. For example, as mentioned by the RASS coordinator said that

> " I emphasized to children to take notes, repeat, and remember, if they don't know how to ask, Sometimes the volunteers and I have our own strategies such

as likening reading that is difficult for them to objects around them. and then, I ask children to listen to each other's memorization with their friends. It is also one of the games and strategies that we make such as making a group and later the group will guess the meaning. With such a strategy, the child easily to remembers".

It was proven that these learning strategies made it easier for children to remember their lessons. Third, the feedback children received from the learning process was related to their learning achievements. Spratt and Humphreys (2019) also noted that children with external thinking styles who frequently engaged in group learning activities showed significant improvement in their language skills. They found it easier to understand and use new language when they could interact with others, whether through discussions, role-playing, or conversation practice. To maximize the learning potential of children with external thinking styles, it was important to create a learning environment rich in social interaction. This was related to what the RASS facilitator mentioned:

"When volunteers identified a learning gap with the children, teaching and learning activities could impact their knowledge, as the strategy I explained earlier. The method used in this volunteer community was open, making children more expressive, which was different from at school."

From these findings, it was evident that external and internal thinking styles played a crucial role in influencing the use of language learning strategies among marginalized children. Children with external thinking styles were more likely to use strategies involving support and interaction, while children with internal thinking styles tended to be more independent and self-regulated in applying their learning strategies. The experts' opinions mentioned supported these findings, indicating that adjusting teaching strategies according to thinking styles could enhance the effectiveness of language learning for each child. This was particularly important in the context of educating marginalized children, where a personalized approach was essential for achieving optimal learning outcomes.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the research conducted on language learning strategies and student thinking styles of marginal children at Relawan Anak Sumatera Selatan (RASS), it was concluded that language learning strategies and students' thinking styles were closely related and influenced each other. It was found that children from marginalized backgrounds had limited knowledge of English due to unsupportive learning environments and limited resources. This is why the community was established to help improve the education of marginalized children, particularly in English.

Significant thinking styles and learning strategies are external thinking styles with socio strategies. Although the teaching and learning activities were not the same as in formal schools, the community provided education and learning strategies tailored to the children's abilities, giving them opportunities to express themselves and build confidence. With a teaching staff composed of university students, the children found it easier to connect, seeing the teachers not only as intermediaries of knowledge but also as friends. The absence of social gaps made socio strategies effective, and combined with external learning styles, this approach created an active learning process that was well understood by the children, leading to their learning achievement.

5.2 Suggestions

After the writer presents the findings, the writer would like to provide suggestions to those involved as follows:

1. For Marginal children

   Its hope marginal children keep enthusiastic about learning, children must learn and be able to adapt to whatever their learning style is and learn to use strategies according to what they are studying, especially in learning English, must often practice by reading, watching and listening to everything that uses English. All children have the right to learn regardless of their background, therefore

marginalized children must be able to prove that they can also receive a decent education and they can also be smart by studying hard.

2. For RASS community

   It is expected to continue to advance to support good and positive activities to help children who lack education, because movements like this can greatly help people who have economic limitations and help government work programs in realizing decent education. Continue to support children's mental and moral so that they continue to be confident.

3. For writer

   It is hoped that future writers can fill in the gaps in this research by examining topics related to problems in learning English from the perspective of marginalized children. Writers can also conduct research on marginalized children in other communities to obtain more information related to learning problems in non-formal education situations in order to add insight and concern for the education of marginalized children. Provide creative and varied learning so that children do not get bored. To overcome problems such as lack of government attention, the community must be able to coordinate with the local government.

4. For government

   This research showed that there are still many children who do not receive proper education, which should be their right to obtain quality learning. It is hoped that this research can become a benchmark for the local government to pay attention to the education of marginalized children.

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