

**THE APPLICATION OF LANGUAGE LEARNING
STRATEGIES USED BY STUDENTS OF GENERAL ENGLISH
CLASS OF INTERNATIONAL LANGUAGE PROGRAMS
(ILP) KEDIRI AND THEIR CORRELATION WITH
ACADEMIC ACHIEVEMENT**

THESIS

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**STUDY PROGRAM OF ENGLISH
DEPARTMENT OF LANGUAGES AND LITERATURE
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA
2013**

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INTERNATIONAL LANGUAGE PROGRAMS (ILP) KEDIRI
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THESIS

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for the degree of *Sarjana Sastra*

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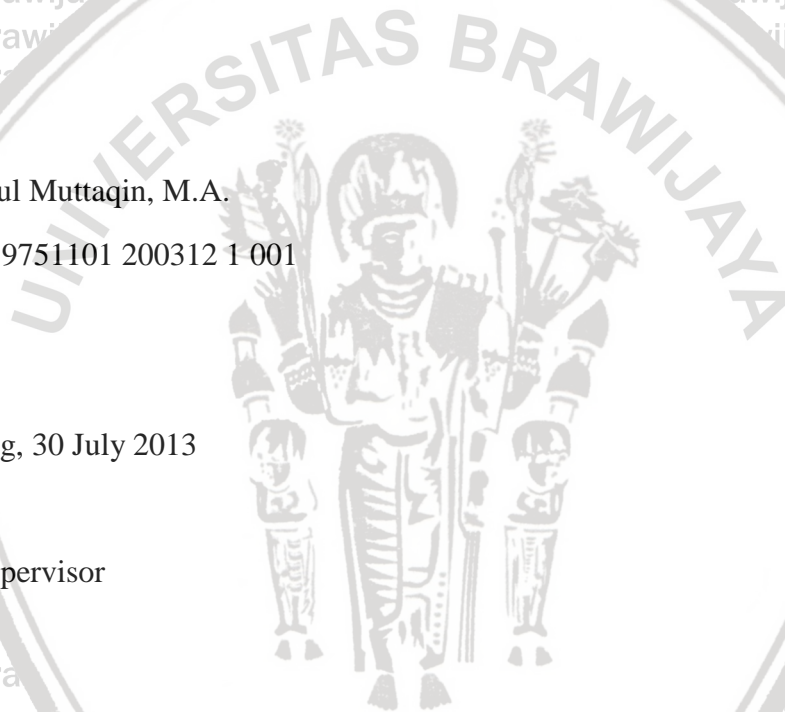
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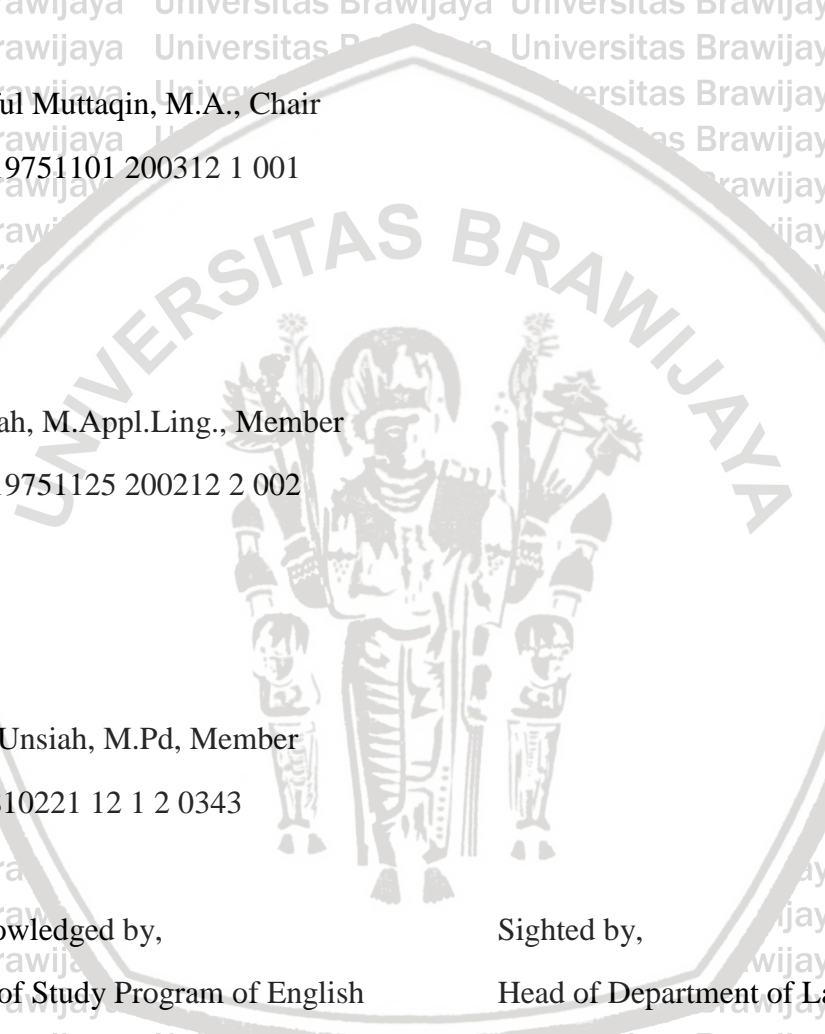
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ABSTRACT

Martinez, Diana. 2013. **The Application of Language Learning Strategies Used by Students of General English Class of International Language Programs (ILP) Kediri and Their Correlation with Academic Achievement.** Study Program of English, Department of Languages and Literature, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Syariful Muttaqin; Co-supervisor: Frida Unsiah.

Keywords: language learning strategies, English course students, Strategy Inventory for Language Learning (SILL) questionnaire

Learning English as a foreign language is not as easy as learning the first and the second language since there are some differences among foreign language, first language, and second language that may cause problems in learning process. In learning foreign language, it needs some strategies to help learners. By applying the strategies, it will make the learning process becomes more effective. Since the goals of English students are to enhance their English competence by practicing English, this study is aimed to examine the language learning strategies applied by students of General English class of ILP Kediri, and the correlation between the application of language learning strategies and academic achievement.

This study used descriptive quantitative approach and survey related to correlation study. The subjects of this study were 46 students out of 201 students of General English class of International Language Programs Kediri taken by random sampling. The data were taken from Strategy Inventory for Language Learning (SILL) questionnaire completed by the students and their academic score at the end of the level.

The results show that the use of overall language learning strategies falls into medium level, meaning that the students sometimes used those strategies. In particular, metacognitive strategies are found as the most frequently used strategies, followed by social, affective, compensation, cognitive, and memory strategies. There is a positive low significant correlation among metacognitive and social strategies and academic achievement. The possible reason of low correlation is caused by the context of English use since English is considered as a foreign language in Indonesia.

In suggestion, it is expected that the teachers can introduce and emphasize the application of language learning strategies to the students, especially metacognitive and social strategies intended for the better academic achievement.

ABSTRAK

Martinez, Diana. 2013. **The Application of Language Learning Strategies Used by Students of General English Class of International Language Programs (ILP) Kediri and Their Correlation with Academic Achievement.** Program Studi Sastra Inggris, Jurusan Bahasa dan Sastra, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing I: Syariful Muttaqin; Pembimbing II: Frida Unsiah.

Kata kunci: strategi pembelajaran bahasa, siswa kursus bahasa Inggris, kuesioner SILL

Mempelajari bahasa Inggris sebagai bahasa asing tidak semudah mempelajari bahasa pertama dan kedua karena banyaknya perbedaan antara bahasa asing, bahasa pertama, dan bahasa kedua yang menyebabkan masalah dalam proses pembelajaran. Dalam mempelajari bahasa asing, dibutuhkan strategi untuk membantu para pelajar. Dengan menggunakan strategi tersebut, proses pembelajaran akan menjadi lebih efektif. Karena tujuan siswa kursus bahasa Inggris adalah meningkatkan kemampuan bahasa Inggris dengan mengaplikasikan strategi pembelajaran, studi ini bertujuan untuk mengetahui strategi pembelajaran bahasa yang diaplikasikan oleh mereka dan korelasinya antara aplikasi strategi pembelajaran bahasa dan pencapaian akademik.

Studi ini menggunakan pendekatan kuantitatif deskriptif dan survei berkaitan dengan studi korelasi. Subjek dari studi ini adalah 46 siswa dari 201 siswa kelas General English International Language Programs Kediri yang diambil secara acak. Data studi ini didapat dari kuesioner SILL yang diisi oleh para siswa dan nilai akademik mereka pada akhir level.

Hasil studi ini mengungkapkan bahwa pengaplikasian strategi pembelajaran bahasa berada pada level sedang, yang berarti para siswa terkadang menggunakan strategi pembelajaran. Secara spesifik, metakognitif merupakan strategi yang paling sering digunakan, diikuti oleh strategi sosial, afektif, kompensasi, kognitif dan memori. Ditemukan sebuah korelasi positif rendah antara metakognitif dan sosial strategi dengan pencapaian akademik. Alasan yang mendasari korelasi rendah tersebut disebabkan oleh konteks penggunaan bahasa Inggris sebagai bahasa asing di Indonesia.

Sebagai saran, diharapkan para pengajar dapat mengenalkan dan menekankan strategi pembelajaran bahasa pada para siswa, terutama strategi metakognitif dan sosial untuk pencapaian akademik yang lebih baik.

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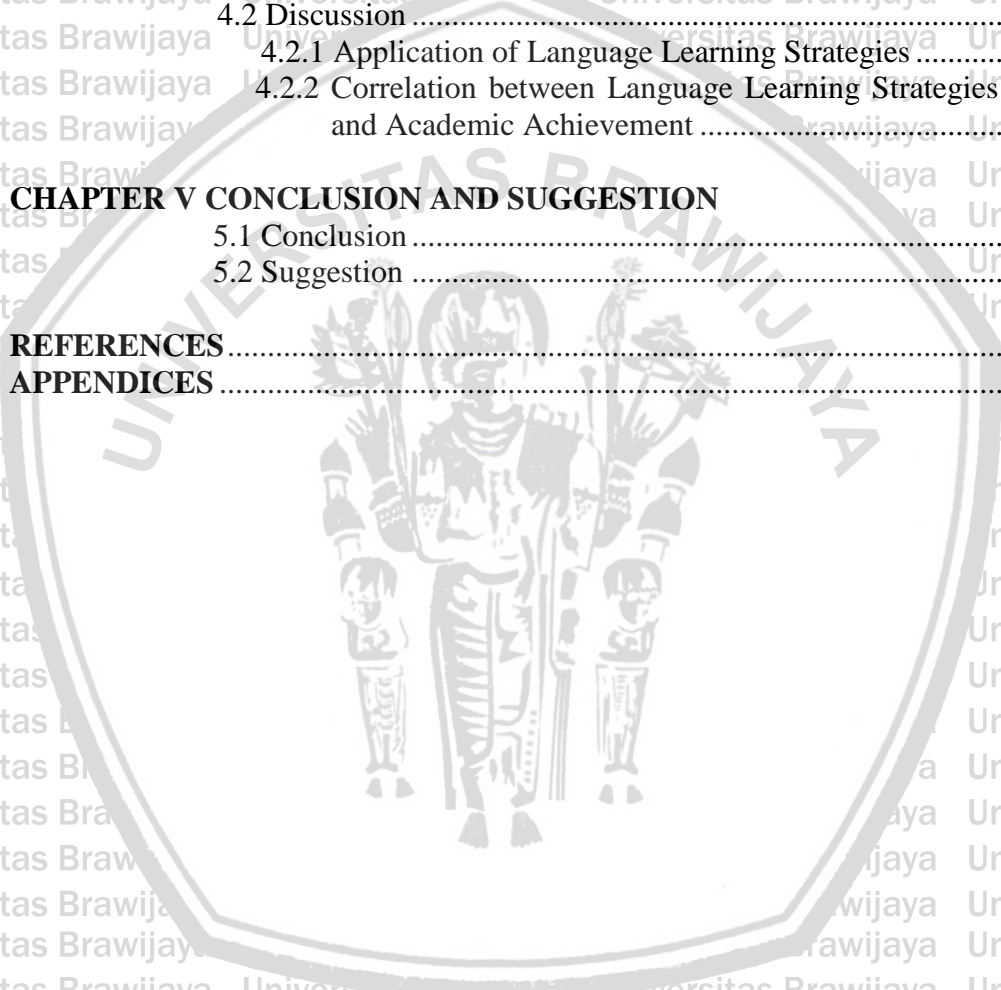
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CHAPTER I

INTRODUCTION

In this chapter the writer presents the background of the study, the problems of the study, the objectives of the study, the hypotheses of the study, and the definition of key terms.

1.1 Background of the Study

In Indonesia, English is considered as the foreign language (EFL) after the first and the second language. Eventhough English is a foreign language, but it is applied in many aspects of life. So, that is why in some cases, people are demanded to know English. However, learning a foreign language is not as easy as learning the first language. When someone learns a foreign language, there are many differences between foreign language and Indonesian that may cause problems in learning process. The differences involve the vocabularies, the pattern of sentences, the writing systems, the word spelling, and the pronunciation. In learning foreign language, it needs some strategies to help learners. By applying the strategies, it will make the learning process becomes more effective. In addition, different language learning strategies will influence the acquisition of language learning, for instance if someone tends to use social strategy, he or she

will communicate well in English so that it will impact to the acquisition of speaking skill.

Ellis (1994, p. 529) defines language learning strategy as, "a strategy consists of mental or behavior activity related to some specific stages in the overall process of language acquisition or language use". As cited in Liyanage, (2004, p. 28), Rubin (1987) states, "learning strategies are strategies which contribute to the development of the language system which the learner constructs and affects the learner directly". In 1990, Oxford defines language learning strategies as "a specific action taken by the learners to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations (p. 8)". In short, learning strategies are the ways to help the learners in gaining the knowledge of second language.

The idea proposed by Ellis (1994), Rubin (1987), and Oxford (1990) is supported by Cohen (1994, cited in Gass and Selinker, 1994, p. 439) who says,

Language learning strategies are those processes which are consciously selected by learners and which may result in action taken to enhance the learning or use of a second or foreign language, through the storage, retention, recall, and application of information about that language. Those strategies include strategies for identifying the material that needs to be learned, distinguishing it from other material if need be, grouping it for easier learning, having repeated contact with the material, and formally committing the material to memory when it does not seem to be acquired naturally.

In conclusion, every individual takes language learning strategy consciously to help him or her in enhancing the acquisition of second or

foreign language. By knowing and applying the most appropriate learning strategy, the process of learning the second or foreign language will be easier.

English itself has already been taught in educational institutions, both in formal institution like school, and informal institution like English course. Today, there are many English courses which support English learning by emphasizing more on English learning strategies than schools do. English courses want to help their students in learning English successfully by giving certain strategies as their goals. The writer conducts a study in ILP since this English course is the first English course in Indonesia that offers native speaker instructors and the emphasis of the learning activities is on the speaking abilities. As in ILP's slogan "Makes You Speak", ILP tries to make the curriculum focusing on the speaking activities which belongs to social strategy. On the other hand, most schools provide English as a subject which is used as a medium of instruction in the academic life, or only introduce English as the foreign language that must be learned without giving certain strategies like what English courses do. Moreover, the final goal of providing English as one of the subjects provided by Junior and Senior High Schools is the students are expected to complete UAN (Ujian Akhir Nasional). Therefore, in this study, the writer chooses English course students as the subjects of the study in order to investigate language learning strategies applied by them.

In this study, the writer chooses ILP as the object of the study. ILP (International Language Programs) is an English course in Indonesia that was established in 1977 at Jl. Ciomas, Kebayoran Baru, Jakarta Selatan. ILP has also pioneered the introduction of world-class English franchise teaching methods in Indonesia since 1998. In 2003, ILP got an award as the best franchise (<http://www.ilpworld.com/about>).

The strengths of ILP are well trained and professional teachers, the latest teaching methods, a communicative and student-centered curriculum with a well developed and appropriate syllabus for all levels, small, friendly classes with an average of 14 students and a maximum of 18 students, and a full range of study facilities, such as air conditioned rooms, audio-visual facilities, multimedia, canteen, and reading room (<http://www.waralabaku.com/franchise-kursus-ilp>).

Now, there are 46 branches of ILP in Indonesia that spread out in Jakarta, Java, Bali, and Sumatra; and ILP Kediri is one of the branches of ILP. ILP Kediri is different from the other ILPs because the students come from various regions in East Java, especially from some small cities around Kediri. Of course, the students have various cultural backgrounds and educational backgrounds.

Meanwhile, the students of the other ILPs in big cities come from the cities themselves. Because of the various students in ILP Kediri, it is possible that they have their own strategies in learning English that then give the impact on their

foreign language acquisition, such as skills in speaking, listening, writing, and reading.

Studies in language learning strategies have been done by some writers.

Since most of the subjects of the study in language learning strategy studies are senior high school students or university students, there are still few studies investigating English course students. That is why, in this study, the writer chooses the students of General English of ILP Kediri as the subjects of the study.

General English consists of YLE (Young Learners English) and TLE (Teens Learners English) program. Each program consists of three levels; those are Basic, Intermediate and Advanced. If someone passes a level, he can continue the next level. The consideration of choosing the students of General English class as the participants of this study is caused by the active and communicative English learning that offered in these programs. The students of General English class are demanded to use full English in the classroom activities. The teachers of ILP also always encourage the students to be active in the class and have interaction with others.

Because an academic achievement is important and might be the assessment in language learning, this study correlates the language learning strategies with academic achievement. Based on the facts above, the writer is interested in writing a study entitled "The Application of Language Learning Strategies Used by Students of General English Class of International Language

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Programs (ILP) Kediri and Their Correlation with Academic Achievement". In this study, the writer tries to find out the application of language learning strategies used by the students of General English class of ILP Kediri and their correlation with academic achievement.

This study is expected to give a valuable reference to the readers, who want to get information on a study of language learning strategies in EFL context, especially in English course students. For the students of General English class of ILP Kediri, this study is expected to give a valuable contribution in increasing their academic achievement by knowing their dominant learning strategies.

1.2 Problems of the Study

Based on the background of the study, this study has some problems which are mentioned below:

1. What is the application of language learning strategies used by students of General English class of ILP Kediri?
2. What is the correlation between language learning strategies applied by students of General English class of ILP Kediri and their academic achievement?

1.3 Objectives of the Study

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Related to the problems of the study, the objectives of the study are:

1. To investigate the application of language learning strategies used by students of General English class of ILP Kediri.
2. To investigate the correlation between language learning strategies applied by students of General English class of ILP Kediri and their academic achievement.

1.4 Hypotheses of the Study

Related to the problems of the study, the hypotheses or the tentative answers of the study are:

1. The most dominant language learning strategies used by students of General English class of ILP Kediri is a social strategy.
2. There is a positive correlation between language learning strategies applied by students of General English class of ILP Kediri and their academic achievement.

1.5 Definition of Key Terms

In order not to make some misunderstandings concerning the meaning of the content, the writer describes some definitions of the key terms. The definitions of the key terms are mentioned below.

1. **Language Learning Strategies:** specific action taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations (Oxford, 1990, p. 8).

2. **Strategy Inventory for Language Learning (SILL):** a structured survey tool based on the strategy systems proposed by Oxford to evaluate specific language learning strategies within the learning context (Oxford, 1990, p. 199).

3. **General English of ILP:** one of the ILP's programs that offer active and communicative English learning in the levels of basic, intermediate, and advanced (<http://www.ilpworld.com/programs.php?cID=11&pID=8>).

4. **ILP Kediri:** one of the branches of ILP (International Language Programs) in Indonesia that is located on Jl. Urip Sumoharjo No. 86 Kediri (<http://www.ilpworld.com/contact.php>).

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains a brief explanation and description of some theories supporting this study. The following explanations that the writer discusses are theoretical framework that consists of theories which support this study and previous studies which give guidelines and comparison to this recent study.

2.1 Theoretical Framework

Theoretical framework includes the theories used in this study. The theories are second language acquisition, definition of language learning strategies, factors influencing the choice of language learning strategies, taxonomy of language learning strategies, and language learning strategies by Oxford (1990).

2.1.1 Second Language Acquisition

Gass and Selinker (1994, p. 1) define second language acquisition as following:

It is the study of the acquisition of a non-primary language, which is the acquisition of a language beyond the native language. It is the study of why most second language learners do not achieve the same degree of knowledge and proficiency in a second language as they do in their native language; it is also the study of why only some learners appear to achieve native-like proficiency in more than one language.

Next definition comes from Ellis (1997, p. 3) who defines second language acquisition (SLA) as “the way in which people learn a language other than their mother tongue, inside or outside of a classroom”. Based on Krashen (1981, p. 67), “the first language may ‘substitute’ for the acquired second language as an utterance initiator when the performer has to produce in the target language but has not acquired enough of the second language to do this”.

The idea of Krashen (1981), Gass and Selinker (1994), and Ellis (1997) are supported by Nunan (1999, p. 87) who says, “the term second language acquisition (SLA) refers to the processes through which someone acquires one or more second or foreign languages”. He also states that second language acquisition has been strongly influenced by first language acquisition (p. 88).

From some definitions above, it can be concluded that second language must be learned, since it is learned consciously. In addition, the first language may contribute in acquiring the second language. The first language may give the positive or negative contribution. If there are many differences between the first and the second language, the learners will have difficulties in acquiring the second language. As a result, most of second language learners cannot have the same proficiency like the native speaker.

2.1.2 English as a Foreign Language

Someone's first or second language depends on the language he/ she has acquired for the first time. A child who is born in Java tends to acquire Javanese for the first time. Here, Javanese is categorized as the first language. Then, after the child goes to the school, he or she learns Bahasa Indonesia. Bahasa Indonesia is called as the second language.

Moreover, EFL (English as a Foreign Language) and ESL (English as a Second Language) are different in the contexts of language use. "Second language is a language that is learnt by a child after he/ she gets his/ her first language (<http://www.sekolahoke.com/2012/01/difference-between-first-second-and.html>)". ESL is used in countries where English as the medium of instruction in education, business, and governments, even though English is not the native language. In addition, Richards (2002, p. 180) says that someone is said to be learning English as a second language when he or she learns English which is required for everyday life. Countries which apply ESL are Malaysia, Singapore, India, Netherlands, France, etc.

On the other hand, foreign language is a new language that is learnt by people only in formal education, but it is not used in their daily life (<http://www.sekolahoke.com/2012/01/difference-between-first-second-and.html>).

EFL is used in countries where English is not used as a medium of instruction, but English is taught in schools. According to Richards (2002, p. 180), someone is said to be learning English as a foreign language when he or she learns English in

a formal classroom and has limited or no opportunities to use it outside of the classroom. For instance, most Indonesian people learn English only in educational institutions. Therefore, they rarely practice it in their daily communication in society. Since English is a foreign language in Indonesia, Indonesian learners should have certain strategies in learning English to make their learning process becomes more effective and efficient. Countries which apply EFL are Indonesia, Thailand, Vietnam, etc.

2.1.3 Definition of Language Learning Strategies

Rubin (1987, cited in Liyanage, 2004, p. 28) states, “learning strategies are strategies which contribute to the development of the language system which the learner constructs and affects the learner directly”. As cited in Littlejohn (2008, p. 4), Chamot (2004) defines learning strategies as follows:

Learning strategies are the conscious thoughts and actions that learners take in order to achieve a learning goal. Strategic learners have metacognitive knowledge about their own thinking and learning approaches, a good understanding of what a task entails, and the ability to orchestrate the strategies that best meet both the task demands and their own learning strengths.

Thus, learning strategies are special ways of processing information that enhance comprehension, learning, or retention of the information (O'Malley & Chamot, 1990). Based on Oxford (1990, p. 8), “language learning strategies are the specific action taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations”.

Ellis (1994, p. 529) defines language learning strategy as, "a strategy consisted of mental or behavior activity related to some specific stages in the overall process of language acquisition or language use". She also mentions, "the study of learning strategies holds considerable promise, both for language pedagogy and for explaining individual differences in second language learning (p. 558)".

The other linguist, Cohen (1994, cited in Gass and Selinker, 1994, p. 439) states, "language learning strategies are those processes which are consciously selected by learners and which may result in action taken to enhance the learning or use of a second or foreign language, through the storage, retention, recall, and application of information about that language". Weinstein & Mayer (1986, cited in Paradese 2010, p. 9) state, "language learning strategies affect the way in which the learner selects, acquires, organizes, or integrates new knowledge".

In conclusion, learning strategies are the ways to help the learners in gaining the knowledge of second language. Learning strategies are very needed to make the learning processes become more effective and efficient. Without using a strategy, the learning processes of foreign language will be quite hard. The strategies in language learning will impact on the result of foreign language acquisition.

2.1.4 Factors Influencing the Choice of Language Learning Strategies

According to Oxford (1990), there are eight kinds of factors that influence the choice of strategies used by the learners, as mentioned below.

1. Motivation

According to Encarta Dictionaries, "motivation is a feeling of enthusiasm, interest, or commitment that makes somebody want to do something, or something that causes such a feeling". Positive motivation is associated with a willingness to keep learning. Students who have high motivation tend to use more strategies and have some reasons in studying the language than students who have low motivation. Motivation itself is also related to the purpose of language learning. For example, individuals who want to learn a new language especially for personal interest will use different strategies than learners who want to learn a new language only to fulfill a graduation requirement. The students of English course tend to have high motivation in learning English since they want to increase their knowledge based on their own willingness.

2. Gender

Recent studies based on Oxford (1990) indicate, "female may use a much wider, or at least a very different, range of strategies than males for language learning". Rua (2006) infers some conclusions based on her study as following:

Girls are regularly superior to boys in terms of overall achievement in languages in general (and foreign languages in particular). Boys are superior to girls in tasks concerning spatial ability, but girls generally excel boys in tasks involving verbal skills (listening, speaking, reading, and writing). Girls are significantly more confident concerning their abilities to master the language. Boys,

on contrary, appear to be more self-deprecating of their linguistics competence.

From the explanations above, it can be concluded that female tend to use different strategies in learning a language than male.

3. Cultural background.

In Oxford (1990), it is reported that certain cultural background plays the big role to support strategies in language learning. For instance, for some Asian students from various cultural backgrounds, the rote memorization and other forms of memorization are more common. In addition, members of a minority group who learn the language of a majority group may have different attitudes and motivation from those of majority group members who learn a minority language. In conclusion, learners' identities impact on what they will do in learning a new language.

4. Attitudes and beliefs.

According to Richards (2002, p. 286), "language attitudes are the attitudes which speakers of different languages or language varieties have towards each other's languages or to their own language." Meanwhile, Richards (2002, p. 297) mentions that learners' belief deals with the effective way to learn language, their own abilities, and their goals in language learning. Attitudes and beliefs may give an impact on the strategies which are chosen by the learners. Negative attitudes and beliefs often cause the poor strategy used.

Older learners have strong beliefs and opinions about how their instruction should be delivered. These beliefs are usually based on previous learning experiences and the assumption (right or wrong) that a particular type of instruction is the best way for them to learn.

5. Types of tasks.

The types of task can influence the strategies used indirectly. Oxford (1990, p. 13) states:

Task requirements help determine strategy choice. Learners would not use the same strategies for writing a composition as for chatting in a cafe. Teacher expectations, expressed through classroom instructional and testing methods, strongly shape learners' strategies, for instance, classroom emphasis on discrete-point grammar-learning will result in development of learning strategies like analysis and reasoning, rather than more global strategies for communication.

In short, individuals have different language learning strategies based on their types of task. In General English class of ILP Kediri, the emphasis of learning process is on the speaking activities, so the students are demanded to be active in class. The teachers of ILP Kediri give the tasks to the students related to the topic of discussion, whether in a group or individual. By giving a certain type of task, the goal of ILP "Makes You Speak" is attainable.

6. Age & language stage.

Age also influences the acquisition of second language. Every individual, whether student with different age or stage has different language learning

strategies. The older or more advanced students often use certain strategies.

Lenneberg (1967, cited in Cook, 2008, p. 147) says, “the superiority of young learners was enshrined in the critical period hypothesis: the claim that human beings are only capable of learning their first language between the age of two years and the early teens”. Cook (1986, cited in Cook, 2008, p. 147) mentions,

A variety of explanations have been put forward for the apparent decline in adults: physical factors such as the loss of ‘plasticity’ in the brain and ‘lateralization’ of the brain, social factors such as the different situations and relationships that children encounter compared to adults, and cognitive explanations such as the interference with natural language learning by the adult’s more abstract mode of thinking.

That is why, children are better at learning foreign language than adults. In this study, the writer took the participants in the age of 12 years old to 17 years old.

7. Learning style.

Learning strategies are also determined by learning style. Reid (1994, cited in Gass and Selinker, 1994, p. 59) states, “the term ‘learning style’ has been used to describe an individual’s natural, habitual, and preferred way of absorbing, processing, and retaining new information and skills”. Richards (2002, p. 85) said that different learners may choose different solutions for their learning problems. For example, some people may need explanations dealing with grammatical rules, whereas others may not need any explanations for it. The different learning style will affect the learners approach learning tasks and the

success on those tasks. Individuals tend to choose their learning strategies which are most suitable with their learning style.

8. Tolerance of ambiguity.

Ely (1989, cited in Grace, 1997, p. 23) defines tolerance of ambiguity as “one’s acceptance of confusing situations and a lack of clear lines of demarcation”.

Grace (1997, p. 23) also states, “learners who can tolerate moderate levels of ambiguity are more likely to persist in language learning and to achieve more than those who cannot tolerate ambiguity”. According to Ehrman (1993, cited in Grace, 1997, p. 23), tolerance of ambiguity is “the ability to take in new information to hold contradictory or incomplete information without either rejecting one of the contradictory elements or coming to premature closure on an incomplete schema (and) to adapt one’s existing cognitive, affective, and social schemata in light of new material”. Students who have high tolerant of ambiguity tend to use significantly different learning strategies than the students who have the low tolerant of ambiguity.

The eight factors explained above influence the choice of language learning strategies that will determine the success of learning a foreign language. The different factor will result the different strategy which gives impacts on the success of second language acquisition.

2.1.5 Taxonomy of Language Learning Strategies

Many scholars have categorized language learning strategies. One of them is Rubin (1981, cited in O'Malley and Chamot 1990, p. 4) who differentiates strategies contributing directly to learning and strategies contributing indirectly to learning. Some strategies considered to contribute directly to the learning are clarification, monitoring, memorization, guessing, deductive reasoning, and practice. On the other hand, some strategies considered to contribute indirectly to the learning are creating opportunities to practice and produce tricks.

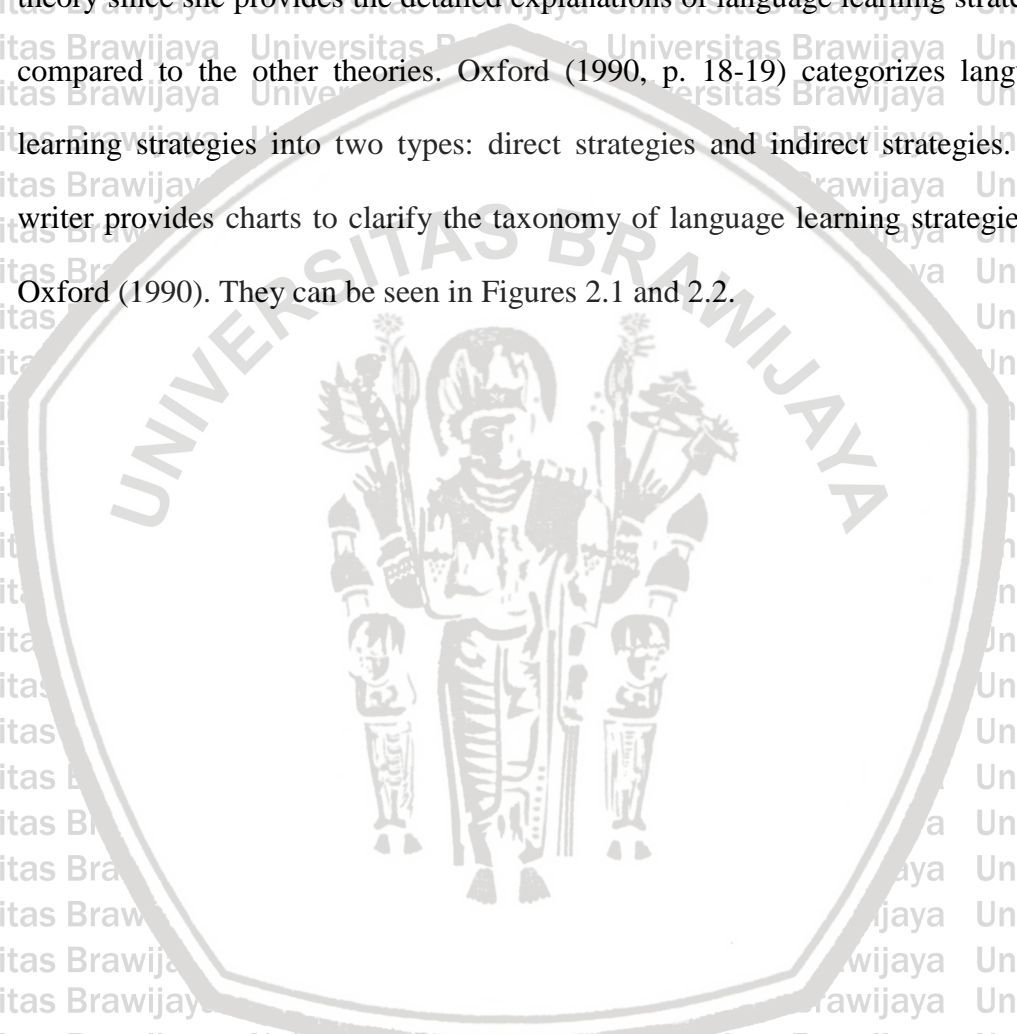
There are three main categories of language learning strategies divided by O'Malley and Chamot (1990, p. 47). They are metacognitive strategies (selecting attention, planning, monitoring, and evaluation), cognitive strategies (rehearsal, organization, inferencing, summarizing, deducing, imagery, transfer, and elaboration), and social strategies (cooperation, questioning for clarification and self-task).

Another scholar is Oxford (1990, p. 17) who classifies language learning strategies into two main strategies: direct strategies and indirect strategies. Direct strategies involve memory strategies, cognitive strategies, and compensation strategies. Next, indirect strategies involve metacognitive strategies, affective strategies, and social strategies.

Learning strategies are classified in some classifications in order to make the clear distinction between factors that contribute directly and indirectly in learning processes of second language.

2.1.6 Language Learning Strategies by Oxford (1990)

In this study, the writer uses the theory from Oxford as the fundamental theory since she provides the detailed explanations of language learning strategies compared to the other theories. Oxford (1990, p. 18-19) categorizes language learning strategies into two types: direct strategies and indirect strategies. The writer provides charts to clarify the taxonomy of language learning strategies by Oxford (1990). They can be seen in Figures 2.1 and 2.2.



DIRECT STRATEGIES

(Memory, Cognitive, and Compensation Strategies)

Memory strategies

- a. Creating mental linkages
- b. Applying images and sounds
- c. Reviewing well
- d. Employing action

Cognitive strategies

- a. Practicing
- b. Receiving and sending messages
- c. Analyzing and reasoning
- d. Creating structure for input and output

Compensation strategies

- a. Guessing intelligently
- b. Overcoming limitations in speaking and writing

Figure 2.1 Direct Strategies

(Source: Oxford, 1990, p. 18-19)

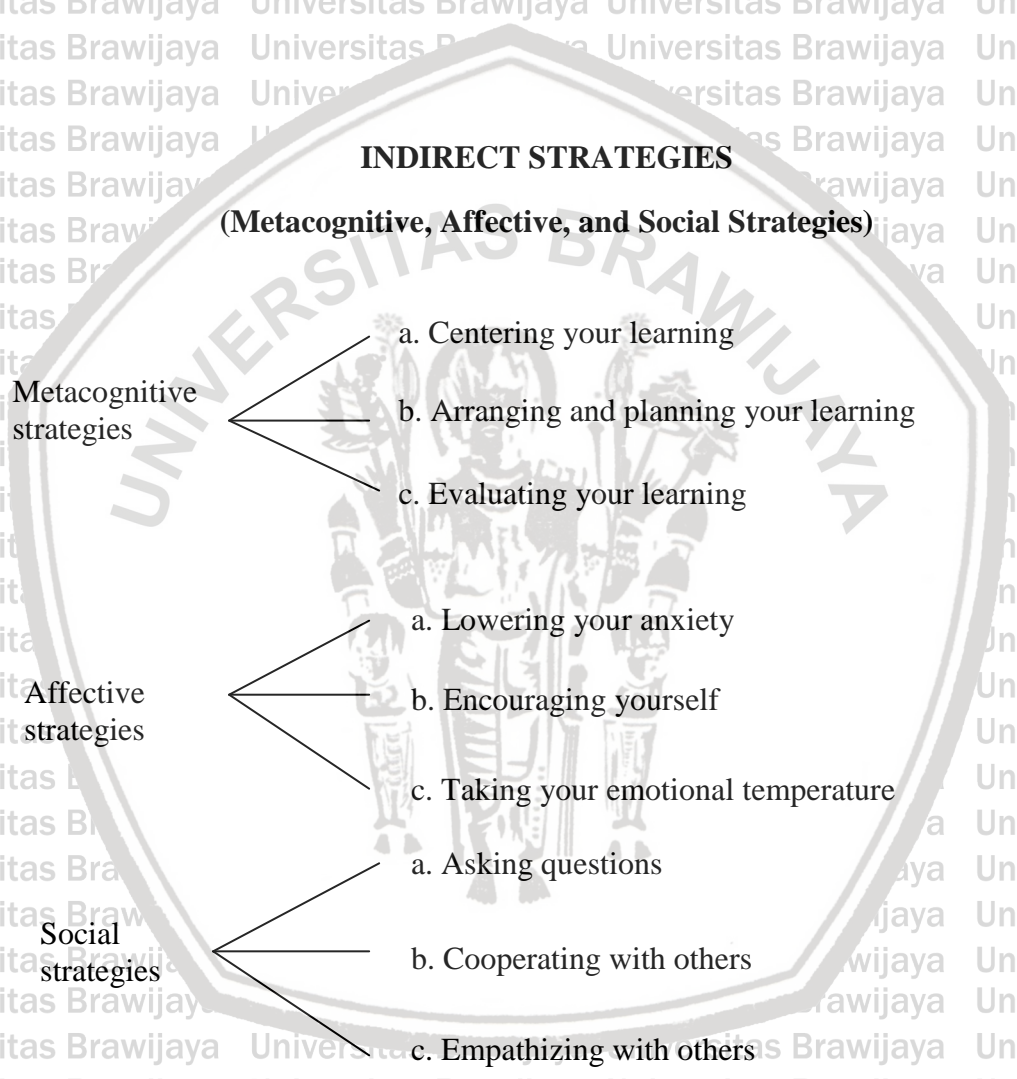


Figure 2.2 Indirect Strategies
(Source: Oxford, 1990, p. 20-21)

The following is the detailed explanation of direct strategies and indirect strategies.

2.1.6.1 Direct Strategies

According to Oxford (1990, p. 37), direct strategies are strategies which involve the target language directly. In direct strategies, the information can be stored and recovered, the language can be produced even there is a gap in knowledge, and the new language can be understood and used. Direct strategies are divided into three categories: memory strategies, cognitive strategies, and compensation strategies.

a. Memory Strategies

Memory strategies are strategies dealing with the storing and retrieval of information. The simple principles in memory strategies are just like making association and reviewing. Memory strategies are usually used to face in vocabulary learning. Through visual images, sounds, motions, or touches, the words and phrase can be related, so that the information can be stored and retrieved.

There are four groups which are considered as memory strategies. First, creating mental linkages involve grouping, associating or elaborating, and placing new words into a context. Second, applying images and sounds involve using imagery, semantic mapping, using keywords, and representing sounds in memory.

Third, reviewing well involves structured reviewing. Fourth, employing action involves using physical response or sensation and using mechanical techniques.

b. Cognitive Strategies

The second direct strategy is cognitive strategies which are the strategies operating directly on incoming information, manipulating or transforming it in ways that enhance learning. There are four groups which are categorized as Cognitive strategies. First, practicing involves repeating, formally practicing with sounds and writing systems, recognizing and using formulas and patterns, recombining, and practicing naturalistically. Second, receiving and sending message involve getting the idea quickly and using resources for receiving and sending message. Third, analyzing and reasoning involve reasoning deductively, analyzing expressions, analyzing contrastively or across language, translating and transferring. Fourth, creating structure for input and output involve taking notes, summarizing, and highlighting.

c. Compensation Strategies

Another direct strategy is compensation strategy which allows the learners to use the new language, whether for comprehension and production regardless of limitations in knowledge. In other words, these strategies are used by the learners when they face the problem in understanding the target language.

There are two groups which are regarded as compensation strategies. First, guessing intelligently involves using linguistic clues and using other clues.

Another is overcoming limitations in speaking and in writing involves switching to the mother tongue, getting help, using mime or gesture, avoiding communication partially or totally, selecting the topic, adjusting or approximating the message, coining words, and using a circumlocution or synonym.

2.1.6.2 Indirect strategies

Then, indirect strategies also have three categories: metacognitive strategies, affective strategies, and social strategies.

a. Metacognitive Strategies

Metacognitive strategies permit the learners to control their own cognition. Metacognitive strategies have three groups of categories. First, centering the learning involves overviewing and linking with already known material, paying attention, and delaying speech production to focus on listening. Second, arranging and planning the learning involve finding out about language learning, organizing, setting goals and objectives, identifying the purpose of a language task, planning for a language task, and seeking practice opportunities. Third, evaluating the learning involves self-monitoring and self-evaluating.

b. Affective Strategies

The second indirect strategy is affective strategies which are related to the control of feelings and attitudes. These strategies are divided into three groups of categories. First, lowering the anxiety involves using relaxation, deep breathing,

or mediation, using music, and using laughter. Second, encouraging ourselves involves making positive statements, taking risks wisely, and rewarding ourselves.

Third, taking the emotional temperature involves listening to our body, using a checklist, writing a language learning diary, and discussing our feelings with someone else.

c. Social Strategies

The last indirect strategy is social strategies which are related to communication with other people. There are three groups of categories in these strategies. First, asking questions involves asking for clarification and asking for correction. Second, cooperating with others involves cooperating with peers and cooperating with proficient users of the language. Third, empathizing with others involves developing cultural understanding and becoming aware of other's thought and feeling.

The classification of language learning strategies helps us to know the strategies contributing directly and indirectly to language learning. Direct strategies concern with the target language directly. In contrast, indirect strategies support and manage language learning without concerning the target language directly.

2.2 Previous Studies

There are some writers who have conducted some studies about language learning strategies. Susanto (2010) from State University of Malang conducted a study entitled “An Analysis on the Correlation between Language Learning Strategies and the Grammatical Errors Made by the Third Graders in IX-A Class of SMPK Kolose Santo Yusuf II Malang”. He found out there was no correlation among metacognitive strategies used, cognitive strategies used, social/ affective strategies used and language learning strategies used altogether with the grammatical errors.

The similarities between the current study and the previous study are the use of theories and both of the studies examine language learning strategies used by the learners of foreign language. Both of the studies use the theory from Oxford as the fundamental theory. However, the problems of the study and the instrument make the current study is different from the previous one. The previous study used the questionnaire made by him and tried out to examine the correlation between language learning strategies and grammatical errors. Meanwhile, in this study the writer uses Oxford’s SILL questionnaire as the instrument to collect the data and the score of final exam in the end of the level as the measurement of academic achievement. Then, the writer correlates the students’ language learning strategies with their academic achievement.

The writer also takes the study from Kusumaningrum (2010) entitled “Learning Strategies of Successful English Learners at MAN 3 Malang in

Improving Their Speaking Ability” as the reference to support this current study.

She revealed that learning strategies gave great contribution to the learner’s success.

This current study and the previous one have the similarities in terms of the use of theory and choosing the students who are learners in EFL (English as the Foreign Language). Nevertheless, the problems of the study and the instrument used are different. The previous study investigated the correlation between language learning strategies and the academic achievement that were got by the successful learners by interviewing them. Whereas, the writer in this study investigates the correlation between language learning strategies and the academic achievement by delivering questionnaire to the students and collecting their score of final exam in the end of the level .

The other study entitled “Strategies in Learning English Used by the Successful Learners of English at Laboratory Junior High School State University of Malang: A Case Study” was conducted by Rahayu (2011). She investigated that the successful English learners in her study generally used strategies in their learning of English. They used direct and indirect strategies.

That previous study and this current study have similarities and differences.

The similarities are the instrument used to measure language learning strategies, the use of theories and both of the studies investigate learning strategy in the EFL context. Both of the studies use Oxford’s theory as the basic theory and SILL

questionnaire to collect the data. The differences are the subject of the study and the problems of the studies. The subjects of the previous study were two successful learners of English of junior high school of UM Lab school in grade VII. On the other hand, the subjects of this current study are the students of General English of ILP Kediri.

Nuril (2012) conducted a study entitled “The Application of Language Learning Strategies and Their Relationship with English proficiency: A Study at International Undergraduate Program of Faculty of Economics and Business University of Brawijaya”. She revealed that the use of overall language learning strategies falls into medium level. She also found a positive low significant correlation between compensation strategies and English proficiency.

There are some similarities and differences between the previous study and this current study. The similarities are the problems of the study, the instrument used to measure language learning strategies, the use of theories and the context of EFL. Both of the studies use Oxford’s theory as the basic theory and SILL questionnaire to collect the data. The differences are the subject of the study. The subjects of the previous study were 2011 academic year students of International Undergraduate Programs of FEBUB. In contrast, the subjects of this study are the students of English course.

CHAPTER III

RESEARCH METHOD

This chapter consists of research design, population and sample, data collection, and data analysis.

3.1 Research Design

There are two types of method used in research. One is the qualitative approach, and the other is quantitative approach. According to Ary et al (2010, p. 25), qualitative approach is an approach which focuses on understanding and interpreting social phenomenon in detail by using narrative description and interpretation. Meanwhile, quantitative approach uses statistical analysis of numeric data to study and explain relationships, cause and effect.

In this study, the writer used quantitative approach since the writer counted the result of the of questionnaire filled by the students of General English class of ILP Kediri by using statistical analysis which is in the form of numbers. It was conducted to find out the correlation of application of language learning strategies and academic achievement.

This study used survey related to correlation study as the type of the study. According to Ary et al (2010, p. 28), "survey research uses instruments such as questionnaires and interviews to gather information from groups of individuals.

Surveys permit the researcher to summarize the characteristics of different groups or to measure their attitudes and opinions toward some issues". In this study, the writer used questionnaire to collect the data about the application of language learning strategies.

As cited in Ary et al (2010, p. 37), "correlational research gathers data from individuals on two or more variables and then seeks to determine if the variables are related. The degree of relationship is expressed as a numeric index called the coefficient of correlation". By using correlational research methods, it can be examined the strength and direction of relationship among two or more variables.

According to Kerlinger (1973, cited in Nuril 2012, p.26), "variable is a construct or something which is learned or investigated". Moreover, Brown (1998, cited in Nuril 2012, p. 26) states, "variable is something that may vary or differ".

The variables in this study were the language learning strategies as the independent variables and the academic achievement as the dependent variable.

By using statistical analysis, the correlation between language learning strategies and academic achievement can be found out.

3.2 Population and Sample

In a study of quantitative, it is important to determine the population and the sample as the scope of the study.

3.2.1 Population

According to Ary et al (2010, p. 373), “the term population is used to refer to the entire group of individuals to whom the findings of a study apply”. The population of this study was 201 students of General English class of ILP Kediri in the levels of YLE (Young Learners English) in the age of 6 years old to 11 years old and TLE (Teens Learners English) in the age of 12 years old to 17 years old. YLE and TLE consist of Basic, Intermediate, and Advanced level. Based on the writer’s observation in General English class of ILP Kediri for five times, the writer concluded that the students of General English class are active and communicative. This reason became the consideration of the writer to choose the students of General English class of ILP Kediri as the participants in this study.

3.2.2 Sample

“A sample is a portion of a population (Ary et al, 2010, p. 148)”. Based on Webster (1985, cited in Susanto, 2010, p. 38), there are kinds of techniques in getting the sample. The most common used sampling technique is random-sampling. In this technique, each individual had the equal and independent opportunity to be chosen as the sample of the population.

There are 4 majors of random sampling; simple random sampling, systematic random sampling, stratified random sampling, and cluster sampling. In this study, the writer used stratified random sampling. According to Ary et al (2010, p. 153),

stratified random sampling is used when the population consists of different characteristics of a number of subgroups, or strata. The foundation of stratification can be geographic or characteristics of the population such as income, occupation, gender, age, year in college, or teaching level. The advantage of stratified random sampling is that the writer can investigate the differences that may exist between various subgroups of population. In this study, the writer applied stratified random sampling in the stratification of age. The writer only took the students in the age of 12 years old to 17 years old out of the students from the age of 6 years old to 17 years old since they have learnt English more than 5 years. By learning English more than five years, the students have the prior knowledge and experience in learning English.

Arikunto (2007, cited in Susanto, 2010, p.38) says, "if the number of the population is less than 100, it will be better to take all of them as the sample.

However, if the number of population is more than 100, it will be better to take 10%-15% or 20%-25% of the number of population as the sample of the study".

Related to the number of the students, the writer decided to take 22.88% out of the total population, which are 46 students of General English class of ILP Kediri in the level of TLE as the sample.

3.3 Data Collection

Based on O'Maley and Chamot (1990), questionnaire in investigating language learning has the procedures of collecting the data with the highest degree of structure. Questionnaire can also delimit the responses to information that is relevant and simplified the data to be analyzed because the data collected by using questionnaire are more manageable. Griffee (2012, p. 137) mentions some advantages of questionnaires as the following:

First, data from questionnaires are self-reported data which allow the students to think or believe about certain issues. Second, a questionnaire is a very convenient instrument because a substantial amount of data can be gathered from a group of participants in a fairly short period of time. Third, since a questionnaire does not require the respondent's name, class members can respond to questionnaires anonymously, which might reduce the teacher influence that would be present, for instance, in an interview, where the respondent would be known.

Since questionnaire has some advantages, the writer used SILL questionnaire as the instrument to collect the data. The followings were the steps in collecting the data:

1. Coming to the class of each level of General English class in ILP Kediri.
2. Distributing SILL questionnaire to the students of General English class.
3. Explaining what SILL questionnaire is about and how to respond each item of the SILL.
4. Asking the students to fill SILL questionnaire.
5. Asking the students' academic score to the teachers of ILP Kediri.

Before the students were asked to fill the questionnaire sincerely and honestly according to their experience in learning English, the writer asked the students to fill the background questionnaire. The writer informed that there was no wrong answer in filling the questionnaire and it did not affect to their academic grades. Then, it was informed that the SILL questionnaire's result was kept secretly, it was not be publicly posted or shared with the other students, and it was not be compared with any other students' results. The result was only used to help the students to become the better learners. Moreover, they were allowed to ask to the writer whether there were some questions in comprehending SILL questionnaire. The students were able to complete the questionnaire in about 30 minutes.

3.4 Data Analysis

The writer had to make sure that the data were reliable and valid before analyzing the data. According to Ary et al (2010, p. 224), validity and reliability are the essential criteria of the quality to measure instrument. "validity is defined as the extent to which scores on a test enable one to make meaningful and appropriate interpretations. Reliability indicates how consistently a test measures whatever it measures". By using reliable and valid data, it can reduce the writer's subjective opinion, biases, and prejudices in this study.

In this study, the writer used Oxford's SILL questionnaire as the valid and reliable instrument to collect the data. Based on Oxford (1990, p. 199), Oxford's SILL questionnaire has been extensively field-tested and demonstrated to be highly valid and reliable.

After assuring the reliability and validity of the data, the writer began to analyze the data. In this study, the writer used statistical analysis to find out the correlation between the application of language learning strategies and the academic achievement. Statistical Package for Social Science (SPSS) 16 for Windows was used as the instrument to examine the data. Sarwono (2009, p.1 cited in Nuril, 2012, p.31) states, "SPSS is one of the application programs in computer used to perform the calculation from the simplest until highly complex data manipulation and analysis with simple instruction".

Meanwhile, "data analysis involves reviewing the data while they are being collected and attempting to synthesize and make sense out of what is observed. (Ary et al, 2010, p. 530)". After collecting the data, the writer began to analyze the data. The steps of the data analysis can be mentioned as follows:

1. Calculating the result of SILL questionnaire based on the instruction to find out the frequency used for each category and overall categories of language learning strategies.

2. Interpreting the score based on the guidelines of the score interpretation proposed by Oxford (1990). The guidelines of the score interpretation can be seen in Table 3.1.

Table 3.1 The Guidelines of the Score Interpretation
(Source: Oxford, 1990)

High	Always or almost always used	4.5 to 5.0
	Usually used	3.5 to 4.4
Medium	Sometimes used	2.5 to 3.4
Low	Generally not used	1.5 to 2.4
	Never or almost never used	1.0 to 1.4

3. Putting the result of SILL questionnaire and academic score into the normal test of SPSS to verify the normality of the data.

4. Calculating the correlation between language learning strategies and academic achievement by using statistical procedure that is Product Moment Pearson correlation.

5. Interpreting the score of correlation based on guidelines of correlation coefficient's interpretation.

6. Interpreting the findings from statistical analysis.

7. Drawing conclusion correlated with the problems of the study.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the finding and discussion of the study. The first part discusses the finding of the application of language learning strategy used by students of General English of ILP Kediri and the correlation between language learning strategy and academic achievement. Moreover, the second part discusses the interpretation of the findings of the study.

4.1 Finding

After the writer collected the data of SILL questionnaire that had been distributed to the 46 students of General English class of ILP Kediri, those results were used to investigate the application of language learning strategy and the correlation between language learning strategy applied by them and their academic achievement. The average score of SILL questionnaire and academic achievement are displayed in Appendix 1.

4.1.1 Application of Language Learning Strategies

The descriptive statistics of the application of language learning strategies are reported in Table 4.1.

Table 4.1 Descriptive Statistics Result for Language Learning Strategies Use

Category of Language Learning Strategy	Mean	Rank Order of Usage
Metacognitive strategy	3.50	1
Social strategy	3.31	2
Affective strategy	3.13	3
Compensation strategy	3.03	4
Cognitive strategy	3.00	5
Memory strategy	2.97	6
Overall categories of language learning strategy	3.15	

The writer used the guidelines of the score interpretation proposed by Oxford (1990) to calculate the mean score of the overall language learning use and the mean score of each category of language learning strategy use. Based on the table above, it is known that the overall language learning strategy use falls into medium level with the mean of 3.15. Medium level indicates that the language learning strategies are sometimes used by the students of General English class of ILP Kediri, since the score range is between 2.5 to 3.4.

It is reported that metacognitive strategy is the most frequently used strategy with the mean of 3.50 which falls into high level since 3.50 is in the range of 3.5 to 4.4. Therefore, it means that metacognitive strategy is usually used by the students. Then, for the rank or order usage, metacognitive strategy is followed by social strategy with the mean of 3.31, affective strategy with the mean of 3.13, compensation strategy with the mean of 3.03, cognitive strategy with the mean of 3.00, and memory strategy with the mean of 2.97. Overall, those strategies fall

into medium level meaning that all those strategies are sometimes used by the students.

The applications of metacognitive strategy based on the results of SILL questionnaire are reported in Table 4.2.

Table 4.2 The Applications of Metacognitive Strategy

The Applications of Metacognitive Strategy	Mean	Rank Order of Usage
I try to find as many ways as I can to use my English	3.81	1
I have clear goals for improving my English skills	3.66	2
I pay attention when someone is speaking English	3.65	3
I notice my English mistakes and use that information to help me do better	3.57	4
I plan my schedule so I will have enough time to study English	3.52	5
I look for people I can talk to in English	3.5	6
I think about my progress in learning English	3.44	7
I try to find out how to be a good learner of English	3.23	8
I look for opportunities to read as much as possible in English	3.12	9

Based on the table above, it can be seen that the most frequently used application of metacognitive strategy is *I try to find as many ways as I can to use my English* with the mean of 3.81 and the least frequently used application is *I look for opportunities to read as much as possible in English* with the mean of 3.12.

The applications of social strategy based on SILL questionnaire results are reported in Table 4.3.

Table 4.3 The Applications of Social Strategy

The Applications of Social Strategy	Mean	Rank Order of Usage
I practice English with other students	3.62	1
I ask questions in English	3.56	2
I ask for help from English speakers	3.43	3
If I do not understand something in English, I ask the other person to slow down or say it again	3.14	4

I ask speakers to correct me when I talk	3.11	5
I try to learn about the culture of English speakers	3.0	6

Based on the table above, it can be seen that the most frequently used application of social strategy is *I practice English with other students* with the mean of 3.62 and the least frequently used application is *I try to learn about the culture of English speakers* with the mean of 3.0.

The applications of affective strategy based on SILL questionnaire results are reported in Table 4.4.

Table 4.4 The Applications of Affective Strategy

The Applications of Affective Strategy	Mean	Rank Order of Usage
I encourage myself to speak English even when I am afraid of making a mistake	3.43	1
I try to relax whenever I feel afraid of using English	3.17	2
I notice if I am tense or nervous when I am studying or using English	3.12	3
I give myself a reward or treat when I do well in English	3.09	4
I talk to someone else about how I feel when I am learning English	3.0	5
I write down my feelings in a language learning diary	2.97	6

Based on the table above, it is found out that the most frequently used application of affective strategy is *I encourage myself to speak English even when I am afraid of making a mistake* with the mean of 3.43 and the least frequently used application is *I write down my feelings in a language learning diary* with the mean of 2.97.

Based on SILL questionnaire results, the applications of compensation strategy can be seen in Table 4.5.

Table 4.5 The Applications of Compensation Strategy

The Applications of Compensation Strategy	Mean	Rank Order of Usage
I read English without looking up every new word	3.23	1
To understand unfamiliar English words, I make guesses	3.13	2
When I can't think of a word during a conversation in English, I use gestures	3.07	3
I try to guess what the other person will say next in English	3.0	4
If I can't think of an English word, I use a word or phrase that means the same thing	2.99	5
I make up new words if I do not know the right ones in English	2.76	6

Based on the table above, it is found out that the most frequently used application of compensation strategy is *I read English without looking up every new word* with the mean of 3.23 and the least frequently used application is *I make up new words if I do not know the right ones in English* with the mean of 2.76.

The applications of cognitive strategy based on SILL questionnaire results can be seen in Table 4.6.

Table 4.6 The Applications of Cognitive Strategy

The Applications of Cognitive Strategy	Mean	Rank Order of Usage
I start conversation in English	3.35	1
I watch English language TV shows spoken in English or go to movies spoken in English	3.19	2
I practice the sounds of English	3.17	3
I say or write new English words several times	3.12	4
I try not to translate word-for-word	3.12	5
I use the English words I know in different ways	3.08	6
I try to talk like native speakers	3.01	7
I write notes, messages, letters, or reports in English	3.0	8
I look for words in my own language that are similar to new words in English	2.99	9
I try to find patterns in English	2.89	10
I make summaries of information that I hear or read in English	2.87	11
I first skim an English passage (read over the passage quickly) then go back and read carefully	2.78	12
I find the meaning of an English word by dividing it into parts	2.76	13

that I understand		
I read for pleasure in English	2.67	14

Based on the table above, it can be seen that the most frequently used application of cognitive strategy is *I start conversation in English* with the mean of 3.35 and the least frequently used application is *I read for pleasure in English* with the mean of 2.67.

The applications of memory strategy based on SILL questionnaire results can be seen in the Table 4.7.

Table 4.7 The Applications of Memory Strategy

The Applications of Memory Strategy	Mean	Rank Order of Usage
I use new English words in a sentence so I can remember them	3.13	1
I think of relationships between what I already know and new things I learn in English	3.09	2
I remember a new English word by making a mental picture of a situation in which the word might be used	3.08	3
I review English lessons often	3.07	4
I use flashcards to remember new English words	2.97	5
I physically act out new English words	2.89	6
I use rhymes to remember new English words	2.86	7
I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign	2.87	8
I connect the sound of a new English word and an image or picture of the word to help me remember the word	2.77	9

Based on the table above, it can be seen that the most frequently used application of memory strategy is *I use new English words in a sentence so I can remember them* with the mean of 3.13 and the least frequently used application is

I connect the sound of a new English word and an image or picture of the word to help me remember the word with the mean of 2.77.

After the writer conducted the study, the hypothesis of the study can be answered. The writer hypothesized that social strategy is the most dominant language learning strategies used by students since the students are demanded to communicate with others in English. However, the findings of this study revealed that the most dominant language learning strategies used by the students is metacognitive strategy. In short, the hypothesis is rejected in this study.

4.1.2 Correlation between Language Learning Strategies and Academic Achievement

The writer used Product Moment Pearson Correlation to measure the correlation between each type of language learning strategy used by the students and their academic achievement. By using this statistical procedure, the second problem of the study can be answered. As cited in Nuril (2012, p. 36), Dornyei (2007) states, "Pearson Product Moment allows to look the strength and direction between two variables namely language learning strategy and English proficiency". The data had to show the normal distribution of each variable before analyzing those correlations. After each variable of the data showed the normal

distribution, the writer analyzed the data by using Product Moment Pearson Correlation. The correlation between language learning strategy and academic achievement is reported in Table 4.8.

Table 4.8 Product Moment Pearson Correlation between Language Learning Strategies and Academic Achievement

		A	B	C	D	E	F
Academic Achievement	Pearson Correlation (<i>r</i>)	.170	.289	.261	.394**	.230	.354*
	Sig. (2-tailed) (<i>p</i>)	.260	.052	.080	.007	.125	.016
	N	46	46	46	46	46	46

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Note:

A: Memory Strategy

B: Cognitive Strategy

C: Compensation Strategy

D: Metacognitive Strategy

E: Affective Strategy

F: Social Strategy

For the interpretation, the high coefficient Pearson correlation symbolized by *r* which can range between -1 to +1 that shows the strong correlation. The high coefficient shows a strong correlation and low coefficient shows a low correlation.

Then, when the coefficient is 0 (zero), it shows no correlation between two variables. Moreover, the positive coefficient shows the linier correlation and the

negative coefficient shows inverse correlation. As cited in Nuril (2012, p. 37), Dornyei (2007) states, "the indication of the strong correlation is scored based on guidelines of interpreting correlation coefficient (r)". The significance score (p) shows the significance of correlation. The correlation is significant if the score of $p < .05$. On the other hand, the correlation is not significant if the score of $p > .05$.

In indicating the true score of the measurement, it is needed the significance of correlation coefficient statistically (Sarwono, 2009, cited in Nuril, 2012, p. 37).

Based on the result of Product Moment Pearson Correlation analysis in Table 4.2, it is found out that the p score which is less than 0.05 are metacognitive ($p=.007$) and social strategy ($p=.016$). It means that the correlations of those two strategies are significant. When the r score is closed to 1, the correlation between two variables is stronger. Then, metacognitive strategy has the highest score of coefficient Pearson correlation ($r=.39$) that falls into low correlation since it is in range of 0.25 – 0.5. The positive coefficient correlation shows the linier correlation which means the increasing use of language learning strategy by the students is followed by the increasing use of academic achievement score. As a result, metacognitive strategy has statistically positive low significant correlation with academic achievement by the score $r(46) = .39$ and $p = .007$. In addition, social strategy also has statistically positive low significant correlation with academic achievement by the score $r(46) = .35$ and $p = .016$.

In the hypothesis of the study, the writer hypothesized that there is a positive correlation between language learning strategies applied by the students and their academic achievement. After conducting the study, the writer found out not only positive correlation, but also low significant correlation between language learning strategies and academic achievement occur in this study. In short, the hypothesis is accepted in this study.

4.2 Discussion

The discussion presents the interpretation of the findings of the study. Therefore, the problems of the study dealing with the application of language learning strategy and the correlation between language learning strategies with academic achievement can be answered.

4.2.1 Application of Language Learning Strategies

Based on the finding, metacognitive strategy is revealed as the language learning strategy that is most frequently used by the students. The other strategies used by the students based on the rank are social strategy in the second rank, affective strategy in the third rank, compensation strategy in the fourth rank, cognitive strategy in the fifth rank, and memory strategy in last rank. Based on Oxford's (1990) criterion, the score of metacognitive strategy belongs to high level meaning that it is usually used by the students.

Metacognitive strategies are the actions that permit the learners to control their own cognition and learning ways. One of the categories of metacognitive strategy is centering learning strategy by having goals in improving English skills, trying to use English and trying to be a good learner. As the goals of English course that is to have good competence in English, both in written and oral forms, the students of English course are demanded to use English as the medium of communication. Besides, seeking opportunity to practice English is the application of improving English skills.

In addition, the students of English course have higher motivation compared to the regular school students in learning English. It is proven from the background questionnaire result which implies that the students of English course have interest in its language and need it for future career. Dornyei (2005, cited in Richard, 2007, p. 4) states, "students who are adequately motivated to learn a second language will be more successful in becoming bilingual than those who are not motivated." Natour (2012) also noticed that the students are essentially motivated towards learning English since it benefits for their future. Therefore, the students are encouraged to choose metacognitive strategy as the most frequently used strategy since it helps the students to achieve their learning goals dealing with managing, arranging, and planning their own learning.

Related to the age of the students, in which in the range of 12 to 17 years old, metacognitive strategy is appropriate to apply by them. When the students are

getting grown-up, they tend to manage and evaluate their own learning independently. In other words, they have responsibility in managing their own learning. According to Benson (2001, cited in Nuril, 2012, p. 43), "autonomy as taking control their own learning has a meaning that they can manage their own learning."

This finding supports some studies, which were conducted by Nisbet, et al. (2005), Tseng (2010) in Taiwan, Nuril (2012) in Indonesia, and Natour (2012) in Jordan, in which metacognitive strategy is in the first rank among the other language learning strategies. Tsan (2008) found that metacognitive strategy was the most effective strategy used by the participants. In addition, O'Malley, et al. (1985, cited in Nuril, 2012, p. 44) says that metacognitive strategy is mostly used by the intermediate level students. Since the students of TLE of General English class study English are more than five years and pass YLE program, they are categorized as the intermediate learners.

Specifically, the most frequently used application of metacognitive strategy is *I try to find as many ways as I can to use my English* with the mean of 3.81, meaning this application is usually used by the students. As the goal of English course students is to enhance their abilities in applying English, they try to find ways as many as they can use English. English course students also have an obvious goal to improve their English skills so that this application falls into high level, meaning this application is usually used by the students. Theoretically,

planning their schedule to study English, thinking about the progress in learning English, and trying to find out how to be a good learner of English are the applications which deal with the self management related to metacognitive strategy.

The second rank is social strategy in which this strategy is sometimes used by the students. In Oxford (1990, p. 140), social strategy is related to communication with other people. The slogan of ILP itself “Makes You Speak” is appropriate to apply this strategy. This strategy was applied by the students since they are demanded to use English in interacting with the other friends in the class. By having communication with others in English, they can improve their competence in speaking and get some feedback or input cooperatively, whether from other friends or teachers. Because of the obligation of all students to use English as the medium of communication, ILP tries to make a conducive environment to learn and practice English. This finding supports some previous studies conducted by Chang (2011) who found that the second most strategy was social strategy. Wu (2011) also states that social strategy permits the learners to use the social supports more often in the language environment.

In particular, the most frequently used application of social strategy is *I practice English with other students* with the mean of 3.62, meaning this application is usually used by the students. Since the students are demanded to use English in a class, they are accustomed to practicing English with other students

and ask questions in English. In addition, as the students want to ask for clarification or verification and correction, they ask other persons to slow down or say it again when they do not understand something in English and the teachers to correct them when they talk.

Affective strategy is in the third rank with the mean of 3.13 meaning this strategy is sometimes used by the students. Affective strategy helps the students to control their emotion during learning English, such as lowering the anxiety and encouraging ourselves (Oxford, 1990, p. 140). One of the applications of encouraging ourselves is encouraging to speak English.

From the writer's experience in joining one of the classes of ILP programs for five times, it is found that most teachers of ILP Kediri usually encourage their students to be brave in practicing English even though their English is not quite good. What the teachers do is trying to reduce the tension and emotion in the class.

In every meeting, the class is always started with games to make the students feel at ease and can get the material points of the day easily. In addition, because the class only consists of maximal 14 students, the students do not need to feel nervous or afraid when they make some mistakes. Consequently, language learning process becomes more effective and enjoyable because of positive emotions and conducive environment.

Particularly, the most frequently used application of affective strategy is *I encourage myself to speak English even when I am afraid of making a mistake*

with the mean of 3.43, meaning this application is sometimes used by the students.

Since the teachers encourage the students to be active in the class, the students also encourage themselves to speak English. Giving reward or treat when they do well in English is also the application of encouraging yourself in the affective strategy. Moreover, trying to relax whenever they feel afraid of using English is the application of lowering the anxiety. By lowering the anxiety, the students can study in an enjoyable situation. The least application used by the students is writing down their feelings in a diary personally since they are not really interested in taking their emotional picture.

The fourth rank is compensation strategy which falls into medium level meaning that this strategy is sometimes used by the students. This strategy allows the learners to use the new language, whether for comprehension and production regardless of limitations in knowledge. The learners use this strategy when they face the problems in understanding the target language. Since the students of ILP Kediri are demanded to practice English in communicating with others, they have to speak and write in English whether they can or not. Absolutely, they face some problems in understanding and producing English, since English is not their mother tongue. Therefore, by using compensation strategy, they try to produce spoken or written expression in English despite their language limitations in English.

Specifically, the most frequently used application of compensation strategy is *I read English without looking up every new word* with the mean of 3.23, meaning this strategy is sometimes used by the students. By reading English without looking up every new word, guessing unfamiliar English words, and guessing what the other persons will say next in English, they have applied the application of guessing intelligently in compensation strategy. Furthermore, using gestures, a word or phrase that means the same thing and making up new words in English when they do not know the right ones are the applications of overcoming limitations in speaking and writing strategy.

The fifth rank is cognitive strategy which falls into medium level, meaning that this strategy is sometimes used by the students. This strategy deals with manipulating or transforming the incoming information to enhance learning. Since the students of ILP Kediri are accustomed to having interaction with others, this strategy is the least strategy they applied. Moreover, the students tend to assume that this strategy is not quite appropriate with them.

In particular, the most frequently used application of cognitive strategy is *I start conversation in English* with the mean of 3.35, meaning this application is sometimes used by the students. As the obligation of English course students is to use English, they start conversation in English and practice the sounds of English. Moreover, by watching TV shows or movies spoken in English, they can improve their English skills. Besides, to develop their skills, they write notes, messages,

letters, or reports in English and try to find patterns in English as the applications of practicing in the cognitive strategy. In addition, making summary of information that they hear or read in English is the application of creating structure for input and output in the cognitive strategy.

The last rank is memory strategy which falls into medium level meaning this strategy is sometimes used by the students. This strategy deals with the storing and retrieval of information (Oxford, 1990). It is used to face vocabulary learning.

Oxford (1990, p. 40) states that the beginner learners tend to use memory strategy most frequently rather than the intermediate learners. This supports that the students of General English are categorized as the intermediate learners in English since they have studied English more than five years and have passed YLE program. This finding is in line with some previous studies which revealed memory strategy as the least frequently language learning strategy used, such as studies conducted by Chang (2011) and Nuril (2012). Wu (2011) found that memory strategy was less effective to the learners caused by the influence of their native language and cultural background. Moreover, the main purpose of the learner's learning was not only remembering new English vocabulary, but also having the other abilities like speaking and listening, so the learners used less memory strategy to help memorize.

Since some studies revealed that memory strategy was the least strategy used by the learners in learning English, it can be concluded that there is a change in

paradigm of foreign language learning. In the past, memory strategy was used by the learners in learning language, since this strategy permits the learners to face vocabulary learning. However, the paradigm changes over years. The learners do not only study about the vocabularies, but also communicate with others.

Particularly, the most frequently used application of memory strategy is *I use new English words in a sentence so I can remember them* with the mean of 3.13, meaning this application is sometimes used by the students. Using new English words in sentence is the application of employing action in the memory strategy.

Moreover, thinking of relationship between what they have already known and new things they learn in English is the application of creating mental linkage strategy. In addition, making a mental picture of a situation in which the words might be used and using rhymes to remember new English word are the applications of applying images and sounds in the memory strategy.

Overall, language learning strategies used by the students fall into medium level indicated with the average score of 3.15. It indicates that language learning strategies are sometimes used by the students. Then, the result of the use of the language learning strategy was correlated with the students' academic achievement. The use of language leaning strategy can impact in improving proficiency (Oxford, 1990, p.1). As a result, there is linier correlation between the use of language learning strategy and English proficiency. If the use of language learning strategy is high, the English proficiency will be also high. Then, in this

study, since the application of language learning strategy is in the medium level, thus their academic achievement is also reported to be in the intermediate level.

The findings of the study are in line with the other studies conducted by Tseng (2010), Natour (2012), and Nuril (2012) in the EFL context. However, the difference between the findings of this study and the previous studies are in the context usage of learners. The difference of someone's goal in learning English will impact in the application of language learning strategy. In Tseng's, cognitive strategy was in the second rank. Meanwhile, in this study, cognitive strategy was in the fifth rank. In Natour's, cognitive strategy was in the last rank. Nevertheless, in this study the last rank is memory strategy. In Nuril's, affective strategy was in the second rank. However, in this study the second rank of language learning strategy was social, since it is appropriate with the goals of English course students. In addition, the use of English in Indonesia is still very limited. That is why the learners try to find their way in improving their English.

The other factor that might cause the medium level of language learning strategy in this study is the students of English course are also the students of regular school. Of course, the teaching method between English courses and regular schools are different. In regular schools, English teaching method more focuses on teaching grammar. Meanwhile, the focus of English courses is more on the active class activities, especially in speaking. The last possible factor is because the teachers ignore to teach language learning strategy so that the students

do not think that language learning strategy contributes big role in improving their English skills.

4.2.2 Correlation between the Application of Language Learning Strategies and Academic Achievement

The findings from the result of Product Moment Pearson Correlation analysis show there is a correlation between language learning strategy and academic achievement shown by a positive low correlation ($r=.39$) and ($p=.007$) between metacognitive strategy and academic achievement. It also happened with the correlation between social strategy and academic achievement shown by a positive low correlation ($r=.35$) and ($p=.016$). The positive score implies that one variable will influence the others. If one variable increases, the other variable will also increase. In other words, if metacognitive and social strategy increase, it will be followed by the increase of academic achievement.

According to Pintrich and Garcia (1994, cited in Tseng 2010, p. 12), “metacognitive knowledge relates closely with enhancement in academic performance, and by employing this strategy, these participants cannot do better in schools but further advance their English proficiency”. In addition, by using social strategy, the students can practice more English with others, so that they encourage increasing their abilities. Then, their increasing abilities will impact to their academic achievement. As the goals of English course students are to

enhance their learning by managing, controlling their own learning, and having active participation in communicating with others, they can emphasize more on metacognitive and social strategy.

There is a slight difference between the findings of this study and the study from Nuril (2012). In Nuril's, she revealed that only compensation strategy has a low positive correlation with English proficiency. Meanwhile, in this study, there are two strategies which have a low positive correlation with academic achievement. Those are metacognitive strategy and social strategy. The possible reason of the low correlation between learning strategy and academic achievement might be because of the assessment of language learning strategy by using SILL questionnaire which cannot deal with all strategies used by the students. For alternative, the other assessment, such as interviews, note taking, or participant observations can be used. Besides, the other measurements, such as TOEFL, oral conversation test, or writing test can be used to measure English proficiency.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion drawn from the findings to answer the problems of the study and some suggestions for the next writers who want to conduct the similar study.

5.1 Conclusion

Based on data findings, it can be concluded that the students of General English class of ILP Kediri are the moderate users of overall language learning strategy. The overall students of General English sometimes use strategy in learning English. The use of English in Indonesia as EFL (English as a Foreign Language) becomes the possible reason of the medium level use of language learning strategy.

Metacognitive strategy is found as the most frequently used strategy which falls into high level meaning that the students usually use this strategy. Since the students of English course tend to have high motivation in learning English and are demanded to use English in communicating with others in the class, metacognitive strategy allows them to manage and evaluate their learning.

The second most used strategy is social strategy which falls into medium level, meaning that this strategy is sometimes used by the students. This strategy

is applied by the students since they are demanded to communicate with others in English. This is also caused by the goal of ILP itself, that is to make the students speak and to be active in the class.

The third rank is affective strategy. It means that the students deal with their emotion in learning English. Then, compensation strategy is in the fourth rank since the students try to compensate their limited knowledge in comprehending and producing the language. After that, cognitive strategy is in the fifth rank, since the students of ILP Kediri are accustomed to having interaction with others, this strategy is the least strategy they applied. The least strategy used by the students is memory strategy since they are categorized as the moderate learners in English.

From the findings of the study, it can be said that there is a positive low significant correlation among metacognitive strategy and social strategy with academic achievement. It means that if metacognitive and social strategies increase, the academic achievement will also increase.

5.2 Suggestion

It is recommended for the teachers of English courses to emphasize the importance of language learning strategy in academic context. By knowing the strategy, the learning process will be more effective and efficient, since each student has his or her own strategy in learning English. Therefore, it will result in their academic achievement. Besides, the teachers can emphasize more on

metacognitive and social strategy since they are correlated with academic achievement to increase their proficiency.

For the next writers who want to conduct the similar study, it is recommended to investigate and evaluate language learning strategy by using other instruments and measurement. Since this study is a qualitative study using SILL questionnaire as the main instrument and academic score as the measurement of English proficiency, it is suggested to analyze with the other instruments, such as interview or observation and the other measurements to measure English proficiency, such as TOEFL score, etc.

Since this study investigates the correlation between language learning strategy and English proficiency measured by academic achievement, it is highly recommended for the next writers to correlate language learning strategy with the other variables of individual differences, such as motivation, gender, ethnicity, learning style, belief, etc.

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Appendix 1. The Average Score of SILL Questionnaire and Academic Score

No	Language Learning Strategies						Academic Score
	Memory	Cognitive	Compensation	Metacognitive	Affective	Social	
1	3.22	3.07	3.50	3.55	3.16	3.50	83
2	2.77	2.50	2.66	3.66	3.00	2.50	77
3	2.11	1.85	3.16	3.11	2.50	3.50	77
4	2.77	2.35	2.66	4.11	3.66	3.16	82
5	3.66	3.00	3.00	3.44	3.33	4.00	84
6	2.88	2.85	3.00	2.66	2.66	2.50	87
7	2.22	2.57	2.50	2.77	2.16	2.00	79
8	2.88	2.85	2.83	3.55	3.33	3.33	80
9	3.22	2.50	2.66	3.55	2.83	3.16	82
10	2.77	2.21	3.66	2.66	3.00	2.66	81
11	2.33	2.50	1.83	2.44	4.33	2.66	80
12	2.33	2.50	2.66	2.33	2.50	2.50	80
13	2.88	2.78	3.33	3.22	2.66	3.16	81
14	2.66	2.57	2.00	3.00	3.16	2.50	81
15	3.33	3.92	4.50	4.33	4.50	4.33	90
16	2.22	1.92	2.16	2.44	1.50	2.33	82
17	3.0	2.85	3.0	3.22	2.83	3.33	65
18	3.33	3.57	2.66	4.55	3.16	3.0	83
19	3.55	3.71	3.33	4.11	3.0	3.5	82
20	2.88	2.85	2.66	2.77	3.33	3.33	84
21	2.77	2.57	2.66	3.88	3.16	3.83	82
22	3.0	3.21	3.16	3.11	3.33	3.0	80
23	3.11	3.71	2.83	4.11	2.66	3.16	83
24	3.22	2.78	3.66	3.88	3.5	3.66	84
25	2.66	3.21	3.33	3.44	2.83	3.66	82
26	3.44	3.35	2.66	3.44	3.5	3.0	81
27	3.66	3.71	3.5	4.11	3.33	3.16	80
28	3.33	2.85	3.16	3.22	2.83	3.5	82
29	2.88	3.92	3.33	4.11	2.66	4.33	84
30	3.0	3.21	3.66	4.77	3.0	4.5	85
31	2.88	2.5	2.66	3.44	3.16	3.33	82
32	3.22	3.71	3.0	3.55	2.83	3.16	79
33	3.44	3.5	2.83	3.33	3.16	3.0	80
34	2.88	2.64	3.33	3.22	3.5	3.66	78
35	3.11	3.42	3.33	4.11	3.0	3.83	85
36	3.66	3.64	3.16	3.11	3.0	3.33	81
37	2.55	3.21	3.0	3.33	3.5	2.83	80

38	3.66	3.71	3.33	3.0	3.5	3.66	85
39	2.77	2.92	3.16	3.88	2.83	3.66	81
40	3.33	3.35	3.16	3.0	4.0	3.83	80

41	2.88	3.21	3.0	3.0	3.66	3.5	79
42	2.88	2.64	3.5	3.88	3.16	3.33	87
43	2.0	3.0	3.33	4.0	3.5	3.33	85
44	3.11	2.71	3.5	3.88	3.33	3.33	83
45	3.0	3.71	2.5	4.88	4.0	4.33	89
46	3.22	3.0	3.0	3.77	2.66	3.5	85



Appendix 2. The Average Score of Each Item in SILL Questionnaire from All Participants

Items of Memory Strategies													
1	2	3	4	5	6	7	8	9					
3.0	3.1	2.7	3.0	2.8	2.9	2.8	3.0	2.8					
9	3	7	8	6	7	9	7	7					
Items of Cognitive Strategies													
1	2	3	4	5	6	7	8	9	10	11	12	13	14
3,1	3,0	3,1	3,0	3,3	3,1	2,6	3,0	2,7	2,9	2,8	2,7	3,1	2,8
2	1	7	8	5	9	7		8	9	9	6	2	7
Items of Compensation Strategies													
1	2	3	4	5	6								
3,1	3,0	2,7	3,2	3,0	2,9								
3	7	6	3		9								
Items of Metacognitive Strategies													
1	2	3	4	5	6	7	8	9					
3,8	3,5	3,6	3,2	3,5	3,5	3,1	3,6	3,4					
1	7	5	3	2		2	6	4					
Items of Affective Strategies													
1	2	3	4	5	6								
3,1	3,4	3,0	3,1	2,9	3,0								
7	3	9	2	7									
Items of Social Strategies													
1	2	3	4	5	6								
3,1	3,1	3,6	3,4	3,5	3,0								
4	1	2	3	6									

Appendix 3. Background Questionnaire

Background Questions

SILL Questionnaire Version 7.0 (ESL/EFL)

1. **Name** (nama)

:

2. **Student ID Number** (nomor

siswa):

3. **Mother tongue** (bahasa ibu)

:

4. **Language(s) you speak at home** (bahasa yang digunakan di rumah):

5. **How long have you been studying English?**

(Berapa lama Anda belajar bahasa Inggris?)

6. **How do you rate your overall proficiency in English as compared with the proficiency of other students?**

(Bagaimana Anda menilai kecakapan Anda dalam bahasa Inggris jika dibandingkan dengan kecakapan siswa lain?)

Excellent (sangat baik)

(sangat buruk)

(buruk)

Fair (sedang)

Good (baik)

Very poor

Poor

7. How do you rate your overall proficiency in English as compared with the proficiency of native speakers of the language (circle one)?

(Bagaimana Anda menilai kecakapan Anda dalam bahasa Inggris jika dibandingkan dengan penutur asing? Lingkari salah satu)

Excellent (sangat baik)

Fair (sedang)

Very poor

(sangat buruk)

Good (baik)

Poor

(buruk)

8. How important is it for you to become proficient in English (circle one)?

(Seberapa penting bagi Anda kecakapan dalam bahasa Inggris? Lingkari salah satu)

very important (sangat penting)

not so important

(tidak terlalu penting)

important (penting)

9. Why do you want to learn English (check all that apply)

Mengapa Anda ingin mempelajari bahasa Inggris (pilih sesuai dengan yang Anda lakukan)

..... **interested in the language** (tertarik pada bahasanya)

..... **interested in the culture** (tertarik pada kebudayaannya)

.....**have friends who speak the language** (mempunyai teman yang berbicara bahasa Inggris)

.....**required to take a language course to graduate** (untuk syarat kelulusan)

.....**need it for my future career** (untuk karir ke depan)

.....**need it for travel** (untuk bepergian)

.....**other** (alasan lain):

.....
.....

10. Do you enjoy language learning? (circle one)

(Apakah Anda menikmati belajar bahasa? Lingkari salah satu) **Yes** (ya)

No (tidak)

11. What other languages have you studied?

(Bahasa lain apa yang telah Anda pelajari?)

12. What has been your favourite experience in language learning?

Apa pengalaman menarik Anda dalam mempelajari bahasa?

**Appendix 4. Strategy Inventory for Language Learning (SILL)
Questionnaire**

Strategy Inventory for Language Learning (SILL)

Version for Speakers of Other Languages Learning English

(adapted from Oxford, 1990)

Strategy Inventory for Language Learning (SILL)

Version 7.0 (ESL/EFL)

© R. Oxford, 1989

Directions

This form of **STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL)** is for students of English as a second language or foreign language. You will find statements about learning English. Please read each statement. Write the response (1, 2, 3, 4, or 5) that tells **HOW TRUE OF YOU THE STATEMENT IS**.

Alternative answers

1. NEVER OR ALMOST NEVER TRUE OF ME means that the statement is very rarely true of you.
2. USUALLY NOT TRUE OF ME means that the statement is true less than half the time
3. SOMEWHAT TRUE OF ME means that the statement is true of you about half the time.
4. USUALLY TRUE OF ME means that the statement is true more than half the time.
5. ALWAYS OR ALMOST TRUE OF ME means that the statement is true of you almost always.

Answer in terms of how well the statements describe you. **DO NOT** answer how you think you should be, or what other people do. **There are no right or wrong answers to these statements.** Work as quickly as you can without being

careless. This usually takes about 20-30 minutes to complete. If you have any questions, let the teacher know immediately.

EXAMPLE

Read the item and choose a response (1 through 5 as above), and write it in the space after the item.

I actively seek out opportunities to talk with native speakers of English.

You have just completed the example item. Answer the rest of the items on the worksheet.

1. Never or almost never true of me
2. Usually not true of me
3. Somewhat true of me
4. Usually true of me
5. Always or almost true of me.

Now let's start with the first question

KUISIONER SILL ini ditujukan kepada para pelajar yang mempelajari Bahasa Inggris sebagai bahasa kedua atau bahasa asing. Kuisisioner ini akan menyajikan pernyataan-pernyataan mengenai pembelajaran Bahasa Inggris. Silakan Anda baca masing-masing pernyataan. Kemudian, **jawablah pernyataan-pernyataan tersebut dengan memberikan tanda silang (X)** pada salah satu jawaban yang tersedia (1,2,3,4, atau 5) yang menyatakan **DENGAN SEBENAR-BENARNYA BAGAIMANA ANDA MEMPELAJARI BAHASA INGGRIS.**

Pilihan jawaban:

1. Tidak pernah atau hampir tidak benar pada saya (**saya sangat jarang melakukannya**)
2. Biasanya tidak benar pada saya (**saya biasanya tidak melakukannya**)
3. Kadang-kadang benar pada saya (**saya kadang-kadang melakukannya**)

4. Biasanya benar pada saya (**saya biasanya melakukannya**)

5. Selalu atau hampir benar pada saya (**saya selalu atau hampir selalu melakukannya**)

Jawablah pernyataan-pernyataan berikut **sesuai dengan apa yang Anda lakukan**.

Janganlah Anda menjawab bagaimana Anda seharusnya belajar, atau apa yang orang lain lakukan. **Tidak ada jawaban benar atau salah pada pernyataan-pernyataan ini.** Kerjakan dengan tepat dan teliti. Proses pengisian kuisioner membutuhkan waktu sekitar 20 sampai 30 menit. Jika ada pertanyaan, silakan langsung bertanya pada peneliti.

No	Questions	Response
1	I think of relationships between what I already know and new things I learn in English. Saya mencoba untuk menghubungkan apa yang telah saya ketahui dengan hal-hal baru yang saya pelajari dalam Bahasa Inggris.	1 2 3 4 5
2	I use new English words in a sentence so I can remember them. Saya menggunakan kata-kata baru Bahasa Inggris dalam kalimat untuk mempermudah saya dalam mengingat kata-kata baru tersebut.	1 2 3 4 5
3	I connect the sound of a new English word and an image or picture of the word to help me remember the word. Saya menghubungkan bunyi kata baru Bahasa Inggris dengan sebuah gambar dari kata tersebut untuk mempermudah saya dalam mengingat kata baru tersebut.	1 2 3 4 5
4	I remember a new English word by making a mental picture of a situation in which the word might be used. Saya mengingat kata baru Bahasa Inggris dengan menggambarkan situasi di mana kata tersebut digunakan.	1 2 3 4 5
5	I use rhymes to remember new English words. Saya menggunakan rima dalam mengingat kata-kata baru Bahasa Inggris.	1 2 3 4 5

6	I use flashcards to remember new English words. Saya menggunakan kartu untuk mengingat kata-kata baru Bahasa Inggris.	1 2 3 4 5
7	I physically act out new English words. Saya memperagakan kata-kata baru Bahasa Inggris.	1 2 3 4 5
8	I review English lessons often. Saya sering mengulang atau mengulas kembali materi Bahasa Inggris.	1 2 3 4 5
9	I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign. Saya mengingat kata-kata atau frase-frase baru Bahasa Inggris dengan mengingat letaknya pada halaman buku, papan, atau pada tanda-tanda di jalan.	1 2 3 4 5
10	I say or write new English words several times. Saya mengucapkan atau menuliskan secara berulang-ulang kata-kata baru Bahasa Inggris.	1 2 3 4 5
11	I try to talk like native speakers. Saya mencoba untuk berbicara seperti penutur asli Bahasa Inggris.	1 2 3 4 5
12	I practice the sounds of English. Saya berlatih mengucapkan kata-kata Bahasa Inggris.	1 2 3 4 5
13	I use the English words I know in different ways. Saya menggunakan kata-kata Bahasa Inggris yang saya ketahui dengan cara yang berbeda—beda.	1 2 3 4 5
14	I start conversation in English. Saya bercakap-cakap dengan Bahasa Inggris.	1 2 3 4 5
15	I watch English language TV shows spoken in English or go to movies spoken in English. Saya menonton acara televisi atau menonton film yang berbahasa Inggris.	1 2 3 4 5
16	I read for pleasure in English. Saya membaca buku Bahasa Inggris sebagai hiburan.	1 2 3 4 5
17	I write notes, messages, letters, or reports in English. Saya menulis catatan, pesan, surat dan laporan dengan menggunakan Bahasa	1 2 3 4 5

	Inggris.	
18	<p>I first skim an English passage (read over the passage quickly) then go back and read carefully.</p> <p>Dalam membaca buku berbahasa Inggris, pertama kali, saya membacanya secara sekilas kemudian memulai kembali dari awal untuk membacanya dengan seksama.</p>	1 2 3 4 5
19	<p>I look for words in my own language that are similar to new words in English.</p> <p>Saya mencari kata-kata dalam bahasa saya sendiri (Bahasa Indonesia) yang mirip dengan kata-kata baru Bahasa Inggris.</p>	1 2 3 4 5
20	<p>I try to find patterns in English.</p> <p>Saya mencoba menemukan pola-pola Bahasa Inggris.</p>	1 2 3 4 5
21	<p>I find the meaning of an English word by dividing it into parts that I understand.</p> <p>Saya mengartikan kata-kata dari Bahasa Inggris dengan cara memisahkannya satu per satu menjadi bagian-bagian yang saya mengerti.</p>	1 2 3 4 5
22	<p>I try not to translate word-for-word.</p> <p>Saya mencoba untuk tidak menerjemahkan kata per kata.</p>	1 2 3 4 5
23	<p>I make summaries of information that I hear or read in English.</p> <p>Saya membuat ringkasan informasi dari yang saya dengar atau baca dalam bahasa Inggris.</p>	1 2 3 4 5
24	<p>To understand unfamiliar English words, I make guesses.</p> <p>Saya mencoba menerka kata-kata Bahasa Inggris untuk memahami kata-kata Bahasa Inggris yang tidak terlalu saya pahami.</p>	1 2 3 4 5
25	<p>When I can't think of a word during a conversation in English, I use gestures.</p> <p>Saya menggunakan gerak tubuh (gesture) ketika saya tidak dapat mengungkapkan kata-kata Bahasa Inggris dalam percakapan.</p>	1 2 3 4 5
26	<p>I make up new words if I do not know the right ones in English.</p> <p>Saya membuat kata-kata/ istilah baru jika saya tidak mengetahui kata-kata Bahasa Inggris yang benar.</p>	1 2 3 4 5

27	I read English without looking up every new word. Saya membaca bacaan Bahasa Inggris tanpa melihat satu persatu arti kata-kata tersebut dalam kamus.	1 2 3 4 5
28	I try to guess what the other person will say next in English. Saya mencoba untuk menebak apa yang selanjutnya akan dikatakan orang lain ketika orang lain tersebut berbicara Bahasa Inggris.	1 2 3 4 5
29	If I can't think of an English word, I use a word or phrase that means the same thing. Jika saya tidak mengerti sebuah kata dalam Bahasa Inggris, saya menggunakan kata atau frase yang mempunyai arti yang sama.	1 2 3 4 5
30	I try to find as many ways as I can to use my English. Saya berusaha untuk menemukan cara sebanyak-banyaknya untuk mempraktekkan Bahasa Inggris saya.	1 2 3 4 5
31	I notice my English mistakes and use that information to help me do better. Saya memperhatikan kesalahan-kesalahan Bahasa Inggris saya dan menggunakan informasi tersebut untuk membantu saya agar saya dapat belajar lebih baik lagi.	1 2 3 4 5
32	I pay attention when someone is speaking English. Saya memperhatikan ketika orang lain berbicara dalam Bahasa Inggris.	1 2 3 4 5
33	I try to find out how to be a good learner of English. Saya mencari tahu bagaimana untuk menjadi pembelajar Bahasa Inggris yang baik.	1 2 3 4 5
34	I plan my schedule so I will have enough time to study English. Saya membuat jadwal belajar sehingga saya mempunyai cukup waktu untuk mempelajari Bahasa Inggris.	1 2 3 4 5
35	I look for people I can talk to in English. Saya mencari orang-orang yang bisa saya ajak bercakap-cakap Bahasa Inggris.	1 2 3 4 5
36	I look for opportunities to read as much as possible in English. Saya mencari kesempatan untuk membaca bacaan Bahasa Inggris sebanyak mungkin.	1 2 3 4 5
37	I have clear goals for improving my English skills.	

	Saya mempunyai tujuan yang jelas dalam meningkatkan kemampuan berbahasa Inggris saya.	1 2 3 4 5
38	I think about my progress in learning English. Saya memperhatikan kemajuan saya dalam mempelajari Bahasa Inggris.	1 2 3 4 5
39	I try to relax whenever I feel afraid of using English. Saya mencoba untuk rileks ketika saya merasa takut dalam menggunakan Bahasa Inggris.	1 2 3 4 5
40	I encourage myself to speak English even when I am afraid of making a mistake. Saya menyemangati diri saya sendiri untuk berbicara Bahasa Inggris ketika saya takut membuat kesalahan.	1 2 3 4 5
41	I give myself a reward or treat when I do well in English. Saya akan membahagiakan diri saya sendiri ketika saya telah berhasil dalam mempelajari Bahasa Inggris.	1 2 3 4 5
42	I notice if I am tense or nervous when I am studying or using English. Saya memperhatikan diri saya sendiri ketika saya merasa tegang atau gugup ketika mempelajari Bahasa Inggris.	1 2 3 4 5
43	I write down my feelings in a language learning diary. Saya menuliskan perasaan-perasaan saya dalam sebuah diari/ catatan pembelajaran bahasa.	1 2 3 4 5
44	I talk to someone else about how I feel when I am learning English. Saya menceritakan kepada orang lain tentang perasaan saya mempelajari Bahasa Inggris.	1 2 3 4 5
45	If I do not understand something in English, I ask the other person to slow down or say it again. Jika saya tidak mampu menangkap pembicaraan orang lain yang menggunakan Bahasa Inggris, saya akan meminta orang tersebut untuk berbicara lebih pelan atau meminta orang tersebut untuk mengulang pembicaraannya.	1 2 3 4 5
46	I ask speakers to correct me when I talk. Saya meminta penutur Bahasa Inggris untuk mengoreksi saya pada saat berbicara Bahasa Inggris.	1 2 3 4 5
47	I practice English with other students.	

	Saya mempraktekkan Bahasa Inggris saya dengan siswa-siswa lain.	1 2 3 4 5
48	I ask for help from English speakers. Saya sering meminta bantuan kepada penutur Bahasa Inggris.	1 2 3 4 5
49	I ask questions in English. Saya bertanya dengan menggunakan Bahasa Inggris.	1 2 3 4 5
50	I try to learn about the culture of English speakers. Saya mencoba untuk mempelajari budaya penutur Bahasa Inggris.	1 2 3 4 5



Appendix 5. Berita Acara Bimbingan Skripsi



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN UNIVERSITAS BRAWIJAYA FAKULTAS ILMU BUDAYA

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3. Program Studi : Sastra Inggris
4. Judul Skripsi : The Application of Language Learning Strategies Used by Students of General English Class of International Language Programs (ILP) Kediri and Their Correlation with Academic Achievement
5. Tanggal Mengajukan : 15 Juli 2013
6. Tanggal Selesai Revisi : 30 Juli 2013
7. Nama Pembimbing : I. Syariful Muttaqin, M.A.
II. Frida Unsiyah, M.Pd
8. Keterangan Konsultasi :

No	Tanggal	Materi	Pembimbing	Paraf
1	21 Desember 2013	Pengajuan Judul	Pembimbing I	
2	8 Februari 2013	Persetujuan Judul	Pembimbing I	
3	12 Februari 2013	Konsultasi Bab I-III	Pembimbing I	
4	19 Februari 2013	Revisi Bab I-III	Pembimbing I	
5	19 Februari 2013	Konsultasi Bab I-III	Pembimbing II	
6	26 Februari 2013	Revisi Bab I-III	Pembimbing II	
7	11 Maret 2013	Konsultasi Bab I-III	Pembimbing I	
8	13 Maret 2013	Revisi Bab I-III	Pembimbing I	
9	13 Maret 2013	Konsultasi Bab I-III	Pembimbing II	
10	15 Maret 2013	Revisi Bab I-III	Pembimbing II	
11	3 April 2013	ACC Seminar Proposal	Pembimbing I	
12	3 April 2013	ACC Seminar Proposal	Pembimbing II	
13	24 Mei 2013	Konsultasi Bab IV dan V	Pembimbing I	
14	27 Mei 2013	Revisi Bab IV dan V	Pembimbing I	
15	27 Mei 2013	Konsultasi Bab IV dan V	Pembimbing II	
16	29 Mei 2013	Revisi Bab IV dan V	Pembimbing II	

17	4 Juni 2013	Konsultasi semua Bab	Pembimbing I
18	7 Juni 2013	Revisi semua Bab	Pembimbing I
19	10 Juni 2013	Konsultasi semua Bab	Pembimbing II
20	12 Juni 2013	Revisi semua Bab	Pembimbing II
21	24 Juni 2013	ACC Seminar Hasil	Pembimbing I
22	25 Juni 2013	ACC Seminar Hasil	Pembimbing II
23	12 Juli 2013	Revisi Seminar Hasil	Pembimbing I
24	14 Juli 2013	Revisi Seminar Hasil	Pembimbing II
25	15 Juli 2013	ACC Ujian Skripsi	Pembimbing I
26	15 Juli 2013	ACC Ujian Skripsi	Pembimbing II
27	1 Agustus 2013	Revisi setelah Ujian Skripsi	Pembimbing I
28	1 Agustus 2013	Revisi setelah Ujian Skripsi	Pembimbing II

9. Telah dievaluasi dan diuji dengan nilai :

Malang, 2 Agustus 2013

Dosen Pembimbing I

Dosen Pembimbing II

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