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Universitas Brawijaya Universitas Babstractniversitas Brawijaya 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 Brawijaya ersi Studies, UniversitasBrawijaya. Supervisor: SyarifulMuttaqin; Co-supervisor: Stas Brawijaya UniversitFridaUnsiah.va Keywords: language learning strategies, English course students, Strategy sitas Brawija Inventory for Language Learning (SILL) questionnaire aya Learning English as a foreign language is not as easy aslearning 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. Sitas Brawijaya Universi In learning foreign language, it needs some strategies to help learners. Bysitas Brawijaya applying the strategies, it will make the learning process becomes more effective. Since the goals of English course 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 Strategies applied by students of General English class of ILP Kediri, and Strategies applied by students of General English class of ILP Kediri, and Strategies applied by students of General English class of ILP Kediri, and Strategies applied by students of General English class of ILP Kediri, and Strategies applied by students of General English class of ILP Kediri, and Strategies applied by students of General English class of ILP Kediri, and Strategies applied by students of General English class of ILP Kediri, and Strategies applied by students of General English class of ILP Kediri, and Strategies applied by students of General English class of ILP Kediri, and Strategies applied by students of General English class of ILP Kediri, and Strategies applied by students of General English class of ILP Kediri, and Strategies applied by students of General English class of ILP Kediri, and Strategies applied by students of General English class of General English class of ILP Kediri, and Strategies applied by students of General English class of Gen Universithe correlation between the application of language learning strategies and sitas Brawijaya 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 Itas Brawijaya Universi random sampling. The data were taken from Strategy Inventory for Languages tas Br 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 Straw Brawllay particular, metacognitive strategies are found as the most frequently used tas Brawijaya 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 Universit foreign language in Indonesia.s Brawijaya Universitas Brawijaya Universitas Brawijaya Universities Br In suggestion, it is expected that the teachers can introduce and emphasizes it as Br the application of language learning strategies to the students, especially metacognitive and social strategies intended for the better academic achievement. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universi	1.2 Problems of the Study		ivore6-20	Rrawijay
rawijaya	Universit	1.3 Objectives of the Study		iverefrae	Brawijay
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rawijaya Brawijaya		REVIEW OF RELATED L		Iniversitas	
rawijaya	Universitas	2.1 Theoretical Framework		Winiversitas	Brawijay Rrawijay
rawijaya Brawijaya	Universitas	<ul><li>2.1 Theoretical Framework</li><li>2.1.1 Second Language A</li><li>2.1.2 English as a Foreig</li></ul>	Acquisition	Ilniversites	Brawijay
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rawijaya Brawijaya	Universitas Brawija	2.1.6 Language Learning	g Strategies by Oxford tegies		Rrawijay
rawijaya	Universitas Brawijay	2.1.6.2 Indirect Stra	rategiesa.wii.a.va		Brawijay Brawijav
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rawijaya		RESEARCH METHODS			
rawijaya	Universitas Brawijaya	RESEARCH METHODS 3.1 Research Design	Universitas Brawijaya	Universitas	Brawijay
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rawijaya	Universitas Brawijaya		Universitas Brawijaya		
rawijaya	Universitas Brawijaya	3.2.2 Sample 3.3 Data Collection	Universitas Brawijaya	29	Brawiiav
rawijaya	Universitas Brawijaya	3.3 Data Collection	Universitas Brawijaya	30	Brawijay
rawijaya	Universitas Brawijaya		Universitas Brawijaya		
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Universitas Brawijay	4.1 Finding 4.1 Application of Language Learning Strategies	Universitas Brawija
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ADDENDICE	S	59 Brawijay
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Universitas Brawijaya Universitivill communicate well in English so that it will impact to the acquisition of Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit speaking skill. Universitas Ellis (1994, p. 529) defines language learning strategy as, "a strategy consists Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University of mental or behavior activity related to some specific stages in the overallsitas Brawijay process of language acquisition or language use". As cited in Liyanage, (2004, p. ersi 28), Rubin (1987) states, "learning strategies are strategies which contribute to the state Brawijay development of the language system which the learner constructs and affects the learner directly". In 1990, Oxford defines language learning strategies as University specific action taken by the learners to make learning easier, faster, more sitas Brawijaya 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 Universi gaining the knowledge of second language. The idea proposed by Ellis (1994), Rubin (1987), and Oxford (1990) is Universi supported by Cohen (1994, cited in Gass and Selinker, 1994, p. 439) who says, versitas Brawijaya 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 Braanguage, through the storage, retention, recall, and application of niversitas Brawijaya information about that language. Those strategies include strategies injury 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 Universitas Brandurally. Universitas Brawijaya Universitas Brawijaya In conclusion, every individual takes language learning strategy consciously to help him or her in enhancing the acquisition of second or niversitas Brawijaya **Universitas Brawijava** 

Universitas Brawijaya Universit foreign language. By knowing and applying the most appropriate learning Iniversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya strategy, the process of learning the second or foreign language will be niversitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya English itself has already been taught in educational institutions, both in Universit formal institution like school, and informal institution like English course. Today, sitas Brawijaya there are many English courses which support English learning by emphasizing more on English learning strategies than schools do. English courses want to help Universitheir students in learning English successfully by giving certain strategies as their states Brawijaya Universi goals. The writer conducts a study in ILP since this English course is the first Universi English course in Indonesia that offers native speaker instructors and the emphasis Sitas versit of the learning activities is on the speaking abilities. As in ILP's slogan "Makes it as Brawijaya You Speak", ILP tries to make the curriculum focusing on the speaking activities Universityhich belongs to social strategy. On the other hand, most schools provide Englishsitas Brawijaya as a subject which is used as a medium of instruction in the academic life, or only Universiting introduce English as the foreign language that must be learned without giving Universitate like what English courses do. Moreover, the final goal of sitas 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). Stas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Universi 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. Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya

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rawijaya	Universitateen, and reading room (http://www.waralabaku.com/franchise-kursus-ilp).versitas Bra	awijay
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rawijaya	Universitas learning easier, faster, more enjoyable, more self-directed, more effect	tive and sitas Brawijay
rawijaya	Universitas more transferable to new situations (Oxford, 1990, p. 8).	Universitas Brawijay
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rawijaya	2. Strategy Inventory for Language Learning (SILL): a structured sur	Universitas Brawijay
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rawijaya	Universitas language learning strategies within the learning context (Oxford, 1990,	Pul 199) rsitas Brawijay
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rawijaya	Universit3. General English of ILP: one of the ILP's programs that offer ac	tive and sitas Brawijay
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rawijaya	Universi advanced ( <a href="http://www.ilpworld.com/programs.php?cID=11&amp;pID=8">http://www.ilpworld.com/programs.php?cID=11&amp;pID=8</a> ).	hiversitas Brawijay
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rawijaya **Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BCHAPTER II iversitas Brawijaya REVIEW OF RELATED LITERATURE Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya This chapter contains a brief explanation and description of some theories University supporting this study. The following explanations that the writer discusses are s Brawijaya Universitas Brawijaya Universitheoretical framework that consists of theories which support this study and sitas Brawijaya previous studies which give guidelines and comparison to this recent study. Jniversitas Brawijaya Universi 2.1 Theoretical Framework Theoretical framework includes the theories used in this study. The theories Universitare second language acquisition, definition of language learning strategies, factors sitas Brawijaya Universitie influencing the choice of language learning strategies, taxonomy of language Universit learning strategies, and language learning strategies by Oxford (1990). rawijaya 2.1.1 Second Language Acquisition Universitas BGass and Selinker (1994, p. 1) define second language acquisition assitas Brawijaya Universit following: It is the study of the acquisition of a non-primary language, which Universitas Br is the acquisition of a language beyond the native language. It is the Universitas Brawijaya Universitas Bristudy of why most second language learners do not achieve the niversitas Brawijaya Universitas Br same degree of knowledge and proficiency in a second language as Universitas Brawijava rawijaya 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. **Universitas Brawijaya** Universitas Brawijaya rawijaya

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rawijaya	Universitas Next definition comes from Ellis (1997, p. 3) who defines second languagesitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya acquisition (SLA) as "the way in which people learn a language other than their Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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rawijaya rawijaya	Universit mother tongue, inside or outside of a classroom". Based on Krashen (1981, p. 67), Sitas Brawijay
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rawijaya rawijaya	The idea of Krashen (1981), Gass and Selinker (1994), and Ellis (1997) are Brawling
rawijaya	Universit supported by Nunan (1999, p. 87) who says, "the term second language sitas Brawijay
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rawijaya	Universi acquisition (SLA) refers to the processes through which someone acquires one orsitas Brawijay
rawijaya	University State of the Inversity of the
rawijaya	more second or foreign languages". He also states that second language University
rawijaya	University acquisition has been strongly influenced by first language acquisition (p. 88). iversity Brawijay
rawijaya	University Priversity Respuis
rawijaya	Universita From some definitions above, it can be concluded that second language must Brawnay
rawijaya	Universities learned, since it is learned consciously. In addition, the first language may sitas Brawijay
rawijaya	Universitas Universitas Brawijay
rawijaya	Universi contribute in acquiring the second language. The first language may give the sitas Brawijay
rawijaya	Universitas R positive or negative contribution. If there are many differences between the first Universitas Brawijay
rawijaya	Universitas Bra
rawijaya	Universit and the second language, the learners will have difficulties in acquiring the second sitas Brawijay
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rawijaya	Universi language. As a result, most of second language learners cannot have the same sitas Brawijay
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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Someone's first or second language depends on the language he/ she has it as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya acquired for the first time. A child who is born in Java tends to acquire Javanese University for the first time. Here, Javanese is categorized as the first language. Then, after Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universithe child goes to the school, he or she learns Bahasa Indonesia. Bahasa Indonesiasitas Brawijaya ersitas Brawijaya Universitas Moreover, EFL (English as a Foreign Language) and ESL (English as a Sitas Brawijaya Second Language) are different in the contexts of language use. language is a language that is learnt by a child after he/ she gets his/ her first Universitlanguage (http://www.sekolahoke.com/2012/01/difference-between-first-second-sitas Brawijaya and.html)". ESL is used in countries where English as the medium of instruction in education, business, and governments, eventhough English is not the native Stas Brawijaya Universi language. In addition, Richards (2002, p. 180) says that someone is said to be seen Br learning English as a second language when he or she learns English which is Universi required for everyday life. Countries which apply ESL are Malaysia, Singapore, sitas Brawijaya India, Netherlands, France, etc. Universitas Don the other hand, foreign language is a new language that is learnt by people sitas Brawijaya University in it is not used in their adaily life it is not used in their adaily life it as (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 Stas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya English is taught in schools. According to Richards (2002, p. 180), someone is the Brawllava said to be learning English as a foreign language when he or she learns English in Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University a formal classroom and has limited or no opportunities to use it outside of the Brawijaya classroom. For instance, most Indonesian people learn English only in educational Universitinstitutions. Therefore, they rarely practice it in their daily communication in Sitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit society. Since English is a foreign language in Indonesia, Indonesian learners it as Brawijava should have certain strategies in learning English to make their learning process Universi becomes more effective and efficient. Countries which apply EFL are Indonesia, Sitas Brawijaya Thailand, Vietnam, etc. 2.1.3 Definition of Language Learning Strategies Rubin (1987, cited in Liyanage, 2004, p. 28) states, "learning strategies are stas Brawijaya 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. Universi 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 iversitas Brawijaya 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. Universitas Thus, learning strategies are special ways of processing information that sitas Brawijaya enhance comprehension, learning, or retention of the information (O'Malley & Chamot, 1990). Based on Oxford (1990, p. 8), "language learning strategies are Universithe specific action taken by the learner to make learning easier, faster, more it as Brawijaya Universitas Brawijava enjoyable, more University situations" Jaya **Universitas Brawijaya** Universitas Brawijaya rawijava

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rawijaya	Universitas Ellis (1994, p. 529) defines language learning strategy as, "a strategy las	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universi consisted of mental or behavior activity related to some specific stages in the	
rawijaya	Universit overall process of language acquisition or language use". She also mentions," the	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	University of learning strategies holds considerable promise, both for languages it as	
rawijaya rawijaya	Universitas Brawijaya Universitas Diversitas Brawijaya Universitas pedagogy and for explaining individual differences in second language learning (p. Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitas Brawijaya Universitas	
rawijaya	Universitas The other linguist, Cohen (1994, cited in Gass and Selinker, 1994, p. 439)	: Brawijay
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rawijaya	Universitas Br. states, "language learning strategies are those processes which are consciously Universitas"	Brawijay
rawijaya	Universits elected by learners and which may result in action taken to enhance the learning sitas	
rawijaya	Universit	Brawijay
rawijaya	Universi or use of a second or foreign language, through the storage, retention, recall, and	Brawijay
rawijaya	Universi application of information about that language". Weinstein & Mayer (1986, cited sitas	Brawijay
rawijaya	Universit	s Brawijay
rawijaya	Universitin Paradese 2010, p. 9) state, "language learning strategies affect the way in which stass	
rawijaya	Universität the learner selects, acquires, organizes, or integrates new knowledge".	
rawijaya		
rawijaya	Universitas In conclusion, learning strategies are the ways to help the learners in gainings it as	
rawijaya	Universitas Universitas the knowledge of second language. Learning strategies are very needed to make universitas	Brawijay
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rawijaya	Universitate learning processes become more effective and efficient. Without using a Universitate Braw	
rawijaya rawijaya	University, the learning processes of foreign language will be quite hard. The	
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rawijaya	2.1.4 Factors Influencing the Choice of Language Learning Strategies	Brawijay
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas I	Brawijay
rawijaya	Universitas B According to Oxford (1990), there are eight kinds of factors that influence it as	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas I	Brawijay
rawijaya	Universithe choice of strategies used by the learners, as mentioned below.	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas I	Brawijay
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rawijaya	Universitas According to Encarta Dictionaries, jamotivation is a feeling of enthusiasm, sitas	
rawijaya	Universitas Brawijaya Universitas Politicas Universitas Brawijaya Universitas I interest, or commitment that makes somebody want to do something, or Universitas Brawijaya Universitas I	Brawijay
rawijaya	Universitas Brawijaya Brawijaya Universitas Brawijaya Brawijay	Brawijay
rawijaya	Universitas something that causes such a feeling". Positive motivation is associated with a sitas	
rawijaya	Universitas Brawijay Universitas I	Brawijay
rawijaya	Universitas willingness to keep learning. Students who have high motivation tend to use sitas	
rawijaya	Universitas Bramore strategies and have some reasons in studying the language than students Universitas	Brawijay -
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rawijaya	University who have low motivation. Motivation itself is also related to the purpose of sites	
rawijaya 	Universi language learning. For example, individuals who want to learn a new language	
rawijaya		Brawijay
rawijaya	Universite especially for personal interest will use different strategies than learners who sites	Brawijay
rawijaya	Universit want to learn a new language only to fulfill a graduation requirement. The sites	
rawijaya Irawijaya	Universitas students of English course tend to have high motivation in learning English Universitas	Drawijay Drawijay
rawijaya	Universities under they want to increase their knowledge based on their own willingness. Versities	
rawijaya	Universitas L. Universitas L. Universitas L.	
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rawijaya	Universitas Recent studies based on Oxford (1990) indicate, "female may use a much	
rawijaya	Universitas Braw Jaya Universitas I	
rawijaya	Universitas wider, or at least a very different, range of strategies than males for language sitas	
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rawijaya	learning". Rua (2006) infers some conclusions based on her study as following:	Brawijay
rawijaya	Universitas Bra Girls are regularly superior to boys in terms of overall achievement liversitas	Brawijay
rawijaya	Universitas Bravin languages in general (and foreign languages in particular). Boysniversitas	Brawijay
rawijaya	Universitas Bravare superior to girls in tasks concerning spatial ability, but girls liversitas	Brawijay
rawijaya	generally excel boys in tasks involving verbal skills (listening, speaking, reading, and writing). Girls are significantly more	Brawijay
rawijaya	Universities Bra confident concerning their abilities to master the language. Boys, iversities	Brawijay
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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Bravon contrary, appear to be more self-deprecating of their linguistics iversitas Brawijaya Universitas Bravompetence iversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya From the explanations above, it can be concluded that female tend to use Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas different strategies in learning a language than male. Tas Brawijaya Universitas In Oxford (1990), it is reported that certain cultural background plays the big Sitas Brawijaya s Brawijava Universitas Brawijava University role to support strategies in language learning. For instance, for some Asiansity Brawijava Braw 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 it as and motivation from those of majority group members who learn a minority language. In conclusion, learners' identities impact on what they will do insitas Brawijaya learning a new language. Universit<sup>4</sup>. Attitudes and beliefs. According to Richards (2002, p. 286), "language attitudes are the attitudes Universitas which speakers of different languages or language varieties have towards each sitas Brawijaya Universitas other's languages or to their own language." Meanwhile, Richards (2002, p.sitas Brawijaya Universitas 297) mentions that learners' belief deals with the effective way to learn Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas language, their own abilities, and their goals in language learning. Attitudes it as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya and beliefs may give an impact on the strategies which are chosen by the Universitas learners. Negative attitudes and beliefs often cause the poor strategy used. Sitas Brawijaya Universitas Brawijaya rawijaya

Universitas Brawijaya Universitas Older learners have strong beliefs and opinions about how their instruction sitas Brawijaya should be delivered. These beliefs are usually based on previous learning rawijaya Universitas experiences and the assumption (right or wrong) that a particular type of sitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitasinstruction is the best way for them to learn. Iniversitas Brawijava Universitas Brawijaya 5. Types of tasks. Universitas Brawijaya Universitas The types of task can influence the strategies used indirectly. Oxford (1990, p. sitas Brawijay) Universitas 13) states: versitas Brawijaya 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 iversities Brawijaya 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 Universital their types of task. In General English class of ILP Kediri, the emphasis University of learning process is on the speaking activities, so the students are iversity Brawii available. demanded to be active in class. The teachers of ILP Kediri give the tasks Universitasto the students related to the topic of discussion, whether in a group or liversitas Brawijaya Universitas individual. By giving a certain type of task, the goal of ILP "Makes Youniversitas Brawijaya Speak" is attainable.
Universitas Brawijaya Universitas Brawijaya Universit6. Age & language stage. sitas Brawijaya Universitas Brawijaya Age also influences the acquisition of second language. Every individual, Universitas whether student with different age or stage has different language learning learning Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya rawijava

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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas strategies. The older or more advanced students often use certain strategies.	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Lenneberg (1967, cited in Cook, 2008, p. 147) says, "the superiority of young sitas	Brawijay
rawijaya	Universitas learners was enshrined in the critical period hypothesis: the claim that human	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas beings are only capable of learning their first language between the age of two sites	
rawijaya	years and the early teens". Cook (1986, cited in Cook, 2008, p. 147) mentions,	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Bravvariety of explanations have been put forward for the apparent liversitas	
rawijaya	Universitas Br decline in adults: physical factors such as the loss of 'plasticity' inniversitas	Brawijay
rawijaya	Universities By the brain and 'lateralization' of the brain, social factors such as the Universities By different situations and relationships that children encounter to adults and aganitive explorations such as the	Brawijay
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rawijaya	Universitas interference with natural language learning by the adult's more niversitas	Brawijay
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rawijaya 	Universi Universi That is why, children are better at learning foreign language than adults. In this	Brawijay
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rawijaya	study, the writer took the participants in the age of 12 years old to 17 years old. Sitas	Brawijay
rawijaya	University Learning style	
	Universit7. Learning style.	
rawijaya Kawijaya	Universita Learning strategies are also determined by learning style. Reid (1994, cited in	Brawijay
rawijaya rawijaya		Drawijay
rawijaya Irawijaya	Universitas Gass and Selinker, 1994, p. 59) states, "the term 'learning style' has been used sitas Universitas L	
rawijaya	Universities to describe an individual's natural, habitual, and preferred way of absorbing,	Brawijay
rawijaya	Universitas processing, and retaining new information and skills". Richards (2002, p. 85) sitas	
rawijaya	Universitas Braw Jaya Universitas	Brawijay
rawijaya	Universitas said that different learners may choose different solutions for their learning sitas	
rawijaya	Universitas Brawijaya Universitas	Rrawijay
rawijaya	problems. For example, some people may need explanations dealing with	Brawijay
rawijaya	Universities grammatical rules, whereas others may not need any explanations for it. The	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas different learning style will affect the learners approach learning tasks and the sitas	Brawijay
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rawijaya	Universitas success on those tasks. Individuals tend to choose their learning strategies as B	rawijay
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rawijaya	Universitas Brawijaya	rawijay
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rawijaya	Universitas Grace (1997, p. 23) also states, "learners who can tolerate moderate levels of sitas B	rawijay
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rawijaya	Universitas ambiguity are more likely to persist in language learning and to achieve more sitas Bi	
rawijaya	Universitas Br than those who cannot tolerate ambiguity". According to Ehrman (1993, cited Universitas Br	rawijay
rawijaya	Universitas Bi	rawijay
rawijaya	Universite in Grace, 1997, p. 23), tolerance of ambiguity is "the ability to take in newsitas Bi	
rawijaya	Universi Universi information to hold contradictory or incomplete information without either either either stass Br	rawijay
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rawijaya 	University rejecting one of the contradictory elements or coming to premature closure on Sitas Bi	rawijay
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	Universit an incomplete schema (and) to adapt one's existing cognitive, affective, and sitas Bi	
rawijaya	Universitas social schemata in light of new material". Students who have high tolerant of Universitas Br	rawijay
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rawijaya rawijaya	Universitas But Universitas Students who have the low tolerant of ambiguity.  Universitas But	
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rawijaya	University strategies that will determine the success of learning a foreign language. The strategies that will determine the success of learning a foreign language.	
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rawijaya Universitas Brawijaya Universitas Many scholars have categorized language learning strategies. One of them is Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Rubin (1981, cited in O'Malley and Chamot 1990, p. 4) who differentiates University strategies contributing directly to learning and strategies contributing indirectly to sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universi learning. Some strategies considered to contribute directly to the learning aresitas Brawijava clarification, monitoring, memorization, guessing, deductive reasoning, and as Brawijaya University practice. On the other hand, some strategies considered to contribute indirectly to sitas Brawijaya Universithe learning are creating opportunities to practice and produce tricks. There are three main categories of language learning strategies divided by Universit O'Malley and Chamot (1990, p. 47). They are metacognitive strategies (selecting sitas Brawijaya attention, planning, monitoring, and evaluation), cognitive strategies (rehearsal, organization, inferencing, summarizing, deducing, imagery, transfer, indicates Brawijaya Universi elaboration), and social strategies (cooperation, questioning for clarification and Universitas Another scholar is Oxford (1990, p. 17) who classifies language learningsitas Brawijaya **Universitas Brawiiava** strategies into two main strategies: direct strategies and indirect strategies. Direct Universitas By
Universitas By
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Universitas Brawijaya Universit strategies. Next, indirect strategies involve metacognitve strategies, affective strategies Brawijaya strategies, and social strategies. Universitas Brawijaya Universitas Brawijaya Universitas Learning strategies are classified in some classifications in order to make the Sitas Brawijaya Universi clear distinction between factors that contribute directly and indirectly in learning ras Brawijaya Universitas Brawijaya Universitas Brawijaya processes of second language. as Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universit 2.1.6 Language Learning Strategies by Oxford (1990) as Brawijaya rawijaya Universitas Bin this study, the writer uses the theory from Oxford as the fundamental Brawijaya rawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitheory since she provides the detailed explanations of language learning strategies sitas Brawijaya rawijaya Universitas Brawijaya compared to the Universitas Brawijaya other theories. Oxford (1990, p. 18-19) categorizes language Universitas Brawijaya rawijaya rawijaya Universi learning strategies into two types: direct strategies and indirect strategies. The sitas Brawijaya Universitas Brawijaya **Universitas Brawija** Universit writer provides charts to clarify the taxonomy of language learning strategies by sitas Brawijaya University By Oxford (1990). They can be seen in Figures 2.1 and 2.2. **Universitas Brawijaya** rawijaya Universitas Brawijaya rawijaya Universit Iniversitas Brawijaya hiversitas Brawijaya rawijaya rawijaya rawijaya rawijaya Universit niversitas Brawijaya rawijaya Universita rawijaya rawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya rawijaya **Universitas Brawijaya Universitas Brawijay** rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya

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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universit The following is the detailed explanation of direct strategies and indirect it as Brawijaya Universitstrategies, ijava rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universit2.1.6.1 Direct Strategies sitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitinvolve the target language directly. In direct strategies, the information can be sit as Brawijaya Universi stored and recovered, the language can be produced even there is a gap in Universitas Brawijaya knowledge, and the new language can be understood and used. Direct strategies Universitare divided into three categories: memory strategies, cognitive strategies, and sitas Brawijaya compensation strategies. Universita. Memory Strategies Memory strategies are strategies dealing with the storing and retrieval of strategies Brawijaya Universitation. The simple principles in memory strategies are just like making Universitassociation and reviewing. Memory strategies are usually used to face/insitas Brawijaya vocabulary learning. Through visual images, sounds, motions, or touches, the Universitive and phrase can be related, so that the information can be stored and sitas Brawijaya Universitretrieved. There are four groups which are considered as memory strategies. First, University creating mental linkages involve grouping, associating or elaborating, and placing sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi new words into a context. Second, applying images and sounds involve using stas Brawijaya imagery, semantic mapping, using keywords, and representing sounds in memory.
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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universi Third, reviewing well involves structured reviewing. Fourth, employing actions it as Brawijay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya involves using physical response or sensation and using mechanical techniques. Universitas Brawijaya rawijaya Universitas The second direct strategy is cognitive strategies which are the strategies sitas Brawijaya Universitas Brawijaya Universitas Prawijaya Universitas Brawijaya Universitivays that enhance learning. There are four groups which are categorized assitas Brawijaya Cognitive strategies. First, practicing involves repeating, formally practicing with Universitas Br sounds and writing systems, recognizing and using formulas and patterns, University recombining, and practicing naturalistically. Second, receiving and sendingsitas Brawijaya message involve getting the idea quickly and using resources for receiving and sending message. Third, analyzing and reasoning involve reasoning deductively, Sitas University analyzing expressions, analyzing contrastively or across language, translating and sitas Brawijaya transferring. Fourth, creating structure for input and output involve taking notes, Universitsummarizing, and highlighting. c. Compensation Strategies Universitas Another direct strategy is compensation strategy which allows the learners to sitas Brawijaya Universituse the new language, whether for comprehension and production regardless of sitas Brawijava limitations in knowledge. In other words, these strategies are used by the learners Universit when they face the problem in understanding the target language. Vijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BraThere are two groups which are regarded as compensation strategies. First, and Russian guessing intelligently involves using linguistic clues and using other clues. itas Brawijaya Universitas Brawijaya

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rawijaya	Universitos the mother tongue, getting help, using mime or gesture,	avoiding	Brawijay
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rawijaya 	Universi Universi Universi Metacognitive strategies permit the learners to control their own	niversitas	
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rawijaya	University Metacognitive strategies have three groups of categories. First, cent	tering the tering	Brawijay
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rawijaya	Universite attention, and delaying speech production to focus on listening. Second,	arranging	Brawijay
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rawijaya	setting goals and objectives, identifying the purpose of a language task,	, planning	Brawijay
rawijaya	Universities a language task, and seeking practice opportunities. Third, evaluation		
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rawijaya	Universi control of feelings and attitudes. These strategies are divided into three		
rawijaya	categories. First, lowering the anxiety involves using relaxation, deep	Universitas	Brawijay
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Communication with other people. There are three groups of categories in these Universities Bi	rawijay
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Universi correction. Second, cooperating with others involves cooperating with peers and sitas Bi	rawijay
Universi cooperating with proficient users of the language. Third, empathizing with others it as Bi	rawijay
Universit A Service Residence of the language. Third, empathizing with others	rawijay
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Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universities There are some writers who have conducted some studies about languages it as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya learning strategies. Susanto (2010) from State University of Malang conducted a University entitled "An Analysis on the Correlation between Language Learning Learni Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi Strategies and the Grammatical Errors Made by the Third Graders in IX-A Classifias Brawijava of SMPK Kolose Santo Yusuf II Malang". He found out there was no correlation Universitamong metacognitive strategies used, cognitive strategies used, social/ affective sitas Brawijaya strategies used and language learning strategies used altogether with the Universita The similarities between the current study and the previous study are the usesitas Brawijaya 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 Universithe fundamental theory. However, the problems of the study and the instrumentarias make the current study is different from the previous one. The previous study used Universithe questionnaire made by him and tried out to examine the correlation between sitas Brawijaya language learning strategies and grammatical errors. Meanwhile, in this study the Universities Oxford's SILL questionnaire as the instrument to collect the data and sitas Brawijaya Universithe score of final exam in the end of the level as the measurement of academicsitas as Brawijay Univer achievement. Then, the writer correlates the students' language learning strategies ersitwith their academic achievement. rawijaya Universitas Brawijaya Universitas Brawijaya Universitas BraThe writer also takes the study from Kusumaningrum (2010) entitled "Learning Strategies of Successful English Learners at MAN 3 Malang in Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** 

Universitas Brawijaya Universi Improving Their Speaking Ability" as the reference to support this current study. Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya She revealed that learning strategies gave great contribution to the learner's Universitas Brawijaya Universitas BraThis current study and the previous one have the similarities in terms of sitas Brawijava the use of theory and choosing the students who are learners in EFL (English as Universithe Foreign Language). Nevertheless, the problems of the study and the sitas Brawijaya instrument used are different. The previous study investigated the correlation between language learning strategies and the academic achievement that were got University the successful learners by interviewing them. Whereas, the writer in this studysitas Brawijaya investigates the correlation between language learning strategies and the academic achievement by delivering questionnaire to the students and collecting their score Brawijaya Universit of final exam in the end of the level. The other study entitled "Strategies in Learning English Used by the Universit Successful Learners of English at Laboratory Junior High School State Universitysitas Brawijaya **Universitas Brawiiava** of Malang: A Case Study" was conducted by Rahayu (2011). She investigated Universithat the successful English learners in her study generally used strategies in their sitas Brawijaya Universitlearning of English. They used direct and indirect strategies. wijaya That previous study and this current study have similarities and differences Universit The similarities are the instrument used to measure language learning strategies, sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universithe use of theories and both of the studies investigate learning strategy in the EFL strass B context. Both of the studies use Oxford's theory as the basic theory and SILL Universitas Brawijaya **Universitas Brawijaya** 

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rawijaya	Universithe problems of the studies. The subjects of the previous study were two sites in	3rawijay
rawijaya	University successful learners of English of junior high school of UM Lab school in grade	3rawijay
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rawijaya	Universitas Brandril (2012) conducted a study entitled "The Application of Languagesitas E	
rawijaya	Universitas Brawijay Vrawijaya Universitas B	Brawiiav:
rawijaya	Universit Learning Strategies and Their Relationship with English proficiency: A Study at sites E	
rawijaya	Universitas Br International Undergraduate Program of Faculty of Economics and Business Universitas E	3rawijay
rawijaya	Universitas E	3rawijay
rawijaya	University of Brawijaya". She revealed that the use of overall language learningsitas E	
rawijaya	University strategies fells into medium level. She also found a positive levy significant	
rawijaya		Brawijay
rawijaya	Universit correlation between compensation strategies and English proficiency.	
rawijaya	Universit hiversitas E	
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rawijaya	Universita and this current study. The similarities are the problems of the study, the	3rawijay
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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas **CHAPTER III** iversitas Brawijaya rawijaya Universi RESEARCH METHOD itas Brawijava rawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya rawijaya Universit collection, and data analysis. Universitas Brawijaya University University approach, and the other is quantitative approach. According to Ary et al (2010, p.sitas Brawijaya 25), qualitative approach is an approach which focuses on understanding and rawijaya Universitinterpreting social phenomenon in detail by using narrative description and sitas Brawijaya rawijaya Universitier interpretation. Meanwhile, quantitative approach uses statistical analysis of Universitinumeric data to study and explain relationships, cause and effect. Universitas In this study, the writer used quantitative approach since the writer counted Brawijaya the result of the of questionnaire filled by the students of General English class of Universitil P Kediri by using statistical analysis which is in the form of numbers. It wassitas Brawijaya Universit conducted to find out the correlation of application of language learning strategies Brawijaya and academic achievement. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas This study used survey related to correlation study as the type of the study.sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya According to Ary et al (2010, p. 28), "survey research uses instruments such as rawijaya ersi questionnaires and interviews to gather information from groups of individuals. Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya rawijaya

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rawijaya	Universi Surveys permit the researcher to summarize the characteristics of differen	nt groupssitas	Brawijay
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rawijaya	Universitlearning strategies Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya As cited in Ary et al (2010, p. 37), "correlational research gathers duriversitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitindividuals on two or more variables and then seeks to determine if the		
rawijaya	Universitas Brawijay	Universitas	
rawijaya	Universitate are related. The degree of relationship is expressed as a numeric index c		Brawijay
rawijaya	Universities Bricon coefficient of correlation". By using correlational research methods, i	Universitas t can be	Brawijay
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rawijaya	Universities examined the strength and direction of relationship among two or more values and the strength and direction of relationship among two or more values are strength and direction of relationship among two or more values are strength and direction of relationship among two or more values are strength and direction of relationship among two or more values are strength and direction of relationship among two or more values are strength and direction of relationship among two or more values are strength and direction of relationship among two or more values are strength and direction of relationship among two or more values are strength and direction of relationship among two or more values are strength and direction of relationship among two or more values are strength and direction of the strength		
rawijaya	Universi Universi According to Kerlinger (1973, cited in Nuril 2012, p.26), "varia	abla is a	Brawijay
rawijaya			Brawijay
rawijaya Irawijaya	Universit construct or something which is learned or investigated". Moreover, Brow Universit	vn (1998,	Brawijay
rawijaya	University cited in Nuril 2012, p. 26) states, "variable is something that may vary o		
rawijaya			
rawijaya	Universita The variables in this study were the language learning strategies Universita	s as the Universitas	Brawijay
rawijaya	Universitindependent variables and the academic achievement as the dependent		
rawijaya	Universitas I	Universitas	Brawijay
rawijaya	UniversitBy using statistical analysis, the correlation between language learning s	strategies	Brawijay
rawijaya	Universit and academic achievement can be found out.	Universitas	
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rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas In a study of quantitative, it is important to determine the population	n and the sitas	Brawijay
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rawijaya	Universit sample as the scope of the study. Brawijaya Universitas Brawijaya	Universitas	
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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universit3.2. Population Universitas Brawijaya According to Ary et al (2010, p. 373), "the term population is used to refer to Universithe entire group of individuals to whom the findings of a study apply". The Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universi population of this study was 201 students of General English class of ILP Kedirisitas Brawijaya in the levels of YLE (Young Learners English) in the age of 6 years old to 11 as Brawijaya Universityears old and TLE (Teens Learners English) in the age of 12 years old to 17 years sitas Brawijaya 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 rawijaya University writer concluded that the students of General English class are active and sitas Brawijaya communicative. This reason became the consideration of the writer to choose the Universit students of General English class of ILP Kediri as the participants in this study. Provided Brawijaya Universita. 3.2.2 Sample Universitas "A sample is a portion of a population (Ary et al, 2010, p. 148)". Based onsitas Brawijaya rawijaya Webster (1985, cited in Susanto, 2010, p. 38), there are kinds of techniques in Universities the sample. The most common used sampling technique is random sitas Brawijaya Universit sampling. In this technique, each individual had the equal and independent sitas Brawijava opportunity to be chosen as the sample of the population.

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Universitas Brawijaya Universitas There are 4 majors of random sampling; simple random sampling, systematic Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University random sampling, stratified random sampling, and cluster sampling. In this study, sitas Brawijaya the writer used stratified random sampling. According to Ary et al (2010, p. 153), ersitas Brawijaya universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya rawijaya

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rawijaya	University stratified random sampling is used when the population consists of different Bra	wijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bra	wijay
rawijaya	Universit characteristics of a number of subgroups, or strata. The foundation of stratification sitas Brain	wijay
rawijaya	Universition be geographic or characteristics of the population such as income, occupation, sitas Bra	wijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bra	wijay
rawijaya	Universitgender, age, year in college, or teaching level. The advantage of stratified randomsitas Bra	
rawijaya	Universitas Brawijaya	wijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Bra	wijay
rawijaya	University various subgroups of population. In this study, the writer applied stratified random sitas Bra	
rawijaya	Universitas Brawijay Universitas Bra	
rawijaya	University sampling in the stratification of age. The writer only took the students in the age	
rawijaya	of 12 years old to 17 years old out of the students from the age of 6 years old to 17	wijay
rawijaya	Universitas Bra	wijay
rawijaya rawijaya	Universityears old since they have learnt English more than 5 years. By learning Englishsitas Brauniversity	
rawijaya Irawijaya	Universitation of the students have the prior knowledge and experience in the students have the stud	
rawijaya	Silversia Bia	
rawijaya	Universit learning English. Universit  Unive	
rawijaya	Universit Arikunto (2007, cited in Susanto, 2010, p.38) says, "if the number of thesitas Bra	
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rawijaya	Universitate population is less than 100, it will be better to take all of them as the sample. Universitate Brainiversitate Br	wiiav
rawijaya	Universit However, if the number of population is more than 100, it will be better to take sit as Bra	
rawijaya	Universitas Bra	wiiav
rawijaya	10%-15% or 20%-25% of the number of population as the sample of the study".	wijay
rawijaya	Universit Related to the number of the students, the writer decided to take 22.88% out of the Sitas Bra	wijay
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rawijaya	Universitotal population, which are 46 students of General English class of ILP Kediri insitas Bra	wijay
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Universitas Brawijaya Universitas Based on O'Maley and Chamot (1990), questionnaire in investigating it as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya language learning has the procedures of collecting the data with the highest degree University of structure. Questionnaire can also delimit the responses to information that is Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi relevant and simplified the data to be analyzed because the data collected by using sitas Brawijaya Universitas Brawijaya Universitas Prawijaya Universitas Brawijaya University 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 Universita Universitdata: Universities 1. Coming to the class of each level of General English class in ILP Kediri. Universit 2. Distributing SILL questionnaire to the students of General English class. Universitas Brawijaya 3. Explaining what SILL questionnaire is about and how to respond each item of the SILL. University. Asking the students to fill SILL questionnaire, iversity Brawijava 5. Asking the students' academic score to the teachers of ILP Kediri. Universitas Brawijaya rawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universities Before the students were asked to fill the questionnaire sincerely and honestly it as Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya according to their experience in learning English, the writer asked the students to rawijaya Universifill the background questionnaire. The writer informed that there was no wrong sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitanswer in filling the questionnaire and it did not affect to their academic grades. Sitas Brawijava rawijaya Universitas Brawijaya Universitives not be publicly posted or shared with the other students, and it was not besitas Brawijaya Universi compared with any other students' results. The result was only used to help the Universities By students to become the better learners. Moreover, they were allowed to ask to the rawijaya University writer whether there were some questions in comprehending SILL questionnaire. Sitas Brawijaya The students were able to complete the questionnaire in about 30 minutes. Universit 3.4 Data Analysis rawijaya Universitas The writer had to make sure that the data were reliable and valid beforesitas Brawijaya analyzing the data. According to Ary et al (2010, p. 224), validity and reliability Universitate the essential criteria of the quality to measure instrument. "validity is defined sitas Brawijaya Universitas the extent to which scores on a test enable one to make meaningful and sitas Brawijaya appropriate interpretations. Reliability indicates how consistently a test measures University whatever it measures". By using reliable and valid data, it can reduce the writer's sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitsubjective opinion, biases, and prejudices in this study it as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya rawijava

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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universi reliable instrument to collect the data. Based on Oxford (1990, p. 199),		
rawijaya	University SILL questionnaire has been extensively field-tested and demonstrate	ted to be sitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universithighly valid and reliable rsitas Brawijaya Universitas Brawijaya		
rawijaya	Universitas Brawijaya Universitas Brawijaya After assuring the reliability and validity of the data, the writer Universitas Brawijaya	Universitas l	Brawijay
rawijaya			
rawijaya	Universi analyze the data. In this study, the writer used statistical analysis to fir		
rawijaya	Universitas Brawijay  correlation between the application of language learning strategies	Universitas	Brawijay 
rawijaya	University correlation between the application of language learning strategies	Universitas	Brawijay
rawijaya	Universitas Bracademic achievement. Statistical Package for Social Science (SPSS Universitas)	S) 16 for	Brawijay
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rawijaya rawijaya	UniversitWindows was used as the instrument to examine the data. Sarwono (UniversitWindows was used as the instrument to examine the data. Sarwono (	niversitas	
rawijaya	Universi cited in Nuril, 2012, p.31) states, "SPSS is one of the application pro-	ograma in	Brawijay Brawijay
rawijaya			
rawijaya	Universit computer used to perform the calculation from the simplest until highly Universit	niversitas	Brawijay Brawijav
rawijaya	Universit data manipulation and analysis with simple instruction".	niversitas	
rawijaya	Universita  Meanwhile, "data analysis involves reviewing the data while they	/ #	
rawijaya	Universitas Weanwhile, data analysis involves reviewing the data while they	Universitas	Brawijay
rawijaya	Universit collected and attempting to synthesize and make sense out of what is	observed.sitas	Brawijay
rawijaya	Universitas L	Universitas	Brawijay
rawijaya	(Ary et al, 2010, p. 530)". After collecting the data, the writer began to	o analyze	Brawijay
rawijaya	Universit the data. The steps of the data analysis can be mentioned as follows: aya	Universitas	
rawijaya	Universitas Braw Jijaya	Universitas	
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rawijaya	Universitas Brawijay the frequency used for each category and overall categories of Universitas Brawijaya	Universitas l	Brawijay -
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rawijaya rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya		
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universit 2. Interpreting the score based on the guidelines of the score into	erpretationsitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	University proposed by Oxford (1990). The guidelines of the score interpretati	on can be sitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
rawijaya	Universit Table 3.1 The Guidelines of the Score Interpretation as Brawijava	
rawijaya	University (Source: Oxford, 1990) reitas Prawijava	Universitas Brawijay
rawijaya	Always or almost always used  4.5 to 5	.0 Universitas Brawijay
rawijaya	Universitas Brawijaya  Usually used  3.5 to 4	4 Universitas Brawijay
rawijaya	Medium Sometimes used 2.5 to 3	<sup>4</sup> Universitas Brawijay
rawijaya	Univers to Low av Generally not used 1.5 to 2	.4 Universitas Brawijay
rawijaya	Universities Br Never or almost never used 1.0 to 1	.4 Universitas Brawijay
rawijaya	Universitas	Universitas Brawijay
rawijaya	Universit 3. Putting the result of SILL questionnaire and academic score into the score in	
rawijaya	3. Putting the result of SILL questionnaire and academic score into the numbers	ormal test hiversitas Brawijay
rawijaya	Universi of SPSS to verify the normality of the data.	niversitas Brawijay
rawijaya	Universit	niversitas Brawijay
rawijaya	Universit <sup>4</sup> . Calculating the correlation between language learning strategies and	academic Brawijay
rawijaya	Universital achievement by using statistical procedure that is Product Momen	
rawijaya	Universita	Iniversitas Brawijay
rawijaya	Universita correlation.	Universitas Brawijay
rawijaya	Universities 5. Interpreting the score of correlation based on guidelines of or	
rawijaya	5. Interpreting the score of correlation based on guidelines of curiversities	correlation Universitas Brawijay
rawijaya	Universitascoefficient's interpretation.	
rawijaya	Universitae Pra	
rawijaya	6. Interpreting the findings from statistical analysis.	
rawijaya	University. Drawing conclusion correlated with the problems of the study. Wijaya	
rawijaya	Universitas Brawijay	
rawijaya	Universitas Brawijaya Universitas Brawijaya	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
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rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas PCHAPTER TV iversitas Brawijaya rawijaya FINDING AND DISCUSSION rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya This chapter presents the finding and discussion of the study. The first part Universit discusses the finding of the application of language learning strategy used by s Brawijaya Universitas Brawijaya Universitstudents of General English of ILP Kediri and the correlation between languagesitas Brawijaya learning strategy and academic achievement. Moreover, the second part discusses Universithe interpretation of the findings of the study. Universit Iniversitas Brawijaya hiversitas Brawijaya rawijaya After the writer collected the data of SILL questionnaire that had been sitas Brawijaya rawijaya distributed to the 46 students of General English class of ILP Kediri, those results rawijaya Universitive used to investigate the application of language learning strategy and the Brawijaya rawijaya Universi correlation between language learning strategy applied by them and their las Brawijaya Universitas Brawijaya academic achievement. The average score of SILL questionnaire and academic Universitachievement are displayed in Appendix 1. **Universitas Brawijaya** 4.1.1 Application of Language Learning Strategies Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas The descriptive statistics of the application of language learning strategies are sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya rawijaya

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rawijaya	Universitas Brawijaya Universitas Brawijay	a Universi	tas Brawijaya	Universitas	Brawijay
rawijaya	Table 4.1 Descriptive Statistics Result for	a Universi	Learning Strate	, Universitas	Brawijay
rawijaya	Univers as Category of Language Learning Strategy   3	A Mean S	Rank Order of	Usage versitas	Brawijay
rawijaya	Univers Metacognitive strategy niversitas Brawija	a U <sup>3,50</sup> ersi	tas Brawija <mark>y</mark> a	<b>Univers</b> itas	Brawijay
rawijaya	Univers   Social strategy   Universities    Affective strategy   Universities	3.31 3.13ers	tas Brawijaya	Universitas	Brawijay
rawijaya	Compensation strategy hive	3.03 arsi	tas Brawija <mark>y</mark> a	Universitas	Brawijay
rawijaya	Univers Cognitive strategy  Memory strategy	3.00 2.97	es Brawijaya	Universitas	
rawijaya	Univers Overall categories of language learning strategy	3.15	Crawijaya	Universitas	Brawijay
rawijaya	Universitas Brawi		ijaya	Universitas	
rawijaya	Universitas The writer used the guidelines of the s	score interpre	tation proposed h	Universitas ov Oxford	Brawijay
rawijaya	Universitas	ocoro interpre	ation proposed (	Universitas	Brawijay
rawijaya	Universi (1990) to calculate the mean score of the	overall lang	uage learning us		
rawijaya	Universi	oorning strots	ay usa Pasad or	iversitas	Brawijay
rawijaya	Universi mean score of each category of language le	carming strate	gy use. Dased of	liversitas	Brawijay
rawijaya	Universi above, it is known that the overall lang	guage learnii	ng strategy use	falls into sitas	Brawijay
rawijaya 	Universit		1' 4 4 4	hiversitas	
rawijaya	Universit medium level with the mean of 3.15. Me				
rawijaya	University learning strategies are sometimes used by t	the students of	of General Englis	h class of	Brawijay
rawijaya	Universitas	<u> </u>	- //	Universitas	Brawijay
Irawijaya	Universi ILP Kediri, since the score range is between	n 2.5 to 3.4.	//	Universitas	
rawijaya	Universitas It is reported that metacognitive strate	gy is the mo	st frequently use	Universitas d strategy	Brawijay
rawijaya					
rawijaya rawijaya	Universitive with the mean of 3.50 which falls into high	h level since			
rawijaya Irawijaya	Universities 4.4. Therefore, it means that metacog	nitive strates		Universitas	
Irawijaya					
rawijaya	Universitas Brawijay Universitas Brawijaya for the rank or order usage	e, metacognit	ive strategy is fol	llowed by	Brawijay
rawijaya	University social strategy with the mean of 3.31, aff				
rawijaya	Universitas Brawijaya Universitas Brawijay		- •		
rawijaya	Universi compensation strategy with the mean of 3.			e mean of sitas	Brawijay
rawijaya					
rawijaya	3.00, and memory strategy with the mear	n of 2.97. Ov a Universi	verall, those strat tas Brawijava	egies fall Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijay			Universitas	
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rawijaya	Universitas Brawijaya Universitas Brawijay	a Universi	tas Brawijaya	Universitas	
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rawijaya	Universitas Brawijaya Universitas Brawijaya Univer					Brawijaya Brawijaya
rawijaya	Universitas Brawijaya					Brawijaya Brawijaya
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rawijaya	Universitinto medium level meaning that all those strategies Universitas Brawijaya Unive			=		Brawijaya Brawijaya
rawijaya	Universitas Brawijaya					Brawijaya Brawijaya
rawijaya	The applications of metacognitive strategy ba	ised on t	the results	of SILL	tas	Drawijayo Drawijayo
rawijaya	Universitas Brawijaya					Brawijaya
rawijaya						Brawijaya
rawijaya	Table 4.2 The Applications of Metacognitive Strat	egy –	rawijaya	11		Brawijaya
rawijaya	The Applications of Metacognitive Strategy	Mean	Rank Orde	ci oi osage		Brawijaya
rawijaya	I try to find as many ways as I can to use my English I have clear goals for improving my English skills	3.81				Brawijaya
rawijaya	I pay attention when someone is speaking English	3.65		<sup>2</sup> Universi		
rawijaya	I notice my English mistakes and use that information to help	3.57		4 Universi		
rawijaya	I plan my schedule so I will have enough time to study	3.52	va			Brawijaya Brawijaya
rawijaya	English			<sup>5</sup> Universi		
rawijaya	I look for people I can talk to in English I think about my progress in learning English	3.5				Brawijaya
		3.23	47	8	tas	Brawijaya
rawijaya	I try to find out how to be a good learner of English			O .		D.,
rawijaya	I look for opportunities to read as much as possible in English	3.12		9 niversi		Brawijaya
rawijaya rawijaya	Universi I look for opportunities to read as much as possible in English			9 niversi	tas	Brawijaya
rawijaya rawijaya rawijaya	Universit  Based on the table above it can be seen the	3.12	P	g niversi niversi	tas	
rawijaya rawijaya rawijaya rawijaya	Universit Universit Universit Universit Universit	3.12	ost frequen	niversi niversi ntly used niversi	tas tas	Brawijaya Brawijaya Brawijaya
rawijaya rawijaya rawijaya rawijaya rawijaya	Universit	3.12	ost frequen	niversintly used	tas tas tas	Brawijaya Brawijaya Brawijaya Brawijaya
rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	Universit	at the mass many	ost frequer	niversintly used niversinan to uses	tas tas tas tas	Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya
rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	Universit Univer	at the many to equently to	ost frequen	niversi niversi ntly used ran to usesi Universi ation is I	tas tas tas tas tas	Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya
rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	Universit Univer	at the many to equently to	ost frequen	niversing the second of the se	tas tas tas tas tas	Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya
rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	Universit Univer	at the many to equently to	ost frequer ways as I c used applic sh with the	niversi ntly used an to use ation is I	tas tas tas tas tas tas	Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya
rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	Universit Univer	at the many sequently usin English	ost frequence ways as I coursed applicately with the	niversi niversi ntly used an to usesi ation is Is mean of Universi Universi	tas tas tas tas tas tas tas tas	Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya
rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	Universit Univer	at the many sequently usin English	ost frequence ways as I coursed applicately with the	niversi niversi ntly used an to usesi ation is Is mean of Universi Universi	tas tas tas tas tas tas tas tas	Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya
rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	Universit Univer	at the mass many to as many to equently to in English	ost frequence ways as I considered applications of the considered application of the considered	niversi niversi ntly used an to use universi ation is I mean of universi Universi Universi esults are	tas	Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya
rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	Universit Univer	at the many to as many to equently to in English	ost frequence ways as I considered applications of the considered application of the considered	niversi niversi niversi niversi ntly used no usesi universi ation is I mean of Universi Universi esults are Universi Universi	tas	Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya
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rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	Universit Univer	at the mass many to as many to equently to in English ILL quest raites Braites	ost frequer ways as I coused applic sh with the ationnaire re awijaya Rank Orde	miversi an to usesi an to usesi an to usesi ation is Is amean of universi universi esults are universi	tas	Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya
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rawijaya	Universit Univer	at the mass many in English in En	ost frequer ways as I c used applic sh with the a tionnaire re awijaya rawijaya Rank Orde rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	niversi niversi niversi nity used nan to usesi universi ation is I mean of universi	tas	Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya
rawijaya	Universit Univer	at the mass many was many was many was requestly to in English ILL quest was a second with the mass many was many was a second with the mass and was a second was	ost frequence ways as I considered applications of the with the application of the ways are wijaya rawijaya	niversi niversi niversi ntly used nan to usesi universi ation is I mean of universi	tas	Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya
rawijaya	Universit Univer	at the measure as many to as many to equently to in English ILL quest ILL qu	ost frequer ways as I coused applicate with the analya stronnaire recomply a surply	miversi an to usesi an universi	tas	Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya
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rawijaya	Universit Univer	at the measure as many to as many to equently to in English ILL quest ILL qu	ost frequer ways as I coused applic sh with the aya tionnaire re wijaya rawijaya	Iniversity used the following of the fol	tas	Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya
rawijaya	Universit Univer	at the measure as many to as many to a squently to in English ILL quest as Bursitas	ost frequer ways as I coused applicate with the analya tionnaire rewijaya rawijaya	miversi an to usesi an universi	tas	Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya
rawijaya	Universit Univer	at the measure as many to as many to a squently to in English ILL quest as Bursitas	ost frequer ways as I coused applicate with the analya tionnaire rewijaya rawijaya	Iniversity used to uses and to uses are university used university	tas	Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya

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rawijaya		tas Brawijay
rawijaya	Univers Task speakers to correct me when I talk Tawil ava University 3.11 Br Wilaya 5 University	tas Brawijay
rawijaya	Univers I try to learn about the culture of English speakers Valuation Sit 3.0 Brawing 6 Universit	tas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit	
rawijaya	Universitas Based on the table above, it can be seen that the most frequently used	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	tas Brawijay
rawijaya	application of social strategy is I practice English with other students with the	tas Brawijay
rawijaya	mean of 3.62 and the least frequently used application is I try to learn about the	
rawijaya	Universitas Brawijaya Brawijaya Universitas Brawijaya Universitas Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawij	tas Brawijay
rawijaya	Universit culture of English speakers with the mean of 3.0.	tas Brawijay
rawijaya	Universitas Brawijay The applications of affective strategy based on SILL questionnaire results are universitas	
rawijaya	The applications of affective strategy based on SILL questionnaire results are Universities	tas Brawijay
rawijaya	Universities of the University	tas Brawijay
rawijaya	Universitas	tas Brawijay
rawijaya	University  Table 4.4 The Applications of Affective Strategy  Iniversity	tas Brawijay
rawijaya	The Applications of Affective Strategy  Mean Rank Order of Usage	tas Brawijay
rawijaya	Univers I encourage myself to speak English even when I am afraid of 3.43	tas Brawijay
rawijaya	Univers making a mistake I try to relax whenever I feel afraid of using English 3.17 2	tas Brawijay
rawijaya	Univers I notice if I am tense or nervous when I am studying or using 3.12 3 hivers	tas Brawijay
rawijaya	Univers English I give myself a reward or treat when I do well in English 3.09	tas Brawijay
rawijaya	Univers I talk to someone else about how I feel when I am learning 3.0 5 Jnivers	tas Brawijay
rawijaya		tas Brawijay
rawijaya	Universitas Universit	tas Brawijay
rawijaya	Universitas I. Universit	tas Brawijay
rawijaya	Universitas Based on the table above, it is found out that the most frequently used	
rawijaya	University application of affective strategy is I encourage myself to speak English even when	tas Brawijay
rawijaya	Universitas Braw Ijaya Universit	tas Brawijay
rawijaya	Universit <i>I am afraid of making a mistake</i> with the mean of 3.43 and the least frequently in the leas	
rawijaya	Universitas Brawijay Universitused application is <i>I write down my feelings in a language learning diary</i> with the	tas Brawijay
rawijaya		
rawijaya	mean of 2.77.	tas Brawijay tas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Based jona SILLi questionnaire vesults, the vapplications of j compensations	tas Brawijay tas Brawijay
rawijaya		tas Brawijay tas Brawijay
rawijaya	strategy can be seen in Table 4.5	tas Brawijay tas Brawijay
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rawijaya	Universitas Brawijaya Universitas Brawijaya Unive	rsitas Brawiia	ava Universita	as Brawijay
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rawijaya	Universitas Brawijaya Universitas Brawijaya Unive			as Brawijay
rawijaya	Universit Table 4.5 The Applications of Compensation Strat			as Brawijay
rawijaya	Univers as BraThe Applications of Compensation Strategy Unive		k Order of Usage	
rawijaya	I read English without looking up every new word	3.23	<del>aya <sup>1</sup> Univers</del> ita	
rawijaya	To understand unfamiliar English words, I make guesses When I can't think of a word during a conversation in		aya <sup>3</sup> Universita	
rawijaya	English, I use gestures	olton Duniil	<del>aya Univers</del> ita	
rawijaya	I try to guess what the other person will say next in English If I can't think of an English word, I use a word or phrase that		aya 5 Universita	
rawijaya	means the same thing		<del>aya 5 Univers</del> ita	
rawijaya	I make up new words if I do not know the right ones in English and a University of the right ones in English and a University of the right ones in English and a University of the right ones in English and the right of the right ones in English and the right of the	rsitas Brawija		as Brawijay as Brawijay
rawijaya	Universitas Brawijaya	as Brawija		as Brawijay as Brawijay
rawijaya				
rawijaya	Universitas Based on the table above, it is found out the Universitas Braw	at the most from	equently used	as Brawijay as Brawijay
rawijaya	University application of compensation strategy is I read Engli	lish without loo		
rawijaya	Universitas	usn winom 100		as Brawijay as Brawijay
rawijaya	Universitnew word with the mean of 3.23 and the least fre	quently used ap		
rawijaya				
rawijaya	Universi make up new words if I do not know the right ones	s in English wit	h the mean of iversita	as Brawijay
rawijaya	Universi 2.76.	T		as Brawijay
rawijaya	Universit			as Brawijay
rawijaya	Universit. The applications of cognitive strategy based o	on SILL question	nnaire recults	as Brawijay
rawijaya	Universition be seen in Table 4.6.			as Brawijay
rawijaya	Universita:			as Brawijay as Brawijay
rawijaya	Universize Table 4.6 The Applications of Cognitive Strategy		Universita	as Brawijay
rawijaya	The Applications of Cognitive Strategy  I start conversation in English	Mean Rank	k Order of Usage	
rawijaya	I watch English language TV shows spoken in English or go	3.19	a <sup>2</sup> Universita	
rawijaya	to movies spoken in English	2.17	<del>aya <sub>3</sub> Univers</del> ita	
rawijaya	I practice the sounds of English Univers I say or write new English words several times	3.17	aya 4 Universita	
rawijaya	I try not to translate word-for-word	3.12	<del>aya <sup>5</sup> Univers</del> ita	as Brawijay
rawijaya	I use the English words I know in different ways  I try to talk like native speakers	3.08 3.01		as Brawiiav
rawijaya	Univers I write notes, messages, letters, or reports in English	sit3.0 Brawii	aya <sup>8</sup> Universita	
rawijaya	I look for words in my own language that are similar to new words in English	2 00	aya <sup>9</sup> Universita	
rawijaya	Univers I try to find patterns in English sit as Brawijava Unive	rsit2.89 Brawija	aya 10 Universita	
rawijaya	I make summaries of information that I hear or read in English		aya <sup>11</sup> Universita	
rawijaya	Univers I first skim an English passage (read over the passage		aya12Universita	
rawijaya	quickly) then go back and read carefully	reitae Prowii	<del>aya <sub>13</sub> Univers</del> ita	
rawijaya	I find the meaning of an English word by dividing it into parts Universitas Brawijaya Un	2.70	10	as Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Unive			as Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Unive			as Brawijay
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rawijaya	Univers that Funderstand a Universitas Brawijaya Universitas Brawijaya Universitas B	
rawijaya	Univers I read for pleasure in English reitas Brawijaya Universit2.67 Brawijaya 14 Universitas B	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B	
rawijaya	Universitas Based on the table above, it can be seen that the most frequently used it as B	rawijay
rawijaya	Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas B	rawiiav
rawijaya	University application of cognitive strategy is I start conversation in English with the mean stars B	rawijav
rawijaya	University of 3.35 and the least frequently used application is I read for pleasure in English	
rawijaya	Universitas Brawijaya	rawijay
rawijaya	Universitwith the mean of 2.67. S Brawijaya Universitas B	
rawijaya	Universitas Brawijay Prawijaya Universitas B	rawiiav
rawijaya	The applications of memory strategy based on SILL questionnaire results can Universitian Braw Braw Braw Braw Braw Braw Braw Braw	rawijay
rawijaya	Universities seen in the Table 4.7.	
rawijaya	Universitas B	
rawijaya	Universitas B	
rawijaya	Universitas B	rawijay
rawijaya	Universitas B	rawijay
rawijaya	Universi Table 4.7 The Applications of Memory Strategy iversitas B	
rawijaya	Univers The Applications of Memory Strategy Mean Rank Order of Usage tas B	rawijay
rawijaya	Univers I use new English words in a sentence so I can remember them 3.13	rawijay
rawijaya	Univers I think of relationships between what I already know and new 3.09 2 Universities B	rawijay
rawijaya	things I learn in English  I remember a new English word by making a mental picture 3.08  3 University tas B	
rawijaya	Univers of a situation in which the word might be used Universitas B	rawijay
rawijaya	Univers I review English lessons often 3.07 4 I use flashcards to remember new English words 2.97 5	
rawijaya	Univers I physically act out new English words 2.89 2.89 a 6 Universitas B	
rawijaya	Univers I use rhymes to remember new English words  I remember new English words or phrases by remembering 2.87  8	rawijay
rawijaya	Univers their location on the page, on the board, or on a street sign laya Univers tas B	
rawijaya	Univers 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 wijaya 9 Universitas B	
rawijaya	Universitas Brawijaya Universitas B	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas B	
rawijaya	Universitas Based on the table above, it can be seen that the most frequently used it as B	
rawijaya	Universities Brawijaya Universities Brawijaya Universities Brawijaya Universities Brawijaya Universities Brawijaya application of memory strategy is <i>I use new English words in a sentence so I can</i> Universities Brawijaya	rawijay
rawijaya		
rawijaya	University remember them with the mean of 3.13 and the least frequently used application is 31.48 B	
rawijaya	Universitas Brawijaya	
rawijaya	Universitas Brawijaya	
rawijaya	Universitas Brawijaya	
rawijaya	Universitas Brawijaya	
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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya rawijaya Universitas Brawijaya University Connect the sound of a new English word and an image or picture of the word to sit as Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universithelp me remember the word with the mean of 2.77 ersitas Brawijaya Universitas Brawijaya rawijaya Universitas After the writer conducted the study, the hypothesis of the study can be study can be rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitanswered. The writer hypothesized that social strategy is the most dominant as Brawijaya rawijaya Universitas Brawijaya Universitas Puniversitas Brawijaya Universitas Brawijaya Ianguage learning strategies used by students since the students are demanded to Universitas Brawijaya Universitas Brawijaya Universi communicate with others in English. However, the findings of this study revealed sitas Brawijaya Universithat the most dominant language learning strategies used by the students is sitas Brawijaya Universitas Br metacognitive strategy. In short, the hypothesis is rejected in this study. Universitas Brawijaya rawijaya Iniversitas Brawijaya Universit Universit 4.1.2 Correlation between Language Learning Strategies and Academicsitas Brawijaya **Achievement** Universitas The writer used Product Moment Pearson Correlation to measure thesitas Brawijaya Universitas Brawijava Universition between each type of language learning strategy used by the students Brawijaya Universitiand their academic achievement. By using this statistical procedure, the second sitas Brawijaya Universit problem of the study can be answered. As cited in Nuril (2012, p. 36), Dornyeisitas Brawijava (2007) states, "Pearson Product Moment allows to look the strength and direction Universit between two variables namely language learning strategy and English sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi proficiency". The data had to show the normal distribution of each variable before stas Brawijaya universitas Brawijaya analyzing those correlations. After each variable of the data showed the normal Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya rawijaya

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rawijaya	Universitas Brawijaya	Universitas	Brawijay	a Un	iversita	s Braw	ijaya	Universitas	Brawijay
rawijaya	Universit distribution, the	writer analyze	ed the dat	a by	using Pro	oduct M	loment	Pearsonsitas	Brawijay
rawijaya	Universitas Brawijava	Universitas	Brawijay	a Un	iversita	s Braw	ijaya	Universitas	Brawijay
rawijaya	Universit Correlation. The	correlation be	etween lan	guage	learning	strategy	and a	ncademicsitas	Brawijay
rawijaya	Universitachievement is re	ported in Table	Brawijay	a Un	iversita	s Braw	ijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya	Universitas	Brawijay	a Un	iversita	s Braw	ijaya	Universitas	
rawijaya	UniversitTable 4.8 Produ								
rawijaya	Universitas Brawing	gies and Acad	emic Achie	eveme	ntersita	s Rraw	iiava	<del>Univers</del> itas	
rawijaya	Universitas Brawijaya	Univer	A I	3	C Versita	D S Braw	'Ē' ijaya	F Universitas	Brawijav
rawijaya	Hadron Mark Durandi and	son Correlation	.170	289	.261	.394**W	.230	U <u>raja</u> ersitas	
rawijaya	Universitas Brawija (r)	Continuon			.232	Kaw	ijaya	Universitas	
rawijaya	Univers tas Braw Sig	(2-tailed) ( <i>p</i> )	.260	052	.080	.007	1.125	U.016ersitas	
rawijaya	Universitas Brz	(2 milea) (p)		7/	41.	1001	va	Universitas	
rawijaya	Universitas III N	**		16	46	46	46	U <sup>46</sup> versitas	Brawijay
rawijaya	Universit**. Correlation is	4.77 (11)	AP. 12 17 18 18 18 18 18 18 18 18 18 18 18 18 18					Universitas	Brawijay
rawijaya	Universi *. Correlation is	significant at th	ne 0.05 leve	el (2-ta	iled).	V.		niversitas	Brawijay
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rawijaya	Universitas D: Metacognitive	e Strategy						Universitas	Brawijay
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rawijaya	Universitas For the inter								
rawijaya	Universitas Brawijay r which can rang Universitas Brawijaya	ge between -1	to +1 that	shows	the stron	aw g correl	ijaya ation. '	Universitas The high	Brawijay
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rawijaya	Universitas Brawijaya	Universitas coefficient is	Brawijay	a Un	iversita:	s Braw	ijaya n betw	Universitas	Brawijay
rawijaya	Universit Then, when the								
rawijaya	University variables. Moreo	ver, the positiv	ve coefficie	nt sho	ws the li	nier cor	relation	and the	Brawijay
rawijaya	Universitas Brawijaya	Universitas	Brawijay	a Un	iversita	s Braw	ijaya	Universitas	Brawijay
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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University negative coefficient shows inverse correlation. As cited in Nuril (2012, p. 37), Stas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Dornyei (2007) states, "the indication of the strong correlation is scored based on Universit guidelines of interpreting correlation coefficient (r)". The significance score (p) sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitshows the significance of correlation. The correlation is significant if the score of sitas Brawijaya tas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brp < .05. On the other hand, the correlation is not significant if the score of p > .05. Universitin indicating the true score of the measurement, it is needed the significance of sitas Brawijaya correlation coefficient statistically (Sarwono, 2009, cited in Nuril, 2012, p. 37). Versitas Biased on the result of Product Moment Pearson Correlation analysis in Table Universit4.2, it is found out that the p score which is less than 0.05 are metacognitive sitas Brawijaya (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 versitwo variables is stronger. Then, metacognitive strategy has the highest score of sitas Br coefficient Pearson correlation (r=.39) that falls into low correlation since it is in Universitrange of 0.25 - 0.5. The positive coefficient correlation shows the liniersitas Brawijaya correlation which means the increasing use of language learning strategy by the Universities by the increasing use of academic achievement score. As a sitas Brawijaya Universities Brawijay Universities Brawijay with academic achievement by the score r (46)= .39 and p= .007. In addition, it as social strategy also has statistically positive low significant correlation with State Brawijaya University academic achievement by the score r(46) = .35 and p = .016. Brawijava Universitas Brawijaya **Universitas Brawijaya** 

Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas In the hypothesis of the study, the writer hypothesized that there is a positive sitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit correlation between language learning strategies applied by the students and their strategies applied by the students are strategies applied by the strategies applied by the students are strategies applied by the strategies applie rawijaya rawijaya University academic achievement. After conducting the study, the writer found out not only Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya University positive correlation, but also low significant correlation between languagesitas Brawijaya rawijaya Universitas Brawijaya rawijaya Universi hypothesis is accepted in this study. Universitas Brawi Universitas Brawijaya rawijaya rawijaya niversitas Brawijaya Therefore, the problems of the study dealing with the application of language rawijaya rawijaya Universi learning strategy and the correlation between language learning strategies with Sitas Brawijaya rawijaya Universi academic achievement can be answered. rawijaya rawijaya Universi 4.2.1 Application of Language Learning Strategies Universities Based on the finding, metacognitive strategy is revealed as the language Universities trategy that is most frequently used by the students. The other strategies Brawijaya Universitused by the students based on the rank are social strategy in the second rank, sitas Brawijaya Universitas Brawijaya affective strategy in the third rank, compensation strategy in the fourth rank, Universit cognitive strategy in the fifth rank, and memory strategy in last rank. Based on Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi Oxford's (1990) criterion, the score of metacognitive strategy belongs to high sites Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya level meaning that it is usually used by the students.
Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya rawijaya

Universitas Brawijaya Universitas Metacognitive strategies are the actions that permit the learners to control Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya their own cognition and learning ways. One of the categories of metacognitive University trategy is centering learning strategy by having goals in improving English skills, Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitrying to use English and trying to be a good learner. As the goals of English and course that is to have good competence in English, both in written and oral forms, Universithe students of English course are demanded to use English as the medium of Sitas Brawijaya communication. Besides, seeking opportunity to practice English is the Universitas Ry application of improving English skills. Universitas Brawijaya
application of improving English skills.
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Universitas Brawijaya to the regular school students in learning English. It is proven from the Universi background questionnaire result which implies that the students of English course Sitas Brawijaya Universithave interest in its language and need it for future career. Dornyei (2005, cited insitas Brawijaya Richard, 2007, p. 4) states, "students who are adequately motivated to learn a Universit second language will be more successful in becoming bilingual than those who sit as Brawijaya **Universitas Brawiiava** are not motivated." Natour (2012) also noticed that the students are essentially Universities Brawijaya Universities towards learning English since it benefits for their future. Therefore, sitas Brawijaya Universithe students are encouraged to choose metacognnitive strategy as the most sites frequently used strategy since it helps the students to achieve their learning goals dealing with managing, arranging, and planning their own learning. aya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universities Related to the age of the students, in which in the range of 12 to 17 years old, sites Br metacognitive strategy is appropriate to apply by them. When the students are Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University getting grown-up, they tend to manage and evaluate their own learning Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya independently. In other words, they have responsibility in managing their own Universit learning. According to Benson (2001, cited in Nuril, 2012, p. 43), "autonomy as Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitaking control their own learning has a meaning that they can manage their ownsitas Brawijava ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas This finding supports some studies, which were conducted by Nisbet, et al. sitas Brawijaya (2005), Tseng (2010) in Taiwan, Nuril (2012) in Indonesia, and Natour (2012) in Indonesia, and Universitlanguage learning strategies. Tsan (2008) found that metacognitive strategy wassitas Brawijaya 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 Sit ers by the intermediate level students. Since the students of TLE of General English it as class study English are more than five years and pass YLE program, they are Universit categorized as the intermediate learners. Universities Specifically, the most frequently used application of metacognitive strategy is Universitas Br.

Univer ers 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 sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit obvious goal to improve their English skills so that this application falls into high sites Br level, meaning this application is usually used by the students. Theoretically, as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University planning their schedule to study English, thinking about the progress in learning their schedule to study English, thinking about the progress in learning their schedule to study English, thinking about the progress in learning their schedule to study English, thinking about the progress in learning their schedule to study English, thinking about the progress in learning their schedule to study English, thinking about the progress in learning their schedule to study English. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya English, and trying to find out how to be a good learner of English are the Universitapplications which deal with the self management related to metacognitive sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitstrategywijaya Universitas Brawijaya Universithe students. In Oxford (1990, p. 140), social strategy is related to communication sitas Brawijaya with other people. The slogan of ILP itself "Makes You Speak" is appropriate to Universities Br apply this strategy. This strategy was applied by the students since they are Universit demanded to use English in interacting with the other friends in the class. Bysitas Brawijaya having communication with others in English, they can improve their competence in speaking and get some feedback or input cooperatively, whether from other versi friends or teachers. Because of the obligation of all students to use English as the stars B medium of communication, ILP tries to make a conducive environment to learn Universitand practice English. This finding supports some previous studies conducted bysitas Brawijaya Chang (2011) who found that the second most strategy was social strategy. Wu Universities (2011) also states that social strategy permits the learners to use the social strategy permits the social st Universit supports more often in the language environment. Brawijaya Unive In particular, the most frequently used application of social strategy is ersi practice English with other students with the mean of 3.62, meaning this las Brawllay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University 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 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** 

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University and ask questions in English. In addition, as the students want to ask for Sitas Brawijay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya clarification or verification and correction, they ask other persons to slow down or University again when they do not understand something in English and the teachers to Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universiteorrect them when they talk as Brawijaya Universitas Brawijaya Universitas Brawijaya Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Affective strategy is in the third rank with the mean of 3.13 meaning this Brawijaya Universitas Brawijaya University trategy is sometimes used by the students. Affective strategy helps the students to sit as Brawijaya control their emotion during learning English, such as lowering the anxiety and Universitas Brencouraging ourselves (Oxford, 1990, p. 140). One of the applications of Universitencouraging ourselves is encouraging to speak English.

University
U Universi five times, it is found that most teachers of ILP Kediri usually encourage their sitas Universi students to be brave in practicing English even though their English is not quite it as Br good. What the teachers do is trying to reduce the tension and emotion in the class. Universit In every meeting, the class is always started with games to make the students feelsitas Brawijaya at ease and can get the material points of the day easily. In addition, because the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universimervous or afraid when they make some mistakes. Consequently, languagesitas learning process becomes more effective and enjoyable because of positive ersitemotions and conducive environment. I jaya Universitas Brawijaya Universitas Brawijaya Universitas Particularly, the most frequently used application of affective strategy is Isitas Brawijaya encourage myself to speak English even when I am afraid of making a mistake Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** 

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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universit Since the teachers encourage the students to be active in the class, the students sites	Brawijay
rawijaya	Universitalso encourage themselves to speak English. Giving reward or treat when they do	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	s Brawijaya
rawijaya	Universit well in English is also the application of encouraging yourself in the affective sites	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas strategy. Moreover, trying to relax whenever they feel afraid of using English is Universitas Brawijaya	Brawijay:
rawijaya		
rawijaya	Universit the application of lowering the anxiety. By lowering the anxiety, the students can sit as	
rawijaya 	Universitas Brawijay Universitas	Brawijay
rawijaya	University study in an enjoyable situation. The least application used by the students is	
rawijaya	Universities Br. writing down their feelings in a diary personally since they are not really Universities.	Brawijay
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Irawijaya Irawijaya	Universit interested in taking their emotional picture.  Universit interested in taking their emotional picture.  Universit interested in taking their emotional picture.	s Brawijaya s Brawijaya
Irawijaya Irawijaya	The forth real is compensation strategy which falls into medium level	s Brawijaya s Brawijaya
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rawijaya	meaning that this strategy is sometimes used by the students. This strategy anows	s Brawijaya s Brawijaya
rawijaya	Universithe learners to use the new language, whether for comprehension and productions it as	
rawijaya	University regardless of limitations in knowledge. The learners use this strategy when they	
rawijaya	regardless of limitations in knowledge. The learners use this strategy when they Universitas	Brawijay
rawijaya	Universi face the problems in understanding the target language. Since the students of ILPsitas	
rawijaya	Universitas I	s Brawijay
rawijaya	University are demanded to practice English in communicating with others, they have	Brawijay
rawijaya	Universities speak and write in English whether they can or not. Absolutely, they face some sites	Brawijay
rawijaya	Universitas Braw Jaya Universitas	s Brawijaya
rawijaya	Universi problems in understanding and producing English, since English is not their sites	
rawijaya	Universitas Brawijay Universitas mother tongue. Therefore, by using compensation strategy, they try to produce Universitas	Brawijay
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rawijaya	University spoken or written expression in English despite their language limitations in Sitas	Brawijay
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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Specifically, the most frequently used application of compensation strategy is Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya I read English without looking up every new word with the mean of 3.23, meaning Universithis strategy is sometimes used by the students. By reading English without strategy is sometimes used by the students. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi looking up every new word, guessing unfamiliar English words, and guessing itas Brawijava what the other persons will say next in English, they have applied the application Universit of guessing intelligently in compensation strategy. Furthermore, using gestures, asitas Brawijaya word or phrase that means the same thing and making up new words in English Universities Brown when they do not know the right ones are the applications of overcoming Universitimitations in speaking and writing strategy. tations in speaking and writing strategy.

The fifth rank is cognitive strategy which falls into medium level, meaning Universi that this strategy is sometimes used by the students. This strategy deals with University manipulating or transforming the incoming information to enhance learning. Since Italy B the students of ILP Kediri are accustomed to having interaction with others, this Universitstrategy is the least strategy they applied. Moreover, the students tend to assumes it as Brawijava that this strategy is not quite appropriate with them. Universitas In particular, the most frequently used application of cognitive strategy is raitas Brawijaya University 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. Sitas Brawijaya Universi 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, Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** 

Universitas Brawijaya Universi letters, or reports in English and try to find patterns in English as the applications Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya of practicing in the cognitive strategy. In addition, making summary of Universitinformation that they hear or read in English is the application of creating Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitstructure for input and output in the cognitive strategysitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya The last rank is memory strategy which falls into medium level meaning this Universitas Brawijaya Universitas Brawijaya University strategy is sometimes used by the students. This strategy deals with the storingsitas Brawijaya 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 Universitmost frequently rather than the intermediate learners. This supports that the sitas Brawijaya students of General English are categorized as the intermediate learners in English Universi since they have studied English more than five years and have passed YLESitaS Universi program. This finding is in line with some previous studies which revealed B memory strategy as the least frequently language learning strategy used, such as Universitstudies conducted by Chang (2011) and Nuril (2012). Wu (2011) found that sit as Brawijaya memory strategy was less effective to the learners caused by the influence of their University language and cultural background. Moreover, the main purpose of the Brawijaya Universi leaner's learning was not only remembering new English vocabulary, but also it as having the other abilities like speaking and listening, so the learners used less memory strategy to help memorize. Wijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Since some studies revealed that memory strategy was the least strategy used Brawijaya by the learners in learning English, it can be concluded that there is a change in Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** 

Universitas Brawijaya University paradigm of foreign language learning. In the past, memory strategy was used by Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya the learners in learning language, since this strategy permits the learners to face University ocabulary learning. However, the paradigm changes over years. The learners do sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit not only study about the vocabularies, but also communicate with others. Universitas Brawijaya Particularly, the most frequently used application of memory strategy is *I use* Universitinew English words in a sentence so I can remember them with the mean of 3.13, sitas Brawijay 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 Universi Moreover, thinking of relationship between what they have already known and sitas Brawijaya 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 Universi might be used and using rhymes to remember new English word are the applications of applying images and sounds in the memory strategy. Universitas Overall, language learning strategies used by the students fall into mediumsitas Brawijaya level indicated with the average score of 3.15. It indicates that language learning Universities Brawijaya
Universities are sometimes used by the students. Then, the result of the use of the students Brawijaya 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 Universituse 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 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya University study, since the application of language learning strategy is in the medium level, sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya thus their academic achievement is also reported to be in the intermediate level. Universitas The findings of the study are in line with the other studies conducted by Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi Tseng (2010), Natour (2012), and Nuril (2012) in the EFL context. However, the sitas Brawijava as Brawijaya Universitas Brawijaya Universitas Brawijaya difference between the findings of this study and the previous studies are in the Universit context usage of learners. The difference of someone's goal in learning Englishsitas Brawijaya will impact in the application of language learning strategy. In Tseng's, cognitive Universities Bry strategy was in the second rank. Meanwhile, in this study, cognitive strategy was Universitin the fifth rank. In Natour's, cognitive strategy was in the last rank. Nevertheless, sitas Brawijaya in this study the last rank is memory strategy. In Nuril's, affective strategy was in Universi the second rank. However, in this study the second rank of language learning learning Universi strategy was social, since it is appropriate with the goals of English courses as B students. In addition, the use of English in Indonesia is still very limited. That is University why the learners try to find their way in improving their English. Universities The other factor that might cause the medium level of language learning Universities Branch and Univer / Tjaya Universitas Brawii Universi regular school. Of course, the teaching method between English courses and sitas regular schools are different. In regular schools, English teaching method more focuses on teaching grammar. Meanwhile, the focus of English courses is more on Stas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universithe active class activities, especially in speaking. The last possible factor is the last possible factor because the teachers ignore to teach language learning strategy so that the students Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universit do not think that language learning strategy contributes big role in improving their sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit English skills. Universitas Brawijaya rawijaya Universit 4.2.2 Correlation between the Application of Language Learning Strategies sitas Brawijava rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas The findings from the result of Product Moment Pearson Correlation analysis sitas Brawijaya show there is a correlation between language learning strategy and academic it as B achievement shown by a positive low correlation (r=.39) and (p=.007) between Universit metacognitive strategy and academic achievement. It also happened with the sitas Brawijaya correlation between social strategy and academic achievement shown by a by a Brawijaya positive low correlation (r=.35) and (p=.016). The positive score implies that one Strawijaya Universityariable will influence the others. If one variable increases, the other variable willsitas Brawijaya also increase. In other words, if metacognitive and social strategy increase, it will Universibe followed by the increase of academic achievement. Universitas Brawijaya Universitas Braw
Universitas Brawijaya
Universitas Brawijaya
Universitas Brawijaya
Universitas Brawijaya 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 las Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi encourage increasing their abilities. Then, their increasing abilities will impact to sitas Brawijaya their academic achievement. As the goals of English course students are to Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universitactive participation in communicating with others, they can	emphasize	more on sitas	Brawijay
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rawijaya	Universitations can be used. Besides, the other measurements,	such as TOI	Iniversitas EFL, oral	Brawijay
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rawijaya	Universit conversation test, or writing test can be used to measure Engli	ish proficien	=	
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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BCHAPTER Viversitas Brawijaya Universitas Brawijaya CONCLUSION AND SUGGESTION Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya This chapter presents the conclusion drawn from the findings to answer the University problems of the study and some suggestions for the next writers who want to Universi conduct the similar study. STAS BRAN, Universitas Brawijaya Universit 5.1 Conclusion Universitas Brawijaya Universit Based on data findings, it can be concluded that the students of General Brawijaya English class of ILP Kediri are the moderate users of overall language learning rawijaya Universit strategy. The overall students of General English sometimes use strategy/insitas Brawijaya rawijaya learning English. The use of English in Indonesia as EFL (English as a Foreign rawijaya Universit Language) becomes the possible reason of the medium level use of language Sitas Brawijaya rawijaya Universitlearning strategy. Universitas Relational Metacognitive strategy is found as the most frequently used strategy which Universitalis into high level meaning that the students usually use this strategy. Since the sitas Brawijaya University students of English course tend to have high motivation in learning English and Sitas Brawijaya Universitas Brawijaya demanded to use English in communicating with others in the class, Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University metacognitive strategy allows them to manage and evaluate their learning. Universitias Brawijaya Universitas Brawijaya rawijaya Universitlevel, meaning that this strategy is sometimes used by the students. This strategy it as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya

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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya U	niversitas	Brawijay
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rawijaya	the students of ILP Kediri are accustomed to having interaction with other	niversitas rs, this	Brawijay
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rawijaya	Universit strategy is the least strategy they applied. The least strategy used by the stud-		
rawijaya 	University memory strategy since they are categorized as the moderate learners in English	i a b	Brawijay
rawijaya	Silversi	IIIVOISICAS	Brawijay
rawijaya 	From the findings of the study, it can be said that there is a positive	e low sitas	Brawijay
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	University significant correlation among metacognitive strategy and social strategy		
rawijaya	Universite academic achievement. It means that if metacognitive and social stra	ntegies ategies	Brawijay
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rawijaya Brawijaya	Universitas It is recommended for the teachers of English courses to emphasize		
rawijaya	Universitas Brawijay (awijaya U	niversitas	Brawijay
rawijaya	importance of language learning strategy in academic context. By knowing	ng the	Brawijay
rawijaya	Universit strategy, the learning process will be more effective and efficient, since		
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rawijaya	Universi student has his or her own strategy in learning English. Therefore, it will re	sultinsitas	Brawijay
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rawijaya	their academic achievement. Besides, the teachers can emphasize mountained achievement as a second and a second achievement.	re on niversitas	Brawijay
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rawijaya	Universitas achievement to increase their proficiency. Universitas Brawijaya		
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rawijaya	Universito investigate and evaluate language learning strategy by using other i		
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rawijaya	Universitas Variables of Individual differences, such as motivation, gender	<b>T</b> Universitas B	rawijay
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Universitas **Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya rawijaya Iniversitas Brawijaya rawijaya 10. Do you enjoy language learning? (circle one) rawijaya (Apakah Anda menikmati belajar bahasa? Lingkari salah satu) Yes (ya) iversitas Brawijaya rawijaya hiversitas Brawijaya rawijaya No (tidak) niversitas Brawijaya rawijaya Universiti1. What other languages have you studied? rawijaya **Universita** rawijaya rawijaya Universitas (Bahasa lain apa yang telah Anda Universitas pelajari?) rawijaya Universitas Brawijaya rawijaya rawijaya Universit12. What has been your favourite experience in language learning? Universitas Brawijaya rawijaya Universitas Apa pengalaman menarik Anda dalam mempelajari **Universitas Brawijaya** Universita bahasa? lav rawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya rawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universit as I say or write new English words several times. Saya mengucapkan atau menuliskan secara berulang-ulang kata-kata baru Bahas	as Brawijay
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rawijaya		as Brawijay
rawijaya	Universi 11 I try to talk like native speakers.	as Brawijay
rawijaya	Universi Saya mencoba untuk berbicara seperti penutur asli Bahasa Inggris.	as Brawijay
rawijaya	Universit hiversita hiversita	as Brawijay
rawijaya	Universit 12 I practice the sounds of English.  Says hardstill management lette Rahase Ingeria	as Brawijay 12345
rawijaya	Universita Saya berlatih mengucapkan kata-kata Bahasa Inggris.  Universita	as Brawijay
rawijaya	University  13 I use the English words I know in different ways.  University	as Brawijay
rawijaya	I use the English words I know in different ways. Saya menggunakan kata-kata Bahasa Inggris yang saya ketahui dengan cara yan	g 12345
rawijaya		as Brawijay
rawijaya	Universitas E. /a Universita	as Brawijay
rawijaya	University 14 I start conversation in English.  Saya bareakan askan dangan Bahasa Inggris	as Brawijay
rawijaya	Universitas E Saya bercakap-cakap dengan Bahasa Inggris.	as Brawijay
rawijaya	Universitas Brawij. wijaya Universita	<u> 13 DIAWIIAY</u>
rawijaya	I watch English language TV shows spoken in English or go to movies spok in English.	en 12345
rawijaya	Universit as English.  Saya menonton acara televisi atau menonton film yang berbahasa Inggris.	as Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita	
rawijaya	Universital 6B r I read for pleasure in English vijaya Universitas Brawijaya Universita	as Brawijay
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rawijaya	Universit 17 I write notes, messages, letters, or reports in English. Wijaya Universita Saya menulis catatan, pesan, surat dan laporan dengan menggunakan Bahasa	as Brawijay 12345
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rawijaya	Universit 18 I first skim an English passage (read over the passage quickly) then go back	Brawijay
rawijaya	universi as and read carefully.  Dalam membaca buku berbahasa Inggris, pertama kali, saya membacanya secara	12345
rawijaya	Universit as E sekilas kemudian memulai kembali dari awal untuk membacanya dengan ersitas E	3rawijay
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rawijaya	19 I look for words in my own language that are similar to new words in English.	3rawijay:
rawijaya	English. Saya mencari kata-kata dalam bahasa saya sendiri (Bahasa Indonesia) yang mirip	3rn2/34)5
rawijaya	Universitas Erdengan kata-kata baru Bahasa Inggris.	
rawijaya	Universitas Brawi LAS RB ijaya Universitas B	Brawijay
rawijaya	Universitas Branch Company Com	Brawijay
rawijaya	Universit 20 I try to find patterns in English. Saya mencoba menemukan pola-pola Bahasa Inggris.  Universitas E	3rawijay
rawijaya	Universitas E	Brawijay
rawijaya	Universi 21 I find the meaning of an English word by dividing it into parts that I	<del>Brawijay</del>
rawijaya	Universi understand.	3rawijaya
rawijaya	Universi Saya mengartikan kata-kata dari Bahasa Inggris dengan cara memisahkannya satu	3 1 2 3 4 5
rawijaya	Universit per satu menjadi bagian-bagian yang saya mengerti.	3rawijaya
rawijaya	Universit 22 I try not to translate word-for-word.	<del>Brawijay</del>
rawijaya	Universitä  Saya mencoba untuk tidak menerjemahkan kata per kata.  Jniversitas B	Br12345
rawijaya	Universitas Universitas E	3rawijay:
rawijaya	Universit 23 I make summaries of information that I hear or read in English. Universitas	3rawijay
rawijaya	Universit as Saya membuat ringkasan informasi dari yang saya dengar atau baca dalam bahasa Inggris.	12345
rawijaya	Universitas Bullingeris.	3rawijay
rawijaya	Universit 24 To understand unfamiliar English words, I make guesses. Aya Universitas E	3rawijay
rawijaya	Universit as E Saya mencoba menerka kata-kata Bahasa Inggris untuk memahami kata-kata itas E	3 r 1 2 / 3 <i>4 / 5</i>
rawijaya	Universitas Bahasa Inggris yang tidak terlalu saya pahami. wijaya Universitas B	Brawijay
rawijaya	When I can't think of a word during a conversation in English, I use	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	12345
rawijaya	Universit as E Saya menggunakan gerak tubuh (gesture) ketika saya tidak dapat mengungkapkan E	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
rawijaya	University 26 I make up new words if I do not know the right ones in English.	<u> </u>
rawijaya	Saya membuat kata-kata/ istilah baru jika saya tidak mengetahui kata-kata Bahasa	12345
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rawijaya	Universita 27 read English without looking up every new word. Brawijaya Universitas	Brawijay
rawijaya	Saya membaca bacaan Bahasa Inggris tanpa melihat satu persatu arti kata-kata	12345
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universit 28 I try to guess what the other person will say next in English. Universitas	Brawijay
rawijaya	Universitias E Saya mencoba untuk menebak apa yang selanjutnya akan dikatakan orang laint as	Br12/3/4\5
rawijaya	Universitas E ketika orang lain tersebut berbicara Bahasa Inggris. s Brawijaya Universitas	
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rawijaya	If I can't think of an English word, I use a word or phrase that means the same thing.	Brawiiav
rawijaya	Universitas ErJika saya tidak mengerti sebuah kata dalam Bahasa Inggris, saya menggunakan s	
rawijaya	Universitas E kata atau frase yang mempunyai arti yang sama.	
rawijaya	Universitas Bra	
rawijaya	Universitas  I try to find as many ways as I can to use my English.  Saya berusaha untuk menemukan cara sebanyak-banyaknya untuk  Universitas	Brawijay,
rawijaya	Universit  Saya berusaha untuk menentukan cara sebanyak-banyaknya untuk mempraktekkan Bahasa Inggris saya.  Universitas	Brawijay
rawijaya	Universi	Brawijay
rawijaya	Universi 31 I notice my English mistakes and use that information to help me do better.	Brawijay
rawijaya	Universi Saya memperhatikan kesalahan-kesalahan Bahasa Inggris saya dan menggunakan informasi tersebut untuk membentu saya agar saya danat belajar labih bejik lagi	Brawijay
rawijaya	informasi tersebut untuk membantu saya agar saya dapat belajar lebih baik lagi.	Brawijay
rawijaya	Universit 32 I pay attention when someone is speaking English. niversitas	Brawijay
rawijaya	Universita Saya memperhatikan ketika orang lain berbicara dalam Bahasa Inggris, iversitas	Br12/34/5
rawijaya	Universitas Universitas	Brawijay
rawijaya	Universita 33 I try to find out how to be a good learner of English. Universitas	Br12/34/5
rawijaya	Saya mencari tahu bagaimana untuk menjadi pembelajar Bahasa Inggris yang	Brawijay
rawijaya	Universitas Blaik.  a Universitas	Brawijay
rawijaya	Universite 34 I plan my schedule so I will have enough time to study English. Universitas	Brawijay
rawijaya	Universitas F Saya membuat jadwal belajar sehingga saya mempunyai cukup waktu untuksitas	Br1 2/3 4/5
rawijaya	Universitas Ermempelajari Bahasa Inggris. wijaya Universitas	Brawijay
rawijaya	University 35 I look for people I can talk to in English.	Brawijay
rawijaya	Saya mencari orang-orang yang bisa saya ajak bercakap-cakap Bahasa Inggris.	12345
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universit 36 I look for opportunities to read as much as possible in English.	Brawijay
rawijaya	Universitas E Saya mencari kesempatan untuk membaca bacaan Bahasa Inggris sebanyak Sitas	1 2 3 4 5
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rawijaya	38 I think about my progress in learning English. Saya memperhatikan kemajuan saya dalam mempelajari Bahasa Inggris.	Bra 2 3 4 5
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universit 39 I try to relax whenever I feel afraid of using English.	Brawijay
rawijaya	Saya mencoba untuk rileks ketika saya merasa takut dalam menggunakan Bahasa	Br12/34/5
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
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rawijaya	Universit 40 I encourage myself to speak English even when I am afraid of making a mistake.	Brawijay
rawijaya	Universitäs E Saya menyemangati diri saya sendiri untuk berbicara Bahasa Inggris ketika saya	Br12/34/5
rawijaya	Universitas takut membuat kesalahan.	Brawijay
rawijaya	Universitas	Brawijay
rawijaya	Universit 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	Brawijay 12345
rawijaya	mempelajari Bahasa Inggris.	Brawijay
rawijaya	Universitas	Brawijay
rawijaya	Universi 42 I notice if I am tense or nervous when I am studying or using English ersitas	Brawijay
rawijaya	Universit Saya memperhatikan diri saya sendiri ketika saya merasa tegang atau gugup sitas	Br12/34/5
rawijaya	Universit ketika mempelajari Bahasa Inggris. niversitas	Brawijay
rawijaya	Universit 43 I write down my feelings in a language learning diary.	Brawijay
rawijaya	Universitas Saya menuliskan perasaan-perasaan saya dalam sebuah diari/ catatan Iniversitas	Br12/3/4/5
rawijaya	Universitas pembelajaran bahasa Universitas	Brawijay
rawijaya	Universit 44 I talk to someone else about how I feel when I am learning English.	Brawijay
rawijaya	Universit as E Saya menceritakan kepada orang lain tentang perasaan saya mempelajari Bahasa S	12345
rawijaya	Universitas B Inggris. Aya Universitas	
rawijaya	Universitas Braw jaya Universitas	Brawijay
rawijaya	If I do not understand something in English, I ask the other person to slow down or say it again.	Brawijay
rawijaya	Jika saya tidak mampu menangkap pembicaraan orang lain yang menggunakan	12345
rawijaya	Bahasa Inggris, saya akan meminta orang tersebut untuk berbicara lebih pelan	Brawijay
rawijaya	Universitas Bratau meminta orang tersebut untuk mengulang pembicaraannya. a Universitas	
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rawijaya	Saya meminta penutur Bahasa Inggris untuk mengoreksi saya pada saat berbicara	12345
rawijaya	Bahasa Inggris.  Bahasa Inggris.	brawijay
rawijaya 	Universit 47 I practice English with other students. niversitas Brawijaya Universitas	Brawijay
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