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 Brawijaya Universitas Brawijaya FINDING AND DISSCUSSION Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BraThis chapter presents two sections namely finding and discussion. The Brawijaya Universitas Brawijaya first section discusses the finding of the application of language learning strategies Universitused by students of Islamic Junior High School of Raden/Paku and thesitas Brawijaya Universit relationship between the language learning strategies and English proficiency. The Brawijaya second section is the discussion related to the interpretation of the finding of the Universi study. Each of those is discussed in detail. hiversitas Brawijaya University.1 Finding In this study the writer investigated language learning strategy based on sitas Brawijaya rawijaya Universitation grades. The students are devided into three grades, first grade, second second rawijaya University and also third grade. Those results were used to investigate the applications it as Brawijaya of language learning strategies and to examine the relationship between six Universit categories of language learning strategies and English proficiency. The SILL Sitas Brawijaya Universit questionnaire had an internal consistency scale reliability/i calculated bysitas Brawijaya Cronbach's Alpha of .915. The reliability was calculated from the score of each University point of SILL questionnaire and it showed a good reliable data since it is in the Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit acceptable range that was above .60 (Sekaran, 2011 cited in Priyanto, 2011 p.123). Sitas Brawijaya The mean scores of SILL questionnaire and English score are displayed in Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya UniversitAppendixi1,2 and 3 iversitas Brawijaya Universitas Brawijaya rawijaya

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						Brawijay
rawijaya	Universitas Brawijaya the application of language learning strategies Universitas Brawijaya	s are reported ir	n Table belov	V.		
rawijaya						Brawijay
rawijaya	Universi Table 4.1 Descriptive Statistics Result for La	0 0				
rawijaya 	Universitgraderawijaya Universitas Brawijaya		Rank Ord	er of		
rawijaya 	Universit Category of Language Learning Strategies	Meansitas	Usage	Univ		Brawijay
rawijaya 	Metacognitive strategies Affective strategies	3.5 ersitas 3.4	Brawijaya			Brawijay
rawijaya 	Social strategies	3.3	Brawijaya			Brawijay
rawijaya	Universi Memory strategies	3.2	'4wijaya			Brawijay
rawijaya	University Cognitive strategies Compensation strategies	3.1	5 diaya			Brawijay
rawijaya	Overall categories of language learning strategies	3.2	Va			Brawijay
rawijaya	Universitas	差				Brawijay
rawijaya 	Universita	Mark C				Brawijay
rawijaya 	Universi Based on the Table 4.1, the mean so	ore of the over	rall language	learn	ina	Brawijay
rawijaya 						Brawijay
rawijaya 	Universi use and the mean scores of each categor	ies of languag	ge learning u	ise w	eresitas	Brawijay
irawijaya 	Universit		1.1			Brawijay
rawijaya	Universitinterpreted by using the guidelines of the sco					
rawijaya	Universitation (1990, p.291). It was reported that the over	rall language le	earning strate	egies	/ersitas use	Brawijay
rawijaya	Universitàs (1)		S	Univ	ersitas/	Brawijay
rawijaya	Universitalls into medium level with the mean of 3.2.	Since that scor	re is in range			
rawijaya	Universities 1	rning stratagio	s foll into so	Univ	ersitas	Brawijay
rawijaya	Universities to 3.4, it indicates that the language lea	uming strategie	s fair fillo so	Jilletti	ersitas	Brawijay
rawijaya	Universitiesed by the 7th grade students of Raden Paku	Junior High S	chool, When	it is s	eensitas	Brawijay
rawijaya	Universitas Braw		ljaya	Univ	/ersitas	Brawijay
rawijaya	Universitfrom each category of language learning s					
rawijaya	Universitas Brawijay reported as the strategy usually used with t Universitas Brawijaya	he mean score	Tawijaya	Univording	ersitas to	Brawijay
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rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijaya	Univ	ersitas	Brawijay
rawijaya	Universitlanguage learning strategies score, that score					
rawijaya	Universitas Brawijaya is in the range of 3.4 to 4.4.	Universitas	Brawijaya	Univ		Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijaya	Univ		Brawijay
rawijaya	Universitas Bran the second rank is affective strategi					
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitategies are in the third rank with the mean	Universitas	Brawijaya	Univ	ersitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya	or 3.3. In the I	outui rank 18			
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijaya			Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijaya	Univ	ersitas/	Brawijay
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way will a see	Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijaya	Univ	ersitas/	Brawijay
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Universitas Brawijaya	Universitas B	oginuve su rawijaya	Universitas	Brawijaya	Universitas	Brawijay
frequently used Universitas Brawijava	with the mean of	3. Since a	all of the scor	es of affectiv	e, social, Universitas	Brawijay
•	•		•	0		
Universithey fall into me	dium level mean	ing that all	those strategic	es are someti	mag ugad	Brawijay Brawijay
	students.		195			
	^	SD				
Universit Table 4.2 Descrip	otive Statistics Re	sult for Lar	nguage Learnin	ng Strategies	Userin 8th sitas	Brawijay
orade	82.		74,		Lloivorcitor	Brawijay
Catacam of Lance	uage Learning Strat	egies	Mean		er of	Brawijay
Universi Metacognitive stra			3.6	1		Brawijay
Affective strategie	S	9,1				Brawijay
Boeiai strategies			3.3	4		Brawijay
Universit Cognitive strategies	s	TEL TO	3.1	5		Brawijay
Compensation strat	egies of language learning	strategies		6	/	
	or language learning	strategies	(1.2)			
		261				
	4-1-1-42					
Universitas A	table 4.2 above the	ne overali la	anguage learni	ng strategy u	Universitas	s Brawijay
	medium level w	ith the me	an 3.3. Since	that score is		
	4.6		4.5			
between 2.5 to	3.4, it indicates	that the la	nguage learni	ng strategies	fall into	
	by the o grade	students (or Radell Lak			
	rom each categor	y of langua	ge learning str			
strategy was repo Universitas Brawijaya	orted as the strate Universitas B	egy always	used with the	Brawijaya	of 3.6. It Universitas	Brawijay
of the state of th			Universitas			
Universitas Brawijaya	Ulliversitas D	I a vv I a v a			UIIIV GI SILA:	o Diawilay
Universitas Brawijaya	ond rank is affect	ive strategi	es with the me	ean of 3.4. Th	en, social	s Brawijay s Brawijay
Universitas Brawijaya Universitas Brawijaya	ond rank is affect	ive strategi	es with the me	ean of 3.4. Th	en, social	s Brawijay
Universitas Brawijaya	ond rank is affect the third rank wit	ive strategions	es with the me of 3.3. In the	ean of 3.4. Th fourth rank is	en, social	Brawijay Brawijay
Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	ond rank is affect the third rank with	ive strategion the mean rawijaya	of 3.3. In the	ean of 3.4. The fourth rank is Brawijaya	en, social s memorysitas Universitas	Brawijay Brawijay Brawijay
Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	the third rank with the mean of 3.2. C	ive strategion the mean rawijaya ognitive str	of 3.3. In the ategies are in	ean of 3.4. The fourth rank is brawn aya the fifth rank	en, social states as memory states universities as with the states	Brawijay Brawijay Brawijay Brawijay
Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	ond rank is affect the third rank with the mean of 3.2. Continuous Burniversitas Burni	ive strategion the mean rawijaya ognitive str	of 3.3. In the Universitas rategies are in Universitas	ean of 3.4. The fourth rank is Brawijaya the fifth rank Brawijaya	en, social sites memory sites Universites with the sites Universites	Brawijay Brawijay Brawijay Brawijay Brawijay
Universitas Brawijaya	che third rank with the th	ive strategion the mean rawijaya ognitive strawijaya rawijaya	of 3.3. In the universitas universitas Universitas	ean of 3.4. The fourth rank is Brawijaya the fifth rank Brawijaya Brawijaya	en, social sites and sites	Brawijay Brawijay Brawijay Brawijay Brawijay Brawijay
Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	ond rank is affect the third rank with the mean of 3.2. Continuous Burniversitas Burni	ive strategion the mean rawijaya ognitive strawijaya rawijaya rawijaya	of 3.3. In the Universitas rategies are in Universitas Universitas Universitas Universitas	fourth rank is Brawijaya the fifth rank Brawijaya Brawijaya Brawijaya	en, social sites memory sites Universites with the sites Universites	Brawijay Brawijay Brawijay Brawijay Brawijay Brawijay Brawijay
	Universitas Brawijaya Universitas Universi Universitas Universitas Brawijaya	Universitas Brawijaya Universitas Buniversitas Brawijaya Universitas Brawijaya Universitas Buniversitas Brawijaya Universitas Buniversitas Brawijaya Universitas Buniversitas Brawijaya Universitas Buniversitas Brawijaya Universitas Universitas Universitas Universitas Universitas Universitas Based on table 4.2 above thuniversitas Universitas Based on table 4.2 above thuniversitas Universitas Based on table 4.2 above thuniversitas Universitas Brawijaya Universitas Universitas Brawijaya Universitas Brawij	Universitas Brawijaya Universitas Universitas Universitas Universitas Universitas Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitas Brawijaya Universitas Braw	Universitas Brawijaya Universitas Universitas Universitas Universitas Brawijaya Universitas	Universitas Brawijaya	Universitas Brawijaya Universitas Universitas Universitas Universitas Brawijaya Universitas Univer

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Universitas Brawijava Universitas Brawijav	a Universitas	as ine strateg Brawijaya	Universitas	s Brawijay
cognitive, memory, and compensation str Universitas Brawijaya Universitas Brawijay	rategies are in the	e range of 2. Brawijaya	5 to 3.4, Universitas	s Brawijay
Universitas Brawijava Universitas Brawijav	· ·			
Universit ^{8th} grade students. Universitas P	L Universitas	Brawijava		
Universitas Brawijaya Univer				
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Universitin 9th grade		vijava	Universita	
Universit Category of Language Learning Strategies	Mean		or of	s Brawijay
Universit Metacognitive strategies	3.1	1		s Brawijay
Universit Affective strategies	3.1	1		s Brawijay
	The second second		niversitas	s Brawijay
Universi Memory strategies	2.8	4	hiversitas	s Brawijay
Universi Compensation strategies	2.7	5	Hiversita:	s Brawijay
Universit	2.9		/	s Brawijay
Universit			niversitas	s Brawijay
Universita				
Universita: Based on table 4.3 above the overal	l language learnir	ng strategy us	sed by 9 th Universitas	s Brawijay
University rades falls into medium level with the	nean 2.9. Since t	that score is		
Universitas L		///	Universitas	s Brawijay
Universit between 2.5 to 3.4, it indicates that the	language learnin	g strategies	fall into sitas	s Brawijay
	0.0			
Universitas Braw	s of Rauell Paku	julior riigi jaya	Universitas	s Brawijay
UniversitWhen it is seen from each category of lang	guage learning stra	ategies, meta	cognitivesitas	s Brawijay
Universitas Brawijay		rawijaya	Universitas	s Brawijay
University score of 3.1. It falls into medium level.	a Universitas	Brawijaya	Universitas	s Brawijay
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Universitas Brawijaya Universitas Brawijay	a Universitas	Brawijaya	Universita:	s Brawijay
Universitas Brawijaya Universitas Brawijay	a Universitas	Brawijaya	Universita	s Brawijay
Universit fourth rank with the mean of 2.8. Comper	sation strategies	are in the las	t rank assitas	s Brawijay
			Universitas	s Brawijay
Universithe strategies least frequently used with the	ne mean 2.7. Sinc	e all of the	scores of sitas	s Brawijay
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rawijaya	Universitas Brawijaya		tas Brawijaya				
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rawijaya	Universitas Brawijaya	Universit	tas Brawijaya	Universit	as Brawijay	a Universitas	Brawijay
rawijaya	Universitas Brawijaya	Universit	tas Brawijaya	Universit	as Brawijay	a Universitas	Brawijay
rawijaya	Universit affective, social	Cognitive	memory and co	mpensation	strategies are i	n the range sitas	Brawijay
rawijaya	Universitas Brawijaya		tas Brawijaya				
rawijaya	Universitofs 2.5 dov 3.4, d	they fall into	medium level	meaning tha	t all those str	ategies ares tas	Brawijay
rawijaya	Universitas Brawijaya	Universit	tas Brawijaya	Universit	as Brawijay	a Universitas	Brawijay
rawijaya	Universitas Brawijaya sometimes used Universitas Brawijaya	Universit	tas Brawijaya	Universit	as Brawijay	a Universitas	Brawijay
rawijaya	Universitas Brafromya	ll findings i	n all grades it	has the dif	ferent rank o	f usage/ofsitas	Brawijay
rawijaya	Universitas Brawijaya	Universit	tas Brawijaya	Universit	as Brawijay	a Universitas	Brawijay
rawijaya	Universitanguage learni	ng strategy th	nat will be displa	yed bellow.	as Brawijay	a Universitas	Brawijay
rawijaya	Universitas Brawijaya	Univer		ersita	as Brawijay	a Universitas	Brawijay
rawijaya	Universitas Brawijaya				as Brawijay	a Universitas	Brawijay
rawijaya	UniversitTable 4.4 j con	nparison of	descriptive sta	tistic result	for languag	e learningsitas	Brawijay
rawijaya			8 th grade and 9		Affective Soci	a Universitas al Overall	Brawijay
rawijaya	Univers grade Memory 3.2				3.4 Soci	al Overall 3.2 vers	Brawijay
rawijaya	Univers 8 th 3.2 9 th 2.8		7 3/2 profilesom	100	3.4 3.3		Brawijay
rawijaya	Univers 2.8	2.9	2.7	.1) = 1	3.1 3.0		Brawijay
rawijaya	Universi			The state of	7		Brawijay
rawijaya	Universi From th	e table above	e known that 7 th	grade studer	nts and 8 th gra	de studentssitas	
rawijaya	University used higher street	stagiog than O	th grade student	o 7 th grade e	nd oth grade s	hiversitas	Brawijay
rawijaya	Olliversite		o th grade students			Involsitus	Brawijay
rawijaya	Universit the same perce	entage of usin	g the language	learning strat	tegy, but it wa		
rawijaya	Universita	, , of	h STATE			Iniversitas	Brawijay
rawijaya	Universitfor metacogniti	ve strategy 8	grades student	s had higher	percentage th		
rawijaya	Universitas students that wa	as 3.6.		I FI		Universitas	
rawijaya		1				Universitas	
rawijaya	Universitas Bl			4.6		a Universitas	
rawijaya	Universitas Bra Universit 4.1.2 The Appl	lication of La	anguage Learni	ng Strategie	s by All Stud	anta	
rawijaya							
rawijaya	Universitas Brayiia	etting finding	in every grade	the writer ob	served the ap	olication of ^{sitas} Universitas	Brawijay Brawijay
rawijaya rawijaya	Universitas Brawijay Universitlanguagevlearni	ing etrategies	s used by all s	tudents of F			
rawijaya							
rawijaya	Universitas Brawijaya School students Universitas Brawijaya	s. The result v	vill be displayed	below.	as Brawijay as Brawijay	a Universitas	
rawijaya	Universitas Brawijaya		tas Brawijaya				
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rawijaya	Universit Table 4.5 descriptive statistic result for lang	uage learning	g strategy us	ed by	/allsitas	Brawijaya
rawijaya	Universi students of Raden Paku Islamic Junior High		Brawijaya	Univ	<u>rersitas</u>	Brawijaya
rawijaya	Universit Category of Language Learning Strategies Jaya	Meansitas	Rank Ord Usage	er of	ersitas	Brawijaya
rawijaya	Universit Metacognitive strategies Versitas Brawijaya U	niversitas	Brawijay _l a	Univ	rersitas	Brawijaya
rawijaya	Universit Affective strategies Universitas Brawijaya U	niver33tas	Brawijay2a	Univ	ersitas	Brawijaya
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rawijaya	Universit Cognitive strategies Universitas Brawijaya U	Iniversitas	Brawijay <u>s</u> a	Univ	ersitas	Brawijaya
rawijaya	Universit Compensation strategies versitas Page 1	niver2.9tas	Brawijay6a	Univ	ersitas	Brawijaya
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rawijaya	Universitas Brawijaya	195	Brawijaya	Univ	/ersitas	Brawijaya
rawijaya	Universitas Brawijay		rawijaya			Brawijaya
rawijaya	Universitas BraBased on table 4.5 above the overall land	nguage learnii	ng strategy us	sed by	allsitas	Brawijay
rawijaya	Universitas Bry	0.00.1.1.1	va	Univ	/ersitas	Brawijaya
rawijaya	students of Raden Paku Islamic Junior High	i School had	mean 3.2.	Basea	on /ersitas	Brawijaya
rawijaya	Universit Oxford guidelines those score fall into media	um level, me	ans that the	langu	agesitas	Brawijaya
rawijaya	Universit			Minis	ersitas/	Brawijaya
rawijaya	Universi learning strategies sometimes used by all the	students. Wh	nen it seen f	rom e	ach _{sitas}	Brawijay
rawijaya	Universi category of language learning strategies meta	acanitiva etro	tooy was the	ctrot	<u>ver</u> sitas	Brawijay
rawijaya	Universit	leogiiiuve sua	legy was the	Suau	egy /ersitas	Brawijaya
rawijaya	Universi most frequently used by all students. It was f	fall into medi	um level ind	icated	/bysitas	Brawijay
rawijaya	Universita			Jniv	/ersitas	Brawijaya
rawijaya	mean of 3.4. The second rank of strategy used Universitation	was affective	strategy by	the m	ean /ersitas	Brawijav
Irawijaya	Universit of 3.3. Social strategy was the third rank of st					
rawijaya	Universitas L	rategies asea	by all stade			Brawijaya
rawijaya	Universities of 3.2. The fourth rank of strategy used	was memory	strategy and	cognit	ivesitas	Brawijav
Irawijaya	Universities Brasely by the mean of 3.1. Then the last rank					
Irawijaya	Universitas Braw	of strategy u	sed by all the	stude	ents Versitas	Brawijaya
Irawijaya	Universit was compensation strategy by the mean of 2.	9. Since all				
rawijaya	Universitas Brawijay		awijaya	Univ	/ersitas	Brawijay
rawijaya	Universit cognitive, compensation, affective, and social	strategies are	in the range	of 2.5	to Versitas	Brawijava
rawijaya	Universit 3.4, they fall into medium level meaning that					
Irawijaya	Universitas Brawijaya Universitas Brawijaya U	t an those sur Jniversitas	alegies are so Brawijava	ometii Univ	nes /ersitas	Brawijaya
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	s. The hypoth	nesis states s	ocial a	and Versitas	Brawijay
rawijaya	Universit affective are the strategy most frequently use					
rawijaya	Universitas Brawijaya Universitas Brawijaya U	•				Brawijaya
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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya University study shows metacognitive strategy was the strategy most frequently used by the strategy was the strategy most frequently used by the Universitas Brawijaya Universitas Brawijaya rawijaya Universitstudents.vijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universit4.1.3 Relationship between Language Learning Strategies and English sitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Proficiency Universitas Brawijaya Universitas Braying the SILL questionnaire result and English score that were collected Sitas Brawijaya Universitused to determine the relationship between Language Learning strategy and sitas Brawijaya English Proficiency. The relationship was measured by using Person Product Universit Moment Correlation. Before analyzing the relationship between Language Sitas Brawijaya Universi Learning Strategy and English Proficiency, the data had been tested by its itas Brawijaya Universit 4.1.3.1 Relationship between Language Learning Strategies and English Universit Proficiency used in 7th grade After having the SILL questionnaire and English score, the analysis of the relationship of language learning strategy and English proficiency could be done. Universitin this case the writer used Person Product Moment Correlation to find thesitas Brawijaya University relationship between those two variables. Before analyzing the correlation, the sitas Brawijaya data of each variable must be normal. Since all variables had been normal and Universithere is no heteroscedasticity the correlation analysis could be conducted. Thesitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya result of person product moment correlation will be displayed below. Universitas 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 rawijaya

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rawijaya	the relationship of those two variables in 8" grade, but before having analysis the	Brawijay
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Universitas Brawijaya After getting the findings of the application of language learning strategies Universitand 8 the virelationship between language learning strategies with Englishs as Brawijaya Universitas Brawijaya discussion deals with the problems of the study which discuss the application of ersitas Brawijaya Universitas Brawijaya Brawijaya Universitas Braw ersitas Brawijay students and the relationship between the application of language learning University strategies and English Proficiency measured by English score. Universi 4.2.1 Application of Language Learning Strategies Based on findings known that metacognitive were the language learning Universit strategy most frequently used by all students of Raden Paku Islamic Junior High Universi School begin from 7th grade until 9th grade. Metacognitive was the strategysitas Brawijaya usually used by all grade students that were indicate by mean 3.5 for 7th grade, Universit3.6 for 8th grade and 3.1 for 9th grade. Based on Oxford (1990) 7th grade and 8th grade Brawijaya Universi grade score were fall into high level means that they always used metacognitive strategy in their learning, while 9th grade students' overall score felt into medium Universitievel means that they sometimes used metacognitive strategy in their learning. Sitas tas Brawijaya Universitas Brawijaya Universitas Brawijaya Metacognitive is the strategy that provides learners to organize learning process it as Brawijaya means that they do not given the certain ways for learning language but they learn ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya UniversitEnglish by their own ways. itas Brawijaya Universitas Brawijaya Universit English for communication and also delivering some material, it needs leaving by 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** metacognitive strategy to organize their study and also they could evaluate their ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi study as stated by Oxford (1990 p.137) "metacognitive strategies are extremely itas tas Brawijaya Universitas Brawijaya Universithe students who have great competent in language whether Arabic or Englishsitas Brawij Universitas Brawijaya Universit Another purpose of this school is to make the students able to continue their study Universitabroad then English of course is the importance tool to communicate abroad sitas $\underline{\text{(http://mtsrapa-trenggalek.blogspot.com)}}.$ Metacognitive strategy was the highest strategy because the students of Universi Raden Pake Islamic Junior High School is train to be diligent and independent sitas students. The students must do all activity by their own self. It can be seen from Universithe background questionnaire that some students theater club to improve their itas ability in speaking English. They also train to pay attention to someone when he Universition she speaks, it is can be seen from speech training activity. The listener must sitas Brawijaya Universi pay attention to the speaker so that they could make the conclusion of the speech if they are pointed by the teacher or they can give suggestion to the speaker. Universitas BraBesides from background questionnaire it is known that most of the students learn English since they were elementary school means it takes 4 until 6 years. They also have great motivation to learn English. They learn English not sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitionly because English as their subject that they must learn but because of othersitas ersitas Brawijaya Universitas Brawijaya Univ career. Therefore, those motivations encourage the students to choose Universi metacognitive strategies as the strategies most frequently used since these Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universit strategies help the students achieve learning goals by managing, arranging, and sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi planning their own learning. From this questionnaire it also known that they have sit as Brawijava ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas already able to manage their way of study by their own self. It could be seen from ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universithe most frequently learning strategy used that is metacognitive strategy. Universitas Brawijaya Universit but it is different with the other previous conducted by Zhao (2009). This previous Brawijaya University study result was compensation as the highest language learning strategy used by sitas Brawijaya Universitas Brawi Universitas Brawijaya Univ Universi metacognitive strategy. It falls into medium level that indicated by mean 3.1 sitas Br Affective is strategy dealing with emotion, attitude, and values. Besides organize Universitlearning process with their own ways most of 9th grade students also control their sitas Brawijaya self to learn well. This strategy was in 2nd rank for 7th grade and 8th grade students. Universitit was fall into medium level by the mean of 3.4. 9th grade students combine their strategy with affective strategy that cansitas Brawijaya motivate them in doing learning. Oxford (1990 p. 140) states that "the affective" Universitside of the learner is probably one of the biggest influences on language learningsitas Brawijaya success or failure". It means that 9th grade students always control their emotion and attitude in learning language, for example lowering the anxiety, encouraging Universities Brawijaya Universities Brawijaya Universitheirselves, and taking the emotional temperature moreover they would faces as Brawijaya Universitas Brawijaya Universitation of their attitude. S Brawijaya Universitas Brawijaya

Universitas Brawijaya University affective strategy in their learning activity. It can be seen from the good statement sitas put in their cupboards placed in the rooms. Each student writes good statement to University motivate them in learning English. It also supported by the motto of their Englishsitas Brawijaya Universitas Brawijaya University of the state of the Universitencouragement to the students to practice or to learn language because bysicas language they can know everything. The second motto encourages them to learn language, they have assumption that language like crown so they have to keep it Universi by learning language and understand it more. Social strategy was in the third rank strategy for 7th grade and 8th grade Universit students and it was second for 9th grade students. It was fall into medium level. Its itas was indicated by the mean of 3.3 for 7th grade and 8th grade students and 3.0 for Universityth grade students. According to Oxford (1990) "social strategy help confront and Sitas Brawijaya Universipossibly modify their culturally define attitude toward cooperation and competition." The statement means that by having social strategy the students will Universit communicate well and they also can put their selves in someone else's shoes. Universitas Brawija Universitas BraThe students of Raden Paku Islamic Junior High School have to use English for their daily communication. Of course they need the other people to rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit Universi practice it. Oxford (1990, p.145) states that social strategies facilitate languages tas Brawijaya ersitas Brawijaya Universitas Brawijaya Brawijaya Universitas Braw is very important for students to improve their communication skill and also their Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitability to use English. The application of social strategy can be seen from Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universi communicate in pairs and practice the conversation. In this activity students it as Brawijava sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit practice the application of social strategy by asking clarification or asking sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit Universit correction. By having this kind of activity it will increase students ability insitas Brawijaya Universitas Bramiladdition, the use of English as medium of communication can help sitas Brawijaya University students to apply social strategy in their language learning. Since the obligation of sitas each student to use English as the medium of communication in which all Universitinformation and teaching activity are given in English it support Raden Pakusitas Brawijaya Universi Islamic Junior High School became good and suitable place to practice and learnsitas B English. Thus, it encourages the application of social strategies by interacting or Universit communicating by using English with other people. Memory strategy was the forth strategy used by all grades. It was fall into University medium level by the mean of 3.2 for 7th grade and 8th grade students and 2.8 for sitas Brawijaya 9th grade students. Memory strategy helps learners to cope with difficulties (Oxford, 1990). Means that the students will use memory strategy to help them Universit remember the vocabularies that they were have had in their mind. Jaya Universitas Br Application of memory strategy can be seen from the writer observation in one of activity of Raden Paku Islamic Junior High School that is giving ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University ocabulary activity. In this activity the students are given new vocabularies by thesitas Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit teachers. The students have to repeat the new and the previous vocabularies and ersitalso put them into sentences. By having this activity it can help easy in sitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya word. Having many vocabularies will help them in their daily sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitcon Versation ya Universitas Brawijaya Cognitive strategy was the fifth rank of strategy used by 7th grade and 8th Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University grade students but it was the third for 9th grade students. This strategy was fall into Sitas Brawijaya Universitas Brawijaya Universition 9th grade students. Oxford (1990, p.43) explains that cognitive strategies Brawijaya Universitas Brawijaya Universitas Universi Universities Braw liniversities Universit structure for input and output. Oxford (1990) states that cognitive strategies tend to be the most popular strategies and the strategies tend to be the most popular strategies and the strategies are str strategies with language learners but this study reveals that the application of Universit cognitive strategies is in the fifth rank for 7th grade and 8th grade students and sitas Brawijaya third rank for 9th grade students. It can be caused by the assumption of the Universitatudents considering cognitive strategies are usual strategies to be applied by asitas Brawijaya Universiforeign language learner compared with the other strategies. Universitas B Compensation reveal as the last rank of strategies used by all students of Universit Raden Paku Islamic Junior High School. It is indicated with the lowest mean of sitas Brawijaya Universitas Brawija, Wijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya caused the regulation of that school which forbade the students to use other ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi language except Arabic and English. So, they avoid switching into Bahasasitas Brawijaya Universitas ersi compensation aused by sall students but lit stills fall into medium level sitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universit Compensation strategy is the strategy that help learner to keep on using the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitlanguage (Oxford, 1990) rsitas Brawijaya Universitas Brawijaya University medium level but they have different score in using those strategies. The highest sitas Brawijaya Universitas Brawijaya Universition. So, they have high motivation in applying language learning Br University strategies. The next score belongs to 7th grade it supported by the background of sitas questionnaire that they are curious to use English in their daily conversation so Universithat they are motivated to apply language learning strategy. 7th grade is still in University second rank because they sometimes use Indonesian in their conversation. The itas lowest score belongs to 9th grade. They did not apply language learning strategy Universitivell because they have many exams such as national exam, oral exam so that they sit as Bra focus more on those exams rather than language learning strategies. They also Universit often break the rules of using official languages those are Arabic and English Sitas Brawijaya Universit because they will graduate soon from that Islamic boarding school. This finding is in line with the previous study conducted by Nisbet at all Universit(2005), Zhao (2009), and Nuril (2012). All those study found that the overall strategy used by students fall into medium level but it was different in the lowest strategy used by the students. Nisbet (2005) found that the lowest strategy used by sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi Chinese university students was social strategy. While Zhao (2009) and Nurilsitas Brawijaya (2012) found that memory strategy was the lowest rank used by Chinese undergraduate students and International students of Economic faculty of Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya UniversitUniversitas Brawijaya versitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Bramiliarity in the result of the study can be examined by looking looking looking Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi through the contexts where the learning strategies are applied. All those studysitas Brawijava Universitas Brawijaya Universitlevel of strategy used. The difference in the lowest rank of the study can besit as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University examine by looking to the subject of the study. Nisbet subject was the university Brawijaya University who are independent learner then Nuril and Zhao subject is also it as Brawijaya as Brawijaya Universitas Brawijaya University students that are in Intermediate level. Then, memory strategy usually sitas Brawijaya BRAW, Universities Braw, used by the beginner level. Universi 4.2.2 Relationship between the Application of Language Learning Strategies and English Proficiency The finding from the result of the Pearson Product Moment analysiss tas Brawijaya reveals there is a relationship between language learning strategies and English University proficiency used by 7th grade showed by a positive low correlation (r=1.342)sitas Brawijaya Universibetween memory strategies and English proficiency and positive sufficients correlation (r=.418) between affective strategy and English proficiency. The Universities correlation shows that if one variable increase the other variable also it as Br increases. It Means increasing use of memory and affective strategy will improve the English proficiency. Moreover for 7th grade who considered as the new Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University tudents they have to maximize in using memory strategy to memorize manysitas Brawijaya Universitas Brawijava also must maximize the use of affective strategy to motivate and encourage them Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi in mastering English. From those two variables that have correlation with English Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya

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rawijaya	University the rest. This activity helps the students to improve their knowledge about liversities	Brawijay
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rawijaya	Universi strategy that has significant correlation to English proficiency. The last is studysitas Brawija
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rawijaya	Universitate only one strategy that have significant correlation with English proficiency. Versitas Brawija
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rawijaya	University study. All subject of previous study above are Undergraduate students who have hiversitas Brawijas
rawijaya	Universitlearned English longer than the subject of current study. The subject of this studysitas Brawija
rawijaya	Universita niversitas Brawija
rawijaya	University were the students of Islamic Junior High School who need memory and affective Brawija
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rawijaya	Universi strategies are most frequently used by the beginning learners rather than the Brawija
rawijaya	Universitas Brawija intermediate learners. Therefore, that statement confirms to explain the reason of
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