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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universita	as Brawija	aya Univer	sitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Puniversitas			sitas Brawijaya
Brawijaya	Universitie problem of this research.	as Brawija	aya Univer	sitas Brawijaya
Brawijaya		es Brawija		sitas Brawijaya
Brawijaya	Univers 4.1 Finding jav	rawija	aya Univer	sitas Brawijaya
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Brawijaya	Universitas Brawi Universitas BThe findings are to answer the first and second processing to the second process of the second proces	roblems of	this study. Th	risitas Brawijaya
Brawijaya	Universitas		Univer	'sitas Brawijaya
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1	by different proficiency students, high, intermediate a	mu iow su		
Brawijaya	University different proficiency students, high, intermediate a	and low ste	hiver	sitas Brawijaya
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Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya	Universit Univer	glish Profice strategies ap Mean 3.75 3.74	iency niver niver pplied by his Univer Usage 1 ver a U 2 ver	rsitas Brawijaya rsitas Brawijaya rsitas Brawijaya rsitas Brawijaya rsitas Brawijaya rsitas Brawijaya rsitas Brawijaya rsitas Brawijaya rsitas Brawijaya
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Brawijaya	Universit Univer	Mean 3.75 3.74 3.52 3.46 3.28 3.04 3.46 Cinglish profit	cy. niver niver niver pplied by high policy lines with the policy	sitas Brawijaya sitas Brawijaya
Brawijaya	University	Mean 3.75 3.74 3.52 3.46 3.28 3.04 3.46 Cinglish profit	recy niver n	sitas Brawijaya sitas Brawijaya
Brawijaya	Universit Univer	Mean 3.75 3.74 3.52 3.46 3.28 3.04 3.46 Cinglish profit	iency niver	sitas Brawijaya sitas Brawijaya sitas Brawijaya sitas Brawijaya sitas Brawijaya ofitas Brawijaya sitas Brawijaya
Brawijaya	Universit Univer	glish Profice strategies ap Mean 3.75 3.74 3.52 3.46 3.28 3.04 3.46 Cinglish profi	replied by high land land land land land land land land	esitas Brawijaya esitas Brawijaya
Brawijaya	Universit Univer	glish Profice strategies ap Mean 3.75 3.74 3.52 3.46 3.28 3.04 3.46 Cinglish profi	replied by high land land land land land land land land	esitas Brawijaya esitas Brawijaya
Brawijaya	Universit Univer	Mean 3.75 3.74 3.52 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46	iency Rank Order Usage 1 2 2 4 3 4 4 5 6 4 7 1 6 7 1 8 3 1 8 3 1 8 1 8 1 8 1 8 1 8 1 8 1 8	sitas Brawijaya sitas Brawijaya sitas Brawijaya sitas Brawijaya sitas Brawijaya ofitas Brawijaya sitas Brawijaya
Brawijaya	Universit Univer	Mean 3.75 3.74 3.52 3.46 3.28 3.04 3.46 3.46 3.28 3.04 3.46 3.46 3.46 3.46 3.46 3.46 3.46 3.4	iency pplied by high land land land land land land land land	esitas Brawijaya esitas Brawijaya
Brawijaya	Universit Univer	Mean 3.75 3.74 3.52 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.46 3.28 3.04 3.88 3.04 3.88 3.04 3.88 3.04 3.88 3.04 3.88 3.04 3.88 3.04 3.88 3.04 3.88 3.04 3.88 3.04 3.88 3.04 3.88 3.04 3.88 3.04 3.88 3.04 3.88 3.04 3.88 3.04 3.88 3.04 3.88 3.04 3.88 3.04 3.88 3.04 3.88 3.04 3.88 3.04 3.88 3.04 3.88 3.04 3.88 3.04 3.88 3.04 3.88 3.04 3.88 3.04 3.88 3.04 3.88 3.04 3.88 3.04 3.88 3.04 3.88 3.04 3.88 3.04 3.88 3.04 3.88 3.04 3.88 3.04 3.88 3.04 3.88 3.04 3.88 3.04 3.88 3.04 3.88 3.04 3.88 3.04 3.88 3.04 3.88 3.04 3.88 3.04 3.88 3.04 3.88 3.04 3.88 3.04 3.88 3.04 3.88 3.04 3.88 3.04 3.88 3.04 3.88 3.04 3.88 3.04 3.88 3.04 3.04 3.04 3.04 3.04 3.04 3.04 3.04	iency pplied by high price of the price of	sitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	s Brawijay	ya Universitas Brawijaya
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Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas		
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Universitas Brawijaya Universita	n score 3	ya Universitas Brawijaya
Brawijaya			
Brawijaya	rank of usage. Then, fifth rank of usage is affective variab	le which ha	as mean score
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas		
Brawijaya	Univers3.28. The last is social variable as the fourth rank of usage th		
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	s Brawijay	ya Universitas Brawijaya
Brawijaya	Univers4.1.2 Language Learning Strategy Applied by Intermedia		
Brawijaya			ya Universitas Brawijaya
Brawijaya	Table 4.2 Descriptive Statistic of language learning	strategies	applied by Brawijaya
Brawijaya	Universintermediate English proficiency students	rawija	ya Universitas Brawijaya
Brawijaya	University Braw Language Learning Strategies Variables	Mean	Rank Order of as Brawijaya Usage
Brawijaya	University Compensation	3.33	ra Universit as Brawijaya
Brawijaya	Universiza Metacognitive	3.26	Universitas Brawijaya
Brawijaya	University Memory 4 Cognitive	3.07	Ur ³ iversitas Brawijaya
Brawijaya	University Affective	3.07	4iversitas Brawijaya
Brawijaya	Universió Social	2.91	5iversitas Brawijaya
Brawijaya	University Overall	3.10	niversitas Brawijaya
Brawijaya	Universit		hiversitas Brawijaya
Brawijaya	Universit Based on the table above, it is shown that intermed	diate Englis	sh proficiency tas Brawijaya
Brawijaya	University dents are in medium level with the score 3.10. Memory	vorioble b	a Aniversitas Brawijava
Brawijaya	Universita.	variable in	Universitas Brawijaya
Brawijaya	Univers3.07 as the third rank of usage. For cognitive variable, it has	mean score	
Brawijaya			
Brawijaya	Universities similar to memory variable which fall into third rank of us Universities	age. Then,	compensation a Universitas Brawijaya
Brawijaya	Universiable falls into first rank of usage that has mean score 3.3	33 Novt is	
Brawijaya	Universitas Braw	ja. Next is	_
Brawijaya	Univer variable as the second rank of usage whose mean is 3.26.	Affective v	variable as the
Brawijaya			
Brawijaya	Universitas Brawijaya fourth rank of usage has mean score 3.00. The last is social Universitas Brawijaya Universitas	variable as	the fifth rank Va Universitas Brawijaya
Brawijaya	University		
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas		
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas		
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1 1 2 1 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		DIGMIN	
Brawijaya Brawijaya			
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	Brawija	/a Universitas Brawijaya
Brawijaya Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay Brawijay	ya Universitas Brawijaya ya Universitas Brawijaya
Brawijaya Brawijaya Brawijaya	Universitas Brawijaya Universitas	Brawijay Brawijay Brawijay	va Universitas Brawijaya va Universitas Brawijaya va Universitas Brawijaya
Brawijaya Brawijaya Brawijaya Brawijaya	Universitas Brawijaya Universitas	Brawijay Brawijay Brawijay Brawijay	va Universitas Brawijaya va Universitas Brawijaya va Universitas Brawijaya va Universitas Brawijaya
Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya	Universitas Brawijaya	Brawijay Brawijay Brawijay Brawijay Brawijay	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya	Universitas Brawijaya	Brawijay Brawijay Brawijay Brawijay Brawijay Brawijay	Universitas Brawijaya
Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya	Universitas Brawijaya	Brawijay Brawijay Brawijay Brawijay Brawijay Brawijay	Universitas Brawijaya

Brawijaya	Universitas Brawija	aya Univ	ersitas	Brawijaya	Universitas	Brawija	ya U	niversitas	Brawijaya
Brawijaya	Universitas Brawija				Universitas				Brawijaya
Brawijaya	Universitas Brawija				Universitas			niversitas	Brawijaya
Brawijaya	Universitas Brawija				Universitas				Brawijaya
Brawijaya	Universitas Brawija				Universitas				Brawijaya
Brawijaya	Universitas Brawija				Universitas				Brawijaya
Brawijaya	Universitas Brawija				Universitas				Brawijaya
Brawijaya	Univers4.1.3 Langua	ge Learnin	g Strate	gies Applied	by Low Engli	sh Profic	iency	niversitas	Brawijaya
Brawijaya	Universitas Brawija								Brawijaya
Brawijaya	Univers Table 3.3 De								
	Univer English profi	ciency stud	lents	Promilovo	Universites	Prowiio	yo II	nivorcitos	Drawijaya
Brawijaya	3.7	Language I	earning S	trategies Varia	bles iversitas	Mean	Rank	Order of	Drawijaya
Brawijaya	4 4 22 4	, , , , , , , , , , , , , , , , , , , ,	ersitas.		Universitas	R ₁ 3.22 _{ija}			Brawijaya
Brawijaya	2 Metacogni		ersitas		Universitas	3.19		2	Brawijaya
Brawijaya	University Cognitive	aya Univ	e		rersitas	3.15		5	Brawijaya
Brawijaya	University 4 Compensar 5 Memory	HOII			25	B ₃ .09 ₁ a		5	Brawijaya
Brawijaya	6 Social Social	31/				2.72		O	Brawijaya
Brawijaya	University Overall		-17	AS B	R	3.05 (a			Brawijaya
Brawijaya	Universitas Br		3 , ', '		MA				Brawijaya
Brawijaya	Universitas Based	on the table	e above, i	it is shown th	at low English	proficien	ey stud	ents are	Brawijaya
Brawijaya	Universita		TAM		All and t			niversitas	Brawijaya
Brawijaya	Universin medium le								
Brawijaya	Universi Universi	ore 2.94 Fo	or cogniti	ve variable i	t has mean sco	ore 3.15 as	the th	hiversitas ird rank	Brawijaya
Brawijaya	University	2.7 1. 10	or cogniti	ve variable, i	india incum sec	710 3.13 u.	, the th	hiversitas	Brawijaya
Brawijaya	Universit usage. The	n, compens	ation var	iable is in the	fourth rank o	f usage w	ith mea	in score tas	Brawijaya
Brawijaya	Universit	.1 1						niversitas	Brawijaya
Brawijaya	Universities. Next is	the second	rank of	usage, metac	ognitive varial	ole whose	mean	18.3.19 Hiversitas	Brawijaya
Brawijaya	Universition, affective	ve variable l	has mean	score 3.22 fa	all into the firs	t rank of i	ısage.	riversitas	Brawijaya
Brawijaya	Universitas		FIET	1371	NET				Brawijaya
Brawijaya	Universis social varia	ble that has	mean sc	ore 2.72 is the	e sixth rank of	usage.	. U	niversitas	Brawijaya
Brawijaya	Universitas Bl		11/4		1		a U	niversitas	Brawijaya
Brawijaya	Universitas BFrom	those expla	nations,	it can be exp	lain more deta	il as show	n on t	he table tas	Brawijaya
Brawijaya	Universitas Braw		,	46 50 1		lja			Brawijaya
Brawijaya	University of comparison	below:				wija			Brawijaya
Brawijaya	Universitas Brawija	ay				rawija			Brawijaya
Brawijaya	UniversTable 4.4 con	nparison o	f high, in	termediate a	nd low Englis	sh profici	ency st	udentsitas	Brawijaya
Brawijaya	Universitas Levelofia	avaUniv	Cognitive	Compensation	Metacognitive	Affective	Social	nivo roitoo	Brawijaya
Brawijaya	University Proficiency	aya Univ	ersitas	Brawijaya	Universitas	Brawija	ya U	Overan	Brawijaya
Brawijaya	Universitas Brawija	ava ^{3.04} niv	er3.52	Brawijaya	Jniversitas	Br ^{3.28} ija	3.45	2.46	Brawijaya
Brawijaya	Univers 2 a Intermediate	aya ^{3.07} niy	er3.07as	Brav ³ / ³ aya	Univa-26itas	Bra ³ viia	2.91		Brawijaya
Brawijaya	Universitas Brawija	aya 2.94niy	ers.isas	Brava.ioaya	Jniva.19itas			+	Brawijaya
Brawijaya	Universitas Brawija	T I			Universitas				Brawijaya
Brawijaya	Universitas Brawija				Universitas				Brawijaya
Brawijaya	Universitas Brawija				Universitas				Brawijaya
Brawijaya	Universitas Brawija				Universitas				Brawijaya
Brawijaya	Universitas Brawija				Universitas				Brawijaya
									Brawijaya
Brawijaya	Universitas Brawija				Universitas				Brawijaya
Rrawijava	Universites Rrawiis	ava Ilniv	preitae	Rrawijava	Universites	Rrawija	va II	nivarcitac	Drowiiovo

Brawijaya	Universitas Brawijaya	Universitas Brawijay	va Universitas E	Brawiiava	Universitas	Brawijava
Brawijaya	Universitas Brawijaya	Universitas Brawija			Universitas	
Brawijaya	Universitas Brawijaya	Universitas Brawija			Universitas	
Brawijaya	Universitas Brawijaya	Universitas Brawija			Universitas	
Brawijaya	Universitas Brawijaya	Universitas Brawija			Universitas	
Brawijaya	Universitas Brawijaya	Universitas Brawija			Universitas	
Brawijaya	Universitas Brawijaya	Universitas Brawijay			Universitas	
Brawijaya	Universitas BFrom table	e 4.4, it can be concluded	l that high, interme	diate and lo		
Brawijaya						
	Universitas Brawijaya proficiency studer Universitas Brawijaya	nts are in medium level. Th	ne results score are	related to th	eir level of	Proviiova
Brawijaya Brawijaya	Universities Brawijaya					
Brawijaya	Universitas Brawijaya English proficien Universitas Brawijaya	cy students with score	3.46 followed by	intermedia	te English	Drawijaya
Brawijaya						
Brawijaya	Universproficiency stude	nts with score 3.10 and the			-	
Brawijaya	Universitas Brawijaya Univers English proficienc	cy students. Metacognitiv	ve strategies are the	orawijaya e most fredi	Universitas ently used	Drawijaya
Brawijaya						
Brawijaya Brawijaya	University strategies for high	th English proficiency st	udents, while inte	rmediate st	udents use	Brawijaya
Brawijaya Brawijaya	Universitas Br	topics and law Dari 11-1	o finian and 1	use offerti		
Brawijaya	University	itegies and low English pr	officiency students	use affective	_	
Brawijaya	University University				Universitas	
Brawijaya			1753	Y ,		Brawijaya
Brawijaya	Universi Univers4.1.4 Overall use	of Language Learning S	trotogies			Brawijaya
Brawijaya		of Language Learning 5	trategies			Brawijaya
Brawijaya	Universit					Brawijaya
Brawijaya	UniversTable 4.5 Descrip		use of language lea Mean R	arning strat	tegies/ersitas	Brawijaya
Brawijaya	Compensation		3.38	1	Usageversitas	
Brawijaya	Univer Metacognitive	1 1 1 1 1 1 1 1 1 1	3.35	2	Universitas	
Brawijaya	Univer Cognitive Affective		3.18 3.08	3 4	Universitas	
Brawijaya	Univer	W SKI	3.05	5	Universitas	
Brawijaya	Univer Social B		2.99 3.17	6 a	Universitas	
Brawijaya	Universitas Bra	4 1	3.17	aya	Universitas	
Brawijaya	Universitas Braw	41	414 11th - 11-	Mjaya	Universitas	
Brawijaya	Universitas BBased on	the table above, it is snow	n that II grade s			
D	Universitas Brawijay	: 0.17 (5)	C	rawijaya	Universitas	Brawijaya
Brawijaya	level whose mean	1 is 3.1/. The first rank of	t usage is compens	ation strates	gies whose	D
Brawijaya	level whose mear Universitas Brawijaya			sation strates	gies whose	Brawijaya
Brawijaya Brawijaya	Universities whose mean Universities whose mean Universities whose mean is 3.38. The	en, second rank of usage	fall into metacogn	ation strates nitive strates	gies whose	Brawijaya Brawijaya
Brawijaya Brawijaya Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	en, second rank of usage Universitas Brawija	fall into metacogi va Universitas E	ation strates nitive strates	gies whose tas Universitas	Brawijaya Brawijaya Brawijaya
Brawijaya Brawijaya Brawijaya Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	en, second rank of usage ord rank of usage is cognit	fall into metacogi da Universitas tive strategies who	nitive strates rawijaya se mean is 3	gies whose as gies whose as Universitas 3.18. Then,	Brawijaya Brawijaya Brawijaya Brawijaya
Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya	Universities Brawing Market Whose mean is 3.38. The Universities Brawing mean is 3.35. This universities affective strategie	en, second rank of usage universitas Brawija rd rank of usage is cognit s whose mean is 3.08 fall	fall into metacogi way universities live strategies who	nitive strates se mean is 3 of usage. Fi	gies whose as universitas 3.18. Then, as ifth rank of	Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya
Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya	level whose mean Universities Brawijaya Universities Brawijaya Universities Brawijaya mean is 3.35. Thi Universities affective strategie Universities Brawijaya	en, second rank of usage and rank of usage is cognited swhose mean is 3.08 fall in the same and	fall into metacogical universities who sinto the fourth rank	nitive strates se mean is 3 of usage. Fi	gies whose gies whose as Universitas 3.18. Then, as ifth rank of Universitas	Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya
Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya	Universities Brawiaya	en, second rank of usage universitas Brawija and rank of usage is cognites whose mean is 3.08 fall strategies whose mean is	fall into metacogical universities who strategies who into the fourth rank 3.05. The last is s	nitive strates se mean is 3 of usage. Fi	gies whose gies whose as universitas 3.18. Then, as ifth rank of universitas gies whose as	Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya
Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya	Universities Brawijaya	en, second rank of usage Universitas Brawijas ard rank of usage is cognit s whose mean is 3.08 fall is strategies whose mean is Universitas Brawijas	fall into metacogical universities who sinto the fourth rank 3.05. The last is seen a universities.	nitive strates se mean is 3 of usage. Financial strates	gies whose universitas Universitas ifth rank of Universitas gies whose tas Universitas universitas	Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya
Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya	Universitas Brawijaya	en, second rank of usage Universitas Brawija and rank of usage is cognit s whose mean is 3.08 fall is strategies whose mean is Universitas Brawija Universitas Brawija	fall into metacogical Universities who sinto the fourth rank 3.05. The last is say Universities Universities	nitive strates se mean is 3 of usage. Final strates social strates brawijaya	gies whose universitas Universitas gies whose as Universitas gies whose as Universitas Universitas Universitas	Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya
Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya	Universitas Brawijaya	en, second rank of usage Universitas Brawijas ard rank of usage is cognit s whose mean is 3.08 fall is strategies whose mean is Universitas Brawijas Universitas Brawijas Universitas Brawijas	fall into metacogical Universities Exive strategies who into the fourth rank 3.05. The last is so Universities Exa Universities Examples	nitive strates rawijaya se mean is 3 of usage. Fi social strates rawijaya srawijaya	gies whose universitas	Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya
Brawijaya	Universitas Brawijaya	en, second rank of usage Universitas Brawijay ard rank of usage is cognit s whose mean is 3.08 fall is strategies whose mean is Universitas Brawijay Universitas Brawijay Universitas Brawijay Universitas Brawijay Universitas Brawijay	fall into metacogical Universitas Exive strategies who into the fourth rank (a. 0.5). The last is so a Universitas Exa Univers	nitive strates nitive strates se mean is 3 of usage. Fi social strates rawijaya rawijaya srawijaya	gies whose universitas	Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya
Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya	Universitas Brawijaya	en, second rank of usage Universitas Brawijas ard rank of usage is cognitas s whose mean is 3.08 fall is strategies whose mean is Universitas Brawijas Universitas Brawijas Universitas Brawijas	fall into metacogical Universitas Exists of the fourth rank (a. 1.05). The last is so universitas Exists of Un	ation strates hitive strates rawijaya se mean is 3 of usage. Fi rawijaya social strates rawijaya Brawijaya Brawijaya Brawijaya	gies whose universitas	Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya

Universitas Brawijaya Universimean is 2.99 fall into the sixth rank of usage. So, it can be seen that all 11th grade as Brawijaya Universitudents applied all six types of language learning strategies. Meanwhile, the Universitas Brawijaya Universitas Brawijaya Universtrategies most frequently used by the students are compensation strategies, while the as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya strategies rarely used are social strategies.
Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** 4.1.5 The Significance difference among high, intermediate, and low English proficiency students **Universitas Brawijaya** To investigate the significant difference among high, intermediate, and low University English proficiency students, the writer calculated the data using One Way ANOVA. Tas Brawijaya UniversThe result is there is a significance difference of language learning strategies among as Brawijaya high, intermediate, and low English proficiency students. It is proven by the inversitas Brawijaya Universignificance value of ANOVA is 0.009 which is < 0.05. Univers4.1.6 The Correlation between English Proficiency and Language Learning tas Brawijaya Univer Strategy Universitas BAs mentioned in chapter 3, to investigate the correlation between English as Brawijaya proficiency and language learning strategy, the writer tested the data using Pearson Product Moment Correlation. **Universitas Brawijaya** Universitas Brawijaya Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Brawijaya	Universitas Brav	wiiava IIn	iversites F	Rrawiiaya I	Jniversitas Bra	wiiava I	Iniversitas	Rrawijava
Brawijaya	Universitas Brav				Jniversitas Bra		Jniversitas	
Brawijaya	Universitas Brav				Jniversitas Bra			
							Jnivergitas	
Brawijaya	Universitas Brav				Jniversitas Bra		Iniversitas	
Brawijaya	Universitas Brav				Jniversitas Bra		Iniversitas	
Brawijaya	Universitas Brav				Jniversitas Bra		Jniversitas	
Brawijaya	Universitas Bray				Jniversitas Bra		Iniversitas	
Brawijaya		iiijoijoi oii			oficiency and La	irijory or c	earningtas	Brawijaya
Brawijaya	University Strategy (used by High	ı English Pı	oficiency of	11 th Grade Stude	wiiaya l	Jniversitas S	Brawijaya
Brawijaya	Universitas Brav	wijaya Un	iversitas E	Brawijaya l	Jniversitas Bra	wijaya l	Jniversitas J	Brawijaya
Brawijaya	Universitas Bray	wijaya Un	iversitas E	Brawijaya l	Jniversitas Bra	wijaya l	Iniversitas	Brawijaya
Brawijaya	Universitas Bray Universitas Bray	wijaya Un	iversitas E	nign English Brawijaya (Jniversitas Bra	language Wijaya	Iniversitas learning Iniversitas	Brawijaya
Brawijaya	Universitrategies				Jniversitas Bra		Jniversitas S	
Brawijaya	Universitas Bray	_			Persitas Bra	wijaya l	Jniversitas S	Brawijaya
Brawijaya	Universitas B4.6			iah English	nuccionas Bra			
Brawijaya	Universtrategies	wijay	between n	ign Engusn			Jniversitas	
Brawijaya	UniversitaHighra	W		SD		xiiava l	1	Brawijaya
Brawijaya	Proficiency	Memory	Cognitive	Compensation	n Metacognitive	Affective	Social	Brawijaya
Brawijaya	Students Pearson	.131	.377	.207	.406*	.275		Brawijaya
Brawijaya	Univers Correlation			AAH	if the second			Brawijaya
Brawijaya	Universi Sig. (2-	.543	.069	.333	.049	.194		Brawijaya
Brawijaya	Universi tailed)							
Brawijaya	Univers**. Correlati	24	24	24	24	24		Brawijaya Brawijaya
	Universit Correlation	on is significant on is significant	at the 0.05 lev	el (2-tailed)			niversitas	
Brawijaya Brawijaya	Universit						niversitas	
		1			37	101		
Brawijaya		e correlation	table abov	ve shows tha	nt memory has r			
Brawijaya	Universita	strategy has	very low	positive com	relation with high	n proficier	Iniversitas	Brawijaya
Brawijaya			10 201		(E) 4			
Brawijaya	Universities,	it has $r = .3$	77 means th	at cognitive	strategy has low			
Brawijaya	Universitas B	a. .		1.4			Jniversitas	
Brawijaya	Universwith high							
Brawijaya	Universitas Bray	ositive correl	ation with h	igh proficien	cy. For metacogn	fiaya tive it has	Iniversitas $r = 406$	Brawijaya
Brawijaya	Universitas Brav	Wija	acton with i	ngn proneien	ey. Tor metacogn	wijaya T	Iniversitas	Brawijaya
Brawijaya	Universitas Brth	at metacogi	nitive strate	egy has suf	ficient low corr	elation wi	th Vhigh tas	Brawijaya
Brawijaya	Universitas Brav							
Brawijaya	Universproficienc							
Brawijaya	Universitas correlation Universitas	wijaya Un	iversitas I	Brawijaya For social it l	Iniversitas Brans $r = 376$ means	that social	Iniversitas	Brawijaya
Brawijaya	Universitas Bra	wijaya Un	iversitas E	Brawijaya l	Jniversitas Bra	wijaya l	Iniversitas	Brawijaya
Brawijaya	Univershas low po							
Brawijaya	Universitas Bra	wijaya Un	iversitas E	Brawijaya l	Jniversitas Bra	wijaya l	Jniversitas S	Brawijaya
Brawijaya	Universitas Bray metacogni Universitas Bray	itive variable	has positive	significant c	correlation with hig	gh proficie	ncy. It is	Brawijava
Brawijaya	Universitas Bray				Jniversitas Bra		Jniversitas	
Brawijaya	Universitas Bray				Jniversitas Bra		Jniversitas	
Brawijaya	Universitas Brav				Jniversitas Bra		Jniversitas	
Brawijaya	Universitas Brav				Jniversitas Bra		Jniversitas	
Brawijaya Brawijaya	Universitas Bray				Jniversitas Brai		Jniversitas Iniversitas	
Krawiiava	LINIVARGITAC KYA!	WII SVEIIW	WARRITAC	srawiiava l	INIVAREITAE KYA	W/1121/2	MINAPEITAC	- PERMITTED VA

Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universknown from the value of Sig. (2-tailed) correlation between metacognitive and high tas Brawijaya
Brawijaya	proficiency is 0.049 which is $< \alpha$ (α =0.05). For memory, cognitive, compensation,
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universaffective, and social variables which have no significant correlation with high tas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya proficiency are known from value of Sig. (2-tailed) correlation of each variable and Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Univershigh proficiency for 0.543, 0.069, 0.333, 0.194, and 0.070 which are $> \alpha$ (α =0.05). It as Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universimeans that metacognitive strategies are the only strategies that give the positive as Brawijaya
Brawijaya	University Brawijaya influence significantly to high English proficiency students in their language learning
Brawijaya	Universitas Brawijaya
Brawijaya	Universprocess while other strategies including memory, cognitive, compensation, affective as Brawijaya
Brawijaya	Universitate Unive
Brawijaya	
Brawijaya	Universif students use more metacognitive strategies in their language learning process, their language learning process.
Brawijaya	University hiversitas Brawijaya
Brawijaya	UniversEnglish proficiency will increase significantly. hiversitas Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	Universita Universitas Brawijaya
Brawijaya	Univers4.1.6.2 The Correlation between English Proficiency and Language Learning tas Brawijaya
Brawijaya	Universitas Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	
Brawijaya	Universitas B The correlation between intermediate English proficiency and language as Brawijaya
Brawijaya	
Brawijaya	Universitas Braw learning strategies are explained in the table below:
Brawijaya Brawijaya	Universitas Brawija Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Univers Table 4.7 correlation between intermediate English proficiency and language as Brawijaya
Brawijaya	learning strategies
Brawijaya	Intermediate Memory Cognitive Compensation Metacognitive Affective Social University Proficiency ava University Brawijaya University Brawijaya
Brawijaya	UniversitStudents Wileya Universitas Prawijaya Universitas Prawijaya Universitas Prawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawi 20a Un versitas Brawijaya Un versitas Brawijaya Un versitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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 The correlation table above shows that memory has r = -.084 means that memory strategy has very low negative correlation with intermediate proficiency. Univers Cognitive has r = .072 means that cognitive strategy has very low positive correlation as Brawijaya with intermediate proficiency. Compensation has r = .193 means that compensation Brawijaya Universitrategy has very low positive correlation with intermediate proficiency, las Brawijaya s Brawijaya - Universitas Brawijaya Metacognitive has r = .146 means that metacognitive strategy has very low positive correlation with intermediate proficiency. Affective has r = -.041 means that affective Universitrategy has very low negative correlation with intermediate proficiency. Social has reas Brawijaya Iniversitas Brawijaya =-.019 means that social strategy has very low negative correlation with intermediate proficiency. According to the significant value, all independent variables do not have Universignificant correlation with intermediate proficiency which are known from the value as Brawijava of Sig. (2-tailed) correlation of all independent variables and intermediate proficiency brites that Brawijaya Universimilarly and $\alpha = 0.05$). It means that all strategies including memory, cognitive, as Brawijaya compensation, metacognitive, affective and social strategies do not give any tas Brawijaya significant influence in their language learning process. 4.1.6.3 The Correlation between English Proficiency and Language Learning Strategy used by Low English Proficiency of 11th Grade Students Universitas Brawijaya The correlation between high English proficiency and language learning Universitas Brawijaya Universtrategies are explained in the table below: ya Universitas Brawijaya **Universitas Brawijaya**

Brawijaya	Universitas Brawijaya Universitas Brawijaya	ersitas Brawijaya Ur	iversitas Brawijava	Universitas Brawijaya
Brawijaya		ersitas Brawijaya Ur		Universitas Brawijaya
Brawijaya		ersitas Brawijaya Ur		Universitas Brawijaya
Brawijaya		ersitas Brawijaya Ur		Universitas Brawijaya
Brawijaya		ersitas Brawijaya Ur		Universitas Brawijaya
Brawijaya		ersitas Brawijaya Ur		Universitas Brawijaya
Brawijaya				Universitas Brawijaya
	Table 4.8 correlation b	ersitas Brawijaya Ur Jetween low English na		
Brawijaya	strategies	ersitas Brawij aya. Ur	iversites Brandis	
Brawijaya	Low Memory		Metacognitive Affect	
Brawijaya	C4	ersitas Brawijaya Ur		Universitas Brawijaya
Brawijaya	Pearson459* -	ersitas Frawijaya Ur 030368	263278	Universitas Brawijaya
Brawijaya			iversitas Brawijaya	Universitas Brawijaya
Brawijaya	University (2-tailed) 1.042 University	898 itas 1.110 9 Ur	ilversitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	20 20	ersitas Brawijaya	Universitas Brawijaya
Brawijaya	Universitas Brawijaya		as Brawijaya	Universitas Brawijaya
Brawijaya	**. Correlation is significant at	at the 0.01 level (2-tailed) the 0.05 level (2-tailed)	rawijaya	Universitas Brawijaya
Brawijaya	Ulliversitas braw	ITAS BA	ijaya	Universitas Brawijaya
Brawijaya	Universitas Br	5111.00	va	Universitas Brawijaya
Brawijaya	Universitas The correlation t	able above shows that	memory has $r = 450$ r	Universitas Brawijaya
Brawijaya	Universita The contration to	acio acove snows that	memory has r =739 l	Universitas Brawijaya neans that universitas Brawijaya
Brawijaya	Universmemory strategy has neg	gative sufficient correlation	on with low proficiency.	Cognitive tas Brawijaya
Brawijaya	Universi			hiversitas Brawijaya
Brawijaya	Univershas $r =30$ means that co	ognitive strategy has very	low negative correlation	n with low tas Brawijaya
Brawijaya	University Compensation	on has $r = -368$ means t	hat compensation strated	y has low Brawijaya
Brawijaya	Universita \	on may 7 – 1.500 means t	and componsation strates	niversitas Brawijaya
Brawijaya	Univer negative correlation with	low proficiency. Meta-	cognitive has $r =263$ m	neans that tas Brawijaya
Brawijaya			C'	Universitas Brawijaya Affective
Brawijaya	metacognitive strategy ha	as low negative correlati	on with low proficiency.	Affective Universitas Brawijaya
Brawijaya	Univershas $r =278$ means that	affective strategy has	low negative correlation	
Brawijaya	Universitas B		la	Universitas Brawijava
Brawijaya	University proficiency. Social has	r =398 means that	social strategy has low	negative Brawijaya
Brawijaya		42 84		
Brawijaya	Universities Brawija	roficiency. According t		Universitas Brawijaya
Brawijaya	Universignificant negative corre	elation between memory		
Brawijaya			and the state of t	•
Brawijaya	has sig. (2-tailed) 0.042 v	which is $< \alpha \ (\alpha = 0.05)$.	Other independent variable	les such as Brawijaya
Brawijaya	University compensation,			
Brawijaya	Universitas Brawijaya Br			
Brawijaya	significant correlation wi			
Brawijaya				
	University (2-tailed) correlation of a	all independent variables	and low proficiency whi	ch are > α
Brawijaya Brawijaya				
Brawijaya		ersitas Brawijaya Ur		Universitas Brawijaya
Brawijaya		ersitas Brawijaya Ur		Universitas Brawijaya
Brawijaya		ersitas Brawijaya Ur		Universitas Brawijaya
Brawijaya		ersitas Brawijaya Ur		Universitas Brawijaya
Brawijaya		ersitas Brawijaya Ur		Universitas Brawijaya
Rrawijaya	Universitas Rrawijava Unive	orcitae Rrawijava Ur	ivorcitae Rrawijava	Universitas Brawijava

Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya α =0.05). It means that low English proficiency students who use more memory as Brawijaya Universitas Brawijaya strategies in their language learning process will get their proficiency lower. Universitas Brawijaya Universitas Brawijaya 4.2 Discussion 4.2.1 Language Learning Strategies Applied by High, Intermediate and Low as Brawijaya **English Proficiency Students** As table 4.1 presents students in high English proficiency level use more Brawijaya Universitas Bra Universimetacognitive strategies than other strategies. It is supported by mean score 3.75 as tas Brawijaya Universthe highest number and the first rank of usage than others. They use more as Brawijaya metacognitive strategies to improve their English skills. As Oxford (1990) states that Universimetacognitive strategies help learners to regulate their learning. The examples of as Brawijaya metacognitive strategies focus on the lesson during the class, have good plans in University learning, always seek opportunities in practicing language and have self-monitoring, tas Brawijaya etc. In other words, high English proficiency students tend to make up their knowledge impairment and manage their own learning by doing metacognitive Universtrategies more frequently than other strategies. Universitas High English proficiency students intend to do all their activities tidily by having plan and preparation in learning language. It can be figured out from their Universefforts in SMAN 3 submission test that require the applicants to have high ability in las Brawijaya versitas Brawijaya English. It indicates that the students have already had metacognitive strategies in Versitas Brawijaya Universitair language learning processas Brawijaya Universitas Brawijaya

Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas BrThe character of high English proficiency students is reflected in Chamot's tas Brawijaya
Brawijaya	University Statement (2004, p.14) that strategic learners have metacognitive knowledge about
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitheir own thinking and learning approaches, a good understanding of what a task tas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya entails, and the ability to orchestrate the strategies that best meet both the task Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas BWhat students in high English proficiency do is reflected in Kato's (2005) tas Brawijaya
Brawijaya	University result that students in non-English speaking countries who always practice and
Brawijaya	va Universitas brawijaya
Brawijaya	Universeek opportunities to improve their knowledge in English will be more successful as Brawijaya
Brawijaya	Universitas Universitas Brawijaya
Brawijaya	Universitan students who just study English at their desk or in the classroom.
Brawijaya	Universi The second rank strategy used by high English proficiency students is Brawijaya
Brawijaya	Universitas Brawijaya
Brawijaya	Universcompensation strategy. It is supported by mean score 3.74. The third rank is cognitive as Brawijaya
Brawijaya	Universit strategy whose mean is 3.52. The fourth rank is social strategy whose mean is 3.45. Universitas Brawijaya
Brawijaya	
Brawijaya	UniversThe fifth rank is affective strategy whose mean is 3.28. The last rank fall into memory as Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	
Brawijaya	Universitas B _{It} is similar with Zhao's study and Kato's study that ranked memory strategies Brawijaya
Brawijaya	Universitas Bra Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	
Brawijaya Brawijaya	Universitas Brawijaya study (2010) on English majors at Qatar University that metacognitive strategies have Brawijaya
Brawijaya	
Brawijaya	Universitas Brawijaya
Brawijaya	University on Japanese University students which mentioned that more as Brawijaya
Brawijaya	
Brawijaya	Universitas Brawijaya proficient learners used metacognitive strategies more often than other strategies. As Universitas Brawijaya
Brawijaya	UniversOxford (1990, p.136) states that metacognitive strategies provide a way for learners as Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universita Coordinate their own learning process. Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brom those statements, it can be concluded that metacognitive strategies are as Brawijaya excellent strategies to improve student's proficiency in learning new language. It is Universproven by students with high English proficiency.niversitas Brawijaya Next level is intermediate English proficiency as presented in table 4.2. The Universtable shows that the highest mean is 3.33 that compensation strategies fall into first as Brawijaya s Brawijaya Universitas Brawijaya rank. It means that students in this level are applying more compensation strategies as Brawijaya such as guessing intelligently or using gestures when they could not say certain UniversEnglish words. Oxford (1990, p.90) states that the compensation strategies help learners to University overcome knowledge limitation in all four skills and for beginning and intermediate as Brawijaya Universlearners, these strategies might be among the most important used. <u>vers</u>itas Brawijaya SMAN 3 Malang guides students in their learning process by applying KTSP Univers(Kurikulum Tingkat Satuan Pendidikan) curriculum. This curriculum demands as Brawijaya students to be creative, independent and active in learning. That is the reason why compensation strategies are the most frequently used strategies for students' language Universlearning process to improve their skills in English. The second rank strategies used by intermediate English proficiency students fall into metacognitive strategy whose mean is 3.26. Next, cognitive strategy whose as Brawllaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universmean is 3.077 fall into third rank. The fourth rank is memory strategy whose mean as Brawijaya score is 3.07. The fifth rank is affective strategy whose mean is 3. The last (sixth Brawijaya Universitable Brawijaya Universitable Brawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Univerajtas Brawijaya Universitas Brawijaya Universities B The results are almost the same with Zhao's study (2009) on Chinese as Brawijaya undergraduate students in Assumption University Thailand that the ranking of the six Universitas Brawijaya Universitas Brawijaya Universtrategy categories in the SILL according to the frequency of use are compensation, as Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya metacognitive, cognitive, affective, social, and memory strategies. The difference is Universitas Brawijaya Universitas Brawijaya UniversZhao's study ranked memory strategies as the sixth rank while this study found social as Brawijaya **Universitas Brawijaya** as Brawijaya strategies as sixth or the last rank. Universitas Brawijaya The last was low English proficiency level as presented in table 4.3. The table Univershowed that the highest mean is 3.22. It means that students in this level are more as Brawijaya often applying affective strategy that helps them to control their emotions, motivations, and attitudes when they are making mistakes while learning a language. tas Brawijaya UniversThose are using progressive relaxation, deep breathing or meditation, using music to as Brawijaya soothe the soul, using laughter, making positive statements to be more confident, Universtaking risks wisely by willing to make mistakes to learn and rewarding themselves by as Brawijaya having vacation. Universitas B_{Students} with low English proficiency use affective strategies to improve their tas Brawijaya Universkills and proficiency. Perhaps, they use more affective strategies because they prefer tas Brawijaya doing activities that need less concentration and contain fun such as listening to Brawijaya Universities, having vacations, etc. then studying which needs more concentration. Universities Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BNext, low English proficiency students use metacognitive strategies that fall as Brawijaya University Brawlian State Into second rank with mean 3.19. Next is cognitive strategy which fall into third rank Universities Brawliana Brawliana University mean score 3.15. The fourth rank is compensation strategy with mean score as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 3.09. Memory strategy is in the fifth rank with mean score 2.94. The last is social Brawijaya Universitas Brawijaya

Univergitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universtrategy as the sixth strategy used by the students at low proficiency level with mean as Brawijaya Universitas Prawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BThe results of low English proficiency students that use more affective as Brawijava Universitas Brawijaya Universion on lesson. However, affective strategies are important as Oxford (1990, as Brawijaya s Brawijaya - Universitas Brawijaya p.140) states that good language learners often control the emotions and attitude University about learning **Universitas Brawijaya** Universitas Brawijaya Universitas For low English proficiency students, affective strategies cannot be the only as Brawijaya main source for learning new language, but they should apply other strategies to hiversitas Brawijaya Universion complete their learning process and to improve their proficiency in English. Related to the previous studies, Al-Buainain's (2010) study found out that the as Brawijaya students preferred to use more metacognitive strategies than other strategies while UniversZhao's (2009) study found out that the most strategy frequently used was as Brawijaya compensation strategies. The result of Al Buainain's study has similarity with this study especially in the strategies of high English proficiency students who use more Universimetacognitive. While Zhao's finding is similar with the result of this study especially as Brawijava in strategies of intermediate English proficiency students who use more compensation Universtrategies in their language learning. On the other hand, the different results from as Brawijaya Universthose previous studies are found in this study especially in strategies of low English as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya proficiency students who use more affective strategies in their language learning.
Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B From the results, it is clearly stated that metacognitive strategies can bring the 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 Universitas Brawijaya Universitas Brawijaya Universinto intermediate and low English proficiency level do not get high score because as Brawijaya they do not apply much metacognitive strategies in their language learning process. Universitas BAs table 4.4 shows high English proficiency students use strategies more as Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya frequently than intermediate and low English proficiency students. It is proven by Universitas Brawijaya Universitas Brawijaya Universione of the use of strategies is 3.46 which is higher than intermediate English as Brawijaya s Brawijaya proficiency students with score 3.10 and low English proficiency students with score Universitas Br **Universitas Brawijaya** Universitas The study results accept the hypothesis that high English proficiency students as Brawijaya Universuse strategies more frequently than intermediate and low English proficiency Universitudents. hiversitas Brawijaya From the result of One Way ANOVA test, it is clearly stated that there is a tas Brawijaya among high, significance difference of using language learning strategies Universintermediate, and low English proficiency students. It is proven by the significance as Brawijaya Universalue is 0.009 which is lower than 0.05. Univers4.2.2 The Correlation between English Proficiency and Language Learning as Brawijaya **Strategies** Universitas BThe correlation between high English proficiency and language learning as Brawijaya strategy is presented in table 4.6. The table presents that there is a significant brawijaya chiversitas Brawijaya Universufficient positive correlation between metacognitive strategy and high English as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya proficiency. It is known that correlation value is r = .406 and the significant value is Universidate (< 0.05), while other strategies such as memory, cognitive, compensation, as Brawlaya 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 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya affective and social strategies do not have any significant correlation with high as Brawijaya English proficiency. It is known from the significant values which are higher than Univers0.05. Therefore, those other strategies do not give any influence to high English as Brawijaya versitas Brawijaya Universitas Brawijaya Universitas Brawijaya proficiency in their language learning process. Universitas Brawijaya Universitias B It can be concluded that metacognitive strategies are the only strategies which as Brawijaya Brawijaya Universitas Brawijaya give positive influence to high English proficiency students in their language learning process. Metacognitive strategies are successful to bring students in high English Universproficiency level into good result. It means they can improve their learning by using as Brawijaya metacognitive strategies if they want to improve their skills in learning new language. The result is also similar with Zhao's study (2009) on Chinese undergraduate Universtudents that the strongest correlation is between metacognitive strategies and English as Brawijava grades. The positive correlation found in his research indicated that the better grades Universused the strategy more frequently. Universitas Next is the correlation analysis between intermediate English proficiency and language learning strategies that is shown in table 4.7. The finding shows that all Universtrategies such as memory, cognitive, compensation, affective and social strategies as Brawijava have the significant values which are higher than 0.05. It means that those strategies have insignificant correlation with intermediate English proficiency students. From Universitas Brawijaya Universitas Brawijaya Universthe explanation, it can be concluded that all strategies do not give any positive or as Brawijaya negative influence to intermediate English proficiency students in their language Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University learning process. Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Univer<u>ai</u>tas Brawijaya Universitas Brawijaya The last is the correlation analysis between low English proficiency and language learning strategies. It is listed in table 4.8 that memory strategies have Universitas Brawijaya Universitas Brawijaya Universignificant/sufficient negative correlation with language learning strategies. It is as Brawijaya known that correlation value is r = -.459 and the score of significant value is 0.04 (< University 0.05). Meanwhile, other strategies such as cognitive, compensation, affective and as Brawijaya s Brawijaya - Universitas Brawijaya social strategies have significant values which are higher than 0.05. It means, those other strategies do not have any significant correlation with low English proficiency. Universities From those explanations, it can be concluded that memory strategies give the las Brawijaya negative influence to low English proficiency students in their language learning process. Students in low English proficiency should decrease of usage of memory as Brawijaya Universtrategies if they want to improve their proficiency. As Kato's (2005) findings state as Brawijava that learners who use more memory strategies are not successful in improving their UniversEnglish proficiency. The negative correlation of memory strategies used by students with low English proficiency implies that memorization does not work for them. Perhaps, they Univershould find other strategies that are suitable for them in learning a new language or as Brawijava they should combine the six strategies to make their learning not monotonous and Universmake them feel more enjoyable with various strategies in learning new language. This las Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya versassumption is equal to Flavell's study (1979, cited in Al-Buainain, 2010, p.97) which tas Brawijaya Universities Brawijaya states that using a combination of strategies often had more impact than single Universities Brawijaya Universitas Brawijaya Universitas Brawijaya Universitrategy.awijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Univergitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universities The results of this study accept the hypothesis that there is a significant correlation between language learning strategies and students of 11th grade at SMAN Univers3 Malang.wijava Universitas Brawijaya Universianguage especially English. 11th grade students at SMAN 3 Malang with high as Brawijaya Universitas Brawijaya s Brawijaya - Universitas Brawijaya English proficiency use metacognitive strategies most to improve their proficiency. It is different from the result of Al-Buainain's (2010) study which reported that more Universproficient students used more cognitive strategies than other strategies. Different from as Brawijaya high English proficiency students, intermediate English proficiency students use more compensation strategies than other strategies. It is equal to two studies looking at Universtudents from Taiwan and the students from Republic of China (Klassen, 1994; Yang, tas Brawijaya 1994, cited in Oxford and Burry-Stock, 1995, p.9) which reported that compensation Universtrategies as being the most frequently used, falling in the high range of use. Then, the las Brawijaya results of this study also report that students with low English proficiency use more as Brawijaya affective in learning new language. It is different from Al-Buainain's (2010) study as Brawij Universresults that less proficient students used more metacognitive strategies than other as Brawijava Universitas <u>B</u>raw Universities Based on the level of use of the strategies, this study results are similar with as Brawijaya Zhao's (2009) study which mentioned that Chinese undergraduate students in a Brawillava Thailand are in medium level of all strategies. Al-Buainain's (2010) study also found Universitas Brawijaya University University students are included into high to medium level of all strategies. (as Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Univercitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Univers English. They use English as foreign language so that the results are almost the same. Brawijaya Universitas Brawijaya They use strategies in medium level for all language learning strategies. Universitas Brawijaya Universitas Brawijaya Universitas BAl-Buainain (2010) states that the use of some individual strategies could be as Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya attributed to culture, individual characteristics and educational system in Qatar where Universitas Brawijaya Universione students have very limited opportunities to use functional practice strategies as Brawijaya us Brawijaya Universitas Brawijaya especially in large classes. Moreover, students are more concern with passing exams as Brawijaya university and responding to questions that directly related to the content in their textbooks. This Universitatement is similar to the condition of SMAN 3 Malang that the students only learn as Brawijaya English in the context of textbook without having adequate time for practicing Universities because they concern with the exams to improve their as Brawijaya Universacademic scores. Students of 11th grade at SMAN 3 Malang who are included into three Universdifferent levels of proficiency have different results of correlation. High English as Brawijaya proficiency students have significant sufficient positive correlation with a Brawijaya metacognitive strategies. Then, there is no significant correlation found between as Brawijaya Universintermediate students and language learning strategies, while there is a significant as Brawijava sufficient negative correlation between low English proficiency students and memory emversitas Brawijaya Universitas Brawijaya Universitategies.wijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BThe results indicate that if students apply metacognitive strategies more as Brawijaya frequently, it results in high English proficiency. Therefore, the low score of Universities Brawijaya Universimetacognitive strategies found in students with intermediate and low English as Brawijaya Universitas Brawijaya

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