A STUDY ON LANGUAGE LEARNING STRATEGIES OF XI GRADE STUDENTS IN ADVANCED AND REGULAR CLASS OF NATURAL SCIENCE PROGRAM AT *SMAN 1 DAMPIT*

THESIS

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THESIS

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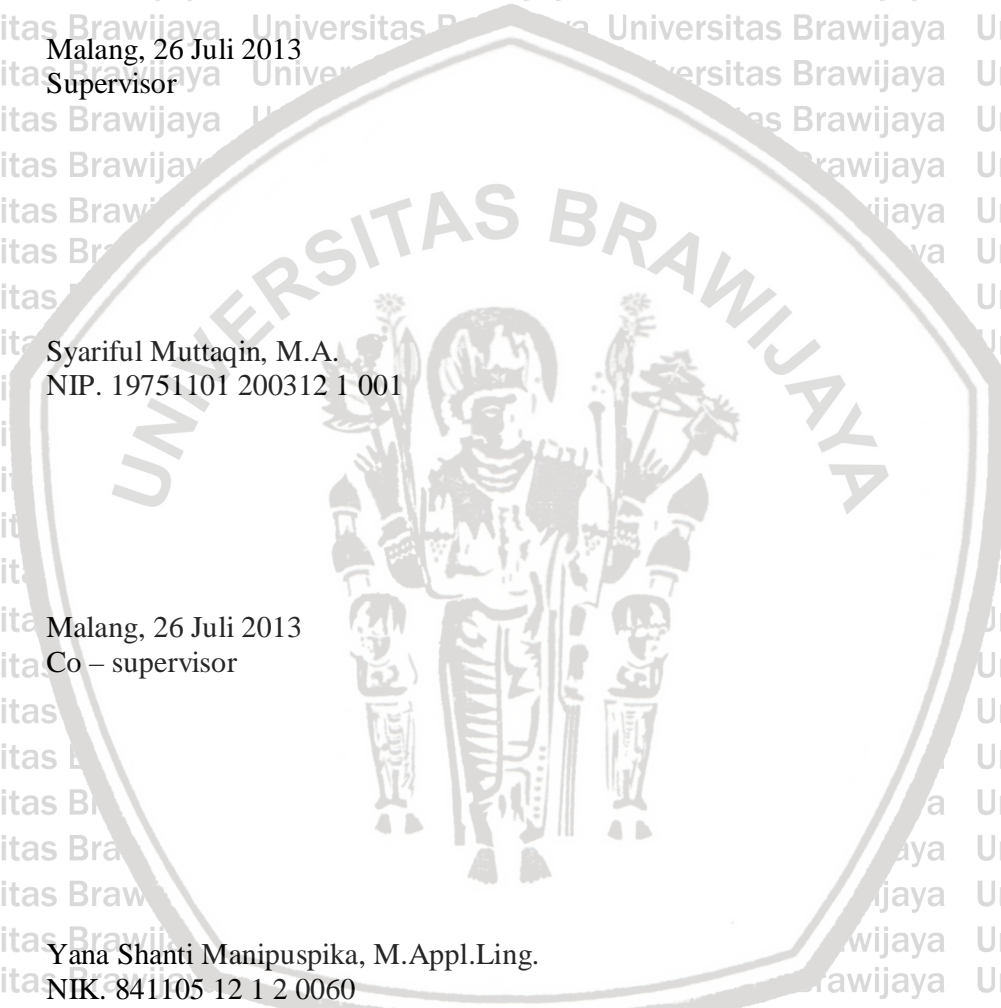
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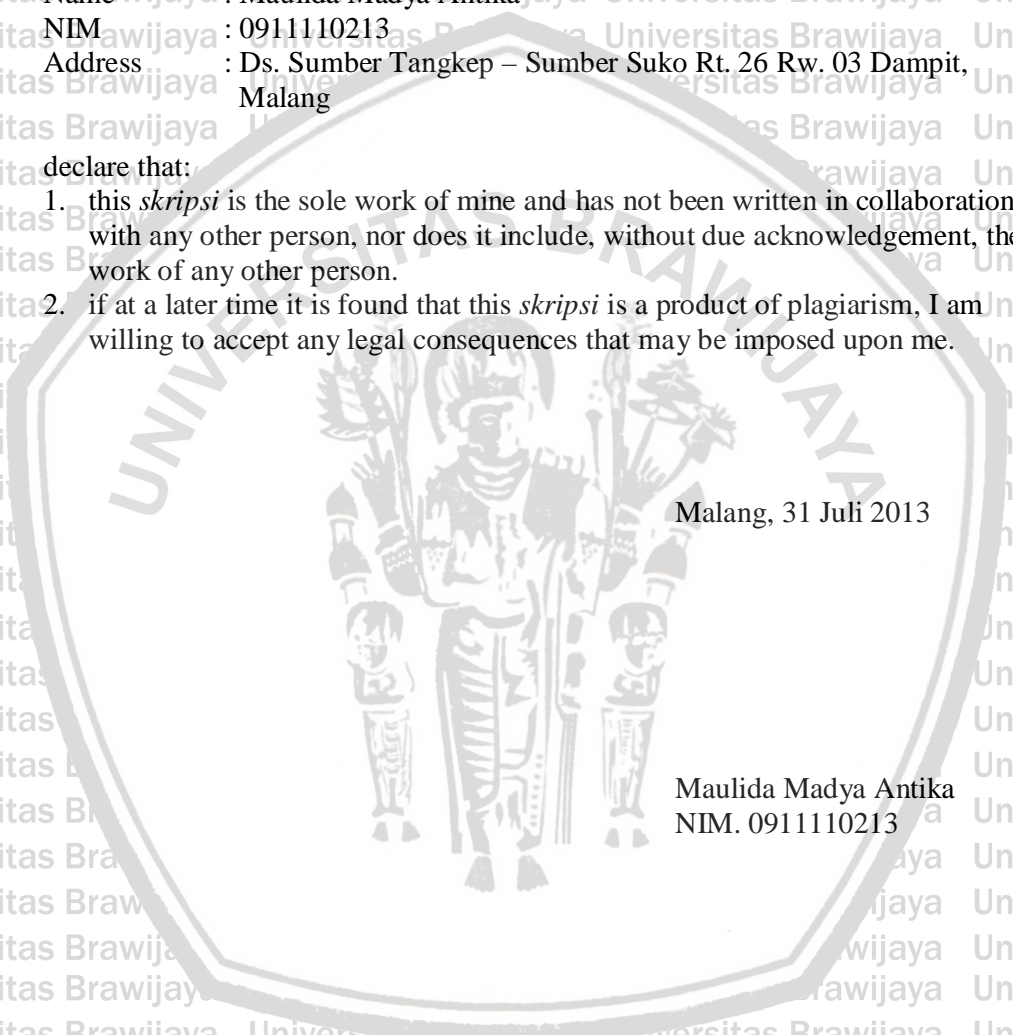
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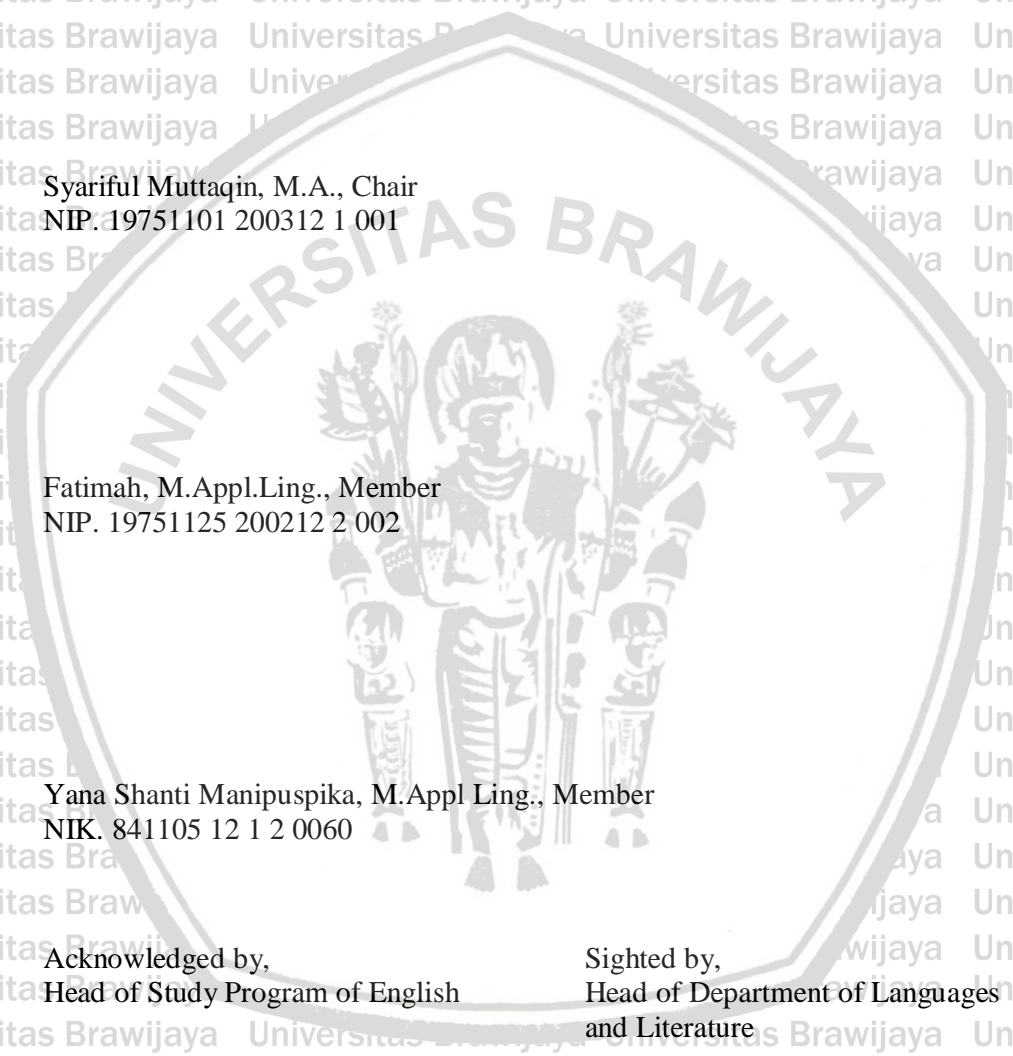NIP. 19751125 200212 2 002

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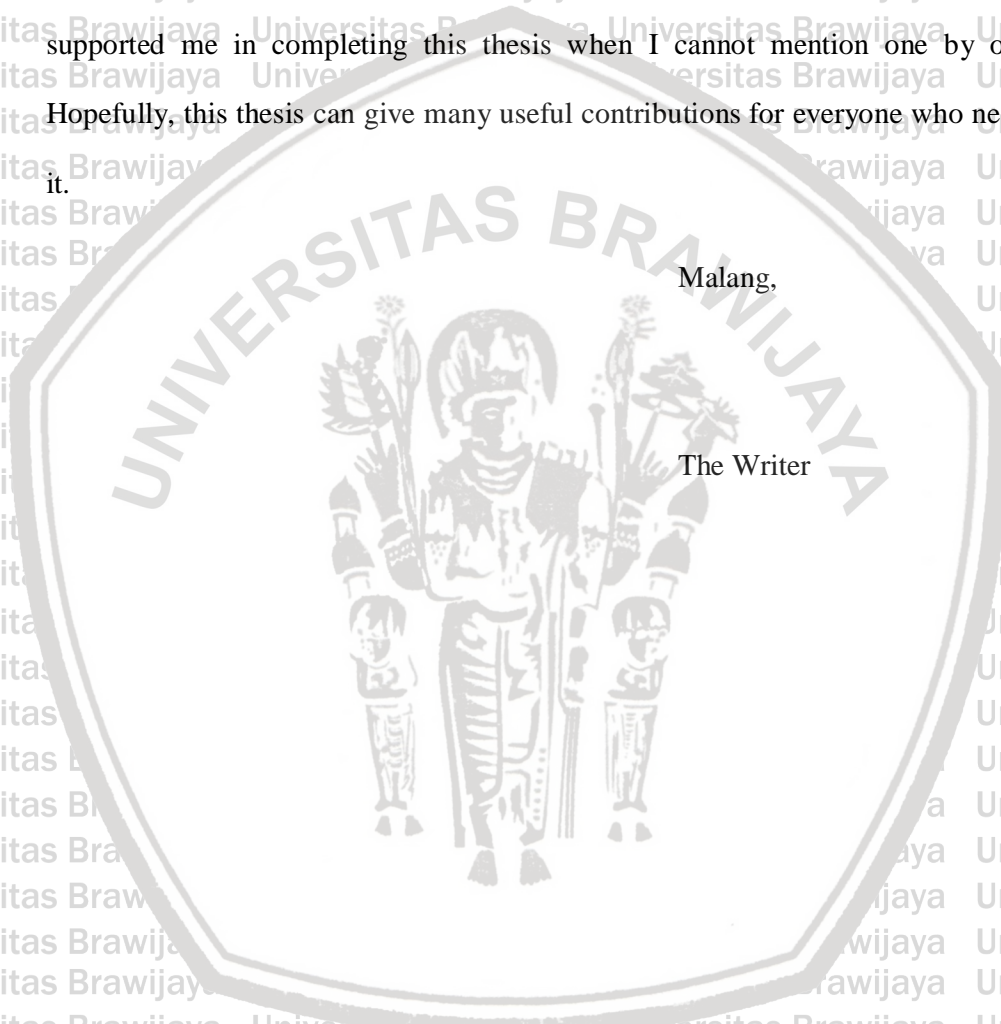
ABSTRACT

Antika, Maulida M. 2013. **A Study on Language Learning Strategies of the XI Grade Students in Advanced and Regular Class of Natural Science Program at *SMAN 1 Dampit***. Study Program of English, Department of Languages and Literature, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Syariful Muttaqin; Co-supervisor: Yana Shanti Manipuspika.

Keywords: language learning strategy, advanced and regular class, Strategy Inventory for Language Learning (SILL) questionnaire.

English is considered as an important language and it makes the Indonesian government decrees English as one of the school subjects to develop the ability of Indonesian people in English. The application of government's decrees is by making National Standard School (SSN) which has advanced and regular class program. This program classifies the students based on their ability and takes English as important subject in learning process. In order to be successful in English learning, the students need to know language learning strategies for increasing their academic achievement and increasing ability of English. This study is conducted to investigate the application of language learning strategies of the XI grade students in advanced and regular class of Natural Science Program at *SMAN 1 Dampit*.

The research design of this study is quantitative approach since it examines phenomenon in detail. The subjects in this study are 140 second grade students comprising 27 students from advanced class and 113 students from regular class of Natural Science Program at *SMAN 1 Dampit*. The data was obtained using Strategy Inventory for Language Learning (SILL) questionnaire completed by advanced and regular class students.

The results show that the application of language learning strategies in advanced class and regular class are different. Advanced class students most frequently use cognitive strategies and regular class tends to use compensation strategy as the most frequently used strategy. The overall mean score of advanced class in language learning strategies usage is higher than the regular class. The difference of the overall mean score between advanced class and regular class is influenced by different teaching system used for both classes and from the students themselves such as motivation or environments of the students.

In conclusion, giving different teaching system can influence the application of language learning strategies. By knowing the language learning strategies used by advanced and regular students, the teachers can give appropriate language learning strategies training to advanced and regular students to increase their English ability.

ABSTRAK

Antika, Maulida M. 2013. **A Study on Language Learning Strategies of the XI Grade Students in Advanced and Regular Class of Natural Science Program at** *SMAN 1 Dampit*. Program Studi Sastra Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya. Supervisor: Syariful Muttaqin; Co-supervisor: Yana Shanti Manipuspika.

Kata Kunci: strategi pembelajaran bahasa, kelas unggulan dan kelas reguler, angket *Strategy inventory for Language Learning* (SILL).

Bahasa Inggris merupakan bahasa yang memiliki peranan penting dan hal ini membuat pemerintah Indonesia menetapkan Bahasa Inggris sebagai salah satu mata pelajaran di sekolah untuk meningkatkan kemampuan masyarakat Indonesia dalam berbahasa Inggris. Penerapan keputusan pemerintah tersebut dengan membuat Sekolah Standar Nasional (SSN) yang memiliki program kelas unggulan dan kelas reguler. Program ini membagi siswa berdasarkan kemampuan mereka dan Bahasa Inggris memiliki peranan penting dalam proses belajar. Untuk mensukseskan belajar Bahasa Inggris, pelajar perlu tahu strategi pembelajaran bahasa guna meningkatkan kemampuan Bahasa Inggris mereka. Penelitian ini dilakukan untuk mengetahui penerapan strategi pembelajaran Bahasa Inggris pada siswa kelas XI untuk program kelas unggulan dan kelas reguler di Jurusan IPA SMAN 1 Dampit.

Jenis penelitian yang digunakan dalam penelitian ini adalah pendekatan kuantitatif karena penelitian ini menguji fenomena secara terperinci. Subyek dalam penelitian ini adalah 140 siswa kelas XI jurusan IPA yang terbagi menjadi 27 siswa dari kelas unggulan dan 113 siswa dari kelas reguler di SMAN 1 Dampit. Data tersebut diperoleh dari angket SILL yang diisi oleh siswa kelas unggulan dan reguler.

Hasil penelitian ini menunjukkan bahwa penerapan strategi pembelajaran bahasa di kelas unggulan dan kelas reguler sangat berbeda. Siswa kelas unggulan lebih sering menggunakan strategi kognitif dan siswa kelas reguler cenderung menggunakan strategi kompensasi. Kelas unggulan memiliki nilai rata-rata paling tinggi dalam menggunakan strategi pembelajaran bahasa dari pada kelas reguler. Perbedaan nilai rata-rata keseluruhan antara kelas unggulan dan kelas reguler dipengaruhi oleh perbedaan sistem pengajaran untuk kedua kelas tersebut. Perbedaan ini bisa diakibatkan karena perbedaan system pengajaran dan pengaruh siswa sendiri seperti motivasi atau lingkungan siswa.

Kesimpulannya perbedaan sistem pengajaran dapat mempengaruhi penerapan strategi pembelajaran bahasa. Dengan mengetahui strategi belajar bahasa para siswa, para guru dapat memberikan pelatihan strategi pembelajaran bahasa yang sesuai untuk siswa untuk meningkatkan kemampuan bahasa Inggris.

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CHAPTER I
INTRODUCTION

This chapter provides background of the study, statement of the problem, objective of the study, hypothesis and definition of key terms.

1.1 Background of the Study

Language is a means of communication used in people's daily life for their interaction. As stated by Finocchiaro and Bonomo (1973, p. 6), "language is the medium through which people express their experiences and their ideas of the world in which they live, it carries within cultural meaning".

Language is an important thing for human being; people must pass some processes to learn it for communication. Learning process is how people learn something, such as language and start from what they see, what they hear and then comes to the brain. There are some factors that influence learning process such as condition, age and prior knowledge. Those factors make the learners have different ways to learn language. For example, conditions of different communities create different ways to learn a language. When one community takes English as an important major in their education, they will have different strategies from the others community which does not take English as an important major. Community who takes English as an important major uses strategy for their people to master English such as English day, where the members of that community use English for communication at that day.

In language learning process, the learners will have their own strategies which help them to master the language. These strategies are called Language Learning Strategies. There are some theories about language learning strategy mentioned by experts. According to Ellis (1996), Language Learning Strategy (LLS) is related to techniques or steps used by learners to be successful in learning language. Ellis (1996, p. 530) states that there are two types of learning strategies namely skill learning strategy and language learning strategy. Skill learning strategy is related to skill of learners such as reading, writing, speaking or listening. The purpose of this strategy is to master their skills, influenced by their efforts. Language learning strategy is about the strategy used by learners to reach their goal in learning process.

The second one is Rubin who says that learning strategy means "any sets of operations, steps, plans, routines used by the learners to facilitate the obtaining, storage, retrieval, and use of information" (1987, cited in Tseng, 2005, p. 321). Rubin's statement shows that learning strategy refers to the techniques that help the learners feel easy in language learning process. Rubin divides types of language learning strategies into three: learning strategies, communication strategies, and social strategies.

The third expert, Oxford (1990) states that language learning strategies are behaviors or actions which learners use to make language learning more successful, self-directed and enjoyable. Oxford makes a classification of language learning strategies which consist of six types: memory strategies, cognitive

strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies.

From those three experts, the most detail explanation and classification is the one given by Oxford. Oxford's theory is the richest and the most detailed system of categorization of language learning strategies. Oxford has compiled an extensive list of strategies detailed through extensive review of the literature of a language learning strategies scheme.

Language learning strategy is interesting to be analyzed because every person is unique in the process of mastering a language. There were some researchers who had conducted studies on language learning strategies. First, Chang's (2011) journal article shows that he concerns on the comparative aspect of Language Learning Strategy Use (LLSU) among undergraduate foreign language majors in Taiwan. His study investigated any relationship between LLSU with some factors such as gender, academic major subject, fondness of target language and previous experience in target language countries. The second researcher is Setiyadi (2001) who investigated the language learning strategies used by successful learners and to what level the strategies contributed to success in learning English in Indonesia. He chose the subject from students in English Course at the Language Center of Lampung University.

In this study, the researcher tries to investigate the language learning strategy used by senior high school students especially in national standard school (SSN). There has been no researcher who has explored the strategy used by

students of senior high school in Faculty of Cultural Studies at Universitas Brawijaya especially in national standard school (SSN).

In Indonesia, English is considered as a foreign language and people do not use it in daily communication. This problem makes the Indonesian government creates some programs especially in education system to increase the ability in English.

The Indonesian government decrees English as one of the school subjects. It is expected that studying English from early age will enable Indonesian people to master English both in writing and speaking. English as one of the school subjects from Elementary level until Senior High Schools represents the importance of English not only the concepts but also the skills to be mastered.

To make the government's strategy successful, government also states explanation in PP No. 19, 2005 section 11, paragraph 2 that government categorizes schools which have been or close to become national standard school. National Standard School (SSN) is the school which has passed the national education standard from the government, comprising eight standards such as content standard, competency standard, process standard, teacher standard, standard of facilities, management and infrastructure, financial, and standard of educational assessment. The next statement is national standard school (SSN) education system takes the students as subjects in learning process. In some SSN schools, there is an advanced class program whose members are smart students. The advanced class uses English as the medium of instruction in four subject matters namely Mathematics, Natural Science, Information and Communication

Technology (ICT) and English (Depdiknas, 2008, p.3). So, it is interesting to analyze the students' strategy to learn English as the requirement from the school.

SMAN 1 Dampit, Malang has an implementation of advanced class program. Advanced class program is different from regular class. Advanced class program has different facilities, education system and standard value. This program serves modern technology and uses English as medium of instruction and communication in learning process. Standard value which must be passed is higher than that in regular class. Regular class is a class which consists of the students whose grade can fulfill the standard grade from the school's policy.

The researcher chose *SMAN 1 Dampit* and XI grade of natural science program (XI IPA) because of some reasons. First, *SMAN 1 Dampit* has good academic achievement in Malang area such as first champion of Science Competition in East Java, second champion in English Debate Competition although this school is located in urban area. This school develops the ability of the students and also has great attention in their environment such as every Saturday the school gives practical lesson how to plan trees, flowers to keep the environment green. *SMAN 1 Dampit* creates good young generations in their intelligent and also creates good behaviors to the students to keep the environment.

Second, the researcher chose XI grade students because the school's policy only creates advanced class program in second grade especially natural science program. Another reason is X grade students are still in the process of adaptation

with the education system in *SMAN 1 Dampit* as SSN, while XII grade students focus in preparing for national exam (UN).

Third, *SMAN 1 Dampit* has policy of standard grade for each program (Natural Science Program and Social Program). The students must pass the school's standard grade: 80 (Biology, Chemistry, Physics and Mathematics) and 85 (English and ICT). Meanwhile, Social Program requires grade 75 of Science, 77 of Mathematics, and 80 (English and ICT).

There are advanced class and regular class in natural science program (XI IPA). *XI IPA 2* uses English as a medium of instruction. All students in advanced class use English to discuss and learn the materials (Science, Mathematics, English and ICT) and it makes the students pay more attention to learn English. Regular class (XI IPA 1, 3, 4, 5, 6) is a class which does not use English as the medium of instruction in their learning process. The teaching learning process is conducted in standard facilities and the teachers deliver the material using *Bahasa Indonesia*.

From those statements about program implementation in *SSN*, this research focused on describing the Language Learning Strategies (LLSs) used in advanced and regular classes of *XI IPA*. The researcher used the advanced class because the students have different education system, that is using English as the medium of instruction, and it was interesting to know what LLSs used by them to learn English. The regular class was used for comparison, to find any differences of LLSs used in learning English between advanced and regular students.

This study is expected to inform the students about kinds of Language Learning Strategies. When the learners read the questionnaire items, they might know that there are a lot of strategies in learning English can be applied in learning English. Meanwhile, by knowing the language learning strategies of the students, the teachers can give appropriate teaching method so that the learning strategies and teaching method are met. Consequently, teaching and learning goals will be achieved more effectively.

1.2 Problem of the Study

The problem of this study is:

"What are the Language Learning Strategies (LLS) applied for learning English in XI grade students of advanced and regular classes of Natural Science Program at *SMAN 1 Dampit*?"

1.3 Objective of the Study

Based on the research problem, the purpose of this research is:

"To describe the application of Language Learning Strategies by XI grade students of advanced and regular classes of Natural Science Program in *SMAN 1 Dampit*."

1.4 Hypothesis

A hypothesis is needed to make presumption about the result of this research.

H_0 : there is no difference of the application of Language Learning Strategies by the XI grade students of advanced and regular classes of Natural Science Program in *SMAN 1 Dampit*.

H_1 : there is a difference of the application of Language Learning Strategies by the XI grade students of advanced and regular classes of Natural Science Program in *SMAN 1 Dampit*.

1.5 Definition of Key Terms

This part will provide a guideline to understand the concepts and indicators of the study.

1. **Language Learning Strategy** : behaviors or actions which learners use to make language learning more successful, self-directed and enjoyable (Oxford, 1989, cited in Ellis 1996, p. 531)

2. **SILL** : stands for Strategy Inventory for Language Learning, the most comprehensive instrument to investigate what kind of strategy used by Oxford Taxonomy in learning process (Ellis, 1996, p. 539).

3. **National Standard School** : the school which has passed the national education standard from the government, comprising eight standards such as content standard, competency standard, process

standard, teacher standard, standard of facilities, management and infrastructure, financial, and standard of educational assessment (PP No. 19, 2005, cited in Depdiknas, 2008).

4. **Advanced class** : a class facilitated by some modern technologies in the learning process and uses English as the medium of instruction of academic major subject such as Science, Mathematics, English and ICT (Depdiknas, 2008, p. 3).

5. **Regular class** : a class which does not use English as a medium of instruction in the learning process. This class uses *Bahasa Indonesia* when they have discussion for the lesson.
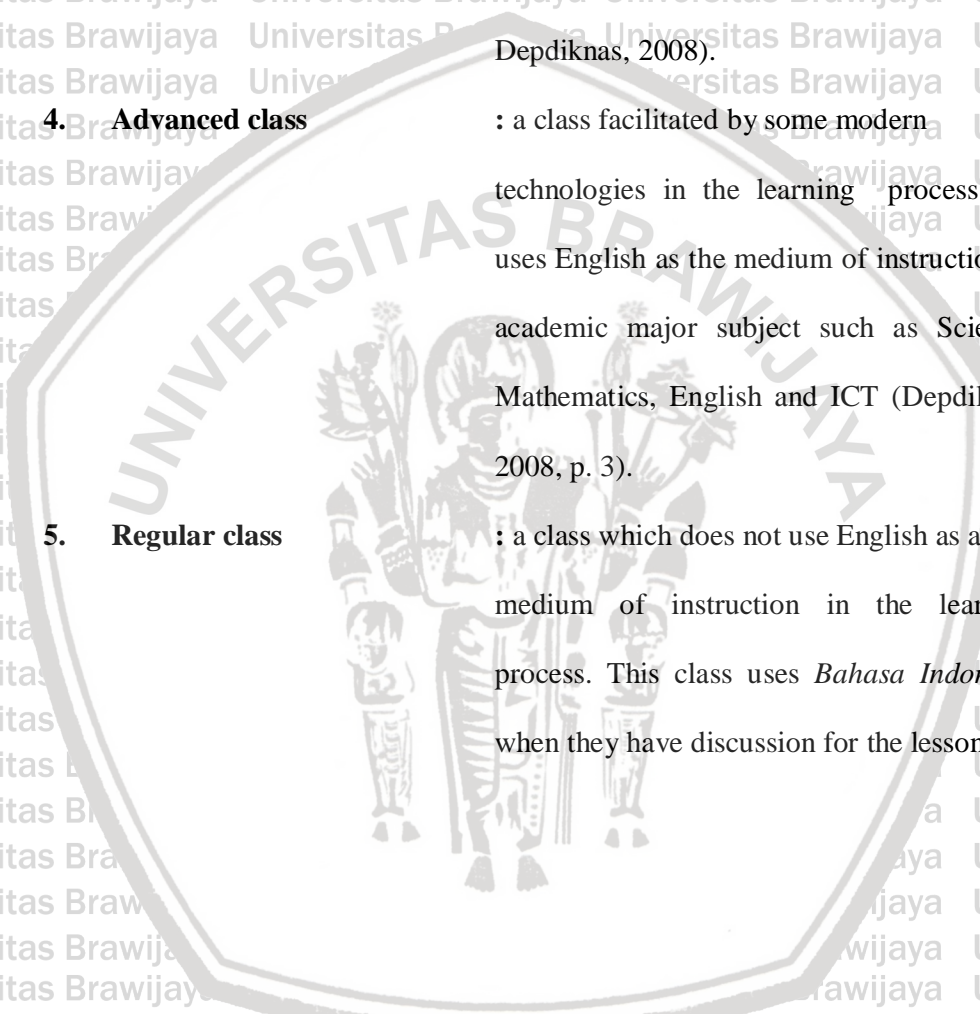
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter elaborates the description and explanation about the theoretical framework and the previous studies which are related to the study.

2.1 Theoretical Framework

Theoretical framework includes the theories used in this study. Those theories are language learning strategies elaborated into definition of language learning strategies, taxonomy of language learning strategies, language learning strategy by Oxford, factors affecting LLS choice, the importance of LLS in language learning, definition of advanced and regular class program, and academic major subject. The detailed explanation is as follows:

2.1.1 Language Learning Strategies (LLSs)

In understanding about language learning strategies, this study discusses about the definition of language learning strategies, taxonomy of language learning strategies, language learning strategy by Oxford (1990), and factors affecting LLS choice.

2.1.1.1 Definition of Language Learning Strategies

The word "strategy" comes from the ancient Greek term "strategia" meaning generalship of the art of war. Then, Oxford Dictionary (2003) defines

strategy as plan intended to achieve a particular purpose. Brown (1994, cited in Nuril, 2012 p.8) states "the strategies are, in essence, learners' technique for capitalizing on the principle of successful learning". Thus, using strategies as the deliberate plan in the learning process can be the main factor in the learning result.

Language learning strategies are the methods applied in learning process to get maximum result of learning something. Oxford (1990, p.8) states that language learning strategies are learners' efforts to make learning process become easier. Another statement is stated by Rubin (cited in Ellis, 1996, p. 531) that learning strategies are strategies which take an important part in learning process. In addition, O'Malley and Chamot (1990, cited in Clouston, 1997 p. 2) state that language learning strategies are special ways that learners use to acquire knowledge.

In other words, language learning strategies are any steps or techniques which help learners to succeed in reaching the goal of learning process. Language learning strategies are different from one learner to another. The learners have to apply different strategies for the same assignment, depending on their individuality and some other factors.

2.1.1.2 Taxonomy of Language Learning Strategies

Language learning strategies have been classified by many experts, some of them are Rubin (1987), O'Malley and Chamot (1985) and Oxford (1990). Rubin (1987, cited in Nuril 2012, p.10) makes the distinction between strategies contributing directly and indirectly to learning. The strategies that directly

contribute to the learning are clarification, monitoring, memorization, guessing, deductive reasoning, and practice. Then, the strategies that indirectly contribute to the learning are creating opportunities to practice and produce tricks. Then, O'Malley and Chamot (1985, cited in Hismanoglu 2000, p.2) divide language learning strategies into three main categories. The first category is metacognitive strategies, consisting of advance organizers, directed attention, selective attention, self-management, functional planning, self-monitoring, delayed production, and self-evaluation. Second, cognitive strategies consist of repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, key word, contextualization, elaboration, and transfer. Third, social strategies consist of cooperation, questioning for clarification, and self-talk.

The last, Oxford (1990, p.17) divides language learning strategies into two main groups namely direct strategies and indirect strategies, which are further divided into six groups. Direct strategies are divided into memory strategies, cognitive strategies, and compensation strategies. Then, indirect strategies are divided into metacognitive strategies, affective strategies, and social strategies.

In this study, the writer uses Oxford's (1990) theory as the basic theory because this theory is the most comprehensive among other theories. Oxford has compiled an extensive list of strategies detailed through extensive review of the literature of a language learning strategy scheme. As a whole, Oxford's strategy system includes 62 strategies under direct strategies and indirect strategies. Thus, Oxford's theory must be the richest and the most detailed system of categorization of language learning strategies.

2.1.1.3 Language Learning Strategy by Oxford

Language learning strategy is specific way or thought that learners use to increase their ability in learning language especially foreign language. A strategy can help the learners to be easy, fast, and enjoy when they face their task in learning process. Oxford (1990, pp. 16-21) classifies language learning strategy into two parts, they are direct strategies and indirect strategies. Direct strategies consist of memory strategies, cognitive strategies, and compensation strategies. Then, indirect strategies are divided into metacognitive strategies, affective strategies, and social strategies. Detailed descriptions of those strategies are explained as follows:

2.1.1.3.1 Direct Strategies

Direct strategies help learners to learn the target language (TL) by using the target language itself and directly. These strategies consist of memory strategies, cognitive strategies and compensation strategies. All direct strategies require mental processing of the language. These strategies are beneficial to the students because they can help to store and recover information, help to produce language even when there is a gap in knowledge, and also help to understand and use the new language. The examples presented in each strategy are discussed in the following section:

1. Memory Strategies

Oxford (1990) states memory strategies, sometimes called mnemonics, are the strategies for helping language learners to cope with difficulties. Memory strategy is based on simple principle and relate with techniques of learner in remembering and storing the language or information more quickly. The use of memory strategy is most frequently applied in the beginning process of language learning.

Learners have to use sounds, images, or locations for remembering something such as students want to remember the pronouns to which their verb is never added by "s" in the end of verb and those pronouns are 'I, you, they, and we' but they apply memory strategies by associating those pronouns with sentence *ayu dewe* to make it easier to remember.

2. Cognitive Strategies

Oxford (1990) states in cognitive strategies, the target language is manipulated by repeating, analyzing or summarizing. Cognitive strategy enables the learner to manipulate the language material in direct ways. The target language is manipulated or transformed by repeating, analyzing or summarizing. The four sets in this group are: practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output. Practicing consists of repeating, formally practicing with sounds and writing systems, recognizing and using formulas and patterns, recombining, and practicing naturalistically. Second, receiving and sending message consist of getting idea

quickly and using resources for sending messages. Third, analyzing and reasoning consists of reasoning deductively, analyzing expressions, analyzing contrastively, translating, and transferring. Last, creating structure for input and output consists of taking notes, summarizing, and highlighting.

The example of cognitive strategies by creating structure for input and output is an Indonesian learner tries to summarize an English text when reading to help him understand the text.

3. Compensation Strategies

Oxford (1990) states learners use compensation strategies for comprehension of the target language when they have limited knowledge of the target language. Compensation strategy is the strategy concerned with learners' effort to cover their missing knowledge in the process. This strategy covers for the deficiency for gapping in knowledge of the language. Compensation strategy is also used in production when grammatical knowledge is incomplete.

Compensation strategies are divided into two parts: guessing intelligently and overcoming limitations in speaking and writing. Guessing intelligently consists of using linguistics clues and using other clues. Overcoming limitations in speaking and writing comprises some efforts to explain the difficult words or sentences. For example, when a learner does not know the meaning of a word, a different word which has closely related meaning may be used to convey the difficult word.

2.1.1.3.2   Indirect Strategies

According to Oxford (1990, p. 135), indirect strategies work together with the direct strategies. They help learners regulate the learning process. Thus, they work best when they are used in combination with direct strategies. Those strategies support and manage language learning without directly involve the target language. The examples presented in each strategy are adapted from the questionnaire (SILL) and discussed in the following section:

1.   Metacognitive Strategies

Oxford (1990) states the word "metacognitive" itself means beyond, beside, or with cognitive. Metacognitive strategies are the strategies which go beyond the cognitive, providing a way for learners to organize learning process with their own ways. Metacognitive strategies are really needed for the learners when the learners want to cope successfully with the new vocabulary, rules, and writing system.

Metacognitive strategies are divided into three sets of strategies such as centering the learning, arranging and planning the learning, and evaluating the learning.   First, centering the learning consists of overviewing with already learned material, paying attention, and delaying speech to focus on listening. Arranging and planning aims at helping learners to organize their schedule so they may get maximum benefit from their energy and effort. Evaluating consists of self-monitoring and self-evaluating, which helps learners with problems like monitoring errors and evaluation of progress.   The example of metacognitive

strategy by arranging and planning is learners plan their schedule so they will have enough time to study the target language.

2. Affective Strategies

According to Oxford (1990), affective itself means emotion, attitude, and values. Affective strategy deals with emotion, attitude, motivation, and values that influence learning process. It includes lowering learners' anxiety, encouraging learners, and taking learners' emotional temperature. First, lowering learners' anxiety consists of using progressive relaxation, taking deep breath and meditation, using music, and using laughter. Second, encouraging learners consists of making positive statements, taking risk wisely, and rewarding themselves. Last, taking learners' emotional temperature consists of listening to the body, using checklist, writing a language learning diary, and discussing feeling with someone else.

The example of affective strategies by encouraging self is when there is a learner writing a thesis, although he makes mistakes in the process, he makes positive statements for self-encouragement by saying to himself "I am sure I can do it, I can do all the material even if I make errors".

3. Social Strategies

Oxford (1990) states that human being cannot be separated from society. In order to be able to communicate with other people in society, language is needed. In other words, language is a form of social behavior and learning a

language must involve other people to communicate with. Social strategy is close with interaction with other people. It also includes asking questions, cooperating with others and empathizing with others. Asking question is the most helpful way to understand meaning. It consists of clarification and asking for correction.

Cooperating with others eliminates competition and in its place brings group spirit, while empathy means to put oneself in someone else's position or situation to understand that person's point of view. It develops cultural understanding and become aware of thoughts and feelings of others.

To describe the application of social strategies by cooperating with others, a learner can ask the other learners to check or give some comments about his/her speaking in target language. By doing so, he can improve his ability to speak in target language.

2.1.1.4 Factors Affecting LLS Choice

Oxford (1990) mentions that there are some factors influencing the choice of language learning strategies. Those factors can come from the learners themselves or from their environment. The factors which come from the learners themselves are motivation, gender, attitudes and beliefs, learning style, and age. In addition, the factors which come from environment are type of task (Oxford, 1990) and cultural background (Ellis, 1996).

2.1.1.4.1 Motivation

More motivated learners tend to use more strategies than less motivated ones. Furthermore, the particular reason for studying the language (motivational

orientation, especially as related to career in the future) is important in the choice of strategies. Motivation is very important; motivation can build the success of the learners and to get better future. In the future, motivated learners will handle some problems with more various strategies and it means that they have more knowledge than less motivated learners.

2.1.1.4.2 Gender

Gender also takes some parts in choosing strategies for the learners. Oxford (1990) says females are reported using greater overall strategy than males in many studies (although sometimes males surpassed females in the use of particular strategy). And then, female learners made more frequent use of formal rule-based practice strategies. Later, a study by Chang (2011) finds that the variable of gender also plays a significant role on the result choosing strategy.

2.1.1.4.3 Attitudes and beliefs

Attitudes can influence the strategy used by the learners. Attitude is related with the habit of the learners, so when they have negative attitudes, their habit in daily activity will be same. In other words, when talking about beliefs, it is more like personal understanding of the individuals' learning. It means that not all strategy can universally be applicable to the learners. It is also because the learners have different goals and needs in learning process. Attitude and beliefs have relation each other, when the learners have positive beliefs then attitudes of

the learners will be in a positive way and make they choose positive strategies to catch the goal in learning process.

2.1.1.4.4   Learning style

Oxford (1990) says that learning style is also influential in choosing strategy for the learners. For example, dependent and independent learners are different in choosing strategy because they have different style in learning. Dependent learners do not have various strategies to solve their problems because they always hang down the solution to the others. Meanwhile, independent learners will have various strategies in solving their problem to get the solution. So, different learning style also influences the learner for choosing the strategy in learning process.

2.1.1.4.5   Age

Oxford (1990) states that age can influence the learner for choosing strategy. Brown (1983, cited in Ellis 1994, p. 541) states that young learners' strategies are often simple, while older learners' strategies are more complex. For example, older learners will choose complex strategy because their knowledge and ability are good enough, and tend to be better than the youth. In addition, young learners will choose simple strategy because they are more enjoyable in simple way to understand something.

2.1.1.4.6 Type of task

Type of task can also influence the learners to choose their strategy (Oxford, 1990). Learners will use different strategy in different task. For example, when the learners are asked to interview someone to get news, they will combine memory strategies to remember the important point of the news to be written down in notes and social strategies in asking question to get the information from the interviewee.

2.1.1.4.7 Cultural background

Ellis (1990) states that personal background also influences the choice of strategy among learners. For example, learners who live in village will tend to choose social strategies. The reason is the learners coming from cultural background in village still have high social value than those who come from modern city who tend to be more individual.

This research's purpose is to describe how language learning strategies applied by the learners in advanced and regular class of natural science program at *SMAN 1 Dampit*. This research describes language learning strategies that are applied in different condition for the learners such as difference in teaching system.

2.1.2 The Importance of LLS in Language Learning

Knowing language learning strategies is a fundamental thing for learners to get the success in the learning process. There are some importances of LLS in

language learning. Language learning strategies can be a tool for measuring then developing learners' ability in language. LLS can also improve language skills.

Fedderholdt (1997, cited in Hismanoglu 2000, p.3) says that language learners are capable to use many varieties of language learning strategies. Metacognitive strategies improve organization of learning time, self-monitoring, and self-evaluation. Cognitive strategies include using previous knowledge to help solve new problems. Socioaffective strategies include asking native speakers to correct their pronunciation, or asking a classmate to work together on a language problem. From those three areas, the strategy can help the language learners build independence so that they can take control in their own learning.

When a learner has chosen strategies which are suitable for his or her learning process, these strategies will become a useful tool to make him active, aware and helpful in his learning process. Knowing the strategies will make the learning process easier. Using appropriate strategies can make the learner more enjoyable to learn something.

Understanding the language learning strategies of the students is also important for the teachers. When the teachers have already known the learning strategies used by their students, they can conduct learning strategy training to help the students become better language learners by applying language learning strategy in learning process.

LLS is important, because it makes the learners know what they should do in studying language especially in the classroom. The learners will have different task in their learning process in the classroom. Some tasks will be done in certain

strategies and the others in different strategies. For example, one task deals with memory strategies such as memorizing vocabulary and another task deals with cognitive strategies such as analyzing. Knowing appropriate strategy for students can help them be successful in their learning process.

2.1.3   Advanced and Regular Class Program

As Munandar (1990, cited in Lilis 2009, p.2) says that to serve the advanced students who have high value and intelligent brain, education system in Indonesia makes a program to develop their ability. The idea is making advanced class program to increase their ability in learning process. The reason is when the high intelligent students' ability grows in easy learning process; their ability will be down and disappear.

The advanced students have different teaching system in their learning process. This teaching system creates the students as the actor in learning process. It means that the teacher does not take all the roles in class, but students must be active. Meanwhile, regular class the teaching system takes the teachers take 80% roles in class. The teaching system for advanced students focuses on the development of students' creativity and to apply this teaching system, the school must pay attention to the following principles:

1. Advanced students must be in an appropriate condition to be categorized in advanced class program. The conditions include grade for last report card, the main school subjects (Science, Mathematics, English, and ICT) should not be less than 85.

2. The school has good standard education system in learning process to develop the advanced students' ability. It includes giving additional time for extra lesson after class hours, giving professional teachers who must be able to use English as media of instruction of academic major subject, and must be able to create enjoyable situation in class for growing enthusiasm of the students' activity. Then the school serves those professional teachers by giving training for the teachers who want to teach the advanced class such as send the teachers to the seminars who discuss anything about the development of students' ability or discuss about new teaching methods in learning process.

3. This program must have vision to achieve a purpose "Equal Opportunity" that is a chance to learn in same interest, talent, and individual ability. So, it will make the coherent situation in the same vision between students.

When this curriculum is applied, the school expects that it can create new generation with good attitude and skill. The society will see that advanced students are those who are critical, have high skill ability and high intelligence. In addition, if advanced students are placed in regular class, their positive habit such as doing project by themselves or being critical in having discussion will disappear (Lilis, 2009). It is because their friends in regular class have different vision in paying attention to academic achievement. Regular students just do assignments after getting the instruction from the teachers, and it is completely different from advanced students' habits that do their assignment individually without looking at other students' work and actively involve in the class discussion.

Regular class program is a program conducted by schools to serve the students whose average grades under advance's standard grade (85). This program uses *Bahasa Indonesia* as the medium of instruction. The teachers give more material and homework to make the students reach the goal of learning. The teachers use different methods to teach the students in regular class since most of the students have lack of responsibilities to study and do some tasks. For example, the teachers will decrease the grade and give double tasks to the students who do not do their tasks. Mostly the regular students are so passive that the teachers always give many homework or discussions.

2.1.4 The Main School Subjects

The school main subjects in advanced class must be conducted in English. Many tasks, books and discussions use English as the medium of instruction. The main school subjects must be taken by all students because those are the basic knowledge of general skills needed for daily activity.

The main school subjects include Science, ICT (Information, Communication and Technology) and Mathematics. These subjects are taught in Natural Science class (IPA). Each subject requires some conditions such as making clipping every weekend, being active in discussion and in the end of semester making a mini research which is related to the nowadays phenomenon.

The main school subjects have score target which must be passed by the students, that is 90. The students also get study tour program which is related to the material in their learning process. Advanced class has a program to measure

the development of students by giving test continuously in different system such as observation and reporting the result in English.

2.2 Previous Studies

In order to support this study, the writer presents the previous studies which have been conducted by the previous writers. Chang's journal article (2011) discussed the comparative aspect of Language Learning Strategy Use (LLSU) among undergraduate foreign language majors in Taiwan. His study investigated any relationship between LLSU with some factors such as gender, academic major subject, fondness of target language and previous experience in target language countries. The result of SILL showed that compensation strategy is the most used strategy and metacognitive has a correlation with gender.

The result of Chang's journal article finds that the variable of fondness of the target language is the most significant influential variable in his study. The second variable which is played significant role in choosing language learning strategy is gender. Chang's concludes that educators can stimulate learners' fondness of their target language by giving greater motivation to learn target language.

The similarity between that previous study with this present study is both of them investigating language learning strategies in an EFL context. Then, Oxford's SILL questionnaire is used to analyze the data. In addition, another similarity this present study also investigates how language learning strategies applied in different teaching system for the students that are in advanced and

regular class. However, there is a difference found between that previous study with this present study. This present study investigates the language learning strategy used by students in senior high school, while the previous study investigated the students from undergraduate foreign language majors in Taiwan.

The second researcher is Setiyadi (2001). In his journal article, he investigated what language learning strategies are successful for the learners and to what level the strategies contributed to the success in learning English. He chose subject from students in English Course at the Language Center of Lampung University. Setiyadi uses quantitative approach because to show the phenomena of SILL in different education system. The result of that study showed that the strategies used by the students were more successful in metacognitive and cognitive. The students of English course in Language Center of Lampung University used more metacognitive and cognitive strategies in learning English as foreign language. The language learning strategies were differently applied in executive and regular class of English course.

That previous study is similar with this present study in terms of language learning strategies used by students in different education system and using Oxford's SILL questionnaire as the instrument. The difference is that in the previous study the researcher took university students as his subjects of the study. Meanwhile, the subject of this study is senior high school students.

From all those studies, the findings revealed are different from each other. It can be explained by the context where the language learning strategies are applied. Those studies investigated the application of language learning strategies

by different subject and different setting where the language learning strategies are applied. Meanwhile, this study investigates the application of language learning strategies in advanced and regular class program at National Standard School (SSN) especially in natural science program.

CHAPTER III

RESEARCH METHOD

This chapter presents the details of the research methods employed in this study. It contains four subchapters namely research design, data source, data collection, and data analysis.

3.1 Research Design

The research design used in this study was quantitative approach since it was to examine a phenomenon in rich detail as stated by Ary et al (2006, p.22), "quantitative research uses objective measurement and statistical analysis of numeric data to understand and explain phenomena." That approach was suitable with this present study since the writer counts the result of SILL questionnaire filled by second grade students of natural science program of *SMAN 1 Dampit*.

The type of this research was descriptive statistics. This approach analyzed modes, frequencies, means, and standard deviations of the data. They were calculated using Statistical Package for the Social Sciences (SPSS).

3.2 Population and Sample

Population and sample are important in quantitative research. The explanation below is the definition of population and sample from experts which are related to the study.

3.2.1 Population

Sukmadinata (2012, p. 250) states that population is the whole research data. The population of this study were second grade students of natural science program at *SMA Negeri 1 Dampit* with the total participants of 185 students and are divided into advanced class and regular class. Advanced class consisted of 27 students and it was categorized in small population which means that the people (students) are less than 100 persons (Sukmadinata, 2012). Regular class consisted of 158 students and is categorized into big population. Sukmadinata (2012) states that big population is people which consist of more than 100 persons.

3.2.2 Sample

Sample is as a part of population that is the source of the research data (Sukmadinata, 2012). The samples of the participants were taken by using random sampling. Ary et al (2006, p. 150) state that random sampling is that all members of the population have an equal and independent chance of being included in the random sample. In this study, the researcher took the second grade students of advanced and regular class of natural science program. In advanced class, the researcher took all of the students as the sample because the number of students is less than 50 students. Then, in regular class, the researcher took the students with the formula from Sarwono (2206, p.120) which determine the number of samples by some steps. First, the researcher was determining the divider number for dividing the number of population. Divider number is sum of multiplication population number with quadrate of significance value plus one (1). The value of

significance is 0,05. After getting the divider number, this number would divide the number of population. The result was the number of sample used for the research.

From Sarwono's formula, the researcher put the formula with the number of population to determine the number of the samples. The number of population was 158 students. So the formula is:

$$n = \frac{158}{158 \, (0,05)^2 + 1}$$

$$n = \frac{158}{158 \, (0,0025) + 1}$$

$$n = \frac{158}{0,395 + 1}$$

$$n = \frac{158}{1,395}$$

$$n = 113$$

n= Sample

N= Population (158 students)

d= Significance (0, 05)

Then, the number of participants from regular class was 113 students which was taken by random sampling. The total number of participants from advanced and regular class was 140 students.

3.3 Data Collection

The main instrument in this research was questionnaire Strategy Inventory for language Learning (SILL version 7.0). That was a structured self-report

survey tool based on the strategy system purposed to ESL/ EFL students with the simplified language (Oxford, 1990, p. 199). SILL is a comprehensive standardized measure with versions for students of a variety of languages (Chamot, 2004).

Some previous researchers used SILL as the instrument with the respondents of college level EFL and ESL learners. By the assumption that college level had acquired more complex sentence structures, the researcher made a translation the SILL items to *Bahasa Indonesia* and it aimed to make the participants (second grade senior high school level) understand the statements.

The questionnaire used in this study consisted of two parts: a background questionnaire and the SILL. The background questionnaire covered the learners' age, gender, the language proficiency, the language experience, and etc. The second part consisted of directions, examples, and SILL items as well as the score spaces. The SILL items were divided into six parts, from Part A to Part F and the total statements of this questionnaire are 50 number.

Table 3.1 Part of SILL Questionnaire

Part	Number	Specification
Part A	1 – 9	Memory Strategies
Part B	10 - 23	Cognitive Strategies
Part C	24 - 29	Compensation Strategies
Part D	30 - 38	Metacognitive Strategies
Part E	39 - 44	Affective Strategies
Part F	45 - 50	Social Strategies

In the second part, there was a space at the end of each item to put the participants' responses. The response was in 1 – 5 scale. The scale ranged from "never or almost never true of me" to "always or almost always of me". The modified scale became Likert Scale for learners' responses. According to Sugiyono (2009, cited in Fitrya 2012 p. 27), "likert scale is used to measure attitude, opinion, or perception of someone or a group of people about the social phenomena". It could be:

Table 3.2 Likert Scale

SILL Response	Modified into Likert Scale
Never or almost never true	Never
Generally not true of me	Seldom
Somewhat true of me	Sometimes
Generally true of me	Often
Always or almost always true of me	Always

The learners were scored directly by writing the score (1 to 5) beside each item of questionnaire. It ranges from 1 – 5. Score "1" refers "never or almost never true of me", "2" refers "usually not true of me", "3" refers "somewhat true of me", "4" refers to "usually true of me", and "5" refers "always or almost true of me". For example:

1. I read pleasure with English   3

In collecting the data, the writer conducted three steps:

1. Asking the headmaster of *SMAN 1 Dampit* to get permission for collecting the data in advanced and regular class.

2. Distributing SILL questionnaire to advanced and regular class students of XI grade natural science program in different classroom.

3. Asking the students to fill SILL questionnaire.

Before filling the SILL questionnaire, the students were given explanation what SILL questionnaire was about and how to respond to each item of the SILL. They were informed that there was no right and wrong answer and it would not affect their academic report. The researcher also informed that SILL was in anonymous so that students only wrote their student number as the identity and the result would not be published to other students. In filling in the SILL questionnaire, they were asked to fill it sincerely and honestly according to their experience in learning English. The students were able to complete the questionnaire in about 20 or 30 minutes.

3.5 Data Analysis

After collecting data, the researcher analyzed the data by using the following steps. Before analyzing the data, the researcher had to assure that the data were reliable and valid. The reason was reliability and validity of the result of data collected was necessary to be checked in order to reduce the writer's opinions, biases and prejudices.

In this study, Oxford's SILL questionnaire used as the main instrument to collect the data had already been admitted in its reliability and validity. Oxford (1990, p. 199) says that it has been extensively field-tested, demonstrated to be highly valid and reliable. Then, the validity of the data was needed by asking the students to fill the questionnaire under the anonymous condition, so it could make them felt safe to express their condition. After doing this test, the researcher would classify the data between advanced and regular class.

After collecting SILL questionnaire, the researcher analyzed and calculated the result of questionnaire. The researcher identified the result of students strategy used and looked how the strategy applied for the students. After that, the researcher put the result into Statistical Package for Social Science (SPSS) 16 Data Editor Program and analyzed the data with descriptive statistics design. According to Sarwono (2006, p. 171), SPSS is one of the application programs in the computer used to perform the calculation from the simplest until highly complex data manipulation and analysis with the simple instruction. The researcher used SPSS to calculate the descriptive statistics and the frequency of using LLS.

The steps of data analysis are as the following:

1. Collecting the SILL score from the two classes, advanced and regular class.

2. Writing the response to each item (that is, write 1,2,3,4, or 5) in each of the blank below.

Table 3. 3 Scoring SILL Questionnaire

Part A	Part B	Part C	Part D	Part E	Part F	Whole SILL
1………	10. …….	24. …….	30. …….	39. …….	45. ……..	SUM Part A …..
2. ……..	11. …….	25. …….	31. …….	40. …….	46. ……..	SUM Part B …..
3. …….	12. …….	26. …….	32. …….	41. …….	47. …….	SUM Part C …..
4. ……..	13. …….	27. …….	33. …….	42. …….	48. ……..	SUM Part D …..
5. ……..	14. …….	28. …….	34. …….	43. …….	49. ……..	SUM Part E …..
6. ……..	15. …….	29. …….	35. …….	44. …….	50. …….	SUM Part F …..
7. ……..	16. …….		36. …….			
8. ……..	17. …….		37. …….			
9. ……..	18. …….		38. …….			
	19. ……					
	20. ……					
	21. ……					
	22. ……					
	23. ……					
SUM … ÷ 9 =….	SUM …. ÷ 14=….	SUM…... ÷ 6=……	SUM ...... ÷ 9=……	SUM ...... ÷6=……	SUM ...... ÷ 6=……	SUM …÷ 50= …. (Overall Average)

3. Counting the score of each part of language learning strategies based on Oxford's table and the overall average by adding up all the SUMS for the different parts of the SILL and dividing by 50 in the Oxford's table.

4. Interpreting the score based on Oxford's guidelines. Those score guidelines by Oxford (1990) are explained in Table 3.2.

Table 3.4 Scoring Description of SILL Version 7.0 (Oxford, 1990, p. 291)

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

5. Putting the score of SILL into SPSS to analyze it by using descriptive statistics.

6. Finding the application of LLS by advanced and regular class.

7. Comparing the application of LLS by advanced and regular class.

8. Interpreting all of the findings from statistical analysis.

9. Drawing conclusion.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents two sections namely finding and discussion. The first section discusses the findings of the application of language learning strategies for learning English in advanced and regular classes in Natural Science Program at SMAN 1 *Dampit*. The second section is the discussion related to the interpretation of the finding of the study. Each of those is discussed in detail.

4.1 Finding

After the SILL questionnaire had been distributed to the 140 students of advanced and regular class in Natural Science Program at *SMAN 1 Dampit*, the researcher counted the score of each part in SILL questionnaire. Then, the scores of SILL from both classes are analyzed by using SPSS. The result of SILL scores based on Oxford's table is presented in the appendix. The first part in finding shows the application of language learning strategies by advanced and regular class students. Meanwhile, the second part in finding presents the comparison of language learning strategies application between advanced and regular students.

4.1.1 The Application of Language Learning Strategies by Advanced and Regular Class Students

This subchapter shows the application of language learning strategies by advanced and regular class students. The application of language learning strategies is shown by mean score for each strategy based on Oxford's classification.

4.1.1.1 Advanced Class

After getting the SILL scores, those scores were analyzed by using SPSS. The result showed the mean score of each strategy in advanced class. The application of language learning strategies in advanced class is presented in the table below.

Table 4.1 Mean and Standard Deviation of Advanced Class

	N	Mean	Standard Deviation	Level of Rank
Memory	27	4.1	.38.	3
Cognitive	27	4.6	.21.	1
Compensation	27	3.3	.46.	6
Metacognitive	27	3.7	.47.	4
Affective	27	3.4	.42.	5
Social	27	4.5	.29.	2
Overall	27	**3.9**		

The table shows that advanced class students get the highest mean in the cognitive strategies (4.6). Based on Oxford (1990), if the score is between 4.5 until 5.0, it is included into high scale (always or almost always used) of language learning strategy usage. Score 4.6 means that this strategy is always or almost

always used by advanced students in English learning process. The second place is social strategies (4.5); this strategy is also included into high scale of the use of language learning strategies.

Third place is memory strategies with the score 4.1. Oxford (1990) states that if the score of language learning strategies is between 3.5 until 4.4, it means that the learners usually use this strategy in language learning process. Metacognitive gets score 3.7; the description of using this strategy is usually used by advanced students.

The fifth rank is affective strategy (3.4). Oxford (1990) says if the score of language learning strategy is between 2.5 until 3.4, it means that degree of language learning strategies used is in medium scale (sometimes used). The last is compensation strategies (3.3). This strategy is sometimes used by advanced students in their English learning process. From all mean scores, the overall mean score for using language learning strategies by advanced class students is 3.9 and it is included into high scale or students usually use strategy in English learning process.

The standard deviation of all the data on the table above is under .50. (less than .50.). It means that the data is in homogenous population. Homogeneous population is a population where most of the people have same characteristics or same visions in the goal of learning. Then, from Table 4.1, it is shown that advanced class is categorized in homogenous population.

4.1.1.2 Regular class

The application of language learning strategies in regular class is presented in the table below.

Table 4.2 Mean and Standard Deviation of Regular Class

	N	Mean	Standard Deviation	Level of Rank
Memory	113	3.0	.54.	3
Cognitive	113	3.3	.52.	2
Compensation	113	3.5	.52.	1
Metacognitive	113	2.9	.55.	4
Affective	113	2.4	.67.	6
Social	113	2.8	.57.	5
Overall	113	**2.9**		

The table indicates that regular class students get the highest mean score in compensation strategy (3.5). Oxford (1990) states the score between 3.5 until 4.4 indicates that the degree of language learning strategy usage is in high scale (usually used). The scores of cognitive strategy (3.3), memory strategy (3.0), metacogntitive strategy (2.9) and social strategy (2.8) are under 3.5. Those scores are categorized in medium scale (sometimes used) of the use of language learning strategy. Those scores show that regular class students sometimes use those strategies in English learning process.

The lowest score of language learning strategy usage in regular class is affective strategy (2.4). According to Oxford (1990), score 2.4 is included into low scale (generally not used) in language learning process. From all the strategies, regular class students get score 2.9 (medium scale) of overall mean score of the language learning strategy usage in English learning process.

Part of standard deviation in the table 4.2 shows that score is more than .50. (>.50.). When the score is more than .50., it can be concluded that the data are taken in heterogeneous population. Heterogeneous population is a population where the people do not have same characteristics or same visions in the goal of learning. So, regular class is categorized into heterogeneous population.

4.1.2 Comparison of Language Learning Strategies Application between Advanced and Regular Class Students

Comparing the overall mean score of language learning strategy between advanced and regular class is needed for knowing the significant difference of application of language learning strategies from both classes. By comparing those overall mean scores, "t-test" is needed. "t-test" is done if the data has passed from descriptive test, normality test, and homogeneity test.

First, descriptive test is used in order to know the overall mean score by advanced and regular class students. The data in this research are the scores of language learning strategy from two classes, advanced and regular class. Advanced class consists of 27 students and regular class is 113 students. The table below is a table of descriptive statistic for language learning strategy from both classes (the complete table can be seen in Appendix 3).

Table 4.3 Descriptive Score from Advanced and Regular Class

Descriptive	Score Result	
	Advanced Class	Regular Class
Mean	3.9	2.9
N	27	113

From Table 4.3, the result shows that advanced class has score 3.9 from 27 students and the score indicates that advanced class students are included in high scale of the degree of language learning strategy usage. Regular class has mean score 2.9 and it is included in medium scale of the degree LLS usage. So, there is a difference mean score between advanced and regular class.

Second is normality test. The purpose of this research is to find out whether the data has been distributed in normal situation or not. Normality distribution of the data is important because if the distribution of the data is normal, it can represent a condition of population.

Normality test uses Kolmogorov-Smirnov method, if the value of significance is > 0.05, it means that the distribution of the data is normal (the complete table can be seen in Appendix 4).

Table 4.4 Normality Assumption Test

Class	Kolmogorov-Smirnov	N	Significance
Advanced	0.117	27	0.200
Regular	0.041	113	0.200

Based on Table 4.4, the value of significance is 0.200 from both classes and the score is more than 0.05 (0.200 > 0.05). It means that the distribution of the data is normal and homogeneity test can be done.

The researcher used Levene's test to conduct homogeneity test. This test was used to make the data more valid and the data are in same variance. If the value of significance is more than 0.05 (> 0.05), the data is included into same

variance. The result of this test is presented in the table below (the complete table can be seen in Appendix 5).

Table 4.5 Levene's Test of Variance Data

Levene's Test	db 1	db 2	Significance
0.024	1	138	0.878

Based on the test above (Levene's test), the result of significance value is 0.878, which indicates that it is more than 0.05 (0.878 > 0.05). So the data has filled the condition of Homogeneity test then the "t-test" can be used.

"t-test" was used for knowing the significant difference of mean score from advanced and regular class. This test used independent sample t-test in SPSS 16. By knowing the result of this test, it can support the significant difference of overall mean score between advanced and regular class students. The result is presented in the table below (the complete table can be seen in Appendix 6).

Table 4.6 "t- test" Score of LLS in Advanced and Regular Class

t-test	db	Significance	Difference of Mean Score
24.169	138	0.000	0.9407

Based on "t-test", the significant difference of advanced and regular class can be seen from the value of significance of the data and the value of "t-Table 4.6". Table 4.6 shows that the value of significance of the data is 0.000, which is less than 0.05 (0.000 < 0.05). It indicates that the data has significant difference of overall mean score of language learning strategy usage between advanced and regular class. The result of significance value is also supported by looking from the value of "t - Table 4.6" (24. 169). In addition, in the degree of significance

95% ($1/2\alpha = 0.025$; $\alpha = 0.05$) and db= 138, then "t - Statistic Table (138; 0.025)" = 1.977. It means that "t - Table 4.6" > "t - Statistic Table" or (24. 169>1. 977). It explains that there is a significant difference between mean score of advanced and regular class in the degree of significance 5 %. From those two supporting results (the value of significance and the value of "t-test"), it can be concluded that there is a significant difference of application of language learning strategy between advanced and regular class.

By looking at the result of descriptive test, there is a significant difference of overall mean score between advanced and regular class. The result presents that advanced class students get higher overall mean score of language learning strategy than regular class students. The result is also supported by the result of "t-test" which is shown from the value of significance of the data and the value of "t-test".

4.2 Discussion

After having the findings of the application of language learning strategies and comparison of language learning strategies application between advanced and regular class students, discussion is provided to make the interpretation of the finding.

4.2.1 The Application of Language Learning Strategies by Advanced and Regular Class Students

Based on the findings, the highest score of the application of language learning strategies in advanced class is cognitive strategies. The other strategies

used by the advanced class students based on the language learning strategy usage are social strategy in the second rank, memory strategy and metacognitive in the third and fourth rank, affective strategy, the last is compensation strategy.

Cognitive strategy is the most frequently used strategy by advanced class students at *SMAN 1 Dampit,* the score is 4.6. According to Oxford's (1990) classification, this score is included in high scale of LLS usage or meaning that advanced class students usually use this strategy. Oxford (1990, p.43) states that cognitive strategy enables the learner to manipulate the language material in direct ways. The target language is manipulated or transformed by repeating, analyzing or summarizing.

O'Malley and Chamot (1990, p.1) say that language is a complex cognitive skill, to be successful must be able to learn it by strategies which is related to cognitive skill. From that statement, cognitive strategy is the suitable strategy to learn the target language. Cognitive strategy is related to learners' habit, if the language is learnt as habitual activity of the learners, it will increase their ability to master the target language.

Based on the SILL questionnaire result, cognitive strategies are some strategies which are related to activities such as *I say or write new English words several times, I write notes, messages, letters, or reports in English etc*. Those activities are similar with advanced students' habit in their learning process. Advanced class students are required to be able in using English as their medium of instruction in their learning process. Then advanced class students involve

cognitive strategies as their habit because of the requirement of the school teaching system.

Advanced class students also get high mean score in social strategy and memory strategy. The score of social strategy for advanced class is 4.5 and it means this strategy is in high degree of language learning usage (Oxford, 1990). Advanced class of *SMAN 1 Dampit* always or almost always used this strategy in learning English. Social strategy is related to some activities such as social behavior or interaction with other people. From that score, it shows that advanced class students always use strategy related to interaction such as active always ask with English whenever they get difficulties in learning English or discussion etc.

The score of memory strategy is 4.1 and this score indicates that advanced class belong to high degree of language learning strategies usage (Oxford, 1990). Advanced class students involve memory strategies in their learning English. Based on SILL questionnaire, memory strategies are related to activities such as "*I remember a new English word by making a mental picture of a situation in which the word might be used*", "*I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign*", "*I review English lessons often*", etc.

The lowest mean score of the application of language learning strategies in advanced class is compensation strategies (3.3). Based on Oxford's (1990) classification, the score of compensation strategy is included into medium level. Compensation strategy deals with activities such as guessing when they get difficulties in learning English (Oxford, 1990, p. 47). Guessing is actually a

special case of the way learners typically process new information. The learners cover their missing knowledge by their own interpretation.

Based on the result of compensation strategy score in advanced class, generally, advanced class students do not really enjoy using strategy which belongs to compensation strategy such as guessing in English learning process or overcoming limitation in speaking and writing. Advanced students sometimes use compensation strategy but sometimes they do not.

Advanced class has standard deviations under .50. Priyatno (2011) states if the standard deviation of the data which is collected in population is under .50., it indicates that the population is categorized into homogeneous population, but if the standard deviation is more than .50., it means that the population is categorized into heterogeneous population. Homogeneous population consists of students who mostly have the same characteristics or visions in the goal of learning. Heterogeneous population consists of students who have different characteristics or visions in the goal of learning. The score of standard deviation in advanced class indicates that most of the students in advanced class have same visions to learn English well for increasing their academic achievements.

Regular class students get the highest score of language learning strategy usage in compensation strategy (3.5) and it is categorized into high scale or usually used in the degree of LLS usage. According to Oxford (1990, p.47), compensation strategy is the strategy concerned with learners' effort to cover their missing knowledge in the target language learning process. This strategy covers the limited knowledge of the language.

Related to the score of compensation strategy as the highest score in LLS usage in regular class, some experts have an opinion about some activities related to activities in compensation strategies. Naiman (1978, cited in O'Malley and Chamot 1990, p. 7) says that when the learners have few strategies or have difficulties in identifying what techniques that they want to use in doing some tasks in the target language, they must get the solution by asking or finding the correct solution to reduce misunderstanding in the meaning. Naiman's statement shows that although the learners have difficulties in doing some tasks, the learners must work harder to find the correct solution. Based on SILL, compensation strategy deals with statements such as *to understand unfamiliar English words, I make guess* and *I try to guess what the other person will say next in English*.

Regular class students of *SMAN 1 Dampit* are categorized into high scale of compensation strategies usage. It indicates that generally regular students try to guess difficult words in English learning process to convey their missing knowledge or if they cannot think of an English word, they use a word or phrase that means the same thing. Those habits show that they try to cover their missing knowledge.

The lowest score of the application of language learning strategy in regular class is affective strategies (2.4). Oxford (1990, p.114) states that affective strategy consists of the emotion, attitude and motivation of the learners. Affective strategy is related to the learner's anxiety of the target language, the learners' effort for encouraging themselves to master the target language, and the learners' emotional temperature.

The mean score of affective strategy (2.4) in regular class is categorized into low scale in the degree of LLS usage and it means that generally regular class students do not use affective strategy. Regular class students use more compensation strategies which deal with guessing or overcoming limitation in speaking and writing when they learn English. Affective strategies are some activities which are related to motivation, attitude and emotion of the learners. Based on SILL questionnaire, affective strategies are *I encourage myself to speak English even when I am afraid of making a mistake*, *I try to relax whenever I feel afraid of using English*, *I notice if I am tense or nervous when I am studying or using English*, etc.

The result of overall mean score between advanced class and regular class shows that advanced class uses more strategies than regular class. Oxford (1990) says that motivated learners tend to use strategies more frequently than less motivated ones. Oxford's statement reflects that motivated learners are more capable and easy to master the target language than less motivated ones. The reason is motivated learners involve more strategies to help them in language learning process. The results of overall mean score from advanced class (3.9) and regular class (2.9) can also present that motivated learners usually use strategy to help them in learning process and it belongs to advanced class. Regular class students are categorized as less motivated learners, which is proven from overall mean score of LLS usage (2.9).

Regular class has standard deviation of more than .50., and it means that regular class is categorized into heterogeneous population. It is a population

where most of the people have different characteristics or visions in the goal of learning. Some of the students may have great motivation to learn English, but the others might have less motivation.

The application of different teaching systems between advanced class and regular class in Natural Science Program at *SMAN 1 Dampit* can influence the mean score of language learning strategies usage. Advanced class has academic major subjects which use English as medium of instruction and it makes the students are very motivated to learn English well. Meanwhile, regular class does not use English as medium of instruction and it makes the students are not interested in mastering English.

4.2.2 Comparison of Language Learning Strategies Application between Advanced and Regular Class Students.

Comparing the overall mean score of language learning strategy usage from advanced class and regular class is needed for knowing the significant difference in the application of language learning strategies. Comparing overall mean score from advanced class and regular class is important because it is used as a measurement for the language learning strategy usage in English learning process.

Ellis (1994, p. 546) states that good language learners use language learning strategies frequently to master the target language. The good learners try to find out the best way to be successful in language learning process. Another

Ellis' statement is good language learners involve language learning strategy as their habit to help them feel enjoy in learning process.

The results of descriptive test and "t-test" showed that there is significant difference in the application of language learning strategy between advanced class and regular class. The result of descriptive test in advanced class showed that advanced class students have higher score of language learning strategy usage than regular class. Advanced class students get score 3.9 and it is included into high scale of language learning usage. The score of language learning strategy in advanced class presented that advanced class students are included into good language learner.

The result of descriptive test of regular class students was 2.9 in LLS's score and it indicated that regular class students sometimes use language learning strategy in English learning process. Regular class students are not included into good language learners yet, it is because the degree of language learning usage is in medium scale. Sometimes they use language learning strategy to learn English but sometimes they ignore it.

The result of "t-test" also supported that there is a significant difference between mean score from advanced and regular class. The value of significance of the data and the value of "t - Table 4.6" showed that there is a significant difference of the application of language learning strategy. The value of significance is more than 0.05 (0.000<0.05) and it shows that there is significant difference of language learning strategy usage between advanced class and regular class. The result of "t - Table 4.6" shows that "t - Table 4.6" > "t - Statistic Table"

(24.169>1.977) and it also supports that there is a significant difference of language learning strategy usage between advanced class and regular class. Those supporting results (descriptive test and "t-test") support that there is a significant difference of language learning strategy usage between advanced and regular class.

Huang and Van Naersson (1985, cited in Ellis, 1994 p. 546) state that the difference of high and low scale in the degree of language learning strategy usage can be influenced by some factors. The first factor is the difference of teaching system from the school's policy. The second factor comes from the learners or students themselves.

SMAN 1 Dampit classifies the XI grade students of Natural Science Program into advanced class students and regular class students. The school creates different teaching system for advanced class and regular class students. Advanced class students have teaching system which uses English as medium of instruction in learning process. This school's policy makes advanced class students have greater motivation to master English for increasing their academic achievement and developing their English ability. Regular class students take English as one of school subjects and they do not use English as medium of instruction in learning process. The class' condition makes the students of regular class do not have great motivation to master English and the students only learn English for their academic report.

Another factor that supports the significant difference of language learning strategy usage for advanced class and regular class are environment, motivation,

and type of task. Environment in the class can build the characteristics of the learners. Advanced class students have good environment where most of the students have same visions to master English for increasing their academic achievement and their English ability. Then, regular class consists of students who mostly have different visions in the academic achievement.

Most students in advanced class are motivated students and it can be seen from the score of strategy which is related to motivation (affective strategy). The enthusiasm of advanced class students for mastering English is much better than that of regular class and it is shown from the result in background questionnaire of SILL. Most of advanced class students write the answer of background question with English. Motivated students are more active in discussion or speak up in English and it is proven when advanced class students have difficulty in filling SILL questionnaire; they raise questions to get the clear explanation.

Mostly the students in regular class are less motivated to study English; it can be seen from only few students who fill the background of SILL questionnaire containing some questions related to motivation questions. The students of regular class are passive to ask question when they get difficulties in answering SILL questionnaire.

Oxford (1990) says that type of task also influences the score of language learning strategy. The students of advanced class have more varieties of their task than regular class. Sometimes advanced class students do outdoor observation, make mini research or study tour program and it makes the students tend to use many varieties of strategies (social strategy to interview, memory strategy to

memorize the information, cognitive strategy to summarize text, etc.). Regular class students have different type of task from advanced class, for example only focus to work on the LKS (*Lembar Kerja Siswa*).

Related to the finding in this study, the H_0 is rejected and the H_1 is accepted. There is a difference of the application of language learning strategies between XI grade students of advanced class and regular class of natural science program at *SMAN 1 Dampit*. Advanced class students tend to use language learning strategies more frequently than regular class in learning English. The reason is advanced class students have more responsibility to master English because their learning process use English as medium of instruction but regular class do not.

If the teachers know the learning strategies used by their students, they can conduct learning strategy training to help the students become good language learners by applying appropriate language learning strategy in the learning process. Appropriate strategy in language learning can increase the ability to master the target language.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion dealing with the result of the study discussed in the previous chapter. This part also contributes some suggestions that can be used for the further researchers and the English department students.

5.1 Conclusion

Based on data finding, this study concludes that the classifying of second grade students of Natural Science Program into advanced class and regular class at *SMAN 1 Dampit* can influence the application of language learning strategy usage. Advanced class students have higher score than regular class in language learning strategy usage.

By looking at specific strategies, advanced class students have greater score in cognitive strategy of the application of language learning strategy usage. Cognitive strategy consists of manipulating material in direct ways such as translating, repeating the English lesson, and practicing their English. The lowest mean score of the application of language learning strategy in advanced class is compensation strategy. Compensation strategy is related to some activities such as guessing or covering their missing knowledge in English by their own interpretation.

Regular class students have higher score in compensation strategy and this means that regular class students usually use this strategy in English learning process. Compensation strategy is related to the learners' effort to cover their missing knowledge in the learning process such as mostly the students of regular class usually guess the difficult words or sentences in English. Then, the lowest score of language learning strategy usage in regular class is affective strategy. This strategy is related to the emotion, the attitude and the motivation of the learners.

From overall mean score of the application of language learning strategy, advanced class got score 3.9 and regular class got 2.9 in the application of language learning strategy usage. This means that advanced class students are included into high scale in the degree of language learning strategy usage in their English learning process. Regular class students are categorized into medium scale of the degree of language learning strategy usage in their learning process. Sometimes they use strategy in English learning process but sometimes they ignore the suitable strategy that they might use in their learning process.

The teaching system in advanced class takes English as medium of instruction in their learning process. This aims to build up the students' English mastery. The reason is that English nowadays is very important. This makes the students of advanced class have more responsibility to learn English well in order to get high achievement in their academics report. Meanwhile, regular class students only learn English as one of the school subjects to pass their academic school's report. It can be concluded that giving different teaching system, such as

taking different of English usage can make the application of language learning strategy used by the learners different.

5.2 Suggestion

From the finding of this study, it is suggested for the teacher in *SMAN 1 Dampit* to help the students more understand about the importance of language learning strategy, especially for regular class. Language learning strategy can increase their successful language learning. Strategy training can be conducted by giving the understanding about the importance of language learning strategies and training the students to be able for applying the strategy in learning activity.

For the next researchers who want to conduct similar study related to the study of language learning strategies, it is suggested that some items can be the evaluation for the further study in the next time. Future researchers can take correlational study such as correlating some variables, such as: the LLS choice and gender, the LLS choice and English proficiency, and so forth.

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APPENDICES

Appendix 1. The Result of SILL Questionnaire for Advanced Class

No	Memory	Cognitive	Compensation	Metacognitive	Affective	Social	Overall
1	4.2	4.9	3.2	4.1	3	4.7	4.2
2	4.3	4.6	2.5	3.6	4	4.7	4
3	3.7	4.6	2.8	4.9	3	4.3	4
4	4.4	4.4	3.2	3.7	3.7	4.5	4.1
5	4.1	4.7	4.2	3	3.3	4.3	4
6	3.8	4.4	3.2	3.7	3	4.5	3.8
7	4.4	4.6	3.5	3.4	2.8	4	3.9
8	4	4.4	3.8	3.2	3	4.5	3.9
9	3.2	4.5	3.2	3.2	3	4.7	3.7
10	4.4	4.7	3.7	4.4	3.5	4.3	4.3
11	4.3	4.1	3.3	3.3	3.8	4.7	3.9
12	4.6	4.9	3.2	3.4	4	5	4.3
13	4.1	4.3	3.2	4	3.8	4.7	4.1
14	3.8	4.6	3.3	3.7	3.7	4	4
15	4.3	4.8	4.5	3.9	4.2	5	4.5
16	4.3	4.1	3	3.8	3	4.3	3.8
17	3.6	4.8	3.7	3.1	3.5	3.8	3.9
18	4.6	4.8	3	3.8	2.8	4.5	4.1
19	4.2	4.5	2.7	3.3	3.2	4.7	3.9
20	4	4.7	3	3.6	3.2	4.3	3.9
21	4.4	4.4	3.2	4.3	4.2	4.7	4.3
22	3.4	4.5	3.3	3	3.3	4.8	3.8
23	4.3	4.5	4	3.3	3.5	4.7	4.1
24	3.9	4.6	2.8	4	3.2	4.3	4
25	4.2	4.5	3.8	3.7	3.2	4.5	4.1
26	4.9	4.5	3.5	4.3	3.7	4.7	4.3
27	4.3	4.7	3	4.1	3	4.8	4.1

Appendix 2. The Result of SILL Questionnaire for Regular Class

No	Memory	Cognitive	Compensation	Metacognitive	Affective	Social	Overall
1	3.1	3.3	3.5	2.9	2.8	2.3	3
2	2.6	2.5	3.2	3	2.5	1.7	2.6
3	3.6	3.3	2.8	3.6	3.5	2.7	3.3
4	2.9	2.9	3	2.9	2.8	2.5	2.8
5	2.4	3	3.3	2.7	2.7	3	2.8
6	3.7	2.9	3.2	3.3	1.3	2.8	2.9
7	3	2.9	3	2.6	2.2	2.3	2.7
8	2.7	2.8	3.5	3.3	2.8	2.5	2.9
9	3.1	3.1	4.3	3.6	1.5	3.3	3.2
10	2.6	2.6	3.3	3.1	3.7	2.5	2.9
11	3.9	2.8	3	3.4	2.7	2.8	3.1
12	2.9	3.4	4	3.1	3.5	2.5	3.2
13	3.2	2.4	4	2.6	1.7	2.3	2.7
14	2.6	3.6	2.3	2.3	3.3	2.5	2.9
15	2.9	3.2	4.2	2.4	2.8	3	3.1
16	2.4	2.7	3.7	2.8	3	2.2	2.8
17	3.3	3.6	3.3	2.1	2.7	3	3.1
18	2.9	3.1	4.7	3.1	1.5	2.3	3
19	3.1	3.5	3.7	2.9	3.2	2.7	3.2
20	2.9	2.4	3.5	2.4	2.7	2.5	2.7
21	2.3	3.4	3.2	2.3	1.8	3	2.7
22	2.7	3.8	3.7	3.1	2.5	2.3	3.1
23	2.6	3.2	3.5	2.9	2.8	2.8	3
24	2.7	3.5	4.2	3.3	1.5	3.3	3.1
25	3.1	3	3.7	2.8	3.3	3	3.1
26	2	1.9	3.7	2.6	2.2	2.5	2.4
27	2.9	2.6	4.3	3.6	3	2.8	3.1
28	2.4	3	3.8	2.4	1.8	2.5	2.7
29	4.2	3.2	2.8	2.6	2.3	3.3	3.1
30	2.7	3.1	3.3	2.9	3.2	2.8	3
31	2	2.4	2.5	2.2	2	2.7	2.3
32	2.8	2.5	4.3	3.2	1.5	3	2.8
33	3	4.2	4	3.4	2.5	2.2	3.4
34	4.3	2.3	3.5	2.9	2.3	3.5	3.1
35	2.6	3.8	3.5	3.2	3.7	2.8	3.3
36	2.1	2.6	2.3	1.9	2	2.5	2.3
37	2.9	3.9	4.5	2.9	3.2	3	3.4
38	2.3	3	3.3	3.6	2.5	2.7	2.9
39	3.3	3.5	3.5	4	3.8	3.5	3.6

No						
40	3.8	3.7	3.7	2.8	2.3	3.7	3.4
41	1.9	3.1	4	3.6	3	3.3	3.1
42	2.4	3.2	3.5	4.2	1.5	3.2	3.1
43	2.9	3.4	3.3	3.2	1.8	2.3	2.9
44	2.9	3.6	3.7	1.8	3.5	2.3	3
45	4.3	3.6	3.3	3.4	2	2.7	3.4
46	3.6	3.4	2.7	3.7	2.3	3	3.2
47	2.2	2.1	3	3.3	1.7	4.3	2.7
48	3.3	3.8	3.7	3.3	1.8	2.8	3.3
49	2.9	4	4.3	3.2	2.7	2.5	3.4
50	3	3.4	3.5	2.4	2.3	2.7	3
51	3.6	2.6	3.8	2.2	3	2	2.8
52	2.7	4.3	2.7	3.3	1.5	3	3.1
53	3	3.1	4.3	2.9	2.5	2.8	3.1
54	2.4	3.3	2.8	1.6	2.2	1.8	2.5
55	2.8	3.6	3	3.1	1.5	2.7	2.9
56	3	2.7	2.8	2.8	2.5	2.2	2.7
57	3.3	3.3	4.3	3.3	3.3	4.3	3.6
58	3.9	4.1	3.5	3.1	2.7	2.5	3.4
59	2.6	2.8	3.2	3.1	2.3	3.2	2.8
60	3	3.6	4.2	3.4	1.7	3	3.2
61	2.8	3.3	3.5	3.7	3.2	3.8	3.3
62	3.1	3.9	3.7	2.6	3.8	3.2	3.4
63	2.4	2.9	3.3	3	2.3	2.7	2.8
64	2.9	3.1	3.2	4.2	1.8	3.3	3.1
65	3.9	3.6	3.7	2.7	3.5	3.7	3.5
66	2.3	3.8	3.7	3.2	2.3	3	3.1
67	2.6	3.3	2.8	2.9	1.3	2.5	2.7
68	3.6	3	3.3	1.8	3.5	3	3
69	3	3.5	3.8	2.1	3.8	3.5	3.2
70	2.9	2.9	4	3.1	1.8	3.7	3
71	3.1	3.4	3	3.3	2.3	2.7	3.1
72	2.4	3	2.8	2.8	2.7	2.7	2.8
73	2.9	3.8	3.8	3.8	1.7	2.2	3.2
74	3.7	4.1	3.5	2.7	2.5	3.2	3.4
75	3.2	2.9	3.2	3.1	3.3	2.5	3
76	2.6	3.4	3.7	3	2	1.8	2.9
77	1.9	4.2	3.3	2.7	2.3	2.8	3
78	3.6	3.8	2.7	4.1	3	3.5	3.5
79	2.7	2.6	4	2.2	2.3	2.3	2.6
80	3	3.6	3.2	2.9	1.8	3.7	3.1
81	2.3	2.3	4.3	3	2.3	3.2	2.8

82	2.9	4.4	3.5	2.3	2.7	3.3	3.3
83	3.1	3.1	2.2	2.3	2.2	3	2.7
84	2.1	2.9	2.3	2.6	3.5	1.5	2.5
85	3.9	3.7	4	3.1	1.5	2.2	3.2
86	2.2	3.1	3.2	2.8	2.5	3.2	2.8
87	3	2.8	4.2	2.2	1.8	2.7	2.8
88	4.1	3.3	3	2.3	2.7	3.5	3.2
89	2.9	3.1	3.7	2	3.8	3.5	3.1
90	3.7	2.5	3.2	2.4	1.7	2.5	2.7
91	2.6	3.3	2.8	2.8	3	2.7	2.9
92	3.6	3.7	4.2	3	2.8	3.7	3.5
93	4.1	3.4	4	2.9	2.3	1.8	3.2
94	3.2	3.9	3.8	2.9	2	2.5	3.2
95	3.6	3	3.5	3.2	2.8	3.8	3.3
96	2.8	3.6	3.8	3.1	2.5	2.8	3.2
97	3.8	3	3.2	3.6	2.2	3	3.2
98	3.4	3.1	3.7	2.7	1.5	2.3	2.9
99	3.2	3.9	3.3	3.6	2.3	4	3.5
100	3.7	2.4	3.8	2.6	1.5	2.7	2.7
101	2.6	3	3.7	4.3	1.7	1.5	2.9
102	3.7	3.7	4	2.7	2.3	4	3.4
103	3	3.9	3.7	3	1.8	3.2	3.2
104	2.6	3.4	3.8	2.9	3.2	2.8	3.1
105	3.1	2.7	3.7	1.7	1.5	4	2.7
106	2.9	3.9	3.3	3.6	2.3	3.2	3.3
107	3.8	3	3.3	2.2	2.8	2.7	3
108	3	3.8	4.3	3.4	1.3	3	3.3
109	3.4	3.4	3.8	2.8	1.7	2.8	3.1
110	2.9	2.7	4	3.2	2.2	3	3
111	3.6	3.7	3.8	2.3	3	2.2	3.2
112	2.7	4.4	4.2	3.6	2	3.5	3.5
113	3	3.1	3.2	3.1	1.5	1.7	2.7

Appendix 3. Descriptive Score from Advanced and Regular Class

Case Processing Summary

		Cases					
		Valid		Missing		Total	
	Kelas	N	Percent	N	Percent	N	Percent
Skor	Advanced	27	100.0%	0	.0%	27	100.0%
	Regular	113	100.0%	0	.0%	113	100.0%

Descriptives

	Kelas			Statistic	Std. Error
Skor	Advanced	Mean		3.93830	.036636
		95% Confidence Interval for Mean	Lower Bound	3.86299	
			Upper Bound	4.01360	
		5% Trimmed Mean		3.92826	
		Median		3.91700	
		Variance		.036	
		Std. Deviation		.190364	
		Minimum		3.633	
		Maximum		4.450	
		Range		.817	
		Interquartile Range		.234	
		Skewness		.857	.448
		Kurtosis		.621	.872
	Regular	Mean		2.99759	.016898
		95% Confidence Interval for Mean	Lower Bound	2.96411	
			Upper Bound	3.03107	
		5% Trimmed Mean		2.99742	
		Median		3.00000	
		Variance		.032	
		Std. Deviation		.179624	
		Minimum		2.567	
		Maximum		3.467	
		Range		.900	
		Interquartile Range		.250	
		Skewness		.026	.227
		Kurtosis		.021	.451

Appendix 4. Normality Assumption Test

Tests of Normality

	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Skor	Advanced	.117	27	.200*	.943	27	.148
	Regular	.041	113	.200*	.993	113	.862

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Appendix 5. Levene's Test of Variance Data

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Skor	Based on Mean	.024	1	138	.878
	Based on Median	.011	1	138	.917
	Based on Median and with adjusted df	.011	1	136.607	.917
	Based on trimmed mean	.015	1	138	.904
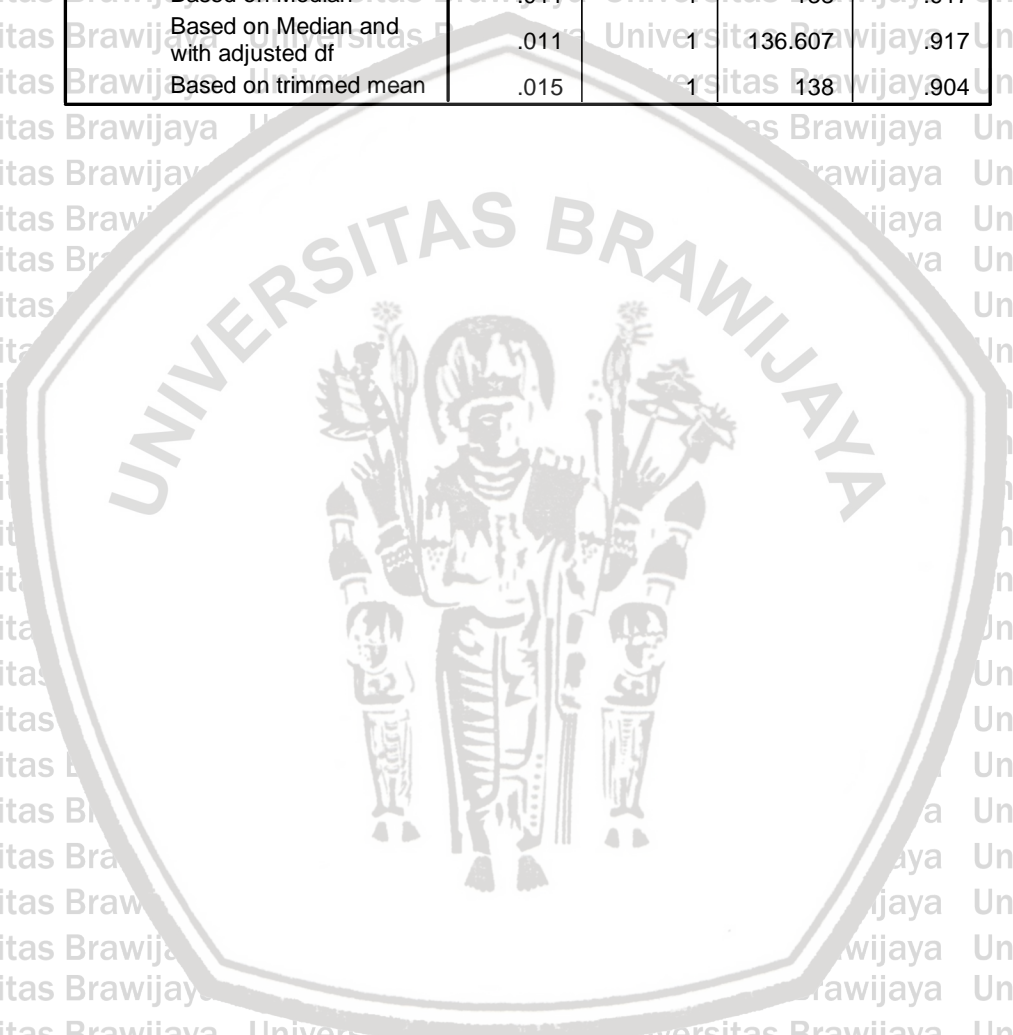
Appendix 6. "t- test" Score of LLS in Advanced and Regular Class

Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Skor	Advanced	27	3.93830	.190364	.036636
	Regular	113	2.99759	.179624	.016898

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Skor	Equal variances assumed	.024	.878	24.169	138	.000	.940703	.038921	.863744	1.017663
	Equal variances not assumed			23.317	37.841	.000	.940703	.040345	.859018	1.022388

Appendix 7. SILL Questionnaire

No Absen : ....

Kelas : ....

Strategy Inventory for Language Learning (SILL)
Version for Speakers of Other Languages Learning English
Version 7.0 (ESL/EFL)
© R. Oxford, 1989

Directions

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

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

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

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

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

Pilihan jawaban:

1. Tidak pernah atau hamper tidka benar pada saya
   (saya sangat jarang melakukannya)

2. Biasanya tidak benar pada saya
   (saya biasanya tidak melakukannya)

3. Kadang-kadang benar pada saya
   (saya kadang-kadang melakukannya)

4. Biasanya benar pada saya
   (saya biasanya melakukannya)

5. Selalu atau hamper benar pada saya
   (saya selalu atau hamper selalu melakukannya)

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

No	Questions (English) (Pertanyaan)	Response (Jawaban)
	PART A	
1	*I think of relationships between what I already know and new things I learn in English.* Saya mencoba untuk menghubungkan apa yang telah saya ketahui dengan hal-hal baru yang saya pelajari dalam Bahasa Inggris.	1 2 3 4 5
2	*I use new English words in a sentence so I can remember them.* Saya menggunakan kata-kata baru Bahasa Inggris dalam kalimat untuk mempermudah saya dalam mengingat kata-kata baru tersebut.	1 2 3 4 5
3	*I connect the sound of a new English word and an image or picture of the word to help me remember the word.* Saya menghubungkan bunyi kata baru Bahasa Inggris dengan sebuah gambar dari kata tersebut untuk mempermudah saya dalam mengingat kata-kata tersebut.	1 2 3 4 5
4	*I remember a new English word by making a mental picture of a situation in which the word might be used.* Saya mengingat kata baru Bahasa Inggris dengan menggambarkan situasi dimana kata tersebut digunakan.	1 2 3 4 5
5	*I use rhymes to remember new English words.* Saya menggunakan rima dalam mengingat kata-kata baru Bahasa Inggris.	1 2 3 4 5
6	*I use flashcards to remember new English words.* Saya menggunakan kartu untuk mengingat kata-kata baru Bahasa Inggris.	1 2 3 4 5
7	*I physically act out new English words.* Saya memperagakan kata-kata baru Bahasa Inggris.	1 2 3 4 5
8	*I review English lessons often.* Saya sering mengulang atau mengulas kembali materi Bahasa Inggris.	1 2 3 4 5

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

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

26	*I make up new words if I do not know the right ones in English.*	1 2 3 4 5
	Saya membuat kata-kata / istilah baru jika saya tidak mengetahui kata-kata Bahasa Inggris yang tepat.	
27	*I read English without looking up every new word.*	1 2 3 4 5
	Saya membaca bacaan Bahasa Inggris tanpa melihat satu persatu arti untuk kata-kata baru.	
28	*I try to guess what the other person will say next in English.*	1 2 3 4 5
	Saya mencoba untuk menebak apa yang selanjutnya akan dikatakan orang lain ketika orang lain tersebut berbicara Bahasa Inggris.	
29	*If I can't think of an English word, I use a word or phrase that means the same thing.*	1 2 3 4 5
	Jika saya tidak mengerti sebuah kata dalam Bahasa Inggris, saya menggunakan kata atau frase yang mempunyai arti yang sama.	
PART D		
30	*I try to find as many ways as I can to use my English.*	1 2 3 4 5
	Saya berusaha untuk menemukan cara sebanyak-banyaknya untuk mempraktekkan Bahasa Inggris saya.	
31	*I notice my English mistakes and use that information to help me do better.*	1 2 3 4 5
	Saya memperhatikan kesalahan-kesalahan Bahasa Inggris saya dan menggunakan informasi tersebut untuk membantu saya agar saya dapat belajar lebih baik lagi.	
32	*I pay attention when someone is speaking English.*	1 2 3 4 5
	Saya memperhatikan ketika orang lain berbicara dalam Bahasa Inggris.	
33	*I try to find out how to be a learner of English.*	1 2 3 4 5
	Saya mencari tahu bagaimana untuk menjadi pembelajar Bahasa Inggris.	
34	*I plan my schedule so I will have enough time to study* English.	1 2 3 4 5
	Saya membuat jadwal belajar sehingga saya mempunyai cukup waktu untuk mempelajari Bahasa Inggris.	

35	*I look for people I can talk to in English.*	1 2 3 4 5
	Saya mencari orang-orang yang bisa saya ajak bercakap-cakap Bahasa Inggris.	
36	*I look for opportunities to read as much as possible in English.*	1 2 3 4 5
	Saya mencari kesempatan untuk membaca bacaan Bahasa Inggris sebanyak mungkin	
37	*I have clear goals for improving my English skills.*	1 2 3 4 5
	Saya mempunyai tujuan yang jelas dalam meningkatkan kemampuan berbahasa Inggris saya.	
38	*I think about my progress in learning English.*	1 2 3 4 5
	Saya memperhatikan kemajuan saya dalam mempelajari Bahasa Inggris.	
PART E		
39	*I try to relax whenever I feel afraid of using English.*	1 2 3 4 5
	Saya mencoba untuk rileks ketika saya merasa takut dalam menggunakan Bahasa Inggris.	
40	*I encourage myself to speak English even when I am afraid of making a mistake.*	1 2 3 4 5
	Saya menyemangati diri saya sendiri untuk berbicara Bahasa Inggris ketika saya takut membuat kesalahan.	
41	*I give myself a reward or treat when I do well in English.*	1 2 3 4 5
	Saya memberi diri saya hadiah ketika saya berhasil dalam mempelajari Bahasa Inggris.	
42	*I notice if I am tense or nervous when I am studying or using English.*	1 2 3 4 5
	Saya menyadari bahwa saya merasa tegang atau gugup ketika mempelajari Bahasa Inggris.	
43	*I write down my feelings in a language learning diary.*	1 2 3 4 5
	Saya menuliskan perasaan-perasaan saya dalam sebuah diari / catatan pembelajaran bahasa.	

44	*I talk to someone else about how I feel when I am learning English.*	1 2 3 4 5
	Saya menceritakan kepada orang lain tentang perasaan saya ketika saya mempelajari Bahasa Inggris.	
PART F		
45	*If I do not understand something in English, I ask the other person to slow down or say it again.*	1 2 3 4 5
	Jika saya tidak mampu menangkap pembicaraan orang lain yang menggunakan Bahasa Inggris, saya akan meminta orang tersebut untuk berbicara lebih pelan atau meminta orang tersebut untuk mengulang pembicaraannya.	
46	*I ask speakers to correct me when I talk.*	1 2 3 4 5
	Saya meminta pembicara untuk mengoreksi saya pada saat berbicara.	
47	*I practice English with other students.*	1 2 3 4 5
	Saya mempraktekkan Bahasa Inggris saya dengan murid-murid lain.	
48	*I ask for help from English speakers.*	1 2 3 4 5
	Saya sering meminta bantuan kepada penutur asli Bahasa Inggris.	
49	*I ask questions in English.*	1 2 3 4 5
	Saya bertanya dengan menggunakan Bahasa Inggris.	
50	*I try to learn about the culture of English speakers.*	1 2 3 4 5
	Saya mencoba untuk mempelajari budaya penutur Bahasa Inggris.	

Background Questionnaire SILL version 7.0

1. *ID* (Nomor Induk Siswa)...

2. *Age* (Umur)........................*Sex* (Jenis Kelamin)..

3. *Language you speak at home* (Bahasa yang digunakan di rumah).................

   ....

4. *Language you are now learning or have most recently learned. List one language only* (Bahasa yang sekarang sedang dipelajari atau paling sering dipelajari. Tuliskan hanya satu bahasa)..

5. *How long have you been studying the language listed in no.4?* (Berapa lama anda mempelajari bahasa yang tercantum pada pertanyaan no.4)....................

6. *How do you rate your overall proficiency in the language listed in no.4 as compared with the proficiency of other students in your class? (circle one)*

   (Bagaimana anda menilai kecakapan berbahasa anda yang tercantum pada no.4 dengan membandingkannya dengan siswa lain dikelas anda?) (lingkari salah satu)

   Excellent (Istimewa)   *Good* (Baik)

   Fair (Sedang)   *Poor* (Kurang)

7. *How do you rate your overall proficiency in the language listed no.4 as compared with the proficiency of native speakers of the language? (circle one)*

   (Bagaimanakan anda menilai kecakapan berbahasa anda yang tercantum pada pertanyaan no.4 dengan membandingkannya dengan penutur asli berbahasa asing?(lingkari salah satu)

   Excellent (Istimewa) *Good* (Baik)   *Fair* (Sedang)   *Poor* (Kurang)

8. *How important is it for you to become proficient in the language listed in no.4?*
   (circle one)

(Seberapa pentingkah menjadi seseorang yang cakap berbahasa / menguasai bahasa yang tercantum pada pertanyaan no.4? (lingkari salah satu)

Very important (Sangat penting)   *Important* (Penting)

Not so important (Tidak terlalu penting)

9. *Why do you want to learn language listed in no.4? (check all that apply)*

(Mengapa anda ingin mempelajari bahasa yang tercantum pada pertanyaan no.4)? (berikan tanda centang)

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

………*interested in the culture* (tertarik pada budayanya)

………*have friends who speak the language*

   (mempunyai teman yang berbicara dengan bahasa yang dipelajari)

………*required to take a language course to graduate*

   (dibutuhkan untuk kursus bahasa sebagai syarat kelulusan)

………*need it for my future career* (sebagai penunjang karir di masa depan)

………*need it for travel*

   (sebagai bahasa yang digunakan untuk bertamsya / jalan-jalan)

………*other (list):* (lainnya, sebutkan)..

10. *Do you enjoy language learning? (circle one)*   (Apakah anda menikmati pembelajaran bahasa)? (lingkari salah satu)

Yes (Ya)   No (Tidak)

11. *What other languages have you studied?* (Bahasa lain apakah yang sedang dipelajari)? ....

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

(Apa pengalaman yang paling menarik dalam pembelajaran bahasa)?

....

13. *How do you develop your language learning strategies?* (Bagaimanakah anda mengembangkan strategi-strategi belajar bahasa anda)? ....

....

....

14. *How does your teacher teach language learning strategies to you?* (Bagaimanakah guru anda mengajarkan anda strategi belajar bahasa)?

....

....

....

15. *Is the teaching effective? Please explain!* (Apakah pengajaran tersebut efektif? Coba jelaskan!) ....

....

....

Thank you for your sincerity participation in this research by answering all the questions above. Your participation will be a very useful contribution for improving the teaching and learning quality in SMAN 1 Dampit.