

**A STUDY ON LANGUAGE LEARNING STRATEGIES USED
BY INTERNATIONAL CLASS STUDENTS AT FACULTY OF
LAW UNIVERSITAS BRAWIJAYA**

THESIS

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

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LAW UNIVERSITAS BRAWIJAYA**

THESIS

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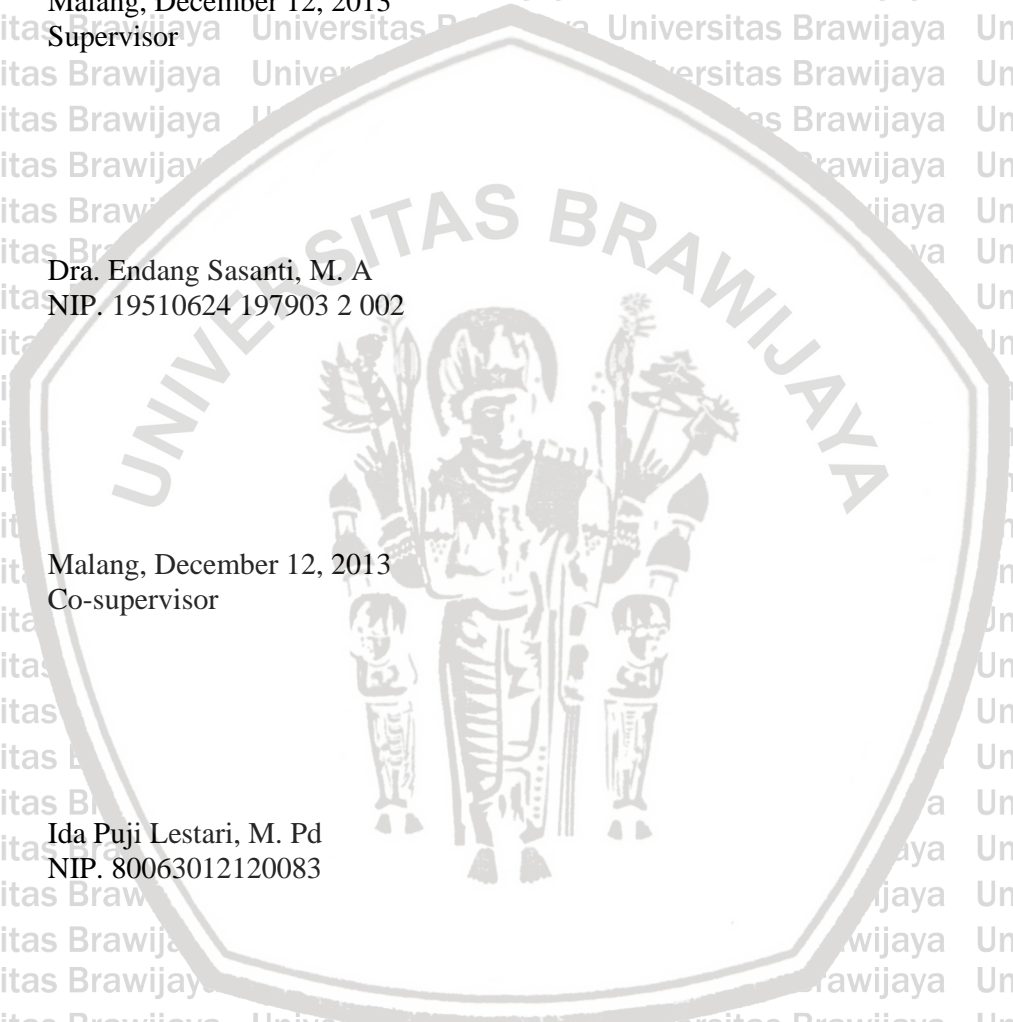
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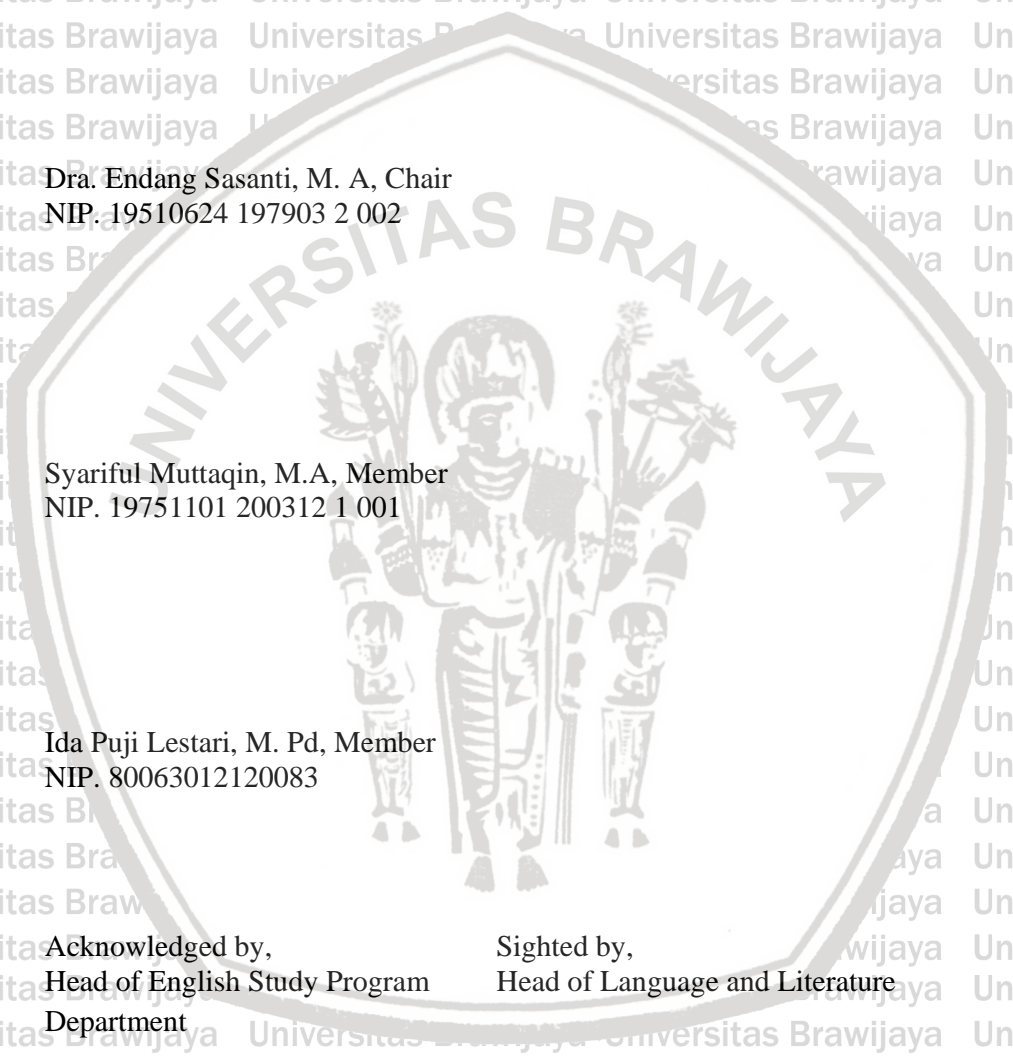
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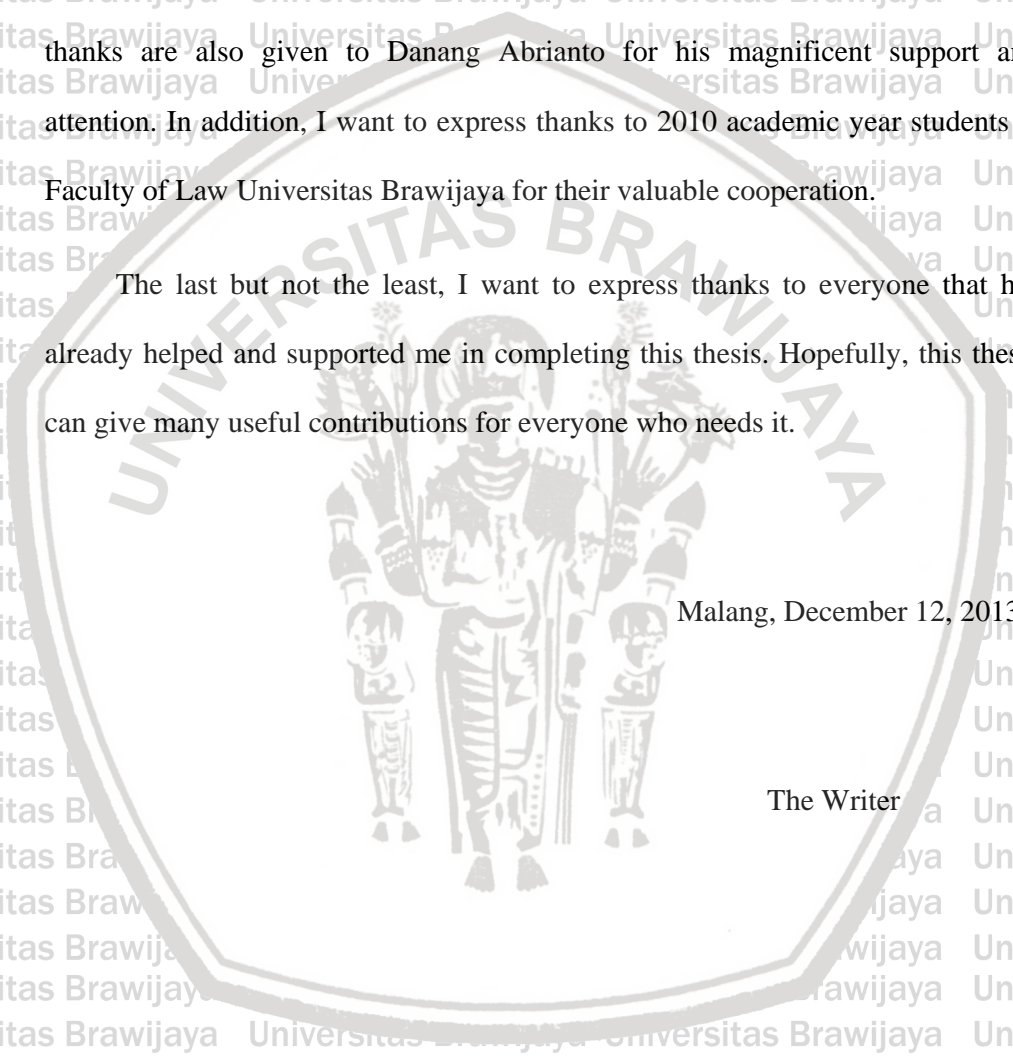
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The Writer



ABSTRACT

Ayuningtyas, D.S. 2013. **A Study on Language Learning Strategies Used by International Class Program Students at Faculty of Law Universitas Brawijaya.** Study program of English, Department of Languages and Literature, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor : Endang Sasanti, Co-supervisor : Ida Puji Lestari.

Keywords : language learning strategies, international class students, Strategy Inventory for Language Learning (SILL) questionnaire.

Nowadays English is known as an international language that has been used for communication. Considering English has an important role in international communication, most of students in Indonesia have learnt English from elementary level to tertiary level. So, English becomes a compulsory subject in Indonesia, as a foreign language in Indonesia learning English is not always easy. There are some factors that can affect language learning, one of those factors is learning strategy. This study was conducted to investigate the application of learning strategies and to examine the most frequently language learning strategy used by 2010 academic students of international class program at Faculty of Law Universitas Brawijaya in English learning process.

This study used descriptive quantitative approach. The participants investigated were 25 students of 2010 academic year at Faculty of Law Universitas Brawijaya. The data were taken from Strategy Inventory for Language Learning (SILL) questionnaire completed by the students. The result reveals that the use of overall language learning strategies falls into medium level, meaning that the students sometimes used those strategies. In particular, metacognitive strategies are found as the most frequently used strategies, followed by social, compensation, cognitive, affective and memory strategies.

In conclusion, based on the scores, it shows that the types of learning strategies almost have the same level of usage from each type. Meanwhile, there is still have the most frequently learning strategy that have been used by the students, from the six types of learning strategies that is metacognitive strategy. The writer suggests the English lecturers can help the students to understand more about the importance of language learning strategies, or give the students training to be able to apply them in the learning activity. Further researchers are also suggested to use other variables of individual differences of language learning strategy in conducting research.

ABSTRAK

Ayuningtyas, D. S. 2013. **A Study on Language Learning Strategies Used by International Class Program Students at Faculty of Law Universitas Brawijaya.** Program studi Sastra Inggris, Jurusan Bahasa dan Sastra, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing (I): Endang Sasanti, Pembimbing (II): Ida Puji Lestari.

Kata Kunci : Strategi pembelajaran bahasa, kelas bahasa Inggris, kuisisioner SILL.

Dewasa ini, bahasa Inggris dikenal sebagai bahasa internasional yang digunakan untuk berkomunikasi. Mengingat bahasa Inggris mempunyai peran penting dalam komunikasi internasional, kebanyakan siswa di Indonesia harus belajar bahasa Inggris dari tingkatan dasar sampai tingkat universitas. Sehingga, bahasa Inggris menjadi mata pelajaran wajib di Indonesia, sebagai bahasa asing di Indonesia belajar bahasa Inggris tidaklah mudah. Ada beberapa faktor yang dapat mempengaruhi belajar bahasa, salah satunya adalah strategi belajar. Penelitian ini dilakukan untuk mengetahui strategi pembelajaran bahasa yang diaplikasikan oleh mereka dan juga untuk menguji strategi belajar apa yang paling disukai oleh mahasiswa pada ajaran tahun 2010 di Fakultas Hukum kelas bahasa Inggris Universitas Brawijaya.

Penelitian ini menggunakan pendekatan deskriptif kuantitatif. Partisipan yang diteliti adalah 25 mahasiswa pada ajaran tahun 2010 Fakultas Hukum Universitas Brawijaya. Data studi ini didapat dari kuesioner SILL yang diisi oleh para mahasiswa. Hasilnya, menunjukkan bahwa pengaplikasian strategi pembelajaran bahasa berada pada level sedang, yang berarti para siswa terkadang menggunakan strategi pembelajaran. Secara spesifik, metakognitif merupakan strategi yang paling sering digunakan, diikuti oleh strategi sosial, kompensasi, kognitif, afektif dan memori.

Kesimpulannya adalah, berdasarkan skor mengungkapkan bahwa hasil dari 6 macam strategi belajar hampir setiap tipe strategi mempunyai level yang sama dalam penggunaannya. Sementara itu, tetap ada strategi yang paling disukai oleh para mahasiswa, dari enam tipe strategi tersebut yang paling disukai adalah strategi metakognitif. Penulis menyarankan agar dosen bahasa Inggris dapat membantu mahasiswa untuk lebih mengerti pentingnya strategi pembelajaran bahasa atau memberikan latihan kepada mahasiswa untuk dapat mengaplikasikan dalam kegiatan belajar. Untuk peneliti selanjutnya disarankan untuk menggunakan variabel perbedaan individual lainnya dalam melakukan penelitian strategi belajar bahasa.

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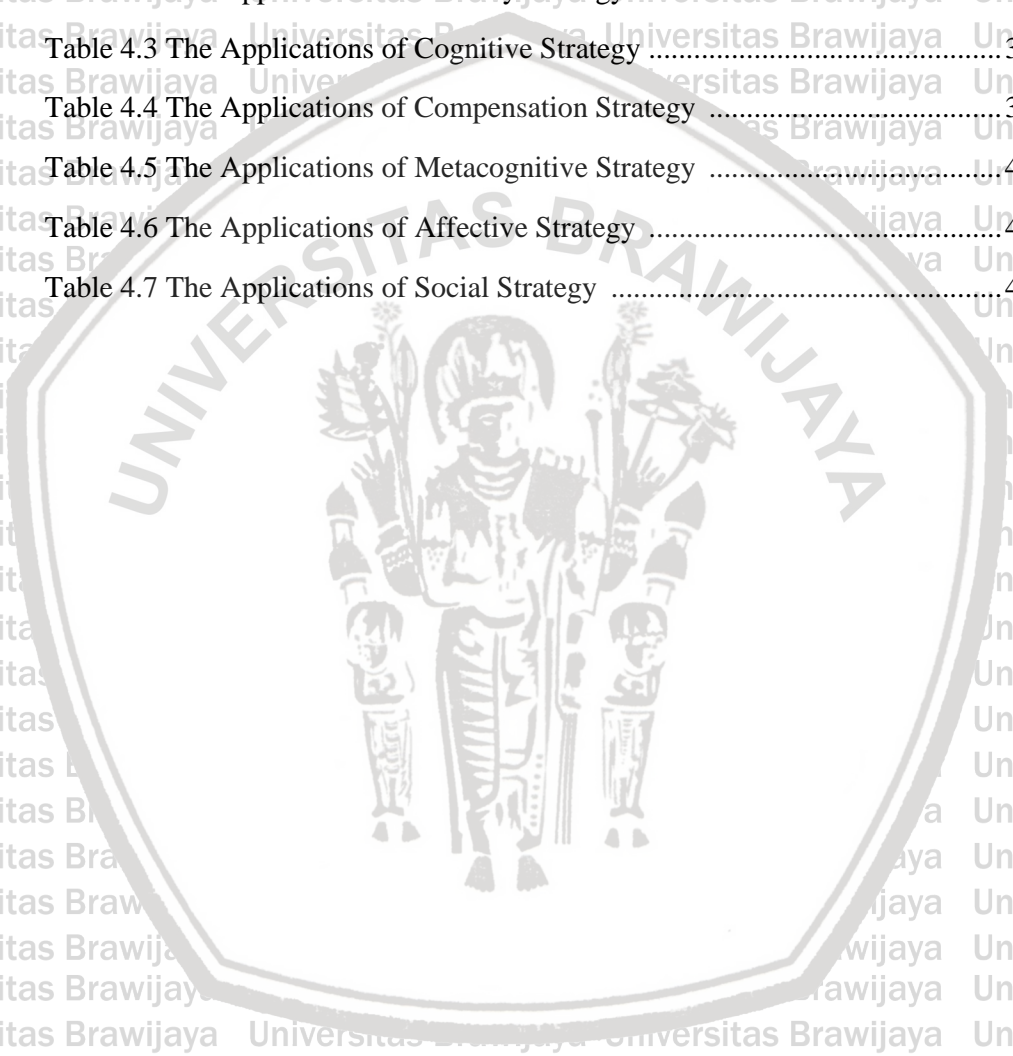
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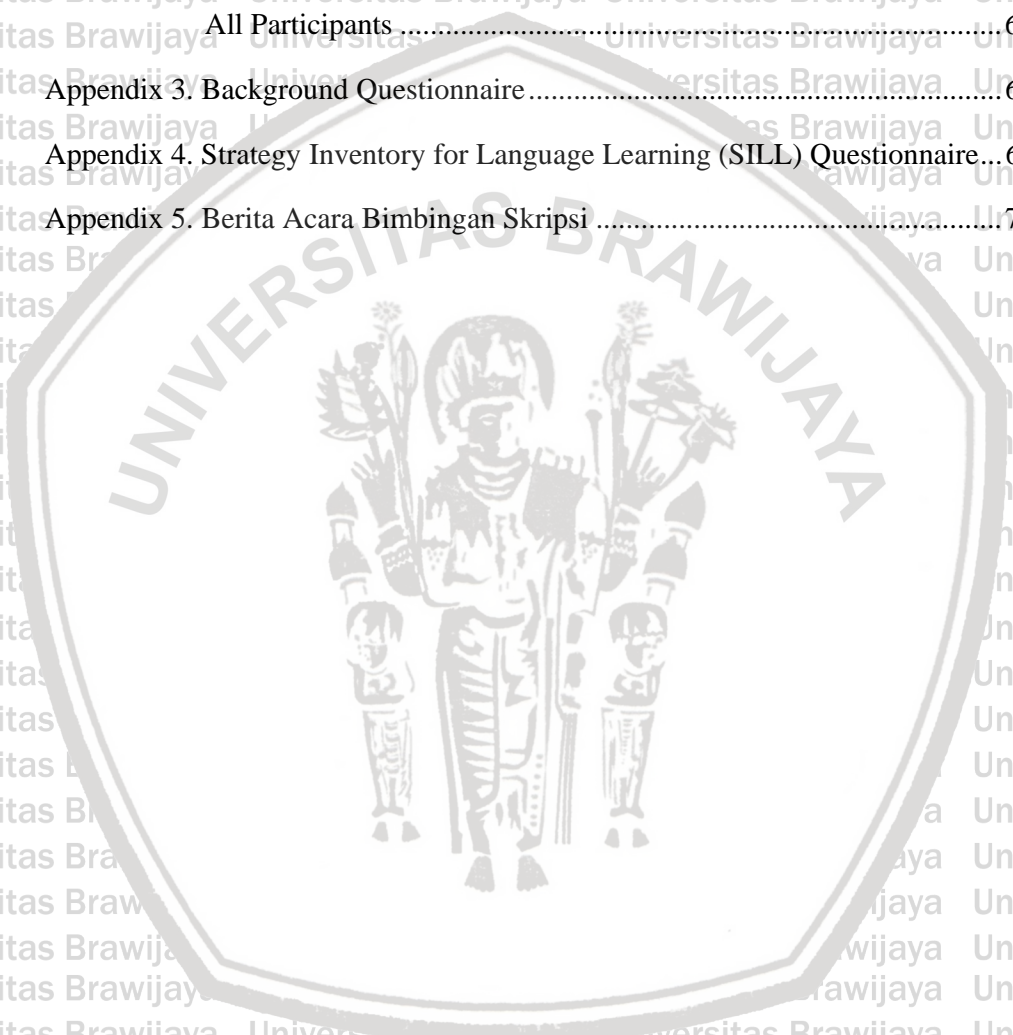
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CHAPTER I

INTRODUCTION

This chapter presents introduction of the study consists of background of the study, problems of the study, objectives of the study, and definition of key terms.

1.1 Background of the Study

Nowadays, English is known as an international language that has been used as the main means of communication throughout the world. It has an important role in transferring information especially for adopting science, technology, culture, and developing interrelationship with foreign countries.

Considering English has an important role in international communication, most students in Indonesia have learnt English from elementary level to tertiary level.

Recently, English becomes the first foreign language taught as a compulsory subject in Indonesia.

Learning English as a foreign language in Indonesia, is not always easy for the students. Some learners will learn it successfully, and they have already used it actively in their daily life communication, while the others may think that

English is a difficult subject. In other words, we can say that some students will successfully learn and use English while the others will not. The successful

learners in learning English as a second language may be influenced by some

factors. In Second Language Acquisition (SLA) there are some factors affecting language learning. According to Gass and Selinker (2008) there are two major factors in affecting language learning. The first is linguistic factors including avoidance, differential learning rates, different paths, overproduction, and predictivity/selectivity. The second is non-linguistic factor including anxiety, affective filter, social distance, age differences, aptitude, motivation, personality and learning style, and learning strategy.

In addition, according to Sharp (2004, as cited in Razawi *et al* 2011, p.179) who states that “language learning success is associated with a range of factors including age, gender, motivation, intelligence, anxiety level, learning strategies and language learning styles”, from this statement we know that there are many factors affecting language, language learning styles and strategies are among the main factors that help determine how well the learners learn a second or foreign language Oxford (2003).

From the various factors, the writer is interested in learning strategies. In learning strategy, the learners can choose their learning strategies consciously to gain a success in their learning processes. In second language acquisition theory, it is called language learning strategy (LLS). “Language learning strategy is specific action, behavior, step, or technique used by the learners in the process of learning a language to improve their language skills” Oxford (1990). The use of language learning strategy will somehow help the learners to improve their abilities in learning a second language if the strategy selected by the learners are appropriate with them. In other words, “appropriate language learning strategies

result in improved proficiency and greater self-confidence” Oxford (1990, p. 1).

In contrast, if the learners use the strategy which is not appropriate for them, it will be useless.

O’ Malley and Chamot (1985) identify three types of language learning strategies, namely metacognitive strategy, cognitive strategy, and social strategy.

First, metacognitive strategy is a learning strategy that involves thinking about or knowledge of the learning process planning for learning, monitoring learning while it is taking place or self-evaluation of learning after the task has been completed. Second, cognitive strategy is a strategy that involves mental manipulation transformation of materials or tasks, and it is intended to enhance comprehension, acquisition, or retention. Finally, social strategy is one of the general types of learning strategy. It may consist of using social interactions to assist in the comprehension, learning, and retention of information. It also consists of using mental control over personal affect that interferes with learning. In

Oxford’s classification (1990) learning strategy is divided into two which is further subdivided into six groups. The first is direct strategies, which is directly affecting the target language learning. Direct strategies consists of memory strategies, cognitive strategies, and compensation strategies. Memory strategies (which relate to how students remember language) are divided into four strategy sets, they are creating mental links, applying image and sounds, reviewing well, and employing actions. Cognitive strategies (which relate to how students think about their learning) are divided into practicing, receiving and sending messages, analyzing and reasoning and creating structure for input and output.

Compensation strategies (which relate the comprehension of the target language when the learners have insufficient knowledge of the target language) are divided into guessing intelligently in listening and reading, overcoming limitations in speaking and writing. The second one is indirect strategies, indirect strategies consists of metacognitive strategies, affective strategies, social strategies. Metacognitive strategies are used for organizing, focusing and evaluating one's own learning. Affective strategies are used for handling emotions or attitudes. Social strategies are used for co-operation with others in the learning process.

In this study, the writer is interested in finding out the application of language learning strategies in Indonesian EFL students, and the most of language learning strategies used in English learning process. The writer uses Oxford's instrument that is Strategy Inventory for Language Learning (SILL) questionnaire as a survey tool based on her classification system. Oxford's classification gives more comprehensive, and detail list of variety in learning strategies, as cited in previous research Rahayu (2011) "Huda (1999) stated that the classification defined by Oxford (1990) which is based on combination criterion, has attracted greater attention." This system also used by many researchers as the basis for developing the instrument to identify learning strategies. Moreover, many researchers previously use this classification that can prove the validity and reliability in accounting for variety of strategies reported by language learners.

In this study, the writer chooses the participants from international class program students at Faculty of Law Universitas Brawijaya. Universitas Brawijaya is the university located in Malang that have many students from different region,

especially from some small cities around Malang. So, the students have various cultural backgrounds and educational backgrounds, it is possible that they have different strategies in learning English that then give the influence on their foreign language acquisition. The writer chooses Faculty of Law because this faculty has cooperated with many kinds of universities in foreign countries such as, Leipzig University in Germany, Utrecht University in Dutch, Sydney University in Australia and so on (www.fh.ub.ac.id). In order to make the faculty to be an international standard, this faculty establishes some international programs such as double degree, international class program, visiting lecturers, student and lecturer exchange and so on. It is done to improve the degree of the educational process. In this research, the writer takes 2010 academic year students of international class program at Faculty of Law as the subject of the study. In the International Program, English is used as the medium of instruction in their daily communication at the classroom and the language of literature.

In other words, the writer tries to investigate the English learning strategies used by the international program students at faculty of law in Universitas Brawijaya, this study attempts to describe the strategies employed by the international program students under the title “*A Study on Language Learning Strategies by International Class Students at Faculty of Law Universitas Brawijaya*”.

This study is expected to give a valuable reference to the readers who want to get information about language learning strategies in EFL context, especially in the international class. By conducting this study, the researcher can give some

contribution on how learners go about language learning strategy and makes the learners know about the importance of using learning strategy in learning a language. It also can give more information for the lecturers to help the students by selecting the teaching materials that are appropriate with the need of the learners.

1.2 Problems of the Study

Based on the background of the study, the problems of this study are formulated as follows :

1. What are the language learning strategies applied by international class program students at Faculty of Law in English learning process ?
2. What is the language learning strategy most frequently used by international class program students at Faculty of Law in English learning process ?

1.3 Objectives of the Study

Related to the problems of the study, this study is aimed at knowing :

1. To investigate the language learning strategies applied by 2010 academic year students of international class program at Faculty of Law in English learning process.
2. To find out the language learning strategy most frequently used by 2010 academic students of international class program at Faculty of Law in English learning process.

1.4 Definition of Key Terms

In order to avoid misunderstanding on the use of terminologies in this present study, it is important to define these terms as follows :

1. **Language learning strategy** : a strategy that is used by the learners consciously in language learning process.
2. **Strategy Inventory for Language Learning (SILL)** : a tool that can measure the learning strategy used by the learner in learning process of second language which is designed by Oxford (1990).
3. **International Program at Faculty of Law** : the international program of Faculty of Law in Universitas Brawijaya which has an international standard that English as a medium of instruction communication at the classroom and the language of literature.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter elaborates a brief descriptions 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 second language acquisition, factors affecting in language learning, language learning strategies definition, taxonomy of language learning strategies, and language learning strategies by Oxford (1990). The detail explanation is as follows :

2.1.2 Second Language Acquisition

Second language acquisition (SLA) is a branch of language study that focuses on the examination of second or foreign language learning, especially how and why it occurs. Ellis defined (1994, cited in Cahyono 2010) “second language as any language other than first language”. The terms second language and foreign language are used to refer to the context in which these languages are used or learned. According to Gass and Selinker (2008) second language acquisition is concerned with the nature of the hypotheses (whether conscious or unconscious) that learners come up with regarding the rules of the second language. In other words, second language acquisition is language that people

learn after their mother tongue (first language acquisition). Indonesian people use English as a foreign language because it is primarily learnt only in the classroom. Second language can be acquired in a variety of ways, at any age, for different purposes and to vary degrees. There are various ways in which this may happen, and the transitions among them are gradual. According to Brown (1994, cited in Cahyono, 2010) there are some learner differences which are also called personality factors that can affect the use of learner processes in language learning.

In summary, according to the writer, second language is a study about how people learn a foreign language besides their mother tongue as a second language, and it is probably difficult for the language learners to learn other languages which are not their mother tongue because every learner has different background culture that affect their success in learning process. Learning strategy includes one language learning success that is associated with a range of factors that include age, gender, motivation, intelligence and anxiety level in order to make the learner succeed in learning process.

2.1.3 Factors Affecting in Language Learning

In learning language, every person has different way to achieve the success in study of foreign language, and there are some factors can affect in language learning. Therefore, many researches try to figure out how learners go about learning something to make them successful in learning, and why some people are more effective in learning than others. Oxford (1990) highlighted on

how the following individual factors influence the learners choice of strategies while learning a second language. It will be explained more detail as follows :

1. Motivation

Students who have high motivations use more strategies than students who have less motivation in studying the language, and it is important in choosing the strategies in learning language, especially related to career field.

2. Gender

Females outnumbered males in overall strategy use (although sometimes males surpassed females in the use of a particular strategy).

3. Cultural Background

Every human being has different cultural background that can affect the way the or she learns. So, to avoid misunderstanding in learning process, we have to know about his or her background knowledge first, his or her intellegent, his or her learning style because of differences in their cultural backgrounds, every learner has different abilities.

4. Attitudes and beliefs

Attitudes and beliefs have a big effect in choosing any particular strategy with negative attitudes and beliefs often resulted in poor strategy use.

5. Type of task

The category or difficulty of the task is the determinant of the strategies to be employed to accomplish the task.

6. Age and L2 stage

Learners with different ages and various stages of second language learning use many different strategies.

7. Learning style

Learners' individual learning style often decide the choice of second language learning strategies.

8. Tolerance of ambiguity

In some cases, students are more tolerant with ambiguity used significantly in different learning strategies rather than those who have less tolerance. It means that, student who have curious in language learning they have different way to gain successful than students who have less tolerance in language learning process.

Based on the eight factors affecting in learning strategies explained that the choice of language learning strategies will determine the success of learning a foreign language and the different factor will result the different strategy which gives influence on the success of second language acquisition.

2.1.4 Language Learning Strategies

Oxford Dictionary (2005) define, strategy is a plan intended to achieve a particular purpose. Oxford (1990, p.8) states "language learning strategies are defined as specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations". O'Malley and Chamot (1990, p.1) states that "language learning

strategies as special ways of processing information that enhance comprehension, learning, or retention of the information”.

In other words, language learning strategies are defined as a strategy that is used by the learners consciously to simplify language learning process to gain the successful in their academics. Because this study is related to language learning, so that those strategies are proposed to achieve success in learning English.

2.1.5 Taxonomy of Language Learning Strategies

Language learning strategies have been classified by many researchers, some of them are O'Malley and Chamot (1990), Rubin (1987), and Oxford (1990). O' Malley and Chamot (1990, p. 47) divide language learning strategies into three kind of categories. First, metacognitive strategies consist of selecting attention, planning, monitoring, and evaluation. Second, cognitive strategies consists of rehearsal, organisation, inferencing, summarizing, deducing, imagery, transfer, and elaboration. Third, social strategies consists of cooperation, questioning for clarification, and self-talk.

Rubin (1987) states that “allocated a great deal of effort in the field of language learning strategies, made a distinction between strategies contributing directly to learning and those contributing indirectly to learning”. In his classification, he divides language learning into two kind of categories, there are direct strategies that include metacognitive and cognitive strategies, and indirect strategies that include communicative and social strategies.

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

In summary, the theory from some previous researchers have different categories in learning strategies. O'Malley and Chamnot say that learning strategies has three types such as, metacognitive strategies, cognitive strategies and social strategies and from three kinds of the types has more specific types from each that types. In Rubin classification, he says that learning strategies has distinction between direct strategies and indirect strategies. Direct strategies include metacognitive and cognitive. Then, indirect strategies include communicative and social strategies. Almost the same with Rubin classification, according to Oxford, learning strategies are devided into two main groups, there are direct strategies and indirect strategies but in Oxford classification, it explains more further than Rubin classification, there are six groups of direct strategies which are divided into memory strategies, cognitive strategies, and social strategies. Then, indirect strategies are divided into metacognitive strategies, affective strategies, and social strategies. According to the writer, although each researcher has different category in learning strategies, overall they have the same point that every human being has different way in learning strategies. Therefore, he or she tries to reform, expand and complete the theories which they got. So, the

distinction of learning strategy used by human being can measure their abilities in language learning process.

In this study, the writer chooses Oxford's (1990) theory as the main theory, because this theory is the most comprehensive among others theories, because many researchers used this theory as the basis for developing the instrument to identify learning strategies. Oxford's strategy system include 62 strategies under direct strategies and indirect strategies. Thus, Oxford's theory must be the most detail system of categorization in language learning strategies.

2.1.6 Language Learning Strategies by Oxford (1990)

In this section, the language learning strategies proposed by Oxford (1990) are explained deeply. Oxford's theory has two kinds of language learning strategies there are direct strategies and indirect strategies. Direct strategies consist of memory strategies, cognitive strategies and compensation strategies. Then, indirect strategies consist of metacognitive strategies, affective strategies, and social strategies, that can be explained more detail as follows :

A. Direct Strategies

Oxford (1990, p.37) states that direct strategies are the strategies that directly involve the target language. The direct strategies are useful for the students because they can help to store and retrieve their new information, help to produce language even when there is a gap in knowledge, and also they can help to understand in new language. Direct strategies consist of three strategies,

namely memory strategies, cognitive strategies and compensation strategies.

Those strategies are explained as follows.

1. Memory Strategies

Oxford (1990) states that memory strategies, can also called mnemonics, the strategies are for helping language learners to cope with difficulties. Memory strategies are based on simple principle like making association and reviewing.

The learner can be associated with the words and phrases with visual images, sounds, motions or touches in communication when they are learning vocabulary.

Memory strategies consist of four sets of strategies. First, creating mental linkage that consists of grouping, associating or elaborating and placing new words into a context. Second, applying images and sound that consists of using imagery, semantic mapping, using keywords and representing sounds in memory. Third, reviewing well that consists of structured reviewing. The last, employing action that consists of using response and using mechanical techniques.

Here is an example of application memory strategies by employing action.

As an Indonesian learner, using a motion in language learning process can be one of the best way for the learner especially for a basic learner. When the teacher said “*please go to the window, and open it*”, the teacher acts as if she wants to go to the window and she opens the window. So, it can make the learner is easier to remember the action.

2. Cognitive Strategies

Oxford (1990) states that in cognitive strategies, the target language is manipulated or transformed by repeating, analyzing or summarizing. Cognitive

strategies consist of four sets strategies. First, practicing that consists of repeating, formally practicing with sounds and writing systems, recognizing and using formulas and patterns, recombining, and practicing naturalistically. Second, receiving and sending messages that consist of getting the idea quickly and using resources for receiving and sending messages. Third, analyzing and reasoning that consists of reasoning deductively, analyzing expressions, analyzing contrastively, translating and transferring. The last, creating structure for input and output that consists of taking notes, summarizing, and highlighting.

The example of the application of cognitive strategies by practicing is as an Indonesian learner who wants to be a good speaker in English, he or she tries to listen the conversation from a native speaker, if he or she gets a difficult word he/she tries to repeat that word.

3. Compensation Strategies

Oxford (1990) states that the learners who use compensation strategies for comprehension of the target language when they have insufficient knowledge of the target language. These strategies are used when they want to cover the problem of deficiency in grammar and especially of vocabulary. Compensation strategies also allow the learner to guess words that they do not know the meaning and produce spoken or written expression in the new language without completing knowledge. Compensation strategies are divided into two sets of strategies. First, guessing intelligently consists of using linguistic clues and using other clues. Next, overcoming limitations in speaking and writing consist of switching to the mother tongue, getting help, using mimem or gesture, avoiding communication

partially or totally, selecting the topic, adjusting the message, coining words, and using circumlocution or synonym.

This is the example of application compensation strategies by overcoming limitations in speaking, when the learner does not know how to express with an appropriate word, he tries to ask the other learner to provide the missing expression.

B. Indirect Strategies

According to Oxford (1990, p. 135), these strategies support and manage language learning without directly involving the target language. Therefore, they are called indirect strategies. Indirect strategies are useful in virtually all language learning situations and they are applicable to all four language skills such as listening, reading, speaking, and writing. Indirect strategies divided into three strategies, there are metacognitive strategies, affective strategies, and social strategies. Those strategies will be explained further as follows :

1. Metacognitive Strategies

According to Oxford (1990), the word “metacognitive” itself means beyond, beside, or with the cognitive. Therefore, metacognitive strategies are the strategies which are go beyond purely cognitive devices, providing a way for learners to coordinate learning process with their own ways. Automatically, they will help the learners to make a plan in their language learning process to become an effective way. Metacognitive strategies are really needed for the learners when the learners want to cope successfully the new vocabulary, rules and writing system. Therefore, they become vital for successful language learning.

Metacognitive strategies are divided into three sets of strategies. First, centering your learning that consists of overviewing with already known the material, paying attention, and delaying speech to focus on listening. Second, arranging and planning learning consists of finding out about language learning, organizing, setting goals and objectives, identifying the purpose of the task, and seeking practice opportunities. The last, evaluating learning that consists of self-monitoring and self-evaluating.

The illustration of the application of metacognitive strategies by evaluating our learning, as an Indonesian learner there are some errors in his or her speaking ability. When the learner has an opportunity to speak, he or she evaluates his or her errors by recording his voice. So he or she can identify the mistake in producing a new language.

2. Affective Strategies

According to Oxford (1990) effective means emotion, attitude, and values.

Affective strategies are the strategies which can gain control over those emotion, attitude, and value in the learning process. Affective strategies are divided into three sets of strategies. First, lowering anxiety consists of using progressive relaxation, taking deep breath and meditation, using music, and using laughter. Second, encouraging yourself that consists of making positive statements, taking risk wisely, and rewarding yourself. The last, taking your emotional temperature consists of listening to the body, using checklist, writing a language learning diary, and discussing feeling with someone else.

The example of the application of affective strategies by taking your emotional temperature, when a learner gets a problem with his ability in speaking English, he tries to discuss his problem with his teacher. So, his teacher can help him, and his teacher tries to find out how to solve his problem.

3. Social Strategies

Oxford (1990) states that a human being cannot be separated from the society. Then, language is as a tool to communicate each other, and in communicating we need a language. In other words, a language is a form of social behavior and learning a language must involve other people to communicate. Thus, social strategies are very important in learning a language. Social strategies consist of three sets of strategies. First, asking questions that consists of asking for clarification and asking for correction. Second, cooperating with others that consists of cooperating with peers and cooperating with proficient users of new language. The last, empathizing with others that consists of developing cultural understanding and becoming aware of others' thoughts and feeling.

To describe the application of social strategies by cooperating with other, when a learner goes to somewhere in which there are many tourists, he or she can start the conversation with them in English. By doing that activity, he or she can get the feedback to improve his or her ability in learning English.

2.1.7 Faculty of Law Universitas Brawijaya

The undergraduate study of Faculty of Law Universitas Brawijaya has regular classes and international classes. Faculty of Law has an A accreditation for

each program study. The international class at Faculty of Law Universitas Brawijaya has 120 students which comprises of 4 classes. There is only one class in each academic year, each class has an overall of 30 students, consisting of males and females, and the age range is between 19 and 21 year-olds. In the international class, the students use English as the medium of instruction and communication in the classroom. Before joining this class, the students have to pass the test given by the faculty.

2.2 Previous Studies

There are some researchers who analyzed learning strategies in their studies. Rahayu (2011) conducted Strategies in learning English used by the successful learners of English at Laboratory Junior High School State University of Malang. The subject of this study were two successful learners of English. These subjects were VII grade students of junior high school of UM Lab school. The research design of this study was use of case study research. The instrument of this study are use SILL questionnaire and interview. In this study, the researcher wanted to investigate the learning strategies used by the successful learners of English in junior high school level and this study showed that the successful English learners used a strategy in their learning to gain high proficiency in their English learning. The result of this study is cognitive strategies got the highest score which is meant that these strategies often used by the subject. This first previous study and this current study have some differences and some similarities. The difference is this current study used international class program students as the variable while the first previous study used successful

learners as the variable. The other difference is the current study uses descriptive quantitative approach while the previous study uses a case study design. The similarities are the instrument used to measure language learning strategies, that is SILL designed by Oxford (1990). Then, the first previous studies and this study investigate the learning strategy in the EFL context.

The other researcher is Nuril (2012) conducted a study in this issue. The study investigated 73 students of 2012 academic year of International Undergraduate Program of Faculty of Economics and Business University of Brawijaya. This study was conducted to investigate the language learning strategies applied by the international students and examine the relationship between language learning strategies and English proficiency. This study use quantitative approach. The result in this study showed that the students prefer to use metacognitive strategies as the most frequently used. This second previous study and this current study have the difference and the similarity. The difference is this study use descriptive quantitative approach to describe the application of language learning strategies and to find out the most frequently language learning strategies used by international class program students while in this second previous study used quantitative approach to examine the relationship between language learning strategies and English proficiency. The other difference between the previous study and this current study is the subject of the research.

The second previous study choose the international undergraduate program of Faculty of Economics and Business University of Brawijaya, and in this study the current researcher chooses the international class program at Faculty of Law

Universitas Brawijaya. The similarity is the instrument of this study used SILL designed by Oxford (1990)

The last study is conducted by Al-Buainain (2010) who investigated the type and frequency of language learning strategies used by Qatar University English majors. The subjects of this study were 120 Arabs enrolled in the Department of Foreign Languages representing different learning levels (Year 1-4). The result of this study showed that the students prefer to use metacognitive strategies as the most frequently use.

Those previous studies and this current study have some differences and some similarities. The difference is this current study used international class program students as the variable while the previous study used successful learners as the variable. The other difference is current study use descriptive quantitative approach while the last previous study use a case study design. The similarities are the instrument used to measure language learning strategies, that is SILL designed by Oxford (1990). Then, the last previous studies and this study investigate the learning strategy in the EFL context. The other similarity between the previous studies and this current study is the research method that use quantitative approach, but in this study the writer tries to find out the most frequently used of learning strategies, while the researcher found out the correlation between language learning strategies and English proficiency. The difference between the previous studies and this current study is the subject of the research.

CHAPTER III

RESEARCH METHOD

This chapter discusses the research method which includes research design, data source, data collection, and the last is data analysis. All of these sections are discussed as follows.

3.1 Research Design

In this study, the writer used descriptive quantitative approach. According to Ary et al (2002, p.22) who states that “quantitative research uses objective measurement and statistical analysis of numeric data to understand and explain phenomena”. According to Blaikie (2003, p. 28), descriptive research consist of establishing characteristics of particular phenomena, trends in these characteristics over time and patterns in the connection between phenomena. That approach was appropriate with this current study since the writer calculated the result of questionnaire filled by 2010 academic year students Faculty of Law Universitas Brawijaya by using statistical analysis. It was conducted to find out the application of learning strategy and the most frequently learning strategy used by students in the English learning process. In this case, the writer took the data from one class in international class program at Faculty of Law Universitas Brawijaya.

3.2 Data Sources

The study was conducted at Universitas Brawijaya in Faculty of Law. This university is located on Jalan MT. Haryono no. 169 Malang. The data for this study were obtained from the questionnaire that given to 2010 academic year students of international class program at Faculty of Law Universitas Brawijaya.

The writer chooses the students as the participants because international class program in that faculty, English is used as the medium of instruction in their daily communication at the classroom and the language of literature. In conducting this study, the writer uses Oxford's instrument that is Strategy Inventory for Language Learning (SILL) questionnaire. The questionnaire used to get information about the learner strategies in learning English. This questionnaire can give much information about a learner's learning techniques.

The samples of the participants were taken by using random sampling. In this study, the writer took 25 students 2010 academic year students of Faculty of Law Universitas Brawijaya.

The writer obtained the data source by using the following steps :

1. The writer asked the Faculty of Law academic to get the data of 2010 academic year students, and was informed that the total number of all the international program students in Faculty of Law is 120 students which are divided into 4 classes.

2. The writer took around 20% of the total number which is 25, as what

Ari Kuntoro (2002, cited in Putri 2011) states that a researcher may

take 10% - 15% or 20% - 25% or more of the population used as the sample.

3. The writer chose one class of 4 classes by using simple random sampling.

In a typical simple random sample everyone in the population has exactly the same chance of being included in the sample. This is because the sample is drawn at random from the population (for example, by using random number generators), as Mujis (2004, p. 38) have explained.

3.3 Data Collection

Related to the type of this study that is survey, the instrument used in this study was Strategy Inventory for Language Learning (SILL) questionnaire. The consideration of using questionnaire was that it could delimit the responses to get information that was relevant and simplified the data to be analyzed because the data collected by using questionnaire were more manageable.

This study used Oxford's SILL questionnaire version 7.0 that is a structured self-report survey tool based on the strategy system purposed to ESL/EFL students with the simplified language (Oxford, 1990, p.199). The questionnaire is consisting of 50 items subdivided into six categories of language learning strategies which can be objectively scored and analyzed. They are memory strategies consist of nine items (A1 - A9), cognitive strategies consist of 14 items (B10- B23), compensation strategies consist of six items (C24 - C29),

metacognitive strategies consists of nine items (D30 – D38), affective strategies consist of six items (E39 – E44), social strategies consist of six items (F45 – F50).

Each question in Strategy Inventory for Language Learning Questionnaire is given in a five-interval scale (Likert Scale). According to Sugiyono (2009, p.93), “likert scale is used to measure the attitude, opinion or perception of someone or a group of people about the social phenomena”. It ranges from “1” which refers to “never or almost never true of me”, “2” refers to “usually not true of me”, “3” refers “somewhat true of me”, “4” refers to “usually not true of me”, and “5” which refers “always or almost always true of me”. The result of the average of overall indicates how often the learners tend to use learning strategies in general. While the average of each part of the SILL indicates which learning strategy categories the learner tends to use most frequently (Oxford, 1990, p.199).

Before collecting the data, the SILL questionnaire was translated into Indonesian language in order to minimize the students’ problem in comprehending each item and response scale. In translation process, the writer translates the questionnaire based on the previous researcher which has the same topic with the writer. So, it can be a proof to assess the appropriate translational equivalency, naturalness, and clarity.

In collecting the data, the writer conducted four steps.

1. Asking for permission to academic at Faculty of Law at Universitas Brawijaya then convey the purpose of this research.

2. Explaining how to complete the questionnaire before the subject fill out the questionnaire.
3. Distributing SILL questionnaire to the participants in 2010 academic students of international class program in faculty of law Universitas Brawijaya.
4. Collecting the questionnaire after the participants filled out.

3.4 Data Analysis

In this study, Oxford's SILL questionnaire used as the instrument in collecting the data has already been admitted in its reliability and validity. Oxford (1990, p.199) states that it has been extensively field-tested, demonstrated to be highly valid and reliable. Data analysis is a process where by researchers systematically search and arrange the data in order to increase their understanding of the data and to enable them to present what they learned to others (Ary et al 2002, p. 465). Since the research design was quantitative, the writer used the statistical analysis to investigate the problems of the study. Thus, this study used Statistical Package for Social Science (SPSS) 16 for Windows as the instrument to analyze the data. According to Sarwono (2009, p.1) 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 simple instruction. The writer used SPSS to calculate the descriptive statistics that was the average score of language learning strategies and the frequency of learning strategies used.

The techniques of data analysis consist of five steps.

1. Calculating the internal consistency SILL questionnaire result to identify the reliability of the data.
2. Calculating 25 SILL questionnaire results to find out the mean score to identify the frequency use of each category of language learning strategies and overall categories of language learning strategies by using descriptive statistics.
3. Interpreting the score based on Oxford's guidelines.

It was used to examine the problems of the study related to the application of language learning strategies and the most frequently used of language learning strategies. Those score guidelines by Oxford (1990) are explained in Table 3.1.

Table 3.1 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

4. Interpreting all of the findings from statistical analysis.
5. Drawing conclusion related to the problems of study.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the result of the problems of research which consist of finding and discussion. The first section discusses the finding of the application of language learning strategies used by international class program students of Faculty of Law (FH) and the most frequently language learning strategies used by the students. The second section is the discussion related to the interpretation of the finding of the study. Each of those is discussed in detail, as follows.

4.1 Finding

This study tries to investigate the application of language learning strategies and to find out the most frequently used of language learning strategies used by international class program students of FH. The data were collected by distributing questionnaire. After the SILL questionnaire had been distributed to the 25 internasional class program students of FH, those results were used to investigate the application of language learning strategies and to find out the most frequently used language learning strategies.

4.1.1 The Language Learning Strategy Most Frequently Used by International Class Program Students at Faculty of Law

The result of the application language learning strategies in international class program of FH that the students use all the types of learning strategies in

English learning process. From the SILL questionnaire results had been collected, the descriptive statistics of the application of language learning strategies are reported in Table 4.1

Table 4.1 Descriptive Statistics Result for Language Learning Strategies Use

Category of Language Learning Strategies	Mean	Rank Order of Usage
Metacognitive strategies	3.63	1
Social strategies	3.44	2
Compensation strategies	3.34	3
Cognitive strategies	3.32	4
Affective strategies	3.3	5
Memory strategies	3.27	6
Overall categories of language learning strategies	3.38	

Based on Table 4.1, the mean score of the overall language learning use and the mean scores of each categories of language learning use were interpreted by using the guidelines of the score interpretation proposed by Oxford (1990, p.21). It was reported that the overall language learning strategies use falls into medium level with the mean of 3.38. since that scores is in range between 2.5 to 3.4, it indicates that the language learning strategies falls into sometimes used by the international class program students. When it is looked by each category of language learning strategies, in the first rank is metacognitive strategies with the mean 3.63. In the second rank is social strategies with the mean 3.44. Then, compensation strategies are in the third rank with the mean 3.34. In the fourth rank is cognitive strategies with the mean of 3.32. Affective strategies in the fifth rank with the mean of 3.3. Respectively, memory strategies is in the last rank as the strategies least frequently used with the mean of 3.27. Since all of the scores

of social, compensation, cognitive, affective, and memory strategies are in the range of 2.5 to 3.4, they fall into medium level means that all those strategies are sometimes used by the international class program students of FH.

Moreover, this sub-chapter describes the frequency of the learning strategies which were used by the research subject. Based on Table 4.1, it can be seen from each category of language learning strategies, metacognitive strategy was reported as the strategy most frequently used with the mean of 3.63. According to Oxford's scoring description of SILL version 7.0 for interpreting the average language learning strategies score, that score falls into high level of use since 3.63 is in the range between 3.5 to 4.4, it indicates that the language learning strategies falls into usually used by the international class program students.

4.1.2 Application of Language Learning Strategies

According to Oxford (1990) learning strategies divides into two categories, they are direct strategies and indirect strategies. Direct strategies consists of memory strategies that has a strategy to remember more effectively, cognitive strategies to use all mental processes of the students, compensation strategies to compensate for missing knowledge. Indirect strategies consists of metacognitive strategies that has function to organize and evaluate learning of the students, affective strategies that have role to manage emotions of the students, and social strategies that include learning with others. In this study, the writer presents the table and analysis the types of learning strategies used by international class program students of FH. The Table 4.2 shows the average score

from the questionnaire that filled by the students. The participants are 25 students of one class.

Table 4.2 The Applications of Memory Strategy

The Application of Memory Strategy	Mean	Rank of Usage
I remember a new English word by making a mental picture of a situation in which the word might be used	3.80	1
I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign	3.52	2
I use new English words in a sentence so I can remember them	3.48	3
I think of relationships between what I already know and new things I learn in English	3.40	4
I connect the sound of a new English word and an image or picture of the word to help me remember the word	3.24	5
I use rhymes to remember new English words	3.24	6
I physically act out new English words	3.12	7
I review English lessons often	3.00	8
I use flashcards to remember new English words	2.68	9

Table 4.2 shows the score from each question of memory strategy chosen by the students. There are nine questions of memory strategy, and here it is ranked according to the mean obtained from the students. It can be seen that the most frequently used application of memory strategy is *I remember a new English word by making a mental picture of a situation in which the word might be used.*

Using new English word by making mental picture is the application of applying images and sounds by using imagery, with the mean of 3.80. Based on the result

from the questionnaire, option number 3 chosen by eight students out of 25 students means that the students sometimes used this question in application of learning strategy, and the result from the other options are less than eight students.

According to Oxford (1990, p.61) by using imagery is a good way to remember what has been heard or read in the new language to create a mental image, since this strategy is useful for remembering new expression in application of listening and reading.

The least frequently used application of memory strategy is *I use flashcards to remember new English words*. Using flashcards to remember new English words is the application of employing action by using mechanical techniques, with the mean of 2.68. Based on the result from the questionnaire, option number 4 chosen by eight students out of 25 students means that the students usually used this statement in their learning and the result from the other options are less than eight students. According to Oxford (1990, p.68) by using mechanical techniques for remember what has been heard or read, are useful for the learners. In this application of memory strategy, the students are not aware about the benefit of using flashcard to remember. So, this strategy falls into the least application of memory strategy.

In the second rank is *I remember new English words or phrases by remembering their location on the page, on the board, or on street sign*.

Remembering word or phrase by memorizing the location is the application of applying images by using semantic mapping, with mean of 3.52, it means that this question falls into high level that “usually” used.

In the third rank is *I use new English words in a sentence so I can remember them*. Using new English word in a sentence is the application of creating mental linkages by placing new words into a context, with the mean of 3.48 it means that this question is falls into medium level, it indicates into “sometimes” used by the students.

The fourth rank is *I think of relationships between what I already know and new things I learn in English*. Using relationship between what already know and new things in learn English is the application of crating mental linkage by associating or elaborating, with the mean of 3.40, it means that this question is falls into medium level since that scores is in range between 2.5 to 3.4.

Next, *I connect the sound of a new English word and an image or picture of the word to help me remember the word*. Using sound and an image or picture in new English word is the application of applying images and sounds by using keywords, with the mean of 3.24, it means that this question is falls into medium level.

In the sixth rank is *I use rhymes to remember new English words*. Using rhymes is the application of applying images and sounds by representing sounds in memory, with the mean of 3.24, it means that this question falls into medium level that “sometimes” used.

The seventh rank is *I physically act out new English words*. Acting out physically in new English word is the application of employing action by using physical response or sensation, with the mean of 3.12 it means that this question

falls into medium level that “sometimes” used. Next, is *I review English lessons often*. Using review in English lesson is the application of reviewing well by structured reviewing, with mean of 3.00 it means that this question falls into medium level that “sometimes” used.

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

Table 4.3 The Applications of Cognitive Strategy

The Applications of Cognitive Strategy	Mean	Rank of Usage
I watch English language TV shows spoken in English or go to movies spoken in English	4.32	1
I read for pleasure in English	3.60	2
I practice the sounds of English	3.56	3
I use the English words I know in different ways	3.48	4
I start conversation in English	3.48	5
I try to talk like native speakers	3.40	6
I first skim an English passage (read over the passage quickly) then go back and read carefully	3.32	7
I write notes, messages, letters, or reports in English	3.24	8
I say or write new English words several times	3.16	9
I find the meaning of an English word by dividing it into parts	3.12	10
I try not to translate word-for-word	3.04	11
I look for words in my own language that are similar to new words in English	3.00	12
I try to find patterns in English	2.96	13

I make summaries of information that I hear or read in English	2.84	14
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Based on the Table 4.3, it can be seen that the most frequently used application of cognitive strategy is *I watch English language TV shows spoken in English or go to movies spoken in English*. Watching the movie used English is the application of practicing by practicing naturalistically, with the mean of 4.32.

Based on the result from the questionnaire, option number 4 chosen by twelve students out of 25 students means that the students “usually” used this strategy in application of learning process, and the result from the other options are less than twelve students. Oxford (1990, p. 76) says that as a second language learner who are in the midst of the target language community, TV is a great resource for listening practice. Since the students in the class have to use English as medium of communication, watching TV spoken in English can be choice for practicing English. Oxford (1990, p.75) says that Films are wonderful sound and image resource to enhance listening practice.

The least frequently used is *I make summaries of information that I hear or read in English*. Making summaries of information is the application of creating structure for input and output by summarizing, with the mean of 2.84.

Based on the result of the questionnaire, option number 3 chosen by twelve students out of 25 students means that the students “sometimes” used this strategy in application of learning process. Oxford (1990, p.89) says that this strategy is useful for the advance students in their knowledge of the language, their summaries can be made in the target language especially in listening, reading and

writing skills. This strategy become the least frequently used by the students, since the students are intermediete level. So, they are not aware of the importance of this strategy use.

In the second rank is *I read for pleasure in English*. Reading English for pleasure is the application of practicing by practicing naturalistically, with the mean score 3.60. In the third rank is *I practice the sounds of English*. Practicing the sound is the application of practicing by formally practicing with sounds and writing systems, with mean of 3.56 it means that this question falls into high level that “usually” used.

The forth rank is *I use the English words I know different ways*. Using English words with different way is the application of practicing by recombining, with mean of 3.48 it means that this question falls into medium level that “usually” used. In the fifth rank is *I start conversation in English*. Starting conversation in English is the application of practicing that is practicing naturalistically, with mean of 3.48, it means that this question falls into medium level that “usually” used.

The sixth rank is *I try to talk like native speakers*. Trying to talk like native speaker is the application of practicing by repeating, with mean of 3.40 it means that this question falls into medium level that “sometimes” used. Next, in seventh rank is *I first skim an English passage then go back and read carefully*. Skimming an English passage is the application of receiving and sending message by getting the idea quickly, with the mean of 3.32.

I write notes, messages, letters or reports in English in the eighth rank.

Writing notes in English are the applications of practicing by practicing naturalistically, with the mean of 3.24. For the ninth rank is *I say or write new English words several times*. Saying or writing new English word is the application of practicing by formally practicing with sounds and writing systems, with mean of 3.16, it means that this question falls into medium level that “sometimes” used.

In the tenth rank is *I find the meaning of an English word by dividing it into parts that I understand*. Finding the meaning of an English word by dividing into parts is the application of analyzing and reasoning by analyzing expressions, with mean of 3.12. In the eleventh rank is *I try not to translate word for word*. Trying not translate word for word is the application of analyzing and reasoning by translating, with mean of 3.04.

Next, in rank twelve is *I look for words in my own language that are similar to new words in English*. Looking for word in own language that similar to new word in English is the application of analyzing and reasoning by analyzing contrastively, with mean of 3.00. In rank thirteen is *I try to find patters in English*. Trying to find pattern is the application of practicing by recognizing and using formulas and patterns, with mean of 2.96.

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

Table 4.4 The Applications of Compensation Strategy

The Applications of Compensation Strategy	Mean	Rank of Usage
If I can't think of an English word, I use a word or phrase that means the same thing	3.72	1
To understand unfamiliar English words, I make guesses	3.48	2
I try to guess what the other person will say next in English	3.40	3
When I can't think of a word during a conversation in English, I use gestures	3.24	4
I read English without looking up every new word	3.24	5
I make up new words if I do not know the right ones in English	2.96	6

Based on the Table 4.4, it is found out that the most frequently used application of compensation strategy is *If I can't think of an English word, I use a word or phrase that means the same thing*. Using a word or phrase that means the same thing is the application of overcoming limitations by using a circumlocution or synonym, with the mean of 3.72. Based on the result from the questionnaire, option number 4 chosen by twelve students out of 25 students means that the students usually used this strategy in application of learning process, and the result from the other options are less than twelve students. Oxford (1990, p. 97) says that circumlocution is a round about expression involving several words to describe or explain a single concept, and synonym is a word having exactly the same meaning as another word in the same language. This strategy is useful for speaking and writing skills, since the students in international class program as a foreign learner, it can help them to face the difficulties in explaining something when they do not know the meaning is.

The least frequently used is *I make up new words if I do not know the right ones in English*. Making up new word is the application of overcoming limitations in speaking and writing by coining words, with mean of 2.96. Based on the result of the questionnaire, option number 3 chosen by eight students out of 25 students means that this statement “sometimes” used in their application of learning process, and the result from the other options are less than eight students.

In the second rank is *To understand unfamiliar English words, I make guesses*. Making guess to understand unfamiliar English word is the application of guessing intelligently by using other clues, with mean of 3.48. In the third rank is *I try to guess what the other person will say next in English*. Trying to guess what person will say is the application of guessing intelligently by using linguistic clues, with the mean of 3.40.

In the forth rank is *When I can't think of a word during a conversation in English, I use gestures*. Using gesture when they cannot think of words in English conversation is the application of overcoming limitations in speaking and writing by using mime or gesture, with mean of 3.24. Next, the fifth rank is *I read English without looking up every new word*. Reading English without looking up every new word is the application of overcoming limitations in speaking and writing by avoiding communication partially or totally, with mean of 3.24.

The applications of metacognitive strategy based on SILL questionnaire results are reported in Table 4.5

Table 4.5 The Application of Metacognitive Strategy

The Applications of Metacognitive Strategy	Mean	Rank of Usage
I pay attention when someone is speaking English	3.92	1
I think about my progress in learning English	3.84	2
I try to find as many ways as I can to use my English	3.76	3
I notice my English mistakes and use that information to help me do better	3.76	4
The Application of Metacognitive Strategy	Mean	Rank of Usage
I try to find out how to be a good learner of English	3.76	5
I have clear goals for improving my English skills	3.64	6
I look for people I can talk to in English	3.60	7
I look for opportunities to read as much as possible in English	3.32	8
I plan my schedule so I will have enough time to study English	3.08	9

Based on the Table 4.5, it can be seen that the most frequently used application of metacognitive strategy is *I pay attention when someone is speaking English*. Paying attention when someone speaks English is the application of centering your learning by paying attention, with the mean of 3.92. Based on the result of the questionnaire, option number 3 chosen by eleven students out of 25 means that the students sometimes used this application in their learning process, and the result from the other options are less than eleven students. According to Oxford (1990, p. 152) center for learning is important for all language skills. Without appropriate strategies for centering, language learner will get confusion. Since, the students are adults by paying attention the learner have to focus on the task. They already aware about the importance to focus in their learning.

The least frequently used application of metacognitive strategy is *I plan my schedule so I will have enough time to study English*. Planning schedule to have enough time in study English is the application of arranging and planning your learning by organizing, with the mean of 3.08. Based on the result of the questionnaire, option number 3 chosen by ten students out of 25 students means that the students “sometimes” used this application in their learning, and the result from the other options are less than ten students. Oxford (1990, p.156) says that having the right physical environment is important. This application became as the least frequently used, might be because the lectures are not aware about how arrange and plan the students’ learning well.

The second rank is *I think about my progress in learning English*. Thinking about progress in learning English is the application of evaluating your learning by self evaluating, with the mean of 3.84. The third rank is *I try to find as many ways as I can to use my English*. Trying to find many ways to use English is the application of arranging and planning your learning by seeking practice opportunities, with the mean of 3.76.

The fourth rank is *I notice my English mistakes and use that information to help me do better*. Using information in English mistake is the application of evaluating your learning by self monitoring, with the mean of 3.76. The fifth rank is *I try to find out how to be a good learner of English*. Trying to find how to be a learner of English is the application of arranging and planning your learning by finding out about language learning, with the mean of 3.76.

Next, sixth rank is *I have clear goals for improving my English skills*.

Having clear goals in English skill is the application of arranging and planning your learning by identifying the purpose of language task, with the mean of 3.64.

In the seventh rank is *I look for people I can talk to in English* with mean of 3.60, and the eight rank is *I look for opportunities to read as much as possible in English*. Looking for people can talk to and opportunities to read in English are the application of arranging and planning your learning by seeking practice opportunities, with the mean of 3.32.

The applications of affective strategy based on SILL questionnaire results are reported in Table 4.6

Table 4.6 The Application of Affective Strategy

The Applications of Affective Strategy	Mean	Rank of Usage
I try to relax whenever I feel afraid of using English	3.64	1
I encourage myself to speak English even when I am afraid of making a mistake	3.64	2
I give myself a reward or treat when I do well in English	3.56	3
I notice if I am tense or nervous when I am studying or using English	3.56	4
I write down my feelings in a language learning diary	2.72	5
I talk to someone else about how I feel when I am learning English	2.68	6

Based on Table 4.6, it is found out that the most frequently used application of affective strategy is *I try to relax whenever I feel afraid of using English*. Trying to relax when I feel afraid is the application of encouraging

yourself by making positive statements, with the mean of 3.64. Based on the result of the questionnaire, option number 4 chosen by nine students out of 25 means that the students usually use this application in their learning, and the result from the other options are less than nine students. According to Oxford (1990, p. 165) by making positive statements can improve each of the language skills. It can help the students to encourage them when they have difficulties in their language activity.

The least frequently used is *I talk to someone else about how I feel when I am learning English*. Talking to someone else is the application of taking your emotional temperature by discussing your feelings with someone else, with the mean of 2.68. Based on the result of the questionnaire, option number 3 chosen by ten students out of 25 students means that the students sometimes used this application, and the result from the other options are less than ten students. According to Oxford (1990, p.168) language learning is difficult. So, the learners need to discuss the process of learning a language with other people. In the international class program, the students are not aware about the importance in discussing their feelings with others. So, it might this application falls into the least frequently used by the students.

The second rank is *I encourage myself to speak English even when I am afraid of making a mistake*. Encouraging myself to speak even making mistake is the application of encouraging yourself by taking risk wisely, with the mean of 3.64. The third rank is *I give myself a reward or treat when I do well in English*.

giving myself reward is the application of encouraging yourself by rewarding yourself, with the mean of 3.56.

The fourth rank is *I notice if I am tense or nervous when I am studying or using English*. Tense or nervous in studying English is the application of taking your emotional temperature by listening to your body, with the mean of 3.56. The fifth rank is *I write down my feelings in a language learning diary*. Writing down the feelings in language learning diary is the application of taking your emotional temperature by writing a language learning diary, with the mean of 2.72.

The applications of social strategy based on SILL questionnaire results are reported in Table 4.7

Table 4.7 The Application of Social Strategy

The Applications of Social Strategy	Mean	Rank of Usage
I practice English with other students	3.64	1
I ask for help from English speakers	3.56	2
I ask questions in English	3.56	3
I ask speakers to correct me when I talk	3.44	4
If I do not understand something in English, I ask the other person to slow down or say it again	3.28	5
I try to learn about the culture of English speakers	3.16	6

Based on Table 4.7, it is found out that the most frequently used application of social strategy is *I practice English with other students*. Practicing

English with other student is the application of cooperating with others by cooperating with peers, with the mean of 3.64. Based on the result of the questionnaire, option number 4 chosen by nine students out of 25 means that the students usually used this application, and the result from the other options are less than nine students. According to Oxford (1990, p.171) this strategy involves a concerted effort to work together with other learners on an activity in developing their abilities to cooperate with peers, because in the international class students are using English in their communication at the classroom for discussion.

The least frequently used application of social strategy is *I try to learn about the culture of English speakers*. Trying to learn about the culture is the application of empathizing with others by developing cultural understanding, with the mean of 3.16. Based on the result of the questionnaire, option number 3 chosen by seven students out of 25 students who means that the students sometimes used this application, and the result from the other options are less than seven students. Oxford (1990, p.172) says that knowledge of the new culture often helps learners understand better what is heard or read in the new language. Since most of the students in the international class do not checked *interested in the culture* for the question *why do you want to learn English*, it is possible that they are not aware about the important to use this strategy in more understanding about the target language.

The second rank is *I ask for help from English speakers*. Asking for help is the application of cooperating with others by cooperating with proficient users of the new language, with the mean of 3.56. The third rank is *I ask questions in*

English. Asking questions in English is the application of emphasizing with others by becoming aware others' thoughts and feelings, with the mean of 3.56.

The fourth rank is *I ask speakers to correct me when I talk*. Asking speakers to correct is the application of asking question by asking for correction, with the mean of 3.44. The fifth rank is *If I do not understand something in English, I ask the other person to slow down or say it again*. Asking the other person to say it again when you do not understand is the application of asking question by asking for clarification or verification, with the mean of 3.28.

4.2 Discussion

After having the finding of the application of language learning strategies and the language learning strategies most frequently used, discussion is provided to make the interpretation of the finding. The discussion deals with the problems of the study which discuss the application of language learning strategies used by international class program students of FH and the most frequently used of language learning strategies by international class program students of FH.

4.2.1 Application of Language Learning Strategies

Based on the findings, the result of the application of language learning strategies revealed that language learning strategies used by the international class program consist of direct strategies that include memory strategies, cognitive strategies, compensation strategies, and indirect strategies that include metacognitive strategies, affective strategies, social strategies. From each categories, in the first rank is metacognitive strategies with the mean 3.63

meaning this strategies is usually used by the students. Oxford (1990, p.136) states that metacognitive strategies are the actions which go beyond cognitive devices and provide away for the learners to coordinate their own learning ways.

Based on the SILL questionnaire result, the applications of metacognitive strategies with the mean score 3.63 that fall into high level which usually used by the international students. Based on the nine statements of metacognitive strategies, the application of metacognitive strategy that have the highest mean score used by international class program students are statement number 3, *I pay attention when someone is speaking English* with the mean score 3.92. Paying attention when someone speaks English is one the applications of metacognitive strategies that is centering learning strategy.

In the international class, all courses are taught in English. It can be the problems in their learning process since English is not their mother tongue. Moreover, it is possible that the students make some errors in producing English. Therefore, metacognitive strategy is useful for students to cope with those problems successfully by monitoring their errors. Thus, it can help the students for directing the learning process in a more effective way.

In the second rank is social strategies with the mean of 3.44 meaning this strategy is sometimes used by the students. Based on the six statements of social strategies about the application of memory strategy that have the highest mean score used by international class program students choose statement number 3, *I*

practice English with other students with the mean score 3.64. Practicing English with other is one the application of cooperating with others.

According to Oxford (1990, p.147) social strategies refer to communication and allow learners to interact with and learn from others because language is a form of social behavior. It is very important in the process of language learning since language is a form of social behavior so that language learning involves other people.

Based on Oxford (1990, p.147) social strategy involves three elements in implementation such as asking question, cooperating with other, and empathizing with other. The use of English as a medium of interaction can help the students to apply social strategies in their language learning. Since, in the international class program, the students use English as the medium of communication that all courses are taught in English. The teaching system is applied in international class such as discussion and presentation that can support the international students to make them more easier to learn and practice English. Thus, it encourages the application of social strategies by cooperating or communicating by using English with other students.

Then, based on the respond from the students in the background questionnaire related to the application of social strategies, there are some students who join an English club and join English competition to develop their language learning strategies. By joining the English club, and English competition, they can interact with other people by practicing their English. When

they make a conversation with others, the students can get some feedback from others in order to be better English learners. Oxford (1990, p.77) also says that in the community where the target language is spoken natively is the best way to find opportunities for practice in speaking. The students' willingness to speak English like native speaker can be seen from the experience questions that many of the students join English club where they can make friends with native speaker of the target language. Oxford (1990, p.77) says that making friends with the target language speakers is one of the most important reasons for language learning.

This finding is supported by Wulan (2011) who found that the second most strategy was social strategy, social strategy permits the learners to use the social supports more often in the language environment.

In the third rank is compensation strategies with the mean of 3.34. It falls into medium level meaning that compensation strategies are sometimes used by the international class program students. Based on six statements of compensation strategies, the application of compensation strategy that have the highest mean score used by international class program students are number 1, *To understand unfamiliar English words, I make guesses* with the mean score 3.48. Making guesses to understand unfamiliar English words is one the application of guessing intelligently.

This strategy can help the students to deal with difficulties and overcoming limitation in learning English (Oxford 1990, p. 47). Making guesses

to understand unfamiliar English is the way of people when they have new information, when they do not heard something well enough, when they do not know new words, so they are interpreting the data by using their own language.

As the international program students using English as the medium of communication, it requires the students to use English as their main language in the learning process. The international program students as the foreign language learners, learning and using English in their academic life is not easy. They must have difficulties not only in understanding English, but also in producing English.

Facing this situation, it encourages the students to apply compensation strategies since they allow the students to produce both spoken and written expression in the new language without complete knowledge (Oxford, 1990, p.48). Therefore, the use of compensation strategy is useful to help the students to involve in using English despite their language limitations.

This finding supports some previous studies such as the studies conducted by Al-Buainain (2010) from Qatar and Nuril (2012) from Indonesia, Nuril (2012) from Indonesia concludes that compensation strategies is in the third rank. They face some problems in understanding and producing English, since English is not their mother tongue. Therefore, by using compensation strategy, they try to produce spoken or written expression in English despite their language limitations in English.

In the fourth rank is cognitive strategies having the mean of 3.32. This score implies that the cognitive strategies are sometimes used by the students.

Based on 14 statements of cognitive strategies, the application of cognitive strategy that have the highest mean score used by international class program students are number 6, *I watch English language TV shows spoken in English or go to movies spoken in English* with the mean score 4.32, number 14 *I start conversation in English* with the mean score 3.72, number 7 *I read for pleasure in English* with the mean score 3.60, number 3 *I practice the sounds of English* with the mean score 3.56. Watching the movie used English, starting conversation in English, reading for pleasure in English, and practicing the English sound are the applications of cognitive strategies that is practicing naturalistically.

Based on the questionnaire result that the students apply more to the practicing naturalistically which one of the set of cognitive strategy. Besides, this strategy centers on using the language for actual communication, they can improve their English skills. Oxford (1990, p.43) explains that cognitive strategy provide the students to use their mental as a tool in practicing, receiving, and sending the message, analyzing and reasoning, and creating structure for input and output. Oxford (1990) also states that cognitive strategy tends to be the most popular strategy with language learner.

This is different with the previous study by Rahayu (2011), in her result cognitive strategies fall into the first rank means that cognitive strategies often used by the subject, since cognitive strategies are practical for language learning.

While, in this current study cognitive strategies fall into the fourth rank means that cognitive strategies are sometimes used by the subject. According to Oxford (1990, p.13) types of task can influence the strategies used indirectly. Since in this

study the subjects are different with the previous study, individuals have different language learning strategies based on their types of task.

Affective strategies are in the fifth rank with the mean of 3.3 meaning that these strategies are sometimes used by international class program students. Based on 6 statements of affective strategies, the application of affective strategy that have the highest mean score used by international class program students are number 1, *I try to relax whenever I feel afraid of using English* with the mean score of 3.64, number 2, *I encourage myself to speak English even when I am afraid of making a mistake* with the mean score of 3.64

Oxford (1990, p.149) states that affective strategy help the learner to control their emotion during English learning. Oxford (1990, p. 140) states that affective strategies help the students to control their emotion during English learning. This strategy consists of lowering anxiety, encouraging ourselves, and taking the emotional temperature (Oxford, 1990, p.141). Encouraging to speak English and giving a reward or treat to ourselves is the applications of encouraging yourself strategy in the affective strategy. Trying to relax whenever feeling afraid is the application of lowering anxiety strategy. Then, noticing into feeling of tense or nervous is the application of taking emotional temperature strategy.

As the international class program, students who have the obligation to use English in their teaching and learning activity feel that is not easy for them. English is used in their teaching and learning process, even in their language of

literature or reference books. Those situations require the students to learn English more in order to achieve successful learning. However, it can be frustrating to learn the foreign language. Therefore, to face those situations, the affective strategies are needed to help students manage their emotions.

Based on the statement result, it is found that the students sometimes encourage themselves to be brave in using English though in imperfect English.

What the students do is one of the ways to reduce the tension in the class. Oxford (1990, p.140) the providing increased amount of naturalistic communication is one way to exert a tremendous influence over the emotional atmosphere of the classroom. It can encourage them not to be shamed when they do some mistakes in using English. As a result, it can make language learning more enjoyable.

Memory strategies are reported as the strategy in the last rank with the lowest mean of 3.27. Although they are the least frequently strategies used, this score still falls into medium level which this category is sometimes used by international class program students. Based on nine statements of memory strategies, the application of affective strategy that have the highest mean score used by international class program students are number 4, *I remember a new English word by making a mental picture of a situation in which the word might be used* with the mean score 3.80. Using new English word by making mental picture is the application of applying images and sounds in the memory strategies.

According to Oxford (1990, p.38) memory strategies can help the learner to remember, store, and retrieve new information when there is a need for

communication. Memory strategies are the use of mental as powerful tools to remember something. Oxford (1990, p.40) states that memory strategies are most frequently used by the beginning learners rather than the intermediate learners.

Based on the statement confirms to explain the reason of the lowest rank of this strategy category. The other possibility might be because the international class program students are not aware of the importance of memory strategy use.

This finding is in line with some previous studies which revealed memory strategy as the least frequently language learning strategy used, such as previous studies conducted by Nuril (2012) and Wulan (2011) found that memory strategy was less effective to the learners caused by the influence of their native language and cultural background. Moreover, the main purpose of the learner's learning was not only remembering new English vocabulary, but also having the other abilities like speaking and listening, so the learners used less memory strategy to help memorize.

4.2.2 the most frequently used of language learning strategies

Based on the result of application language learning strategies showed that metacognitive strategies as the most frequently used by the international class program with the mean score 3.63 that fall into high level which usually used by the international students. Based on the nine statements of metacognitive strategies, the application of metacognitive strategy that have the highest mean score used by international class program students are statement number 3, *I pay attention when someone is speaking English* with the mean score 3.92, *I think*

about my progress in learning English with the mean of 3.84, I try to find as many ways as I can to use my English, I notice my English mistakes and use that information to help me do better, I try to find out how to be a learner of English, I have clear goals for improving English skill which have the same mean of 3.76.

Paying attention when someone speaks English is one the applications of metacognitive strategies that is centering learning strategy. Then, noticing English mistake and thingking the progress of learning English are the applications of evaluating learning strategy. In addition, trying to find out to use English, trying to find out how to be a better learner, and having goals for improving English skill are the applications of arranging and planning learning strategy.

As stated by Al buainain (2010), typically of metacognitive strategies in English learners have a strong instrumental motivation for learning English. Based on the background questionnaire result, it implies that the international class program students also have high motivation to learn English due to the interest in the language and need English for future career. Therefore, those motivations encourage the students to choose metacognitive strategies as the strategies most frequently used since these strategies help the students achieve learning goals by managing, arranging, and planning their own learning.

In the international class program, all courses are taught in English. Since there are difference rules such as in writings system, words spelling, vocabularies and pronounciations, they can be the problems in their learning process. It is possible that the students will make some errors in producing English since

English is not their mother tongue. Therefore, metacognitive strategies are useful for the students to cope with those problems successfully by monitoring their errors. So, it can help the students for directing the learning process in a more efficient and effective way. As stated by O' Malley et al (1985, cited in O' Malley and Chamot, 1990, p.99) “students without metacognitive approaches are essentially learners without direction and ability to review their progress, accomplishments, and future learning directions”.

From the background questionnaires completed by international class students, mostly they have learned English for 12 years that is since in elementary school. Based on their long experience in learning English, it encourages them to apply metacognitive strategies in their learning process, since this strategy help the learner to manage and coordinate their own learning.

Related to the age of the students, in which in the range of 20 to 22 years old, metacognitive strategies are appropriate to apply by them. When the students are getting grown-up, they tend to manage and evaluate their own learning independently. In other words, they have responsibility in managing their own learning. According to Benson (2001, cited in Nuril, 2012, p. 43), “autonomy as taking control their own learning has a meaning that they can manage their own learning.”

This finding supports some previous studies such as the studies conducted by Al-Buainain (2010) in Qatar and Nuril (2012) in Indonesia which metacognitive strategies are in the first rank among the six categories of language

learning strategies. As Oxford (1990, p.136) states that metacognitive strategies provide a way for learners to coordinate their own learning process. In addition, this result supports what is stated by O' Malley et al (1985, cited in Wu, 2008) that the intermediate level students tend to use metacognitive strategies proportionally. In this study, the international class program students represent the intermediate level students. Also, from the result of background questionnaire supports, that most of the international class program students are confidence with their language ability which most of the students choose to answer *Good (Baik)* for the questions *how do you rate your overall proficiency in English as compared with the proficiency of other students.*

Overall, language learning strategies used by the students fall into medium level indicated with the average score of 3.38. It indicates that language learning strategies are sometimes used by the students. Based on the result from this study, the mean score from each types of language learning strategies that used by the students are not significant. Metacognitive strategy is indicated with the highest mean of 3.63, while the other five strategy groups fell into the medium level. Eventhough, memory strategy is reported as the strategy in the las rank. It is indicated with the lowest mean of 3.27 but this score still falls in the medium level of usage.

This current study and the previous studies have the differences and the similarities. Firstly, the difference compared with Rahayu (2011). She used two successful learners of English. In her findings, students generally used strategies in their learning of English. The average score of their strategies used belonged to

high category, which meant that they often used strategies in their learning of English. They used direct and indirect strategies. For direct strategies, the order based on the frequency of its used was first cognitive strategies, second memory strategies, and third compensation strategies. Cognitive strategies got the highest average score, which meant that these strategies were often used by the subjects. For indirect strategies, the order based on the frequency of its used for the first subject was first social strategies, second metacognitive strategies, and the third affective strategies; while for the second subject first affective strategies, second metacognitive strategies, and third social strategies. For the first subject, social strategies that were used more often, while for the second subject among indirect strategies affective strategies that were used more often. Meanwhile, this findings current study showed that the most frequently learning strategies used by international class students of FH is metacognitive strategies.

Secondly, comparing with second researcher, Nuril (2012) she found that the students prefer to use metacognitive strategies as the most frequently used but in this previous study use the correlation between language learning strategies and English proficiency. The result of this previous study has similarity that metacognitive as the most frequently used by the students while the subjects from both study is international class students.

Thirdly, compare to Al-Buainain (2010). The difference is the subject of the study in his study were 120 Arabics who enrolled in the Department of Foreign Languages representing different learning levels (Year 1-4), in this study also use correlation between language learning strategies and English

proficiency, while in this current study does not compare with English proficiency. The similarity is the result of his study is metacognitive as the most frequently used.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion drawn from the finding to answer the research problem. In addition, some suggestions are provided for the next writers to conduct the similar study.

5.1 Conclusion

Based on the data finding, this study concludes that international class students are the moderate users of overall language learning strategies. It means that the international class students sometimes use language learning strategies in their academic life. A context of language learning strategies are applied in Indonesia in which English is used as a Foreign Language (EFL) is the explanation of the medium level use of language learning strategies.

By looking at the specific strategies, metacognitive strategies are found in the first rank that is used by the students. They fall into high level meaning they are usually used by the students. The high motivation to learn English as the main language in learning activity, and the long experience in learning English encourage the students to use these strategies frequently used by regulating their own learning independently such as planning, arranging, managing, coordinating, and evaluating in order to achieve the successful learning.

The social strategies are placed in the second rank. It implies that the international class students often practice the English conversation with their

friend. In the third rank is compensation strategies. The limitation in using English make the students encourage to compensate their limited knowledge of language.

Then, in the fourth rank is cognitive strategies, these strategies are the usual strategies to be applied by the students.

After that, affective strategies are in the fifth rank. It implies that regulating emotion in language learning is considered important by the students.

At last, memory strategies are reported as the least strategy frequently used. It might be the students are not aware about the importance of the memory strategies in the learning process.

In summary, based on the results from the six strategies that has been used by the international class students, mostly they fall into medium level means that these strategies are sometimes used by the international class students.

Meanwhile, there is still have the most frequently used of learning strategy that have been used by the students that is metacognitive strategy which falls into high level, it means this strategy is usually used.

5.2 Suggestion

Based on this present study, it is suggested for the lecturers or instructors of international class program to help the students to understand more about the importance of language learning strategies. Strategy training can be conducted to give the understanding about the importance of language learning strategies and train the students to be able to apply them 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. First, since the study only find the most frequently used of learning strategies, it will be better when the next study uses correlation between language learning strategy and English proficiency by using TOEIC score to measure English skill for international communication.

Second, the next researchers can use the other instrument such as interview guide or observation to support the data since in this study use SILL questionnaire. Next, since there are other variables of individual differences beside achievement such as gender, learning style, learner belief, motivation, ethnicity, and so on. It is recommended for the next researchers to take those accounts as the variables to be investigated to identify more other factors that can influence the application of language learning strategies.

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Appendix 1. The Average Score of SILL Questionnaire

No	Language Learning Strategies						
	Memor y	Cognitiv e	Compensati on	Metacogniti ve	Affectiv e	Socia l	Overa ll
1	4	3.57	3.33	4	4	4	3.8
2	2.77	3.42	3.5	3.55	4.16	4	3.5
3	2.55	2.85	2.83	2.77	3.16	3.16	2.86
4	3.55	3.28	3.5	4.2	3.3	4.16	3.64
5	2.22	2.71	2.83	2.77	3.16	3	2.74
6	3.55	3.64	3.66	4.44	3.83	4	3.84
7	3.33	3.07	2.83	3	3.5	2.83	3.1
8	4.77	4.5	4.5	4.33	4.16	4.66	4.5
9	4.33	3.57	4.16	4.11	3.83	3.66	3.92
10	3.11	3.35	3.83	4	1.66	1.66	3.08
11	3.11	3.21	3.83	3.44	3.5	3.66	3.4
12	3.33	2.85	2.66	3.11	3.83	3	3.1
13	2.77	2.71	2.5	3.22	2.5	3.16	2.82
14	2.66	2.71	3.33	2.77	2.66	4.33	2.98
15	3.33	4.5	2.83	3	3	3	3.46
16	2.55	2.42	3	4.66	3.66	4	3.26
17	4.11	4.35	4.33	4.88	3.16	4.5	4.28
18	3	3.07	2.83	2.33	2.16	2.83	2.28
19	3	3.42	3.66	3.22	4	3.66	3.44
20	4.22	4.42	4.66	4.77	4	5	4.9
21	2.88	2.64	2.83	2.88	1.66	1.83	2.54
22	2.88	2.78	3.5	4.22	4.33	3.66	3.44
23	4	3.57	3.5	3.77	4.3	4.6	3.9
24	2.44	2.78	2.33	3.77	2.16	1.16	2.58
25	2.11	2.85	2.66	3.33	3.5	3	2.88

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

Items of Memory Strategies													
1	2	3	4	5	6	7	8	9					
3.40	3.48	3.24	3.80	3.24	2.68	3.12	3.00	3.52					
Items of Cognitive Strategies													
1	2	3	4	5	6	7	8	9	10	11	12	13	14
3.16	3.40	3.56	3.48	3.48	4.32	3.60	3.24	3.32	3.00	2.96	3.12	3.04	2.84
Items of Compensation Strategies													
1	2	3	4	5	6								
3.48	3.24	2.96	3.24	3.40	3.72								
Items of Metacognitive Strategies													
1	2	3	4	5	6	7	8	9					
3.76	3.76	3.92	3.76	3.08	3.60	3.32	3.64	3.84					
Items of Affective Strategies													
1	2	3	4	5	6								
3.64	3.64	3.56	3.56	2.72	2.68								
Items of Social Strategies													
1	2	3	4	5	6								
3.28	3.44	3.64	3.56	3.56	3.16								

Appendix 3. Background Questionnaire

Background Questions

SILL Questionnaire Version 7.0 (ESL/EFL)

1. *Name* (Nama) :

2. *ID* (Nomor Induk Mahasiswa) :

3. *Mother tongue* (Bahasa Ibu)

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

5. *How long have you been studying English?* (Berapa lama anda mempelajari bahasa Inggris) ?

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

(Bagaimanakah anda menilai kecakapan bahasa Inggris anda dibandingkan dengan siswa lain)?

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

Poor (Kurang) *Very poor* (Sangat Kurang)

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

(Bagaimanakah anda menilai kecakapan Bahasa Inggris anda dibandingkan dengan penutur asli bahasa asing? (lingkari salah satu)

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

Poor (Kurang)

Very poor (Sangat kurang)

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

(Seberapa pentingkah menjadi seseorang yang cakap berbahasa Inggris?)

(lingkari salah satu)

Very important (sangat penting) important (penting) not so important

(tidak terlalu penting)

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

(Mengapa anda ingin mempelajari Bahasa Inggris (pilih sesuai yang anda lakukan)

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

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

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

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

.....need it for my future career (untuk karir kedepan)

.....need it for travel (untuk berpergian)

.....other (list): (alasan lain)

10. Do you enjoy language learning? (circle one) Yes No

(Apakah anda menikmati belajar Bahasa Inggris ? (lingkari satu) Ya Tidak

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

12. What has been your favourite experience in language learning?
(Apakah pengalaman yang paling menarik dalam pembelajaran bahasa anda)?



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

Strategy Inventory for Language Learning (SILL)

Version for Speakers of Other Languages Learning English

(adapted from Oxford, 1990)

Strategy Inventory for Language Learning (SILL)

Version 7.0 (ESL/EFL)

© R. Oxford, 1989

Directions

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

Alternative answers

1. NEVER OR ALMOST NEVER TRUE OF ME means that the statement is very rarely true of you.

2. USUALLY NOT TRUE OF ME means that the statement is true less than half the time

3. SOMEWHAT TRUE OF ME means that the statement is true of you about half the time.

4. USUALLY TRUE OF ME means that the statement is true more than half the time.

5. ALWAYS OR ALMOST TRUE OF ME means that the statement is true of you almost always.

Answer in terms of **how well the statements describe you**. **DO NOT** answer how you think you should be, or what other people do. **There are no right or wrong answers to these statements**. Work as quickly as you can without being careless. This usually takes about 20-30 minutes to complete. If you have any questions, let the teacher know immediately.

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

Pilihan jawaban :

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

Jawablah pertanyaan-pertanyaan 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 pertanyaan-pertanyaan ini**. kerjakan dengan tepat dan teliti. Proses pengisian kuisisioner ini

mempunyai waktu sekitar 20 sampai 30 menit. Jika ada pertanyaan, silahkan langsung bertanya kepada peneliti.

Part A

No	Questions (English)	Response
1	<i>I think of relationships between what I already know and new things I learn in English.</i> (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>I use new English words in a sentence so I can remember them.</i> (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>I connect the sound of a new English word and an image or picture of the word to help me remember the word.</i> (Saya menghubungkan bunyi kata baru Bahasa)	1 2 3 4 5
4	<i>I remember a new English word by making a mental picture of a situation in which the word might be used.</i> (Saya mengingat kata baru Bahasa Inggris dengan menggambarkan situasi di mana kata tersebut digunakan.)	1 2 3 4 5
5	<i>I use rhymes to remember new English words</i> (Saya menggunakan rima dalam mengingat kata-kata baru Bahasa Inggris)	1 2 3 4 5
6	<i>I use flashcards to remember new English words.</i> (Saya menggunakan kartu untuk mengingat kata-kata baru Bahasa Inggris)	1 2 3 4 5
7	<i>I physically act out new English words.</i> (Saya memperagakan kata-kata baru Bahasa Inggris)	1 2 3 4 5
8	<i>I review English lessons often.</i> (Saya sering mengulang atau mengulas kembali materi Bahasa Inggris)	1 2 3 4 5
9	<i>I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.</i> (Saya mengingat kata-kata atau frase-frase baru Bahasa Inggris dengan mengingat letaknya pada halaman buku, papan, atau pada tanda-tanda di jalan.)	1 2 3 4 5
10	<i>I say or write new English words several times</i> (Saya mengucapkan atau menuliskan secara berulang-ulang kata-kata baru Bahasa Inggris)	1 2 3 4 5
11	<i>I try to talk like native speakers.</i>	1 2 3 4 5

	(Saya mencoba untuk berbicara seperti penutur asli Bahasa Inggris)	
12	<i>I practice the sounds of English.</i> (Saya berlatih mengucapkan kata-kata Bahasa Inggris)	1 2 3 4 5
13	<i>I use the English words I know in different ways.</i> (Saya menggunakan kata-kata Bahasa Inggris yang saya ketahui dengan cara yang berbeda-beda)	1 2 3 4 5
14	<i>I start conversation in English.</i> (Saya bercakap-cakap dengan Bahasa Inggris)	1 2 3 4 5
15	<i>I watch English language TV shows spoken in English or go to movies spoken in English</i> (Saya menonton acara televisi atau menonton film yang berbahasa Inggris.)	1 2 3 4 5
16	<i>I read for pleasure in English.</i> (Saya membaca buku Bahasa Inggris sebagai hiburan)	1 2 3 4 5
17	<i>I write notes, messages, letters, or reports in English.</i> (Saya menulis catatan, pesan, surat dan laporan dengan menggunakan Bahasa Inggris)	1 2 3 4 5
18	<i>I first skim an English passage (read over the passage quickly) then go back and read carefully.</i> (Dalam membaca buku bebrbahasa Inggris, pertama kali, saya membacanya secara sekilas kemudian memulai lagi dari awal untuk membacanya dengan seksama.)	1 2 3 4 5
19	<i>I look for words in my own language that are similar to new words in English.</i> (Saya mencari kata-kata dalam bahasa saya sendiri (Bahasa Indonesia) yang mirip dengan kata-kata baru Bahasa Inggris.)	1 2 3 4 5
20	<i>I try to find patterns in English.</i> (Saya mencoba menemukan pola-pola Bahasa Inggris)	1 2 3 4 5
21	<i>I find the meaning of an English word by dividing it into parts that I understand</i> (Saya mengartikan kata-kata dari Bahasa Inggris dengan cara memisahkannya satu per satu menjadi bagian-bagian yang saya mengerti)	1 2 3 4 5
22	<i>I try not to translate word-for-word.</i> (Saya mencoba untuk tidak menerjemahkan kata per kata)	1 2 3 4 5
23	<i>I make summaries of information that I hear or read in English.</i> (Saya membuat ringkasan informasi dari yang saya dengar atau baca dalam bahasa Inggris)	1 2 3 4 5
24	<i>To understand unfamiliar English words, I make guesses</i> (Saya mencoba menerka kata-kata Bahasa Inggris untuk memahami kata-kata Bahasa Inggris yang tidak terlalu saya pahami)	1 2 3 4 5
25	<i>When I can't think of a word during a conversation in English, I use gestures</i> (Saya menggunakan gerak tubuh (gesture) ketika saya tidak	1 2 3 4 5

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

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

Appendix 5. Berita Acara Bimbingan Skripsi



**KEMENTERIAN PENDIDIKAN DAN
KEBUDAYAAN
UNIVERSITAS BRAWIJAYA
FAKULTAS ILMU BUDAYA**

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BERITA ACARA BIMBINGAN SKRIPSI

1. Nama : Dahlia Sritanjung Ayuningtyas
2. NIM : 0911113013
3. Program Study : Sastra Inggris
4. Judul Skripsi : A Study on Language Learning Strategy Used by International Class Students at Faculty of Law Universitas Brawijaya
5. Tanggal Mengajukan : 20 Februari 2013
6. Tanggal Selesai Revisi : 12 Desember 2013
7. Nama Pembimbing : I. Dra. Endang Sasanti, M.A
II. Ida Puji Lestari, M. Pd
8. Keterangan Konsultasi

No.	Tanggal	Materi	Pembimbing	Paraf
1	20 Februari 2013	Pengajuan Judul	Pembimbing I	
2	20 Februari 2013	Persetujuan Judul	Pembimbing I	
3	22 Februari 2013	Konsultasi I	Pembimbing I	
4	22 Februari 2013	Revisi Bab I pertama	Pembimbing I	
5	27 Februari 2013	Revisi Bab I kedua	Pembimbing I	
6	11 Maret 2013	ACC Bab I	Pembimbing I	
7	2 April 2013	Konsultasi Bab II	Pembimbing I	
8	10 April 2013	Revisi Bab II	Pembimbing I	
9	17 April 2013	ACC Bab I,II dan III	Pembimbing I	
10	5 Maret 2013	Konsultasi I	Pembimbing II	
11	27 Maret 2013	Revisi Bab I	Pembimbing II	
12	2 April 2013	Konsultasi Bab II	Pembimbing II	
13	11 April 2013	Revisi Bab II	Pembimbing II	
14	22 April 2013	Bab I, II dan III	Pembimbing II	
15	24 April 2013	ACC Bab I, II dan III	Pembimbing II	
16	3 Mei 2013	Seminar Proposal	Pembimbing I	
17	3 Mei 2013	Seminar Proposal	Pembimbing II	

18	4 September 2013	Menyerahkan draft Bab IV	Pembimbing I
19	16 September 2013	Konsultasi Bab IV	Pembimbing I
20	23 September 2013	Revisi Bab IV	Pembimbing I
21	28 September 2013	Konsultasi Bab IV	Pembimbing I
22	1 Oktober 2013	Menyerahkan Bab V	Pembimbing I
23	22 Oktober 2013	ACC Bab IV dan V	Pembimbing I
24	22 Oktober 2013	Konsultasi Bab IV dan V	Pembimbing II
25	25 Oktober 2013	Revisi Bab IV dan V	Pembimbing II
26	28 Oktober 2013	ACC Bab IV dan V	Pembimbing II
27	12 November 2013	Seminar Hasil	Pembimbing I
28	12 November 2013	Seminar Hasil	Pembimbing II
29	26 November 2013	Revisi Seminar Hasil	Pembimbing I
30	27 November 2013	Revisi Seminar Hasil	Pembimbing II
31	28 November 2013	ACC Ujian Skripsi	Pembimbing I
32	28 November 2013	ACC Ujian Skripsi	Pembimbing II
33	5 Desember 2013	Ujian Skripsi	Pembimbing I
34	5 Desember 2013	Ujian Skripsi	Pembimbing II

9. Telah dievaluasi dan diuji dengan nilai:

Dosen Pembimbing I

Malang, 12 Desember 2013

Dosen Pembimbing II

Dra. Endang Sasanti, M.A

Ida Puji Lestari, M. Pd

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