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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universita Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** UniversINTRODUCTION Iniversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bran this chapter the background of the study, the problems of the study, thesitas Brawijaya rawijaya Universitas Brawijaya Universities are presented. Universitas Brawijava Recently, foreign language communication skills are needed instead of just sitas Brawijaya Universi knowledge of the foreign language. In Indonesia, English is considered as the sitas Brawijaya foreign language (EFL). Eventhough English is a foreign language, but it has Universit broad range, useful in various field and applied in many aspects of life. So, that issitas Brawijaya rawijaya rawijaya Universities why in some cases, people are demanded to know English. Some universities University equest English proficiency test as one of graduation requirements because in Sitas Brawijaya Universi global community students are demanded to have good language skills. Universitas Brown (2001, p.118), says that "English has become a tool for Universitinternational communication in transportation, commerce, banking, tourism, sitas Brawijaya technology, diplomacy and science". Since English has gradually become a ersitas Brawijaya Universitas Brawijaya Common requirement to participate in competition in the future, like to get a job, ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi foriegn language learners are eager to get one or more certificates of Englishsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya proficiency. As the international language, English becomes a challenge for nonnative speaker because learning a foreign language is not as easy as learning the Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi first language. There are many differences between foreign language and native stas Brawijava Universitas Brawijaya rawijaya

Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit language that may cause problems in learning process. The differences involve the ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas University ocabularies, pronunciations, the pattern of sentences, the writing systems, and sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bracquiring the certificate of language testing is the most convinced way to sit as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bruniversi prove our English proficiency. Thus, there are standarized tests to measure measure are standarized tests to measure are standarized tests. Universit English proficiency which are qualified for international requirement, such as Br UniversitELTS, TOEFL and TOEIC. One of them is TOEFL test (Test of English as a sites Foreign Language). TOEFL is designed to measure English proficiency, like the abilities to use and understand English. Nowadays in Indonesia, TOEFL is the Stas Br Universi most commonly used for academic purposes. TOEFL test is accepted at over 8,500 universities, agencies, and other Universitinstitutions in over 130 countries (www.toeflgoanywhere.org). This means that sit as the TOEFL scores can help us to pass one of the requirements needed in applying Universit for higher education level. TOEFL scores will help the student to get sitas Brawijaya Universitive noticed because universities have long considered that the TOEFL test provides more accurate scores that are more useful for making admissions decisions. Universitas BraAs we know that getting a good TOEFL score is not easy because before sitas doing the test, many people are recommended to conduct exercises first and sites Branch and participate into TOEFL class preparation. Many informal institutions like English sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit course provide TOEFL preparation class. LBPP LIA is one of the institutions that sit as provides tutoring in improving language skills and professional training program. LBPP LIA was established with the vision to be the best and most widespread Improve learning center in Indonesia through its educational, especially language. They Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya provide their own official learning materials, and the materials are recorded in ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas UniversitISBN (International Standard Book Number). The curriculum is based on sit as students' needs and adapted to the development of language learning in the world. Universit Teachers in LBPP LIA are also very competent in their field because they are it as Brawijaya Universitas Brawijaya Universitating programs, tutoring for elementary until senior high schools, and TOEFLSI Universitand TOIEC preparations. Beside taking the TOEFL preparation class in English course, learners Universitieed effective learning strategies to understand and master a foreign language. By Universi applying the strategies, the learning process will be more effective. Many learners it as will develop their own learning strategies, including the ways how they learn and Universitremember information, how they study for the tests, and how they make the best sitas use of their learning strengths. Many learners may not even aware that they are Universitusing these strategies as they may have become a natural and automatic process Universitfor them. MacIntyre and Gardner (1994) define that language learning strategies are Universithe techniques and tricks that make learners master the language easily. There are sitas Brawijaya some strategies that can be used by the learners and they may need to be taught, or least brought to their attention. Based on Oxford (1990, p. 17) language rsitas Brawijava Universitas Brawijaya Universitas Brawijaya Universi learning strategies are memory strategies, cognitive strategies, compensations as Br Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas strategies, metacognitive strategies, affective strategies, and social strategies. Learning strategies help learners to recognize their own way to improve their Universitskills in learning language and make language learning faster but also effective. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universi such as Nuril (2012) that wrote about language learning strategies and their itas relarionship with English proficiency at faculty of Economics and Business University of Brawijaya. Since most of the subjects of the study in languages as Braw Universitas Brawijaya there are still few studies investigating students of TOEFL preparation class at Universit English course. Therefore, in this study, the writer chooses the students of TOEFLSita preparation class at LBPP LIA Malang as the subjects of the study. The writer focuses on TOEFL PBT because LBPP LIA has already got certificate of TOEFL Universi PBT. As we know that there are four language skills that usually used to learn language, there are; listening, reading, speaking, and writing. It is different with Universitlearns TOEFL PBT test, in TOEFL PBT there are three parts that learn bysitas students, there are reading comprehension, structure and written, and listening Universit comprehension. As we see, there is a gap between TOEFL PBT test and four Sitas Br language skills, in TOEFL PBT the students learn three skills to get the expected score while in language skills the students have to mastering four language skills. Universiting TOEFL PBT test, there is no test about speaking. Concerning with this, thesitas Br writer will analyze about language learning strategies that are used by students rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BraThis study is expected to give a valuable reference to the readers, whositas want to get information on a study of language learning strategies in EFL context, especially the correlation with TOEFL score. For the students of TOEFL preparation class of LBPP LIA Malang, this study is expected to give a valuable Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya	2. To investigate the correlation between language learning strategies approximately a	Universitas	Brawijay
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas BraThe hypotheses of the study of this study based on the formulated Brawijava Universitas Brawijaya rawijaya Universit1. The use of language learning strategies applied by the students of TOEFL class sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit2. There is a positive correlation between students' learning strategies in TOEFL Sitas Brawijaya University preparation class at LBPP LIA Malang and their TOEFL score. BRAW, Universitas Brawijaya Universit 1.5 Definition of Key Terms The definitions of the key terms employed in this study are as follows: hiversitas Brawijaya Second language acquisition is the processes through which someonesitas Brawijaya Universit1. acquires one or more second or foreign languages (Nunan, 1999, p. 87). rawijaya University | Language Learning Strategies is specific action taken by the learner to sitas Brawijaya make learning easier, faster, more enjoyable, more self-directed, more self-directed, more effective, and more transferable to new situations (Oxford, 1990, p. 8). Universit3.s Strategy Inventory for Language Learning (SILL) is a structured surveysitas Brawijaya tool based on the strategy systems proposed by Oxford to evaluate specific Universitas language learning strategies within the learning context (Oxford, 1990, p. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Barawijaya Universitas Brawijaya Universitas Brawijaya LBPP LIA Malang is a language course that provides tutoring services for Universitas limproving language skills in Malang.ya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay It is the study of the acquisition of a non-primary language, Universitas Brawijay It is the study of the acquisition of a non-primary language, Universitias Browhich is the acquisition of a language beyond the native language. Iniversitias Brawijaya Universitas Br It is the study of why most second language learners do not achieve Iniversitas the same degree of knowledge and proficiency in a second language as they do in their native language; it is also the study of Universitas Br why only some learners appear to achieve native-like proficiency in Iniversitas Universitas Bramojethan one language. Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Nunan (1999, p.87) says, "the term second language acquisition (SLA) University for the processes through which someone acquires one or more second or sitas Brawijaya Universi foreign languages". He is supporting the idea of Krashen (1981), Gass and sites Selinker (1994). Nunan (1999, p.88) also states that second language acquisition Universithas been strongly influenced by first language acquisition. From those definitions, it can be concluded that the first and second languages are closely related to each other where the first language can give Universi negative or positive contribution when we are acquiring a second language. If sites there are many differences between first or second languages, then learners will Universit have some difficulties in learning a second language. Language learners cannot sitas Brawijaya have the same proficiency like the native speaker. University.1.2 Learning Strategies Learning strategies are the ways chosen by learners to learn the language. They include some ways to help students to identify what they need to learn, ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi process new language and work with other people to learn. This success insites Brawijaya learning the language is determined by the learning strategies in understanding and producing language. Spratt (2005) gives the definition of learning strategies Universi as follows: learning strategies are the ways chosen by learners to learn language. Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universit Compensation str	ategies, metacognitive strat	regies, affective strategies, a	ind social priversitas Brawijay
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rawijaya	University Black Conference Table 2.1 Oxford	d's Language Learning St	rategy	Universitas Brawijay
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rawijaya	Universitas Brawija		B. Applying images and sounds C. Reviewing well	Universitas Brawijay
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rawijaya	Universitas Brawijaya	2. Cognitive Strategies	A. Practicing S Brawijaya B Receiving and sending messa	Universitas Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaya	B. Receiving and sending messa C. Analyzing and reasoning	
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rawijaya	Univers Indirect strategies	1.Metacognitive strategies	A Centering your learning	Universitas l	Brawijay
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rawijaya	Universitas Brawijaya	2. Affective strategies // Jaya	A. Lowering your anxiety	Universitas l	Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaya	B. Encouraging yourself C. Taking your emotional temper	Universitas I	Brawijay
rawijaya	Universitas Brawijaya	3. Social strategies awijaya	A. Asking questions	Universitas I	Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaya	B. Cooperating with others	Universitas I	Brawijay
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rawijaya	UniversitThose are the po	oint of type and strategies pr	coposed by Oxford and the f	ollowingsitas	Brawijay
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rawijaya	Universita Accordin	g to Oxford (1990, p. 37),	direct strategies are strategie		
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rawijaya	Universitäre divided into	three categories: memory	strategies, cognitive strateg	gies, and	Brawijay
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rawijaya		strategies are strategies dea	ling with the storing and ret	rieval of	Drawijay Rrawijay
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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Br There are four groups which are considered as memory strategies. First, Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi creating mental linkages involve grouping, associating or elaborating, and placing sitas Brawijava rawijaya new words into a context. Second, applying images and sounds that involve using rawijaya Universitimagery, semantic mapping, keywords, and representing sounds in memory. Sitas Brawijaya Universitas Brawijaya Universit that involves the use of physical response or sensation and mechanical techniques. Sitas Brawijaya as Brawijava Universitas Brawijava **Universitas Brawiias** Universitas Brawijaya
Universitas Cognitive strategies
Universitas Cognitive strategies are mental strategies used by the learners to make Brawijaya
Universitas Brawijaya
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Universitas Brawijaya direct ways. There are four groups which are categorized as cognitive strategies. Universit First, practicing involve repeating, formally practicing with sounds and writingsitas Brawijaya systems, recognizing and using formulas and patterns, recombining, and University practicing naturalistically. Second, receiving and sending message involve getting sitas Brawijaya Universithe idea quickly and using resources for receiving and sending message. Third, sitas Br analyzing and reasoning involve reasoning deductively, analyzing expressions, Universitanalyzing contrastively or across language, translating and transferring. Fourth, sitas Brawijaya creating structure for input and output involve taking notes, summarizing, and Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Compensatory strategies** Brawijaya Universitas Brawijaya Universitas Branother direct strategy is compensatory strategies that help the learners to sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi make up for missing knowledge. Examples of such strategies include guessing Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit from the context in listening and reading, using synonyms and "talking around" sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universithe missing word to aid speaking and writing and strictly for speaking, and using sitas Universitas Brawijaya rawijaya University when they face the problem in understanding the target language. Vilaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya There are two groups which are regarded as compensation strategies. First, University guessing intelligently involve using linguistic clues and using other clues. Another sitas Brawijaya Universitis overcoming limitations in speaking and in writing involves switching to thesitas Universities Brawing mother tongue, getting help, using mime or gesture, avoiding communication partially or totaZA2wazally, selecting the topic, adjusting or approximating the Universi message, coining words, and using a circumlocution or synonym. Universit2.1.4.2 Indirect strategies Then, indirect strategies also have three categories: metacognitive Universita University strategies, affective strategies, and social strategies. **Metacognitive strategies** Metacognitive strategies are essential for the learners to plan, monitor and Universitevaluate learning. They are employed for managing the learning process. Learners it as Brawijaya Iniversitare required to control, arrange, plan and evaluate their learning. Metacognitive strategies have three groups of categories. First, centering the learning involves ersitas Brawijava Universitas Brawijava Universitas Brawijava Universitover viewing and linking with already known material, paying attention, and sit as Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas delaying speech production to focus on listening. Second, arranging and planning the learning that include finding out about language learning, organizing, setting Universi goals and objectives, identifying the purpose of a language task, planning for a sites Brawijava Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universit language task, and seeking practice opportunities. Third, evaluating the learning sitas Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitinvolves self-monitoring and self-evaluating. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universit**b.**s Affective strategies rsitas Brawijaya Universitas Brawijaya Universities identifying one's mood and anxiety level, talking about feelings, rewarding Brawijaya Universitoneself for good performance, and using deep breathing or positive self-talk.sitas These strategies are divided into three groups of categories. First, lowering the Universitianxiety involves using relaxation, deep breathing, or mediation, using music, and sitas Brawijaya Universi using laughter. Second, encouraging ourselves involves making positives it as B statements, taking risks wisely, and rewarding ourselves. Third, taking the Universite motional temperature involves listening to our body, using a checklist, writing asitas language learning diary, and discussing our feelings with someone else. **Social strategies** Universitas B. The last strategy is social strategies that help the learners work with others Universitand understand the target culture. There are three groups of categories in these sitas Brawijaya strategies. First, asking questions involves asking for clarification and asking for correction. Second, cooperating with others involves cooperating with peers and ersitas Brawijaya – Universitas Brawijaya Universitas Brawijaya - Universitas Brawijaya Universit cooperating with proficient users of the language. Third, empathizing with others it as Brawijaya Universitas Brawijava thought and feeling. Some example of asking questions to get verification, asking Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi for clarification of a confusing point, asking for help in doing a language task, sitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitalking with a native-speaking conversation partner, and exploring cultural and sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitsocial norms.va Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit2.1.5 raTOEFL (Test of English as a Foreign Language) Brawijaya Universitas Brawijaya University requirements for non-native English speakers of many English-speaking colleges Brawijaya Universitiand universities. TOEFL itself is a standardization of one's English skills writtensitas control which includes three aspects, such as listening, writing and reading. With UniversitTOEFL, learner can prove and improve their English skills, usually learner have sit Universi special purpose for example to go abroad to continue the studies also TOEFLSitas destination itself has a variety of purposes such as for academic (scholarships, Universitresearchs, educational requirements: bachelor, master, and doctor, and others) sitas Bra and General (applying for jobs, increase rank, etc.). Generally, there are three Universitlevels of mastery of foreign languages, the level of Elementary, Intermediate Sitas Brawijaya Universi Level and Advanced Level. **Universitas Bra** Universit2.1.6 raThe Strategy Inventory for Language Learning (SILL) Jaya Universitas Brawijaya Universitas BraThe SILL is a self-scoring questioner for subject to report their frequency of strategy use. The SILL version 7.0, which was used in this research is ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit comprised of 50 items (Oxford 1990: 293-300). Each item describes a languagesit as Brawijaya Universities Brawijaya Universities Brawijaya Universities Brawijaya Universities learning strategy and learners are asked to respond to the SILL items by indicating how often they employ these strategies by selecting one response out of five Brawijaya universi options. The SILL classifies language learning strategies into 6 parts; each part Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya University comprises strategies with a similar function. Since its development, the SILL has ersitas Brawijaya – Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universibeen used to assess the learning strategy and it is used by more than 10000 it as ersitas Brawijaya Universitas Brawijaya Univ Universi languages such as Arabic, Chinese, French, German, Greek Japanese, Korean, Sitas Brawijaya Universitas Prawijaya Universitas BraThe version 7.0 of SILL contains of 50 items, and characterized into sixsitas subscales: (a) memory strategies (items 1 to 9), (b) cognitive strategies (items 10 Universities 23), (c) compensation strategies (items 24 to 29), (d) metacognitive strategies Sitas Brawijaya Universi (items 30 to 38), (e) affective strategies (items 39 to 44), (f) social strategies it as B (items 45 to 50). These SILL 50 items are evaluated on a five-point Likert scale University ranging from 1 to 5. The number indicates how often the learner uses the sitas strategies; Never or almost never true of me =1, Generally not true of me =2, Universit Somewhat true of me =3, Generally true of me =4, Always or almost always true Sitas Brawijaya Universit of me =5. Universit2.2 BraPrevious Studies Universitas BraThe previous study takes from Yu Fang Yvonne Huang with her thesis about "The Relationship between College Student's Learning Strategies and Their Universities Brawn available to the College Student's Learning Strategies and Their Universities Brawn available to the College Student's Learning Strategies and Their Universities Brawn available to the College Student's Learning Strategies and Their Universities Brawn available to the College Student's Learning Strategies and Their Universities Brawn available to the College Student's Learning Strategies and Their Universities Brawn available to the College Student's Learning Strategies and Their Universities Brawn available to the College Student's Learning Strategies and Their Universities Brawn available to the College Student's Learning Strategies and Their Universities Brawn available to the College Student's Learning Strategies and Their Universities Brawn available to the College Student's Learning Strategies and Their Universities Brawn available to the College Student's Learning Strategies and Their Universities Brawn available to the College Strategies Brawn available to th Universi English Speaking Proficiency". She focused on student English speakingsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas proficiency and the relation with language learning strategies. The purpose of her thesis is to examine the learning strategies employed by college students in Universi Taiwan for sharpening their English speaking proficiency. She investigated kinds are Brawiiava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universit of learning strategies were used the most frequently for college students in Taiwan	Brawijay
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rawijaya	Universitand the relation between students' engagement of learning strategies in speakingsitas	Brawijay
rawijaya rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas and their English speaking proficiency. The research survey, comprised of a Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Brawijay
rawijaya	Universi revised questionnaire, was adopted from Oxford's learning strategies (Oxford, it as	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	1990). She used quantitative data which were analyzed through descriptive	Brawijay
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rawijaya	Universities, Pearson Correlation and an independent T-test. In finding, she found Universities Brawijaya Universities	
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rawijaya	Universitation	s Brawijay
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rawijaya	Universi Both studies use Oxford's theory as a fundamental theory. The differences are the	Brawijay
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rawijaya	Universit subject of the study, Huang investigated college students in Taiwan and their sites	Brawijay
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rawijaya 	University preparation students at LBPP LIA Malang. In the problems of the studies and the	
rawijaya 	Universitas Universitas Universitas Universitas	Brawijay
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rawijaya	Successful Learners of English at Laboratory Junior High School State University	Brawijay
rawijaya	Universit of Malang: A Case Study" was conducted by Rahayu (2011). She investigated it as	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas that the successful English learners in her study generally used strategies in their Universitas	Brawijay
rawijaya	University learning of English. They used direct and indirect strategies. Brawijaya University	Brawijay
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rawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas	Brawijay
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rawijaya 	Universitas Brawijaya strategies, the use Universitas Brawijaya	e of theories and both of the	Universitas Brawijaya studies investigated learning	Universitas g strategy	Brawijay
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rawijaya	Universitas Brawijaya	onnaire to collect the data.	The differences are the subj	act of the	
rawijaya				11 1	Brawijay
rawijaya		blems of the studies. The su	bjects of the previous study	were two	Brawijay
rawijaya	Universitas Brawijaya	re of English of junior high	as Brawijaya	Universitas	
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rawijaya rawijaya	Universitas Braw Universitas Bon the other	er hand, the subjects of th	is current study are the str	Universitas udents of Universitas	Brawijay
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rawijaya	Universitcollection, and data analysis as Brawijaya Universitas Brawijaya Universitas	Brawijay
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rawijaya	Universitas Bran this study, the researcher used quantitative approach since the sitas	
rawijaya	Universitas Brace researcher counted the result from questionnaire which was filled by the students	Brawijay
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rawijaya	Universit of TOEFL preparation class in LBPP LIA Malang by using statistical analysis and sitas	
rawijaya	its contain numbers on the form. The researcher carried out that because it helped	Brawijay
rawijaya	Silversit and Silversitation of the Silversi	Brawijay
rawijaya 	Universi to find out the correlation of application of language learning strategies and sitas	Brawijay
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	UniversitTOEFL scores.	
rawijaya	Universita This study used survey related to correlation study as the type of the study.	Brawijay
rawijaya Irawijaya	Universita Universitas Universita Appreling to Appl et al. (2010, p. 28), "gurvey research year instruments by the arcitizes	
rawijaya	Universit According to Aryl et al (2010, p. 28), "survey research uses instruments such assitas Universitas L	
rawijaya	Universit questionnaires and interviews to gather information from groups of individuals,	Brawijay
rawijaya	Universit Surveys permit the researcher to summarize the characteristics of different groups sites	
rawijaya	Universitas Braw jaya Universitas	Brawijay
rawijaya	Universitor to measure their attitudes and opinions toward some issues". In this study, the sitas	Brawijay
rawijaya	Universitas Brawijay Liniversitas	Brawijay
rawijaya	researcher used questionnaire to collect the data about the application of language	Brawijay
rawijaya	Universitearning strategies. Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
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rawijaya	Universitas Br As cited in Ary et al (2010, p. 37), "correlation research gathers data from sitas	
rawijaya	individuals on two or more variables and then seeks to determine if the variables universities brawijaya	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitare related. The degree of relationship is expressed as a numeric index called the sitas	Brawijay
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya University coefficient of correlation". By using correlation research methods, it can be started by using correlation research methods, it can be started by using correlation research methods, it can be started by using correlation research methods, it can be started by using correlation research methods, it can be started by using correlation research methods, it can be started by using correlation research methods, it can be started by using correlation research methods, it can be started by using correlation research methods. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitexamined the strength and direction of relationship among two or more variables, rsitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas According to Kerlinger (1973, cited in Nuril 2012, p.26), "variable is a Universitas Brawijaya Uni rawijaya rawijaya University construct or something which is learned or investigated". The variables in this sitas Brawijaya Universitas Brawijaya rawijaya University academic achievement as the dependent variable. By using statistical analysis, the Sitas Brawijaya Universi correlation between language learning strategies and TOEFL score can be found rositas Brawijaya Universitas Brawijaya Universit3.2 Population and Sample In a study of quantitative, it is important to determine the population and sitas Brawijaya the sample as the scope of the study. rawijaya Universita. 3.2.1 Population According to Ary et al (2010, p. 373), "the term population is used to refer stas Brawijaya University the entire group of individuals to whom the findings of a study apply". There it as Brawijaya are two classes in TOEFL preparation at LBPP LIA Malang, the total populations Universitare 37 students in the age of 19 years old to 25 years old. Universitas Brawijaya Omversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br According to Ary et al E(2010, p. 148) "A sample is a portion of asitas Brawijaya Universitas Brawijaya Universitas Brawijaya population". Sampling is divided into two; they are random sampling and nonrawijaya University and om sampling. Non-random sampling has four majors; accidental sampling, sitas Brawijaya Universi quota sampling, purposive sampling, and snow-ball sampling. rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brain this study, the researcher used quota sampling from non-random study. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit sampling. The researcher took the samples based on the number of members that sitas Brawijaya versitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas needed by researcher. The advantage of taking quota sampling is practice, it is versitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas rawijaya University according to the amount which already determined from the beginning. University Brawijaya Universitas Brawijaya University population is less than 100, it will be better to take all of them as the sample. Sitas Brawijaya ns Brawijava Universitas Brawijava Universit However, if the number of population is more than 100, it will be better to takes it as Universities Braw Universities 10%-15% or 20%-25% of the number of population as the sample of the study". Universit Related to the number of the students which is less than 100, the researcher took sitas Brawijaya Universi 37 students of TOEFL class preparation at LBPP LIA Malang as the sample. iversitas Brawijaya Universit3.3. Data Collection The researcher used SILL questionnaire as the instrument to collect the Universit data. SILL questionnaire has been extensively field-tested and demonstrated to be Sitas Brawijaya Universi highly valid and reliable (Oxford, 1990, p. 199). SILL questionnaire is multiple itas choices which consist of 50 items subdivided into six categories of language Universitlearning strategies. The answers range from 1 (never/almost never true me) to 5 sitas Brawijaya (always or almost true me). The decision to used SILL for questionnaire was made because it is easier to diagnose learning strategy of learner with a structured ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit survey from SILL. The distribution of items of SILL on learning strategies can be sit as Brawijaya Universitas Brawijaya seen in Table 3.1 Universitas Brawijaya Universitas Brawijaya

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rawijaya	The followings Universitas Brawijay	were the steps in collecting the data:	rawijaya	Universitas	
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rawijaya	Universitas Br	SILVE	va	Universitas	
rawijaya	OTHVC131td3	ber 20th until 26th 2013.		Universitas	Brawijaya
rawijaya	Universita 2. The re	searcher explained about SILL questionna	oire and the n	Universitas	Brawijaya
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rawijaya	Universit		7.	hiversitas	Brawijaya
rawijaya	Universit 3. The res	searcher asked the students of to fill SILL	questionnaire	and gave	Brawijaya
rawijaya	Universit explana	ation how to complete the SILL questionna	ire.	niversitas	Brawijaya
rawijaya	Universita	(3) K-116 (B)	/	Iniversitas	Brawijaya
rawijaya	Universita, 4. The re	searcher waited and watched the proces	s of completi	ng SILLsitas	Brawijaya
rawijaya	Universitas		//	Universitas	
rawijaya	Universitas A	illiane.	///	Universitas	Brawijaya
rawijaya	Universitas 5. The res	earcher collected the SILL questionnaires.	//a	Universitas	Brawijaya
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rawijaya	Universitas 6. The re	searcher done the observation in the c	lass after the	students	Brawijaya
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rawijaya	Universitas Brawijay		rawijaya	Universitas	Brawijaya
rawijaya		ber 2013. Show the street of t		Universitas	
rawijaya	Universitas Brawijaya	searcher on 19th January 2014 took the s	Brawijaya	Universitas	Brawijaya
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rawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brav	vijaya Uni	versitas	Brawijay
rawijaya	Universitas Branthisystu	dy, the researcher used Oxf	ord's SILL question	naire as the v	alidsitas	Brawijay
rawijaya	Universitas Brawijaya and reliable instru Universitas Brawijaya	Universitas Brawijaya	Universitas Bray	vijaya Uni	versitas	Brawijay
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rawijaya	Universito find out the co					
rawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Bray	vijaya Uni	versitas	Brawijay
rawijaya	Universitas Brawijaya	score. To examine the c	iata, tile researcher	used Statist	versitas	Brawijay
rawijaya	Package for Socia	al Science (SPSS), Sarwono	(2009, p.1 cited in N	Vuril, 2012, p	31)sitas	Brawijay
rawijaya	Universitas Brawijaya		as Brav	vijaya Uni	versitas	Brawijay
rawijaya	Universitates "SPSS is o					
rawijaya	Universitas Brawi calculation from	the simplest until highly con	nplex data manipula	tion and anal	versitas ysis	Brawijay
rawijaya rawijaya			144			Brawijay Brawijay
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rawijaya	Universi After collecting	the data, the writer began t	o analyze the data.			
rawijaya	Universit		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1			Brawijay
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rawijaya		g the result of SILL question	nnaire.			Brawijay
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rawijaya	Universita 2. Putting	the result of SILL question	onnaire and TOEFI	score into	the versitas	Brawijay
rawijaya		est of SPSS to verify the no	rmality of the data.			Brawijay
rawijaya	Universitas	ing the mean score to the	scoring description I	Uni	versitas	Brawijay
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rawijaya	Universitas Bl. (1990).	That show in Table 3.2	41			Brawijay
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Universitas	a high Brawijaya	positive correl	ation and va	lue close to -	1.00 indicate	es a high	Brawijay
	_		_	=			
Universitas	directio	n of the relat	ionship. If t	he coefficient	closer to +	1 so the	Brawijay
		ion is strong th	ien, when the	e coefficient is			
		ion between tw	o variables.	The significand			
			- 0 -				
	Br signific	ance of correlat	tion. The corr	elation is signi	ficant if the s	core of p	Brawijay
		In the other has	nd the correl	ation is not sig	nificant if the		
	< .03. €	on the other na.	na, me correr	ation is not sig	inincant ir the	Universitas	Brawijay
Universi	p > .05.	In indicating t	he true score	of the measure	ement, it is no		
Universi							
Universi	signific	ance of correla	tion coefficie	nt statistically	(Sarwono, 20	109, cited niversitas	Brawijav
Universit	in Nuril	, 2012, p. 37).				hiversitas	Brawijav
Universit						I I wall was it as a	Drawiiau
Universita	Table 3.3	Guidelines of	Correlations	Interpretatio	ns (Sarwono	, 2009) Versitas	Brawiiav
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	B 4	>0,25 - 0,5					
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		g a conclusion	related to the	problems of stu			
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	he study are discu	issed. vijaya		
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Universit4.1 Finding	1			
After the researcher collected the	data of SILL que	estionnaire that	had been	Brawijay
University distributed to the 37 students of TOEFL	class preparation	n at LBPP LIA	Malang, Sitas	Brawijay
	application of la	n avva a a la amain a		
and the correlation between language lea	arning strategy ap	oplied by them	and their	Brawijay
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4.1.1 Application of Language Learni	ing Strategies			
	rning strategies			
Universitas Brawijay		awijaya		
preparation class at LBPP LIA Malang is	as follows:	s Brawijaya		
	Mean rs a			
Metacognitive strategy	3.60	c Proviidyo		
Compensation strategy	aya U3.22ersita	s Brawijaya		
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Universitas Brawijaya Universitas Br Based on the Table 4.1, it is known that the mean of overall categories of sitas Brawijava language learning strategy use is 3.23 which falls into medium level; it means that Universithe language learning strategies are sometimes used by the students of TOEFLSitas Brawijaya Universitas Brawijaya Universitinterpreting the language learning strategies score, the most frequently used issitas Brawijaya Universitas Brawijay Universitas metacognitive strategy with the mean of 3.60 which falls into high level. It means Universities Braw Universities Bray Universities Universit compensation strategy with the mean of 3.23 which falls into medium level and itsitas Brawijay means that compensation strategy sometimes used by students. In the third rank, Universi there is social strategy with the mean of 3.22 and falls into medium level, which stas Br Universi means sometimes used. Followed by cognitive strategy in medium level with the Universities mean of 3.18, affective strategy almost have similar point with cognitive strategy Bra Universit with the mean of 3.18 means sometimes used by students, and the last strategysitas Brawijaya used by students is memory strategy with the mean of 2.98. Overall, Universit metacognitive strategy is the only one that falls into high level as the strategies sitas Brawijaya that usually used and the rest falls into medium level meaning. Universitas Brawijaya Universitas Brawijaya University 4.1.2 The applications of Language Learning Strategies based on each sitas Brawijaya questionnaire of SILL Brawijaya Universitas BraThe applications of metacognitive strategy from each question based on sitas Brawijaya the results of SILL questionnaire are reported in Table 4.2. **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universitas Brawijaya Universitas Brawijaya Universita	s Braw	vijaya	Univers	sitas	Brawijay
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universita	s Braw	vijaya	Univers	sitas	Brawijay
rawijaya	Table 4.2 The Applications of Metacognitive Strategy	s Braw	vijaya			Brawijay
rawijaya		SMean				Brawijay
rawijaya	Universitas Brawijava Universitas Brawijava Universita	e Rraw	usage			Brawijay
rawijaya	I pay attention when someone is speaking English I try to find out how to be a good learner of English	4.35	ijaya	1		Brawijay
rawijaya	I notice my English mistakes and use that information to help me	IS P3.89	iiava			Brawijay
rawijaya	do better I have clear goals for improving my English skills a Universit Universit I have clear goals for improving my English skills a Universit I have clear goals for improving my English skills a Universit I have clear goals for improving my English skills a Universit I have clear goals for improving my English skills a Universit I have clear goals for improving my English skills a Universit I have clear goals for improving my English skills a Universit I have clear goals for improving my English skills a Universit I have clear goals for improving my English skills a Universit I have clear goals for improving my English skills a Universit I have clear goals for improving my English skills a Universit I have clear goals for improving my English skills a Universit I have clear goals for improving my English skills a Universit I have clear goals for improving my English skills a Universit I have clear goals for improving my English skills a Universit I have clear goals for improving my English skills a University my English	S 3.86	iiava			Brawijay
rawijaya	University I think about my progress in learning English Lava University	3.54	iiava			Brawijay
rawijaya	I try to find as many ways as I can to use my English I look for people I can talk to in English	3.49 3.46	iiava	6		Brawijay
rawijaya	University I look for opportunities to read as much as possible in English	S F3:35	iiava	,		Brawijay
rawijaya	Universit I plan my schedule so I will have enough time to study English	2.46	riiava	Q		Brawijay
rawijaya	Universitas Brased on the Table 4.2 one of the strategies in the	catego	rij meto			
rawijaya	Universitas Braw	categor	vijava	-		Brawijay
rawijaya	University strategy, I pay attention when someone is speaking Eng	glish is	the firs			
rawijaya	Universitas			Univers		Brawijay
rawijaya	most frequently used strategy with mean 4.35 and in the	e last rar	nk and	generally		Brawijay
rawijaya	Universi not used is the question I plan my schedule so I will ha	ve enou	oh time			
rawijaya	Universit		811 111110			Brawijay
rawijaya	Universi English with mean 2.46.	7				Brawijay
rawijaya	Universit					Brawijay
Brawijaya	Universita					Brawijay
rawijaya	Universit 4.1.2.2. Compensation Strategy					Brawijay
rawijaya						
rawijaya	Universitas Universitas The applications of compensation strategy based	l on SIL	LL ques	stionnaire	sitas	Brawijay
rawijaya	Universit results are reported in Table 4.3.					Brawijay
rawijaya	Universitas B		la			Brawijay
rawijaya	Universit Table 4.3 The Applications of Compensation Strategy		Ava			
rawijaya	Universitias Braw The Applications of Compensation Strategy	N (order of	sitas	Brawijay Brawijay
rawijaya	Universit To understand unfamiliar English words, I make guesses	Mean 3.62	usage			Brawijay
rawijaya	When I can't think of a word during a conversation in English, I	raw	rijaya			Brawijay
rawijaya	use gestures If I can't think of an English word, I use a word or phrase that	3.59 15 Braw	ijaya			Brawijay
rawijaya	Universit means the same thing niversitas Brawijava Universita	s F3.38	ijaya			Brawijay
rawijaya	I read English without looking up every new word I try to guess what the other person will say next in English	3.05	ijaya	1		Brawijay
rawijaya	Universit I make up new words if I do not know the right ones in English	3.03 S E2.70	ijaya	_		Brawijay
rawijaya			vijaya			
rawijaya	Universitas Brawijaya	n compo	ensation	n strategy	sitas	Brawiiav
rawijaya	Universithe most frequently used is To understand unfamiliar					
rawijaya	Universitas Brawijaya Universitas Brawijaya Universita	_				Brawijay
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rawijaya	Universit guesses with mean 3.62. And in the last rank with me					
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	ean 2.70 as Bray	1 mak			Brawijay
rawijaya	Universi words if I do not know the right ones in English is someti					
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rawijaya						
rawijaya	reported in Table 4.4.	as Braw				Brawijay
rawijaya 	Universitas Brawijaya		ijaya 			Brawijay
rawijaya	Universit Table 4.4 The Applications of Social Strategy The Applications of Social Strategy	Yaw	Rank	Order of		Brawijay
rawijaya	Universitas braws	Mean	NIZVZ	sage		Brawijay
rawijaya 	Universi If I do not understand something in English, I ask the other person	2.04	Va	Univer		Brawijay
rawijaya 	Universit to slow down or say it again I ask speakers to correct me when I talk	3.84				Brawijay
rawijaya 	I practice English with other students	3.22		2 niver		Brawijay
rawijaya 	I ask for help from English speakers	3.14		•	1	Brawijay
rawijaya	Universi I ask questions in English I try to learn about the culture of English speakers	2.92		_	1	Brawijay
rawijaya	Universit			111.		Brawijay
rawijaya	Based on the Table 4.4, it can be seen that the	he most	freque	ntly used	sitas	Brawijay
rawijaya	Universit			niver	Sitas	Brawijay
rawijaya	Universitapplication of social strategy is If I do not understand so	omething	in Eng			
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rawijaya	Universitas	0101		Univer	sitas	Brawijay
rawijaya	University to learn about the culture of English speakers is so	metimes	used by	students	sitas	Brawijay
rawijaya	Universitas Bl		a	Univer	sitas	Brawijay
rawijaya	Universitat LBPP LIA Malang with mean 2.86.		aya	Univer	sitas	Brawijay
rawijaya	Universitas Braw		<i>l</i> jaya	Univer	sitas	Brawijay
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rawijaya	Universit 4.1.2.4. Affective Strategy		/ijaya			Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya The applications of affective strategy based on S	as Braw	⁄ijaya	Univer	sitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Dased on S	ILL ques	tionnai	re results	sitas	Brawijay
rawijaya	Universitate reported in Table 4.5. Sitas Brawijaya Universita	as Braw	⁄ijaya	Univer	sitas	Brawijay
avijaya		D.	1.1			
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rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	Universit Table 4.5 The Applications of Affective Strategy Universit Universit I encourage myself to speak English even when I am afraid of making a mistake I give myself a reward or treat when I do well in English Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Mean 3.78 3.76 as Braw as Braw as Braw	Rank (Usage ijaya ijaya	Univer Order of Univer Univer Univer Univer	sitas sitas sitas sitas sitas sitas	Brawijay Brawijay Brawijay Brawijay Brawijay Brawijay
rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	Universit Table 4.5 The Applications of Affective Strategy Universit as Brawij The Applications of Affective Strategy Universit Universit I encourage myself to speak English even when I am afraid of making a mistake I give myself a reward or treat when I do well in English Universitas Brawijaya Universitas Brawijaya Universitas Universitas Brawijaya	Mean as Braw as Braw as Braw 3.76 as Braw as Braw as Braw	Rank C Usage ijaya ijaya ijaya ijaya ijaya ijaya	Univer Order of Univer 1Univer 2 Univer Univer Univer Univer Univer	sitas sitas sitas sitas sitas sitas sitas	Brawijay Brawijay Brawijay Brawijay Brawijay Brawijay
rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	Universit Table 4.5 The Applications of Affective Strategy Universit as Brawij The Applications of Affective Strategy Universit Universit I encourage myself to speak English even when I am afraid of making a mistake I give myself a reward or treat when I do well in English Universitas Brawijaya Universitas Brawijaya Universitat	Mean as Braw as Braw 3.76 as Braw as Braw as Braw as Braw	Rank C Usage ijaya ijaya rijaya rijaya rijaya rijaya	Univer Order of Univer 1Univer 2Univer Univer Univer Univer Univer Univer Univer Univer	sitas sitas sitas sitas sitas sitas sitas	Brawijay Brawijay Brawijay Brawijay Brawijay Brawijay Brawijay Brawijay
rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	Universit Table 4.5 The Applications of Affective Strategy University University as Brawij The Applications of Affective Strategy University University I encourage myself to speak English even when I am afraid of making a mistake I give myself a reward or treat when I do well in English University Brawijaya University Brawijaya University University Brawijaya University Brawijaya University University Brawijaya University Brawijaya University	Mean AS Braw AS Braw	Rank (Usage ijaya ijaya vijaya vijaya vijaya vijaya vijaya vijaya	Univer of Univer 1Univer 2 Univer	sitas sitas sitas sitas sitas sitas sitas sitas	Brawijay Brawijay Brawijay Brawijay Brawijay Brawijay Brawijay

rawijaya	OTHER DESIGNATION OF THE PROPERTY OF THE PROPE						
	Universitas Brawijaya Universitas Brawijaya Unive	rsitas	Braw	ijaya	Univer	sitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Unive						Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Unive			, ,			Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Unive	rsitas	Braw	ijaya			Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Unive						Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Unive						Brawijay
rawijaya	Universit The Continuation of The Applications of Affective						Brawijay
rawijaya	University I try to relax whenever I feel afraid of using English University	rsitas	3.54	iiava			Brawijay
rawijaya	I notice if I am tense or nervous when I am studying or u	ising as	Braw 3.38	ijava		1	Brawijay
rawijaya	English I write down my feelings in a language learning diary University	rsitas	2.32	ijaya			Brawijay
rawijaya	I talk to someone else about how I feel when I am lear		Braw 2.30	iiava		-1	Brawijay
rawijaya	English	rsitas	2.30 Braw	.,			Brawijay
rawijaya	Universitas Br Based on the Table 4.5,3 it is found out the			9 - 9			
rawijaya							
rawijaya	Universitas Brawijaya Universitas Universitas Universitas Brawijaya Universitas Universitas Universitas Universitas Brawijaya Universitas Universitas Brawijaya Universitas Universitas Brawijaya Universitas Univ	I enco	urage	myself	^c to speak	sitas	Brawijav
rawijaya	Universi English even when I am afraid of making a mista						
rawijaya	Universitas Brawijay	ine. TH		ijaya			Brawijay
rawijaya	Universi someone else about how I feel when I am learning	English			2.30 falls	sitas	Brawijay
rawijaya	Universitas Bra	,		va			Brawijay
rawijaya	into the last rank.	11/					Brawijay
rawijaya	Universita						Brawijay
rawijaya	Universit						Brawijay
rawijaya	Universi 4.1.2.5. Cognitive Strategy		1/				Brawijay
rawijaya	Universit The applications of cognitive strategy based	on CII I		tionnoi			
rawijaya	Universit	on Sili	L ques	поша	niver	sitas	Brawijay
rawijaya	Universit can be seen in Table 4.6.						Brawijay
rawijaya	Universita						Brawijay
rawijaya	Table 4.6 The Applications of Cognitive Strategy The Applications of Cognitive Strategy			Pank (Brawijay
rawijaya	Universities Universities		Mean	Usage	Univer	sitas	Brawijay
rawijaya	Universit I watch English language TV shows spoken in English or growing spoken in English	go to	4.22				Brawijay
	University I practice the sounds of English		4.44				Diditijay
rawijaya			3.92	/ a	2Univer	sitas	Brawijay
rawijaya Irawijaya	Universit I try to talk like native speakers	-1-1>		//a aya	2Univer	sitas	Brawijay
	I try to talk like native speakers I first skim an English passage (read over the passage quie then go back and read carefully	ckly)	3.92	//a /aya /jaya	2Univer	sitas sitas	Brawijaya Brawijaya
rawijaya	I first skim an English passage (read over the passage quie then go back and read carefully I find the meaning of an English word by dividing it into		3.92 3.59 3.38	//a /aya /jaya ijaya	2Univer 3Univer 4 Univer	sitas sitas sitas	Brawijaya Brawijaya Brawijaya
rawijaya rawijaya	I first skim an English passage (read over the passage quie then go back and read carefully		3.92 3.59		2Univer 3Univer 4 Univer 5Univer	sitas sitas sitas sitas	Brawijaya Brawijaya
rawijaya rawijaya rawijaya	I first skim an English passage (read over the passage quick then go back and read carefully I find the meaning of an English word by dividing it into that I understand I try not to translate word-for-word I use the English words I know in different ways		3.92 3.59 3.38 3.38 3.27 3.11	ijaya	2Univer 3Univer 4Univer 5Univer 6Univer	sitas sitas sitas sitas sitas	Brawijaya Brawijaya Brawijaya Brawijaya
rawijaya rawijaya rawijaya rawijaya	I first skim an English passage (read over the passage quick then go back and read carefully I find the meaning of an English word by dividing it into a that I understand I try not to translate word-for-word I use the English words I know in different ways I say or write new English words several times		3.92 3.59 3.38 3.38 3.27 3.11 2.92	ijaya	3Univer 4 Univer 5Univer 6Univer 7Univer	sitas sitas sitas sitas sitas sitas	Brawijaya Brawijaya Brawijaya Brawijaya
rawijaya rawijaya rawijaya rawijaya rawijaya	I first skim an English passage (read over the passage quick then go back and read carefully I find the meaning of an English word by dividing it into that I understand I try not to translate word-for-word I use the English words I know in different ways I say or write new English words several times I read for pleasure in English I look for words in my own language that are similar to	parts rsitas new as	3.92 3.59 3.38 3.38 3.27 3.11 2.92 2.92	ijaya	3Univer 4 Univer 5Univer 6Univer 7Univer 8 Univer 9 Univer	sitas sitas sitas sitas sitas sitas sitas sitas	Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya
rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	I first skim an English passage (read over the passage quick then go back and read carefully I find the meaning of an English word by dividing it into that I understand I try not to translate word-for-word I use the English words I know in different ways I say or write new English words several times I read for pleasure in English I look for words in my own language that are similar to words in English	parts rsitas new as	3.92 3.59 3.38 3.27 3.11 2.92 2.92 2.89	ijaya ijaya ijaya ijaya	3Univer 4 Univer 5Univer 6Univer 7Univer 8 Univer 9 Univer	sitas sitas sitas sitas sitas sitas sitas sitas	Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya
rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	I first skim an English passage (read over the passage quick then go back and read carefully I find the meaning of an English word by dividing it into that I understand I try not to translate word-for-word I use the English words I know in different ways I say or write new English words several times I read for pleasure in English I look for words in my own language that are similar to words in English I start conversation in English I write notes, messages, letters, or reports in English	parts rsitas new as rsitas	3.92 3.59 3.38 3.27 3.11 2.92 2.92 2.89 2.86 2.86	ijaya ijaya ijaya ijaya	2 Jniver 3 Jniver 4 Univer 5 Univer 6 Jniver 7 Jniver 10 Jniver 11 12 Jniver	sitas sitas sitas sitas sitas sitas sitas sitas sitas	Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya
rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	I first skim an English passage (read over the passage quick then go back and read carefully I find the meaning of an English word by dividing it into a that I understand I try not to translate word-for-word I use the English words I know in different ways I say or write new English words several times I read for pleasure in English I look for words in my own language that are similar to words in English I start conversation in English I write notes, messages, letters, or reports in English I make summaries of information that I hear or read in English	parts rsitas new as rsitas	3.92 3.59 3.38 3.27 3.11 2.92 2.92 2.86 2.86 2.57	ijaya ijaya ijaya ijaya	3 Univer 4 Univer 5 Univer 6 Univer 7 Univer 8 Univer 10 Univer 11 12 Univer	sitas sitas sitas sitas sitas sitas sitas sitas sitas	Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya
rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	I first skim an English passage (read over the passage quick then go back and read carefully I find the meaning of an English word by dividing it into that I understand I try not to translate word-for-word I use the English words I know in different ways I say or write new English words several times I read for pleasure in English I look for words in my own language that are similar to words in English I start conversation in English I write notes, messages, letters, or reports in English	parts rsitus new ds rsitus rsitus h situs	3.92 3.59 3.38 3.27 3.11 2.92 2.92 2.89 2.86 2.86	ijaya ijaya ijaya ijaya ijaya ijaya ijaya	3 Univer 3 Univer 4 Univer 5 Univer 6 Univer 7 Univer 10 Univer 11 12 Univer 13 Univer 14	sitas sitas sitas sitas sitas sitas sitas sitas sitas sitas	Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya
rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	I first skim an English passage (read over the passage quick then go back and read carefully I find the meaning of an English word by dividing it into passage quick that I understand I try not to translate word-for-word I use the English words I know in different ways I say or write new English words several times I read for pleasure in English I look for words in my own language that are similar to words in English I start conversation in English I write notes, messages, letters, or reports in English I make summaries of information that I hear or read in English I try to find patterns in English	parts rsitas resitas rsitas rsitas	3.92 3.59 3.38 3.27 3.11 2.92 2.92 2.89 2.86 2.57 2.58	ijaya ijaya ijaya ijaya ijaya ijaya ijaya ijaya	3Univer 3Univer 4 Univer 5Univer 7Univer 8 9Univer 10Univer 11 12Univer 13Univer 14 Univer Univer	sitas sitas sitas sitas sitas sitas sitas sitas sitas sitas sitas	Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya
rawijaya	I first skim an English passage (read over the passage quick then go back and read carefully I find the meaning of an English word by dividing it into that I understand I try not to translate word-for-word I use the English words I know in different ways I say or write new English words several times I read for pleasure in English I look for words in my own language that are similar to words in English I start conversation in English I write notes, messages, letters, or reports in English I make summaries of information that I hear or read in English I try to find patterns in English	parts rsitas new as rsitas rsitas rsitas rsitas rsitas rsitas	3.92 3.59 3.38 3.27 3.11 2.92 2.92 2.86 2.86 2.57 2.58	ijaya ijaya ijaya ijaya ijaya ijaya ijaya ijaya	3Univer 3Univer 4 Univer 5Univer 7Univer 8 9Univer 10Univer 11 12Univer 13Univer 14 Univer Univer	sitas sitas sitas sitas sitas sitas sitas sitas sitas sitas sitas	Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya
rawijaya	I first skim an English passage (read over the passage quick then go back and read carefully I find the meaning of an English word by dividing it into a that I understand I try not to translate word-for-word I use the English words I know in different ways I say or write new English words several times I read for pleasure in English I look for words in my own language that are similar to words in English I start conversation in English I write notes, messages, letters, or reports in English I make summaries of information that I hear or read in English I try to find patterns in English Universitas Brawijaya Universitas	parts rsitas resitas rsitas rsitas rsitas rsitas rsitas rsitas	3.92 3.59 3.38 3.27 3.11 2.92 2.92 2.89 2.86 2.86 2.57 2.58	ijaya ijaya ijaya ijaya ijaya ijaya ijaya ijaya ijaya ijaya	2 Jniver 3 Univer 4 Univer 5 Univer 6 Jniver 7 Univer 8 Jniver 10 Jniver 11 12 Jniver 14 Univer Univer Univer Univer	sitas sitas sitas sitas sitas sitas sitas sitas sitas sitas sitas sitas	Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya
rawijaya	I first skim an English passage (read over the passage quick then go back and read carefully I find the meaning of an English word by dividing it into that I understand I try not to translate word-for-word I use the English words I know in different ways I say or write new English words several times I read for pleasure in English I look for words in my own language that are similar to words in English I start conversation in English I write notes, messages, letters, or reports in English I make summaries of information that I hear or read in English I try to find patterns in English Universitas Brawijaya Universitas Br	parts rsitas rsitas rsitas rsitas rsitas rsitas rsitas rsitas	3.92 3.59 3.38 3.27 3.11 2.92 2.92 2.86 2.86 2.57 2.58	ijaya ijaya ijaya ijaya ijaya ijaya ijaya ijaya ijaya ijaya ijaya	2 Jniver 3 Univer 4 Univer 5 Univer 6 Jniver 7 Univer 8 Jniver 10 Jniver 11 12 Jniver 14 Univer Univer Univer Univer	sitas sitas sitas sitas sitas sitas sitas sitas sitas sitas sitas sitas	Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya
rawijaya	I first skim an English passage (read over the passage quick then go back and read carefully I find the meaning of an English word by dividing it into that I understand I try not to translate word-for-word I use the English words I know in different ways I say or write new English words several times I read for pleasure in English I look for words in my own language that are similar to words in English I start conversation in English I write notes, messages, letters, or reports in English I make summaries of information that I hear or read in English I try to find patterns in English Universitas Brawijaya Universitas Br	parts resitas resitas	3.92 3.59 3.38 3.27 3.11 2.92 2.92 2.86 2.86 2.57 2.58	ijaya ijaya ijaya ijaya ijaya ijaya ijaya ijaya ijaya ijaya ijaya	2 Jniver 3 Jniver 4 Univer 5 Univer 6 Jniver 7 Univer 10 Jniver 11 12 Jniver 13 Jniver Univer Univer Univer Univer Univer	sitas sitas sitas sitas sitas sitas sitas sitas sitas sitas sitas sitas sitas	Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya
rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	I first skim an English passage (read over the passage quick then go back and read carefully I find the meaning of an English word by dividing it into that I understand I try not to translate word-for-word I use the English words I know in different ways I say or write new English words several times I read for pleasure in English I look for words in my own language that are similar to words in English I start conversation in English I write notes, messages, letters, or reports in English I make summaries of information that I hear or read in English I try to find patterns in English Universitas Brawijaya Universitas Br	parts rsitas resitas rsitas rsitas rsitas rsitas rsitas rsitas rsitas rsitas rsitas	3.92 3.59 3.38 3.27 3.11 2.92 2.92 2.89 2.86 2.86 2.57 2.58 Braw Braw	ijaya	2 Univer 3 Univer 4 Univer 5 Univer 6 Univer 7 Univer 9 Univer 10 Iniver 11 12 Iniver 14 Univer Univer Univer Univer Univer Univer Univer	sitas sitas sitas sitas sitas sitas sitas sitas sitas sitas sitas sitas sitas sitas	Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya

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rawijaya	Universitas Brawijaya Universitas Brawijaya Universita	as Brav	vijava	Univer	sitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universita					Brawijay
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universita					Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universita					Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universita					Brawijay
rawijaya	Universitas Br Based on the Table 4.6, it can be seen that the					
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	ne most as Brav	rreque viiava	nuy used Univer	sitas	Brawijay
rawijaya	Universitapplication of cognitive strategy is I watch English langu					
rawijaya						
rawijaya	English or go to movies spoken in English with the me	ean of 4.	22. An	d the last	sitas	Brawijay
rawijaya	University application that sometimes used is I try to find patterns in					
rawijaya	Universitas Brawijaya Universitas Brawijaya Universita					Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Universitas Brawijaya					Brawijay
rawijaya		as Brav				Brawijay
rawijaya	Universitas Brawijaya	as Brav				Brawijay
rawijaya	Universitas BraThe applications of memory strategy based on S					
rawijaya	Universitas Brawi		vijaya			Brawijay
rawijaya	Universitas Brawin the Table 4.7. AS Brawin Universitas Brawin the Table 4.7.		va			Brawijay
rawijaya	Universit Table 4.7 The Applications of Memory Strategy					Brawijay
rawijaya	University	Mean	Rank (_	Brawijay
rawijaya	Iniversi	200	Usage			Brawijay
rawijaya	I review English lessons often Universi I physically act out new English words	3.35		2 niver		Brawijay
rawijaya	I connect the sound of a new English word and an image or	3.24			1	Brawijay
rawijaya	picture of the word to help me remember the word I remember new English words or phrases by remembering their					Brawijay
	location on the page, on the board, or on a street sign	3.11		Iniver		Brawijay
rawijaya	I remember a new English word by making a mental picture of a situation in which the word might be used	3.08		3		Brawijay
rawijaya	University I use flashcards to remember new English words	3.03		_	-	Brawijay
rawijaya	I think of relationships between what I already know and new things I learn in English	2.86		/		Brawijay
rawijaya	Universit I use rhymes to remember new English words	2.81				Brawijay
rawijaya	Universit I use new English words in a sentence so I can remember them	2.08		9		Brawijay
rawijaya	Universitas Brased on the Table 4.7, it can be seen that the	ha most	frague			
rawijaya	Universitas Braw	ne most	iaya	-		Brawijay
rawijaya	University application of memory strategy is I review English lesson	ns often	with the	e mean of	sitas	Brawijay
rawijaya						
rawijaya	Universitas Brawijaya 3.35. The last application of memory strategy generall Universitas Brawijaya Universitas Brawijaya	y not us as Brav	ed is <i>I</i> Vijaya	use new	sitas	Brawijay
rawijaya	Universi English words in a sentence so I can remember them with					Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universita					Brawijay
rawijaya	Universitas Br In hypotheses of the study, the researcher hypotheses	othesized	vijaya,			
rawijaya	Universitas Brawijaya Universitas Brawijaya Universita			Univer	sitas	Brawijay
rawijaya	Universitlanguage learning strategies used by the students of TO	EFE cla	ss prep			
rawijaya						
rawijaya	LBPP LIA Malang falls into high level, because of	limited t	ime of	learning	sitas	Brawijay
rawijaya	Universi TOEFL. The students need to get the expected score in					
rawijaya	Universitas Brawijaya Universitas Brawijaya Universita			-		Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universita					Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universita					Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universita					Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universita					Brawijay
avijaya	omitoratua branijaya omitoratua branijaya omitoratu	us DIAY	rijaya	OHIVEI	31143	Diawijay

rawijaya	Universitas Bra	wijaya Uni	versitas	Brawija	ıya Univer	sitas Braw	ijaya l	Universitas	Brawijay
rawijaya	Universitas Bra					sitas Braw	_	Universitas	
rawijaya	Universitas Bra	wijaya Uni	versitas	Brawija	iya Univer	sitas Braw		Univ& 1 sitas	
rawijaya	Universitas Bra	wijaya Uni	versitas	Brawija	nya Univer	sitas Braw	ijaya I	Universitas	Brawijay
rawijaya	Universitas Bra	wijaya Uni	versitas	Brawija	nya Univer	sitas Braw	ijaya I	Universitas	Brawijay
rawijaya	Universitas Bra	wijaya Uni	versitas	Brawija	ıya Univer	sitas Braw	ijaya I	Universitas	Brawijay
rawijaya	Universities Brag	comprehen	versitas	ructure	nd written	expression	ijaya l	reading	Brawijay
rawijaya	Universitas Bra	wijaya Uni	versitas	Brawija	iya Univer	sitas Braw	ijaya l	Universitas	
rawijaya	Universitcomprel	nension and the	ney try t	o get the	best_way_t	o learn langi	uage, esp	peciallysitas	Brawijay
rawijaya	Universitas Bra	wijaya Uni	versitas	Brawija	ya Univer	rsitas Braw	ijaya l	Universitas	Brawijay
rawijaya	Universitas Bra TOEFL Universitas Bra	wijaya Uni	versitas	Brawija	iya Univer	sitas Braw	ijaya	Universitas	Brawijay
rawijaya	Universitiearning	strategies us	ed by th	e students	falls into	medium leve	l.Atme	ans the sitas	Brawijay
rawijaya	Universitas Bra	wijaya Uni	versitas	Brawija	iya Univer	sitas Braw	ijaya J	Universitas	Brawijay
rawijaya	Universitas Bra	s sometimes us	e languag	ge learning	g strategies i	n learn TOEl	L test. I	n short, Sitas	Brawijay
rawijaya	Universitas Bra	othesis is rejec	ted in this	s study.	(6)	sitas Braw	ijaya I	Universitas	Brawijay
rawijaya	Universitas Bra			J .		as Braw	ijaya I	Universitas	Brawijay
rawijaya	Universitas Bra					raw	ijaya I	Universitas	Brawijay
rawijaya	Universitas Bra	w' orrelation het	ween La	nguage La	earning Str	ategies and T	COEFL S	Universitas Score	Brawijay
rawijaya	Universitas BC								
rawijaya 	Universitas	The correlation	n between	n languag	e learning s	trategy and T	TOEFL s	score is sitas	Brawijay
rawijaya	Universita Universita	l in Table 4.9	78.1	(LAI)	. W Z			Universitas	
rawijaya	Universi reported		8	(Cen)		X Y,)		Brawijay
Irawijaya Irawijaya	Universi Table 4	.8 Product M				etween Lang	guage Le	earning	brawijay
rawijaya rawijaya	Universit	Strategies a				Metacognitiva	Affective		Brawijay Brawijay
rawijaya Irawijaya	Universit Universit		Memory	Cognitive	Compensation	Metacognitive	Affective		s Brawijay s Brawijay
rawijaya Brawijaya	Universit	Pearson	.072	.457"	.254	.414'	.230	.311	s Brawijay s Brawijay
rawijaya Brawijaya	Universitas Score	Correlation (r)		26	100		-/-	/	s Brawijay s Brawijay
rawijaya Brawijaya	Universitas	Sig. (2-tailed)	.673	.004	.130	.011	.171	0.61	Brawijay Brawijay
rawijaya Brawijaya	Universitas L	(p)	15	E.	H-Day				Brawijay Brawijay
rawijaya	Universitas B.	N	37	37	37	37	37		Brawijay Brawijay
rawijaya	Universitas. Cor	relation is sign	ificant at	the $0.\overline{011}$	evel (2-taile	d).	aya	Universitas Universitas	
rawijaya	Universita Corre							Universitas	
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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Univ³²sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University falls into sufficient correlation. The positive coefficient correlation shows the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitlinier correlation which means the increasing use of language learning strategy bysitas Brawijaya rawijaya Universitas Brawijaya rawijaya rawijaya rawijaya University cognitive strategy has statistically positive sufficient significant correlation with sitas Brawijaya Universitas Brawijaya rawijaya Universities statistically positive sufficient significant correlation with TOEFL score by Universithe score r(37) = .414 and p = .011. Universitas Braw Universitas Braw In the hypothesis of the study, the researcher hypothesized that there is a Universities correlation between language learning strategies applied by the students Brawijaya Universi and their TOEFL score. After conducting the study, the researcher found outsitas Brawijaya positive correlation and sufficient significant correlation between language Universitlearning strategies and TOEFL score occur in this study. In short, the hypothesissitas Brawijaya rawijaya is accepted in this study. Universit 4.2 Discussion Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya UniversitTherefore, the problems of the study deal with the application of languagesitas Brawijaya Universitlearning strategy and the correlation between language learning strategies and sitas Brawijaya Universit TOEFL score can be answered. Universitas Brawijaya rawijaya Universitas Braks we seen in finding that metacognitive strategy is revealed as the sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi language learning strategy that is most frequently used by the students in TOEFLsitas Brawijava rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit class preparation LBPP LIA Malang. The other strategies used by the students ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi based on the rank are compensation strategy in the second rank, in the third rank there is social strategy, affective strategy in the fourth rank, cognitive strategy in the fourth rank, cognitive strategy in Universithe fifth rank, and the last rank is memory strategy, ersitas Brawijaya Universitas B Universitas Brawijaya (1990) it means metacognitive strategy belongs to high level. It is usually used by Universithe students because of limited time of learning. This finding is supported by sitas some studies which were conducted by Nisbet, et al. (2005), Tseng (2010) in Taiwan, Nuril (2012) in Indonesia, and Natour (2012) in Jordan, in which University metacognitive strategy is in the first rank used by adult learners among the other sites language learning strategies. Tsan (2008) found that metacognitive strategy was Universituseful strategy used by the participants. TOEFL preparation class has a purpose to sit as help students in mastering and passing the TOEFL test but with limited time, three ersitmonths. Everyone has different learning skills when they learn language as a sitas Brawijaya foreign language, some students need short time to be successful rather than the other students. TOEFL preparation class cannot guarantee the students to pass the Universit TOEFE vtest. In three months, the students learn the test about listeningsitas Bra comprehension, structure and written expression and reading comprehension before taking the test. By using metacognitive strategy, the students can improve Universi language skills with their own strategies. This helps them to plan languages it as Brawijaya rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya learning in an efficient way. as Brawijaya Universitas Brawijaya Universitas Brawijaya Sitas Br Metacognitive strategy consists of centering the learning, arranging and Universi planning and evaluating the learning. The writer found out that there are three Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya applications of arranging and planning the learning. I pay attention when someone ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi is speaking in English with mean 4.35. Then I try to find out how to be a good stas sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita learner of English with 3.97. And with mean 3.86 I have clear goals for sitas Brawijaya University improving my English skills. The limited time to learn TOEFL test in class makes it as B Universitas Brawijaya University students to organize so they may get maximum benefit from their effort. They can University pay more attention when they are in the class and review the material at home. Insit evaluating learning, there are two applications I notice my English mistakes and use that information to help me do better with mean 3.89 and I think about my Universi progress in learning English with mean 3.54. Evaluating learning can students with problems like monitoring errors and evaluation of progress. As the goals of LBPP LIA that is to have good competence in English, sitas also improve language skills and professional training program both in written University and oral forms, the students of TOEFL class are demanded to use English as the Sitas Brawijaya medium of communication. Besides, seeking an opportunity to practice English is the application of improving English skills especially in TOEFL to test their Universi English proficiency and to compete in the globalization era. Based on the background questionnaire result in SILL, the students of English course takes TOEFL class preparation not only as an extra study but also Universitas Brawijaya Universitas Brawijaya Universi have interest in English and need it for future career. Natour (2012) noticed that sites the students are essentially motivated towards learning English since it benefits Universitas Brawijaya Universitas Brawijaya ers for their future. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava **Universitas Brawijava** Universitas Br Next, in LBPP LIA, all courses are taught in English, even in TOEFL class Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi Universi preparation, it is possible to make some errors when they are producing English it as when they are discussing about the material of TOEFL test. Therefore, the Universi metacognitive strategy can be useful for students to improve their English abilities at as Br Universitas Brawijaya Universitheir own learning so that the students can help their learning process more Universi effective and efficient. Related to background questionnaire that filled by students, the average of University studying English is 10 years. They learnt English from elementary schools, since Universi the metacognitive strategy allows the students to organize their own learning so the students can manage and organize their own learning independently by finding Universitout the materials needed in classroom. In other words, they have responsibilities in managing their own learning and by managing the learning effectively and Universit efficiently, it increases their success in learning process. Theoretically, planning Sitas Brawijaya Universi their schedule to study English, thinking about the progress in learning English, and trying to find out how to be a good learner of English are the applications that Universit deals with the self management related to metacognitive strategy. Jaya Universitas BraThe second rank is compensation strategy which falls into medium level with the mean 3.23 meaning that this strategy is sometimes used by the students. ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi This strategy has a role to help learners make up for missing knowledge, helping it as Br the students to deal with difficulties, improving and overcoming limitations in learning language. There are two application that usually used in compensation Universi strategy To understand unfamiliar English words, I make guesses with mean 3.62 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya and When I can't think of a word during a conversation in English, I use gesture ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas University with mean 3.59. In TOEFL test, there are three parts, listening comprehension, sites structure and written expression and reading comprehension. Actually, most of the Universi TOEFL test requires the students to have more vocabularies and good grammar, sitas Braw Universitas Brawijaya Universitas Brawijaya Universitas Bruniversitas Br Universit These strategies make up for the deficiency in grammar and vocabulary. When Sitas Br Universitstudents do not know new words and expressions, they can guess the meaning sites with bringing their own life experiences to interpret that. Here is an example of Sitguessing based on partial knowledge of the foreign language by student. When Sitas Brawij Universi students recognize the words book, laboratory, library, class and teacher in a sitas conversation, it could be understood that it is about school. The students at LBPP Universi LIA were trying to make up their lack of knowledge by means of paraphrasing, sitas coining words, or making a guess. English as a foreign language and not their Universit mother tongue, make their language learning process not easy, this situation situation Brawijaya Universi encourage students to use compensation strategy because this strategy allow the learners without completing knowledge but they can produce spoken or written Universit expression in the new language. Therefore, by using compensation strategy, it issit as Bra useful to help students who still involved in using English despite their language ersitas Brawijaya ČUniversitas Brawijaya Universitas Brawijaya Universitas Br Universities Br The third rank is social strategy with mean 3.22 falls into medium levels tas means that this strategy is sometimes used by the students. In Oxford (1990, p. 140), social strategy is related to communication with other people, help the rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive Universi learner work with other and understand the target culture. Wu (2011) states that Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya social strategy permits the learners to use the social supports more often in the ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi language environment. As we seen in Table 4.4 is the most frequently used it as application of social strategy is If I do not understand something in English, I ask Universi the other person to slow down or say it again. Among the three secondary it as Universitas Brawijaya Universit closest to understanding the meaning. Inside the class, the writer saw students Universitalways ask their teacher to slow down or repeat the material if they did not sit as understand. Tuan and Hsu (1996) indicated that students with advanced level had a natural preference for asking questions to gain advantages in communication. Universi Asking can help students in conversation by getting response from the partner and sites shows interest and involvement. It brings the students to cooperate with other in Universit groups. Studies shows that cooperate learning results in higher self-esteem, sitas increased confidence, and rapid achievement. Actually, sometimes there is a ersi competition among students to be better than others. It is important to helpsitas Universi students change their attitudes from confrontation and competition to cooperation. Students can apply the strategy of cooperating with others by doing something Universit together in the language they are learning. TOEFL test is individual but by havingsitas Bra communication with others in English, they can improve their competence in speaking. By asking and cooperating, the students can get new vocabulary, they sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi can improve their TOEFL score, they know where their weakness are and getsitas some feedback or input cooperatively. LBPP LIA tries to make a conducive environment to learn and practice English so the students can ask if they need to Universitask for correction about materials to their teacher or friends inside or outside the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya**

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya class. Talking in daily conversation with a friend or teacher in the class in the ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit foreign language is an example to practice listening and speaking skills. Affective strategy concerned with emotional needs that helps the students University control their emotion during learning English, such as lowering the anxiety and sites Bra Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Braw Universitas Brawijaya Unive Universit performance, and using deep breathing or positive self-talk (Oxford, 1990). And Universitas we seen on Table 4.5, it is found out that there are three application as the most sit as frequently used application of affective strategy with mean 3.78 is *I encourage* myself to speak English even when I am afraid of making a mistake, with mean University
University 3.76 is I give myself a reward or treat when I do well in English and with means 3.54 is I try to relax whenever I feel afraid of using English. Most of the students Universit of TOEFL class preparation encourage themselves although their English are not sitas good enough and not sure about their answers. Good language learners can Universit control their attitudes and emotions about learning because the negative feelings sitas Universi slow up learning. In the TOEFL preparation class, the teacher makes the class situation more comfortable to deliver their thought like to reduce the tension and Universitemotion in the class. It can arise positive feeling in class by giving students more sitas Br responsibility, it is found out that the teacher usually encourages their students to sit as R be brave in practicing English. Lowering anxiety, like the application of I try to ersitas Brawijaya – Universitas Brawijaya Universitas Brawijaya Universit University relax whenever I feel afraid of using English is important. Sometimes when it as answering TOEFL test, the students are faced with situation self-doubt and confused because the limitation of vocabulary and grammar. They worry that their Universi answers are wrong, the anxiety often takes forms of worry, frustration, insecurity, Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya University fear, and self-doubt. Too much anxiety has the opposite effect where it can slow Universitas Brawijaya Universitas Brawijaya Universitup language learning iversitas Brawijaya Universitas Brawijaya From the research in the LBPP LIA at TOEFL class preparation, when the University researcher joined the class, the teachers made enjoyable situation that cansitas Brawij Universitas Brawijaya preparation class. The least application used by the students is discuss their Universi feelings when learning language with someone else, if not they can write their sites In the fifth rank, cognitive strategy deals with manipulating or Universi transforming the incoming information to enhance learning. Cognitive strategy falls into medium level with the mean of 3.18, meaning this strategy is sometimes Universitused by the students. Based on the Table 4.6, it can be seen that there are three questions which is usually used by students. I watch English language in TV University shows spoken in English or go to movies spoken in English with the mean of 4.22. Sitas Universit It is included in analyzing and reasoning categories, the students mostly use this way to analyze expression and translate. These strategies are used by students to Universitunderstand the meaning and expression of the target language also used to makes it as Br new expressions. Practicing with mean 3.92 I practice the sounds of English and with mean 3.59 is I try to talk like native speaker. Practicing is the most important ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya University which the students can using patterns, working with sounds, repeating and notices it as Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya their mistakes in listening. ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universities Brothe last rank is memory strategy with mean 2.98 which is falls into Injury medium level meaning this strategy is sometimes used by the students. This Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya strategy deals with the storing and retrieval of information (Oxford, 1990). It is ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi Universities to face vocabulary learning. Based on Table 4.7, it can be seen all the stars application of memory strategy falls into medium level range between 2.5 to 3.4. Universi The use of memory strategies are most frequently applied in the beginning process it as Braw Universitas Brawijaya memory strategies are mentioned very little. It is not that the use cease, but the Universitawareness of its use becomes less because they already pass the process of sites rsitas Braw.
remembering vocabulary. The students in advance to higher level already can Universit controlling and managing their own learning process. The high point in memory Universi strategy is I review English lessons often with the mean of 3.35. It helps students it as such as when they get new lesson, the words and phrases can be associated with Universityisual images. They review it and it will help them to store and retrieve newsitas information. Many learners make use of visual images, but some find it is easy to Universities connect words and phrases with sound, motion or touch. The main purpose of the learner's learning was not only remembering English vocabulary, but also in other abilities likes speaking and listening, so the Universitearners used less memory strategy to help memorize. In the past, memorysitas Brawijaya strategy was used by the learners in learning language, since this strategy permits the learners to face vocabulary learning. However, the paradigm changes over Universityears. The learners do not only study about the vocabularies, but also as Brawijaya ersitas Brawijaya _Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya communicate with others.

San Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Overall, language learning strategies used by the students fall into medium Universitevel with the average score of 3.23. It indicates that language learning strategies Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya are sometimes used by the students. Then, the result of the use of the language ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi learning strategy was correlated with the students' TOEFL score. As a result, tas Brawijaya Universitas Brawijaya Universitas Brawijaya Univer there is linier correlation between the use of language learning strategy and tas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi English proficiency. Oxford (1990, p.1) states that the use of language leaning it as Bra Universitas Brawijaya University strategy is high, the English proficiency will be also high. Then, in this study, the Universituse of language learning strategy by students at LBPP LIA falls into medium sitas level, As we know that TOEFL score is one of requirement to graduate, to enter college and also to apply job, so students try to get the best way to learn language, Si Universi and they need a high level in language learning strategies to learn TOEFL. The limited time of learning TOEFL test maybe can affect the level of Universitlanguage learning strategy used by students. The students language learningsitas strategy falls into medium level instead of high level because first they do not Universition about learning strategies that can be used to improve their language sitas Brawijay Universitlearning. Students may need to be tough or at least brought to their attention, so it sites can help the students to improve their TOEFL score in three months with their Universitown strategies. Second, as we know that there is a gap between language learningsitas Br skills and TOEFL PBT test. In TOEFL PBT that consists of three sessions, namely reading comprehension, structure and written, and listening sitas Brawijaya Universitas Brawijaya Universi comprehension, in the class the student teaching material focus in that three it as session, it is means focus in reading, listening and writing. For learning language the learners' need four language skills, they are listening, reading, speaking, and University writing. As we see there is a gap between the language learning skills and TOEFL Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** test, it can affect the students' level in language learning strategies. To make ersitas Brawijaya – Universitas Brawijaya – Universitas Brawijaya – Universitas Brawijaya Universi language learning strategy falls into high level, the students need to mastering that sites sitas Brawijaya four language skills. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brathe findings of the study are in line with the other studies conducted bysitas Brawijaya Universitas Brawijaya Universit between the findings of this study and the previous studies are in the context Brawijaya Universitusage of learners. The difference of someone's goal in learning English willsitas impact in the application of language learning strategy. In Nuril's, affective strategy was in second rank. Meanwhile, in this study, affective strategy was in SI Universi the fourth rank. Nevertheless, in all this study the last rank is memory strategy. Insitas B Huang's, the most frequently use is compensation strategy. However, in this study Universithe most frequently use is metacognitive strategy, since it is appropriate with the sitas goals of LBPP LIA students, where the learners can controlling their own Universit language learning. In addition, the use of English in Indonesia is still very limited. Sitas Brawijaya UniversiThat is why the learners try to find their way in improving their English to increasing their language ability. 4.2.2 Correlation between the Application of Language Learning Strategies Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universities Br The findings from the result of Product Moment Pearson Correlations tas ersitas Brawijaya Universitas Brawijaya Univ TOEFL score shown by a positive sufficient correlation (r=.41) and (p=.01) Sitas Brawijaya Universi between metacognitive strategy and TOEFL score. It also happened with the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit correlation between cognitive strategy and TOEFL score shown by a positive ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit Universi sufficient correlation (r=.45) and (p=.004). The positive score implies that one sites variable will influence the others. If one variable increases, the other variable will Universitalso increase. In other words, if metacognitive and cognitive strategies increase, itsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya will be followed by the increase of TOEFL score. Universitas Brawijaya Universitas Brawijaya Universitas Bro'Malley et al (1983) claim that students who do not apply metacognitive Universities Braw' Liversities Braw' According to Pintrich and Garcia (1994, cited in Tseng 2010, p. 12), sites Universit metacognitive knowledge relates closely with enhancement in academic si Universi performance, and by employing this strategy, these participants cannot do better in schools but further advance their English proficiency". Cognitive strategies are perhaps the most popular strategies with languagesitas Brawijaya learners. The target language is manipulated or transformed by repeating, analyzing or summarizing. For example by using this strategy the students can Brawijaya Universi practice reading test, to find the main idea they can use skimming or scanning to sites analyzing the text. Then, their increasing abilities will impact to their TOEFL Universit score. As the goals of English course students are to enhance their learning bysitas Brawijaya managing, controlling their own learning, and analyzing and reasoning, they can emphasize more on metacognitive and cognitive strategy. Universitas BraThere is a slight difference between the findings of this study and thesitas Brawijaya study from Huang (2009). In her thesis revealed that cognitive has high positive corelation with English proficiency. Meanwhile, in this study, cognitive strategy Universithas sufficient positive correlation with TOEFL score. Sitas Brawijava Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya UnCONCLUSION AND SUGGESTION rawijava rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya Universitas BraThis chapter presents the conclusion drawn from the findings to answersitas Brawijaya Universitas Brawijaya rawijaya Universit conduct the similar study. Based on data findings, it can be concluded that all of the students of sitas Brawijaya Universitas Brawi Universitas Conclusion **Universitas** Iniversitas Brawijaya Universi TOEFL class preparation at LBPP LIA Malang used language learning strategy in sitas Brawijaya learning TOEFL test at different levels of application as the measure tools of rawijaya rawijaya UniversitEnglish proficiency. Metacognitive strategy is the most frequently used strategy which falls Universita rawijaya Universitinto high level meaning that the students usually use this strategy. Since the Sitas Brawijaya University students of TOEFL class tend to have a high motivation in learning English to sitas Brawijaya pass TOEFL test and also for their future, metacognitive strategy helps them to University manage and evaluate their learning in an efficient way. Universitas BraThe second most used strategy is compensation strategy which falls into strategy which falls into medium level, meaning that this strategy is sometimes used by the students. The Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi learners use this strategy when they face the problems in understanding the targets it as Brawijaya Universitas Brawijaya rawijaya Universit comprehending and producing the language. Students in TOEFL class preparation Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi requires understanding English grammar and vocabulary, this situation encourage sitas Brawijava rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya rawijaya

Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universit students to use compensation strategy because to make up their lack of knowledge Sitas Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya University means of paraphrasing, coining words, or making a guess. Frawijava awijaya Universitas Brawijaya Universitas Brawijaya Universi The third rank is social strategy that helps the students related to awijaya Universitas Brawijaya Universitas Brawijaya Universit Universit communication with other people, help the students work with others and sit as Brawijaya Universitas Brawijaya University tudents can use mental strategies to make sense of learning language, like the sitas Brawijaya Universitstudents try to find patterns in English. After that affective strategy in fourth rank; sitas related to with emotional needs that helps the students to control their emotion during learning English. The least strategy used by the students is memory Stas Brawijaya Universi strategy since they are categorized as the moderate learners in English. Overall, language learning strategies used by the students fall into medium Universitlevel, it indicates that language learning strategies are sometimes used by thesitas Brawij students. It is falls into medium level because the limited time of learning TOEFL Universitiest in three month they expected to pass TOEFL test, the students do not know sitas Brawijaya Universithere are some strategies that can help them to improve their language learning it as B and there is a gap between TOEFL test with language skills that can affect the Universitlevel of students language learning strategies. From the findings of the study, itsitas Brawijaya Universi can be said that there are positive sufficient significant correlation among cognitive strategy and metacognitive strategy with TOEFL score. It means that if ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit cognitive and metacognitive strategies increase, the TOEFL scores will also as Brawijaya increase. Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit 5.2 Suggestions Universitas Brawijaya Universitas Brawijaya Universitas Bratis important to know about language learning strategy for language sitas learners. The learners need to know about the strategy to improve their skills in Universi English proficiency because everyone has different learning skills such as insitas Braw Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi learning language as a foreign language. For teacher in TOEFL preparation class, sitas Brawijaya it is recommended to emphasize the importance of language learning strategy in Universitacademic context. It is compulsory to teach students explicitly how and why to sit as employ more effective strategies and when to use them in an appropriate situation (Oxford, 1989). By knowing the strategy, the learning process will be more Universi effective and efficient. Therefore, it will impact in their TOEFL score. Besides, the teachers can emphasize more on cognitive, and metacognitive strategy since Universithey are correlated with TOEFL score to increase their proficiency. For the next writers who want to conduct the similar study, it is University recommended to investigate and evaluate language learning strategy by using sitas Brawijaya University other instruments and measurement. Since this study is a quantitative study by six as using SILL questionnaire as the main instrument and TOEFL score as the Universit measurement of English proficiency, it is suggested to analyze with the othersitas Br instruments, such as interview or observation and the other measurements to sit as measure English proficiency, like academic score, TOEIC, IELTS, and so on. Universities Since this study investigates the correlation between language learningsities strategy and English proficiency measured by TOEFL score, it is recommended for the next writers to correlate language learning strategy with the other variables Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya	(SILL) is for students of English as a second language or foreign language	age. You
rawijaya	will find statements about learning English. Please read each statement. University response (1, 2, 3, 4, or 5) that tells HOW TRUE OF YOU THE STAT	VV TITE THE
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rawijaya	Answer in terms of how well the statements describe you . DO NO	Γ answer
rawijaya	how you think you <u>should</u> be, or what <u>other</u> people do. <u>There are no wrong answers to these statements</u> . Work as quickly as you can with	rignt or
rawijaya	Universit careless. This usually takes about 20-30 minutes to complete. If you I	
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rawijaya	Universit space after the item.niversitas Brawijaya Universitas Brawijaya	Universitas Brawijay
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rawijaya	I actively seek out opportunities to talk with native speakers of	English. Universitas Brawijay
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rawijaya	You have just completed the example item. Answer the rest of the item	s on the Universitas Brawijay
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rawijaya	Universi orang lain lakukan. Tidak ada jawaban benar atau salah pada pernyataan-sitas Brawijay
rawijaya	Universi pernyataan ini. Kerjakan dengan tepat dan teliti. Proses pengisian kuisionersitas Brawijay
rawijaya	Universi membutuhkan waktu sekitar 20 sampai 30 menit. Jika ada pertanyaan, silakan sitas Brawijay
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	I think of relationships between what I already know and new things I
rawijaya	Ilniversitas Brawijay
rawijaya	Saya mencoba untuk menghubungkan apa yang telah saya ketahui dengan 12345 hal-hal baru yang saya pelajari dalam Bahasa Inggris.
rawijaya	Universit a 2 I use new English words in a sentence so I can remember them. Universitas Brawijay
rawijaya	Universit Saya menggunakan kata-kata baru Bahasa Inggris dalam kalimat untuk iversit 12345 ijay
rawijaya	Universi mempermudah saya dalam mengingat kata-kata baru tersebut.
rawijaya	Universi 3 I connect the sound of a new English word and an image or picture of the word to help me remember the word.
rawijaya	Universi Saya menghubungkan bunyi kata baru Bahasa Inggris dengan sebuah hiversi 12345ijay
rawijaya	Universit gambar dari kata tersebut untuk mempermudah saya dalam mengingat kata sa Brawijay
rawijaya	Universit baru tersebut.
rawijaya	4 I remember a new English word by making a mental picture of a
rawijaya	situation in which the word might be used. Saya mengingat kata baru Bahasa Inggris dengan menggambarkan situasi di 12345
rawijaya	Universitas mana kata tersebut digunakan. Universitas Universitas Brawijay
rawijaya	Universita 5 I use rhymes to remember new English words. Universitas Brawijay
rawijaya	Universit as E Saya menggunakan rima dalam mengingat kata-kata baru Bahasa Inggris. 12345
rawijaya	University 6 By I use flashcards to remember new English words. Leave University of By I use flashcards to remember new English words.
rawijaya	Universities B Saya menggunakan kartu untuk mengingat kata-kata baru Bahasa Inggris. 12345
rawijaya	Universita J Er I physically act out new English words. wijaya Universitas Brawijay
rawijaya	Universitias E Saya memperagakan kata-kata baru Bahasa Inggris. Jawijaya Universitas E Saya memperagakan kata-kata baru Bahasa Inggris.
rawijaya	Universita 8 B I review English lessons often. July Comversitas Brawijaya Universita 2 3 4 5 ij ay
rawijaya	Universitas B Saya sering mengulang atau mengulas kembali materi Bahasa Inggris niversitas Brawijay
rawijaya	I remember new English words or phrases by remembering their 12345 location on the page, on the board, or on a street sign.
rawijaya	Saya mengingat kata-kata atau frase-frase baru Bahasa Inggris dengan las Brawijay
rawijaya	Universit as B mengingat letaknya pada halaman buku, papan, atau pada tanda-tanda diversitas Brawijay
rawijaya	Universitas Brialanaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	I say or write new English words several times. Saya mengucapkan atau menuliskan secara berulang-ulang kata-kata baru 1 2 3 4 5
rawijaya	Saya mengucapkan atau menuliskan secara berulang-ulang kata-kata baru 1 2 3 4 5 Bahasa Inggris.
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijay	
rawijaya	University of Describers - University of Describers - University of Describers	
rawijaya	I try to talk like native speakers. Saya mencoba untuk berbicara seperti penutur asli Bahasa Inggr	
rawijaya	Universites Presuitore Universites Presuitore Universites Presuitore	ra Universitas Brawii av
rawijaya	12 I practice the sounds of English. Saya berlatih mengucapkan kata-kata Bahasa Inggris.	
rawijaya	Lie ive reitee Drewijeve Hrivereitee Drewijeve Hrivereitee Drewijeve	ra Universitas Brawii av
rawijaya	13 I use the English words I know in different ways.	dengan cara 12345
rawijaya	Saya menggunakan kata-kata Bahasa Inggris yang saya ketahui duniversitas Byang berbeda—beda. Las Brawijaya Universitas Brawijaya	
rawijaya	University 14 I start conversation in English. University Brawijay	
	Universitas E Saya bercakap-cakap dengan Bahasa Inggris.	12345
Irawijaya Irawijaya	University 15 I watch English language TV shows spoken in English or go	
	Universities E spoken in English.	12345
rawijaya rawijaya	Saya menonton acara televisi atau menonton film yang berbahas	a Inggris.
rawijaya rawijaya	10 I read for pleasure in English.	a Universitas Brawijay a Universitas Brawijay
rawijaya Brawijaya	University of the state of the	University 2345 ljay
rawijaya Brawijaya	1/ I write notes, messages, letters, or reports in English.	Universitas Brawijay
rawijaya Brawijaya	Saya menulis catatan, pesan, surat dan laporan dengan menggun Bahasa Inggris.	akan 12345
rawijaya Brawijaya	Universi 18 I first skim an English passage (read over the passage quickl	v) thenigo reitae Brawijay
	Universi back and read carefully.	biversitas Brawijay
rawijaya rawijaya	Dalam membaca buku berbahasa Inggris, pertama kali, saya men	
rawijaya rawijaya	secara sekitas kemudian memutai kemban dari awai untuk mem	bacanya versitas Brawijay
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rawijaya	Saya mencari kata-kata dalam bahasa saya sendiri (Bahasa Indo	nesia) yang 12345
rawijaya	mirip dengan kata-kata baru Bahasa Inggris.	Tomversitas brawijay
rawijaya	Universit 20 I try to find patterns in English.	Universitas Brawijay
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rawijaya	Haira valta - D	Name that the state of the stat	is Brawii	ava
	Universitas B	I find the meaning of an English word by dividing it into parts that I understand, niversitas Brawijaya Universitas Brawijaya Universitas	s Drawij	OV
rawijaya		Saya mengartikan kata-kata dari Bahasa Inggris dengan cara aya Universita		aya
rawijaya	Universitas B	memisahkannya satu per satu menjadi bagian-bagian yang saya mengerti.	15457HWIJ	dyd
rawijaya	Universitas B	I try not to translate word-for-word	s Brawij	aya
rawijaya	Universitas B	Saya mencoba untuk tidak menerjemahkan kata per kata.	12345	aya
rawijaya	Universita23B	I make summaries of information that I hear or read in English. Universita	s Brawij	aya
rawijaya	Universitas B	Saya membuat ringkasan informasi dari yang saya dengar atau baca dalam	12345	aya
rawijaya	Universitas B	bahasa Inggris, iversitas Bulliniversitas Brawijaya Universita	is Brawij	aya
rawijaya	Universitas B	To understand unfamiliar English words, I make guesses.	ıs Brawij	aya
rawijaya	Universitas B	Saya mencoba menerka kata-kata Bahasa Inggris untuk memahami kata-kata Bahasa Inggris yang tidak terlalu saya pahami.	1 2 3 4 3 ° as Brawii	ava
rawijaya	Universita25B	When I can't think of a word during a conversation in English, I use/ers to	s Brawii	ava
rawijaya	Universitas B		1 2 3 4 5	ava
rawijaya	Universitas B	Saya managunakan garak tuhuh (gastura) katika saya tidak dapat	as Brawii	ava
rawijaya	Universites	mengungkapkan kata-kata Bahasa Inggris dalam percakapan.	e Brawii	ava
	University 26	I make up new words if I do not know the right ones in English.	is Drawij Sc. Draviji	OV
rawijaya		Saya memedaa kata kata kata kata kata kata kata k	12345	aya
rawijaya	Universit 27	Bahasa Inggris yang benar. I read English without looking up every new word.	as Brawij	dyd
rawijaya	Ollivoisi		1 2 3 4 5	aya
rawijaya	Universit	kata tersebut dalam kamus.	is Brawij	aya
rawijaya	Universit 28	I try to guess what the other person will say next in English.	is Brawij	aya
rawijaya	Universit	Saya mencoba untuk menebak apa yang selanjutnya akan dikatakan orang	12345	aya
rawijaya	Universit	lain ketika orang lain tersebut berbicara Bahasa Inggris.	is Brawij	aya
rawijaya	Universita ²⁹	If I can't think of an English word, I use a word or phrase that means	as Brawij	aya
rawijaya	Universitas	the same thing. Jika saya tidak mengerti sebuah kata dalam Bahasa Inggris, saya Universita	12345	aya
rawijaya	Universitas L	menggunakan kata atau frase yang mempunyai arti yang sama. Universita		ava
rawijaya	Universita30B	I try to find as many ways as I can to use my English.		
rawijaya	Universitas B	Saya berusaha untuk menemukan cara sebanyak-banyaknya untuk	1 2 3 4 5	ava
rawijaya	Universit	mempraktekkan Bahasa Inggris saya.	is Brawii	91/2
rawijaya	Universitas B	I notice my English mistakes and use that information to help me do	is brawij	uyo
rawijaya Irawijaya	Universitas B	better. Saya memperhatikan kesalahan-kesalahan Bahasa Inggris saya dan Universita	12345	aya
rawijaya	Universitas B	menggunakan informasi tersebut untuk membantu saya agar saya dapat wers		
	Universitas B	belajar lebih baik lagi.	o Drowii	cryc
rawijaya	32	I pay attention when someone is speaking English.	i o DidWij	aya
rawijaya	Universitas B	Saya memperhatikan ketika orang lain berbicara dalam Bahasa Inggris.	12345	dya
rawijaya	Universitas B	I try to find out how to be a good learner of English.	12345	aya
rawijaya	Universitas B	Saya mencari tahu bagaimana untuk menjadi pembelajar Bahasa Inggris	as Brawij	aya
rawijaya	Universitas B	ryang baik. Universitas Brawijaya Universitas Brawijaya Universita		
rawijaya	Universita34B	I plan my schedule so I will have enough time to study English. Universita		aya
rawijaya	Universitas B	manufacioni Debesa Inggris	12345	aya
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rawijaya	Universita	35 I look for	people I can talk to in English.	s Brawijaya	Universi	tas Br	awij ay
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