



**LANGUAGE LEARNING STRATEGIES USED BY STUDENTS
IN GRAPHIC VOCATIONAL ENGLISH DEBATE (GVED) AT
SMKN 4 MALANG**

UNDERGRADUATE THESIS

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**ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA
2017**



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UNDERGRADUATE THESIS

**Presented to
Universitas Brawijaya
in partial fulfillment of the requirements
for the degree of Sarjana Pendidikan**

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Malang, 19 Juli 2017

The Researcher

ABSTRACT

Lestari, Riski N. 2017. **Language Learning Strategies Used by Students in Graphic Vocational English Debate (GVED) at SMKN 4 Malang**. English Education Study Program, Universitas Brawijaya. Supervisor: Dr. Sugeng Susilo Adi, M.Hum.

Keyword: Language Learning Strategies and GVED (Graphic Vocational High School)

English is as a compulsory subject in every school in Indonesia. SMKN 4 Malang is one of schools in Indonesia that apply English as a compulsory subject to learn by all students. Learning English is not easy especially for students at SMKN 4 Malang because the students only learn English once or twice in a weeks. So, the students need to join in certain extracurricular in order to get more exposure. In SMK 4 Malang some students join in GVED (Graphic Vocational English Debate), and they have higher achievement among others. Therefore this research is attempt to know language learning strategies used by the students.

This research used qualitative as a research design and descriptive qualitative as a research method. The researcher choose three students with higher achievement as research subject. The researcher used two instruments namely interview guide and observation checklist adapted from SILL (Strategy Inventory Language Learning) by Oxford (1990) that have been validated by the expert. The result of the analysis were presented in descriptive text and the researcher got the explanation from the result of interview and observation.

The result from this research showed that students in Graphic Vocational English Debate (GVED) used strategies to learn English. The three students in Graphic Vocational English Debate (GVED) use two strategies, direct strategies and indirect strategies. For the direct strategies, the three students used memory strategies, cognitive strategies, and compensation strategies. For indirect strategies the students used three strategies, there were metacognitive strategies, affective strategies, and social strategies. It means those strategies were related with Oxford (1990)'s theories.

ABSTRAK

Lestari, Riski N. 2017. **Language Learning Strategies Used by Students in Graphic Vocational English Debate (GVED) at SMKN 4 Malang**. Program Pendidikan Bahasa Inggris, Universitas Brawijaya. Pembimbing: Dr. Sugeng Susilo Adi, M.Hum.

Kata Kunci : Strategi Belajar Bahasa dan Grafika Ekstrakurikuler Debat

Bahasa Inggris adalah salah satu bahasa yang wajib untuk dipelajari oleh semua siswa. Oleh karena itu bahasa Inggris menjadi mata pelajaran wajib di sekolah. SMKN 4 Malang adalah salah satu sekolah yang menjadikan bahasa Inggris menjadi mata pelajaran yang wajib untuk dipelajari. Mempelajari bahasa Inggris tidaklah mudah karena penerapan jam pelajaran yang sedikit sehingga menjadikan siswa SMKN 4 Malang cenderung memiliki kemampuan bahasa Inggris yang rendah. Namun tidak semua siswa mempunyai kemampuan bahasa Inggris yang rendah, ada beberapa siswa yang justru mempunyai kemampuan bahasa Inggris yang baik di bandingkan dengan siswa lainnya yaitu siswa yang mengikuti ekstrakurikuler bahasa Inggris. Oleh karena itu disini peneliti ingin mengetahui strategi belajar bahasa yang digunakan oleh siswa di grafika ekstrakurikuler debat.

Penelitian ini menggunakan kualitatif sebagai desain penelitian dan metode deskriptif kualitatif dalam menganalisa strategi belajar bahasa yang digunakan oleh siswa di grafika ekstrakurikuler debat. Peneliti memilih tiga murid berprestasi sebagai subjek penelitian. Peneliti menggunakan instrumen yang telah tervalidasi. Penelitian ini menggunakan dua instrument yaitu interview dan observasi ceklis yang diadaptasi dari SILL (Strategy Inventory Language Learning) dibuat oleh Oxford (1990). Hasil akhir dari penelitian disajikan dalam bentuk deskriptif teks. Penjabaran hasil penelitian di dapat dari hasil interview dan observasi ceklis.

Hasil dari penelitian menunjukkan bahwa siswa grafika ekstrakurikuler debat menggunakan strategi untuk belajar bahasa Inggris. Strategi yang digunakan adalah strategi langsung dan strategi tidak langsung. Untuk strategi langsung siswa grafika ekstrakurikuler debat menggunakan tiga strategi yaitu memori strategi, kognitif strategi dan kompensasi strategi. Untuk indirect strategi siswa grafika ekstrakurikuler debat menggunakan tiga strategi yaitu metakognitif strategi, afektif strategi, dan social strategi. Sehingga strategi yang digunakan oleh siswa berkaitan dengan theory Oxford (1990).



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CHAPTER I

INTRODUCTION

This chapter presents background of the study, problem of the study, objective of the study, and definition of the key terms. This part is compiled as an introduction to the research.

1.1 Background of the Study

Language is a tool for communication which is used by people to communicate with other people in the world. Using language help to connect one another in different place and have different cultures to communicate. According to Murcia in Brown 2007, the first aim for learning foreign language is to be able to communicate. English is being a global language that needed by most of people. Mostly people learn English because they want to communicate internationally and get information and knowledge about the current issues. English is one of language that must be learnt by students. It can be found in *UD KEBAHASAAN* (UU 24/2009) No. 31 subsection 1. The government put English in the curriculum to draw up the young generation to face the global era. Therefore, English is very important language to be learn in all of formal school's degrees, starting from elementary school up to university. In Indonesia English becomes compulsory subject in schools. In secondary school like Junior High School and Senior/vocational high school, English is one of the subject in national examination. This curriculum is expected to develop students' speaking, listening, writing, reading. Therefore, According to the 2013 English Curriculum, the emphasis



of the curriculum is that students can communicate in English by mastering the whole skills, but some students can use the language very well.

In fact, some students still get difficulties in learning English. They are difficult to acquire the vocabulary, pronunciation and the grammar. According to Dyatmika (2010). English is not easy to learn because it has different grammatical structure, stress

and accent from Bahasa Indonesia. It is faced by the students at SMKN 4 Malang.

Some Students in SMKN 4 Malang have lower-middle in English competence, it is because the limited time to learn English. The students only learn English once or twice in a week. So, students should have strategies to learn English. Strategy is the most important thing to helps to support English learning. According to Brown (2000, as

cited in Griffiths, 2004)), language learning strategies are considered important to number of methodologist to find out what set of strategies that English language learners (ELLs) apply to promote their potential and enhance the capability of their language. That means language learning strategies are important for the students in their learning process. Language learning strategies help the students to achieve their main goal in learning English as a foreign language.

So, language learning strategies can help students become successful in learning. Language learning strategies will be beneficiall for the students to plan the learning and also make them to be more confidence if they have good strategies.

According to Oxford (2003), that language learning strategies help determine how and how well the students learn a foreign language. Language learning strategies can help students to overcome their problem.



Language learning strategies can make the students to be better in learning language especially in learning foreign language. According to Oxford (1990), proper language learning strategies result in enhance proficiency and greater self-confidence.

It means language learning strategies related with the students' proficiency. A study by zhou (2010,cited in Cheng, and Chang, 2013) states that successful language learner inform in adopting particular strategies to figure out themselves overcome with their obstacles in the learning process.

The subject of this research is the students who join GVED (Graphic Vocational English Debate) at SMKN 4 Malang. The participants consist of three student who have received achievement like third winner in Asian Debate Competition 2016, the fourth winner in SEDCO debate competition, at SMKN 1 Kediri, Quarterfinalis of MBI debating championship 2015 at MBI Amanatul Ummah, Pacet, Mojokerto, Quarterfinalist Progresio English Competition 2015 at Universitas Muhammadiyah, Malang, etc. This study expected to inform the students about kinds of language learning strategies by knowing the language learning strategies of the students especially the high achiever students in English at SMKN 4 Malang. Based on all explanation above, the researcher decide to conduct a research entitled "*Language Learning Strategies Used by Students in GVED at SMKN 4 Malang*". This research is purposed to know the language learning strategies used by high achiever students in GVED.



1.2 Problem of the Study

Based on the background, the research problem that can be constructed is as follows: “What are the language learning strategies that used by students in GVED extracurricular?”.

1.3 Objective of the Study

Based on the background mentioned above. The study aims wants to know language learning strategies used by the students in GVED extracurricular.

1.4 Scope and Limitation of The Study

The researcher focuses on language learning strategies used by student in GVED at SMKN 4 Malang. This study focused on students who have high achievement. This notion claims by the researcher as the limitation of the study.

1.5 Significance of the Study

1. For students, this reaseacher can infrom to the students about language learning strategies that can they used to learning English.
2. For the teachers, this research can be used to recognize students’ language laerning strategies. So, the teacher can choose proper teaching methodology in order to increase students’ achievement.
3. For the future researcher, can be as their reference to further research that focuses on language learning strategies.



1.5 Definition of Key Term

To avoid misunderstanding about terms of this study, the researcher defines several key terms as follow:

1. Language Learning Strategies : Language Learning strategies are defined as “specific action”, behavior, step, or techniques such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task used by students to enhance their own learning (Scarcella and Oxford, 1992)

2. GVED (Graphic Vocational English Debate) : GVED is a debate extracurricular at SMKN 4 Malang.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes review of related literature about the theoretical background concerning definition of language learning strategies, language learning strategies, the importance of language learning strategies, and debate the previous studies underlying this study.

2.1 Language Learning Strategies

Many researchers and experts have defined language learning strategies from different points of view. According to Wenden (1987), language learning strategies can be defined from the aspect of language learning behavior, such as learning and regulating the meaning of a second or foreign language, cognitive theory, such as learners' strategic knowledge of language learning, and the affective view, such as motivation, attitude, etc. It is argued that three points of views can improve language learning. O'Malley, Chamot and their colleagues (Chamot & O'Malley, 1987; O'Malley et al., 1985) are devoted to study the use of learning strategies by ESL learners in the US. Based on their research, language learning strategies are divided into three main categories, metacognitive, cognitive, and social affective which refer to learners' planning their learning, thinking about the learning process, monitoring their own comprehension or



production, and evaluating the outcomes of their own learning. Next, Rigney (1978), and Rubin (1987), define language learning strategies as behavior, steps, or techniques that language learners apply to facilitate language learning. Moreover, the definition by Oxford (1990) also included cognitive, emotional, and social aspects of language learning strategies that enhance learners' language learning proficiency and self-confidence (Oxford, 1990; Ehrman & Oxford, 1990). Yet students are not always aware of the power of consciously using L2 learning strategies for making learning quicker and more effective (Nyikos & Oxford, 1993). Language learners use language learning strategies as a means to facilitate the acquisition of language and the use of information on they receive, store, recall.

Language learning strategies have been classified by many researchers, but in this research the researcher only used two theories of language learning strategies from Scarcella & Oxford (1992) and Oxford (1990).

1.1.1 Language Learning Strategies by Scarcella & Oxford's (1992)

There are some learning strategies have been identified by Scarcella & Oxford (1992)

1. Cognitive

Cognitive strategies are the specific methods that learners use to perform tasks to improve social speaking skills. It enable learners to manipulate the language material in direct ways such as reasoning, analysis, note taking, summarizing, synthesizing, outlining, recognizing information to develop stronger schemas. Cognitive strategies are divided into four parts. Those are practicing, receiving and sending information,



analyzing and reasoning and creating structure for input and output. Practicing consist of five strategies there are repeating, formally practicing with sound and writing system, recognizing and using formulas and pattern, recombining and practicing naturalistically. Receiving consist of two strategies, using resource receiving and sending message is used to find out the meaning of what is heard and read in the new language or produce message in the new language. Analyzing and reasoning deductively,analyzing expression, analyzing contrastively, translating, transferring.

These five strategies help the learners to use logical thinking to understand and use the grammar rules and vocabulary of the new language. Three strategies in this group are taking notes, summarizing, and highlighting. It can help the learners sort and organize the target language information that comes their ways highlighting. Those strategies let students to demonstrate their understanding and prepared for using the language for speaking and writing.

2. Metacognitive strategies

Metacognitive strategies are method used to help students understand the way they learn or identifying one’s own learning style, such as planning for an L2 task, gathering and organizing materials, arranging a study space and a schedule, monitoring mistakes, evaluating taks success, and evaluating the success of any type of learning strategy. learners to control their own cognition. Metacognitive strategies consist of centering your learning , arranging and planning your learning, and evaluating your learning and evaluating your learning. Centering your learning is finding focus for learning, it is important because without strategies of centering your learning, learners face merely confusion and noise. Next is strategy for arranging and planning are helpful



for developing all language skills. Evaluating your learning divide into two part there are self-monitoring and self evaluating. These are help learner to monitoring one's own errors and evaluating one's all the progress

3. Memory-related strategies

Memory-related strategies are method used when the learners try and remember something for a very short period. These learning strategies can help the leaners link one second item or concept with another but do not necessarily involve deep understanding. Learners can use these memory strategies to retrieve target language information quickly., so that this information can be employed for communication.

4. Affective Strategies

Affective strategies are learning strategies concern with managing emotions both negative and positive. It identified one's mood and anxiety level, talking about feeling, rewarding oneself for good performance, and using deep breathing or positive self-talk. affective strategies divided into three part. First is lowering the anxiety it help the learners to decrease their anxiety. Next is encouraging yourself which can help the learners find ways to keep their spirit and try to understand or produce the new language. And then emotional temperature such as feeling, attitudes, and motivation. It help the learners to notice their emotion.

1.1.2 Language learning Strategies by Oxford 1990

Learning language strategeis have purpose of language learning strategeis as being oriented towards the development of communicative competence. This Oxford



(1990)'s theory classifies language learning into two categories, they are direct strategies and indirect strategies.

1. Direct Strategies

According to Oxford (1990), direct strategies are strategies which involve the target language directly. Direct strategies have beneficial for students, help students develop their own system of study. Moreover, they apply the most useful study skills for their purpose, such as understanding new words and phrases, organize and produce vocabulary and accurate communication. In direct strategies Oxford (1990) divided into three groups which are memory strategies, cognitive strategies, compensation strategies. There are three strategies are requires mental processing.

a. Memory Strategies

Memory strategies are strategies dealing with the storing and retrieval of information. The purpose of memory strategies are remember more effectively and overcome their obstacle. The words and phrases can be associated with visual images, sound, motion, or touch. The use of memory strategies are often used in the beginning process of language learning. Memory strategies consist of four strategies :

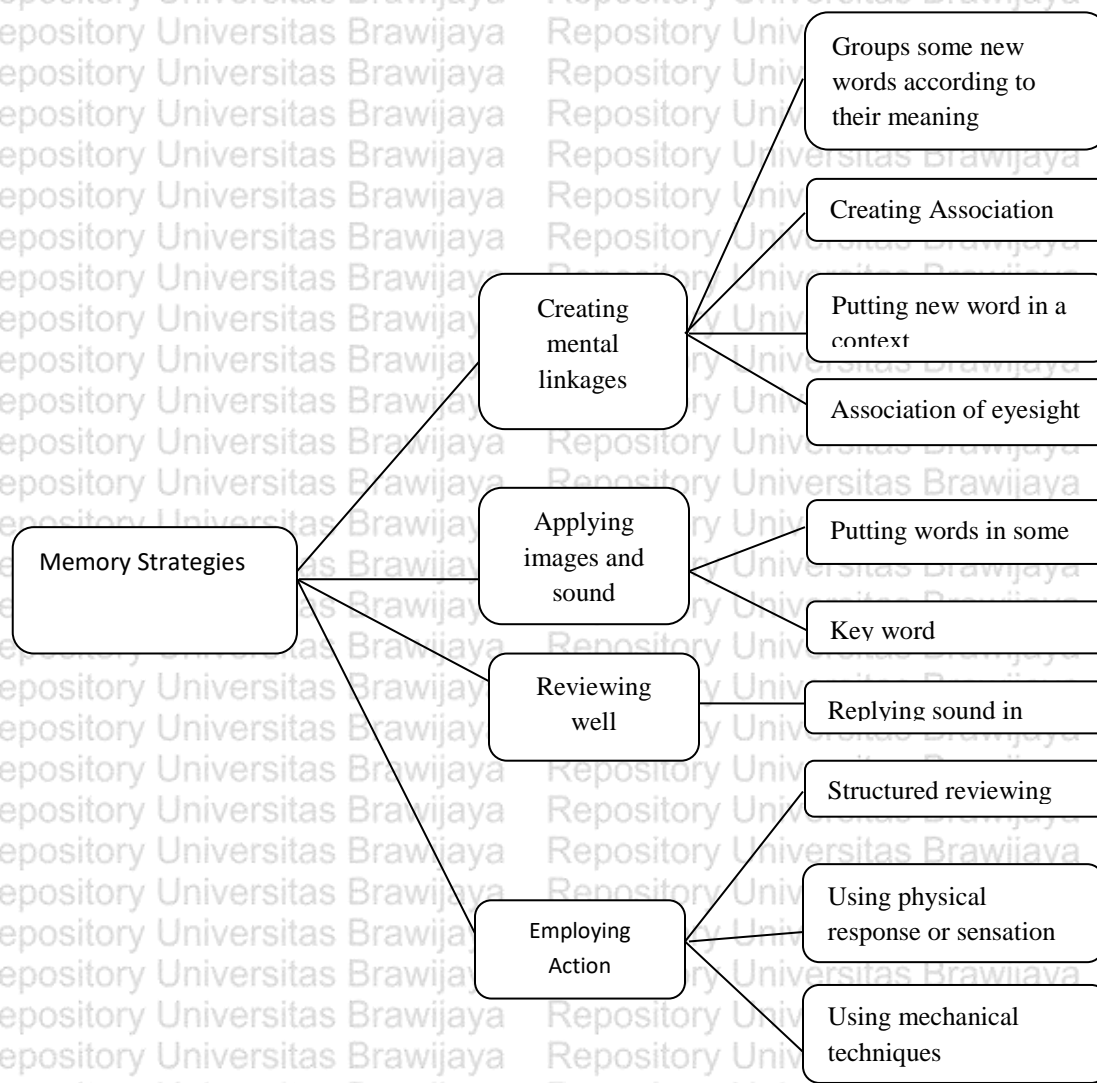
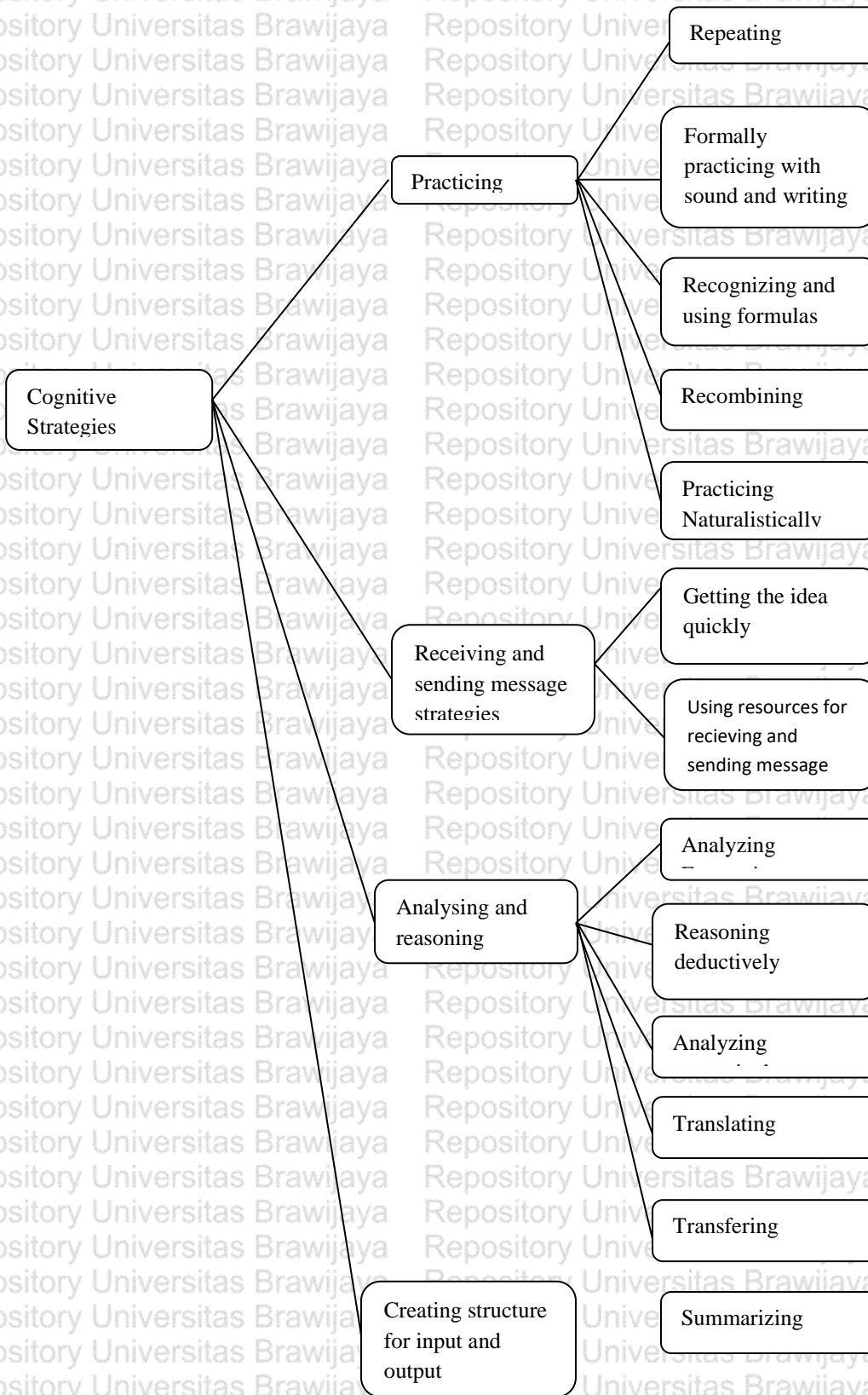


Figure 2.1. Memory Strategies (Source: Oxford, 1990)

b. Cognitive Strategies

According to Oxford (1990) states that in cognitive strategies, the target language is manipulated by repeating, analyzing, summarizing. Cognitive strategies can help the students to understand and produce new language. Cognitive strategies have four set





c. Compensation Strategies

According to Oxford (1990), compensation strategies are strategies can in production when grammatical knowledge is incomplete or use language although its not correct. When the learner do not know the correct term for certain word or the learner has limited vocabulary and grammatical knowledge this strategies is very useful. In this strategies if the learner does not know the words, the meaning, and produce spoken or written expression in new language without completing knowledge, the learner allowed to guess, because the learner bring own life to interpret by guessing.

Compensation strategies divide into two strategies, those are guessing intelegently and overcoming limitation in speaking and writing.

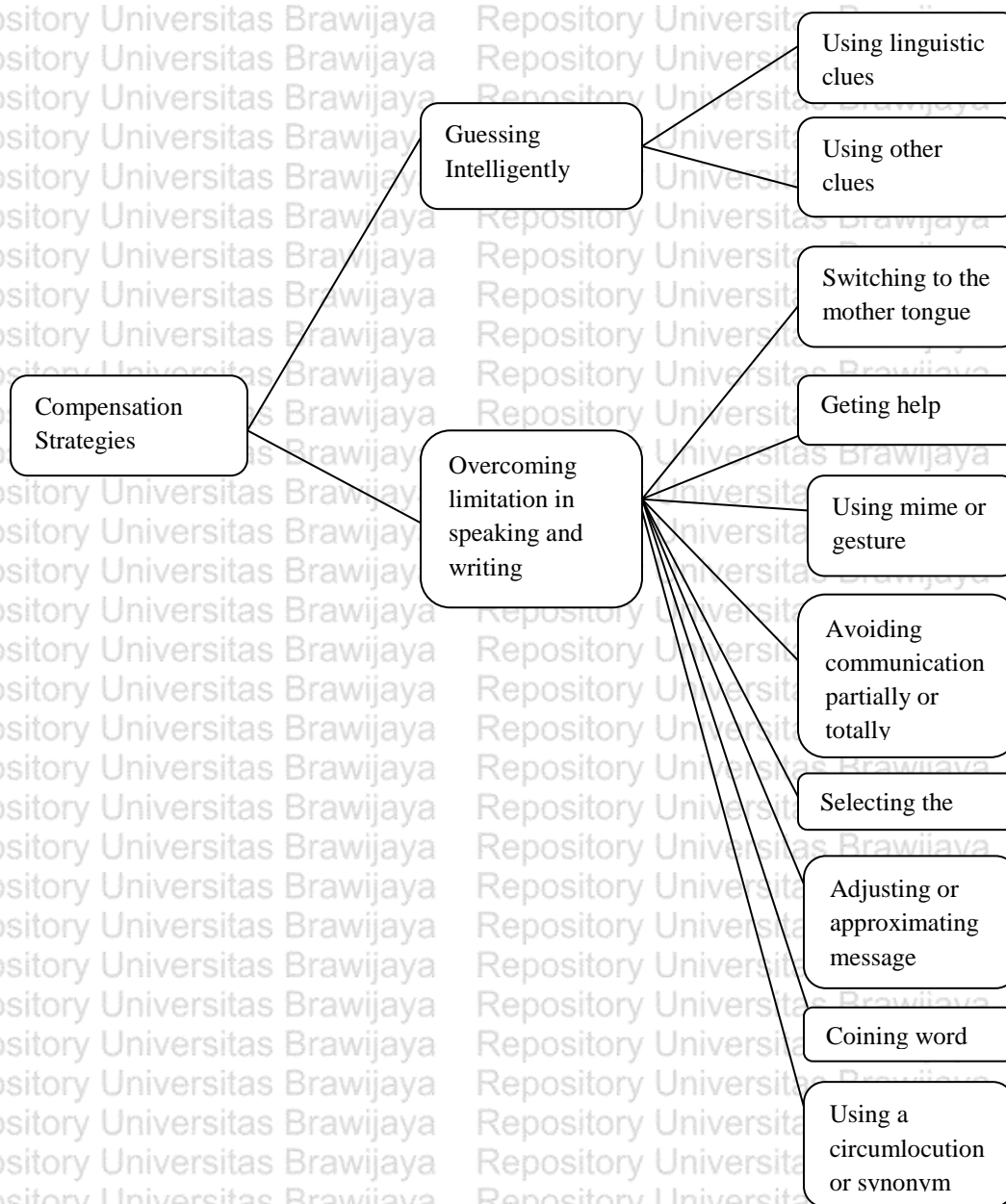


Figure 2.3 Compensation Strategies (Sources: Oxford, 1990)



2. Indirect Strategies

Indirect language learning strategies work together with the direct strategies. They help learner regulate the learning process. These strategies support and manage language learning without direct engagement and therefore it is called indirect strategies. There are three groups of indirect strategies, metacognitive strategies, affective strategies, social strategies.

a. Metacognitive Strategies

According to oxford (1990), metacognitive means beyond, beside, or with the cognitive. Metacognitive help learner to plan language learning in an efficient way. To control their own learning learner can used centering, arranging, planning, and evaluating. Metacognitive strategies have three sets of strategies.

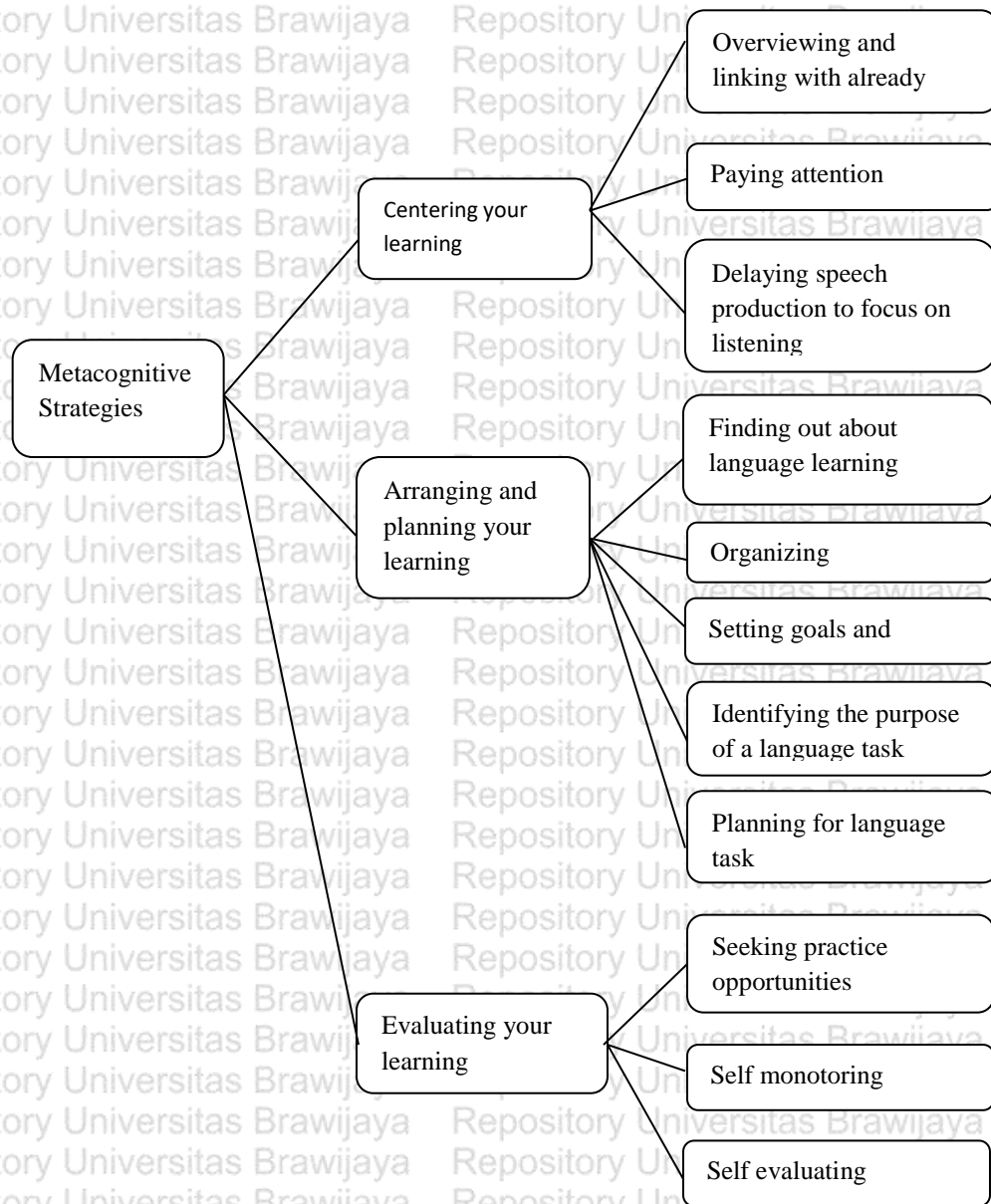


Figure 2.4 Metacognitive Strategies (source Oxford (1990))

b. Affective Strategies

Affective strategies are about learner’s emotions, attitudes, motivations and values.

This strategies is helpful for learner because affective strategies helps learners to

manage their emotions, attitudes, motivations. Affective strategies are divided into three sets of strategies.

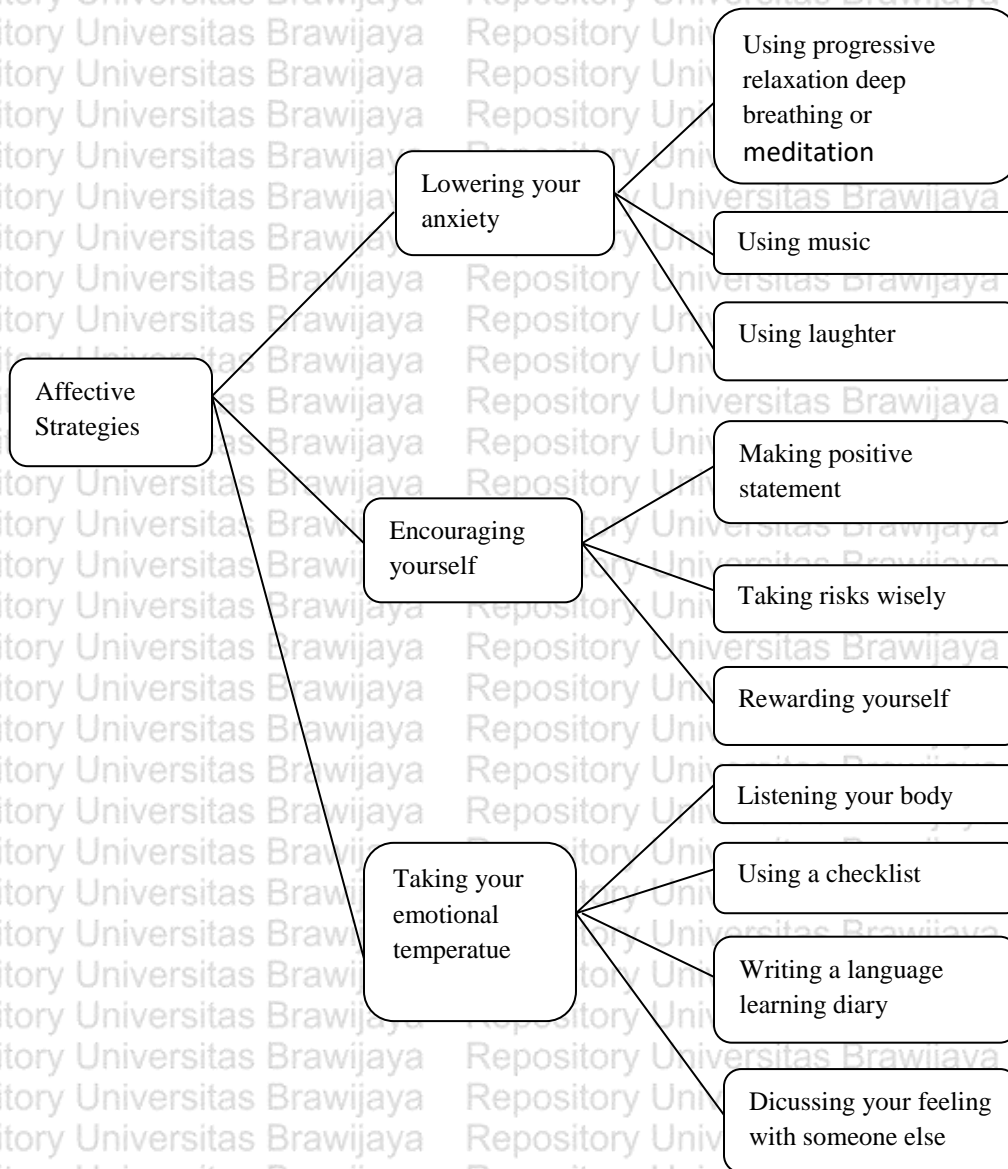


Figure 2.5 Affective Strategies (Source: Oxford (1990))

c. Social Strategies



Social strategies are activities that students engage in to seek opportunities to be exposed to an environment where practice is possible. The purpose of social strategies is to communicate with other people in society. Social strategies are divided into three sets of strategies.

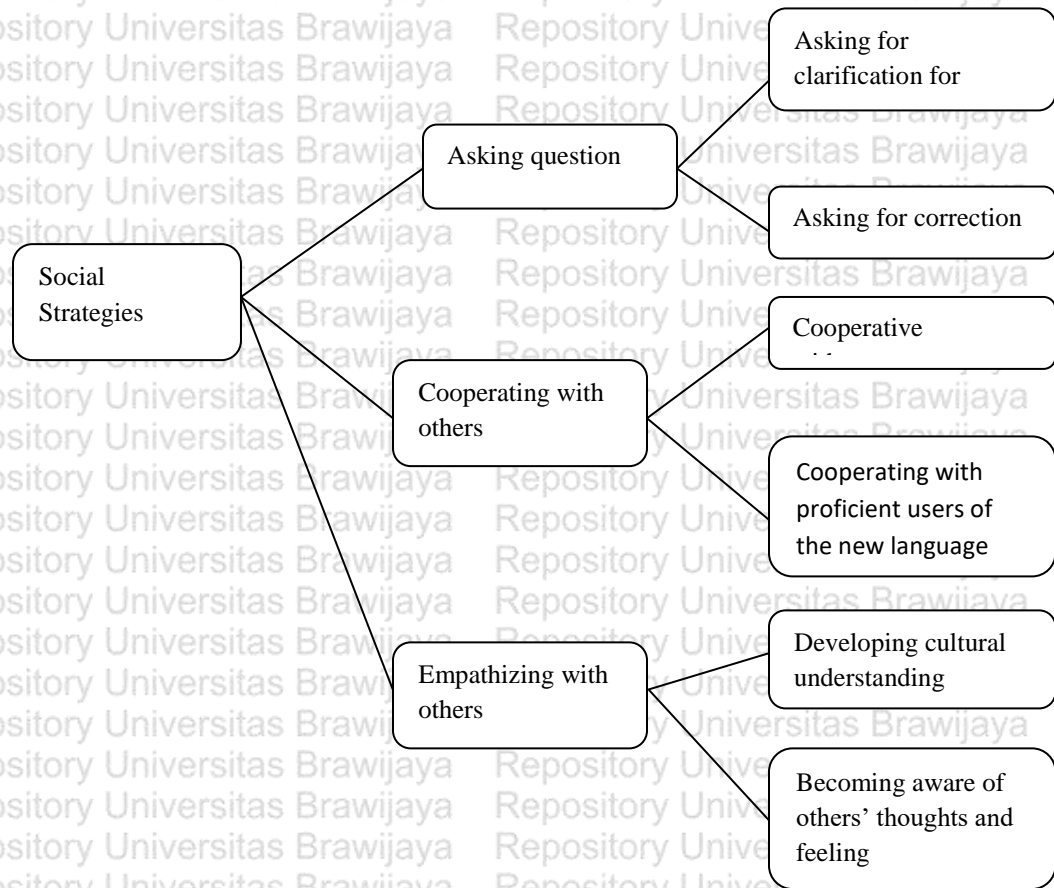


Figure 2.6 Social Strategies (Source : Oxfrd 1990)

1.1.3 The Importance of Language Learning Strategies

According to Weinstein and Mayer (1986) the goal of strategy use is to “affect the learner's motivational or affective state, or the way in which the learner selects,



acquires, organises, or interacts new knowledge”. According to Oxford et al (1990), the language learner can benefit from strategy training which seeks to encourage greater responsibility and self-direction in the learner. language learning strategies are the strategies the learners use to develop their learning strategies, in general, in the target language, and communication strategies are just one type of LLS. Oxford (1990) states that language learning strategies are “especially important for language learning because they are tools for active, self-directed movement, which is essential for developing communicative competence”.

2.2 Debate

Debate is one of the speaking activities which can improve students’ speaking proficiency. Further explanation about debate and its procedures will be discuss in the following.

2.2.1 Definition of Debate

Debating can be used as a tool to make students practice skills of English language in real-life situations. According to Nisbett (2003) states that debate is an important educational tool for learning analytic thinking skills and for forcing self-conscious reflection on the validity of one’s ideas. And Krieger (2005) states that debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways.

Debate is a formal method of interactive and representational argument aimed at persuading judges and audience. Ve & Purwaningtyas (2011) said that debate is an ordered discussion in which debaters expand the argument and declare the



argumentative speeches in order to make their cases. EDS UI (1998) adds that debate is about assembling and organizing effective arguments, persuading, and entertaining audience, and using the language to convince people that the arguments outweigh the opposition's. Somjai and Jansem (2015) agree that debate is about actual issues or speaking situation in which two groups or teams of people do not agree or opposite points of view are presented and argued.



2.2.2 The Element of Debate

According to EDS UI (1998) there are some element in a debate that are required to consider as part of debating such as cases, argument, rebuttals, speeches, listening, research, advanced issues, and adjudicators.

1. Cases

In debating students should have structure because it is not enough for team to deliver speeches individually without structure. Set arguments based on fact, rational explanation and main idea. In the preparation time, team can case building process where both team will be build their cases. Both team need to explain the motion, definition, theme line, and team split.

a. Motion

According to EDS UI (1998) motion is recognized as topic which are a full propositional statement that decides what a debate shall be about. For the affirmative team should argue to defend the propositional statement of the motion, and the negative team should argue to opposite it. And motion should be in the statement.

b. Definition

Debaters must be given the definition first, team that given the definition is affirmative team. In the definition debater should makes a clear description of the limitation of motion. When the definition unclear and confusing show of unrelated arguments and different interpretation from both team. So, definition should be explained logical debatable, and have logical relation to the motion.

According to Flynn (2007), definitions must be fair and debatable, reasonable,



tautological and self-proving are not accepted. So the affirmative team must be prepared to justify and the negative team has accepted the definition, if the definition has been accepted then the definition should stand and the negative team should adjust their case on the definition when the definition irrelevant negative team can challenge the definition but if definition is relevant the debaters can effort to redefine with adjudicator.

c. Theme Line

Theme line is the instrument of argumentation, it is used to show the team's stand on the motion. Theme line also explains the team's strategies defending or adverse the motion. Theme line describes a team's strategy in defending motion.

According to EDS UI (1998), theme line of a team must support every team members' speech because it is the main ideas that together. The theme line must be in word or phrases, a single sentence or an arrangement of some speeches into a rational syllogism (EDSUI, 1998). Theme line is important in several reasons (D'cruz, 2003). Each team should struggling to set up the correct proposition.

The speakers are capable to link their individual arguments to their proposition.

If the audience do not take a notes will be better to remember by the team if themes are consistent across speechless.



d. Team split

Debate is a team activity not individual. Adjudicator will give score to team who adopt effective structure (Ibid, 2013). Team split is the arguments that must be distributed among speakers. According to (FEDS UI (1998), consider the time available for the speaker to develop argument and each individual speech has to prove the motion.

2. Arguments

Argumentation is the process of explaining why a point of view should be accepted. Logic and evidence can support conclusion. The speakers mostly use relevant evidences to strengthen their argument. Debaters should convince with strong argument, and also have to follow the rules in arguments. Flynn (2007) adds there were some good models for making argument. It was ARE (Assertion-Reasoning-Evidence) The first is assertion, assertion is gives the arguments. Second is reasoning, reasoning is should give rational reason to make the argument trusted. And the last evidence to support the argument speaker must put relevant evidence.

3. Rebuttals

Rebuttal is persuading the audience meaning that debaters must give explanation both why their arguments are correct, and why their opponent's argument are incorrect (D'ruz, 2003). The debaters also should give reason why opponent's argument are wrong, their argument are correct. The opposing argument is based on an error of fact, or an invalid interpretation of fact, opposing argument is inappropriate to the proof of the topic, illogical. When the opposing team are right involves unacceptable



implications, and the opposing argument, while itself correct, should be accorded little weight (D'cruz, 2003).

4. Speeches

Flynn (2007) states that following is a rough outline of how to organize speech. EDS UI(1998) claims that an effectively structured speech will have the following features.

The first it should has an attractive opening because it can make audience give attention to debater. Second it should have logical statement and general direction of the speech, and third should have a logical sequences of ideas which show clear development of the speaker's argument. Each speaker in the team should clearly know their role for an effective role:

a. Role of Speakers

There are three speakers in debate, the role will be discussed below :

1. First speaker is to establish the fundamental of their team case, providing a definition (affirmative) or accepting and challenging the definition (negative), presenting the theme line and team split. The first speaker also should deliver substantive argument supporting their case. The first negative speaker should present some rebuttal to first affirmative speaker.
2. Second, speaker deal with substantive argument, and little bit of rebuttal to against the affirmative team.
3. Third speaker is to attack the opposing team. In rebuttal should ideally by carried out on global level (team wise) and no more detail level (speechwise). Teamwise mean a rebuttal speaker should attack opposing team's pointing out the major flaws in argumentation and logic.



Speechwise mean rebuttal speaker should be able to point out the mistake each individual speech.

5. Adjudicator

There are three function of adjudicator according to Ray (2003), the first is to decide which team has won in debate. adjudicator must make should make decision and the marks must reflect that judgement. Another function of adjudicator is to give explanation, in delivering adjudicator, adjudicator should highlight the critical differences between the teams rather than reply the whole debate. A useful start is to total the marks in each of matter, manner and method for each team, in the end of adjudication, debate should have clear understanding of why their team won or lost.

Last is to give constructive feedback to the debaters, the feedback can give positive impact to the debaters like affect of individual debaters.

2.3 Previous Study

Several studies have been conducted to describe language learning strategies. The present study is compared with several previous studies that have been conducted to obtain information related with the research. There were some previous studies which have been conducted the same idea as the present study.

The similar study was conducted by Intan(2016) entitled “ Language Learning Strategies among the High Achievers of the 11th Grade Students at SMA Negeri 2 Batu”. The purposes of her research are to describe the application of language learning strategies and to find out learning strategies most frequently used by high achievers students. This previous study used descriptive qualitative research. She used



questioner and interview for the data collection. The finding showed that the students use overall language learning strategies. It means that the six achievers of the 11th grade students applied all six types of language learning strategies. There are any similarities between previous study with this study, the researcher used same theory with previous study, this research use SILL (Strategy Language Learning) and also used by previous study. This research has same purpose which is to know language learning strategies used by students and also same research design. Not only the similarities but also there are any differences between previous study and this research. The differences are on the participant and place.

The previous study related to this research was done by Fitri Ichwati (2015) entitled “The Learning Strategies Used by University Students in English Debate Practices”. The purpose of her research is describing the learning strategies used by speakers in debate practice. The data obtained from the students in FORMASI Universitas Brawijaya. She used qualitative research as her research design. To collect the data, the researcher used some instruments such as note taking and documentation. The findings showed that the participant of university level at FORMASI Universitas Brawijaya used cognitive and social strategies in managing their speech through their debate. It can be 200 students and speakers used cognitive and social strategies, so that the cognitive and social strategies are the most used strategies in debate practice. This previous study has similarity with the research, to analyze the language learning strategies, use same research design descriptive qualitative and the differences are subject that the researcher took is different with previous study, and has different instrument.



CHAPTER III

RESEARCH METHODS

This chapter presents the research design, data and sources data, research procedure, research instruments, data collection, data analysis and validity of the study.

3.1 The Research Design

This research used qualitative approach. Hancock et al (2007) stated that qualitative research is a study of behavior in natural setting or uses people's account as data and usually there is no manipulation of variables. According to Richard (2003), a qualitative research is more suitable for examining and learning such a phenomenon as it focuses on the issue that happens in natural background. The data of qualitative approach was analyzed by describing from the were recorded or transcribed as closely as possible and it did not involve numerical data. This study used descriptive qualitative as design. Ary et.al (1985) explained "descriptive research method is used to obtain information about existing conditions and have been widely used in educational research. Mack et.al (2005) added that descriptive research is used to explore the phenomena by conducting interview, focus group and participant observation, shortly this study is more flexible. Thus research used descriptive qualitative because this research concerned on language learning strategies used by students in GVED at SMKN 4 Malang.



1.2 Data and Source of Data

The data that used in this research was in the form of information about language learning strategies. The researcher used interview as the instrument to collect the data and observation checklist to complete the data of interview. The researcher did interview with three students in GVED and also observed the students while they were joining in GVED. The GVED (Graphic Vocational English Debate) was a debate extracurricular located at SMKN 4 Malang, Jl. Tanimbar No. 22, Kasin, Malang.

1.3 Research Procedure

This research as conducted through the following steps:

1. Selecting research setting and subject

This qualitative research was conducted at SMK Negeri 4 Malang which is located in Jl. Tanimbar No.22, Kasin, Klojen, Kota Malang, Jawa Timur. This school has twenty-nine classes and 6 majors such as Animation, Software Engineering, Multimedia, Graphic Production, Graphic Preparation, Computer Networking Engineering. The researcher chose GVED as a place to get participant for this research. GVED is a English debate club at SMKN 4 Malang. GVED has twenty-five members which the members are students at SMKN 4 Malang. GVED has a lot of achievement from debate competitions, it makes some of students from Universitas Negeri Malang came to GVED to learn about debate and practiced debate with the students from GVED. From the GVED the researcher chose three students that have been considered as high achievers by the English teacher in SMKN 4 Malang.



In this study the researcher only took the three students who were recommended by the English teacher. Three student that already chosen were the students who got great achievement such as third winner in Asian Debate Competition 2016, the fourth winner in SEDCO debate competition, at SMKN 1 Kediri, Quarterfinalis of MBI debating championship 2015 at MBI Amanatul Ummah, Pacet, Mojokerto, Quarterfinalist Progresio English Competition 2015 at Universitas Muhammadiyah, Malang, etc.

2) Developing instrument

In developing the interview guideline, the researcher adapted Oxford's (1990) SILL (Strategy Inventory Language Learning) questionnaire and selected some questions which were appropriate with the research question. After the researcher selected the SILL questionnaire into interview guideline then the researcher made a blueprint to help the research arranged the interview question well. This research also used observation checklist, which was adapted from SILL and selected some questions based on ressearch question.

3) Observing

The researcher did observation to observe the activities in GVED. The researcher did observation in 4 times. After observing all the students' activities in *GVED*, the researcher asked the tutor give recommendation about the students who have good ability in English. After that the researcher had discussion with three students about their activities English classroom and GVED. During the discussion the research also did observation through gave checklist on the



observation checklist. The checklist was also used while the researcher observed the research subject in the classroom.

4) Interviewing

For interview guide the researcher adapted from SILL by Oxford (1990). The researcher chose some questions from SILL then developed into open-ended questions that adjust with the students' understanding. Then, the researcher got twenty-nine questions about language learning strategies.

5) Gathering information

For the gathering the information step, the researcher did interview with three students as the representative of GVED students. The researcher gave several questions to the the students about their language learning strategies that they used in learning English. Then, the researcher also used observation checklist to complete the data of the interview.

6) Analyzing the data

In analyzing the data, the researcher used Miles and Huberman (1994) theory which consisted of three prosedures, namely :

a. Data reduction

In data reduction, the researcher only took data from the instruments. The researcher only took data that related to this research and reduced the data that were not related to this research.

b. Data display

For the data display the researcher explained the result of this study in descriptive text.



c. Conclusion drawing/ verification

The researcher obtained clear information of the result by concluding about what was the researcher found about language learning strategies in this research.

3.4 Research Instruments

The data were collected through observation guide and interview. For this research there were two research instruments, interview guide and observation checklist. The researcher adapted then from SILL (Strategy Inventory Language Learning) version 7.0 (ESL/EFL) by Oxford (1990). The SILL that the researcher used was in form of questionnaire then the researcher changed it into interview guide and observation checklist. For the interview and observation checklist, the researcher only adapted twenty-nine questions from SILL. Those research instruments have been validated by Mrs. Dian Novita who are expert in this field.

There are four steps that conducted by the researcher in collecting the data in this study :

1. Interview guide

There were some questions that has been already adopted by the researcher. This instrument consisted of 29 questions about language learning strategies, number 1-9 were about memory strategies, number 10-17 were about cognitive strategies, number 18-20 were about compensation strategies, number 21-23 were about metacognitive strategies, number 24-26 were about affective strategies, and number 27-29 were about social strategies. This instrument used during the interview process with the GVED student.



2. Observation Checklist, the observation checklist was to prove the data obtained from interview that matched with the fact.

3. Camera, the researcher used camera as a documentation to take a picture of the activities during taking the data.

4. Sound recorder: the researcher used sound recorder to record the interview session with the students. With the sound recorder the researcher could replay, helped the researcher to understand and transcript the interview data easily.

3.5 Data Collection

The most common sources of data collection in qualitative research were interviews, observations, and review of documents (Creswell, 2009; Locke, Silverman, & Spirduso, 2010; Marshall & Rossman, 1999). The researcher obtain the data through interview with the students and observation.

3.5.1 Interview with the students

Interviews are conversations Kvale (1996). Kvale stated that qualitative research "attempts to understand the world from the subjects' point of view, to unfold the meaning of peoples' experiences, to uncover their lived world prior to scientific explanation. Qualitative interviews may be used as the main strategy for data collection. Bogdan & Biklen (1982) and Patton (1990) discuss three types basic of qualitative interviewing:

a. Structured interview

Predetermined questions with fixed wording/pre-set order. Open-response questions is often only difference from a questionnaire survey.



b. Semi-structured interview

Predetermined questions, which can be modified based upon the interviewer's perception of what seems most appropriate. Question wording can be changed and explanations given; inappropriate questions for a particular interviewee can be omitted, or additional ones included.

c. Unstructured interviews

Interviewer has a general area of interest and let the conversation developed within this area. It can be very informal.

The researcher interviewed the students who is the representative of GVED debate extracurricular at SMKN 4 Malang to gain information about their language learning strategies that they used. For the interview field the researcher used semi-structure interview that have been adapted from SILL (Strategy Inventory Language Learning). There were several questions about the strategies used by the students.

The questions of this phase included the strategies that were presented for language learning in the literature review and the taxonomies developed by Scarcella & Oxford (1992) and Oxfröd (1990).

3.5.2 Observation Checklist

Observation checklist that the researcher used was closed ended questions. The researcher used SILL (Strategy Inventory Language Learning) version 7.0 by Oxford (1990) to make the observation checklist. There were twenty-nine questions about language learning strategies that have been already adapted from SILL.

3.6 Data analysis



After the researcher collected the data from all the instrument. The next step was data analysis. The purpose of data analysis was to organize the data, explore the meaning, the information and also to answer the research questions. Miles and Huberman (1994) suggest that qualitative data analysis consists of three procedures:

3.6.1 Data reduction

After the researcher collected the data, the researcher analyzed the data from the instruments and organised by writing summaries, discarding irrelevant data. The researcher reduced the data before, during, and after collecting the data as well as analyzing the data. Data reduction of this study was transcribing interviews guideline and describing observation check list. The purpose of data reduction is to minimize the data to produce a good analytical results and take the information that was needed to answer the research problem.

3.6.2 Data display

According to Miles and Huberman (1984), “looking at displays help us to understand what is happening and to do something-further analysis or caution on that understanding”. This study displayed the data in form of descriptive text. The data consisted of language learning strategies used by the students. From the data display that was gained from interview and observation checklist, the researcher drew the conclusion that aimed to answer all about the research question in this research.

3.6.3 Conclusion drawing/verification

The last process was conclusion drawing or verification. According to Miles and Huberman the last step in analysis of qualitative data was drawing conclusion and verification. After did the interview and observation, the researcher obtained clear



information of the result. Finally, the researcher found out the answer, language learning strategies used by student in GVED.

Then, the result of analysis were tested for reliability and validity through triangulation. According to Mudjia (2011) “an attempt to check the truth of the data or information obtained by researchers from different perspectives as much as possible by reducing the bias that occurs during data collection and analysis”. This process also involved consultation with qualified lecturers and advisor. It was aimed to get trustworthiness, validity, and reliability of data and also made final conclusion of the data that had been analyzed, interpreted, and identified in preceding process.

Finally, the result of data reduction, data display and also the result of triangulation process were elaborated in form of word, phrases, and sentences through descriptive text.

3.7 Data Triangulation

According to Cohen (2000), “Triangulation may be defined as the use of two or more methods of data collection in the study of some aspect of human behavior”. Thus, triangulation technique means the researcher uses two or more techniques in collecting the data to get validity. The purpose of triangulation is to increase the credibility and validity of the findings. Further, Denzin (in Patton, 2009) stated that there are four techniques in triangulation. Those are:

1. Source triangulation, in source triangulation, the researcher uses many sources or participants to get the accuracy of data.



2. Investigator triangulation Investigator triangulation means technique that uses more than one researcher in collecting and analyzing data. From some researcher's view in interpreting information and collecting the data, the validity of data can be increased.

3. Methodological triangulation refers to researcher uses more than one method in the research. Cohen (2000: 113) explained that "methodological triangulation is using the same method on different occasions or different methods on the same object of study". Thus, methodological triangulation is making different method to get validity of data.

4. Theoretical triangulation means that the researcher compares the data finding with perspective theory that is relevant. Here, the researcher is demanded to have expert judgment to compare the finding of research with the certain theory. From those types of triangulation, the researcher uses methodological triangulation to get validity of data. Besides, the researcher collects the data by using interview guide which is supported by questionnaire and the researcher also uses documentation which can give evidence if the participants are people that is proper to be used as subject of research.



CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the findings and discussion of the study. The findings were the data obtained in data collection process. The findings then related with the theories that is used in this research.

4.1 Findings

This subchapter presents the findings of data collected through observations and interview. The main data was obtained by conducting the interview with three best *GVED* members : Sofia, Tati and Lintang. The three students were chosen based on the tutor recommendation. The researcher used observation checklist in order to complete the data. The interview with three best *GVED* members were conducted on 6th and 26th May 2017. After conducting the interview to the three students of *GVED* and doing observation, the result were used to investigate the application of language learning strategies implemented by students in *GVED*.

4.1.1 The Result of Interview with the Students

The researcher conducted interview with the best students in *GVED*. The questions and answers of the interview used bahasa. There were twenty-nine questions and the answer of the three students were almost similiar. The results were described as follows:

For the first question was about relation between what the students learnt at elementary school, junior high school, and senior high school. Toward the question the students had the same answer. They stated that learnt in Elementary and Junior High School was related to what they learnt in Senior High School, in Elementary and Junior High School they learnt about basic English and in Senior High School they learnt English more detail or more difficult.



The second question was about the use of new words into sentence. The students also had the same answers, they answered that they made sentences from the new words. They used the new words into sentences to help them remember the words and also know the meaning of the new words.

The third question was about connection between the sound of a new English word with an image or picture of the word to help them remember the word. Toward the question the students had different answers. Lintang and Tati had the same answer. They connected the new English word with the picture to help them remember the new words, while Sofia had different answer with Tati and Lintang, Sofia would know the meaning by consulting to the dictionary. First she looked for how to pronounce the words, she practiced the word in her daily life then related the words with picture to help her remember the words.

Next for the fourth question was about strategy to remember a new English word by describing a picture. The three students had the same answers. They said that when they forgot certain word, they described the words by using picture. Both of Sofia and Tati said that when she forgot certain words, she described the words by using picture. In the other hand Lintang answered when there was difficult words that hard to memorize. She usually described a picture to help memorize the words.

For the fifth question was about used rhymes to remember new English words. The students had different answers. Two students, Tati and Lintang used rhyme to memorize the new words, while Sofia had different answer. She said that sometimes she used the rhyme to distinguish the pronunciation of the word.



For the sixth question was about used *flashcard* to remember new English words. Two students, Tati and Lintang answered that they did not use flashcard, while sofia ever used the flashcard when she was in Elementary School.

For the seventh question was about use the of physically act to remember the new words. The researcher got different answer from the students. Lintang answered that demonstration the new words helped her to remembered the words because she did not only know the words and know the meaning but also the shape of the words. On the other hand Sofia only demonstrated the difficult words like paramedic terms, healthy terms or economic terms or the words that need more explanation and the word that she could not explain. While Tati demonstrated the new words to help her remember the words.

The eighth question was about how the students review the English. Toward the question every students had different answers. Sofia did exercise to review English, such as doing speech, debating and writing essay in English. Tati reviewed English by repeating or re-reading the previous material and reading book in English. She did exercises after school time or when she had free time. Then Lintang read previous materials and did some exercises.

For the ninth question was about remembering the new English words by remembering their location on page or on a street sign. Two students namely Tati and Lintang had same answers. They did not remember the location on page but they remembered the word by remembering the street sign. It was like when they looked traffic sign and advertisement. In addition, Sofia did not remember the word by remembering location on page or street sign. She just remembered the words directly.

For the tenth question was about saying or writing new English words in several times. The student had the same answers. Lintang said that she must remember the new words that she



got that day, she also applied the new words in her daily life. While Tati memorized the new words by repeating the words and Sofia remembered or memorized the words by repeating every day.

Next the eleventh question was about practicing the sound of English. The students had the same answers in practicing the sound of English. Lintang usually practiced in English class and GVED. She also practiced with her friend and Mr. Yu, the tutor in GVED. Tati practiced with her friend in English class and in GVED. While Sofia did not practice it everyday because not all her friend were good in English

The twelfth question was about starting conversation in English. Lintang and Tati started conversation in English when they were in English class and GVED and when they needed to talking in English . Sofia started conversation in English based on the condition and situation, depend on whom she talked to. When she was talking with her friend, she did not talk in English but when in English class she used English to communicate and also in GVED.

For the thirteenth question was about media that students used to improve their knowledge. There were some media used by the students to enhance their English knowledge. Lintang usually watch movie with English subtitle and listen to music, read English course book and did some exercise. Tati usually used music or film as her media and Sofia usually use games, watch movie with English subtitle, when she did not know the meaning she would open dictionary to look for the meaning and correct pronunciation.

For the fourteenth question was about reading novel and article to enhance their knowledge in English. They had different answers, Sofia more interested with short story like in BBC and CNN news to help her got the new words. Tati chose to read English article in internet to help her inenhancing her knowledge in English and Lintang read fictitious novel like Harry Potter, and Hobbit. For the fifteenth question was about the students' experience to write a letter. The students



wrote a note in English, wrote quotes or just simple words and they never had experience to writing letter before.

For the sixteenth question was about students' skimming technique. There were different techniques used by the students. Sofia read the first sentence because there was main idea in the beginning of paragraph and took the important words to know the meaning. Tati spent her time to read article as much as she can. Lintang read a lot to accustom her self reading English book. Beside she read the first sentence in the beginning and the last sentence of the paragraph.

Next, the seventeenth question was about what students did when they get difficulties to find the meaning of some unfamiliar words in English passage. The students had different answers in this question. Lintang usually translate a sentence word by word or translated the full sentences.

Tati would translate the new words by guessing or translating word by word when she found unfamiliar new words. Sofia usually translate word by word if she did not understand with one word. after the unfamiliar word were known then she translated in a sentence level.

For the eighteenth question was about technique that the students used when they did not know the meaning of English word in a passage. There were different answer from the students.

Sofia answered that she should know the purpose and the meaning by reading all the passage and did not translate word by word because it can have different meaning. For Tati and Lintang, they guessed the word and translated it word by word.

Next, the nineteenth question is about technique that the students used when they did not know the meaning of English word in conversation. Two students had same the answer and one student has different answer from another. Tati and Lintang used gesture to explain the words and made up the word, while Sofia would ask someone to repeat the words and if she still did not understand then she pretend like she know the word.



For the twentieth question was about technique that students use when they do not understand what people say. Two students has similar answer. They asked to the other person to speak slowly when the explanation is not clear. They also asked the speaker to used another word that had similar meaning to make it easy to understand, while one student chose to ignore the conversation by saying “ okay I get it”. For Twenty-first question was about learning from the mistake when they learnt English. All students had same answers. They did self correction to improve their ability.

Next, twenty-second question was students’ technique to learning English Three of students had different answers. Sofia answered that there was no correct way to learnt English because every body had their own way to learn English. Every body should find the comfort zone to learn English and be yourself. And Tati usually learned English by reading and listening, she usually read article or news in internet and listening music to know the correct pronunciation and then watched movie. Lintang usually read as much as she can, watch movie and listen to music in English, then she did many exercises and joined debate extracurricular to train her English skills and do something related with English.

Next, the twenty-third question was about students’ schedule. There were three different answer from the students, they had their own schedule to study. Sofia always studied in the midnight because she could be more focus. However she also studied in the evening to finish her homework only. She said that she could learn English more in the evening because she had already tired. Tati always studied at 5 am until she will go to school by doing that she could memorize the English words. Lintang usually studied after *magrib*, she did the home work and summarized the material and she studies until 9 pm.



Next, the twenty-fourth question was about technique to increase students' confidence when did something wrong. There were some different answer from the students. Sofia only felt confidence like when she speak in a public and like talking in front of mirror. Tati usually correct the mistakes directly and were not panic. Lintang did not really think about the mistakes like was okay, she just learnt and she corrected the mistake.

Next, the twenty-fifth question was about what kind of reward that students will give to their self when they success doing something. There were some answers from the students. Sofia chose buying her favorite snack. Tati felt proud to her self, because it can motivate her to defense her achievement, and Lintang commented her self, felt proud to herself and did more than before. Then next to twenty-sixth question was about are students used diary to express their feeling. Sofia and Tati sometimes wrote diary and wrote in blog about something unique that she did. Lintang never wrote diary before.

For twenty-seventh question is about asked someone to explain clearly if did not understand. Lintang and Tati answer they would ask someone to explain things slowly so they could understand. And Sofia asked someone to translate word that her did not understand to avoid ambiguous and misinterpretation.

Then for the twenty-eighth question is about use English to communicate with your friend or your family. All the students had same answer. Tati Lintang and Sofia sometimes in certain time like in English class and in *GVED* they used English to communicate.

In the last question is about learn about English culture. Students had same answers. Tati, Lintang and Sofia learnt about English culture. Those students learn about English culture like foreigners life style, their ritual, and behavior. They learned through watching movie.

1.1.2 Result of Observation Checklist



The observation was conducted on 6th and 26th of May 2017. The researcher observed the students' activities in GVED and then the researcher had discussion with the students about their activities and their competitions. During the observation the researcher gave check marks on observation checklist. The result from the observation checklist showed that the students used six strategies.

The first is memory strategy by doing several activities to help them to memorize or remember new English words such as the students used new English words in sentence, connected the sound of new English word and an image or picture. Remember a new English word by making a mental picture of the situation in which the word might be used, use rhyme, the students often review English lessons, and students used street sign help them remember.

The second strategy that the students used is compensation strategies through several activities such as make a guess to help them to understand unfamiliar English words or use gesture when they could not think word during a conversation in English, used a word that had same meaning when they could not think of an English words.

The third strategy is metacognitive strategies through several activities such as noticing their English mistake and using that information to help them did better, use opportunities to read as much as possible, use schedule to manage time for study, and had clear goals for improving their English skills.

The fourth strategy that the students used is affective strategies like encouraging themselves to speak in English even when they are made a mistake, gave reward or treated their self when they success did something. The students also used social strategy to learn English like the students asked for help, practiced English with other students, and learn about English culture.

4.2 Discussion

The subchapter present the discussion of the study on analyzing language learning strategies used by students in *GVED*. The analyzing described below :

4.2.1 Language Learning Strategies Used by Student

Based on the finding the researcher found some strategies related to memory strategies.

According to Oxford (1990) and Scarcella & Oxford (1992), metacognitive are strategies dealing with storing and retrieval of information. There are four strategies such as creating mental linker, applying image and sound, reviewing well and employing action. This strategies was applied by the students in *GVED*. The three students in *GVED* applied creating mental linker like put new word in a context. The three students put new word in context into a sentence because it can help them to remember the words. For applying images and sound the students connected the sound of new English word and image or picture. The students connected the sound of English with picture or image to help them remember the new word. The students made mental picture situation to remember new English word by describing the picture when they did not know the difficult words and forgot the words they described the word with a picture to help them to remember the new English words and also used street sign like traffic sign and advertisement to help them remember the new words. The students used rhyme to help them distinguish the pronunciation and also help them to remember the new English words. The three students used reviewing well strategies, they often review English lesson by their own style like they did some exercise, wrote essay, read previous English material and also read English book. The last strategies that students used was employing action strategies by use physically act out to demonstrate new English words. They demonstrated the difficult word, words that needs more reasoning and explanation. All of the



strategies above were the strategies that students used to help them remember the new English word.

Oxford (1990) and Scarcella & Oxford (1992) state that in cognitive strategies, the target language is manipulated and method that learners use to perform tasks to improve social speaking skills. Cognitive strategies has four set strategies such as practicing, receiving and sending message strategy, analyzing and reasoning, and creating structure for input and output. Some of the strategies are applied by the students. The first strategy was practicing strategies. In practicing strategies there are five strategies and the students only applied two strategies there are formally practicing with sound and writing systems and practicing naturalistically. For formally practicing with sound and writing systems the students wrote new English words for several time to help the remember the words by applying the words and also practicing the sound of English in English class with their friend and in *GVED* with their tutor Mr. Yudi. Practicing strategies that the students applied was practicing naturalistically by using English to communication with their friend in English class and in *GVED*.

The second strategies were receiving and sending message strategies like getting ideas quickly and using resources for receiving and sending message. To get ideas quickly the students used skimming English passage, They usually read the first and the last sentence of the paragraph to get the main ideas and read a lot of book to accustom using skimming strategies. The students also used resource for receiving and sending message. They watched English movie, listened music and read short story in BBC and CNN and also read novel like harry potter and the hobbit. From those resources the students got new English words and helped students to increase their English knowledge. The last strategy that the students used was creating structure for input and



outputs by writing notes in English and writing quotes or just simple words. So three students in *GVED* used cognitive strategies to learning English.

Based on Oxford (1990), compensation strategies are strategies can in production when grammatical knowledge is incomplete or use language although its not correct. Compensation strategies are divided into two strategies, there are guessing intelligently and overcoming limitation in speaking and writing. Based on the finding that the researcher found, the students in *GVED* used compensation strategies to learning English. The students used guessing intelligently strategies, it is proved with the students who used guessing to overcome their problem with unfamiliar English word. They also used overcoming limitation in speaking and writing strategies, it's proved by the student that used gesture to explain words and make up the word to overcome their problem when they did not know the words, avoiding communication partially or totally by ignoring the conversation and the last getting help by asking someone to slow down when explained. Based on the explanation above, three students used some strategies from compensation strategies for learning English.

On the other hand, According to Oxford (1990) and Scarcella & Oxford (1992), metacognitive is a method used to help students to understand the way they learning or identifying one own learning, and plan language learning in efficient ways. Metacognitive strategy had three sets of strategies, there are centering your learning, arranging and planning learning and evaluating. The researcher only found two sets of strategies used by the students in *GVED*. The first was arranging and planning. The students used schedule to study English like they studied in the evening did some exercise and woke up in the midnight and in the early morning to learnt English. The students had technique to learnt English like found the comfort zone to learnt English, read book, listened music and also watched movie.



Meanwhile, Oxford (1992) and Scarcella & Oxford (1992) state that affective about learner's emoticons, attitudes motivation and values. Affective strategy has three set of strategies there were lowering your anxiety,encouraging and taking your emotional temperature. In this researcher the researcher found one set of strategies from affective strategies used by the students. The students used encouraging their self strategies by making positive statement to their self like still calm if did a mistake and commented their self. The students also gave their self reward to encourage their self like buy some favorite food when success to did something.

According to Oxfod (1990), Social strategy are activities that students engage in to seek opportunities to be exposed to an environment. Social strategy has three set of strategies such as asking question, cooperating with others and empathizing with other. In this strategies the researcher found three set of strategies in social strategies. For the first was asking question by asking for clarification for verivication, the students used that strategies by asking to translate and to slow down in order to avoided the ambiguity and misinterpreting. The second strategy was cooperating with others. The students sometimes practice English with their friend in English class and in *GVED* they practiced not only with their friend but also with their tutor Mr. Yu. The third strategy was empathizing with others by developing cultural understanding, The students not only learn about English lesson but also learn the culture by watching movie to know about foreigners' life style and the ritual that the foreigner usually do.

4.3 Table of Triangulation

Research Problem	Research Instrument	
Language Learning Strategies Used by Students	Interview	Observation Checklist
	Memory Strategies	The students use new English words in sentences.
	The students connected the new English words with picture.	The students use new English words in a sentence to help them remember the new word.
	When they forgot the words or did not the words they will describe with picture	The students connect the sound of a new English word and an image or picture of the word to help remember the word
	They used rhyme to help remember the new words	Students remember a new English word by making a mental picture of a situation in which the word might be used
	They did not use flash card to remember the new words	The students use rhymes to remember new English words.
	To help students remember the words, to know the meaning and the shape of the words or words that need explanation the students would demonstrated the new words	The students use flashcards to remember new English words
	The students review the English materials.	the students use physically act out to demonstrate new English words.
	The students remember the new word by remembering the street sign.	The students often review English lessons
		The students use on a street sign to help them remember new English words or phrases



Cognitive Strategies	The students repeated and applied the new words everyday.	The students say or write new English words several times
	The students practice sounds of English with their friend and their tutor	The students practice the sounds of English
	The students use English to communicate with their friend in English class and in GVED	The students use English to communication
	The students watched movie, listening music and reading English book.	The students watch English language TV shows spoken in English or go to movies spoken in English
	The students read English article like BBC or CNN. And read novel	Do the students reading English for pleasure.
	The students wrote note, quotes, or just simple words.	The students write notes, messages, letters, or reports in English.
	The students did skimming technique by did several activities such reading article, read the beginning and the last sentences in paragraph.	The students already skim an English passage (read over the passage quickly) then go back and read carefully
Compensation Strategies	The students translated word by word in their own learning.	The students look for words in their own language that are similar to new words in English.
	The students translated word by word or a sentences, guessing the word and looking for the meaning of the new words.	The students make guesses to help them understand unfamiliar English words.



	The students used gesture to explain the words, made up word if they did not know the word or ask to repeat the words.	The students use gesture when they can't think of word during a conversation in English
	The students use another word that have same meaning.	The students use a word or phrase that means the same thing if they can't think of an English word
Metacognitive Strategies	The students did introspection to their self and corrected the word and did better than before	The students notice their English mistakes and use that information to help them do better
	The students had their own techniques to learning English and it could improve their knowledge	The students try to find out how to be a better learner of English
	The students had schedule to manage their time to study.	The students make a schedule
Affective Strategies	The students still felt confident still calm and fixed their mistake.	The students encourage their self to speak English even when they are afraid to make a mistake
	The students felt proud to their self and commend their self. And buy favorite snack.	The students give reward or treat theirself when they success did something
	The students had not ever wrote diary	The students did not write down their feelings in a language learning diary
Social Strategies	The students ask the locator to more slower and to translate the word to avoid ambiguous and misinterpreting	The students ask to other person to slow down or say it again if they don't understand something in English



	The students practice in certain time with other students in English class and GVED	The students practice English with other students
	The students lerant about English culture	The students learnt about the culture of English

Based on the table the data got from the interview and observation checklist adapted from SILL (Strategy Inventory Language Learning) version 7.0 by Oxford (1990) are same, so in the conclusion the data are accurate.



CHAPTER V

CONCLUSION

This chapter present conclusion for all the problems of the study which has been discussed in chapter IV. In addition, some suggestions are provided for the students and the researcher to conduct the similar study.

5.1 Conclusion

Based on the discussion above in chapter IV the researcher concluded that the students used all of language learning strategies by Oxford (1990) and Scarcella & Oxford's (1992). In memory strategies the students used all of set strategies in memory strategies like creating mental linkages by putting the new words in a context, applying images and sound by association of eyesight and replying sound in memory, reviewing well by reviewing previous material, read English book and doing some exercise. For cognitive strategies the students use three strategies, the first strategies is practicing, in practicing the students use formally practicing with sound and writing system and practicing naturalistically. Second is receiving and sending message strategies by getting idea quickly and using resources for receiving and sending message. The last is creating structure for input and output by taking notes. For cognitive strategies the students used some strategies in cognitive strategies like guessing intelligently and overcoming limitation in speaking and writing. The students used metacognitive strategies by used some strategies like arranging and planning with finding out about language learning, use evaluating learning by self evaluating. In affective strategies the



students use two strategies like encouraging their self by making positive statement and rewarding their self. And the last strategies is social strategies, the students use some strategies in social strategies like asking questions by asking for clarification for verification, cooperating with others by cooperating with peers and cooperating with proficient users of the new language, and the last is empathizing with others by developing cultural understanding.

5.2 Suggestion

Based on the present study, there are some suggestion given to the students, the English teacher, and the next researcher. For the students, the researcher suggest that if they used language learning strategies so they can be a better language learner. They can use some language learning strategies with other new language learning strategies to support and also to overcome their problem in learning English.

For the English teachers, the researcher suggest that they help the students to understand more about the importance of language learning strategies. English teacher should use strategies to learning language can help the students be more better learner. And the teacher also train the students to apply language learning strategies in learning English.

For the next, researcher who wanted to conduct similar study related to the study of language learning strategies, the researcher suggest that the next researcher can add observation to support the data since this study use SILL interview and observation checklist. The next researcher can make comparison between language learning

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Appendix 1. Interview Transcript

a. Interview Transcript Sofia

Interviewer : Is English that you learn in elementary and junior high school related with English that you learn in Senior high school ?

Sofia : Yes, it is related because in elementary and junior high school, we learnt about English basic but in senior high school we learning more about English and it is related each other

Interviewer : Do you make sentence from new word ?

Sofia : Yes of course, to find out the meaning we have to apply the word into correct sentences.

Interviewer : Do you relate the sound of a new English word with an image or picture of the word to help you remember the word ?

Sofia : If I get new words so the first I do is to know the meaning by looking a dictionary, second I see how to pronounce it in a correct way, and the third is repeating those words every day and practicing the words in daily life, so I can remember the words. And others technique is look a picture that related with our new words.

Interviewer : Do you remember a new English word by describing a picture ?

Sofia : If I forgot one word , so to make the person understand what I mean is through describing the words.

Interviewer : Do you use rhymes to remember new English words ?

Sofia : Sometime I use it to distinguishing pronunciation one word with another word, so I know the differences between correct and incorrect pronunciation.



Interviewer : Do you use *flashcard* to remember new English words ?

Sofia : No for this moment I would like to learning English through watching movie, I used English subtitle. When I was in Elementary school I ever used that games like guessing picture.

Interviewer : Do you use physically act out new English words to help you remember the new words?

Sofia : For the simple word I just memorize it but for difficult words like paramedic terms, healthy terms or economic terms it needs more reason and I cannot explain it so I will demonstrate the words.

Interviewer : Do you often review English lesson that you already got ? and how do you review the English lesson ?

Sofia : I review through exercise, and for speaking through speech or debate. The activities can be a written essay in English.

Interviewer : Do you remember new English words by remembering their location on page or on a street sign ?

Sofia : No, it is not very detail, if I get new words I will remember directly.

Interviewer : Do you say or write new English words in several times ?

Sofia : Yes of course I repeat the word everyday.

Interviewer : Do you practice the sound of English ? and with whom you practice it?

Sofia : Yes, I usually practice with my friend but not everyday, I practice rarely

Interviewer : Do you usually start conversation in English ?



Sofia : Have conversation in English is depend on the condition and situation , depend on whom we talk with, if we are talking with friend, I don't talk in English but when in English lesson I use English to communication and also in GVED.

Interviewer : Do you use media to help you learning English? Does it help you to enhance your knowledge ?

Sofia : There are some medias that I used to train my English competence. The first is when the first time I joined in GVED. The things that make me interest is about games that can improve our English skills and i watching film with English subtitle, when I could not understand the word I will pause and I will translate the word and looking for the correct pronunciation, and I also like listen to the music. So, some media like games, film, ad music can help me to improve my English skills..

Interviewer : Do you read novel or article in English? Does it help you to enhance your knowledge about English ?

Sofia : Yes I like, but I am more interested in short story like in BBC and CNN news because it helps me to get more new vocabulary.

Interviewer : Do you write letter, notes, message, and report in English ?

Sofia : No, but sometime I like writing quotes or just a simple word but for write letter is rare.

Interviewer : How is your skimming's technique ?

Sofia : For skimming, I usually read the first sentences because there is main idea in the beginning of paragraph, moreover I just take the important words to know the meaning.



Interviewer : How do you translate English words in your own words ?

Sofia : Yes, and depends on what I read, if I just find one difficult word that you don't understand so I will translate word by word but when you cant understand one passage you must translate all of the sentences.

Interviewer : What will you do if you get difficulties to find the meaning of some unfamiliar words in English passage ?

Sofia : To overcome the problem we have to read all of those passages, you will know the purpose and know the meaning. Do not translate word by word because you will find different meaning so you have to read all the passage to know the main idea.

Interviewer : How is your technique if you don't know the meaning of English word in conversation ?

Sofia : I ask them to repeat or I will ask "what do you mean or what does it mean" if I still cannot understand so I will answer that I know.

Interviewer : How is your technique if you do not understand what people say ?

Sofia : Just ignore it or I will say okay I get it, or just nod although I don't understand what they said.

Interviewer : Do you learn from your mistake when you learning English ?

Sofia : Yes, especially when the mistake come from me, so it's not going to happen again, it is important to learn from the experience.

Interviewer : How is your technique to learn English ?

Sofia : For me there is no correct way to learn English, every people has their own way to learn English. So for me how to learning English in good way is you have to



find your comfort zone to learn English. Because every people has different way to understand. And you should be yourself. If you already find your best way, so you will be easy to learning English.

Interviewer : Do you make schedule to help you manage your time to study? Could you explain about your schedule that you have made ?

Sofia : My schedule is, I always study in midnight because I can focus to study. Because in evening after isya I just review or do my homework because i felt so tired so I would like to sleep first and then I will wake up at 1 or 2 am and I will study until morning.

Interviewer : How is your technique to increase your confidence when you did something wrong ?

Sofia : Just make ourselves feel confidence, like public speaking, I only know one or two people and most of them I don't know who are they so just confidence, and like you taking in front of mirror.

Interviewer : If you are success to get a good result, so would you give reward to your self ? and what kind of reward that you will give to yourself?

Sofia : I will buy my self favorite snack.

Interviewer : Do you use diary strategies to explain what you feel ?

Sofia : Diary ? sometimes but I often write event on my blog, not literally event like I write something unique that I did today, last week or last month on my blog.

Interviewer : Do you ask to someone to explain clearly if you don't understand what they said?

Sofia : Yes, I will ask help from someone to translate something that I don't understand because I am afraid it will be ambiguous if I am misinterpreting.



Interviewer : Do you use English to communicate with your friend or your family? How often do you use English to communicate with your friend or your family ?

Sofia : Sometimes, I only talking english at certain times so I don't use english for communication everyday.

Interviewer : Do you learn about English culture ?

Sofia : Yes, I like learning English culture, about their daily life like their ritual because it so funny to learning something new and different.

b. Transcript interview Tati

Interviewer : Is English that you learnt in elementary and junior high school related with English that you learnt in Senior high school ?

Tati : Yes, English in Elementary and Junior High School is related with English in Senior High School but in Elementary and Junior High School more simple than in Senior High School. In Senior High School is more difficult but each other is related.

Interviewer : Do you make sentence from your new word ?

Tati : Yes, I make a sentence from new words so I can easy to remember quickly.

Interviewer : Do you relate the sound of a new English word with an image or picture of the word to help you remember the word ?

Tati : Yes I usually relate the new words with picture because it more easy to remember and through a picture I can easy to memorize the new words.

Interviewer : Do you remember a new English word by describing a picture ?



Tati : Yes sometimes if I don't know the words I will describe the word with picture.

Interviewer : Do you use rhymes to remember new English words ?

Tati : I usually use rhyme to help me memorize the new word .

Interviewer : Do you use *flashcard* to remember new English words ?

Tati : No never

Interviewer : Do you use physically act out new English words to help you remember the new words?

Tati : I usually demonstrate the word into a sentences so I can remember easily.

Interviewer : Do you often review English lesson that you already got ? and how you review the English lesson ?

Tati : I usually review English material by repeating or read back the previous material for example after school or when I have a free time I will open my english book and I will read the material

Interviewer : Do you remember new English words by remembering their location on page or on a street sign ?

Tati : I remember the street sign that I found for example like traffic sign its more easy to make me remember the new word because traffic sign is including to English material.

Interviewer : Do you say or write new English words in several times ?

Tati : Yes I memorize the new words by repeating.

Interviewer : Do you practice the sound of English ? and with whom do you practice it ?

Tati : I usually practice with my friend but not all my friend in English or when I in GVED.



Interviewer : Are you usually start conversation in English ?

Tati : Yes, in certain moment or when I need to talking in English.

Interviewer : Do you use media to help you learning English? Is it help you to enhance your knowledge ?

Tati : I usually use music or film as my media, it so help me to memorize my English new words

Interviewer : Do you read novel or article in English? Is it help you to enhance your knowledge about English ?

Tati : I usually read article in internet or in everywhere but the article must be English article, because it can help me to read and understand English and can improve my English skills.

Interviewer : Do you write letter, note, message, and report in English ?

Tati : I make a note in English, but I never write letter before.

Interviewer : How is your skimming's technique ?

Tati : I usually read many article so I will spend my time to read as much as I can to train my skimming in English.

Interviewer : How do you translate English words in your own words ?

Tati : I usually translate the new words by guessing or I will translate word by word if I feel unfamiliar with the new words

Interviewer : What will you do if you get difficulties to find the meaning of some unfamiliar words in English passage ?



Tati : I guess the words or I will look for the meaning of the new word If it in a passage because I have more time to looking for the meaning and to transkate word by word

Interviewer : How is your technique if you don't know the meaning of English word in conversation ?

Tati : I use gesture because using gesture is helping me to explain what I mean.

Interviewer : How is your technique if you don't understand what people say ?

Tati : I ask them to slow down when they explain, ask to slow down so I can easy to understand.

Interviewer : Do you learn from your mistake when you learning English ?

Tati : If I have a mistake I will make it correct and I repeat it than before.

Interviewer : How is your technique to learning English ?

Tati : I usually learn English though reading and listening. For those I learn English. For reading I usually read article or news in internet etc, for listening I usually listen to the music to know the correct pronunciation and watching film, I usually translate it into English because in film I can found many new words

Interviewer : Do you make schedule to help you manage your time to study? Could you explain about your schedule that you have made ?

Tati : Because in English I have to memorize many new word so I spent my time to study in the morning at 5 am until went to school, because in the morning is the best time to me to memorize.

Interviewer : How is your technique to increase your confidence when you did something wrong ?



Tati : You have to correct directly, and don't be panic.

Interviewer : If you are success to get a good result, so would you give reward to your self ?

and what kind of reward that you will give to yourself ?

Tati : I proud to my self, because it can motivate my self to sustain my achievement.

Interviewer : Do you use diary strategies to explain what you feel ?

Tati : sometimes

Interviewer : Do you ask to someone to explain clearly if you don't understand what they said?

Tati : If I don't understand I ask my friend to more slowly and to explain again.

Interviewer : Are you use English to communicate with your friend or your family? How often do you use English to communicate with your friend or your family ?

Tati : I usually use English with my friend in the classroom but not as much as in

GVED, in GVED I use English full time but in classroom I use english if I need.

Interviewer : Do you learn about English culture ?

Tati : Yes, I learn English culture through movie.



c. Interview Transcript Lintang

Interviewer : Is English that you learnt in elementary and junior high school related with English that you learnt in Senior high school ?

Lintangi : Yes, it was related. For example in elementary school I learnt about number, alphabet and about vocabulary and in Senior high school I also learn about number, and vocabulary but in different level. In Junir high School I learnt about conditional sentence and grammar, etc and in senior high school I also learn about grammar.

Interviewer : Do you make sentence from your new word ?

Lintang : Yes, If I get new words I usually put into sentences so it can make me easy to remember the words.

Interviewer : Do you relate the sound of a new English word with an image or picture of the word to help you remember the word ?

Lintang : Yes I usually connect the new words with picture because it more easy to remember the new words.

Interviewer : Do you remember a new English word by describing a picture ?

Lintang : Yes sometimes and usually the difficult word or word that I feel going to be hard to memorize, I usually describe a picture to help me memorize the new words

Interviewer : Do you use rhymes to remember new English words ?

Lintang : Yes, I use rhyme to help me memorize the new words.

Interviewer : Do you use *flashcard* to remember new English words ?

Lintang : I never used flashcard before.



Interviewer : Do you use physically act out new English words to help you remember the new words?

Lintang : Yes, I usually demonstrate my new word, because if I demonstrate it, it helps me to remember, because I do not only know the words but also the meaning and the shape.

Interviewer : Do you often review English lesson that you already got ? and how do you review the English lesson ?

Lintang : I usually study after magrib, I review my previous material, I did exercise to make me more understand.

Interviewer : Do you remember new English words by remembering their location on page or on a street sign ?

Lintang : Not for remember the page, but for street sign yeah like traffic sign, sometime the words that I got exist on advertisement, anything in the street can make me remember.

Interviewer : Do you say or write new English words in several times ?

Lintang : Yes, because one of the way to remember the new word more easy and we have to memorize everyday but we also should apply the new words

Interviewer : Do you practice the sound of English ? and with who you practice ?

Lintang : Yes, I usually practice in my English class or in GVED, and I practice with my friend and Mr. Yu, Mr. Yu is our tutor in GVED.

Interviewer : Do you usually start conversation in English ?

Lintang : Sometimes, when in English class or in GVED, I use English to communication.



Interviewer : Do you use media to help you learning English? Does it help you to enhance your knowledge ?

Lintang : What media do you mean? oh I usually watching movie with English subtitle and than listen to the music, and reading books or read my English book and do some exercise. It so helps me to improve my English skills because I got many new words.

Interviewer : Do you read novel or article in English? Does it help you to enhance your knowledge about English ?

Lintang : I like read fictitious novel like Harry potter, hobit because my father though me to read as much as I can, so I like reading.

Interviewer : Do you write letter, notes, message, and report in English ?

Lintang : I never write letter before.

Interviewer : How is your skimming's technique ?

Lintang : Skimming technique ? mmm for me, I should read a lot to accustom or I read sentences in the beginning of paragraph or in the last paragraph to know the main ideas.

Interviewer : How do you translate English words in your own words ?

Lintang : I usually translate word by word or I translate full sentences. Depend on the word, If I translate word by word but the meaning is weird so I will translate full sentences

Interviewer : What will you do if you get difficulties to find the meaning of some unfamiliar words in English passage ?



Lintang : I guess the meaning, but I also open dictionary to make sure that the meaning is correct, or I will translate word by word and see in dictionary for the meaning.

Interviewer : How is your technique if you don't know the meaning of English word in conversation ?

Lintang : I usually use body language or gesture if I don't know the meaning or I cant explainthe words, or I will make up the words.

Interviewer : How is your technique if you don't understand what people say ?

Lintang : I usually ask someone to explain slow down or I ask them to use another word or phrase that have same meaning that I know or more easy for me to understand.

Interviewer : Do you learn from your mistake when you learning English ?

Lintang : Yes, if I realize that I have made mistake I will corrected directly and I will not make same mistake again.

Interviewer : How is your technique to learning English ?

Lintang : I usually reading as much as I can, or watching movie and listening music in English, and than do many exercises and I join to GVED to train my English skills because in debate I can train my speaking skill, do something that realted with English.

Interviewer : Do you make schedule to help you manage your time to study? Could you explain about your schedule that you have made ?

Lintang : My schedule for study is after magrib, I usually do my home work or summaries the material and I will continue my study in the morning at 5 am, because that time is the best time to memorize.



Interviewer : How is your technique to increase your confidence when you did something wrong ?

Lintang : I say to my self “ its okay, I am just learning” or “ ignore it “ I don’t really think about it but I still fix everything.

Interviewer : If you are success to get a good result, so would you give reward to your self ? and what kind of reward that you will give to yourself ?

Lintang : I usually commend my self, and I say to my self you have do more than this and Im so proud to my self.

Interviewer : Do you use diary strategies to explain what you feel ?

Lintang : Writing diary ? I never did before.

Interviewer : Do you ask to someone to explain clearly if you don’t understand what they said?

Lintang : Yes of course, I usually ask my friend or someone to slow down so I can understand what they said.

Interviewer : Do you use English to communicate with your friend or your family? How often you use English to communicate with your friend or your family ?

Lintang : When in English class or in GVED and with my friend I practice English

Interviewer : Do you learn about English culture ?

Lintang : Yes of course, if we learn about language so automatically we also learn about the culture. and I learn through watching movie to know about English culture



Observation Checklist

Nama : Sofia

Question	Yes	No	Notes
1. Is there any relationships between what students already know and new things that they already learnt in English.	v		
2. The students use new English words in a sentence to help them remember the new word.	v		
3. The students relate the sound of a new English word and an image or picture of the word to help remember the word.	v		
4. The students remember a new English word by making a mental picture of a situation in which the word might be used.	v		
5. The students use rhymes to remember new English words.	v		
6. The students use		v	



	flashcards to remember new English words.			
7.	The students use physically act out to demonstrate new English words.	v		
8.	The students often review English lessons.	v		
9.	The students use location on the page, on the board, or on a street sign to help them remember new English words or phrases.	v		
10.	The students write new English words several times.	v		
11.	The students practice the sounds of English.	v		
12.	The students use English to communication.	v		
13.	The students watch English language TV shows spoken in English or go to movies spoken in English.	v		
14.	The students read English for	v		



<p>pleasure.</p>			
<p>15. The students write notes, messages, letters, or reports in English.</p>		v	
<p>16. The students already skim an English passage (read over the passage quickly) then go back and read carefully.</p>		v	
<p>17. The students look for words in their own language that are similar to new words in English.</p>		v	
<p>The students find the meaning of an English word by dividing it into parts.</p>			
<p>The students make summaries of information that they hear or read in English.</p>		v	
<p>18. The students make guesses to help them understand unfamiliar English words.</p>		v	
<p>19. The students use</p>		v	

gesture when they can't think of word during a conversation in English.			
20. The students use a word or phrase that means the same thing if they can't think of an English word.	v	v	
21. The students notice their English mistakes and use that information to help them do better.	v		
22. The students try to find out how to be a better learner of English.	v		
The students look for opportunities to read as much as possible in English.	v		
The students have clear goals for improving their English skills.	v		
23. The students make a schedule.	v		
24. The students encourage themselves	v		



<p>to speak English even when they are afraid to make a mistake.</p>			
<p>25. The students give reward or treat themselves when they success did something.</p>	v		
<p>26. The students write down their feelings in a language learning diary.</p>		v	
<p>27. The students ask to other person to slow down or say it again if they don't understand something in English.</p>	v		
<p>28. The students practice English with other students.</p>	v		
<p>29. The students learn about the culture of English.</p>	v		

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Observation Checklist

Nama : Tati

Question	Yes	No	Notes
3. Is there any relationships between what students already know and new things that they already learnt in English.	v		
4. The students use new English words in a sentence to help them remember the new word.	v		
3. The students relate the sound of a new English word and an image or picture of the word to help remember the word.	V		
4. The students remember a new English word by making a mental picture of a situation in which the word might be used.	V		
5. The students use rhymes to remember new English words.	V		
6. The students use	V		



flashcards to remember new English words.			
7. The students use physically act out to demonstrate new English words.	V		
8. The students often review English lessons.	v		
9. The students use location on the page, on the board, or on a street sign to help them remember new English words or phrases.	V		
10. The students write new English words several times.	V		
11. The students practice the sounds of English.	V		
12. The students use English to communication.	V		
13. The students watch English language TV shows spoken in English or go to movies spoken in English.	V		
14. The students read English for	V		



pleasure.			
15. The students write notes, messages, letters, or reports in English.	V		
16. The students already skim an English passage (read over the passage quickly) then go back and read carefully.	V		
17. The students look for words in their own language that are similar to new words in English.	V		
The students find the meaning of an English word by dividing it into parts.			
The students make summaries of information that they hear or read in English.		V	
18. The students make guesses to help them understand unfamiliar English words.	V		
19. The students use	V		

<p>gesture when they can't think of word during a conversation in English.</p>			
<p>20. The students use a word or phrase that means the same thing if they can't think of an English word.</p>	<p>V</p>		
<p>21. The students notice their English mistakes and use that information to help them do better.</p>	<p>V</p>		
<p>22. The students try to find out how to be a better learner of English.</p>	<p>V</p>		
<p>The students look for opportunities to read as much as possible in English.</p>	<p>V</p>		
<p>The students have clear goals for improving their English skills.</p>	<p>V</p>		
<p>23. The students make a schedule.</p>	<p>v</p>		
<p>24. The students encourage themselves</p>	<p>V</p>		



to speak English even when they are afraid to make a mistake.			
25. The students give reward or treat themselves when they success did something.	V		
26. The students write down their feelings in a language learning diary.	V		
27. The students ask to other person to slow down or say it again if they don't understand something in English.	V		
28. The students practice English with other students.	V		
29. The students learn about the culture of English.	V		

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Observation Checklist

Nama : Lintang

Question	Yes	No	Notes
5. Is there any relationships between what students already know and new things that they already learnt in English.	V		
6. The students use new English words in a sentence to help them remember the new word.	V		
3. The students relate the sound of a new English word and an image or picture of the word to help remember the word.	V		
4. The students remember a new English word by making a mental picture of a situation in which the word might be used.	V		
5. The students use rhymes to remember new English words.	V		
6. The students use		V	



	flashcards to remember new English words.			
7.	The students use physically act out to demonstrate new English words.	V		
8.	The students often review English lessons.	V		
9.	The students use location on the page, on the board, or on a street sign to help them remember new English words or phrases.	V		
10.	The students write new English words several times.	V		
11.	The students practice the sounds of English.	V		
12.	The students use English to communication.	V		
13.	The students watch English language TV shows spoken in English or go to movies spoken in English.	V		
14.	The students read English for	V		



pleasure.			
15. The students write notes, messages, letters, or reports in English.		V	
16. The students already skim an English passage (read over the passage quickly) then go back and read carefully.	V		
17. The students look for words in their own language that are similar to new words in English.	V		
	v		
The students find the meaning of an English word by dividing it into parts.		V	
The students make summaries of information that they hear or read in English.			
18. The students make guesses to help them understand unfamiliar English words.	v		
19. The students use	V		

gesture when they can't think of word during a conversation in English.			
20. The students use a word or phrase that means the same thing if they can't think of an English word.	V		
21. The students notice their English mistakes and use that information to help them do better.	V		
22. The students try to find out how to be a better learner of English.	V		
	V		
The students look for opportunities to read as much as possible in English.			
The students have clear goals for improving their English skills.			
23. The students make a schedule.	V		
24. The students encourage themselves	V		



<p>to speak English even when they are afraid to make a mistake.</p>			
<p>25. The students give reward or treat themselves when they success did something.</p>	<p>V</p>		
<p>26. The students write down their feelings in a language learning diary.</p>	<p>iv</p>		
<p>27. The students ask to other person to slow down or say it again if they don't understand something in English.</p>	<p>V</p>		
<p>28. The students practice English with other students.</p>	<p>V</p>		
<p>29. The students learn about the culture of English.</p>	<p>V</p>		

Appendix 3. Blueprint Instrument Validation

Yth. Ibu Dian Novita Dewi, M.Ling

Di tempat

Dengan hormat,

Saya yang bertanda tangan dibawah ini;

Nama : Riski Nindya Lestari

NIMor : 135110501111037

Prodi : Pendidikan Bahasa Inggris

Memohon kesediaan Ibu sebagai pakar dalam mempertimbangkan dan menilaikan validitas interview pada penelitian yang berjudul “*Language Learning Strategies Used by Students in GVED at SMKN 4 Malang*”.

Instrumen yang akan saya gunakan berupa *interview guide* dan *observation checklist* yang akan saya kembangkan dari Strategy Inventory for Language Learning by Oxford (1989) tentang strategi belajar bahasa inggris. Setelah validasi saya akan melakukan proses pengambilan data pada siswa *GVED* di SMKN 4 Malang. Lembar selanjutnya adalah *blueprint interview guide*, *observation checklist* dan juga lembar validasi.

Demikian pengantar ini saya buat. Atas perhatiannya, saya ucapkan terima kasih.

Malang, 23 Mei 2017

Hormat saya,

Riski Nindya

1. Blueprint of Students' Interview Guide



No.		Strategy Inventory Language Learning (SILL)		Number in Interview	Interview
1	Memory Strategies	1. I think of relationships between what I already know and new things I learn in English.	Adapted	1	Apakah bahasa Inggris yang anda pelajari di SD dan SMP berkaitan dengan yang anda pelajari di SMA ?
		2. I use new English words in a sentence so I can remember them.	Adapted	2	Apakah kamu membuat kalimat dari kosa kata baru untuk menghafal kosa kata tersebut ?
		3. I connect the sound of a new English word and an image or picture of the word to help remember the word.	Adapted	3	Apakah kamu menghubungkan pengucapan dari sebuah kata yang kamu dengar dengan gambar yang kamu lihat agar kamu dapat menghafal kosa kata tersebut ?
		4. I remember a new	Adapted	4	Apakah kamu mengingat dan menghafal kosa



	English word by making a mental picture of a situation in which the word might be used.			kata dengan mendeskripsikan sebuah gambar ?
	5. I use rhymes to remember new English words.	Adapted	5	Apakah kamu menggunakan rima untuk mengingat kata dalam bahasa Inggris ?
	6. I use flashcards to remember new English words.	Adapted	6	Apakah kamu menggunakan <i>flashcard</i> untuk mengingat kata dalam bahasa Inggris ?
	7. I physically act out new English words.	Adapted	7	Apakah kamu mendemostrasikan kata baru yang kamu dapat untuk membantu kamu menghafal ?
	8. I review English lessons often.	Adapted	8	Apakah anda sering mengulas materi yang sudah anda dapatkan ? dan bagaimana anda mengulas materi dalam bahasa

					Inggris ?
		9. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.	Adapted	9	Apakah anda menghafal kosa kata bahasa inggris dengan mengingat tempat halamannya atau tanda yang ada di jalan ?
2. Cognitive Strategies		10. I say or write new English words several times.	Adapted	10	Apakah anda menghafal kosa kata baru dengan menghafal berkali-kali ?
		11. I try to talk like native English speakers.	Omit		
		12. I practice the sounds of English.	Adapted	11	Apakah anda mempraktekan cara pengucapan kata dalam bahasa Inggris ? Dengan siapa anda biasa mempraktekan ?
		13. I use the English words I	Omit		



know in different ways.				
14. I start conversations in English.	Adapted	12	Apakah anda biasa bercakap-cakap dengan bahasa inggris ?	
15. I watch English language TV shows spoken in English or go to movies spoken in English.	Adapted	13	Apakah anda menggunakan media untuk membantu anda belajar bahasa inggris ? dan apakah media tersebut membantu anda untuk meningkatkan pengetahuan bahasa Inggris anda ?	
16. I read for pleasure in English.	Adapted	14	Apakah anda sering membaca novel atau artikel dalam bahasa inggris ? apakah novel, buku atau artikel tersebut sangat membantu anda untuk meningkatkan pengetahuan bahasa Inggris anda ?	
17. I write notes, messages,	Adapted	15	Apakah anda terbiasa mencatat/menuli	



letters, or reports in English.			s surat, catatan, pesan, atau laporan dalam bentuk bahasa Inggris ?
18. I first skim an English passage (read over the passage quickly) then go back and read carefully.	Adapted	16	Bagaimana teknik anda untuk membaca cepat ?
19. I look for words in my own language that are similar to new words in English.	Adapted	17	Apakah anda mengartikan bahasa Inggris ke dalam bahasa Indonesia
20. I try to find patterns in English.	Omit		
21. I find the meaning of an English word by dividing it into parts that I understand	Adapted	17	Bagaimana anda mengartikan bahasa Inggris ke dalam bahasa Indonesia



		22. I try not to translate word-for-word.			
		23. I make summaries of information that I hear or read in English.			
3.	Compensation Strategies	24. To understand unfamiliar English words, I make guesses.	Adapted	18	Bagaimana cara anda untuk mengatasi kesulitan menemukan arti/kata dalam bahasa Inggris yang kalian tidak tahu dalam sebuah bacaan?
		25. When I can't think of word during a conversati on in English, I use gestures	Adapted	19	Bagaimana cara anda menemukan/mengartikan bahasa inggris yang kalian tidak tahu dalam sebuah percakapan ?



		26. I make up new words if I do not know the right ones in English.			
		27. I read English without looking up every new word.	Omit		
		28. I try to guess what the other person will say next in English.	Omit		
		29. If I can't think of an English word, I use a word or phrase that means the same thing.	Adapted	20	Bagaimana cara anda mengatasi jika anda tidak mengetahui apa yang orang lain katakan ?
4.	Metacognitive Strategies	30. I try to find as many	Omit		



	ways as I can to use my English.			
	31. I notice my English mistakes and use that information to help me do better.	Adapted	21	Apakah anda belajar dari kesalahan ketika anda belajar bahasa Inggris ?
	32. I pay attention when someone is speaking English.	Omit		
	33. I try to find out how to be a better learner of English.	Adapted	22	Bagaimana cara anda belajar bahasa Inggris dengan baik ?
	34. I plan my schedule so I will have enough time to study English.	Adapted	23	Apakah kamu menggunakan jadwal belajar untuk membantu kamu mengatur waktu belajar ? Jelaskan tentang jadwal belajar yang kamu buat



					?
		35. I look for people I can talk to in English.	Omit		
		36. I look for opportunities to read as much as possible in English.	Adapted	22	Bagaimana cara anda belajar bahasa Inggris dengan baik ?
		37. I have clear goals for improving my English skills.			
		38. I think about my progress in learning English.			
5.	Affective Strategies	39. I try to relax whenever I feel afraid of using English.	Omit		
		40. I encourage myself to speak English	Adapted	24	Bagaimana cara kamu meningkatkan rasa percaya diri kamu ketika



	even when I am afraid of making a mistake.			kamu melakukan kesalahan ?
	41. I give myself a reward or treat when I do well in English.	Adapted	25	Jika anda berhasil memperoleh hasil yang memuaskan, apakah kamu memberikan penghargaan kepada diri anda sendiri ? dan penghargaan seperti apa yang anda berikan kepada diri anda ?
	42. I notice if I am tense or nervous when I am studying or using English.	Omit		
	43. I write down my feelings in a language learning diary.	Adapted	26	Apakah anda menggunakan strategi menulis diary untuk menyampaikan apa yang ada rasakan ?



		44. I talk to someone else about how I feel when I am learning English.	Omit		
6.	Social Strategies	45. If I do not understand something in English, I ask the other person to slow down or say it again.	Adapted	27	Apakah anda meminta penjelasan kepada seseorang jika anda tidak paham ?
		46. I ask English speakers to correct me when I talk.	Omit		
		47. I practice English with other students.	Adapted	28	Apakah anda menggunakan bahasa Inggris dalam percakapan dengan teman atau saudara ? dan sesering apa anda menggunakan bahasa Inggris dalam percakapan dengan teman atau saudara ?



	48. I ask for help from English speakers.	Omit		
	49. I ask questions in English.	Omit		
	50. I try to learn about the culture of English speakers.	Adapted	29	Apakah anda mempelajari kebudayaan bahasa Inggris ?

3. Observations
Checklist

Question	Yes	No	Notes
7. Is there any relationships between what students already know and new things that they already learnt in English.			
8. The students use new English words in a sentence to help them remember the new word.			
3. The students relate the sound of a new English word and an image or picture of the word to help remember the word.			
4. The students remember a new English word by making a mental picture of a situation in which the word			



	might be used.		
5.	The students use rhymes to remember new English words.		
6.	The students use flashcards to remember new English words.		
7.	The students use physically act out to demonstrate new English words.		
8.	The students often review English lessons.		
9.	The students use location on the page, on the board, or on a street sign to help them remember new English words or phrases.		
10.	The students write new English words several times.		
11.	The students practice the sounds of English.		
12.	The students use English to communication.		
13.	The students watch		



<p>English language TV shows spoken in English or go to movies spoken in English.</p>			
<p>14. The students read English for pleasure.</p>			
<p>15. The students write notes, messages, letters, or reports in English.</p>			
<p>16. The students already skim an English passage (read over the passage quickly) then go back and read carefully.</p>			
<p>17. The students look for words in their own language that are similar to new words in English.</p>			
<p>The students find the meaning of an English word by dividing it into parts.</p>			
<p>The students make summaries of information that they hear or read in</p>			



English.			
18. The students make guesses to help them understand unfamiliar English words.			
19. The students use gesture when they can't think of word during a conversation in English.			
20. The students use a word or phrase that means the same thing if they can't think of an English word.			
21. The students notice their English mistakes and use that information to help them do better.			
22. The students try to find out how to be a better learner of English.			
The students look for opportunities to read as much as possible in English.			
The students have			



<p>clear goals for improving their English skills.</p>			
<p>23. The students make a schedule.</p>			
<p>24. The students encourage themselves to speak English even when they are afraid to make a mistake.</p>			
<p>25. The students give reward or treat themselves when they success did something.</p>			
<p>26. The students write down their feelings in a language learning diary.</p>			
<p>27. The students ask to other person to slow down or say it again if they don't understand something in English.</p>			
<p>28. The students practice English with other students.</p>			
<p>29. The students learn about the culture of English.</p>			

LEMBAR VALIDASI *INTERVIEW* DAN *OBSERVATION CHECKLIST*

LANGUAGE LEARNING STRATEGIES USED BY STUDENTS IN *GVED* AT SMKN 4 MALANG

Petunjuk:

- a) Untuk memberikan penilaian terhadap format *interview* dan *observation checklist* tentang language learning strategies untuk siswa *GVED*. Bapak/Ibu cukup memberikan tanda centang (✓) pada kolom yang disediakan.
- b) Aspek-aspek yang dinilai adalah sebagai berikut:
 1. Kesesuaian indikator dengan tujuan
 2. Bahasa yang digunakan baik dan benar
- c) Angka-angka yang terdapat dalam kolom yang dimaksud berarti:
 - 0 = tidak valid
 - 1 = kurang valid
 - 2 = cukup valid
 - 3 = valid
 - 4 = sangat valid
- d) Huruf-huruf yang dimaksud dalam kolom yang dimaksud berarti:
 - A = dapat digunakan tanpa revisi
 - B = dapat digunakan dengan sedikit revisi
 - C = dapat digunakan dengan revisi sedang
 - D = dapat digunakan dengan banyak sekali revisi
 - E = tidak dapat digunakan

Penilaian item Interview.

Nomer	Penilaian				
	0	1	2	3	4
1					
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Penilaian interview guide secara umum

URAIAN	A	B	C	D	E
Penilaian secara umum terhadap format interview tentang <i>Interview guideline about language learning strategies used by students in GVED at SMKN 4 Malang</i>					

Saran-saran:

Untuk indikator pada checklist hanya menggunakan indikator yang sesuai dengan tujuan penelitian dan kemampuan respondent.

Penilaian item observation checklist

Nomer Item	Penilaian				
	0	1	2	3	4
1					
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10			
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50				

Penilaian *interview guide* secara umum

URAIAN	A	B	C	D	E
Penilaian secara umum terdapat format <i>observation checklist</i> tentang <i>language learning strategies used by students in GVED at SMKN 4 Malang</i>					



Saran-saran:

Untuk indikator pada checklist hanya menggunakan indikator yang sesuai dengan tujuan penelitian dan kemampuan respondent.

Malang, 24 May - 2017

Validator

(Handwritten signature)

Dian Novita Dewi, M.Ling

Appendix 6. Document



Interview with Tati



Interview with Lintang





Appendix 7



**KEMENTERIAN RISET, TEKNOLOGI DAN
PENDIDIKAN TINGGI UNIVERSITAS BRAWIJAYA
FAKULTAS ILMU BUDAYA**

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Fax. (0341) 575822

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BERITA ACARA BIMBINGAN SKRIPSI

1. Nama : Riski Nindya L
2. NIM : 135110501111037
3. Program Studi : Pendidikan Bahasa Inggris
4. Topik Skripsi : Pendidikan
5. Judul Skripsi : Language Learning Strategies Used by Students in Graphic Vocational English Debate (GVED) at SMKN 4 Malang
6. Tanggal Mengajukan : 30 September 2016
7. Tangga Selesai Revisi : 19 Juli 2017
8. Nama Pembimbing : Dr. Sugeng Susilo Adi, M.Hum
9. Keterangan Konsultasi :

No.	Tanggal	Materi	Pembimbing	Paraf
1.	30 September 2016	Pengajuan judul	Dr. Sugeng Susilo Adi, M.Hum	
2.	17 Oktober 2016	Persetujuan judul	Dr. Sugeng Susilo Adi, M.Hum	
3.	31 Oktober 2016	Konsultasi BAB I	Dr. Sugeng Susilo Adi, M.Hum	
4.	18 November 2016	Revisi BAB I	Dr. Sugeng Susilo Adi, M.Hum	



5.	29 November 2016	Konsultasi BAB I & BAB II	Dr. Sugeng Susilo Adi, M.Hum	
6.	13 Desember 2016	Revisi BAB I & BAB II	Dr. Sugeng Susilo Adi, M.Hum	
7.	13 Januari 2017	Konsultasi BAB I, BAB II & BAB III	Dr. Sugeng Susilo Adi, M.Hum	
8.	20 Januari 2017	Meletakkan draft untuk konsultasi	Dr. Sugeng Susilo Adi, M.Hum	
9.	28 Februari 2017	Revisi akhir BAB I, BAB II & BAB III	Dr. Sugeng Susilo Adi, M.Hum	
10.	7 Maret 2017	Seminar Proposal	Dr. Sugeng Susilo Adi, M.Hum	
11.	4 April 2017	Konsultasi instrument	Dr. Sugeng Susilo Adi, M.Hum	
12.	11 April 2017	Konsultasi BAB I sampai BAB V	Dr. Sugeng Susilo Adi, M.Hum	
13.	9 Mei 2017	Revisi BAB I sampai BAB V	Dr. Sugeng Susilo Adi, M.Hum	
14.	23 Mei 2017	Meletakkan draft untuk konsultasi lanjutan	Dr. Sugeng Susilo Adi, M.Hum	
15.	12 Juni 2017	Seminar Hasil	Dr. Sugeng Susilo Adi, M.Hum	
16.	17 Juni 2017	Revisi BAB I sampai BAB V	Dr. Sugeng Susilo Adi, M.Hum	
17.	18 Juni 2017	Konsultasi terakhir BAB I sampai BAB V untuk ujian skripsi	Dr. Sugeng Susilo Adi, M.Hum	



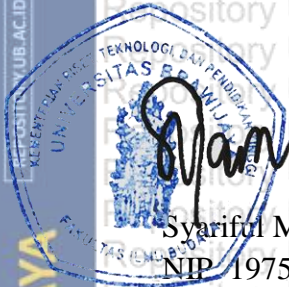
18.	1 Juni 2017	Meletakkan draft	Dr. Sugeng Susilo Adi, M.Hum	
19.	20 Juni 2017	Ujian Skripsi	Dr. Sugeng Susilo Adi, M.Hum	

Telah dievaluasi dan diuji dengan nilai:

Bf

Mengetahui Pembantu Dekan I
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