

**THE APPLICATION OF LANGUAGE LEARNING STRATEGIES AND  
THEIR RELATIONSHIP WITH ENGLISH PROFICIENCY:  
A STUDY AT INTERNATIONAL UNDERGRADUATE PROGRAM  
OF FACULTY OF ECONOMICS AND BUSINESS  
UNIVERSITY OF BRAWIJAYA**

**THESIS**

**BY  
FITRYA ARDZI YANI NURIL  
NIM 0811110043**



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

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**THESIS**

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

**BY  
FITRYA ARDZI YANI NURIL  
NIM 08111110043**

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

**2012**



## DECLARATION OF AUTHORSHIP

Herewith I,

Name : Fitrya Ardzi Yani Nuril  
NIM : 0811110043  
Address : Jalan Bendungan Jatiluhur 10 Malang

Declare that:

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Malang, 7 Agustus 2012

Fitrya Ardzi Yani Nuril  
NIM. 0811110043

This is to certify that the *Sarjana* thesis of Fitriya Ardzi Yani Nuril has been approved by the Board of Supervisors

Malang, 2 Agustus 2012

Supervisor

Syariful Muttaqin, M.A.

NIP.19751101 2003121

Malang, 2 Agustus 2012

Co – supervisor

Ida Puji Lestari, M.Pd

NIK. 80063012120083



This is to certify that the *Sarjana* thesis of Fitrya Ardzi Yani Nuril has been approved by the Board of Examiners as one of the requirements for the degree of

*Sarjana Sastra*

Syariful Muttaqin, M.A., Chair

NIP. 19751101 200312 1 001

Fatimah, M.Appl.Ling., Member

NIP. 19751125 200212 2 002

Ida Puji Lestari, M.Pd, Member

NIK. 80063012120083

Acknowledged by,

Head of Study Program of English

Fatimah, M.Appl.Ling., Member

NIP. 19751125 200212 2 002

Sighted by,

Head of Department of Languages and  
Literature

Syariful Muttaqin, M.A.

NIP. 19751101 200312 1 001



## ABSTRACT

Nuril, F.A.Y. 2012. **The Application of Language Learning Strategies and Their Relationship with English Proficiency: A Study at International Undergraduate Program of Faculty of Economics and Business University of Brawijaya.** Study Program of English, Universitas Brawijaya. Supervisor: Syariful Muttaqin; Co-supervisor: Ida Puji Lestari

Keywords: language learning strategy, English proficiency, Strategy Inventory for Language Learning (SILL) questionnaire.

In Indonesia, learning English as a foreign language is not as easy as learning Indonesian. Some problems may be encountered such as the differences of vocabularies, language rules, writing systems, words spelling, and pronunciation. In order to be successful foreign language learner, it needs language learning strategies to achieve the outcome and the desired language proficiency. Those important roles are needed by international students since English is used as the medium of instruction in their academic life. This study was conducted to investigate the language learning strategies applied by the international students and examine the relationship between language learning strategies and English proficiency.

This study used quantitative approach related to survey of correlation study. The subjects being investigated were 73 students of 2012 academic year of International Undergraduate Program of Faculty of Economics and Business University of Brawijaya taken by random sampling. The data were obtained from Strategy Inventory for Language Learning (SILL) questionnaire completed by the students and their Test of English as a Foreign Language (TOEFL) score.

The result reveals that the use of overall language learning strategies falls into medium level. Specifically, the students prefer to use metacognitive strategies as the most frequently used, followed by affective, compensation, social, cognitive, and memory strategies. A positive low significant correlation is found between compensation strategies and English proficiency. This low correlation can be examined by looking at the context since English is used as the foreign language in Indonesia.

In conclusion, the international students are the moderate users of overall language learning strategies. Metacognitive strategies are found as the strategies mostly used and there is a relationship between language learning strategies and English proficiency. Therefore, the lecturers can promote more application of language learning strategies into higher level, especially compensation strategies for the success of international students.

## ABSTRAK

Nuril, F.A.Y. 2012. **Aplikasi Strategi Pembelajaran Bahasa dan Hubungannya dengan Kecakapan Bahasa Inggris: Sebuah Studi pada Program Internasional di Fakultas Ekonomi dan Bisnis Universitas Brawijaya**. Program Studi Sastra Inggris, Universitas Brawijaya. Pembimbing: (I) Syariful Muttaqin (II) Ida Puji Lestari.

Kata Kunci: strategi pembelajaran bahasa, kecakapan bahasa Inggris, kuesioner SILL.

Di Indonesia, pembelajaran bahasa Inggris sebagai bahasa asing tidaklah semudah mempelajari bahasa Indonesia. Beberapa masalah yang timbul antara lain perbedaan kosa kata, peraturan kebahasaan, sistem penulisan, pengejaan dan pengucapan kata. Untuk menjadi pelajar bahasa asing yang sukses, diperlukan strategi pembelajaran bahasa untuk meraih kesuksesan pembelajaran dan kecakapan bahasa yang diinginkan. Peranan penting tersebut diperlukan oleh para mahasiswa internasional dimana bahasa Inggris digunakan sebagai bahasa pengantar dalam kehidupan akademis mereka. Studi ini bertujuan untuk menginvestigasi penerapan strategi pembelajaran bahasa dan menyelidiki hubungan antara strategi pembelajaran bahasa dan kecakapan bahasa Inggris.

Studi ini menggunakan pendekatan kuantitatif yang terkait dengan survei penelitian korelasi. Objek yang diteliti adalah 73 mahasiswa program internasional tahun akademik 2012 Fakultas Ekonomi dan Bisnis di Universitas Brawijaya yang diambil secara acak. Data yang diteliti didapatkan dari hasil kuesioner SILL dan nilai TOEFL.

Hasil studi menunjukkan bahwa pengaplikasian strategi pembelajaran bahasa berada pada level sedang. Kemudian, jika dilihat secara spesifik, kategori strategi pembelajaran bahasa yang paling banyak digunakan adalah strategi metakognitif yang diikuti oleh strategi kompensasi, afektif, sosial, kognitif, dan memori. Adanya hubungan signifikan yang rendah dan positif ditemukan antara strategi kompensasi dan kecakapan bahasa. Rendahnya hubungan antara kedua variable tersebut dapat dijelaskan dengan melihat konteks dimana di Indonesia bahasa Inggris digunakan sebagai bahasa asing.

Kesimpulan dari studi ini adalah mahasiswa internasional adalah pengguna strategi pembelajaran bahasa yang berada dalam level sedang. Strategi pembelajaran bahasa yang paling banyak digunakan adalah strategi metakognitif dan ada hubungan yang rendah dan positif antara strategi pembelajaran bahasa dan kecakapan bahasa. Maka dari itu, para dosen di Program Internasional dapat lebih mendorong aplikasi dari strategi pembelajaran bahasa ke level yang lebih tinggi, terutama strategi kompensasi demi kesuksesan para mahasiswa internasional.



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The Writer

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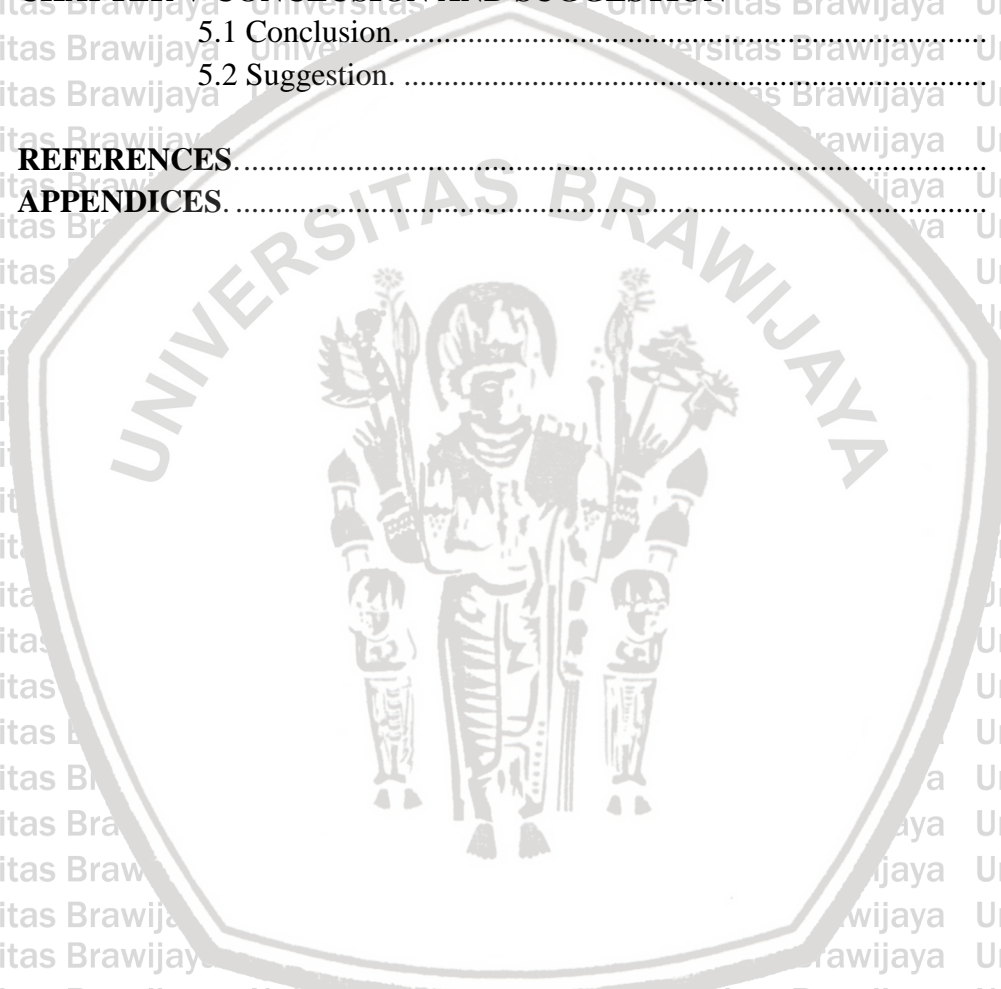
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## CHAPTER I

### INTRODUCTION

This chapter presents introduction of the study consisting of background of study, problems of the study, objectives of the study, and definitions of key terms.

#### 1.1 Background of the Study

Nowadays, English has already been taught in many educational institutions both in formal institutions and informal institutions. More and more Indonesian people learn English as a foreign language. Unfortunately, in the process of learning English as the foreign language (EFL), it is not as easy as learning Indonesian language as the first language. The differences in vocabularies, language rules, writing systems, words spelling, and pronunciations seemingly can be the problems encountered in the learning process.

Facing that phenomena, in order to simplify the language learning process, the language learning strategies are needed. Brown (1994, p.190) states “strategies in learning process is learners’ technique for capitalizing on the principle of successful learning”. Then, Oxford (1990, p.8) states “language learning strategies are defined as specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations”. Another statement is stated by O’Malley and Chamot (1990, p.1) who define “language learning strategies as special ways of processing information that enhance comprehension, learning, or retention of the information. Based on the previous definitions, it can be identified that there must be a relationship



between language learning strategies and language proficiency. As stated by Oxford (1990, p. 1) “appropriate language learning strategies result in improving proficiency and greater self-confidence”. In other words, the improvement of the English proficiency can be formed by applying the appropriate language learning strategies in the learning process.

Previously, there are numerous studies in language learning strategies, such as Zhou (2010) investigated language learning strategies used by Chinese Senior High School students and relate them with gender influence. Next, Nisbet et al. (2005) investigated the language learning strategies used by Chinese English students and their relationship with English proficiency. Then, Muttaqin (2008) investigated the language learning strategies and English proficiency by looking through program of the study and years of study among Indonesian students. Also, Tenri (2007) investigated the language learning strategies used to learn four language skills used by Indonesian students and the relationship between language learning strategies and English proficiency.

Regarding with those studies conducted in the different contexts, Wharton (2000, cited in Yang 2010, p.3) argues that it is ineffective to generalize strategy use of EFL learners of one ethnic group and apply them into EFL learning curriculum of other ethnic groups. Therefore, the specific study of language learning strategy use of EFL learners must be conducted, so the teachers can fully comprehend the strategies used by those EFL learners and guide them to become more successful in their learning. For those reasons, this study investigates language learning strategies applied in Indonesian EFL students.

In this study, the writer is interested in finding out the application of language learning strategies in Indonesian EFL students and their relationship with English Proficiency. Dreyer and Oxford (1996, cited in Nambiar, 2009, p.137) revealed positive high correlation between language learning strategies and English proficiency used by Afrikaan students. Next, Muttaqin (2008) revealed positive low correlation between language learning strategies and English Proficiency used by Indonesian students. However, Tenri (2007) revealed there was no correlation between language learning strategies use and English proficiency used by Indonesian students.

Then, since proficiency is important and might be the ultimate goal in language learning, this study correlates the language learning strategies with English proficiency besides examining the application of language learning strategies. Moreover, from the various results of studies mentioned previously, the writer is curious and interested in conducting this study to investigate the relationship between language learning strategies measured by Strategy Inventory for Language Learning (SILL) and English proficiency measured by Test of English as a Foreign Language (TOEFL).

Although other scholars have also classified various language learning strategies, this current study uses Oxford's (1990) theory as the most comprehensive and detailed categorization one as the basic theory. She has compiled the strategies into two groups through extensive review of literature, namely direct and indirect strategies. Memory, cognitive, and compensation strategies belong to the first group. Memory strategies are used for remembering



and retrieving new information, cognitive strategies for comprehending and producing a language, and compensation strategies for overcoming a knowledge gap. The latter group consists of metacognitive, affective, and social strategies.

Metacognitive strategies are used for coordinating learning, affective strategies for regulating emotions, and social strategies for cooperative learning with others (Oxford, 1990, p.17)

This study uses Oxford's Strategy Inventory for Language Learning (SILL) questionnaire as a survey tool based on her classification system. SILL questionnaire has already been recognized as the most comprehensive and widely used instrument for identifying strategy preferences of language learner throughout the world and it has been extensively checked for reliability and validity in multiple ways as stated by Bremner (1999), Foong and Goh (1997) and Green and Oxford (2000) (cited in Nisbet et al. 2005, p.101).

Since most of the subjects of the study in language learning strategy study are senior high school students or university students of English Department, there are still few studies investigating non English Department university students. In this study, the international program of university that is International Undergraduate Program of Faculty of Economics and Business University of Brawijaya (FEBUB) students are chosen as the subject of the study. This program is under Faculty of Economics and Business University of Brawijaya which has an "A" accreditation (highest figure) from the National Accreditation Board.

Then, it has been accredited by ABEST21 (The Alliance on Business Education

and Scholarship for Tomorrow, a 21<sup>st</sup> century organization), Japan  
(<http://iup.fe.unibraw.ac.id/>).

In the International Undergraduate Program, English is used as the medium of instruction in their daily communication at the classroom and the language of literature. Thus, all courses are taught in English. As Indonesian EFL students, facing that situation is not easy. They will get difficulties when the learners do not apply some language learning strategies in their learning process.

Therefore, in order to be able to simplify their learning, those students must have the language learning strategies applied in learning process.

Furthermore, joining the international class indicates that they have motivation to utilize English as the medium of instruction in learning process.

That motivation is known as instrumental motivation. Gardner (1975, cited in Ellis 1985, p.117) states “instrumental motivation occurs when learners’ goal for learning English is functional”. In this context, it relates to facilitate study of other subjects through the medium of English. Oxford (1990, p.13) states “highly motivated learners use a significantly greater range of appropriate strategies than do less motivated learners”. In other words, the existence of that motivation has a significant role in determining the use of language learning strategies.

Diseth et al. (2010, p.335) state that the first-year undergraduate students comprise high learning motivations and learning strategies. In the first-year, the students have high motivation to study hard since they have just graduated from senior high school. By having a new learning atmosphere and new learning systems, they will have high motivation to make high effort learn more in those



situations. In other words, the high motivation is found in the first-year of university students.

Coffield et al. (2004, cited in Diseth et al 2010, p.336) state that from those correspondences among the high students' invention, motives and learning strategies, they can aid for course, curriculum, and assessment design. Then, Trigwell and Prosser (1991, cited in Diseth et al. 2010, p.336) state that the language learning strategies may encourage more systematic approach to academic teaching. As a result, since they are still in the first year, the improvement of the teaching method can be conducted immediately to achieve the successful teaching and learning activities earlier to their higher semester.

In addition, since English is used as the medium of communication in International Undergraduate Program, English has the important role in determining the successful outcome in academic life for the international students. Therefore, the understanding of English must be concerned. They must have responsibilities to learn English well and seriously to achieve the successful learning. Those responsibilities of students can be called as learner autonomy.

Holec (1981, cited in Hanak-Hammerl et al. 2003, p.24) explains "learner autonomy is the ability to take charge of one's learning". Then, Benson (2001, p.23) also explains that autonomy as taking control over their own learning has a meaning that they can manage their own learning.

In order to manage their learning effectively, the learners should use certain language learning strategies. As a result, by investigating the application of language learning strategies, it can facilitate the language learning of the students

to promote learner autonomy. Therefore, it is interesting to investigate language learning strategies used by the first-year of International Undergraduate Program students who are 2011 academic year students of FEBUB as the subject of this current study.

This study only focuses on two variables. They are the language learning strategies which are used by the first-year international program students of FEBUB, and the English Proficiency. Consequently, the other students in different academic year are not investigated. Besides, the other factors affecting language learning strategies use in the university students such as program of study and year of the study are not considered. Also, the other factors of individual differences such as sex, aptitude, intelligent, motivation, learning style, gender, ethnic identity, and personality are not investigated.

This study may provide a new insight related the study of language learning strategies that can be compared with the previous studies. From the various result studies previously discussed, it can be concluded that the language learning strategies may be different in their applications related to the different contexts where the language learning strategies are applied. Therefore, this study might support, specify, or clarify the specific use of language learning strategies study conducted in Indonesian EFL context. Then, it is expected to give some contributions for the readers especially the students who learn English as a foreign language to increase their knowledge about language learning strategies, and it can be a reference for other writers who are interested in this topic to conduct a similar study.



Also, this study may encourage the language learners' awareness to apply and develop the application of language learning strategies in learning process. In addition, it can be the reference for the lecturers and instructors to conduct language learning strategies training in achieving the successful outcome in learning context and serve the significant reference for them to evaluate and modify their instructions and teaching methods. Therefore, it might help the lecturers in selecting more various teaching materials that are appropriate with the need of the learners.

## 1.2 Problems of the Study

Based on the background of the study, the problems of the study are:

1. How are language learning strategies applied by 2011 academic year students of International Undergraduate Program of Faculty of Economics and Business University of Brawijaya?
2. How is the relationship between six categories of language learning strategies applied by 2011 academic year students of International Undergraduate Program of Faculty of Economics and Business University of Brawijaya and English proficiency?

## 1.3 Objectives of the Study

Based on the problems of the study, the objectives of the study are:

1. To investigate the language learning strategies applied by 2011 academic year students of International Undergraduate Program of Faculty of Economics and Business University of Brawijaya.

2. To examine the relationship between six categories of language learning strategies applied by 2011 academic year students of International Undergraduate Program of Faculty of Economics and Business University of Brawijaya and English proficiency.

#### 1.4 Definitions of Key Terms

1. **Language Learning strategies:** specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations. (Oxford, 1990, p.8).
2. **Language Proficiency:** the measurement how the successful learners in learning English as a foreign language. (Richard & Renandya, 2003, cited in Muttaqin 2008, p.22).
3. **Strategy Inventory for Language Learning (SILL):** a structured survey tool based on the strategy system proposed by Oxford to evaluate specific language learning strategies within the learning context (Oxford, 1990, p.199).
4. **International Undergraduate Program of Faculty of Economics and Business University of Brawijaya:** the international program under Faculty of Economics and Business in Universitas Brawijaya.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

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

#### **2.1 Theoretical Framework**

Theoretical framework includes the theories used in this study. Those theories are language learning strategies elaborated into definition of language learning strategies, taxonomy of language learning strategies, language learning strategies by Oxford (1990); the importance of language learning strategies; and English proficiency. The detail explanation is as follows:

##### **2.1.1 Language Learning Strategies**

In understanding about language learning strategies, this study initially discusses about the definition of language learning strategies, the taxonomy of language learning strategies, and language learning strategies by Oxford (1990).

###### **2.1.1.1 Definition of Language Learning Strategies**

The word “strategy” comes from the ancient Greek term “strategia” meaning generalship of the art of war. Then, Oxford Dictionary (2003) defines strategy as plan intended to achieve a particular purpose. Brown (1994, p.190) states “the strategies are, in essence, learners’ technique for capitalizing on the

principle of successful learning". Thus, using strategies as the deliberate plan in the learning process can be the primary determinant in the learning outcomes.

Oxford (1990, p.8) states that "language learning strategies are defined as specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations". Another statement is stated by O'Malley and Chamot (1990, p.1)

"language learning strategies as special ways of processing information that enhance comprehension, learning, or retention of the information". In addition, Rubin (1975, cited in Larsen-freeman 1991, p.199) states "learning strategies means the techniques or devices which a learner may use to acquire knowledge.

In the simple words, language learning strategies are defined as the ways or the steps conducted by the learners to simplify their learning process in order to achieve the successful outcome in academic life. Then, since this study is related to English learning, those strategies are proposed for achieving in mastering English.

#### **2.1.1.2 Taxonomy of Language Learning Strategies**

Language learning strategies have been classified by many scholars, some of them are Rubin (1981), O'Malley and Chamot (1990), and Oxford (1990).

Rubin (1981, cited in O'Malley 1990, p.4) who is the pioneer doing a lot of learning strategies studies, makes the distinction between strategies contributing directly to learning and strategies contributing indirectly to learning. The strategies that directly contribute to the learning are clarification, monitoring, memorization, guessing, deductive reasoning, and practice. Then, the strategies



that indirectly contribute to the learning are creating opportunities to practice and produce tricks. Then, O'Malley and Chamot (1990, p.47) divide language learning strategies into three main categories. First, metacognitive strategies consist of selecting attention, planning, monitoring, and evaluation. Second, cognitive strategies consist of rehearsal, organization, inferencing, summarizing, deducing, imagery, transfer, and elaboration. Third, social strategies consist of cooperation, questioning for clarification, and self-talk.

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

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

### **2.1.1.3 Language Learning Strategies by Oxford (1990)**

As stated before, this study uses Oxford's theory as the main theory. In this section, the language learning strategies proposed by Oxford (1990) are explained deeply. Oxford's language learning strategies are categorized into direct

strategies and indirect strategies. Direct strategies consist of memory strategies, cognitive strategies, and compensation strategies. Then, indirect strategies consist of metacognitive strategies, affective strategies, and social strategies. Detailed descriptions of those strategies are explained as follows:

### **A. Direct Strategies**

Oxford (1990, p.37) states that direct strategies are the strategies that directly involve the target language. All direct strategies require mental processing of the language. Then, the direct strategies are beneficial to the students because they can help to store and recover information, help to produce language even when there is a gap in knowledge, and also help to understand and use the new language. Direct strategies are divided into three strategies, namely memory strategies, cognitive strategies, and compensation strategies. Those strategies are explained further below.

#### **1. Memory Strategies**

Oxford (1990) states that memory strategies, sometimes called mnemonics, are the strategies for helping language learners to cope with difficulties. Memory strategies are based on simple principles like making association and reviewing. They are employed when a learner faces challenges of vocabulary learning. The words and phrases can be associated with visual images, sounds, motions or touches that can be stored and retrieved for communication.

Memory strategies are divided into four sets of strategies. First, creating mental linkage consists of grouping, associating or elaborating, and placing new



words into a context. Second, applying images and sound consists of using imagery, semantic mapping, using keywords, and representing sounds in memory.

Third, reviewing well consists of structured reviewing. The last one, employing action consists of using response or sensation and using mechanical techniques.

Here is the example of application memory strategies by creating mental linkage. An Indonesian learner wants to remember the pronouns to which their verb is never added by 's' in the end of that verb. Those pronouns are 'I, you, they, and we'. Then, he applies memory strategies by associating or elaborating those pronouns with the sentence *ayu dewe* to make it easier to remember.

## 2. Cognitive Strategies

Oxford (1990) states that in cognitive strategies, the target language is manipulated or transformed by repeating, analyzing or summarizing. Cognitive strategies are divided into four sets of strategies. First, practicing consists of repeating, formally practicing with sounds and writing systems, recognizing and using formulas and patterns, recombining, and practicing naturalistically. Second, receiving and sending messages consists of getting the idea quickly and using resources for receiving and sending messages. Third, analyzing and reasoning consists of reasoning deductively, analyzing expressions, analyzing contrastively, translating, and transferring. The last one, creating structure for input and output consists of taking notes, summarizing, and highlighting.

The example of application of cognitive strategies by receiving and sending a message is an Indonesian learner tries to find out the meanings of

people's English conversation by using resource. Therefore, he uses a dictionary to understand fully what people talk about.

### **3. Compensation Strategies**

Oxford (1990) states that learners use compensation strategies for comprehension of the target language when they have insufficient knowledge of the target language. These strategies are used when they want to cover the problem of deficiency in grammar or vocabulary. Compensation strategies also allow the learner to produce spoken or written expression in the new language without complete knowledge. Compensation strategies are divided into two sets of strategies. First, guessing intelligently consists of using linguistics clues and using other clues. The last one, overcoming limitations in speaking and writing consists of switching to the mother tongue, getting help, using mime or gesture, avoiding communication partially or totally, selecting the topic, adjusting the message, coining words, and using circumlocution or synonym.

To illustrate the application of compensation strategies by overcoming limitations in speaking, there is a learner who does not know how to express approval verbally. Facing this situation, he uses physical motion that is gesture to indicate the meaning of that expression. He claps loudly to indicate approval and nods in an exaggerated way while saying "yes".

### **B. Indirect Strategies**

According to Oxford (1990, p. 135), indirect language learning strategies work together with the direct strategies. They help learners regulate the learning



process. Thus, they work best when they are used in combination with direct strategies. These strategies support and manage language learning without directly involving the target language. Therefore, they are called indirect strategies.

Indirect strategies are divided into three strategies, namely metacognitive strategies, affective strategies, and social strategies. Those strategies are explained further as follows:

### **1. Metacognitive Strategies**

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

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

The illustration of the application of metacognitive strategies by arranging and planning learning is an Indonesian learner who wants to watch international news as in BBC. In order to understand what the news talks about, he plans to find out the topics first that might be covered in that program. When the program is about politics and economics, the learner can look up the words related to the topics first before watching that news.

## **2. Affective Strategies**

According to Oxford (1990), the word affective itself means emotion, attitude, and values. Thus, affective strategies are the strategies which can gain control over those emotion, attitude, and value in the learning process. Affective strategies are divided into three sets of strategies. First, lowering anxiety consists of using progressive relaxation, taking deep breath and mediation, using music, and using laughter. Second, encouraging yourself consists of making positive statements, taking risk wisely, and rewarding yourself. The last one, taking your emotional temperature consists of listening to the body, using checklist, writing a language learning diary, and discussing feeling with someone else.

The example of the application of affective strategies by encouraging ourselves is a learner is going to present the seminar by using English. Before starting the presentation, he makes positive statements for self-encouragement by saying to himself as the statements "I'm sure I can do it. I can deliver all the material, even if I make errors".

## **3. Social Strategies**



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

To describe the application of social strategies by cooperating with others, a learner can ask the other learners to check or give some comments about the written essay. By doing that activity, he can take the feedback in order to improve and correct his essay.

### **2.1.2 The Importance of Language Learning Strategies**

Language learning strategies are important in second language learning since they can improve students' learning process and contribute to the communicative competence as the main purpose. Oxford (1990, p.8) states "learning strategies help learners participate actively in such authentic communication". According to Hismanoglu (2000, para.5) language learning strategies can be good indicator in explaining the way the learners face the tasks or problems in learning process.

Moreover, they are very important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence (Oxford, 1990, p.1). Related to those statements, in order to develop the communicative competence of learners, the teachers must know the learning strategies used by their students. When the teachers have already known the learning strategies used by their students, they can conduct learning strategy training to help the students become the better language learners by applying language learning strategy in learning process. Also, Coffield et al. (2004, cited in Diseth et al 2010, p.336) state that language learning strategies can aid for course, curriculum, and assessment design. In addition, Trigwell and Prosser (1991, cited in Diseth et al. 2010, p.336) state that the language learning strategies may encourage a more systematic approach to academic teaching.

Green & Oxford (1995, cited in Dhanapala, 2007, p.154) claim “active use of strategies help learners attain higher proficiency, which in turn makes it more likely that proficient learners select active use of strategies”. Therefore, it can be concluded that language learning strategies can assist the learners to become the successful language learners in learning a target language.

### **2.1.3 English Proficiency**

One of the purposes of studying English is the achievement reason. A learner learns a language in order that he can be a successful English learner.

Then, one of the indicators to be the successful learner in language learning is by using the measurement of English proficiency. Richard & Renandya (2003, cited in Muttaqin 2008, p.22) state that English proficiency is the measurement how the



successful learners in learning English as a foreign language. Hughes (2005, cited in Muttaqin 2008, p.22) states that a proficiency test measures whether a person possesses a certain degree of command of the language for particular purposes.

Then, Oxford (1990, p.1) states that the application of appropriate language learning strategies can improve the proficiency and greater self-confidence. In other words, there must be intimate relationship between language learning strategies and English proficiency.

In Second Language Acquisition research, the research in learning strategies in 1990s focuses on the variables that affects or to be affected by learning strategies such as age, gender, learning style, motivation and proficiency itself. Therefore, there are a number of the studies correlating language learning strategies and proficiency to show whether there is a relationship between those two variables or not. Then, the measurement of the English Proficiency used by those studies is various such as by English grade (Tenry, 2007; Zhou, 2009), self-rating (Al-Buainain, 2010; Radwan, 2011; Hou, 2008), Grade Point Average (GPA) (Radwan, 2011), TOEFL score (Nisbet et al., 2005; Muttaqin, 2008; Ghavamnia et al., 2011), and TOEIC score (Park, 2010).

In this study, the English proficiency of 2011 academic year students of International Undergraduate Program of FEBUB was measured by using the Test of English as a Foreign Language (TOEFL) produced by the Educational Testing Service (ETS). Ghavamnia et al. (2011, p.1157) state that TOEFL is a standardized test for ESL/EFL students. It has proven to be a reliable and valid test used throughout the world to assess students' English proficiency. Therefore,

the TOEFL score is used to correlate with the language learning strategies of 2011 academic year students of International Undergraduate Program of Faculty of Economics and Business University of Brawijaya.

## 2.2 Previous Studies

In order to support this study, in this part the writer presents the previous studies which have been conducted by the previous writers. Nisbet et al. (2005) investigated 168 Chinese English Department University students to examine the relationship between six categories of language learning strategies and English proficiency, the categories of language learning strategies that are correlated with English proficiency, and the differences in language learning strategies preferences between male students and female students.

In investigating that relationship, the writer used SILL questionnaire and TOEFL as the instruments to collect the data. That study shows that metacognitive strategies as the language learning strategies frequently used and a positive low correlation was reported between language learning strategies and English proficiency. However, there was no significant difference between male and female students on the language learning strategy preferences.

The similarity between that previous study with this current study is both of them investigate language learning strategies in an EFL context. Then, Oxford's SILL questionnaire and TOEFL are used to collect the data. Also, Pearson product moment correlation is used to analyze the data. In addition, this current study also investigated the relationship between language learning strategies use and English Proficiency. However, there are some differences found



between that previous study with this current study. This current study investigates the language learning strategy used by the first-year non English Department students at an Indonesian university, while the previous study investigated the third-year English Department students at a Chinese university.

The second study is conducted by Muttaqin (2008) who investigated 143 English Department students in Universitas Brawijaya to examine the application of language learning strategies and their relationship with English Proficiency by considering program of study and level of years. In examining that relationship, the writer used SILL and TOEFL as the instruments to collect the data.

The result of that study shows that the overall language learning used falls into medium level with metacognitive strategies as the language learning strategies frequently used by looking into the study program both Strata 1 and Diploma 3 students. Then, there were some differences of the use of cognitive, compensation, and social strategies between freshman and senior students. In addition, the positive low significant correlation among cognitive, compensation, and social strategies with English proficiency were revealed in that study.

The similarities between that previous study with this current study is both of them investigate language learning strategies in Indonesian EFL university students. Then, the instrument used to collect the data is Oxford's SILL questionnaire and TOEFL. However, in this study, the writer only focuses in investigating language learning strategies with English proficiency used by the first-year non English Department students, while the previous study investigated

language learning strategies used by English Department students with English proficiency by considering the program of study and level of years.

The last study is conducted by Tenri (2007) who investigated language learning strategies mostly used by 41 students of English Department, Airlangga University and examined whether there was a correlation between language learning strategies and scores of four English skills namely listening, reading, speaking, and listening. The finding was compensation strategies were the language learning strategies mostly used in learning four language skills, but there was no significant correlation between language learning strategies and scores of those language skills.

That previous study and this current study have similarities and differences. The similarities are the problem of the study and the instrument used to measure language learning strategies. Then, both of the studies investigate learning strategy in the EFL context. The differences are in that previous study used English grade to measure the English proficiency and Spearman rank correlation to analyze the data, while this current study uses TOEFL to measure the English proficiency and Pearson product moment correlation to analyze the data. The other difference between the previous study and this current study is the subject of the research. The previous study chose the students of English Department of university, and this study chooses the international non English Department university students.

From all those studies, the findings that are revealed are different from each other. It can be explained by the context where the language learning



strategies are applied. Those studies investigated the application of language learning strategies by different subject and different setting where the language learning strategies are applied. They are Chinese English Department university students, Chinese senior high school students, English Department of Universitas Brawijaya students, and English Department of Airlangga University students.

Then, since the context of application of language learning strategies are different from each other, their results of studies of language learning strategies cannot be generalized in the different context. Therefore this study investigates the application of language learning strategies in Indonesia EFL context by non English department of university students that is the International Undergraduate Program students of FEBUB.

### CHAPTER III

#### RESEARCH METHOD

This chapter presents the details of the research method employed in this study. It comprises four subchapters namely research design, data sources, data collection, and data analysis.

##### 3.1 Research Design

In this study, the writer used quantitative approach. Wallace (1999, p.38) states “quantitative research is broadly used to describe what can be counted or measured and can therefore be considered objective”. Then, Ary et al (2002, p.22) also state “quantitative research uses objective measurement and statistical analysis of numeric data to understand and explain phenomena”. That approach was appropriate with this current study since the writer counted the result of questionnaire filled by 2011 academic year students of International Undergraduate Program of FEBUB by using statistical analysis. It was conducted to find out the application of language learning strategies and the relationship between language learning strategies and English proficiency.

For the type of the study, this present study used survey related to correlation study. Ary et al. (2002, p.374) state that “survey is a research technique in which data are gathered by asking questions of a group of individuals called respondents”. In this study, the writer collected the data about the application language learning strategies by using questionnaire.



The correlation study was related to examine the relationship between one variable and other variable. Kerlinger (1973, cited in Sugiyono 2009, p.38) states “variable is a construct or something which is learned or investigated. The other definition is stated by Brown (1998, cited in Sarwono 2009, p.16) that “variable is something that may vary or differ”. In this study, the variables were the language learning strategies and English proficiency. Therefore, this study was purposed to examine the relationship between language learning strategies and English proficiency by using statistical analysis.

### 3.2 Data Sources

The data sources of this study or the subjects of the study were 2011 academic year students of International Undergraduate Program of FEBUB. They were considered as the population with the total participants of 103 students. Then, the data or the object of the study were the Oxford's SILL questionnaire version 7.0 filled by the participants and their TOEFL scores.

The samples of the participants were taken by using random sampling. In this study, the writer took the students of 2011 academic year international program students randomly with the significance level is 5%. The significance level of 5% means the error probability to generalize the result of the statistical analysis to the population is 5% and the trustworthy probability to generalize the result of the statistical analysis to the population is 95% (Sarwono, p. 149).

Therefore, there were 75 participants as the sample.

However, from those 75 participants, there were two participants that must be eliminated as the result of statistical analysis since those two participants who

were considered as outliers made the data was not normal. The normal distribution of the data was needed in parametric statistics of inferential statistics that is Pearson product correlation since the data is in the form of interval (Sugiyono, p.150). Thus, there were 73 students of 2011 academic year students of International Undergraduate Program of FEBUB as the sample to be investigated.

### 3.3 Data Collection

Related to the type of this study that is survey, the instruments used in this study were Strategy Inventory for Language Learning (SILL) questionnaire and Test of English as Foreign Language (TOEFL). O'Malley and Chamot (1990, p.93) state that questionnaire in investigating language learning has the procedures of collecting the data with the highest degree of structure. The other consideration of using questionnaire was that it could delimit the responses to information that was relevant and simplified the data to be analyzed because the data collected by using questionnaire were more manageable.

This study used Oxford's SILL questionnaire version 7.0 that is a structured self-report survey tool based on the strategy system purposed to ESL/EFL students with the simplified language (Oxford, 1990, p.199). Bremner (1999), Foong and Goh (1997), Green and Oxford (1995) (cited in Nisbet et al, 2005, p.101) state that SILL is currently recognized as the most comprehensive and widely used instrument for identifying strategy preferences of language learners throughout the world and it has been extensively checked for reliability and validity in multiple ways.



The questionnaire is divided into two parts. The first part is multiple-choice questions, consisting of 50 items subdivided into six categories of language learning strategies which can be objectively scored and analyzed. They are memory strategies consist of nine items (A1 - A9), cognitive strategies consist of 14 items (B10 - B23), compensation strategies consist of six items (C24 - C29), metacognitive strategies consists of nine items (D30 - D38), affective strategies consist of six items (E39 - E44), and social strategies consist of six items (F45 - F50).

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

The second section is background questionnaire asking the individual information such as gender, age, sex, English proficiency based on self-rating, the reason for learning English, and so on. This questionnaire is open-ended questionnaire made from the combination of background questionnaire by Oxford (1990) and Muttaqin (2008) to explore more and to get the more rich data the

information related the application of language learning strategies and English proficiency that are not covered in SILL questionnaire.

Another instrument used to determine the proficiency of the participants in this study was TOEFL. Ghavamnia et al. (2011, p.1175) state that TOEFL is a standardized test for ESL/EFL students. It has proven to be a reliable and valid test used throughout the world to assess students' English proficiency.

Before collecting the data, the SILL questionnaire was translated into Indonesian language in order to minimize the students' problem in comprehending each item and response scale. In translation process, the SILL translation was processed through two ways. The writer translated the SILL into Indonesian language by keeping as much as possible the referential meaning of the words without changing any content of them. Then, Indonesian translation of SILL was checked by thesis supervisor to assess the appropriate translational equivalency, naturalness, clarity, and smooth reading.

After the SILL had been translated, it was piloted to 35 students out of the International Undergraduate Program of FEBUB students in order to identify and resolve any ambiguity if there was any. As stated by Wallace (1998, p.132) that piloted should be done to see whether the questionnaire works as planned or not.

The writer asked those 35 students to fill the questionnaire and asked some comments or suggestions to make the questionnaire more effective. According to the result of the pilot test, there were no difficulties in comprehending the questionnaire so that data collection could be directly conducted.



In collecting the data, the writer conducted three steps.

1. Asking the TOEFL score to administration staff to determine the English proficiency of the students.
2. Distributing SILL questionnaire to the selected 2011 academic year International Undergraduate Program students.

The students were informed about the purpose of this survey.

3. Asking the students to fill SILL questionnaire.

Before filling the SILL questionnaire, the students were explained what SILL questionnaire was about and how to respond each item of the SILL. They were informed that there was no right or wrong answer and it would not affect to their academic grades. Then, they were informed that SILL was in anonymous so that students only write their student number as the identity. Also, it was informed that the confidentiality of SILL questionnaire result would be kept and would not be publicly posted or shared with other students. In filling the SILL questionnaire, they were asked to fill it sincerely and honestly according to their experience in learning English. In addition, they were encouraged to ask to the writer whether there was some misunderstanding in comprehending SILL questionnaire. The students were able to complete the questionnaire in about 30 minutes.

### 3.4 Data Analysis

Before analyzing the data, the writer had to assure that the data had been reliable and valid. The reliability and validity of the result of data collected were necessary to be checked in order to reduce the writer's opinions, biases, and prejudices.

In this study, the reliability of research finding is determined by internal consistency Cronbach alpha as suggested by Bachman (2004, cited in Dornyei 2007, p.51) based on the variance of two or more scores and serves an internal consistency coefficient. The reliability of the data was reported in this study is .88.

In this study, Oxford's SILL questionnaire used as the instrument in collecting the data has already been admitted in its reliability and validity. Oxford (1990, p. 199) states that it has been extensively field-tested, demonstrated to be highly valid and reliable. Then, the validity of the data was perceived by asking the students to fill the questionnaire under the anonymous condition, therefore they could more express their true condition themselves.

After the reliability and validity of the data had been assured, the writer moved to the next step for analyzing. Since this research design was quantitative, the writer used the statistical analysis to investigate the problems of the study.

Thus, this study used Statistical Package for Social Science (SPSS) 16 for Windows as the instruments to analyze the data. According to Sarwono (2009, p.1) SPSS is one of the application programs in the computer used to perform the calculation from the simplest until highly complex data manipulation and analysis with simple instruction. The writer used SPSS to calculate the descriptive statistics that was the average score of language learning strategies and the inferential statistics that was the correlation between language learning strategies and English proficiency.



The techniques of data analysis consist of nine steps.

1. Calculating the internal consistency SILL questionnaire result to identify the reliability of the data.
2. Calculating 73 SILL questionnaire results to find out the mean score to identify the frequency use of each category of language learning strategies and overall categories of language learning strategies by using descriptive statistics.
3. Interpreting the score based on Oxford's guidelines.

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

**Table 3.1 Scoring Description of SILL Version 7.0 (Oxford, 1990, p.291)**

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

4. Calculating the normal distribution of each variable that is language learning strategies and English proficiency to determine the normality of the data.
5. Calculating the correlation between two variables namely language learning strategies and English proficiency by using inferential statistics that is Pearson product moment correlation.

Ellis (1985, p.125) states “the Pearson Product moment correlation is a statistical procedure for establishing the degree of fit between two sets of measurements relating to two separate variables.

6. Interpreting the score of correlation coefficient based on guidelines of interpretation of correlation coefficient.

It was used to examine the second problem of the study related to the relationship between language learning strategies and English proficiency

Those guidelines are explained in Table 3.2.

**Table 3.2 Guidelines of Correlation Coefficient Interpretation (Sarjono, H & Julianita, W, 2011, p.90)**

| Coefficient Interval | Correlation Level |
|----------------------|-------------------|
| 0.80 – 1.000         | Very high         |
| 0.60 – 0.799         | High              |
| 0.40 – 0.599         | Sufficient        |
| 0.20 – 0.399         | Low               |
| 0.00 – 0.199         | Very Low          |

7. Calculating the categories of language learning strategies that were significantly predictive to TOEFL score by using multiple regression analysis.

8. Interpreting all of the findings from statistical analysis.

9. Drawing the conclusion related to the problems of study.



## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter presents two sections namely finding and discussion. The first section discusses the finding of the application of language learning strategies used by International Undergraduate Program students of Faculty of Economics and Business University of Brawijaya (FEBUB) and the relationship between the language learning strategies and English proficiency. The second section is the discussion related to the interpretation of the finding of the study. Each of those is discussed in detail.

#### **4.1 Finding**

After the SILL questionnaire had been distributed to the 73 International Undergraduate Program students of FEBUB, those results were used to investigate the application of language learning strategies and to examine the relationship between six categories of language learning strategies and English proficiency. The SILL questionnaire had an internal consistency scale reliability calculated by Cronbach's Alpha of .88. The reliability was calculated from the score of each point of SILL questionnaire and it showed a good reliable data since it is in the acceptable range that was above .60 (Sarjono and Julianita, 2011, p.45).

The mean scores of SILL questionnaire and TOEFL score are displayed in Appendix 1.

#### 4.1.1 Application of Language Learning Strategies

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

4.1

**Table 4.1 Descriptive Statistics Result for Language Learning Strategies Use**

| Category of Language Learning Strategies           | Mean | Rank Order of Usage |
|--|------|---------------------|
| Metacognitive strategies                           | 3.64 | 1                   |
| Affective strategies                               | 3.33 | 2                   |
| Compensation strategies                            | 3.30 | 3                   |
| Social strategies                                  | 3.24 | 4                   |
| Cognitive strategies                               | 3.18 | 5                   |
| Memory strategies                                  | 2.95 | 6                   |
| Overall categories of language learning strategies | 3.25 |                     |

Based on the Table 4.1, the mean score of the overall language learning use and the mean scores of each categories of language learning use were interpreted by using the guidelines of the score interpretation proposed by Oxford (1990, p.291). It was reported that the overall language learning strategies use falls into medium level with the mean of 3.25. Since that score is in range between 2.5 to 3.4, it indicates that the language learning strategies fall into sometimes used by the International Undergraduate Program students. When it is looked by each category of language learning strategies, metacognitive strategy was reported as the strategy most frequently used with the mean of 3.64. According to Oxford's scoring description of SILL version 7.0 for interpreting the average language learning strategies score, that score falls into high level of use since 3.63 is in the



range of 3.4 to 4.4. Thus, it means that metacognitive strategies are usually used by the students.

In the second rank is affective strategies with the mean of 3.33. Then, compensation strategies are in the third rank with the mean of 3.30. In the fourth rank is social strategies with the mean of 3.24. Cognitive strategies are in the fifth rank with the mean of 3.18. Respectively, memory strategies are in the last rank as the strategies least frequently used with the mean of 2.95. Since all of the scores of affective, compensation, social, cognitive and memory strategies are in the range of 2.5 to 3.4, they fall into medium level meaning that all those strategies are sometimes used by the international students.

#### **4.1.2 Relationship between Language Learning Strategies and English Proficiency**

From the SILL questionnaire result and TOEFL score collected, the relationship between each type of language learning strategies use and English proficiency were measured by using Pearson product moment correlation. This statistical procedure was used to answer the second problem of the study.

Dornyei, (2007, p.223) states that Pearson product moment allows to look the strength and direction between two variables namely language learning strategies and English proficiency. Before analyzing those relationships, it had to be evaluated that the data showed the normal distribution of each variable. Since the normal distribution of each variable in the data had been fulfilled, the analysis of Pearson product moment correlation was conducted. The Pearson correlation is reported in Table 4.2.

**Table 4.2 Pearson Product Correlation between Language Learning Strategies and TOEFL Score**

|                    |                                  | <b>A</b> | <b>B</b> | <b>C</b>     | <b>D</b> | <b>E</b> | <b>F</b> | <b>G</b> |
|--------------------|----------------------------------|----------|----------|--------------|----------|----------|----------|----------|
| <b>TOEFL Score</b> | Pearson Correlation ( <i>r</i> ) | .220     | .083     | <b>.257*</b> | -.062    | -.145    | -.093    | .081     |
|                    | Sig. (2-tailed) ( <i>p</i> )     | .061     | .486     | <b>.028</b>  | .604     | .221     | .435     | .494     |
|                    | N                                | 73       | 73       | 73           | 73       | 73       | 73       | 73       |

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

Note:

A: Memory Strategies

B: Cognitive Strategies

C: Compensation Strategies

D: Metacognitive Strategies

E: Affective Strategies

F: Social Strategies

G: Overall Language Learning Strategies

In interpreting that result, the strong relationship is looked by the high coefficient Pearson correlation symbolized by *r* which can range between -1 to +1. The high coefficient means a strong relationship and low coefficient means a low relationship. Then, when a coefficient is 0 (zero), it means there is no relationship between the two variables. In addition, the positive coefficient suggests the linier relationship and the negative coefficient suggests inverse relationship. The indication of the strong correlation is scored based on guidelines of interpreting correlation coefficient (*r*) (Dornyei, 2007, p.223). The significance of correlation is looked by the significance score (*p*). When the score of  $p < .05$ , the correlation is significant and when the score of  $p > .05$ , the correlation is not significant. The significance of correlation coefficient is needed statistically to indicate the true score of the measurement (Sarwono, 2009, p.67).

Based on the result of Pearson product moment analysis in Table 4.2, it can be seen, the only one of *p* score which is less than 0.05 was compensation strategies ( $p=.028$ ). Then, the score of coefficient Pearson correlation ( $r=.26$ ) falls



into low correlation since it is in range of 0.25 – 0.5. The positive coefficient correlation shows the linier relationship meaning the increasing use of language learning strategies by the students is followed by the increasing of the TOEFL score. In other words, the more frequently the students use the compensation strategies, the better their TOEFL scores will be. Therefore, from all categories of language learning strategies, compensation strategies were the only ones found to have statistically positive low significant correlation with TOEFL by the score  $r(73) = .26$  and  $p = .028$ .

After examining the relationship between language learning strategies and TOEFL score, this study also investigated which language learning strategies were significantly correlated or predictive to English proficiency. In investigating that problem, a regression analysis was used. Multiple regression is a statistical analysis used to measure the influence of independent or predictor variable to dependent or criterion variable. In this case, the six categories of language learning strategies were categorized as the independent variables and English Proficiency measured by TOEFL score was categorized as the dependent variable. Then, since this measurement engaged more than one independent variable namely memory, cognitive, compensation, metacognitive, affective, and social strategies and one dependent variable that is TOEFL score, the regression analysis used was multiple regression analysis. Multiple regression was used to determine which categories of language learning strategies which were most strongly correlated with English proficiency (Sarjono & Julianita, 2011, p.91). The result of multiple regression analysis is reported in Table 4.3.

**Table 4.3 Multiple Regression of Language Learning Strategies Categories Predictive to TOEFL Score**

| Model                          | Unstandardized Coefficients Beta | Standardized Coefficients Beta | t            | Sig.        |
|--------------------------------|----------------------------------|--------------------------------|--------------|-------------|
| (Constant)                     | 390.796                          |                                | 8.618        | .000        |
| Memory strategies              | 14.389                           | .158                           | 1.104        | .273        |
| Cognitive strategies           | 4.227                            | .045                           | .310         | .758        |
| <b>Compensation strategies</b> | <b>26.933</b>                    | <b>.339</b>                    | <b>2.412</b> | <b>.019</b> |
| Metacognitive strategies       | -8.756                           | -.094                          | -.641        | .524        |
| Affective strategies           | -15.561                          | -.213                          | -1.597       | .115        |
| Social strategies              | -11.260                          | -.164                          | -1.146       | .256        |

Dependent Variable: TOEFL

In interpreting that result, unstandardized coefficient determines the increasing score or decreasing score of dependent variable as the influence from independent variables. The positive unstandardized coefficient suggests the increasing score of dependent variable and negative unstandardized coefficient suggests the decreasing score of dependent variable. Standardized coefficient determines the independent variables that are most predictive to dependent variable. Then, the significance of correlation is looked by the significance score (sig.) that must be less than 0.05 (sig. < .05). (Sarjono & Julianita, 2011, p.110)

Based on the result of multiple regression analysis in Table 4.3, the significance score that is less than 0.05 was compensation strategies ( $p=.019$ ) and they were the most predictive of categories of language learning strategies to the TOEFL score with the score of .339. Therefore, it revealed that among six categories of language learning strategies, only one strategy namely compensation strategies that were significantly predictive to TOEFL score.



## 4.2. Discussion

After having the finding of the application of language learning strategies and the relationship between language learning strategies with English proficiency, discussion is provided to make the interpretation of the finding. The discussion deals with the problems of the study which discuss the application of language learning strategies used by International Undergraduate Program students of FEBUB and the relationship between the application of language learning strategies and English Proficiency measured by TOEFL score.

### 4.2.1 Application of Language Learning Strategies

Based on the findings, metacognitive strategies are revealed as the categories of language learning strategies that are most frequently used by the international students. The other strategies used by the students based on the rank are compensation in the second rank, affective in the third rank, social in the fourth rank, cognitive in fifth rank, and memory respectively in the last rank.

Metacognitive strategies are the strategies most frequently used by the students indicated with mean of 3.64. Based on Oxford's (1990) criterion, this score falls into high level meaning they are usually used by the students. Oxford (1990, p.136) states that metacognitive strategies are the actions which go beyond cognitive devices and provide a way for the learners to coordinate their own learning ways.

Based on the SILL questionnaire result, the applications of metacognitive strategies that fall into high level meaning usually used by international students are *I pay attention when someone is speaking English* with the mean of 4.18, *I*

*have goals for improving English skill with the mean of 4.11, I try to find out how a better learner of English with the mean of 4.08, I notice my English mistakes and use that information to help me do better with the mean of 3.89, I try to find as many ways as I can to use my English with the mean of 3.85, and I think about my progress in learning English with the mean of 3.75*

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

As the goals of International Undergraduate Program that is to produce the graduates who have strong competencies in the economics and business and to equip them with professional skills which enable them to survive in a global business environment, the international students are obliged to use English as the medium of communication. It is expected that by having good communication in English, the graduates will have a capacity to compete in the globalization era. (<http://iup.fe.unibraw.ac.id/>).

Then, since International Undergraduate Program of FEBUB is the member of AACSB International (The Association to Advanced Collegiate School of Business) USA, it allows this program to collaborate with colleagues around the world. This cooperation encourages international students to cross border to take undergraduate study either by taking double degree or student



exchange program (<http://iup.fe.unibraw.ac.id/>). Those which are offered by the International Undergraduate Program can be the motivation and the goals of the students to be international students in which English is used in the teaching and learning activity.

Besides, from the background questionnaire result, it implies that the international students also have high motivation to learn English due to the interest in its language, interest in its culture, and the need of English for future career. Therefore, those motivations encourage the students to choose metacognitive strategies as the strategies most frequently used since these strategies help the students achieve learning goals by managing, arranging, and planning their own learning. This finding is in line with the statement of Politzer (cited in Muttaqin, 2008, p.47) that Asian students are high in using instrumental motivation in which English in International Undergraduate Program is used as the medium of instruction in teaching and learning process.

Next, in the International Undergraduate Program, all courses are taught in English. Since there are differences in the linguistics aspects such as the vocabularies, language rules, writings system, words spelling, and pronunciations, they can be the problems in their learning process. Moreover, it is possible that the students make some errors in producing English since English is not their mother tongue. Therefore, metacognitive strategies are useful for the students to cope with those problems successfully by monitoring their errors. Thus, it can help the students for directing the learning process in a more efficient and effective way. Therefore, the application of metacognitive strategies must be considered very

crucial in learning process, as stated by O'Malley et al (1985, cited in O'Malley and Chamot, 1990, p.99). "students without metacognitive approaches are essentially learners without direction and ability to review their progress, accomplishments, and future learning directions".

After that, the high use of metacognitive strategy can be due to the long English learning experience of the students. From the background questionnaire completed by them, mostly they have learned English for 12 years that is since elementary school. That long experience in learning English encourages them to apply metacognitive strategies in their learning process, since these strategies help the learner to manage and coordinate their own learning dependently. They have already been able to manage and coordinate their own learning by finding out the materials needed in the classroom activity by themselves independently instead of only studying the material given by their lecturer. This kind of responsibility is called as learner autonomy. Benson (2001, p.23) explains that autonomy as taking control over their own learning has a meaning that they can manage their own learning.

By managing the learning effectively and efficiently, it can increase the success in language learning. Therefore, the lecturers of International Undergraduate Program can promote more the application of learner autonomy as the way to achieve learning goals. In addition, Self Access Center (SAC) can facilitate the students to improve their English skills independently.

This finding supports some previous studies such as the studies conducted by Muttaqin (2008) in Indonesia, Nisbet et al. (2005) in China, Al-Buainain



(2010) in Qatar, Nikoopur et al. (2011) in Iran, and Chang (2011) in Taiwan in which metacognitive strategies are in the first rank among the six categories of language learning strategies. In addition, this result also supports what is stated by O'Malley et al (1985, cited in Wu, 2008) that the intermediate level students tend to use metacognitive strategies proportionally. In this case, the International Program students represent the intermediate level students.

In the second rank is affective strategies with the mean of 3.33 meaning this strategy is sometimes used by the students. Oxford (1990, p.140) states that affective strategies help the students to control their emotion during English learning. These strategies consist of lowering the anxiety, encouraging ourselves, and taking the emotional temperature (Oxford, 1990, p.141).

The applications of affective strategies reported fall into high level meaning usually used by international students based on SILL questionnaire result are *I encourage myself to speak English even when I am afraid of making a mistake* and *I give myself a reward or treat when I do well in English* with the same mean of 3.9, *I try to relax whenever I feel afraid of using English* with the mean of 3.85, and *I notice when I am tense or nervous when I am studying of using English* with the mean of 3.52.

Encouraging to speak English and giving a reward or treat to ourselves are the applications of encouraging yourself strategy in the affective strategies. Trying to relax whenever feeling afraid is the application of lowering anxiety strategy.

Then, noticing into feeling of tense or nervous is the application of taking emotional temperature strategy.

As the international students that have the obligation to use English in their teaching and learning activity is not an easy matter. English is used in their teaching and learning process, even in their language of literature or reference books. Those situations require the students to learn English more in order to achieve successful learning. However, sometimes, it can be frustrating to learn the foreign language. Therefore, to face those situations, the affective strategies are needed to help student manage their emotions and attitudes associated with learning.

From the background questionnaire result, it is found that some lecturers of International Undergraduate Programs sometimes encourage their students to be brave in using English though in imperfect English. What the lecturers do is one of the ways to reduce the tension and the emotion in the class. This is in line with Oxford's statement (1990, p.140) that providing increased amount of naturalistic communication is one way to exert a tremendous influence over the emotional atmosphere of the classroom. It can encourage them not to be shamed when they do some mistakes in using English. As a result, that positive emotions and attitudes can make language learning more effective and enjoyable.

In the third rank is compensation strategies with the mean of 3.30. It falls into medium level meaning that compensation strategies are sometimes used by the international student. These strategies have the role in helping the students to deal with the difficulties and overcoming limitation in learning English (Oxford, 1990, p.47). This result study is supported with the statement of Oxford (1990,



p.90) that compensation strategies are essential for beginning and intermediate language learner.

The SILL questionnaire result reports the applications of compensation strategies that fall into high level that are usually used by international students *are to understand unfamiliar English words, I make guesses* with the mean of 3.75 and *If I can't think of an English word, I use a word or phrase that means the same thing* with the mean of 3.53. Making guess to understand unfamiliar English is the application of guessing intelligently strategy in compensation strategies and using a word or phrase that has the same meaning because of limitation knowledge of vocabularies is the application of overcoming limitations in speaking and writing strategy.

As the international students using English as the medium of communication, it requires the students to use English as their main language in the learning process. The international students as the foreign language learners, using English in their academic life is not easy. They must have difficulties not only in understanding English, but also in producing English. Facing this situation, it encourages the students to apply compensation strategies since they allow the students to produce spoken or written expression in the new language without complete knowledge (Oxford, 1990, p.48). Therefore, the using of compensation strategy is useful to help the students still involved in using English despite their language limitations.

This finding is different from the other previous studies such as the studies conducted by Tenry (2007) in Indonesia, Zhao (2009) in Thailand, and Su (2012)

in Taiwan. In their studies, compensation strategies were reported to be in the first rank, while in this study, compensation is in the third rank. This can be explained since the use of language learning strategies are relative to the type of learners and setting of education (Wharton 2000, cited in Muttaqin, 2008, p.48)

In the fourth rank is social strategies having the mean of 3.24. This score implies that the social strategies are sometimes used by the students. Oxford (1990, p.145) states that social strategies facilitate language learning through interaction with other people by using the target language. It is very important in language learning since language is a form of social behavior so that the language learning involves other people.

Lightbown and Spada (2006, p.43) state that interaction with other people is important to facilitate the language acquisition. By having the interaction, the students can gain the access to new language knowledge by exchanging the information from one student to other students. Then, it helps the students to provide the opportunity to participate in a conversation to process various inputs to produce comprehensible output that can promote acquisition. Therefore, the interaction with other people can promote acquisition.

Concerning with the SILL questionnaire result, the application *If I do not understand something in English, I ask other person to slow down or say it again* with the mean of 3.88 falls into high level meaning that application is usually used by international students. That is related to the application of social strategies of asking question strategy. This strategy helps the students to understand and get



involve in conversation. As the result, it can help the students process the input knowledge of the target language and produce the comprehensive output.

Then, based on the responds of the students in the background questionnaire related to the application of social strategies, there are some students who join an English club to develop their language learning strategies.

By joining the English club, they can interact with other people by practicing their English. When they engage in the conversation with others, the students can get some feedback or input cooperatively from others in order to be better English learners. In addition, since there is sometimes a guest lecture from overseas universities provided by the International Undergraduate Program, they have the chance to practice their English skill with native speakers. Thus, it encourages the application of social strategy related to practice English with the proficient user of English.

In addition, the use of English as a medium of interaction can help the students to apply social strategies in their language learning. Since the obligation of each international student to use English as the medium of communication in which all courses are taught in English and the teaching systems applied in International Program such as group discussion and presentation, they support the International Undergraduate Program to become the conducive environment to learn and practice English. Thus, it encourages the application of social strategies by interacting or communicating by using English with other people

Cognitive strategies are in the fifth rank with the mean of 3.18 meaning that these strategies are sometimes used by international students. Oxford (1990,

p.43) explains that cognitive strategies provide the students to use their mental processes in the form of practicing, receiving and sending the message, analyzing and reasoning, and creating structure for input and output.

Based on the SILL questionnaire result, the applications in this strategy that fall into high level are *I practice the sounds of English* with the mean of 4.0, *I watch English language TV shows spoken in English or go to movies spoken in English* with the mean of 3.96, *I try to talk like native speakers* with the mean of 3.63, and *I use the English words I know I different ways* with the mean of 3.51.

Practicing the English sound, watching the movie used English, using English words known in different ways, and trying to talk like native speaker are the applications of cognitive strategies that is practicing strategy.

Oxford (1990) states that cognitive strategies tend to be the most popular strategies with language learners. However, this study reveals that the application of cognitive strategies is in the fifth rank. It can be caused by the assumption of the students considering cognitive strategies are usual strategies to be applied by a foreign language learner compared with the other strategies.

Memory strategies are reported as the strategy in the last rank. It is indicated with the lowest mean of 2.95. Although they are the least frequently strategies used, this score still falls into medium level which this category is sometimes used by the students. Oxford (1990, p.38) states that memory strategies help learner remember, store, and retrieve new information when there is a need for communication.



Based on SILL questionnaire, the applications of memory strategies that fall into high level meaning usually used are *I think of relationship between what I already know and new things I learn in English* and *I use new English words in a sentence so I can remember them* with the same mean of 3.53. Thinking the relationship is the application of creating mental linkage strategy and using new English word in sentence is the application of employing action strategy in the memory strategies.

Oxford (1990, p.40) states that memory strategies are most frequently used by the beginning learners rather than the intermediate learners. Therefore, that statement confirms to explain the reason of the lowest rank of this strategy category. The other possibility of the least used of this category might be due to the fact that the international students are not aware of the importance of memory strategy use.

This finding supports some previous studies revealing memory strategies as the least frequently language learning strategies used. Those studies were conducted by Muttaqin (2008), Tenry (2007), Zhao (2009) in Thailand, Nikoopour et al. (2011) in Iran, Nisbet et al (2005) in China, Radwan (2011) in Oman, and Chang (2011) in Taiwan.

From the overall use of language learning strategies revealed in this study, it falls into medium level indicated with the average score of 3.25. That score implies the learning strategies are sometimes used by the students. This medium level result of the use of the language learning can be correlated with the proficiency of the students. From the reported TOEFL scores of the International

Program students, the average score of their TOEFL is 415. That average TOEFL score suggest the English proficiency of the students is in intermediate level (<http://secure.vec.bc.ca/toefl-equivalency-table.cfm>). Oxford (1990, p.1) states that the use of language learning strategies can result in improving proficiency. In other words, there is linier relationship between the use of language learning strategies and English Proficiency. When the use of language learning strategies is reported high, the English proficiency will be also reported high. Therefore, in this case, since the application of language learning strategies is in the medium level, thus their English proficiency is also reported to be in the intermediate level.

This result is in line with the other studies conducted in the EFL context by Muttagin (2008) in Indonesia, Nikoopour et al (2011) in Iran, Zhao (2009) in Thailand, Nisbet et al (2005) in China, Su (2012) in Taiwan, and Radwan (2011) in Oman. However, this result of the study is different from the ones conducted in ESL contexts where the application of learning strategies fall into high level meaning that those strategies are usually used (Oxford & Burry-Stock, 1995, cited in Muttagin, 2008, p.49).

The difference in the result of the study can be examined by looking through the contexts where the learning strategies are applied. When English is used as the second language, the application of language learning strategies tends to be higher than in the environment where English is used as the foreign language. In the context of ESL, English is used as the daily language where the communities commonly use English to communicate each other. However, in Indonesia where English is used as the foreign language, English is not used as



the daily language. Thus, the use of English is still very limited. Oxford (1990, p.6) states “a foreign language does not have immediate social and communicative function within the community”.

The other factors that might influence the medium level of language learning strategies revealed in this study is English teaching method in Indonesian schools. That teaching method in Indonesian schools leads the students are not accustomed to using language learning strategies in the learning activity until in the university life. In the Indonesian schools, the English teaching method tends to be in the traditional approach that is mostly focused on teaching grammar. Thus, the attention of the language use tends to be not paid (Prapti, 2008, para.2). Then, the instructional approach of teaching that still tends to be teacher-centered in which the instructional strategy prescribed by teacher, focus on language forms and structures and the teacher totally handles the classroom, Consequently, the students tend to be passive and dependent to the teacher (Hirumi, 2007, para.3).

Also, the last factor that becomes possible reason of the medium level of the application of language learning strategies is because mostly the application of language learning strategies is ignored to be taught by the teacher so that the students may not really be aware that language learning strategies play important roles in developing their language skills. As the result, those which are experienced by the students in the school life might impact to the students to be not familiar in using language learning strategies in their academic university life.

Facing those phenomena, in order to increase the use of learning strategies, Communicative Language Teaching (CLT) method can be applied in the teaching

and learning activity in which the communicative competence is the main goal in guiding the students to use English in daily communication. Oxford (1990, p.8) state that the appropriate use of language learning strategies are oriented toward the goal of communicative competence. Therefore, by applying CLT method, it can enhance the use of language learning strategies so that the student can be familiar to orchestrate language learning strategies in learning activity. Then, the change from teacher-centered to be learner-centered instruction can make the students be more independent in language learning. Therefore, it can guide the students to become autonomous that are able to manage and arrange their own language learning by applying language learning strategies in learning process. (Benson, 2001, p.23)

As the International Undergraduate Program in which English is used as the medium language in teaching and learning activity, it is supposed that the result of the application of overall language learning use is reported to be in high level. They should have been familiar in using language strategies because in their academic lives, they have accustomed to use English whether in spoken or written form. Therefore, the medium level use of overall language strategies should be increased to the higher level use in order that the international students can be more successful in their academic life. This study result can be the reference for the lecturers or instructors of International Undergraduate Program to evaluate their teaching methods and modify the course, curriculum, and assessment design to the students.



The lecturers or instructors of International Undergraduate Program should build the awareness of the importance of language learning strategies to enhance the successful learning. Therefore, they can carry out strategy training which is intended to enrich students' knowledge of language learning strategies and to be able to apply them for doing particular learning activities (Chamot, 2005, p.122).

According to Oxford (1990, p.201), the goals of such training are "to help make language learning more meaningful, to encourage a collaborative spirit between learner and teacher, to learn about options for language learning, and to learn and practice strategies that facilitate self reliance". Eventually, the strategy training is important since it can promote the students' awareness about the importance of learning strategies and apply those strategies to help the students learn the language more effectively.

#### **4.2.2 Relationship between the Application of Language Learning Strategies and English Proficiency**

The finding from the result of the Pearson product moment analysis reveals there is a relationship between language learning strategies and English proficiency showed by a positive low correlation ( $r = .26$ ) between compensation strategies and English proficiency. The positive score indicates that if one variable increases, the other variable will also increase. In other words, when the compensation strategies increase, it will be followed by the increase of TOEFL score.

Then, from the result of a multiple regression analysis, it reveals that the category of language learning strategies namely compensation strategies are the

strategies significantly correlated with English proficiency. It means that compensation strategies are the only one category of strategies that can influence the TOEFL score. Regarding with that result, the lecturers of International Undergraduate Program should introduce and promote more about the compensation strategies to their students since they have the influence in increasing the TOEFL score. Hopefully, the international students can benefit from applying those effective strategies to improve their English proficiency.

The lecturers or instructors can teach the application of compensation strategies to the students. According to Oxford (1990), the lecturers of international program can train the students by guessing intelligently by using linguistic clues to the meaning of what is heard or read. The students can guess the clues in the forms of address, such as titles or nicknames to help the students guess the meaning of what they hear or read; close observation of nonverbal behavior, such as the speaker's tone of voice, facial expression, emphasis, and body language to help them to understand what is being said; using perceptual and situational context to help the understanding; using structural clues, meaning of text structure, proper names, graphs, pictures, tables, and appendices to help the students get an idea of the meaning; associating newly heard information with prior knowledge to help students guess the meaning of a listening passage.

Besides training the students to guess intelligently as the part of compensation strategies, the lecturers or instructors also can train the students to overcome the limitation in speaking and writing. The students can switch the target language to the mother tongue due to the limitation to use the appropriate



target language in the conversation; asking help in conversation by hesitating or explicitly asking for the missing expression in the conversation; using physical motion such as mime or gesture to help the students in placing of an expression during a conversation to indicate the meaning; avoiding communication to help the students anticipate the difficulties in conversation may be encountered; selecting the topic in which the students are interested in and mastered its vocabularies and structures; adjusting or approximating the message to help students alter the message by omitting some items of information, making the ideas simpler, saying something slightly different having similar meaning; making up new words to help the students communicate a concept which the students does not have the right vocabulary; and using a circumlocution or synonym to help students convey the intended meaning.

Related to the only one category that is compensation strategies which have a low positive correlation with English proficiency, it is seemingly different with a previous study such as the study conducted by Dreyer and Oxford (1996, cited in Nambiar, 2009, p.137) that revealed very high correlation between learning strategies and English proficiency among Afrikans. This high correlation is caused by the context reason where English in Africa is recognized as an official language or English as the second language.

Those various results of the degree of correlation between language learning strategies and English proficiency can be caused by the context where English is used in the community. When English is used as second language, the

correlation between strategies and English proficiency is higher compared with when English is used as a foreign language.

The other possible reasons of the low correlation between learning strategies and English proficiency might be due to SILL questionnaire as the instrument to assess language learning strategies which cannot cover all strategies used by the students in their learning activities. It is possible since there is no single technique can serve the complete data as stated by Oxford and Green (1995, cited in Zhou 2009, p.5). Then, TOEFL as the instrument to measure English proficiency is not able to cover all language skills.

To face those problems, it can be used the combination assessment of language learning strategy such as interviews, think aloud procedures, note taking, diaries or journals, or participant observations. It is expected to be able to assess language learning strategies of the students in learning activities. Then, using multiple measurements beside TOEFL to assess all language skills, such as oral conversation test to assess the speaking skill and writing test to assess the writing skill. Therefore, those measurements can cover all language skills assessments consisting of listening, structure, reading, speaking, and writing.

At last, since this study investigated the application of language learning strategies in 2011 academic year students of International Undergraduate Program of FEBUB, it provides the baseline information about the use of language learning strategies by the first-year students. Therefore, it can be used to improve the level use of their language learning strategies in the high level in higher semester.



## CHAPTER V

### CONCLUSION AND SUGGESTION

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

#### 5.1 Conclusion

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

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

The affective strategies are placed in the second rank. It implies that regulating emotion in language learning is considered important by the students.

In the third rank is compensation strategies. The limitation in using English in the appropriate way encourage the students to compensate their limited knowledge of language by using compensation strategies. Then, in the fourth rank is social strategies in which the international students often practice the English conversation with their friend and even with the native speaker.

After that, cognitive strategies are in the fifth rank because of the possibility that the international students consider these strategies are the usual strategies to be applied. At last, memory strategies are reported as the least strategy frequently used. The reason of the lowest of the use of memory strategies are since usually memory strategies are used by the beginner learner, while the international students are intermediate learner. In addition, it might be the students are not aware about the importance of the memory strategies in the learning process.

Related to the relationship between language learning strategies and English proficiency, the positive low significant correlation is revealed between language learning strategies shown by compensation strategies and English proficiency measured by TOEFL ( $r = .26$ ). Then, from the multiple regression analysis, it reveals that compensation strategies are the only one category of language learning strategies which are significantly correlated with English proficiency.



## 5.2 Suggestion

The pedagogical implication from the finding of this study, it is suggested for the lecturers or instructors of International Undergraduate Program to help the students understand more about the importance of language learning strategies that can enhance their successful learning. Strategy training can be conducted to give the understanding about the importance of language learning strategies and train the students to be able to apply them in learning activity.

Next, the international students can be encouraged to be the independent student taking the responsibilities for their own learning known as learner autonomy. It is conducted as the further direction of the use of learning strategies in facing the different needs of each student in learning activity. Therefore, it can help the students to achieve the more successful learning.

In addition, since compensation strategies are the category of language learning strategies correlated with TOEFL score, the students can consider more of the application of compensation strategies. Therefore, the lecturers or instructors of International Undergraduate Program should introduce and promote more about the compensation strategies to their students in order to increase English proficiency.

For the next writers that want to conduct similar study related to the study of language learning strategies, it is suggested that some items can be the evaluation for the further study in the next time. First, since this study is quantitative study using SILL questionnaire as the one self-report instrument in collecting the data, it will be better when the next study uses the combination with

qualitative approach by using interviews and think aloud procedures, note taking, diaries or journals, participant observation in order to get the more accurate data that can be useful to get more comprehensive and better finding. By the combination of quantitative and qualitative method, it is expected that study can explore more the other factors contributing the successful of English language learners.

Second, using longitudinal-section might serve the better data to determine accurately the factors that influence the individual differences in using language learning strategies. Also, it can serve the more accurate data to get the more comprehensive evaluation of the relationship between language learning strategies and English proficiency since this study uses cross-sectional approaches.

Third, since TOEFL cannot directly measure speaking and writing skills, it is recommended for the next study to use the multiple measurements. It includes the oral conversation test to assess the speaking skill and writing test to assess the writing skill. Therefore, those measurements can cover all language skills assessments consisting of listening, structure, reading, speaking and writing. The other alternative is using TOEIC to measure English skill for international communication.

Fourth, since there are other variables of individual differences beside proficiency such as gender, learning style, learner belief, motivation, ethnicity, etc, it is recommended for the next study to take those accounts as the variables to be investigated and examined to identify more other factors that can influence the application of language learning strategies.



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## APPENDICES

**Appendix 1. The Average Score of SILL Questionnaire and TOEFL Score**

| No | Language Learning Strategies |           |              |               |           |        |         |       |
|----|------------------------------|-----------|--------------|---------------|-----------|--------|---------|-------|
|    | Memory                       | Cognitive | Compensation | Metacognitive | Affective | Social | Overall | TOEFL |
| 1  | 2.44                         | 2.86      | 3.5          | 3.89          | 3.33      | 3.33   | 3.16    | 393   |
| 2  | 3                            | 3.43      | 4.17         | 3.89          | 3.33      | 3.67   | 3.54    | 387   |
| 3  | 3                            | 3.07      | 3.83         | 3             | 2.83      | 3.17   | 3.12    | 423   |
| 4  | 2.67                         | 2.93      | 3.17         | 4.33          | 4         | 4.17   | 3.44    | 360   |
| 5  | 3.11                         | 2.93      | 3.33         | 3.56          | 2.67      | 3.17   | 3.12    | 450   |
| 6  | 3.22                         | 2.79      | 3.33         | 3.56          | 3.17      | 3.17   | 3.16    | 507   |
| 7  | 2.56                         | 2.14      | 3            | 2.89          | 2.5       | 2      | 2.48    | 473   |
| 8  | 3.11                         | 3.71      | 3.33         | 4.44          | 4         | 3.83   | 3.74    | 397   |
| 9  | 1.67                         | 3.21      | 2.5          | 3.67          | 4.17      | 2.67   | 2.98    | 400   |
| 10 | 3                            | 2.71      | 2.83         | 3.33          | 3.17      | 3      | 2.98    | 403   |
| 11 | 3.11                         | 2.93      | 2.33         | 3.89          | 2.83      | 3      | 3.06    | 433   |
| 12 | 2.44                         | 2.14      | 2.17         | 2.89          | 2.5       | 2.33   | 2.4     | 410   |
| 13 | 2.78                         | 3.07      | 3.17         | 3.22          | 2.83      | 3.33   | 3.06    | 380   |
| 14 | 3.11                         | 3.36      | 4.33         | 3.67          | 3         | 2.33   | 3.32    | 377   |
| 15 | 3                            | 2.71      | 2.5          | 3.33          | 3.5       | 2.5    | 2.92    | 330   |
| 16 | 3.22                         | 3.36      | 3.5          | 3.56          | 3.17      | 2.83   | 3.3     | 327   |
| 17 | 2.56                         | 2.86      | 3.17         | 3.33          | 2.67      | 3.17   | 2.94    | 457   |
| 18 | 2.67                         | 2.29      | 2.67         | 2.67          | 2.83      | 2.33   | 2.54    | 447   |
| 19 | 3.33                         | 2.79      | 4.33         | 2.89          | 2.83      | 3.5    | 3.18    | 530   |
| 20 | 2.67                         | 2.57      | 3.5          | 3.67          | 3.67      | 3.5    | 3.14    | 390   |
| 21 | 3.22                         | 3.5       | 3.67         | 3.67          | 3.67      | 3.33   | 3.5     | 420   |
| 22 | 3.33                         | 3.79      | 3.83         | 3.11          | 4.17      | 3.33   | 3.58    | 463   |
| 23 | 3.11                         | 3.07      | 3.5          | 4             | 4         | 3.17   | 3.42    | 430   |
| 24 | 3.78                         | 3.5       | 3.67         | 3.89          | 2.17      | 3.67   | 3.5     | 477   |
| 25 | 2.56                         | 2.43      | 3.17         | 4.33          | 4.17      | 4.17   | 3.3     | 407   |
| 26 | 2.11                         | 2.21      | 1.83         | 1.44          | 1.33      | 1.5    | 1.82    | 390   |
| 27 | 2.44                         | 2.36      | 2.83         | 3.89          | 3.5       | 2.67   | 2.88    | 367   |
| 28 | 2.67                         | 2.79      | 3.5          | 3.78          | 3.33      | 2.17   | 3.02    | 367   |
| 29 | 2.56                         | 3.86      | 2.5          | 3.78          | 1.83      | 3.17   | 3.12    | 430   |
| 30 | 2.78                         | 3.14      | 3            | 3.33          | 3.33      | 2.83   | 3.08    | 410   |
| 31 | 3                            | 2.86      | 2.17         | 3.22          | 2.67      | 2.83   | 2.84    | 367   |
| 32 | 2.78                         | 2.93      | 3.33         | 3.22          | 3.33      | 3.5    | 3.12    | 383   |
| 33 | 2.89                         | 3.29      | 2.5          | 3.22          | 1.17      | 3.67   | 2.9     | 457   |
| 34 | 3.89                         | 3.71      | 3.67         | 4.11          | 3.33      | 2.67   | 3.64    | 393   |
| 35 | 3.22                         | 3.5       | 3.33         | 3.67          | 4.5       | 4.33   | 3.68    | 383   |

Table Continuation

| No | Language Learning Strategies |           |              |               |           |        |         |       |
|----|------------------------------|-----------|--------------|---------------|-----------|--------|---------|-------|
|    | Memory                       | Cognitive | Compensation | Metacognitive | Affective | Social | Overall | TOEFL |
| 36 | 2.67                         | 2.93      | 2.17         | 4             | 4         | 3.83   | 3.22    | 373   |
| 37 | 3.33                         | 4         | 2.5          | 3.11          | 3.33      | 3.83   | 3.44    | 403   |
| 38 | 2.11                         | 2.21      | 3.33         | 3.78          | 2.33      | 2.33   | 2.64    | 430   |
| 39 | 3.11                         | 3.14      | 2.83         | 3.44          | 2.83      | 3.33   | 3.14    | 380   |
| 40 | 2.89                         | 2.93      | 3.83         | 3.89          | 4.33      | 3.33   | 3.42    | 463   |
| 41 | 4.67                         | 3.93      | 4            | 4.67          | 3         | 4.5    | 4.16    | 417   |
| 42 | 2.67                         | 3.07      | 3.17         | 4             | 3.17      | 3.33   | 3.22    | 417   |
| 43 | 3.22                         | 3.86      | 3.17         | 3.67          | 3.17      | 2.67   | 3.4     | 463   |
| 44 | 3.56                         | 3.64      | 2.83         | 4             | 2.5       | 2.67   | 3.34    | 397   |
| 45 | 3.78                         | 3.79      | 3.83         | 3.78          | 4.33      | 4.83   | 3.58    | 380   |
| 46 | 2.78                         | 3         | 2.83         | 3.56          | 3         | 3.83   | 3.14    | 350   |
| 47 | 2.11                         | 2.14      | 2.83         | 2.67          | 3.67      | 1.67   | 2.44    | 330   |
| 48 | 3.89                         | 3.5       | 3.67         | 3.56          | 3.5       | 3.83   | 3.64    | 427   |
| 49 | 3.33                         | 3.57      | 4            | 3.89          | 3.67      | 3.83   | 3.68    | 333   |
| 50 | 3.44                         | 4.21      | 4.17         | 3.78          | 4.5       | 3      | 3.88    | 417   |
| 51 | 3.89                         | 3.07      | 4.17         | 4.44          | 3.17      | 4.17   | 3.74    | 443   |
| 52 | 2.33                         | 4.14      | 2.83         | 3.89          | 3.67      | 4.83   | 3.54    | 333   |
| 53 | 2.78                         | 3.64      | 3.83         | 3.56          | 4.17      | 2.67   | 3.44    | 440   |
| 54 | 2.67                         | 3.21      | 3.5          | 3.44          | 3.17      | 2.83   | 3.14    | 367   |
| 55 | 3                            | 3         | 3.67         | 3.89          | 3.67      | 3.83   | 3.42    | 370   |
| 56 | 3.67                         | 4.29      | 4.83         | 4.44          | 4         | 3      | 4.08    | 463   |
| 57 | 2.11                         | 3         | 2.83         | 3.67          | 3.17      | 3.17   | 2.98    | 373   |
| 58 | 3.44                         | 3.57      | 2.5          | 4             | 3.5       | 3.17   | 3.44    | 430   |
| 59 | 2.56                         | 2.71      | 2.33         | 3.56          | 3.83      | 2.5    | 2.9     | 407   |
| 60 | 3.44                         | 3.5       | 4            | 3.67          | 3.67      | 3.67   | 3.62    | 547   |
| 61 | 2                            | 3.5       | 3.83         | 4             | 3.83      | 2.83   | 3.32    | 430   |
| 62 | 2.56                         | 2.64      | 3.17         | 3.56          | 3.33      | 2.83   | 2.96    | 427   |
| 63 | 2.33                         | 3.64      | 3.5          | 3.67          | 3.67      | 4.67   | 3.52    | 370   |
| 64 | 3.56                         | 3.86      | 3.83         | 3.67          | 3.5       | 3.17   | 3.64    | 507   |
| 65 | 3.33                         | 3.29      | 2.83         | 3.56          | 3.33      | 3.5    | 3.32    | 433   |
| 66 | 3.33                         | 3.14      | 4            | 4             | 4.5       | 3.67   | 3.67    | 397   |
| 67 | 2.11                         | 2.93      | 3            | 2.78          | 2.83      | 2.9    | 2.64    | 537   |
| 68 | 3.22                         | 4.21      | 3.67         | 4.56          | 3.67      | 4.67   | 4.02    | 427   |
| 69 | 2.11                         | 3.43      | 3.5          | 4.67          | 3.5       | 3      | 3.38    | 417   |
| 70 | 3.44                         | 3.29      | 4.17         | 4.22          | 3.5       | 4      | 3.7     | 463   |
| 71 | 3.11                         | 3.29      | 3.33         | 3.67          | 3.67      | 2.83   | 3.32    | 510   |
| 72 | 3.11                         | 3.21      | 3.5          | 3.11          | 3.5       | 3      | 3.22    | 433   |
| 73 | 2.78                         | 3.07      | 3.67         | 3.22          | 3.5       | 3.5    | 3.22    | 407   |



| Items of Memory Strategies        |      |      |      |      |      |      |      |      |      |      |      |      |      |
|-----------------------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| 1                                 | 2    | 3    | 4    | 5    | 6    | 7    | 8    | 9    |      |      |      |      |      |
| 3.53                              | 3.53 | 2.92 | 3.3  | 3.42 | 1.75 | 3.08 | 3.32 | 3.03 |      |      |      |      |      |
| Items of Cognitive Strategies     |      |      |      |      |      |      |      |      |      |      |      |      |      |
| 1                                 | 2    | 3    | 4    | 5    | 6    | 7    | 8    | 9    | 10   | 11   | 12   | 13   | 14   |
| 2.96                              | 3.62 | 4.07 | 3.51 | 3.07 | 3.96 | 2.82 | 3.16 | 3.26 | 2.66 | 2.49 | 3.16 | 3.26 | 2.78 |
| Items of Compensation Strategies  |      |      |      |      |      |      |      |      |      |      |      |      |      |
| 1                                 | 2    | 3    | 4    | 5    | 6    |      |      |      |      |      |      |      |      |
| 3.75                              | 3.38 | 3.15 | 2.95 | 3.04 | 3.53 |      |      |      |      |      |      |      |      |
| Items of Metacognitive Strategies |      |      |      |      |      |      |      |      |      |      |      |      |      |
| 1                                 | 2    | 3    | 4    | 5    | 6    | 7    | 8    | 9    |      |      |      |      |      |
| 3.85                              | 3.89 | 4.18 | 4.08 | 2.63 | 3.36 | 3.29 | 4.11 | 3.75 |      |      |      |      |      |
| Items of Affective Strategies     |      |      |      |      |      |      |      |      |      |      |      |      |      |
| 1                                 | 2    | 3    | 4    | 5    | 6    |      |      |      |      |      |      |      |      |
| 3.85                              | 3.9  | 3.9  | 3.52 | 2.49 | 2.36 |      |      |      |      |      |      |      |      |
| Items of Social Strategies        |      |      |      |      |      |      |      |      |      |      |      |      |      |
| 1                                 | 2    | 3    | 4    | 5    | 6    |      |      |      |      |      |      |      |      |
| 3.88                              | 3    | 3.27 | 2.81 | 3.49 | 2.99 |      |      |      |      |      |      |      |      |

### Appendix3. Strategy Inventory for Language Learning (SILL) Questionnaire

NIM : .....  
Jurusan : .....

#### ***Strategy Inventory for Language Learning (SILL)***

*Version for Speakers of Other Language Learning English*

*Version 7.0 (ESL/EFL)*

*(c) Rebecca Oxford, 1989*

#### *Direction*

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

*Alternatives answers:*

1. *Never or almost never true of me*  
*Means that the statement is very rarely true of you*
1. *Usually not true of me*  
*Means that the statement is true less than a half the time*
2. *Somewhat true of me*  
*Means the statement is true of you about half the time*
3. *Usually true of me*  
*Means the statement is true more than half time*
4. *Always or almost always true of me*  
*Means that the statement is true of you almost always*

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



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

Pilihan jawaban:

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

Jawablah pertanyaan-pertanyaan berikut **sesuai dengan apa yang anda lakukan.**

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

| No.           | Question<br>(Pertanyaan)   | Response<br>(Jawaban) |
|---------------|--|-----------------------|
| <b>PART A</b> |  |                       |
| 1.            | <i>I think of relationship between what I already know and new things I learn in English.</i><br>Saya mencoba untuk menghubungkan apa yang telah saya ketahui dengan hal-hal baru yang saya pelajari dalam Bahasa Inggris. | 1 2 3 4 5             |
| 2.            | <i>I use new English words in a sentence so I can remember them.</i><br>Saya menggunakan kata-kata baru Bahasa Inggris dalam kalimat untuk mempermudah saya dalam mengingat kata-kata baru tersebut.                       | 1 2 3 4 5             |

| No.           | Question<br>(Pertanyaan)   | Response<br>(Jawaban) |
|---------------|--|-----------------------|
| 3.            | <i>I connect the sound of a new English word and an image or picture of the word to help me remember the word</i><br>Saya menghubungkan bunyi kata baru Bahasa Inggris dengan sebuah gambar dari kata tersebut untuk mempermudah saya dalam mengingat kata-kata baru tersebut. | 1 2 3 4 5             |
| 4.            | <i>I remember a new English word by making a mental picture of a situation in which the word might be used.</i><br>Saya mengingat kata baru Bahasa Inggris dengan menggambarkan situasi dimana kata tersebut digunakan   | 1 2 3 4 5             |
| 5.            | <i>I use rhymes to remember new English words.</i><br>Saya menggunakan rima dalam mengingat kata-kata baru Bahasa Inggris.   | 1 2 3 4 5             |
| 6.            | <i>I use flashcards to remember new English words.</i><br>Saya menggunakan kartu untuk mengingat kata-kata baru Bahasa Inggris.  | 1 2 3 4 5             |
| 7.            | <i>I physically act out new English words.</i><br>Saya memperagakan kata-kata baru Bahasa Inggris.   | 1 2 3 4 5             |
| 8.            | <i>I review English lesson often.</i><br>Saya sering mengulang atau mengulas kembali materi Bahasa Inggris.  | 1 2 3 4 5             |
| 9.            | <i>I remember new English words or phrases by remember their location on the page, on the board, or on a street sign.</i><br>Saya mengingat kata-kata atau frase-frase baru Bahasa Inggris dengan mengingat letaknya pada halaman buku, papan, atau pada tanda-tanda di jalan. | 1 2 3 4 5             |
| <b>PART B</b> |  |                       |
| 10.           | <i>I say or write new English words several times.</i><br>Saya mengucapkan atau menuliskan secara berulang-ulang kata-kata baru Bahasa Inggris   | 1 2 3 4 5             |
| 11.           | <i>I try to talk like native speakers.</i><br>Saya mencoba untuk berbicara seperti penutur asli Bahasa Inggris.  | 1 2 3 4 5             |
| 12.           | <i>I practice the sounds of English.</i><br>Saya berlatih mengucapkan kata-kata Bahasa Inggris.  | 1 2 3 4 5             |



| No. | Question<br>(Pertanyaan)  | Response<br>(Jawaban) |
|-----|---|-----------------------|
| 13. | <i>I use the English words I know I different ways.</i><br>Saya menggunakan kata-kata Bahasa Inggris yang saya ketahui dengan cara yang berbeda-beda.   | 1 2 3 4 5             |
| 14. | <i>I start conversation in English.</i><br>Saya bercakap-cakap dengan Bahasa Inggris.   | 1 2 3 4 5             |
| 15. | <i>I watch English language TV shows spoken in English or go to movies spoken in English.</i><br>Saya menonton acara televisi atau menonton film yang berbahasa Inggris.  | 1 2 3 4 5             |
| 16. | <i>I read for pleasure in English.</i><br>Saya membaca buku Bahasa Inggris sebagai hiburan.   | 1 2 3 4 5             |
| 17. | <i>I write notes, messages, letters, or reports in English.</i><br>Saya menulis catatan-catatan, pesan-pesan, surat-surat dan laporan-laporan dengan menggunakan Bahasa Inggris.  | 1 2 3 4 5             |
| 18. | <i>I first skim an English passage (read over the passage quickly) then go back and read carefully.</i><br>Dalam membaca buku berbahasa Inggris, pertama kali, saya membacanya secara sekilas kemudian memulai kembali dari awal untuk membacanya dengan seksama. | 1 2 3 4 5             |
| 19. | <i>I look for words in my own language that are similar to new words in English.</i><br>Saya mencari kata-kata dalam bahasa saya sendiri (Bahasa Indonesia) yang mirip dengan kata-kata baru Bahasa Inggris.  | 1 2 3 4 5             |
| 20. | <i>I try to find patterns in English.</i><br>Saya mencoba menemukan pola-pola Bahasa Inggris  | 1 2 3 4 5             |
| 21. | <i>I find the meaning of an English word by dividing it into parts that I understand</i><br>Saya mengartikan kata-kata dari Bahasa Inggris dengan cara memisahnya satu persatu menjadi bagian-bagian yang saya mengerti.  | 1 2 3 4 5             |
| 22. | <i>I try to not translated word-for-word.</i><br>Saya mencoba untuk tidak menerjemahkan kata per kata.  | 1 2 3 4 5             |

| No.           | Question<br>(Pertanyaan)   | Response<br>(Jawaban) |
|---------------|--|-----------------------|
| 23.           | <i>I make summaries of information that I hear or read in English.</i><br>Saya membuat rangkuman dari informasi yang saya dengar atau yang saya baca dalam Bahasa Inggris.   | 1 2 3 4 5             |
| <b>PART C</b> |  |                       |
| 24.           | <i>To understand unfamiliar English words, I make guesses</i><br>Saya mencoba menerka kata-kata Bahasa Inggris untuk memahami kata-kata Bahasa Inggris yang tidak terlalu saya pahami.   | 1 2 3 4 5             |
| 25.           | <i>When I can't think of word during a conversation in English, I use gesture.</i><br>Saya menggunakan gerak tubuh (gesture) ketika saya tidak dapat mengungkapkan kata-kata Bahasa Inggris dalam percakapan.                                    | 1 2 3 4 5             |
| 26.           | <i>I make up new word if I do not know the right ones in English.</i><br>Saya membuat kata-kata / istilah baru jika saya tidak mengetahui kata-kata Bahasa Inggris yang benar.   | 1 2 3 4 5             |
| 27.           | <i>I read English without looking up every new word.</i><br>Saya membaca bacaan Bahasa Inggris tanpa melihat satu persatu arti kata-kata tersebut dalam kamus.   | 1 2 3 4 5             |
| 28.           | <i>I try to guess what the other person will say next in English.</i><br>Saya mencoba untuk menebak apa yang selanjutnya akan dikatakan orang lain ketika orang lain tersebut berbicara Bahasa Inggris.  | 1 2 3 4 5             |
| 29.           | <i>If I can't think of an English word, I use a word or phrase that means the same thing.</i><br>Jika saya tidak mengerti sebuah kata dalam Bahasa Inggris, saya menggunakan kata atau frase yang mempunyai arti yang sama.                      | 1 2 3 4 5             |
| <b>PART D</b> |  |                       |
| 30.           | <i>I try to find as many ways as I can to use my English.</i><br>Saya berusaha untuk menemukan cara sebanyak-banyaknya untuk mempraktekkan Bahasa Inggris saya.  | 1 2 3 4 5             |
| 31.           | <i>I notice my English mistakes and use that information to help me do better.</i><br>Saya memperhatikan kesalahan-kesalahan Bahasa Inggris saya dan menggunakan informasi tersebut untuk membantu saya agar saya dapat belajar lebih baik lagi. | 1 2 3 4 5             |



| No.           | Question<br>(Pertanyaan)   | Response<br>(Jawaban) |
|---------------|--|-----------------------|
| 32.           | <i>I pay attention when someone is speaking English.</i><br>Saya memperhatikan ketika orang lain berbicara dalam Bahasa Inggris.   | 1 2 3 4 5             |
| 33.           | <i>I try to find out how to be a better learner of English.</i><br>Saya mencari tahu bagaimana untuk menjadi pembelajar Bahasa Inggris yang baik.  | 1 2 3 4 5             |
| 34.           | <i>I plan my schedule so I will have enough time to study English.</i><br>Saya membuat jadwal belajar sehingga saya mempunyai cukup waktu untuk mempelajari Bahasa Inggris.                      | 1 2 3 4 5             |
| 35.           | <i>I look for people I can talk to in English.</i><br>Saya mencari orang-orang yang bisa saya ajak bercakap-cakap Bahasa Inggris.  | 1 2 3 4 5             |
| 36.           | <i>I look for opportunities to read as much as possible in English.</i><br>Saya mencari kesempatan untuk membaca bacaan Bahasa Inggris sebanyak mungkin.   | 1 2 3 4 5             |
| 37.           | <i>I have clear goals for improving my English skills.</i><br>Saya mempunyai tujuan yang jelas dalam meningkatkan kemampuan berbahasa Inggris saya.  | 1 2 3 4 5             |
| 38.           | <i>I think about my progress in learning English.</i><br>Saya memperhatikan kemajuan saya dalam mempelajari Bahasa Inggris.  | 1 2 3 4 5             |
| <b>PART E</b> |  |                       |
| 39.           | <i>I try to relax whenever I feel afraid of using English.</i><br>Saya mencoba untuk rileks ketika saya merasa takut dalam menggunakan Bahasa Inggris.   | 1 2 3 4 5             |
| 40.           | <i>I encourage myself to speak English even when I am afraid of making a mistake.</i><br>Saya menyemangati diri saya sendiri untuk berbicara Bahasa Inggris ketika saya takut membuat kesalahan. | 1 2 3 4 5             |
| 41.           | <i>I give myself a reward or treat when I do well in English.</i><br>Saya akan membahagiakan diri saya sendiri ketika saya telah berhasil dalam mempelajari bahasa Inggris                       | 1 2 3 4 5             |

| No.    | Question<br>(Pertanyaan)   | Response<br>(Jawaban) |
|--------|--|-----------------------|
| 42.    | <i>I notice when I am tense or nervous when I am studying of using English.</i>  | 1 2 3 4 5             |
|        | Saya memperhatikan diri saya sendiri ketika saya merasa tegang atau gugup ketika mempelajari Bahasa Inggris.   |                       |
| 43.    | <i>I write down my feelings in language learning diary.</i>  | 1 2 3 4 5             |
|        | Saya menuliskan perasaan—perasaan saya dalam sebuah diari/catatan pembelajaran bahasa.   |                       |
| 44.    | <i>I talk to someone else about how I feel when I am learning English.</i>   | 1 2 3 4 5             |
|        | Saya menceritakan kepada orang lain tentang perasaan saya ketika saya mempelajari Bahasa Inggris.  |                       |
| PART F |  |                       |
| 45.    | <i>If I do not understand something in English, I ask other person to slow down or say it again.</i>   | 1 2 3 4 5             |
|        | Jika saya tidak mampu menangkap pembicaraan orang lain yang menggunakan Bahasa Inggris, saya akan meminta orang tersebut untuk berbicara lebih pelan atau meminta orang tersebut untuk mengulang pembicaraannya. |                       |
| 46.    | <i>I ask English speakers to correct me when I talk.</i>   | 1 2 3 4 5             |
|        | Saya meminta penutur Bahasa Inggris untuk mengoreksi saya pada saat berbicara Bahasa Inggris.  |                       |
| 47.    | <i>I practice English with other students.</i>   | 1 2 3 4 5             |
|        | Saya mempraktekkan Bahasa Inggris saya dengan mahasiswa-mahasiswa lain.  |                       |
| 48.    | <i>I ask for help from English speakers.</i>   | 1 2 3 4 5             |
|        | Saya sering meminta bantuan kepada penutur Bahasa Inggris.   |                       |
| 49.    | <i>I ask question in English.</i>  | 1 2 3 4 5             |
|        | Saya bertanya dengan menggunakan Bahasa Inggris.   |                       |
| 50.    | <i>I try to learn about culture of English speakers.</i>   | 1 2 3 4 5             |
|        | Saya mencoba untuk mempelajari budaya penutur Bahasa Inggris.  |                       |



## Appendix 4. Background Questionnaire

### BACKGROUND QUESTIONNAIRE

1. *ID (Nomor Induk Mahasiswa)*.....
2. *Age* (umur)..... *Sex* (Jenis Kelamin).....
3. *Language you speak at home* (Bahasa yang digunakan di rumah).....
4. *Language you are now learning or have most recently learned. List one language only*  
(Bahasa yang sekarang sedang dipelajari atau paling barusan dipelajari. Tuliskan hanya satu bahasa).....
5. *How long have you been studying the language listed in no.4?*  
(Berapa lama anda mempelajari bahasa yang tercantum pada pertanyaan no.4)?.....
6. *How do you rate your overall proficiency in the language listed in no.4 as compared with the proficiency of other students in your class? (circle one)*  
(Bagaimanakah anda menilai kecakapan berbahasa anda yang tercantum pada pertanyaan no.4 dengan membandingkannya dengan mahasiswa-mahasiswa lainnya di kelas anda?)  
(lingkari salah satu)  

|                             |                      |
|-----------------------------|----------------------|
| <i>Excellent</i> (Istimewa) | <i>Good</i> (Baik)   |
| <i>Poor</i> (Kurang)        | <i>Fair</i> (Sedang) |
7. *How do you rate your overall proficiency in the language listed in no.4 as compared with the proficiency of native speakers of the language? (circle one)*  
(Bagaimanakah anda menilai kecakapan berbahasa anda yang tercantum pada pertanyaan no.4 dengan membandingkannya dengan penutur asli bahasa asing? (lingkari salah satu))  

|                             |                      |
|-----------------------------|----------------------|
| <i>Excellent</i> (Istimewa) | <i>Good</i> (Baik)   |
| <i>Poor</i> (Kurang)        | <i>Fair</i> (Sedang) |
8. *How important is it for you to become proficient in the language listed in no.4? (circle one)*  
(Seberapa pentingkah menjadi seseorang yang cakap berbahasa / menguasai bahasa yang tercantum pada pertanyaan no.4? (lingkari salah satu))

*Very important* (Sangat penting)

*Important* (Penting)

*Not so important* (Tidak terlalu penting)

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

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

(berikan tanda centang)

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

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

.....*have friends who speak the language*

(mempunyai teman yang berbicara dengan bahasa yang sedang dipelajari)

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

(dibutuhkan untuk kursus bahasa sebagai syarat kelulusan)

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

.....*need it for travel* (sebagai bahasa yang digunakan untuk bertamasya/jalan-jalan)

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

10. *Do you enjoy language learning? (circle one)*

(Apakah

anda

menikmati pembelajaran bahasa)? (lingkari salah satu)

Yes

(ya)

No (tidak)

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

12. *What has been your favorite experience in language learning?*

(Apakah pengalaman yang paling menarik dalam pembelajaran bahasa)?

13. *How do you develop your language learning strategies? (Bagaimanakah*

anda mengembangkan strategi-strategi belajar bahasa

anda)?



14. How do your teacher teach you language learning strategies?  
(Bagaimanakah dosen anda mengajarkan anda strategi pembelajaran bahasa)?.....

15. Is the teaching effective? Please explain! (Apakah pengajaran tersebut  
(jawaban pertanyaan nomor 14) efektif? Coba jelaskan!)

*Thank you for your sincerity participation in this researcher by answering all the questions above. Your participation will be a very useful contribution for improving the teaching and learning quality in International Undergraduate Program, Faculty of Economics and Business University of Brawijaya.*



## Appendix 5. Berita Acara Bimbingan Skripsi



### KEMENTERIAN PENDIDIKAN NASIONAL UNIVERSITAS BRAWIJAYA FAKULTAS ILMU BUDAYA

Jalan Mayjen Haryono Malang 65145

Telp. (0341) 551611 Pes.309 Telex.No. 31873 Fax. (0341) 565420

Telp. (0341) 575822 (direct) Fax. (0341) 575822 (direct)

### BERITA ACARA BIMBINGAN SKRIPSI

1. Nama : Fitrya Ardzi Yani Nuril
2. NIM : 0811110043
3. Program Study : S1 Sastra Inggris
4. Judul Skripsi : The Application of Language Learning Strategies and Their Relationship with English Proficiency: A Study at International Undergraduate Program of Faculty of Economics and Business University of Brawijaya
5. Tanggal Mengajukan : 21 / 02 / 2012
6. Tanggal Selesai Revisi : 7 / 08 / 2012
7. Nama Pembimbing : I. Syariful Muttaqin, M.A.  
II. Ida Puji Lestari, M.Pd
8. Keterangan Konsultasi

| No  | Tanggal          | Materi                                   | Pembimbing    | Paraf |
|-----|------------------|--|---------------|-------|
| 1.  | 21 Februari 2012 | Persetujuan judul skripsi                | Pembimbing I  |       |
| 2.  | 22 Februari 2012 | Persetujuan judul skripsi                | Pembimbing II |       |
| 3.  | 6 Maret 2012     | Pengajuan bab I, II, dan III             | Pembimbing I  |       |
| 4.  | 20 Maret 2012    | Konsultasi bab I, II, dan III            | Pembimbing I  |       |
| 5.  | 21 Maret 2012    | Revisi bab I, II, dan III                | Pembimbing I  |       |
| 6.  | 22 Maret 2012    | Pengajuan bab I, II, dan III             | Pembimbing II |       |
| 7.  | 10 April 2012    | Revisi bab I, II, dan III                | Pembimbing II |       |
| 8.  | 13 April 2012    | ACC Seminar Proposal                     | Pembimbing I  |       |
| 9.  | 13 April 2012    | ACC Seminar Proposal                     | Pembimbing II |       |
| 10. | 18 Juni 2012     | Konsultasi bab IV, V, dan VI             | Pembimbing I  |       |
| 11. | 22 Juni 2012     | Revisi bab IV, V, dan VI                 | Pembimbing I  |       |
| 12. | 29 Juni 2012     | Konsultasi bab IV, V, dan VI             | Pembimbing II |       |
| 13. | 2 Juli 2012      | Konsultasi bab I – VI                    | Pembimbing I  |       |
| 14. | 2 Juli 2012      | Konsultasi bab II, III dan abstrak       | Pembimbing II |       |
| 15. | 5 Juli 2012      | Konsultasi abstrak, font pages, bab I-VI | Pembimbing I  |       |



Lanjutan Tabel

|     |                |   |               |
|-----|----------------|---|---------------|
| 16. | 5 Juli 2012    | Konsultasi abstrak, <i>font pages</i> ,<br>bab I-VI | Pembimbing II |
| 17. | 11 Juli 2012   | ACC Seminar Hasil                                   | Pembimbing I  |
| 18. | 11 Juli 2012   | ACC Seminar Hasil                                   | Pembimbing II |
| 19. | 24 Juli 2012   | Konsultasi revisi setelah<br>Seminar Hasil          | Pembimbing I  |
| 20. | 24 Juli 2012   | Konsultasi revisi setelah<br>Seminar Hasil          | Pembimbing I  |
| 21. | 25 Juli 2012   | ACC ujian skripsi                                   | Pembimbing I  |
| 22. | 25 Juli 2012   | ACC ujian skripsi                                   | Pembimbing II |
| 23. | 7 Agustus 2012 | Konsultasi revisi setelah ujian<br>skripsi dan ACC  | Pembimbing I  |
| 24. | 7 Agustus 2012 | Konsultasi revisi setelah ujian<br>skripsi dan ACC  | Pembimbing II |

9. Telah dievaluasi dan diuji dengan nilai:

Malang, 7 Agustus 2012

Dosen Pembimbing I

Dosen Pembimbing II

Syariful Muttaqin, M.A.  
NIP.19751101 200312 1

Ida Puji Lestari, M.Pd  
NIK. 80063012120083

Mengetahui,  
Ketua Jurusan

Syariful Muttaqin, M.A.  
NIP.19751101 200312 1